

The University of Iowa 2020-21 General Catalog Table of Contents

Catalog Home	10	Art History, Master of Arts	134
Academics at Iowa	11	Art, Master of Fine Arts	136
Course Numbering	12	Art History, Doctor of Philosophy	138
Grading	15	Arts Entrepreneurship	141
Supporting Offices	16	Arts Entrepreneurship, Certificate	142
College of Liberal Arts and Sciences	17	Asian and Slavic Languages and Literatures	143
GE CLAS Core	20	Asian Languages and Literature, Bachelor of Arts	157
African American Studies	32	Russian, Bachelor of Arts	164
African American Studies, Bachelor of Arts	37	Asian Languages and Literature, Minor	167
African American Studies, Minor	41	Korean Studies, Minor	170
African American Studies, Graduate Certificate	43	Russian, Minor	172
Aging and Longevity Studies	44	Russian and Eastern European Studies, Minor	173
Aging and Longevity Studies, Minor	46	Asian Civilizations, Master of Arts	174
Aging and Longevity Studies, Certificate	47	Biology	175
Aging and Longevity Studies, Graduate Certificate	49	Biology, Bachelor of Arts	181
American Sign Language	50	Biology, Bachelor of Science	186
American Sign Language, Minor	52	Biology, Minor	197
American Studies	53	Integrated Biology, Master of Science	198
American Studies, Bachelor of Arts	60	Integrated Biology, Doctor of Philosophy	200
Sport Studies, Bachelor of Arts	62	Biomedical Sciences	202
American Studies, Minor	65	Biomedical Sciences, Bachelor of Science	203
Sport Studies, Minor	66	Chemistry	207
American Studies, Master of Arts	67	Chemistry, Bachelor of Arts	212
American Studies, Doctor of Philosophy	68	Chemistry, Bachelor of Science	217
Anthropology	70	Chemistry, Minor	221
Anthropology, Bachelor of Arts	78	Chemistry, Master of Science	222
Anthropology, Bachelor of Science	85	Chemistry, Doctor of Philosophy	223
Anthropology, Minor	92	Cinematic Arts	224
Anthropology, Master of Arts	93	Cinema, Bachelor of Arts	228
Anthropology, Doctor of Philosophy	95	Screenwriting Arts, Bachelor of Arts	231
Art and Art History	96	Cinema, Minor	234
Art, Bachelor of Arts	112	Film Studies, Master of Arts	235
Art History, Bachelor of Arts	115	Film and Video Production, Master of Fine Arts	236
Art, Bachelor of Fine Arts	118	Film Studies, Doctor of Philosophy	237
Art, Minor	130	Classics	238
Art History, Minor	131	Ancient Civilization, Bachelor of Arts	246
Art, Master of Arts	132	Classical Languages, Bachelor of Arts	250
		Ancient Civilization, Minor	253
		Classical Languages, Minor	254
		Greek, Minor	255
		Health and the Human Condition, Minor	256
		Latin, Minor	257
		Classics, Postbaccalaureate Certificate	258
		Classics, Master of Arts	259

Greek, Master of Arts	260	Geoscience, Minor	386
Latin, Master of Arts	261	Geoscience, Master of Science	387
Classics, Doctor of Philosophy	262	Geoscience, Doctor of Philosophy	388
Communication Sciences and Disorders	263	English	389
Speech and Hearing Science, Bachelor of Arts	268	English, Bachelor of Arts	405
Communication Sciences and Disorders, Minor	271	English and Creative Writing, Bachelor of Arts	415
Speech Pathology and Audiology, Master of Arts ..	272	English, Minor	421
Doctor of Audiology, Au.D.	275	English, Master of Arts	422
Speech and Hearing Science, Doctor of Philosophy	277	English (creative writing), Master of Fine Arts	424
Communication Studies	278	English (nonfiction writing), Master of Fine Arts ...	425
Communication Studies, Bachelor of Arts	286	English, Doctor of Philosophy	427
Communication Studies, Minor	291	English as a Second Language	430
Communication Studies, Master of Arts	294	Enterprise Leadership	434
Communication Studies, Doctor of Philosophy	296	Enterprise Leadership, Bachelor of Arts	435
Computer Science	298	Environmental Policy and Planning	440
Computer Science, Bachelor of Arts	303	Environmental Policy and Planning, Bachelor of Arts	441
Informatics, Bachelor of Arts	307	Environmental Policy and Planning, Bachelor of Science	446
Computer Science, Bachelor of Science	313	Environmental Policy and Planning, Minor	451
Informatics, Bachelor of Science	319	Environmental Sciences	453
Computer Science, Minor	324	Environmental Sciences, Bachelor of Arts	455
Informatics, Minor	325	Environmental Sciences, Bachelor of Science	460
Master of Computer Science	326	Environmental Sciences, Minor	470
Computer Science, Master of Science	328	Ethics and Public Policy	472
Computer Science, Doctor of Philosophy	329	Ethics and Public Policy, Bachelor of Arts	473
Creative Writing (Iowa Writers' Workshop)	331	Event Management	478
English, Master of Fine Arts	332	Event Management, Certificate	479
Critical Cultural Competence	333	French and Italian	481
Critical Cultural Competence, Certificate	334	French, Bachelor of Arts	489
Dance	335	Italian, Bachelor of Arts	493
Dance, Bachelor of Arts	343	Arabic Language, Minor	496
Dance, Bachelor of Fine Arts	347	French, Minor	497
Dance, Minor	352	Italian, Minor	498
Dance, Master of Fine Arts	354	French and Francophone World Studies, Master of Arts	499
Data Science	356	French and Francophone World Studies, Doctor of Philosophy	500
Data Science, Bachelor of Science	357	Gender, Women's, and Sexuality Studies	501
Disability Studies	361	Gender, Women's, and Sexuality Studies, Bachelor of Arts	512
Disability Studies, Certificate	362	Social Justice, Bachelor of Arts	518
Division of Interdisciplinary Programs	364	Gender, Health, and Healthcare Equity, Minor	525
Division of Performing Arts	365	Gender, Women's, and Sexuality Studies, Minor ..	526
Division of World Languages, Literatures and Cultures	367	Social Justice, Minor	527
Earth and Environmental Sciences	371		
Geoscience, Bachelor of Arts	378		
Geoscience, Bachelor of Science	381		

Gender, Women's, and Sexuality Studies, Graduate Certificate	530	International Relations, Bachelor of Arts	691
Geographical and Sustainability Sciences	531	International Relations, Bachelor of Science	697
Geography, Bachelor of Arts	538	International Relations, Minor	704
Geography, Bachelor of Science	546	International Studies	705
Sustainability Science, Bachelor of Science	554	International Studies, Bachelor of Arts	708
Geographic Information Science, Minor	558	International Studies, Minor	727
Geography, Minor	559	Journalism and Mass Communication	728
Geographic Information Science, Certificate	560	Journalism and Mass Communication, Bachelor of Arts	735
Geography, Master of Arts	562	Mass Communication, Minor	740
Geography, Doctor of Philosophy	564	Journalism, Master of Arts	741
German	566	Strategic Communication, Master of Arts	742
German, Bachelor of Arts	571	Mass Communications, Doctor of Philosophy	744
German, Minor	575	Latham Science Engagement Initiative	745
German, Master of Arts	577	Latin American Studies	746
Global Health Studies	578	Latin American Studies, Minor	750
Global Health Studies, Bachelor of Arts	584	Latin American Studies, Certificate	751
Global Health Studies, Bachelor of Science	589	Latina/o/x Studies	753
Global Health Studies, Minor	594	Latina/o/x Studies, Minor	755
Global Health Studies, Certificate	595	Linguistics	756
Global Health Studies, Graduate Certificate	597	Linguistics, Bachelor of Arts	760
Health and Human Physiology	598	Linguistics, Minor	764
Health and Human Physiology, Bachelor of Arts ...	611	Linguistics, Master of Arts	765
Human Physiology, Bachelor of Science	617	Linguistics, Doctor of Philosophy	766
Sport and Recreation Management, Bachelor of Science	620	Literary Translation	767
Therapeutic Recreation, Bachelor of Science	627	Literary Translation, Master of Fine Arts	770
Human Physiology, Minor	631	Literary Translation, Graduate Certificate	772
Physical Activity and Nutrition Science, Minor	632	Magid Center for Undergraduate Writing	773
Sport and Recreation Management, Minor	633	Writing, Certificate	777
Interscholastic Athletic/Activities Administration, Certificate	634	Mathematics	782
Sport and Recreation Management, Master of Arts	636	Mathematics, Bachelor of Arts	789
Health and Human Physiology, Master of Science	638	Mathematics, Bachelor of Science	796
Health and Human Physiology, Doctor of Philosophy	643	Mathematics, Minor	803
History	646	Mathematics, Master of Science	804
History, Bachelor of Arts	660	Mathematics, Doctor of Philosophy	806
History, Minor	664	Media Entrepreneurialism	807
History, Master of Arts	665	Media Entrepreneurialism, Certificate	808
History, Doctor of Philosophy	666	Medieval Studies	809
Interdepartmental Studies	667	Medieval Studies, Certificate	810
Interdepartmental Studies, Bachelor of Arts	669	Museum Studies	812
International Relations	690	Museum Studies, Certificate	815
		Music	817
		Music, Bachelor of Arts	834
		Music, Bachelor of Music	838
		Music, Minor	850

Music, Master of Arts	852	Religious Studies	956
Music, Doctor of Philosophy	854	Religious Studies, Bachelor of Arts	964
Doctor of Musical Arts, D.M.A.	855	Religion and Media, Minor	968
Theory Pedagogy, Graduate Minor	856	Religious Studies, Minor	969
Sacred Music, Graduate Certificate	857	Religious Studies, Master of Arts	970
Native American and Indigenous Studies	858	Religious Studies, Doctor of Philosophy	972
Native American and Indigenous Studies, Minor ...	860	Resilience and Trauma-Informed Perspectives	974
Native American and Indigenous Studies, Certificate	861	Resilience and Trauma-Informed Perspectives, Certificate	975
Native American and Indigenous Studies, Graduate Certificate	862	Rhetoric	976
Neuroscience	863	Rhetoric and Persuasion, Minor	980
Neuroscience, Bachelor of Science	864	Second Language Acquisition	982
Philosophy	867	Second Language Acquisition, Doctor of Philosophy	984
Philosophy, Bachelor of Arts	872	Social Science Analytics	986
Philosophy, Minor	876	Social Science Analytics, Certificate	987
Philosophy, Master of Arts	877	Social Work	989
Philosophy, Doctor of Philosophy	878	Social Work, Bachelor of Arts	995
Physics and Astronomy	879	Social Work, Minor	999
Physics, Bachelor of Arts	885	Master of Social Work, M.S.W.	1000
Astronomy, Bachelor of Arts	888	Social Work, Doctor of Philosophy	1008
Physics, Bachelor of Science	891	Sociology and Criminology	1010
Applied Physics, Bachelor of Science	894	Sociology, Bachelor of Arts	1018
Astronomy, Bachelor of Science	898	Criminology, Law and Justice, Bachelor of Arts ...	1023
Physics, Minor	901	Sociology, Bachelor of Science	1027
Astronomy, Minor	902	Criminology, Law and Justice, Bachelor of Science	1032
Physics, Master of Science	903	Sociology, Minor	1036
Astronomy, Master of Science	904	Criminology, Law and Justice, Minor	1037
Physics, Doctor of Philosophy	905	Sociology, Master of Arts	1038
Political Risk Analysis	906	Sociology, Doctor of Philosophy	1039
Political Risk Analysis, Certificate	907	Spanish and Portuguese	1040
Political Science	909	Spanish, Bachelor of Arts	1051
Political Science, Bachelor of Arts	917	Portuguese, Bachelor of Arts	1056
Political Science, Bachelor of Science	921	Spanish, Minor	1059
Political Science, Minor	925	Portuguese, Minor	1061
Political Science, Master of Arts	926	Spanish, Master of Arts	1062
Political Science, Doctor of Philosophy	927	Spanish Creative Writing, Master of Fine Arts	1063
Psychological and Brain Sciences	929	Spanish, Doctor of Philosophy	1064
Psychology, Bachelor of Arts	936	Statistics and Actuarial Science	1068
Psychology, Bachelor of Science	940	Statistics, Bachelor of Science	1074
Psychology, Minor	945	Actuarial Science, Bachelor of Science	1080
Psychology, Master of Arts	946	Statistics, Minor	1084
Psychology, Doctor of Philosophy	948	Statistics, Master of Science	1085
Public Digital Arts	950	Actuarial Science, Master of Science	1087
Public Digital Arts, Certificate	952		

Statistics, Doctor of Philosophy	1088	Doctor of Philosophy	1213
Theatre Arts	1091	Marketing	1214
Theatre Arts, Bachelor of Arts	1099	Marketing, Bachelor of Business Administration .	1218
Theatre Arts, Minor	1104	Doctor of Philosophy	1224
Theatre Arts, Master of Fine Arts	1105	Master of Business Administration Program	1225
Translation for Global Literacy	1106	Master of Business Administration, M.B.A.	1227
Translation for Global Literacy, Minor	1107	Business Fundamentals, Professional Certificate	1232
Tippie College of Business	1109	Finance, Professional Certificate	1233
Accounting	1115	Leadership, Professional Certificate	1234
Accounting, Bachelor of Business Administration	1118	Marketing, Professional Certificate	1235
Master of Accountancy, M.Ac.	1121	Risk Management and Insurance	1236
Doctor of Philosophy	1124	Risk Management and Insurance, Certificate	1237
Bachelor of Business Administration	1125	College of Dentistry	1239
Business Administration, Bachelor of Business	1130	Doctor of Dental Surgery	1242
Administration	1136	Doctor of Dental Surgery, D.D.S.	1243
Business Administration	1136	Endodontics	1245
Business Administration, Minor	1137	Endodontics, Professional Certificate	1246
Business Analytics	1139	Family Dentistry	1247
Business Analytics and Information Systems, Bachelor	1144	Geriatric and Special Needs Dentistry	1248
of Business Administration	1148	Geriatric and Special Needs Dentistry, Professional	1249
Business Analytics (career), Master of Science ...	1148	Certificate	1250
Business Analytics (professional), Master of Science	1151	Hospital Dentistry	1250
.....	1151	Operative Dentistry	1251
Doctor of Philosophy	1153	Operative Dentistry, Professional Certificate	1252
Business Analytics, Graduate Certificate	1154	Oral and Maxillofacial Surgery	1253
Doctor of Philosophy	1155	Oral and Maxillofacial Surgery, Professional Certificate	1254
Business Administration, Doctor of Philosophy ...	1156	1254
Economics	1157	Oral Pathology, Radiology, and Medicine	1255
Economics, Bachelor of Arts	1161	Oral and Maxillofacial Pathology, Professional	1257
Economics, Bachelor of Science	1165	Certificate	1258
Economics, Bachelor of Business Administration	1170	Oral and Maxillofacial Radiology, Professional	1258
Economics, Minor	1175	Certificate	1259
Economics, Master of Arts	1176	Oral Science	1259
Economics, Doctor of Philosophy	1177	Oral Science, Master of Science	1260
Entrepreneurial Management	1178	Oral Science, Doctor of Philosophy	1261
Entrepreneurial Management, Certificate	1182	Orthodontics	1262
Finance	1184	Orthodontics, Professional Certificate	1264
Finance, Bachelor of Business Administration	1188	Orthodontics, Master of Science	1265
Finance, Master of Science	1190	Pediatric Dentistry	1266
Doctor of Philosophy	1193	Pediatric Dentistry, Professional Certificate	1267
International Business	1194	Periodontics	1268
International Business, Certificate	1195	Periodontics, Professional Certificate	1269
Management and Entrepreneurship	1204	Preventive and Community Dentistry	1270
Management, Bachelor of Business Administration	1208	Dental Public Health, Master of Science	1272
.....	1208	Prosthodontics	1273
		Prosthodontics, Professional Certificate	1275

College of Education	1276	Bachelor of Science in Engineering, B.S.E.	1428
Education Studies and Human Relations, Bachelor of Arts	1287	Engineering and Information Technology, Master of Science	1431
Applied Behavior Analysis	1291	Roy J. Carver Department of Biomedical Engineering	1433
Applied Behavior Analysis, Graduate Certificate .	1292	Biomedical Engineering, Bachelor of Science in Engineering	1440
Educational Policy and Leadership Studies	1293	Biomedical Engineering, Master of Science	1443
Educational Policy and Leadership Studies, Master of Arts	1300	Biomedical Engineering, Doctor of Philosophy	1444
Educational Policy and Leadership Studies, Specialist in Education	1304	Chemical and Biochemical Engineering	1446
Educational Policy and Leadership Studies, Doctor of Education	1307	Chemical Engineering, Bachelor of Science in Engineering	1452
Educational Policy and Leadership Studies, Doctor of Philosophy	1309	Chemical and Biochemical Engineering, Master of Science	1456
Online Teaching	1315	Chemical and Biochemical Engineering, Doctor of Philosophy	1459
Online Teaching, Graduate Certificate	1316	Civil and Environmental Engineering	1462
Psychological and Quantitative Foundations	1317	Civil Engineering, Bachelor of Science in Engineering	1471
Educational Psychology, Minor	1325	Environmental Engineering, Bachelor of Science in Engineering	1474
Psychological and Quantitative Foundations, Master of Arts	1326	Civil and Environmental Engineering, Master of Science	1476
Psychological and Quantitative Foundations, Specialist in Education	1329	Civil and Environmental Engineering, Doctor of Philosophy	1478
Psychological and Quantitative Foundations, Doctor of Philosophy	1330	Electrical and Computer Engineering	1481
Rehabilitation and Counselor Education	1337	Computer Science and Engineering, Bachelor of Science in Engineering	1488
Human Relations, Minor	1344	Electrical Engineering, Bachelor of Science in Engineering	1492
Rehabilitation and Counselor Education, Master of Arts	1345	Electrical and Computer Engineering, Master of Science	1497
Rehabilitation and Counselor Education, Doctor of Philosophy	1349	Electrical and Computer Engineering, Doctor of Philosophy	1499
Teaching and Learning	1351	Industrial and Systems Engineering	1500
Art Education, Bachelor of Arts	1367	Industrial Engineering, Bachelor of Science in Engineering	1506
Elementary Education, Bachelor of Arts	1369	Industrial Engineering, Master of Science	1510
English Education, Bachelor of Arts	1375	Industrial Engineering, Doctor of Philosophy	1513
Mathematics Education, Bachelor of Arts	1378	Mechanical Engineering	1516
Music Education, Bachelor of Arts	1381	Mechanical Engineering, Bachelor of Science in Engineering	1523
Science Education, Bachelor of Arts	1384	Mechanical Engineering, Master of Science	1526
Social Studies Education, Bachelor of Arts	1387	Mechanical Engineering, Doctor of Philosophy ...	1528
Science Studies, Bachelor of Science	1389	Naval Science and Technology	1530
World Language Education, Bachelor of Arts	1397	Naval Science and Technology, Certificate	1531
Teaching and Learning, Master of Arts	1399	Sustainable Water Development	1532
Teaching and Learning, Master of Arts in Teaching	1403	Sustainable Water Development, Graduate Certificate	1533
Teaching and Learning, Master of Science	1410	Technological Entrepreneurship	1534
Teaching and Learning, Doctor of Philosophy	1412		
UI REACH	1417		
College of Engineering	1420		
Bachelor of Science in Engineering	1426		

Technological Entrepreneurship, Certificate	1535	Juris Doctor, J.D.	1650
Graduate College	1536	Master of Laws, LL.M.	1653
Applied Mathematical and Computational Sciences .	1547	Master of Studies in Law, M.S.L.	1654
Applied Mathematical and Computational Sciences,		Doctor of Juridical Science, S.J.D.	1655
Doctor of Philosophy	1548	University of Iowa Center for Human Rights	1656
Biomedical Science	1549	Human Rights, Certificate	1657
Biomedical Science, Master of Science	1551	Carver College of Medicine	1658
Biomedical Science, Doctor of Philosophy	1552	Anatomy and Cell Biology	1668
Center for the Book	1565	Master of Clinical Anatomy, M.C.A.	1671
Book Arts, Master of Fine Arts	1568	Anesthesia	1673
Book Studies/Book Arts and Technologies, Graduate		Biochemistry	1675
Certificate	1570	Biochemistry, Bachelor of Arts	1678
Cognitive Science of Language	1571	Biochemistry, Bachelor of Science	1681
Cognitive Science of Language, Graduate Certificate		Biochemistry, Master of Science	1684
.....	1572	Biochemistry, Doctor of Philosophy	1685
College Teaching	1574	Dermatology	1687
College Teaching, Graduate Certificate	1575	Dietary	1688
Genetics	1576	Master of Clinical Nutrition, M.C.N.	1689
Genetics, Doctor of Philosophy	1577	Dietetic Internship Program, Graduate Certificate	
Human Toxicology	1579	1691
Human Toxicology, Master of Science	1580	Doctor of Medicine	1692
Human Toxicology, Doctor of Philosophy	1581	Doctor of Medicine, M.D.	1693
Immunology	1582	Emergency Medicine	1696
Immunology, Doctor of Philosophy	1583	Family Medicine	1698
Informatics	1586	Free Radical and Radiation Biology	1700
Informatics, Master of Science	1592	Internal Medicine	1702
Informatics, Doctor of Philosophy	1594	Medical Education Program	1704
Informatics, Graduate Certificate	1597	Master in Medical Education, M.M.E.	1705
International Writing Program	1598	Medical Education, Graduate Certificate	1707
Library and Information Science	1600	Medical Laboratory Science	1708
Library and Information Science, Master of Arts .	1604	Medical Laboratory Science, Bachelor of Science	
Special Collections Librarianship, Graduate Certificate		1709
.....	1608	Medical Scientist Training Program	1711
Molecular Medicine	1609	Microbiology and Immunology	1713
Neuroscience	1611	Microbiology, Bachelor of Science	1716
Neuroscience, Doctor of Philosophy	1612	Microbiology, Minor	1720
Planning and Public Affairs	1613	Microbiology, Master of Science	1721
Master of Public Affairs, M.P.Aff.	1619	Microbiology, Doctor of Philosophy	1722
Urban and Regional Planning, Master of Science	1622	Molecular Physiology and Biophysics	1724
Public Digital Humanities	1625	Neurology	1726
Public Digital Humanities, Graduate Certificate ..	1626	Neuroscience and Pharmacology	1727
Translational Biomedicine	1627	Neurosurgery	1729
Translational Biomedicine, Master of Science	1628	Nuclear Medicine Technology	1730
Transportation Studies	1631	Nuclear Medicine Technology, Bachelor of Science	
Transportation Studies, Graduate Certificate	1632	1732
College of Law	1633		

Obstetrics and Gynecology	1736	Palliative Care, Professional Certificate	1867
Ophthalmology and Visual Sciences	1738	Pharmacy, Master of Science	1868
Orthoptics, Professional Certificate	1739	Pharmacy, Doctor of Philosophy	1869
Orthopedics and Rehabilitation	1740	College of Public Health	1870
Athletic Training, Master of Science	1744	Public Health, Bachelor of Arts	1878
Otolaryngology—Head and Neck Surgery	1746	Public Health, Bachelor of Science	1883
Pathology	1747	Public Health, Undergraduate Certificate	1888
Pathology, Master of Science	1749	Master of Public Health, M.P.H.	1889
Physical Therapy and Rehabilitation Science	1750	Public Health, Graduate Certificate	1900
Physical Rehabilitation Science, Master of Arts ...	1755	Agricultural Safety and Health	1901
Doctor of Physical Therapy, D.P.T.	1756	Agricultural Safety and Health, Graduate Certificate	1902
Physical Rehabilitation Science, Doctor of Philosophy	1759	1902
Physician Assistant Studies and Services	1761	Biostatistics	1903
Master of Physician Assistant Studies, M.P.A.S. ..	1764	Biostatistics, Master of Science	1906
Psychiatry	1769	Biostatistics, Doctor of Philosophy	1909
Radiation Oncology	1771	Biostatistics, Graduate Certificate	1912
Radiation Sciences	1772	Community and Behavioral Health	1913
Radiation Sciences, Bachelor of Science	1780	Community and Behavioral Health, Doctor of	1915
Radiology	1800	Philosophy	1915
Stead Family Department of Pediatrics	1801	Emerging Infectious Disease Epidemiology	1917
Surgery	1804	Emerging Infectious Disease Epidemiology, Graduate	1918
Perfusion Technology, Certificate	1806	Certificate	1918
Urology	1807	Epidemiology	1919
College of Nursing	1808	Clinical Investigation, Master of Science	1923
Bachelor of Science in Nursing, B.S.N.	1820	Epidemiology, Master of Science	1926
Master of Science in Nursing, M.S.N.	1826	Epidemiology, Doctor of Philosophy	1928
Doctor of Nursing Practice, D.N.P.	1828	Health Management and Policy	1930
Nursing, Doctor of Philosophy	1839	Master of Health Administration, M.H.A.	1933
Adult Gerontology Acute Care Nurse Practitioner,	1841	Health Policy, Master of Science	1935
Graduate Certificate	1841	Health Services and Policy, Doctor of Philosophy	1936
Adult Gerontology Primary Care Nurse Practitioner,	1842	1936
Graduate Certificate	1842	Healthcare Management	1938
Family Nurse Practitioner, Graduate Certificate	1843	Healthcare Management, Graduate Certificate ..	1939
Health Systems, Graduate Certificate	1844	Occupational and Environmental Health	1940
Pediatric Nurse Practitioner—Acute Care, Graduate	1845	Occupational and Environmental Health, Master of	1943
Certificate	1845	Science	1943
Pediatric Nurse Practitioner—Primary Care, Graduate	1846	Occupational and Environmental Health, Doctor of	1948
Certificate	1846	Philosophy	1948
Psychiatric/Mental Health Nurse Practitioner, Graduate	1847	Translational and Clinical Investigation	1950
Certificate	1847	Translational and Clinical Investigation, Graduate	1951
College of Pharmacy	1848	Certificate	1951
Drug Delivery, Certificate	1859	University College	1953
Drug Discovery, Certificate	1860	Aerospace Studies (Air Force ROTC)	1955
Drug Disposition and Metabolism, Certificate	1861	Aerospace Studies, Minor	1957
Doctor of Pharmacy, Pharm.D.	1862	Bachelor of Applied Studies	1958
		Bachelor of Applied Studies, B.A.S.	1959
		Bachelor of Liberal Studies	1961

Bachelor of Liberal Studies, B.L.S.	1962
Belin-Blank Center for Gifted Education	1969
Career Center Programs	1971
Center for Diversity and Enrichment	1973
Clinical and Translational Science	1974
Clinical and Translational Science, Certificate	1975
College Success Initiatives	1977
Distance and Online Education	1980
Hawkeye Talent Initiative	1982
Intercollegiate Athletic Participation	1983
Iowa Biosciences Academy	1984
Iowa Lakeside Laboratory	1985
Leadership Studies	1987
Leadership Studies, Certificate	1989
Lifetime Leisure Skills	1992
Military Science (Army ROTC)	1995
Military Science, Minor	1997
Nonprofit Leadership and Philanthropy	1998
Nonprofit Leadership and Philanthropy, Certificate	1999
Secondary Student Training Program	2000
Study Abroad	2001
Sustainability	2020
Sustainability, Certificate	2021
Undergraduate Research Experiences	2024
University Libraries	2026
University of Iowa Honors Program	2027
University of Iowa Upward Bound	2032
Administrative Officers	2033
Faculty	2035
Iowa Administrative Code	2203
University Calendar	2204
Campus Visits	2205
Index	2206

Catalog Home

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

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

For PDF versions of archived back editions, visit Archive on the Catalog website.

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

The University of Iowa is accredited by the Higher Learning Commission. The University is a member of the Association of American Universities and is associated with Indiana, Michigan State, Northwestern, Ohio State, Pennsylvania State, Purdue, and Rutgers Universities and the Universities of Illinois, Maryland, Michigan, Minnesota, Nebraska-Lincoln, and Wisconsin-Madison in the Big Ten Conference. The Big Ten institutions are members of the Big Ten Academic Alliance.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities.

For additional information on nondiscrimination policies, contact the Office of Equal Opportunity and Diversity, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, (319) 335-0705 (voice), (319) 335-0697 (TDD), diversity@uiowa.edu.

Academics at Iowa

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

The following pages provide global information about undergraduate, graduate, and professional study across the University. They include all undergraduate and graduate majors, minors, and certificate programs with links to the relevant Catalog sections; descriptions of the University's course numbering and grading systems; and contact information for supporting offices.

There are several options to search for information on programs of study by using the black bar above. The A-Z Directory lists information in alphabetical order. Catalog Contents allows a user to search by department or unit for the majors, minors or certificates offered, and for information about each University program. Find Your Program provides users the ability to search by undergraduate, graduate, and professional program options, as well as additional learning opportunities in college or precollege programs by selecting choices with the Filter Options drop-down list. UI Courses lists all the University courses by academic unit.

Explore what the University of Iowa has to offer!

- [Course Numbering](#) [p. 12]
- [Grading](#) [p. 15]
- [Supporting Offices](#) [p. 16]

Course Numbering

Course numbers at the University of Iowa consist of an alphabetical prefix (up to four letters) showing the college, department, or program, followed by a colon and a four-digit numerical suffix for the individual course. For example, SOC:2810 identifies the course numbered 2810 in the Department of Sociology and Criminology (SOC), titled Social Inequality.

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

Tippie College of Business

ACCT	Accounting
BAIS	Business Analytics
BUS	Business Administration (Tippie College of Business)
ECON	Economics
ENTR	Entrepreneurship (Entrepreneurial Management)
FIN	Finance
MBA	Graduate Management Programs (Master of Business Administration Program)
MGMT	Management (Management and Entrepreneurship)
MKTG	Marketing

College of Dentistry

DENT	Dentistry
DPH	Dental Public Health (Preventive and Community Dentistry)
ENDO	Endodontics
FAMD	Family Dentistry
GSND	Geriatric and Special Needs Dentistry
OMFS	Oral and Maxillofacial Surgery
OPER	Operative Dentistry
OPRM	Oral Pathology, Radiology, and Medicine
ORDN	Orthodontics
ORSC	Oral Science
PCD	Preventive and Community Dentistry
PEDO	Pediatric Dentistry
PERI	Periodontics
PROS	Prosthodontics

College of Education

EALL	Education Interdepartmental (College of Education)
EDTL	Education Teaching and Learning (Teaching and Learning)
EHOP	Education Honors Opportunity Program (College of Education)
EPLS	Educational Policy and Leadership Studies
PSQF	Psychological and Quantitative Foundations

RCE	Rehabilitation and Counselor Education
REA	UI REACH
SIED	Science Education (Teaching and Learning)

College of Engineering

BME	Biomedical Engineering (Roy J. Carver Department of Biomedical Engineering)
CBE	Chemical and Biochemical Engineering
CEE	Civil and Environmental Engineering
ECE	Electrical and Computer Engineering
EIT	Engineering and Information Technology (College of Engineering)
ENGR	Core Engineering Courses
ISE	Industrial and Systems Engineering
ME	Mechanical Engineering

Graduate College

AMCS	Applied Mathematical and Computational Sciences
BMED	Biomedical Science
CBIO	Cancer Biology (Biomedical Science)
GENE	Genetics
GRAD	Graduate College
IGPI	Interdisciplinary Graduate Program in Informatics (Informatics)
IMMU	Immunology
IWP	International Writing Program
MMED	Molecular Medicine
NSCI	Neuroscience
PBAF	Public Affairs (Planning and Public Affairs)
SLIS	Library and Information Science
TBM	Translational Biomedicine
TOX	Human Toxicology
UICB	University of Iowa Center for the Book (Center for the Book)
URP	Urban and Regional Planning (Planning and Public Affairs)

College of Law

HRTS	University of Iowa Center for Human Rights
LAW	Law
LWAB	Law Study Abroad

College of Liberal Arts and Sciences

ACTS	Actuarial Science (Statistics and Actuarial Science)
AFAM	African American Studies
AMST	American Studies
ANIM	Animation (Art and Art History)
ANTH	Anthropology
ARAB	Arabic (French and Italian)
ARTE	Art Education (Art and Art History)
ARTH	Art History (Art and Art History)
ARTS	General Art (Art and Art History)
ASIA	Asian Languages and Literatures (Asian and Slavic Languages and Literatures)

ASL	American Sign Language
ASLE	American Sign Language in English
ASP	Aging and Longevity Studies
ASTR	Astronomy (Physics and Astronomy)
BIOL	Biology
BKAT	Papermaking (Art and Art History)
CCCC	Critical Cultural Competence
CERM	Ceramics (Art and Art History)
CHEM	Chemistry
CHIN	Chinese (Asian and Slavic Languages and Literatures)
CINE	Cinematic Arts
CL	(Division of World Languages, Literatures and Cultures)
CLAS	Liberal Arts and Sciences Nondepartmental (College of Liberal Arts and Sciences)
CLSA	Classics: Ancient Civilizations (Classics)
CLSG	Greek (Classics)
CLSL	Latin (Classics)
CNW	Creative Nonfiction Writing (English)
COMM	Communication Studies
CRIM	Criminology, Law and Justice (Sociology and Criminology)
CS	Computer Science
CSD	Communication Sciences and Disorders
CW	Creative Writing—Writers' Workshop (English)
DANC	Dance
DIGA	Public Digital Arts
DPA	Division of Performing Arts
DRAW	Drawing (Art and Art History)
DSGN	Design (Art and Art History)
DST	Disability Studies
ECON	Economics
EES	Earth and Environmental Sciences
ENGL	English
ENVS	Environmental Sciences
ESL	English as a Second Language
EVNT	Event Management
FREN	French (French and Italian)
GEOG	Geography (Geographical and Sustainability Sciences)
GHS	Global Health Studies
GRMN	German
GWSS	Gender, Women's, and Sexuality Studies
HHP	Health and Human Physiology
HIST	History
HPAS	Health and Physical Activity Skills (Health and Human Physiology)
IIEP	Iowa Intensive English Program (English as a Second Language)
INTD	Interdepartmental Studies
INTM	Intermedia (Art and Art History)
IS	International Studies
ITAL	Italian (French and Italian)
IYWS	Iowa Young Writers' Studio (Magid Center for Undergraduate Writing)
JMC	Journalism and Mass Communication

JPNS	Japanese (Asian and Slavic Languages and Literatures)
KORE	Korean (Asian and Slavic Languages and Literatures)
LAS	Latin American Studies
LATH	Latham Science Engagement Initiative
LATS	Latina/o/x Studies
LING	Linguistics
MATH	Mathematics
MDVL	Medieval Studies
MTLS	Jewelry and Metal Arts (Art and Art History)
MUS	Music
MUSM	Museum Studies
NAIS	Native American and Indigenous Studies
PHIL	Philosophy
PHTO	Photography (Art and Art History)
PHYS	Physics (Physics and Astronomy)
PNTG	Painting (Art and Art History)
POLI	Political Science
PORT	Portuguese (Spanish and Portuguese)
PRNT	Printmaking (Art and Art History)
PSY	Psychology (Psychological and Brain Sciences)
RELS	Religious Studies
RHET	Rhetoric
RUSS	Russian (Asian and Slavic Languages and Literatures)
SCLP	Sculpture (Art and Art History)
SJUS	Social Justice (Gender, Women's, and Sexuality Studies)
SLA	Second Language Acquisition
SOAS	South Asian Studies (Asian and Slavic Languages and Literatures)
SOC	Sociology (Sociology and Criminology)
SPAN	Spanish (Spanish and Portuguese)
SPST	Sport Studies (American Studies)
SRM	Sport and Recreation Management (Health and Human Physiology)
SSW	Social Work
STAT	Statistics (Statistics and Actuarial Science)
SUST	Sustainability Science (Geographical and Sustainability Sciences)
SWAH	Swahili (French and Italian)
TAPE	Teaching Assistant Preparation in English (English as a Second Language)
TDSN	Three-Dimensional Design (Art and Art History)
THTR	Theatre Arts
TR	Therapeutic Recreation (Health and Human Physiology)
TRNS	Translation (Literary Translation)
WLLC	Division of World Languages, Literatures and Cultures
WRIT	Writing (Magid Center for Undergraduate Writing)

Carver College of Medicine

ACB	Anatomy and Cell Biology
ANES	Anesthesia
AT	Athletic Training (Orthopedics and Rehabilitation)
BIOC	Biochemistry

CTS	Cardiothoracic Surgery (Surgery)
DERM	Dermatology
DIET	Dietary
EM	Emergency Medicine
EMTP	EMT—Paramedic Program (Carver College of Medicine)
FAM	Family Medicine
FRRB	Free Radical and Radiation Biology
IM	Internal Medicine
MED	Carver College of Medicine
MICR	Microbiology and Immunology
MPB	Molecular Physiology and Biophysics
MSTP	Medical Scientist Training Program
NEUR	Neurology
NSG	Neurosurgery
OBG	Obstetrics and Gynecology
OPHT	Ophthalmology and Visual Sciences
ORTH	Orthopedics and Rehabilitation
OTO	Otolaryngology—Head and Neck Surgery
OTP	Orthoptics Teaching Program (Carver College of Medicine)
PA	Physician Assistant Studies and Services
PATH	Pathology
PCOL	Pharmacology (Neuroscience and Pharmacology)
PEDS	Pediatrics (Stead Family Department of Pediatrics)
PERF	Perfusion (Surgery)
PSYC	Psychiatry
PTRS	Physical Therapy and Rehabilitation Science
RAD	Radiology
RADO	Radiation Oncology
RSBI	Breast Imaging Program (Radiation Sciences)
RSCI	Cardiovascular Interventional Program (Radiation Sciences)
RSCT	Computed Tomography Program (Radiation Sciences)
RSMR	Magnetic Resonance Imaging Program (Radiation Sciences)
RSMS	Diagnostic Medical Sonography Program (Radiation Sciences)
RSNM	Nuclear Medicine Technology
RSP	Radiation Sciences Program
RSRT	Radiologic Technology Program (Radiation Sciences)
RSTH	Radiation Therapy Program (Radiation Sciences)
SURG	Surgery
URO	Urology

College of Nursing

NURS	Nursing
------	---------

College of Pharmacy

PHAR	Pharmacy
------	----------

College of Public Health

BIOS	Biostatistics
CBH	Community and Behavioral Health
CPH	College of Public Health

EPID	Epidemiology
HMP	Health Management and Policy
OEH	Occupational and Environmental Health

University College

ABRD	Study Abroad
AERO	Aerospace Studies
BBC	Belin-Blank Center for Gifted Education
CCP	Career Center Programs
CDE	Center for Diversity and Enrichment
CSI	College Success Initiatives
HONR	Honors Program (University of Iowa Honors Program)
IALL	Iowa Lakeside Laboratory
IBA	Iowa Biosciences Academy
INTL	International Activities (Study Abroad)
LLS	Lifetime Leisure Skills
LS	Leadership Studies
MILS	Military Science
SSTP	Secondary School Training Program (Secondary Student Training Program)
UIUB	University of Iowa Upward Bound
ULIB	University Libraries
URES	Undergraduate Research Experiences

Grading

The University uses a letter grading system for individual courses, except for the College of Law, which uses a numeric system for course grading. In order to compute grade-point average, letter grades are converted according to the following numerical scale. Grade-point averages are displayed at the bottom of students' grade reports. All of the following marks appear on the permanent record.

Grade points for each semester hour:

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0

Not used in computing grade-point average:

AUS	Audit Successful
AUU	Audit Unsuccessful
H	Honors
H-	Near Honors
IP	In Progress
N	Nonpass
P	Pass
S	Satisfactory
U	Unsatisfactory

Other marks on the permanent record:

H	Undergraduate honors section
HC	Individual undergraduate honors earned
I	Incomplete
IP	In progress
O	No grade reported
R	Registered, no grade required
W	Withdrawn
X	Excused
=	Changed grade
#	Grade not included in grade-point average
*	Undergraduate honors section

Supporting Offices

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

Application for admission (undergraduate, graduate, and professional programs):

Office of Admissions

The University of Iowa
108 Calvin Hall
Iowa City, IA 52242-1396
Phone: 1-319-335-3847
Email: admissions@uiowa.edu
Website (undergraduate admissions): <https://admissions.uiowa.edu>
Website (graduate and professional admissions): <https://grad.admissions.uiowa.edu>

Course offerings, classroom scheduling, tuition and fees, general catalog, degree audits:

Office of the Registrar

The University of Iowa
2 Jessup Hall
Iowa City, IA 52242-1316
Email: registrar@uiowa.edu
Website: <https://registrar.uiowa.edu>

Registration and changes in registration, registration restrictions, ID cards, student name changes, transcripts and verifications, residency status, U-bill payments and questions, billing and loan collections, scholarship check submissions, third-party billing questions, graduation services, diplomas and certificates:

UI Service Center

The University of Iowa
2700 University Capitol Centre
Iowa City, IA 52242
Phone: 1-319-384-4300
Email: registrar@uiowa.edu
Website: <https://uiservicecenter.uiowa.edu>

Student housing information, application:

University Housing and Dining

The University of Iowa
4141 Burge Hall
Iowa City, IA 52242-1214
Phone: 1-319-335-3000
Email: housing@uiowa.edu [reshall-housing@uiowa.edu]
Website: <https://housing.uiowa.edu>

Scholarships, grants, loans, student employment:

Office of Student Financial Aid

The University of Iowa
2400 University Capitol Centre
Iowa City, IA 52242
Phone: 1-319-335-1450
Email: financial-aid@uiowa.edu
Website: <https://financialaid.uiowa.edu>

Student retention services, information, and programming for racial/ethnic minorities, first generation students, students identifying as members of the LGBTQ community, students with disabilities, and student veterans and their dependents:

Center for Diversity and Enrichment

The University of Iowa

2750 University Capitol Centre
Iowa City, IA 52242
Phone: 1-319-335-3555
Email: cde@uiowa.edu
Website: <https://diversity.uiowa.edu/cde>

Equal opportunity/nondiscrimination:

Equal Opportunity and Diversity

Chief Diversity Office
The University of Iowa
202 Jessup Hall
Iowa City, IA 52242-1316
Phone: 1-319-335-0705
Email: diversity@uiowa.edu
Website: <https://diversity.uiowa.edu/office-equal-opportunity-and-diversity>

College of Liberal Arts and Sciences

Interim Dean

- Sara Sanders

Associate Dean for the Arts and Humanities

- Roland Racevskis

Associate Dean for Graduate Education and Outreach and Engagement

- Christine Getz

Associate Dean for the Natural, Mathematical, and Social Sciences

- Maggy Tomova

Associate Dean for Research

- Joshua Weiner

Associate Dean for Undergraduate Education

- Cornelia Lang

Undergraduate majors: B.A.; B.S.; B.F.A.; B.M.

Graduate degrees: programs leading to D.M.A.; M.A.; M.F.A.; M.S.; M.S.W.; Ph.D. (degrees conferred by the Graduate College)

Website: <https://clas.uiowa.edu>

The College of Liberal Arts and Sciences (CLAS) offers a rich and lively liberal arts experience within a major research university.

In CLAS, undergraduate students can choose from 65 undergraduate majors, almost 70 minors, and almost 30 interdisciplinary certificates in departments spanning the arts; humanities; natural and mathematical sciences; social sciences; and communication disciplines. University of Iowa graduate students pursue degrees in almost 50 CLAS subject areas.

All University of Iowa undergraduates must complete the GE CLAS Core [p. 20], which offers opportunities to explore a wide variety of subjects and learn core skills needed to succeed in a major. Some students enter CLAS as open majors, taking advantage of the college's many academic offerings to discover their interests before declaring majors.

Students are encouraged to combine areas of study to create individualized academic portfolios. Many undergraduates enroll in the University of Iowa Honors Program or earn honors in the major from their primary academic department, often conducting important research alongside faculty mentors. In addition, students have frequent opportunities to engage in community service through their classes.

The success of CLAS students is the college's top priority. Professional academic advisors help students make the best choices to fulfill their academic goals and to graduate in a timely manner. The college offers innovative programs to help students enhance necessary skills, such as writing, speaking, math, scientific literacy, and world languages.

When CLAS students graduate, they have completed an academically rigorous educational experience. They are empowered to excel in the global, 21st-century world and to create meaningful and fulfilling lives.

Office of Academic Programs and Student Development

Located in Schaeffer Hall, at the center of campus, the Office of Academic Programs and Student Development is an integral part of the College of Liberal Arts and Sciences. The office's staff, led by the associate dean for undergraduate programs and curriculum, welcomes students who have questions or need help; who wish to declare or change majors; who need to petition to register late, to add or drop a course late; or who must withdraw an entire registration after the established deadlines.

The office's staff members also answer students' questions concerning academic requirements and programs of study. Staff meet with students about GE CLAS Core requirements, graduation requirements, collegiate policies that affect students, and a range of other issues, including academic probation and dismissal and strategies for the successful completion of a degree.

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

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

The Office of Academic Programs and Student Development also oversees appropriate disciplinary action for academic misconduct and welcomes students with concerns or complaints related to academics. The office aims to resolve complaints swiftly while ensuring needed change is made. All students in the College of Liberal Arts and Sciences are encouraged to engage with the academic community by exercising the rights and responsibilities of a student.

GE CLAS Core

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

The GE CLAS Core requires students to explore topics outside of their chosen major, helping students to acquire the knowledge and transferable skills necessary for becoming well-educated individuals. During this exploration of GE CLAS Core topics and courses, many students also discover intriguing majors, minors, and certificates that challenge them to embrace personal transformation and related goals.

The GE CLAS Core requirements must be completed before graduation; most students complete the majority of these requirements during the first two years at Iowa, especially since GE CLAS Core courses stress the transferable skills of critical thinking, writing, and speaking that help students to be more successful in their studies.

For GE CLAS Core requirements, related academic policies, and lists of approved courses, see GE CLAS Core [p. 20] in the Catalog.

Programs

CLAS Units and Academic Programs

Undergraduate Majors, Minors, and Certificates

The College of Liberal Arts and Sciences (CLAS) has 39 departments and offers 65 undergraduate majors, about 70 minors, and almost 30 interdisciplinary certificate programs.

In addition, CLAS students may declare a number of majors offered by other undergraduate colleges at the UI, with the College of Liberal Arts and Sciences granting the degree. The Tippie College of Business offers a major in economics (B.A. and B.S.), and with the College of Liberal Arts and Sciences, sponsors a major in enterprise leadership (B.A.). The Carver College of Medicine offers majors in biochemistry (B.A. and B.S.) and in microbiology (B.S.); and the College of Education offers a major in science studies (B.S.). For descriptions of the above majors and their requirements, view those programs in the Catalog.

CLAS also works closely with the College of Education which offers a Teacher Education Program that requires a major in a related area of education (B.A.) designed to lead to licensure at the secondary level. These students also must complete a related CLAS major to earn the education degree, such as a major in art, English, mathematics, the sciences, and in various world languages. These programs are designed for students interested in teaching middle or high school. Students must apply for admission to the Teacher Education Program; contact the College of Education's Office of Student Services.

Students who begin their study in the College of Liberal Arts and Sciences may apply to degree programs in other colleges at the University of Iowa. If they are accepted, they may earn undergraduate degrees in business (B.B.A.) or nursing (B.S.N.); a B.S. with a major in medical laboratory science, nuclear medicine technology, or radiation sciences; or a professional degree in pharmacy (Pharm.D.). Use the General Catalog's Catalog Contents page to link to these programs.

Students who are interested in earning a professional or graduate degree in addition to a bachelor's degree may apply for early admission or to combined degree programs offered through partnerships between CLAS and other UI colleges. Students admitted to these programs may count a limited amount of credit toward both degrees. CLAS has early admission programs with the College of Dentistry [p. 1239] (D.D.S.) and the College of Law [p. 1633] (J.D.). Combined bachelor's/graduate degree programs are available in several disciplines; see "Combined Programs" in the Graduate [p. 1536] College section of the Catalog.

The College of Liberal Arts and Sciences offers a wide selection of undergraduate certificates and minors, including a certificate offered with another college: the Certificate in International Business (with the Tippie College of Business). Find CLAS certificates and minors by using Find Your Program in the Catalog to select those programs.

CLAS students also may earn undergraduate certificates and minors offered by other colleges. The Tippie College

of Business offers certificate programs in entrepreneurial management and in risk management and insurance, and a minor in business administration. The College of Public Health offers an undergraduate public health certificate; University College offers certificate programs in clinical and translational science, leadership studies, nonprofit leadership and philanthropy, and sustainability; and the College of Law offers an undergraduate certificate in human rights. The College of Education offers minors in educational psychology and in human relations. For lists of all undergraduate certificates and minors offered by the University, see Find Your Program in the Catalog and select those programs of study.

Graduate Degrees and Certificates

The College of Liberal Arts and Sciences offers graduate programs in most of its disciplines, with degrees conferred by the Graduate College. Students may earn degrees at the master's and doctoral levels; graduate certificates are available in some areas of study. See the Graduate [p. 1536] College section of the Catalog for a complete list of graduate degrees offered by the University.

For information about specific CLAS graduate programs, consult the specific academic programs.

Courses

Most College of Liberal Arts and Sciences courses are offered by the college's departments, programs, and schools. They are listed and described in the corresponding General Catalog sections.

The college also offers the following nondepartmental courses.

Liberal Arts and Sciences Nondepartmental Courses

- CLAS:1000 First-Year Seminar** **1 s.h.**
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- CLAS:1002 Elementary Spanish I** **4 s.h.**
Emphasis on oral skills. Taught in Spanish. Requirements: pursuing UI degree online or Des Moines learning center enrollment. GE: World Languages First Level Proficiency.
- CLAS:1003 Elementary Spanish II** **4 s.h.**
Continuation of CLAS:1002; emphasis on oral skills. Taught in Spanish. Requirements: CLAS:1002, and pursuing UI degree online or Des Moines learning center enrollment. GE: World Languages Second Level Proficiency.
- CLAS:1005 ESL Special Topics** **1 s.h.**
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings). Same as ESL:1005.
- CLAS:1501 Intermediate Spanish I** **3 s.h.**
Continuation of CLAS:1003; emphasis on oral skills. Taught in Spanish. Requirements: CLAS:1003, and pursuing UI degree online or Des Moines learning center enrollment. GE: World Languages Second Level Proficiency.
- CLAS:1502 Intermediate Spanish II** **3 s.h.**
Continuation of CLAS:1501; emphasis on oral skills. Taught in Spanish. Requirements: CLAS:1501, and pursuing UI degree online or Des Moines learning center enrollment. GE: World Languages Fourth Level Proficiency.

CLAS:1600 Life Design: Building Your Future 1 s.h.

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

CLAS:1650 College Success for International Students 1 s.h.

Skills and resources to help international students achieve academic success; reflection on academic habits and experiences; exploration of study skills and strategies; cultural expectations in U.S. academic settings including academic integrity; culture shock and immigration issues that can impact international students at the UI; development of techniques for time management and goal setting; techniques to stay motivated and manage stress; overcoming barriers to student success; discussions and assignments emphasize self-reflection on class topics including time management, study skills, and cultural identity. Same as CSI:1650, ESL:1650.

CLAS:1800 The Art of Active Learning 1 s.h.

Case studies, individual assessments, video, class discussions, and short readings to encourage understanding of academic standards and active engagement in the learning process; examination of behaviors, study skills, habits, and attitudes that can affect success in the classroom and in life.

CLAS:2000 Is Graduate School Right for You? 1 s.h.

Overview of American graduate school admission in liberal arts and sciences disciplines; how to research appropriate programs, types of funding, and application requirements.

CLAS:3200 International Perspectives: Xicotepec 1-3 s.h.

Interdisciplinary service-learning course; Mexican culture and history through community-based service project, assigned readings, and discussion; includes a required spring break trip to Mexico. Same as SOC:3200.

CLAS:4100 Peer Assistant 1-2 s.h.

Opportunities to participate in classroom and course activities; work with students as an assistant to course instructor.

CLAS:5100 Practicum: College Teaching and Professional Development for Teaching Assistants arr.

Guidance for teaching assistants seeking introduction to teaching at college level; focus on practical pedagogical concerns, including how to structure a course, devise learning outcomes, develop a syllabus and a calendar of assignments, evaluate student work, and create a student-centered classroom with collaborate learning experiences; pre-semester intensive training session, weekly meetings during first month of semester, periodic meetings to address midterm and late-semester issues; concurrent with TA teaching assistantships. Recommendations: interest in teacher training and preparation. Same as RHET:5100.

CLAS:7290 Digital Humanities Theory and Practice 3 s.h.

Overview of theories and use of technology to preserve, deploy, visualize, map, and analyze concepts; discussions with practicing digital public scholars; assignments consist of a digital portfolio tailored to student research; introductory course in public digital humanities certificate. Same as SLIS:7290.

GE CLAS Core

Website: <https://clas.uiowa.edu/clas-core/requirements>

The College of Liberal Arts and Sciences GE CLAS Core requirements provide students with a broad foundation of knowledge and a focused practice of transferable skills necessary for a lifetime of learning.

GE CLAS Core courses are particularly valuable for students making the transition into the University of Iowa. They help students understand the academic expectations of the College of Liberal Arts and Sciences while providing the knowledge and skills needed for more advanced work in the major.

All students in the College of Liberal Arts and Sciences who wish to earn an undergraduate degree—Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), or Bachelor of Music (B.M.)—must complete the requirements of the GE CLAS Core.

GE CLAS Core Areas and Requirements

The GE CLAS Core has 11 required areas, grouped into three categories. Students must fulfill the requirements in each GE CLAS Core area. The requirements below are for students who entered the University of Iowa during Summer 2017 or after. Students who entered during a previous semester are held to different requirements as indicated on a student's degree audit.

Communication and Literacy:

- Rhetoric [p. 20]: a minimum of 4 s.h.
- World Languages [p. 21]: required credit varies by language (see "World Languages" below)
- Interpretation of Literature [p. 20]: a minimum of 3 s.h.

Natural, Quantitative, and Social Sciences:

- Natural Sciences [p. 24]: a minimum of 7 s.h.; must include one lab
- Quantitative or Formal Reasoning [p. 25]: a minimum of 3 s.h.
- Social Sciences [p. 25]: a minimum of 3 s.h.

Culture, Society, and the Arts:

- Diversity and Inclusion [p. 26]: a minimum of 3 s.h.
- Historical Perspectives [p. 27]: a minimum of 3 s.h.
- International and Global Issues [p. 28]: a minimum of 3 s.h.
- Literary, Visual, and Performing Arts [p. 29]: a minimum of 3 s.h.
- Values and Culture [p. 30]: a minimum of 3 s.h.

Students may count transfer credit and/or credit by exam toward some GE CLAS Core requirements. See CLAS Core Policies for details regarding use of transfer credit, credit by exam, and other policies for how GE CLAS Core requirements may be fulfilled.

Communication and Literacy Rhetoric

Rhetoric courses develop speaking, writing, listening, and critical reading skills and build competence in research, analysis, and argumentation.

All entering first-year students are required to complete RHET:1030 Rhetoric (4-5 s.h.). Because rhetorical skills lay the foundation for further study at the University, most students register for RHET:1030 during their first year at Iowa. Students in some majors, such as English or journalism and mass communication, enroll in RHET:1030 during their first semester.

Students who must enroll in English as a Second Language (ESL) courses as determined by their English proficiency evaluation must complete all ESL courses before they may register for RHET:1030 Rhetoric.

Students who have transfer credit in composition, speech, and argumentation but have not been granted an A.A. degree must complete the equivalent of RHET:1030 Rhetoric and often must take RHET:1040 Writing and Reading or RHET:1060 Speaking and Reading in addition to their transfer courses in composition and/or speech.

Each entering student's degree audit shows the course(s) that must be completed in order to fulfill the Rhetoric requirement.

The following courses are approved for the Rhetoric area.

Code	Title	Hours
RHET:1030	Rhetoric	4-5
RHET:1040	Writing and Reading	3
RHET:1060	Speaking and Reading	3

Transfer of Credit for Rhetoric

Transfer students who have been granted an Associate of Arts (A.A.) degree from an Iowa community college, Waldorf College in Iowa, or Black Hawk College in Illinois have satisfied the Rhetoric requirement.

Transfer credit for students without an A.A. degree is evaluated as follows:

- transfer students who have completed composition I, composition II, and speech at another institution have satisfied the GE CLAS Core Rhetoric requirement of RHET:1030 Rhetoric;
- transfer students who have completed only composition I must complete RHET:1030 Rhetoric at the University of Iowa;
- transfer students who have completed composition I and speech must complete RHET:1040 Writing and Reading at the University of Iowa;
- transfer students who have completed only speech must complete RHET:1040 Writing and Reading at the University of Iowa;
- transfer students who have completed composition I and II or only composition II must complete RHET:1060 Speaking and Reading at the University of Iowa;
- for transfer students who have completed any other course at another institution that may be equivalent to RHET:1030 Rhetoric, the University of Iowa Office of Admissions examines the content of the course and decides on equivalency based on the content of that course, conferring with the Department of Rhetoric on the correct equivalency, if necessary.

Interpretation of Literature

Courses in the Interpretation of Literature area focus on the major genres of literature (short and long fiction, nonfiction, poetry, and drama), improving students' abilities to read and analyze a variety of texts. Small group discussions in

these courses challenge students to think critically, to share insights, and to listen thoughtfully to the arguments of others.

All students must complete at least 3 s.h. of coursework in the Interpretation of Literature area. The following courses are approved for the area.

Code	Title	Hours
CLSA:1200	Interpretation of Ancient Literature (GE status effective spring 2021)	3
ENGL:1200	The Interpretation of Literature	3
FREN:1005	Texts and Contexts: French-Speaking World	3
FREN:1007	Nature/Ecology French Philosophy and Fiction	3
WLLC:1510/ ASIA:1510	Ghost Stories and Tales of the Weird in Premodern Chinese Literature	3

World Languages

GE CLAS Core courses in World Languages provide the practice of important communication skills in a second language as well as the knowledge of the cultures in which the language is spoken. This in-depth study allows students to better understand how languages as a whole function, encouraging students to learn more about their own first language, including how it creates both inclusion and diversity. To fulfill the GE CLAS Core requirement in World Languages, students may choose one of the following options:

complete four years of a single world language in high school; or

achieve the fourth level of proficiency in a world language by completing the appropriate sequence of courses offered at the University of Iowa; or

achieve the fourth level of proficiency by completing appropriate courses at another college or university or through approved study abroad courses; or

achieve an equivalent score on a related Advanced Placement, International Baccalaureate, or other approved college-level examination accepted by the University of Iowa and the College of Liberal Arts and Sciences (see Credit By Exam Options on the Office of Admissions website); or

earn an equivalent score on both a UI written placement test and on a UI oral proficiency exam in a language taught at the University of Iowa (see World Languages Placement Test (WLPT) on the New Student Services website); or

earn an equivalent score on a proficiency exam in a language that is not taught at the University of Iowa (see Proficiency Examinations for Languages Not Taught at UI on the College of Liberal Arts and Sciences website).

A fourth level of proficiency is equivalent to the successful completion of an intermediate II language course (or of a second-year second semester course, for example) as taught at the University of Iowa. Depending on a student's placement test results and the language taken, a student may need to take four semesters of a language, starting with a beginning course and ending with a second semester intermediate course. Other students may be able to start elsewhere in the language sequence and complete the GE World Language requirement by taking two or three courses. See "World

Languages Placement Tests" under Placement Tests on the College of Liberal Arts and Sciences website.

Semester hours earned for these courses vary by language. Students should be sure to take the placement test for the language of interest and should be aware of the course sequence required to fulfill the GE requirement in World Languages for that particular language.

Once the World Languages requirement is completed, a student may earn up to an additional 8 s.h. of college credit while studying a world language. See Furthering Language Incentive Program (FLIP) on the College of Liberal Arts and Sciences website.

Students may use the following language course sequences to fulfill the World Languages requirement. To avoid duplication or regression, consult the appropriate language department before registering for courses.

American Sign Language

Courses in American Sign Language (ASL) are offered by the American Sign Language [p. 50] Program. The following sequence fulfills the GE CLAS Core World Languages requirement.

Code	Title	Hours
ASL:1001	American Sign Language I	5
ASL:1002	American Sign Language II	5
ASL:2001	American Sign Language III	5
ASL:2002	American Sign Language IV	5

Students with previous knowledge of American Sign Language should consult the ASL program for placement.

Arabic

Courses in Arabic are offered by the Department of French and Italian [p. 481]. The following sequence fulfills the GE CLAS Core World Languages requirement.

Code	Title	Hours
ARAB:1001	Elementary Modern Standard Arabic I	5
ARAB:1002	Elementary Modern Standard Arabic II	5
ARAB:2001	Intermediate Modern Standard Arabic I	5
ARAB:2002	Intermediate Modern Standard Arabic II	5

Students with previous knowledge of Arabic should consult the department for appropriate placement.

Chinese

Courses in Chinese are offered by the Department of Asian and Slavic Languages and Literatures [p. 143]. For students without previous knowledge of Chinese, the department recommends the following sequence to fulfill the GE CLAS Core World Languages requirement.

Code	Title	Hours
CHIN:1111	First-Year Chinese: First Semester	5
CHIN:1112	First-Year Chinese: Second Semester	5
CHIN:2101	Second-Year Chinese: First Semester	5

CHIN:2102 Second-Year Chinese: 5
Second Semester

Students may use varied combinations of Chinese language courses approved to fulfill the GE CLAS Core World Languages requirement. Heritage learners and students who have studied Chinese abroad may be able to fulfill the requirement by substituting CHIN:2103 Accelerated Second-Year Chinese: First Semester and CHIN:2104 Accelerated Second-Year Chinese: Second Semester for CHIN:2101 and CHIN:2102. Consult the department for more information.

French

Courses in French are offered by the Department of French and Italian [p. 481]. For students without previous knowledge of French, the department recommends the following sequence to fulfill the GE CLAS Core World Languages requirement.

Code	Title	Hours
FREN:1001	Elementary French I	4-5
FREN:1002	Elementary French II	4-5
FREN:2001	Intermediate French I	5
FREN:2002	Intermediate French II	5

Students may use varied combinations of French language courses approved to fulfill the GE CLAS Core World Languages requirement. Those with previous knowledge of French may be able to fulfill the requirement by substituting FREN:1010 First-Year French Review for FREN:1001 and FREN:1002 in the sequence above. Some students may be evaluated as ready for FREN:2001 or FREN:2002. Consult the department for appropriate placement.

German

Courses in German are offered by the Department of German [p. 566]. For students without previous knowledge of German, the department recommends the following sequence to fulfill the GE CLAS Core World Languages requirement.

Code	Title	Hours
GRMN:1001	Elementary German I	4
GRMN:1002	Elementary German II	4
GRMN:2001	Intermediate German I	4
GRMN:2002	Intermediate German II	4

Students may use varied combinations of German language courses approved to fulfill the GE CLAS Core World Languages requirement. Those with previous knowledge of German may be able to fulfill the requirement by substituting GRMN:1010 First-Year German Review for GRMN:1001 and GRMN:1002 in the sequence above. Some students may be evaluated as ready for GRMN:2001 or GRMN:2002. Consult the department for appropriate placement.

The department also offers accelerated intensive courses, GRMN:1020 Intensive Elementary German and GRMN:2020 Intensive Intermediate German, which may be appropriate for students with strong language learning abilities or experience. The intensive courses may be combined with nonintensive courses to create other sequences that may be used to fulfill the GE CLAS Core World Languages requirement. Consult the department to identify an appropriate course sequence.

Greek

Courses in Greek are offered by the Department of Classics [p. 238]. Students without previous knowledge of Greek

should fulfill the GE CLAS Core World Languages requirement with the following sequence.

Code	Title	Hours
CLSG:1001	Classical and New Testament Greek I	3-5
CLSG:1002	Classical and New Testament Greek II	3-5
CLSG:2001	Second-Year Greek I	3
CLSG:2002	Second-Year Greek II	3

Students with previous knowledge of Greek should consult the department for appropriate placement.

Italian

Courses in Italian are offered by the Department of French and Italian [p. 481]. Students without previous knowledge of Italian should fulfill the GE CLAS Core World Languages requirement with the following sequence.

Code	Title	Hours
ITAL:1101	Elementary Italian I	5
ITAL:1102	Elementary Italian II	5
ITAL:2203	Intermediate Italian I	4
ITAL:2204	Intermediate Italian II	4

Students with strong language learning abilities or a background in another Romance language may be able to complete the requirement by substituting ITAL:3002 Intensive Elementary Italian for ITAL:1101 and ITAL:1102 in the sequence above. Consult the department for appropriate placement.

Japanese

Courses in Japanese are offered by the Department of Asian and Slavic Languages and Literatures [p. 143]. For students without previous knowledge of Japanese, the department recommends the following sequence to fulfill the GE CLAS Core World Languages requirement.

Code	Title	Hours
JPNS:1001	First-Year Japanese: First Semester	5
JPNS:1002	First-Year Japanese: Second Semester	5
JPNS:2001	Second-Year Japanese: First Semester	5
JPNS:2002	Second-Year Japanese: Second Semester	5

Students may use varied combinations of Japanese language courses approved to fulfill the GE CLAS Core World Languages requirement. Those with previous knowledge of Japanese should consult the department for appropriate placement.

Korean

Courses in Korean are offered by the Department of Asian and Slavic Languages and Literatures [p. 143]. For students without previous knowledge of Korean, the department recommends the following sequence to fulfill the GE CLAS Core World Languages requirement.

Code	Title	Hours
KORE:1101	First-Year Korean: First Semester	4
KORE:1102	First-Year Korean: Second Semester	4

KORE:2101	Second-Year Korean: First Semester	4
KORE:2102	Second-Year Korean: Second Semester	4

Students with previous knowledge of Korean should consult the department for appropriate placement.

Latin

Courses in Latin are offered by the Department of Classics [p. 238]. Students without previous knowledge of Latin should fulfill the GE CLAS Core World Languages requirement with the following sequence. Students must take both CLSL:2001 and CLSL:2002 in order to fulfill the World Languages requirement. These courses require a similar knowledge of Latin, but one focuses on poetry and the other on prose. Other world languages permit a student to complete the last courses in the sequence to meet the GE CLAS Core requirement since the final course is more difficult than the previous ones. This is not true with the Latin sequence, and thus, both courses must be successfully completed.

Code	Title	Hours
CLSL:1001	Elementary Latin I	3-5
CLSL:1002	Elementary Latin II	3-5
CLSL:2001	World of Cicero	3
CLSL:2002	Golden Age of Roman Poetry	3

Students with previous knowledge of Latin should consult the department for appropriate placement.

Portuguese

Courses in Portuguese are offered by the Department of Spanish and Portuguese [p. 1040]. Two sequences in Portuguese are approved to fulfill the GE CLAS Core World Languages requirement. All courses are open to entering first-year students.

Code	Title	Hours
PORT:2000	Accelerated Elementary Portuguese	5
PORT:2500	Accelerated Intermediate Portuguese	5

Students may also substitute PORT:2010 Elementary Portuguese I and PORT:2015 Elementary Portuguese II for PORT:2000 in the sequence above.

Students with previous knowledge of Portuguese should consult the department for appropriate placement.

Russian

Courses in Russian are offered by the Department of Asian and Slavic Languages and Literatures [p. 143]. Students without previous knowledge of Russian should fulfill the GE CLAS Core World Languages requirement with the following sequence.

Code	Title	Hours
RUSS:1111	First-Year Russian I	5
RUSS:1112	First-Year Russian II	5
RUSS:2111	Second-Year Russian I	4
RUSS:2112	Second-Year Russian II	4

Students with previous knowledge of Russian should consult the department for appropriate placement.

Sanskrit

Courses in Sanskrit are offered by the Department of Asian and Slavic Languages and Literatures [p. 143]. Students without previous knowledge of Sanskrit should fulfill the GE CLAS Core World Languages requirement with the following sequence. Each of these courses is open to entering first-year students.

Code	Title	Hours
SOAS:2901/ CLSA:2901	First-Year Sanskrit: First Semester	4
SOAS:2902/ CLSA:2902	First-Year Sanskrit: Second Semester	4
SOAS:3901/ CLSA:3901	Second-Year Sanskrit: First Semester	3
SOAS:3902/ CLSA:3902	Second-Year Sanskrit: Second Semester	3

Students with previous knowledge of Sanskrit should consult the department for appropriate placement.

Spanish

Courses in Spanish are offered by the Department of Spanish and Portuguese [p. 1040]. For students without previous knowledge of Spanish, the department recommends the following sequence to fulfill the GE CLAS Core World Languages requirement.

Code	Title	Hours
SPAN:1001	Elementary Spanish I	5
SPAN:1002	Elementary Spanish II	5
SPAN:1501	Intermediate Spanish I	5
SPAN:1502	Intermediate Spanish II	5

Students may use varied combinations of Spanish language courses to fulfill the GE CLAS Core World Languages requirement. Those with previous knowledge of Spanish may be able to fulfill the requirement by substituting SPAN:1003 Elementary Spanish Review for SPAN:1001 and SPAN:1002 in the sequence above.

The summer course SPAN:1004 Accelerated Elementary Spanish, which combines SPAN:1001 and SPAN:1002, may be appropriate for some students.

The accelerated course SPAN:1503 Accelerated Intermediate Spanish, which combines SPAN:1501 and SPAN:1502, may be appropriate for some students.

The accelerated course SPAN:1505 Accelerated Intermediate Spanish for Heritage Speakers may be appropriate for other students.

Pappajohn Education Center students may use the following sequence to fulfill the GE CLAS Core World Languages requirement.

Code	Title	Hours
CLAS:1002	Elementary Spanish I	4
CLAS:1003	Elementary Spanish II	4
CLAS:1501	Intermediate Spanish I	3
CLAS:1502	Intermediate Spanish II	3

Students with previous knowledge of Spanish should take the language placement test in Spanish to help determine proper placement.

Swahili

Courses in Swahili are offered by the Department of French and Italian [p. 481]. The following sequence fulfills the GE CLAS Core World Languages requirement. Each of these courses is open to entering first-year students.

Code	Title	Hours
SWAH:1001	Elementary Swahili I	4
SWAH:1002	Elementary Swahili II	4
SWAH:2001	Intermediate Swahili I	4
SWAH:2002	Intermediate Swahili II	4

Students with previous knowledge of Swahili should consult the department for appropriate placement.

Other Course Sequences

A student who successfully completes a four-semester world language sequence that has not been approved for the GE CLAS Core may have the sequence substituted for a proficiency test to fulfill the GE CLAS Core requirement.

Students who complete a world language sequence this way should notify the department that offers the sequence; the department will contact Graduation Analysis in the Office of the Registrar, which will update a student's degree audit to show fulfillment of the World Languages requirement.

Natural, Quantitative, and Social Sciences

Natural Sciences

Courses in the Natural Sciences area explore the scope and major concepts of a scientific discipline. Students learn the attitudes and practices of scientific investigators: logic, precision, experimentation, tentativeness, and objectivity. In courses with a laboratory component, students gain experience in the methods of scientific inquiry.

All students must complete at least 7 s.h. of coursework in the Natural Sciences area, including at least one natural science lab component. The following courses are approved for the area; courses with a lab component are noted "(lab)."

Code	Title	Hours
ANTH:1301	Human Origins	3
ASTR:1060/ BIOL:1060/ EES:1060	Big Ideas: Origins of the Universe, Earth, and Life	3
ASTR:1070	Stars, Galaxies, and the Universe (with lab 4 s.h.; without lab 3 s.h.)	3-4
ASTR:1079	Introductory Astronomy Laboratory (lab)	1
ASTR:1080	Exploration of the Solar System (with lab 4 s.h.; without lab 3 s.h.)	3-4
ASTR:1085	Citizen Astronomy	3
ASTR:1091	Life in the Universe	3
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy (lab)	4
ASTR:1772	Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy (lab)	4
BIOL:1140	Human Biology (lab)	4

BIOL:1141	Introductory Animal Biology (lab)	4
BIOL:1251	How the Brain Works (and Why it Doesn't)	3
BIOL:1260	Plants and Human Affairs	2-3
BIOL:1261	Introduction to Botany (lab)	4
BIOL:1311/ ANTH:1310	Human Genetics in the Twenty-First Century	3
BIOL:1370	Understanding Evolution (formerly Ecology and Evolution)	3
BIOL:1411	Foundations of Biology (lab)	4
BIOL:1412	Diversity of Form and Function (lab)	4
CHEM:1050	Chemistry of Our World	3
CHEM:1060	Technology and Society Laboratory (lab)	1
CHEM:1070	General Chemistry I	3
CHEM:1080	General Chemistry II	3
CHEM:1100	Chemistry in Industry and the Economy	3
CHEM:1110	Principles of Chemistry I (lab)	4
CHEM:1120	Principles of Chemistry II (lab)	4
CHEM:1160	Principles of Chemistry Lab (lab)	2
CHEM:1180	Chemical Science I	3
CHEM:1190	Chemical Science II	3
CHEM:1200	Chemical Science Laboratory (lab)	2
EES:1030/CEE:1030	Introduction to Earth Science (with lab 4 s.h.; without lab 3 s.h.)	3-4
EES:1031/CEE:1031	Introduction to Earth Science Laboratory (lab; students must have previously completed EES:1030/CEE:1030 without the lab)	1
EES:1040	Evolution and the History of Life (with lab 4 s.h.; without lab 3 s.h.)	3-4
EES:1050	Introduction to Geology (lab)	4
EES:1061/ ANTH:1061/ ASTR:1061	Big Ideas: Evolution of Life on Earth and the Search for Life in the Universe (lab)	4
EES:1070	Age of Dinosaurs (lab)	4
EES:1080/ ENVS:1080	Introduction to Environmental Science (with lab 4 s.h.; without lab 3 s.h.; not for students who have taken EES:1085 or ENVS:1085)	3-4
EES:1085/ ENVS:1085	Fundamentals of Environmental Science (lab; not for students who have taken EES:1080 or ENVS:1080)	4
EES:1081/ ENVS:1081	Introduction to Environmental Sciences Laboratory (lab)	1

EES:1290	Energy and the Environment	3
EES:1400	Natural Disasters	3
GEOG:1020	The Global Environment	3
GEOG:1021	The Global Environment Lab (lab)	1
HHP:1100	Human Anatomy	3
HHP:1300	Fundamentals of Human Physiology	3
HHP:2310	Nutrition and Health	3
HONR:1640	Honors Seminar in Natural Sciences	3
MICR:1006	Small Wonders: Microbes in Our Lives	3
PCOL:2220	Drug Use and Abuse	3
PHYS:1100	From Quarks to Quasars (with lab 4 s.h.; without lab 3 s.h.)	3-4
PHYS:1200	Physics of Everyday Experience	3
PHYS:1400	Basic Physics (with lab 4 s.h.; without lab 3 s.h.)	3-4
PHYS:1409	Basic Physics Lab (lab)	1
PHYS:1410	Physics of Sound (with lab 4 s.h.; without lab 3 s.h.)	3-4
PHYS:1511	College Physics I (lab)	4
PHYS:1512	College Physics II (lab)	4
PHYS:1611	Introductory Physics I (lab)	4
PHYS:1612	Introductory Physics II (with lab 4 s.h.; without lab 3 s.h.)	3-4
PHYS:1619	Introductory Physics II Lab (lab)	1
PHYS:1701	Physics I (lab)	4
PHYS:1702	Physics II (lab)	4
MATH:1020	Elementary Functions	4
MATH:1120	Logic of Arithmetic	4
MATH:1250	Mathematics for Arts and Humanities (GE status effective fall 2020)	3
MATH:1340	Mathematics for Business	4
MATH:1350	Quantitative Reasoning for Business (GE status effective fall 2020)	4
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
PHIL:1636	Principles of Reasoning: Argument and Debate	3
POLI:1050/ RELS:1050	Big Ideas: Introduction to Information, Society, and Culture	3
POLI:1700	Introduction to Political Analysis	3
PSY:2811	Research Methods and Data Analysis in Psychology I	3
STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3

Quantitative or Formal Reasoning

Courses in the Quantitative or Formal Reasoning area help develop analytical skills through the practice of quantitative or formal symbolic reasoning. Courses focus on presentation and evaluation of evidence and argument; understanding the use and misuse of data; and organization of information in quantitative or other formal symbolic systems, including those used in computer science, linguistics, mathematics, philosophy, and statistics.

All students must complete at least 3 s.h. of coursework in the Quantitative or Formal Reasoning area. Students also may fulfill this GE CLAS Core requirement by completing a course that lists an approved GE CLAS Core course as a prerequisite. The following courses are approved for the area.

Code	Title	Hours
COMM:1117	Theory and Practice of Argument	4
CPH:1600	Public Health Science: Inquiry and Investigation in Public Health	3
CS:1020	Principles of Computing	3
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
LING:1050	Language and Formal Reasoning	3

Social Sciences

Courses in the Social Sciences area focus on human behavior and the institutions and social systems that shape and are shaped by that behavior. Courses provide an overview of one or more social science disciplines, their theories, and their methods.

All students must complete at least 3 s.h. of coursework in the Social Sciences area. The following courses are approved for the area.

Code	Title	Hours
ANTH:1101/IS:1101	Cultural Anthropology	3
ANTH:1401	Language, Culture, and Communication	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2136	Urban Anthropology	3
ANTH:2261	Human Impacts on the Environment	3
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
COMM:1170	Communication Theory in Everyday Life	3
COMM:1174	Media and Society	3

CPH:1400	Fundamentals of Public Health	3
CRIM:1410	Introduction to Criminology	3
CSD:3117/ LING:3117	Psychology of Language	3
CSD:3118/ LING:3118	Language Acquisition	1-3
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
GEOG:1070	Contemporary Environmental Issues	3
GEOG:1090	Globalization and Geographic Diversity	3
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:2910	The Global Economy	3
HIST:1219/ SOC:1219	Big Ideas: Equality, Opportunity, and Public Policy in America	3
HONR:1660	Honors Seminar in Social Sciences	3
JMC:1100	Media Uses and Effects	3
LING:1010	Language and Society	3
LING:1060	Languages of the World	3
MUSM:3001/ ANTH:3001/ EDTL:3001/ SIED:3001	Introduction to Museum Studies	3
POLI:1100	Introduction to American Politics	3
POLI:1200	Introduction to Political Behavior	3
POLI:1300	Introduction to Political Thought and Action	3
POLI:1400	Introduction to Comparative Politics	3
POLI:1401	Introduction to Russian Politics	3
POLI:1445	Introduction to Asian Politics: China	3
POLI:1449	Introduction to European Politics	3
POLI:1500	Introduction to International Relations	3
POLI:1501	Introduction to American Foreign Policy	3
POLI:1600	Introduction to Political Communication	3
POLI:2415/ LAS:2415	Latin American Politics	3
PSQF:2115	Introduction to Counseling Psychology	3
PSY:1001	Elementary Psychology	3
PSY:2301	Introduction to Clinical Psychology	3
PSY:2401	Introduction to Developmental Science	3
PSY:2601	Introduction to Cognitive Psychology	3

SOC:1010	Introduction to Sociology	3-4
SOC:1220	Principles of Social Psychology	3-4
TR:1070	Perspectives on Leisure and Play	3

Culture, Society, and the Arts

Diversity and Inclusion

Courses in the Diversity and Inclusion area help to develop students' recognition of their positions in an increasingly pluralistic world while fostering an understanding of social and cultural differences. Students reflect critically on their own social and cultural perspectives while increasing their ability to engage with people who have backgrounds or ideas different from their own. Students also explore the historical and structural bases of inequality and the benefits and challenges of diversity.

Transfer credit is not accepted for the Diversity and Inclusion requirement; students must complete this requirement with coursework taken at the University of Iowa.

All students must complete at least 3 s.h. of coursework in the Diversity and Inclusion area. The following courses are approved for the area.

Code	Title	Hours
AFAM:1020/ AMST:1030	Introduction to African American Culture	3
AFAM:1030	Introduction to African American Society	3
AFAM:1130	The History of African American Film (GE status effective spring 2021)	3
AFAM:1241/ MUS:1741	The Soundtrack of Black America	3
AFAM:2064/ SOC:2064	Racial Inequity and the Experiences of African American Families in the U.S.	3
AFAM:2070/ COMM:2069	Black Television Culture	3
AFAM:2500	Black Culture and Experience: Contemporary Issues	3
AMST:2025	Diversity in American Culture	3
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America	3
ARTS:2100	Printmaking and Politics of Protest	3
ASIA:2222/ GWSS:2222/ WLLC:2222	Women in Premodern East Asian Literature	3
CCCC:2220	Foundations of Critical Cultural Competence	3
CINE:1195	Video Games and Identity	3
CINE:1625	Race, Gender, and Sexuality on Screen	3

CLSA:2800	Race and Marginality in the Ancient World (GE status effective spring 2021)	3	POLI:1900	Introduction to the Politics of Race	3
COMM:1168	Music and Social Change	3	POLI:1950	Introduction to the Politics of Religion	3
COMM:1898/ LATS:1898	Introduction to Latina/o/x Communication and Culture	3	PSY:1501	Everyone's a Little Bit Biased: The Science Behind Prejudice	3
CSD:1200	Intellectual and Developmental Disabilities	3	RELS:1015	Global Religious Conflict and Diversity	3
DANC:2065	Performing Power/ Performing Protest: The Body, Identity, and the Image	3	RELS:2330	Economics and Islam	3
DST:1101	Introduction to Disability Studies	3	RELS:2620	Politics, Sex, and the Bible	3
EDTL:2670	Peacebuilding, Singing, and Writing in a Prison Choir	3	RHET:2135	Rhetorics of Diversity and Inclusion	3
EDTL:4900	Foundations of Special Education (GE status effective spring 2021)	3	RUSS:2232	Romani (Gypsy) Cultures of Eastern Europe	3
EPLS:1240	Finding Your Path in Higher Education	3	SJUS:1001	Introduction to Social Justice	3
GRMN:2600	Witch Hunts in Fact and Fiction: A Global History of Exclusion (GE status effective spring 2021)	3-4	SOC:1030	Contemporary Social Problems	3-4
GRMN:2620/ WLLC:2620	Anne Frank and Her Story	3-4	SOC:2830	Race and Ethnicity (GE status effective fall 2020)	3
GRMN:2675	The Politics of Memory: Holocaust, Genocide, and 9/11	3-4	SPAN:2050/ LATS:2050	Spanish in the United States	3
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies	3	SRM:1045	Diversity and Inclusion in Healthy Living	3
GWSS:1002	Diversity and Power in the U.S.	3	SPST:1074/ AMST:1074/ GWSS:1074	Inequality in American Sport	3
HHP:2280	Cultural Competency in Health Promotion	3	THTR:2320	Playwriting in a Global World	3
HIST:1040	Diversity in History	3	THTR:2405	Staging Americans: U.S. Cultures Through Theatre and Performance	3
HIST:2267/ AFAM:2267	African American History to 1877: From Slave Cabin to Senate Floor	3	WLLC:1200/ DST:1200/ GHS:1200/ GRMN:1200	Disabilities and Inclusion in Writing and Film Around the World	3
HIST:2268/ AFAM:2268	African American History Since the Civil War	3	WLLC:2001/ ASIA:2001/ FREN:2010/ RUSS:2001/ SPAN:2001/ TRNS:2001	Global Science Fiction (GE status effective spring 2021)	3
IS:2020	World Events Today!	3	WRIT:2100	Writing and Community Outreach	3
ITAL:2660	The Italian American Experience	3			
JMC:2500	Community Media	3			
JMC:2600	Freedom of Expression	3			
LATS:2280/ HIST:2280/ SPAN:2280	Introduction to Latina/o/x Studies	3			
LING:1070	Language Attitudes: Is How You Sound How You Are Seen?	3			
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3			
POLI:1601	Introduction to Social Media and Politics	3			
POLI:1800	Introduction to the Politics of Class and Inequality	3			

Historical Perspectives

Courses in the Historical Perspectives area help students comprehend the historical processes of change and continuity; develop the ability to generalize, explain, and interpret historical change; and understand the past in its own terms.

All students must complete at least 3 s.h. of coursework in the Historical Perspectives area. The following courses are approved for the area.

Code	Title	Hours
ANTH:1201	World Archaeology	3
ARTH:1010	Art and Visual Culture	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3

ARTH:1070/ CHIN:1070	Asian Art and Culture	3
ARTH:1090	Earthly Paradises: A Global History of Gardens	3
ARTH:2920	Introduction to American Art	3
CLSA:1181/ GHS:1181	Ancient Medicine	3
CLSA:1830	Greek Civilization	3
CLSA:1840	Roman Civilization	3
CLSA:2127/ JPNS:2127	Global Manuscript Cultures	3
EES:1115/ ENVS:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3
FREN:3120	French Civilization	3
HIST:1010	History Matters	3
HIST:1016	The History That Made Our World	3
HIST:1261	American History to 1877	3
HIST:1262	American History 1877-Present	3
HIST:1401	The West and the World: Ancient	3-4
HIST:1402	The West and the World: Medieval	3-4
HIST:1403	The West and the World: Modern	3-4
HIST:1602/ ASIA:1602	Civilizations of Asia: China from the 17th Century to the Present	3
HIST:1604/ ASIA:1604	Civilizations of Asia: Japan	3-4
HIST:1606/ ASIA:1606/ RELS:1606	Civilizations of Asia: South Asia	3-4
HIST:1607	Civilizations of Asia: Korea	3-4
HIST:2461/ CLSA:2461/ RELS:2361	Middle East and Mediterranean: Alexander to Suleiman	3
HONR:1610	Honors Seminar in Historical Perspectives	3
ITAL:2550	Images of Modern Italy	3
JMC:1200	Media History and Culture	3
MUS:1303	Roots, Rock, and Rap: A History of Popular Music	3
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
PHIL:1033	The Meaning of Life	3
PHIL:1034	Liberty and the Pursuit of Happiness	3
RELS:1001	Judaism, Christianity, and Islam	3
RELS:1225/ HIST:1025	Medieval Religion and Culture	3
RELS:1250/ HIST:1050	Modern Religion and Culture	3
RELS:2930/ COMM:2079	Digital Media and Religion (GE status effective spring 2021)	3
RUSS:1531	Slavic Folklore	3

RUSS:1532	Traces of Ancient Russian Culture (IX-XVII Centuries): Vikings, Mongols, and Tsars	3
THTR:1400	Theatre and Society: Ancients and Moderns	3
THTR:1401	Theatre and Society: Romantics and Rebels	3
THTR:2410	History of Theatre and Drama I	3
THTR:2411	History of Theatre and Drama II	3

International and Global Issues

Courses in the International and Global Issues area focus predominantly on countries or issues outside the United States, encouraging students to understand contemporary issues from an international perspective. Students develop knowledge of one or more contemporary global or international issues, gain a greater awareness of varied international perspectives, and improve their skills of analysis and critical inquiry.

All students must complete at least 3 s.h. of coursework in the International and Global Issues area. The following courses are approved for the area.

Code	Title	Hours
ANTH:1046/ GEOG:1046/ GWSS:1046	Environmental Politics in India	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2136	Urban Anthropology	3
ANTH:2261	Human Impacts on the Environment	3
ARTH:1040	Arts of Africa	3
FREN:1006	Global Sports and National Cultures	3
FREN:1510	Cultural Misunderstandings: France and U.S.A.	3
GEOG:1060	Geography of Asia: From Japan to Pakistan	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:1090	Globalization and Geographic Diversity	3
GEOG:2910	The Global Economy	3
GHS:2000/ ANTH:2103	Introduction to Global Health Studies	3
GRMN:2720/ HIST:2420	Germany in the World	3
GRMN:4315	German Society Today	3
HIST:1016	The History That Made Our World	3
HIST:1403	The West and the World: Modern	3-4
HIST:1602/ ASIA:1602	Civilizations of Asia: China from the 17th Century to the Present	3
HIST:1604/ ASIA:1604	Civilizations of Asia: Japan	3-4

HIST:1606/ ASIA:1606/ RELS:1606	Civilizations of Asia: South Asia	3-4	ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
HIST:1607	Civilizations of Asia: Korea	3-4	ARTH:1070/ CHIN:1070	Asian Art and Culture	3
HONR:1620	Honors Seminar in International and Global Issues	3	ARTH:1095/ NAIS:1095	Native American Art	3
IS:2000	Introduction to International Studies	3	ARTH:2920	Introduction to American Art	3
ITAL:2770	The Mafia and the Movies	3	ARTS:1010	Elements of Art	3
LING:1040/ ANTH:1040	Language Rights	3	ARTS:1030	Elements of Jewelry and Metal Arts	3
POLI:1400	Introduction to Comparative Politics	3	ARTS:1050	Elements of Printmaking	3
POLI:1401	Introduction to Russian Politics	3	ARTS:1080	Elements of Sculpture	3
POLI:1445	Introduction to Asian Politics: China	3	CERM:2010	Ceramics I: Handbuilding	3
POLI:1449	Introduction to European Politics	3	CHIN:1702	Chinese Popular Culture	3
POLI:1500	Introduction to International Relations	3	CINE:1100	The Art of Smartphone Filmmaking	3
POLI:1501	Introduction to American Foreign Policy	3	CINE:1602	Introduction to Film Studies	3
POLI:2415/ LAS:2415	Latin American Politics	3	CINE:1610	Contemporary Cinema	3
RELS:1130/ HIST:1030	Introduction to Islamic Civilization	3	CL:1240/CLSA:1040	World Literature: Antiquity to 1700	3
RELS:2852/ GWSS:2052	Women in Islam and the Middle East	3	CL:1241	World Literature: 1700 to Present	3
RELS:3855/IS:3855	Human Rights and Islam	3	CLSA:1010	Hero, God, Mortal: Literature of Greece	3
RUSS:1132	Russia Today	3	CLSA:1020	Love and Glory: The Literature of Rome	3
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3	CLSA:1740/ WRIT:1740	Writing Strategies: Word Origins and Word Choice	3
SPST:2170	Sport and Globalization	3	CLSA:2016	Classical Mythology	3
			CNW:1620	Introduction to Creative Nonfiction	3
			CW:1800	Creative Writing Studio Workshop	3
			DANC:1010	Beginning Tap	2
			DANC:1020	Beginning Jazz	2
			DANC:1025	Beginning Hip Hop Dance	2
			DANC:1030	Beginning Ballet	2
			DANC:1040	Beginning Modern Dance	2
			DANC:1110	Continuing Tap	1-2
			DANC:1120	Continuing Jazz	2
			DANC:1125	Continuing Hip Hop Dance	2
			DANC:1130	Continuing Ballet	2
			DANC:1140	Continuing Modern Dance	2
			DANC:2020	Intermediate Jazz	2
			DANC:2025	Intermediate Hip Hop Dance	2
			DANC:2030	Majors Intermediate Ballet	3
			DANC:2040	Majors Intermediate Modern Dance	3
			DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3
			EDTL:2122	Creativity, Imagination, Play, and Human Development through the Arts	3
			ENGL:1100	City of Literature	3
			ENGL:1320	Heroes and Villains	3
			ENGL:1330	The Art of Storytelling	3
			ENGL:1345	American Lives	3
			ENGL:1350	Literature and Sexualities	3

Literary, Visual, and Performing Arts

Courses in the Literary, Visual, and Performing Arts area provide students with opportunities to appreciate the arts and to analyze them within their historical and theoretical contexts. They also help students develop the analytic, expressive, and imaginative abilities necessary for understanding, appreciating, and creating art.

All students must complete at least 3 s.h. of coursework in the Literary, Visual, and Performing Arts area. The following courses are approved for the area.

Code	Title	Hours
AFAM:1240/ MUS:1740	The Art of Listening to Jazz	3
AMST:1800	American Gothic: Film, Literature, and Popular Culture	3
ARTH:1010	Art and Visual Culture	3
ARTH:1020	Masterpieces: Art in Historical and Cultural Perspectives	3
ARTH:1040	Arts of Africa	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3

FREN:4100	French Cinema	3-4
GRMN:2275	Scandinavian Crime Fiction	3
GRMN:2630	German Cinema: Greatest Hits	3-4
GRMN:2666/ RUSS:2666/ WLLC:2666	Pact with the Devil	3
GRMN:2785	Cyborgs, Monsters, and the Uncanny	3
HONR:1630	Honors Seminar in Literary, Visual, and Performing Arts	3
ITAL:2440	Italian Arts for Business (GE status effective spring 2021)	3
MUS:1001	Group Piano I: Non-Music Majors	1
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1012	Creativity in Music	3
MUS:1020	Performance Instruction for Nonmajors	1
MUS:1066	Introduction to Film Music	3
MUS:1301	Concepts and Contexts of Western Music	3
MUS:1302	Great Musicians	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:1800/ DPA:1800	World of the Beatles	3
MUS:2005	Issues in Popular Music: Women Who Rock	3
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3
PORT:2850/ LAS:2850/ SPAN:2850	Brazilian Narrative in Translation	3
SCLP:2810	Undergraduate Sculpture I	3
SPAN:1700/ LATS:1700	Latina/o/x Literature in the United States	3
SPAN:1800	Contemporary Spanish American Narrative	3
THTR:1140	Basic Acting	3
THTR:1400	Theatre and Society: Ancients and Moderns	3
THTR:1401	Theatre and Society: Romantics and Rebels	3
THTR:1412/ DANC:1412/ DPA:1412	The Arts in Performance	3
THTR:2301	Playwriting I	3
THTR:2410	History of Theatre and Drama I	3
THTR:2411	History of Theatre and Drama II	3

Values and Culture

Courses in the Values and Culture area focus on how culture shapes the human experience and the role of values in society, with students asking fundamental questions

regarding the human experience while exploring their own values and beliefs.

All students must complete at least 3 s.h. of coursework in the Values and Culture area. The following courses are approved for the area.

Code	Title	Hours
AMST:1010	Understanding American Cultures	3
AMST:1154	Food in America	3
AMST:2000	Introduction to American Studies	3
ANTH:1101/IS:1101	Cultural Anthropology	3
ANTH:2175/ JPNS:2175	Japanese Society and Culture	3
ARTH:1030	Themes in Global Art	3
ARTH:1045	Race and Art in America	3
ARTH:1095/ NAIS:1095	Native American Art	3
ARTS:2000/ ASP:2000/ EDTL:2000/ RHET:2000	Big Ideas: Creativity for a Lifetime	3
ASIA:2450	India Beat: The Aesthetics and Politics of India Today	3
CHIN:1504	Asian Humanities: China	3
CLSA:1340	Magic in the Ancient World	3
CLSA:1875	Ancient Sports and Leisure	3
CLSA:2016	Classical Mythology	3
CLSA:2482/ RELS:2182	Ancient Mediterranean Religions	3
CLSA:2651/ GWSS:2651	Gender and Sexuality in the Ancient World	3
COMM:1174	Media and Society	3
DANC:1150/ LAS:1150	Brazilian Culture and Carnival	3
ENGL:1420	Technologies and Literatures of the Future	3
EPLS:4180	Human Relations for the Classroom Teacher	3
GRMN:2550/ WLLC:2550	Mardi Gras and More: Cultures of Carnival	3-4
GRMN:2618/ WLLC:2618	The Third Reich and Literature	3
GRMN:2650	German Nationalism After WWII	3-4
GRMN:2655/IS:2600	Muslim Minorities in the West	3-4
GWSS:1060/ AMST:1060/ ENGL:1410	Sex and Popular Culture in America	3
HHP:2200	Physical Activity and Health	3
HIST:1609	India Now! Surveying the World's Largest Democracy	3-4
HIST:1708	Civilizations of Africa	3
HONR:1670	Values and Culture	3
ITAL:2550	Images of Modern Italy	3
ITAL:2880	Italian Food Culture (GE status effective fall 2020)	3
JMC:1500	Social Media Today	3
JPNS:1506	Asian Humanities: Japan	3

LING:2900	Language, Gender, and Sexuality	3	SPAN:2901	Diversity and Cultures in Spain	3
MUS:1009	Jazz Cultures in America and Abroad	3	SRM:1072	Leisure and the Liberal Arts	3
MUS:1720	History of Jazz	3	SSW:1022/ SOC:1022	Social Justice and Social Welfare in the United States	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3	THTR:1411	Comedy and Society	3
NAIS:1049	Introduction to American Indian and Native Studies	3	THTR:1412/ DANC:1412/ DPA:1412	The Arts in Performance	3
PHIL:1401	Matters of Life and Death	3			
PHIL:1861	Introduction to Philosophy	3			
PHIL:2402	Introduction to Ethics	3			
POLI:1300	Introduction to Political Thought and Action	3			
RELS:1070	Introduction to the Hebrew Bible/Old Testament	3			
RELS:1080	Introduction to the New Testament	3			
RELS:1130/ HIST:1030	Introduction to Islamic Civilization	3			
RELS:1350/ AFAM:1250	Introduction to African American Religions	3			
RELS:1404/ ASIA:1040/ HIST:1610	Living Religions of the East	3			
RELS:1506/ ASIA:1060/ HIST:1612	Introduction to Buddhism	3			
RELS:1702	Religion in America Today	3			
RELS:1810	Happiness in a Difficult World	3			
RELS:1903	Quest for Human Destiny	3			
RELS:2700/ NAIS:2700	Sacred World of Native Americans	3			
RELS:2852/ GWSS:2052	Women in Islam and the Middle East	3			
RELS:2986	Religion and Women	3			
RHET:2070	Persuasive Stories	3			
RUSS:1082	Youth Subcultures After Socialism	3			
RUSS:1131	Introduction to Russian Culture	3			
RUSS:1132	Russia Today	3			
RUSS:1531	Slavic Folklore	3			
RUSS:1532	Traces of Ancient Russian Culture (IX-XVII Centuries): Vikings, Mongols, and Tsars	3			
RUSS:2100	Russian Mindset: Sex, Business, and Politics	3			
SOAS:1502/ RELS:1502	Asian Humanities: India	3			
SOC:1310/ GWSS:1310	Gender and Society	3			
SOC:2710	The American Family	3			
SOC:2810	Social Inequality	3			
SOC:2830	Race and Ethnicity (GE status ends effective fall 2020)	3			
SPAN:1700/ LATS:1700	Latina/o/x Literature in the United States	3			

African American Studies

Chair

- Venise T. Berry

Undergraduate major: African American studies (B.A.)

Undergraduate minor: African American studies

Graduate degree: M.A. in African American world studies

Graduate certificate: African American studies

Faculty: <https://clas.uiowa.edu/afam/people/faculty>

Website: <https://clas.uiowa.edu/afam/>

African American studies (AAS) examines the unique experiences of African-descended people throughout the diaspora drawing on a rich tradition of civic engagement, scholarship, and teaching. The faculty introduce students to the foundations of African American studies and collaborate with them to understand new intellectual perspectives. Courses and research revolve around three core areas of study: history, religion, and the diaspora; literature and performing arts; and media, politics, and society. Within these areas, students carefully consider the construction of race, ethnicity, and identity and the performance of class, gender, and sexuality. Students who take courses in African American studies acquire a special skill set that enables them to critically interrogate their own culture and other cultures in the world around them.

Cocurricular Activities

African American Cultural Center

African American studies encourages students to use the African American Cultural Center (Afro-House). The center serves as a museum housing educational artifacts. Offering enrichment for the University of Iowa and promoting diversity among all members of the Iowa City community, the center also provides a cultural hub for African American students.

African American Studies Student Association

The African American Studies Student Association aims to promote knowledge about Black life in the United States by hosting speakers, publicizing artistic performances, and sponsoring relevant programs with various campus collaborators. The association is primarily designed for AAS majors and minors; however, any University of Iowa student interested in African American studies is eligible to become a member.

Seminar and Lecture Series

The African American Studies Seminar Series and the Darwin Turner Lecture bring important scholars and creative artists to the University of Iowa campus. Guests of the lecture and seminar series have included Amiri Baraka, Trudier Harris, Ta-Nehisi Coates, Michelle Wallace, Mary Patillo, J. Lorand Matory, Portia Maultsby, Paul Butler, Gabrielle Forman, and Valerie Smith.

Graduate Advanced Readings in African American Culture/Historic and Contemporary Debates

Graduate students from a range of disciplines in the Colleges of Liberal Arts and Sciences, Law, Public Health, and Education, and the Tippie School of Business, as well as elsewhere are encouraged to participate in the program's

interdisciplinary graduate course AFAM:5900 Advanced Readings in African American Culture, which is dedicated to research methods and advanced readings in African American studies.

African American Studies Annual Awards Program

Each spring, the African American studies program honors AAS majors and minors, along with exceptional University of Iowa students and organizations. Scholarships are awarded by the Marie Nesbitt Foundation, the African American Studies Program, the National Association of Black Journalists, and the Iowa Black Alumni Association. Awards are offered that recognize student efforts in community service, leadership, creative arts, graduate research, cultural appreciation, and academic achievement.

Graduate Student Mentoring and Advising

The African American Studies Program sponsors several intellectual and social gatherings for graduate students across multiple disciplines. During these events, students connect with others interested in African American studies and receive advice about becoming faculty members, being productive members of the academic profession, and career options outside of academia.

Iowa Black Alumni Association

The Iowa Black Alumni Association (IBAA) promotes the general mission of the University of Iowa. The group enhances the career connections of prospective, current, and former Black University of Iowa students. It also recognizes these individuals for their service.

Programs

Undergraduate Programs of Study

Major

- Major in African American Studies (Bachelor of Arts) [p. 37]

Minor

- Minor in African American Studies [p. 41]

Graduate Programs of Study

Major

- Master of Arts in African American World Studies

The African American Studies Program is not accepting graduate students at this time.

Certificate

- Certificate in African American Studies [p. 43]

Courses

African American Studies Courses

AFAM:1000 First-Year Seminar 1 s.h.

Small discussion class; topics chosen by instructor. Requirements: first-year standing.

AFAM:1020 Introduction to African American Culture 3 s.h.

Examination of Black cultural experiences in the United States and the African diaspora; focus on literature, music, film, comics, anime, popular culture, and visual/performing arts. GE: Diversity and Inclusion. Same as AMST:1030.

AFAM:1030 Introduction to African American Society 3 s.h.

Examination of Black social and historical institutions in the United States and the African diaspora; focus on education, sports, political science, religion, health, criminal justice, history, sociology, and other disciplines. GE: Diversity and Inclusion.

AFAM:1130 The History of African American Film 3 s.h.

History of African American cinema; examination of various cycles of Black movie fare between 1912-1999.

AFAM:1240 The Art of Listening to Jazz 3 s.h.

What is jazz and its importance; guided introduction to jazz music, anatomy of jazz music, cultural context; development of skills to become an informed listener; process of performing jazz music, its connection with Black culture; focused listening/analysis of prominent jazz artists' work from past and present, including intersection between jazz and hip hop; formal music experience or training not required. GE: Literary, Visual, and Performing Arts. Same as MUS:1740.

AFAM:1241 The Soundtrack of Black America 3 s.h.

Linkage of African American culture and music; Black musical innovations that shaped mainstream American musical tastes over the last century; exploration of relationship between Black music and culture; examples of blues, jazz, gospel, hip hop; artists including Bessie Smith (blues), Mahalia Jackson (gospel), Miles Davis (jazz), Nas and Talib Kweli (hip hop). GE: Diversity and Inclusion. Same as MUS:1741.

AFAM:1250 Introduction to African American Religions 3 s.h.

GE: Values and Culture. Same as RELS:1350.

AFAM:1275 Black Chicago: The Past, Present, and Future of an American Community 3 s.h.

Students explore the history of Chicago's Black communities; modern issues impacting Chicago's Black neighborhoods; cultural, social, and political contributions of Black Chicagoans to city and nation; consideration of what strategies might be deployed to shape a better future for Black Chicago. Same as HIST:1275.

AFAM:1630 The Racial Wealth Gap: Black Debt, White Debt 3 s.h.

Exploration of extent, historical origins, and contemporary factors of the racial wealth gap with special attention to role of debt in U.S. race relations; potential topics include education debt, monetary sanctions in criminal justice, redlining, recession, bankruptcy, and reparations. Same as SOC:1630.

AFAM:1830 Music of the African American Diaspora 3 s.h.

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

AFAM:2014 Giants of Jazz: Miles, Trane, and Duke 3 s.h.

Miles Davis, John Coltrane and Duke Ellington as figureheads of the jazz music style; how they changed the trajectory of modern music along with sidemen (B. Strayhorn and H. Hancock); Ellington's resolute defiance of stereotypical views of African Americans; Miles' brazen protests against civil injustices; how these icons are much more than mere musicians; cultural impact of landmark albums including "Kind of Blue," "A Love Supreme," and "The Birth of the Cool"; focus on their life, music and sociopolitical impact. Same as MUS:2014.

AFAM:2064 Racial Inequity and the Experiences of African American Families in the U.S. 3 s.h.

Racial inequality and experiences of African American families in the U.S. during 20th and 21st centuries; historical context for contemporary research on African American family; relative impact of structural and cultural factors on various aspects of African American family life, declining marriage rates, family formation patterns; intersections of race and class in family life; research methods used to examine dynamics of African American family life, including quantitative analysis, structured qualitative interviews, and ethnography. GE: Diversity and Inclusion. Same as SOC:2064.

AFAM:2070 Black Television Culture 3 s.h.

Social and political impact of television dramas featuring people of African descent in the West; examination of production, reception, representation, and industry as it relates to the African American images that are granted tenure on television screens. GE: Diversity and Inclusion. Same as COMM:2069.

AFAM:2072 African American Popular Culture 3 s.h.

Examination of global popularity and impact of African American popular culture. Same as COMM:2072.

AFAM:2076 Race, Ethnicity, and Media 3 s.h.

Introduction to debates about media portrayals of race and ethnicity; focus primarily on entertainment media; use of general analytic perspectives (stereotype analysis, aesthetic analysis, history) applied to real-world examples; address one or more racial/ethnic groups in the United States. Same as COMM:2076.

AFAM:2079 Race and Ethnicity in Sport 3 s.h.

Structural and ideological barriers to racial and ethnic equality in sport, with focus on African American sport experiences; historical and contemporary issues, media representations. Same as SPST:2079.

AFAM:2130 African American Film Seminar 3 s.h.

Major historical and cultural movements in Black cinema; independent and early Hollywood films, animation, blaxploitation, the Black renaissance, Black auteurs (e.g., Spike Lee, Julie Dash), hip hop cinema, womanist films, 21st-century developments in film (e.g., theatre to film adaptations of Tyler Perry), new media's effect on film and cinema; particular attention given to gender, sexualities, region, ethnicity, and class. Same as AMST:2130.

AFAM:2266 Civil War and Emancipation 3 s.h.

150 years later, what can we learn about American history from studying a war that both killed and liberated a remarkable and an unprecedented number of people? Why did it take a war to end slavery? How did emancipation occur and how did enslaved people accelerate the destruction of U.S. slavery during the war? Same as HIST:2266.

AFAM:2267 African American History to 1877: From Slave Cabin to Senate Floor 3 s.h.

Experiences of African and African American people in the American colonies and the states of the new nation; history of Africans and African Americans as early settlers, enslaved and free, in places such as Detroit, Chicago, New York, and New Orleans; interactions with Indigenous people; role in the war for American independence; long history of resistance to slavery and racial discrimination; exploration of the rich history of community building, creation of significant Black social and cultural institutions, and formation of Black political thought and political activism. GE: Diversity and Inclusion. Same as HIST:2267.

AFAM:2268 African American History Since the Civil War 3 s.h.

Exploration of racial oppression of African Americans and multiracial struggles against that oppression since the Civil War era; students examine the history of racism at individualized and systematic levels; historical efforts made by individuals and collective movements in service of the long Black freedom struggle; and the ways these twinned histories have shaped modern America. GE: Diversity and Inclusion. Same as HIST:2268.

AFAM:2465 Selected African American Authors 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:2465.

AFAM:2500 Black Culture and Experience: Contemporary Issues 3 s.h.

Exploration of various contemporary social topics (e.g., education, religion, literature, theater, media, politics, sports, criminal justice, health, economics); use of readings, interactive experiences, course assignments (reading essays, interview/profile, observation analysis, case study, final paper), and unit quizzes to understand Black life in the 21st century. GE: Diversity and Inclusion.

AFAM:2700 The Black Image in Sequential Art: Comics, Graphic Novels, and Anime 3 s.h.

Provides a foundation to critically interpret the representation of people of African descent in sequential art; primary focus on serial comic strips, gags, comic books, graphic novels, video games, animation, anime, Manga, film, zines, and televisual examples of Blackness; emphasis of readings and viewing materials on gender, sexualities, economics, ethnicity, the transnational circulation and commodification of the Black image, fandom communities, independent and mainstream sequential art producers. Same as AMST:2700.

AFAM:2770 Environmental Racism: Black and White Community Politics 3 s.h.

Students study the movement for environmental justice within the broader context of U.S. land use and development to understand environmental racism's prevalence and how it can be addressed; topics include pollution, health, food access, transportation and agricultural practice to land loss, public space, and infrastructure; exploration of perspectives on the environment and environmentalism. Same as SOC:2770.

AFAM:2800 African American Women, Health, Hair, and Sexuality 3 s.h.

From the exotic to the erotic, African American women's bodies have been constructed to fulfill a variety of personal and cultural fantasies as well as social functions that are "killing us softly"; how cultural icons and myths of Black women—Jezebel, Mammy, Tragic Mulatto, Aunt Jemima, Sapphire, Matriarch, Welfare Queen, and more recently, the overachieving Black woman—shape and create restrictions and visions of the self that contribute to health disparities; engaging Black feminist/womanist theory to explore how larger images influence everyday acts of self-care and pleasure, such as hair and sexuality, on the health of African American women. Same as GWSS:2800.

AFAM:3053 The Civil Rights Movement 3 s.h.

History of the American civil rights movement. Same as AMST:3053, HIST:3253.

AFAM:3100 Critical Race Theory: Culture, Power, and Society 3 s.h.

Examination of the historical context of race and racism in U.S. history; focus on how social structures perpetuate longstanding patterns of racial inequality. Same as AMST:3100, SOC:3100.

AFAM:3110 Race, Organizations, and Workplace 3 s.h.

Examination of racial discrimination in the American workplace and organizations; historical context for development of complex organizations; various forms of racial discrimination; longstanding patterns of racial inequality central to American organizations. Same as SOC:3110.

AFAM:3130 Black American Film 3 s.h.

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

AFAM:3245 Twentieth-Century African American Religion: Civil Rights to Hip Hop 3 s.h.

Twentieth-century African American religious history; major political and cultural movements, such as civil rights, Black power, Black feminism/womanism, hip hop. Same as RELS:3745.

AFAM:3260 Violence in Black America 3 s.h.

Examination of violence—physical, structural, gendered, and psychological—and its impact of shaping Black American experience through resistance, cultural production, and community development. Same as HIST:3260.

AFAM:3275 History of Slavery in the U.S.A. 3-4 s.h.

Beginning, expansion, and ending of American slavery; how our national memory of slavery in popular culture (in high school history, in historical landmarks and museums) helps or hinders our understanding of history of slavery in the U.S. Same as HIST:3275.

- AFAM:3459 African American Literature Before 1900** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:3459.
- AFAM:3460 African American Literature After 1900** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:3460.
- AFAM:3461 Twenty-First Century African American Literature** 3 s.h.
African American literature from 20th- and 21st-century writers; African American experience(s) of race, sexuality, gender, class, and privilege in contemporary era; various ways poets, rappers, authors tackle these themes within literary forms (i.e., fiction, creative nonfiction, autobiography, poems, songs); societal structures of power. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English majors and English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:3461.
- AFAM:3462 African American Drama** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:3462, THTR:3462.
- AFAM:3465 African American Autobiography** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:3465.
- AFAM:3500 Malcolm X, King, and Human Rights** 3 s.h.
Religion and politics of Malcolm X and Martin Luther King, Jr. in the context of U.S. civil rights and international human rights in West Africa and the Muslim world; emphasis on civil rights connections to Gandhi, the Nobel Peace prize, and other international experiences that have impacted Pan Africanists, such as Stokely Carmichael, who worked on human rights. Recommendations: international studies major or undergraduate standing. Same as HIST:3160, RELS:3808.
- AFAM:3550 African Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3550.
- AFAM:3555 Topics in African Cinema** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3555.
- AFAM:3600 Digitizing Blackness** 3 s.h.
Examination of Black cultural experiences in digital spheres, including digital humanities and new information technologies; focus on Afrofuturism, gaming, augmented reality, digital mapping, podcasting, social media, and digital cultures; exposure to digital tools and methods. Same as AMST:3600.
- AFAM:3630 The Racial Wealth Gap: Black Debt, White Debt** 3 s.h.
Exploration of extent, historical origins, and contemporary factors of the racial wealth gap with special attention to role of debt in U.S. race relations; potential topics include education debt, monetary sanctions in criminal justice, redlining, recession, bankruptcy, and reparations. Same as SOC:3630.
- AFAM:3758 The Ancient African Past** 3 s.h.
Africa to 1880; oral tradition and other sources; political development, ecological change, slavery and slave trade. Same as HIST:3758.
- AFAM:3760 The Making of Modern Africa** 3 s.h.
Africa in colonial and postcolonial period; economics, political structures of colonialism; social change, political life in the 20th century. Same as HIST:3760.
- AFAM:3900 Topics in African American Studies** arr.
Different topic each semester.
- AFAM:3925 African Americans and the Media** 3 s.h.
Same as JMC:3165.
- AFAM:4770 Environmental Justice** 3 s.h.
Introduction to the field of environmental justice; understanding and addressing the processes that lead poor and marginalized communities to face a disproportionate degree of environmental risks and hazards. Same as GEOG:4770, GHS:4770.
- AFAM:4910 Special Topics** 3 s.h.
Selected topics, issues, and debates about various components of African American culture including literature, sociology, psychology, media, history, rhetoric, theater, sports, health, and education.
- AFAM:4980 Independent Study** arr.
Topics vary.
- AFAM:4990 Honors Project** arr.
Independent research and writing on interdisciplinary topic.
- AFAM:5900 Advanced Readings in African American Culture** arr.
Textual, social, political analyses of works by Black authors.
- AFAM:6500 Critical Readings in Cultural Studies: Stuart Hall's Legacy and Influences** 3 s.h.
Exploration of the scholarship of Stuart Hall along with theories, methods, and history of cultural studies; focus on major areas of Hall's work including Marxist thought and the political economy, diasporas and globalization, cultural production and popular culture, film and cinema studies, race, ethnicity, identity, and difference; key theorists that influenced Stuart Hall (e.g., Marx, Foucault, Fanon, Gramsci, Althusser) and scholars in cultural studies that have made appropriate use of Hall's writings and theories in their own work; role of theory in everyday life and the critical role of public intellectuals. Same as AMST:6500.
- AFAM:6635 Crossing Borders Seminar** 2-3 s.h.
Taught in English. Same as ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.

AFAM:7205 Gender and Race in Nineteenth-Century United States arr.

Same as GWSS:7205, HIST:7205.

AFAM:7210 The Long Civil Rights Movement arr.

Exploration of the history and historiography of the modern Black freedom struggle in the United States, with particular attention to how historians in recent years have reconsidered traditional framings of that struggle's chronology, geography, gender politics, political aspirations, and achievements. Same as HIST:7210.

AFAM:7214 Readings: African American Women's History arr.

Same as GWSS:7214, HIST:7214.

AFAM:7710 Seminar: Interpreting Oral Histories arr.

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

African American Studies, B.A.

Learning Outcomes

Students will:

- understand basic facts, principles, key figures, and events related to African American experience in American society, plus recognize the significant contributions of African Americans in the United States and abroad;
- become familiar with the foundations of the discipline of African American studies and the development of the field, specifically conceptual ideas that shape the academic study of African American life;
- acquire the tools for contextualizing and understanding the intersectionality of race, class, gender, and/or sexual orientation in an effort to identify relevant challenges and solve human problems related to the African American community;
- learn to critically analyze cultural issues shaping the lives and conditions of African Americans through curriculum, community service, and service learning as they confirm the value of diversity in the 21st century; and
- be prepared for potential careers or postbaccalaureate work in African American studies and related fields through the development of skills in critical thinking, oral and written communication, and research.

Requirements

The Bachelor of Arts with a major in African American studies requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer credit is evaluated individually and is limited to a maximum of 9 s.h.

The B.A. with a major in African American studies requires the following coursework.

Code	Title	Hours
	Introductory Courses	6
	African American Studies Core	18
	Electives	6
	Total Hours	30

Introductory Courses

Students are required to complete the following introductory courses.

Code	Title	Hours
AFAM:1020/ AMST:1030	Introduction to African American Culture	3
AFAM:1030	Introduction to African American Society	3

Introduction to African American Culture (AFAM:1020) examines the evolution of cultural experiences and developments in the United States and the African diaspora (e.g. the Harlem Renaissance, graphic novels, blues, hip hop, soul, and gospel). The course includes readings in literature,

music, film, comics, anime, popular culture events, plus the visual and performing arts.

Introduction to African American Society (AFAM:1030) examines the construction of social and historical institutions in the United States and the African diaspora (e.g., Black church, Black family, Black traditions, and social movements). The course includes readings in education, sports, political science, religion, health, criminal justice, history, sociology, and other disciplines.

African American Studies Core

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

History, Religion, and the Diaspora

Code	Title	Hours
Two of these:		
AFAM:1250/ RELS:1350	Introduction to African American Religions	3
AFAM:1275/ HIST:1275	Black Chicago: The Past, Present, and Future of an American Community	3
AFAM:2266/ HIST:2266	Civil War and Emancipation	3
AFAM:2267/ HIST:2267	African American History to 1877: From Slave Cabin to Senate Floor	3
AFAM:2268/ HIST:2268	African American History Since the Civil War	3
AFAM:3245/ RELS:3745	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3
AFAM:3260/ HIST:3260	Violence in Black America	3
AFAM:3275/ HIST:3275	History of Slavery in the U.S.A.	3-4
AFAM:3555/ ENGL:3555	Topics in African Cinema	3
AFAM:3758/ HIST:3758	The Ancient African Past	3
AFAM:3760/ HIST:3760	The Making of Modern Africa	3
AFAM:3900	Topics in African American Studies (when topic is history, religion, or the diaspora)	arr.
AFAM:7205/ GWSS:7205/ HIST:7205	Gender and Race in Nineteenth-Century United States	arr.
EPLS:5126	Twentieth-Century Educational Movements	2-3

Literature and Performing Arts

Code	Title	Hours
Two of these:		
AFAM:1130	The History of African American Film	3
AFAM:1240/ MUS:1740	The Art of Listening to Jazz	3

AFAM:1241/ MUS:1741	The Soundtrack of Black America	3
AFAM:2014/ MUS:2014	Giants of Jazz: Miles, Trane, and Duke	3
AFAM:2465/ ENGL:2465	Selected African American Authors	3
AFAM:2700/ AMST:2700	The Black Image in Sequential Art: Comics, Graphic Novels, and Anime	3
AFAM:3459/ ENGL:3459	African American Literature Before 1900	3
AFAM:3460/ ENGL:3460	African American Literature After 1900	3
AFAM:3461/ ENGL:3461	Twenty-First Century African American Literature	3
AFAM:3462/ ENGL:3462/ THTR:3462	African American Drama	3
AFAM:3465/ ENGL:3465	African American Autobiography	3
AFAM:3900	Topics in African American Studies (when topic is literature or performing arts)	arr.

Media, Politics, and Social Institutions

Code	Title	Hours
Two of these:		
AFAM:1630/ SOC:1630	The Racial Wealth Gap: Black Debt, White Debt	3
AFAM:2064/ SOC:2064	Racial Inequity and the Experiences of African American Families in the U.S.	3
AFAM:2070/ COMM:2069	Black Television Culture	3
AFAM:2072/ COMM:2072	African American Popular Culture	3
AFAM:2076/ COMM:2076	Race, Ethnicity, and Media	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
AFAM:2500	Black Culture and Experience: Contemporary Issues	3
AFAM:2770/ SOC:2770	Environmental Racism: Black and White Community Politics	3
AFAM:3053/ AMST:3053/ HIST:3253	The Civil Rights Movement	3
AFAM:3100/ AMST:3100/ SOC:3100	Critical Race Theory: Culture, Power, and Society	3
AFAM:3110/ SOC:3110	Race, Organizations, and Workplace	3
AFAM:3130/ AMST:3130	Black American Film	3
AFAM:3500/ HIST:3160/ RELS:3808	Malcolm X, King, and Human Rights	3
AFAM:3600/ AMST:3600	Digitizing Blackness	3

AFAM:3900	Topics in African American Studies (when topic is media, politics, or social institutions)	arr.
AFAM:3925/ JMC:3165	African Americans and the Media	3

Electives

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

Code	Title	Hours
Two electives selected from the three topical areas above, or approved substitutes		6

Language Requirement

The language requirement for the African American studies major is the same as the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Students are encouraged, but not required, to take African language courses (Swahili is currently offered) or Spanish language courses to fulfill the World Languages requirement.

Honors

Honors in the Major

Students majoring in African American studies have the opportunity to graduate with honors in the major. Honors in the major offers students the opportunity to pursue special interests and individual in-depth research.

Honors students must complete all required coursework for the major while maintaining a University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 for courses in the major (30 s.h.). Students must register for up to 6 s.h. of AFAM:4990 Honors Project which enhances a student's ability to complete honors projects under the guidance of the supervising faculty member. Students enroll in AFAM:4990 with the approval of an African American studies faculty member, who will supervise the course. They may count up to 6 s.h. earned in AFAM:4990 toward the 30 s.h. required for the major.

Under the guidance of the African American studies faculty member, an honors student defines a research project (thesis) using primary, secondary, or archival sources. Students submit a project proposal by the end of their junior year. They complete a thesis under the guidance of a supervising faculty member and present the results as a senior essay to a committee of three, including the supervising African American studies faculty member, one other African American studies faculty member, and the African American studies chair. A student's committee may choose to hear an oral defense of the honors thesis, usually during the student's last semester.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the

University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the African American studies major.

Academic Plans

Four-Year Graduation Plan

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

During the first year of study, students should focus on completing the GE CLAS Core [p. 20], perhaps including Swahili or Spanish coursework to begin satisfying the World Languages requirement.

Before the fifth semester begins: at least three courses in the major, including AFAM:1020 Introduction to African American Culture and AFAM:1030 Introduction to African American Society

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

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

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

African American Studies, B.A.

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
AFAM:1020 or AFAM:1030	Introduction to African American Culture ^a or Introduction to African American Society	3
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: Natural Sciences without Lab ^b		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
AFAM:1020 or AFAM:1030	Introduction to African American Culture ^a or Introduction to African American Society	3
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Natural Sciences with Lab ^b		4

Elective course ^c	2
Hours	15-16

Second Year

Fall

Major: history, religion, and the diaspora topical area course	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3

GE CLAS Core: Quantitative or Formal Reasoning ^b	3
---	---

GE CLAS Core: World Languages First Level Proficiency or elective course ^d	4 - 5
--	-------

Elective course ^c	3
Hours	16-17

Spring

Major: history, religion, and the diaspora topical area course	3
---	---

Major: media, politics, and social institutions topical area course	3
--	---

GE CLAS Core: International and Global Issues ^b	3
--	---

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
---	-------

Elective course ^c	3
Hours	16-17

Third Year

Fall

Major: literature and performing arts topical area course	3
--	---

Major: media, politics, and social institutions topical area course	3
--	---

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
---	-------

Elective course ^c	3
------------------------------	---

Elective course ^c	3
Hours	16-17

Spring

Elective course ^c	3
------------------------------	---

Major: literature and performing arts topical area course	3
--	---

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
---	-------

Elective course ^c	3
------------------------------	---

Elective course ^c	3
Hours	16-17

Fourth Year

Fall

Major: elective course ^e	3
-------------------------------------	---

Elective course ^c	3
------------------------------	---

Elective course ^c	3
------------------------------	---

Elective course ^c	3
------------------------------	---

Elective course ^c	3
Hours	15

Spring

Major: elective course ^e	3
-------------------------------------	---

Elective course ^c	3
------------------------------	---

Elective course ^c	3
------------------------------	---

Elective course ^c	3
------------------------------	---

Elective course ^c	3
------------------------------	---

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall) ^f

Hours	15
Total Hours	123-129

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Students are required to complete 6 s.h. in electives selected from the three topical areas. With the approval of an African American studies advisor, students may substitute relevant courses offered by other departments for one or both electives.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The African American studies major provides valuable background for careers in a diverse society, in areas such as community work, public school teaching, religion, government, political science, and law. Some graduates go on to advanced study, many preparing for work as teachers and administrators at colleges and universities.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

African American Studies, Minor

Requirements

The minor in African American studies requires a minimum of 15 s.h., including 12 s.h. taken at the University of Iowa. At least two of the African American studies core courses must be taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Coursework completed for another major or minor may not be counted toward the minor in African American studies.

The minor must include the following coursework.

Code	Title	Hours
Introductory Courses		6
African American Studies Core		9
History, Religion, and the Diaspora Course		
Literature and Performing Arts Course		
Media, Politics, and Social Institutions Course		
Total Hours		15

Introductory Courses

Students are required to complete the following introductory courses.

Code	Title	Hours
Both of these:		
AFAM:1020/ AMST:1030	Introduction to African American Culture	3
AFAM:1030	Introduction to African American Society	3

African American Studies Core

Students must complete one course from each of the three topical areas below (9 s.h.), with at least two courses taken at the University of Iowa.

History, Religion, and the Diaspora

Code	Title	Hours
One of these:		
AFAM:1250/ RELS:1350	Introduction to African American Religions	3
AFAM:1275/ HIST:1275	Black Chicago: The Past, Present, and Future of an American Community	3
AFAM:2266/ HIST:2266	Civil War and Emancipation	3
AFAM:2267/ HIST:2267	African American History to 1877: From Slave Cabin to Senate Floor	3
AFAM:2268/ HIST:2268	African American History Since the Civil War	3
AFAM:3245/ RELS:3745	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3
AFAM:3260/ HIST:3260	Violence in Black America	3

AFAM:3275/ HIST:3275	History of Slavery in the U.S.A.	3-4
AFAM:3555/ ENGL:3555	Topics in African Cinema	3
AFAM:3758/ HIST:3758	The Ancient African Past	3
AFAM:3760/ HIST:3760	The Making of Modern Africa	3
AFAM:3900	Topics in African American Studies (when topic is history, religion, or the diaspora)	arr.
AFAM:7205/ GWSS:7205/ HIST:7205	Gender and Race in Nineteenth-Century United States	arr.
EPLS:5126	Twentieth-Century Educational Movements	2-3

Literature and Performing Arts

Code	Title	Hours
One of these:		
AFAM:1130	The History of African American Film	3
AFAM:1240/ MUS:1740	The Art of Listening to Jazz	3
AFAM:1241/ MUS:1741	The Soundtrack of Black America	3
AFAM:2014/ MUS:2014	Giants of Jazz: Miles, Trane, and Duke	3
AFAM:2465/ ENGL:2465	Selected African American Authors	3
AFAM:2700/ AMST:2700	The Black Image in Sequential Art: Comics, Graphic Novels, and Anime	3
AFAM:3459/ ENGL:3459	African American Literature Before 1900	3
AFAM:3460/ ENGL:3460	African American Literature After 1900	3
AFAM:3461/ ENGL:3461	Twenty-First Century African American Literature	3
AFAM:3462/ ENGL:3462/ THTR:3462	African American Drama	3
AFAM:3465/ ENGL:3465	African American Autobiography	3
AFAM:3900	Topics in African American Studies (when topic is literature or performing arts)	arr.

Media, Politics, and Social Institutions

Code	Title	Hours
One of these:		
AFAM:1630/ SOC:1630	The Racial Wealth Gap: Black Debt, White Debt	3
AFAM:2064/ SOC:2064	Racial Inequity and the Experiences of African American Families in the U.S.	3
AFAM:2070/ COMM:2069	Black Television Culture	3
AFAM:2072/ COMM:2072	African American Popular Culture	3

AFAM:2076/ COMM:2076	Race, Ethnicity, and Media	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
AFAM:2500	Black Culture and Experience: Contemporary Issues	3
AFAM:2770/ SOC:2770	Environmental Racism: Black and White Community Politics	3
AFAM:3053/ AMST:3053/ HIST:3253	The Civil Rights Movement	3
AFAM:3100/ AMST:3100/ SOC:3100	Critical Race Theory: Culture, Power, and Society	3
AFAM:3110/ SOC:3110	Race, Organizations, and Workplace	3
AFAM:3130/ AMST:3130	Black American Film	3
AFAM:3500/ HIST:3160/ RELS:3808	Malcolm X, King, and Human Rights	3
AFAM:3600/ AMST:3600	Digitizing Blackness	3
AFAM:3900	Topics in African American Studies (when topic is media, politics, or social institutions)	arr.
AFAM:3925/ JMC:3165	African Americans and the Media	3

African American Studies, Graduate Certificate

Requirements

The graduate Certificate in African American Studies requires a least 12 s.h. of credit. Students must maintain a g.p.a. of at least 2.75 in work for the certificate. With civil and corporate work environments taking a distinct interest in the diversity of people, training, and ideas within their respective environments, the certificate provides a means of formally acknowledging cultural and intellectual understanding that is being sought by potential employers.

Students must be enrolled in a graduate degree program of study to earn the certificate. They meet yearly with their certificate advisor to plan their certificate coursework.

The Certificate in African American Studies requires the following work.

Code	Title	Hours
AFAM:5900	Advanced Readings in African American Culture	3
	Three courses (3 s.h. each) related to African American studies numbered 3000 or above; at least 6 s.h. of these must be taken in a department other than a student's primary area of study (consult advisor)	9

Admission

Doctor of Philosophy students are encouraged to apply for the certificate program in their first year of graduate study, and students earning their master's degree in their first semester. Students then have sufficient time to select coursework in an area of African American studies that is most appealing to them. Applicants must have a g.p.a. of at least 2.75 at the time of application.

Applicants who have taken courses that may apply toward the certificate can review a list of acceptable coursework on the Graduate Certificate in African American Studies web page. They should note the courses that may apply toward the certificate on their certificate application in addition to a written justification, or they may meet with the African American studies director of graduate studies as soon as possible to begin the consideration process.

Admission to the certificate program is determined by application. Applications are reviewed by the African American Studies Graduate Steering Committee twice each year. Applications should be received no later than October 15 for spring entry; March 15 for summer or fall entry.

For more information on formal application to the certificate program, contact the African American Studies director of graduate studies or view the Graduate Certificate in African American Studies web page.

Aging and Longevity Studies

Director, School of Social Work

- Mercedes E. Bern-Klug

Coordinator, Aging and Longevity Studies

- Mercedes E. Bern-Klug

Undergraduate minor: aging and longevity studies

Undergraduate certificate: aging and longevity studies

Graduate certificate: aging and longevity studies

Faculty: <https://clas.uiowa.edu/socialwork/undergraduate-program/aging-longevity-studies-program/faculty>

Website: <https://clas.uiowa.edu/socialwork/undergraduate-program/aging-longevity-studies-program/certificate>

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

Undergraduate students in the College of Liberal Arts and Sciences who would like to focus on aging and longevity studies as their major or as a second major should consider the individualized plan of study track offered by the Interdepartmental Studies Program; see Interdepartmental Studies [p. 667] in the Catalog. Entry into the program requires approval of a plan of study.

Undergraduate students working on a Bachelor of Arts degree in the School of Social Work have the option to use some aging-related coursework as an area of focus in their major. Graduate students earning a Master of Social Work degree can declare gerontology/aging as an area of focus by completing coursework in aging. For more information, contact the School of Social Work.

Aging and Longevity Studies is administered by the School of Social Work [p. 989].

Programs

Undergraduate Programs of Study

Minor

- Minor in Aging and Longevity Studies [p. 46]

Certificate

- Certificate in Aging and Longevity Studies [p. 47]

Graduate Program of Study Certificate

- Certificate in Aging and Longevity Studies [p. 49]

Career Advancement

The Aging and Longevity Studies Program minor or undergraduate or graduate certificate is an important asset for employment in any field. Working with an aging population and the issues affecting them will be increasingly important as the population of older adults also rises.

Among the organizations that have hired University of Iowa students and alumni are assisted living centers, retirement communities, senior centers, long-term care organizations, hospice centers, elder services, state government, businesses, advocacy organizations, and athletic clubs.

Areas of employment for individuals with specializations in aging and longevity studies include:

State and local government agencies: State Department on Aging; Area Agency on Aging; all departments will be affected by population aging, even if they do not specialize in working with older adults, such as transportation, energy, housing, human services, small business supports, veterans services, among others

Nonprofit organizations: senior centers; the American Association of Retired Persons (national, regional, and state offices); Exploritas/Elderhostels (travel options for older adults)

Social service organizations: Meals on Wheels, congregate meal sites, heating assistance programs, transportation

Private corporations: human resources departments

Courses

Aging and Longevity Studies Courses

ASP:1000 First-Year Seminar

1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

ASP:1800 Aging Matters: Introduction to Gerontology

3 s.h.

Overview of the field of gerontology from a bio-psycho-social framework; how the human body and brain age, effects of these biological changes on physical and cognitive functions, and interaction of these individual factors with societal contexts; broad perspective to give students a foundation in gerontology, paving the way for more advanced courses in biology of aging, psychology of aging, and global aging; for students from a wide range of disciplines and levels, no prior knowledge of aging required. GE: Social Sciences. Same as CSD:1800, NURS:1800, SSW:1800, TR:1800.

ASP:2000 Big Ideas: Creativity for a Lifetime

3 s.h.

Exploration of what senior artists can teach about creativity and aging; interdisciplinary project-based collaborative learning opportunities that consider role of arts and creativity across a lifespan; essential skills necessary to be professionals in numerous careers including health, social work, education, humanities, and the arts; identification of ways for students to be more creative in their own lives and work. GE: Values and Culture. Same as ARTS:2000, EDTL:2000, RHET:2000.

ASP:2181 The Anthropology of Aging

3 s.h.

Comparative anthropological perspective on aging; ethnographies from diverse contexts used to examine intersections of kinship, religion, health, and medicine in later life. Same as ANTH:2181, GHS:2181.

ASP:3135 Global Aging

3 s.h.

Demographic factors that contribute to the worldwide phenomena of population aging in context of WHO Active Aging and the United Nation's Principles for Older Persons frameworks. Same as GHS:3050, SSW:3135.

- ASP:3150 Psychology of Aging** 3 s.h.
The later years of human life viewed from perspectives of developmental psychology, biology, sociology.
- ASP:3151 The Anthropology of the Beginnings and Ends of Life** 3 s.h.
Examination of diverse understandings of birth and death, drawing on anthropological analysis of personhood, kinship, ritual, and medicine; how social inequality and new technologies shape human experience at life's margins. Prerequisites: ANTH:1101 or ANTH:2100. Same as ANTH:3151, GHS:3151.
- ASP:3152 Anthropology of Caregiving and Health** 3 s.h.
Diverse understandings and practices of care around the world; focus on relationships between caregiving practices and health across the life course. Same as ANTH:3152, GHS:3152.
- ASP:3160 Biology of Aging** 3 s.h.
Biogerontology; definition of aging and senescence, biological theories of aging, demographics, model systems foraging, premature aging syndromes, aging of organ systems in humans.
- ASP:3170 Health and Aging** 3 s.h.
Lifespan approach to understanding human biological development with emphasis on the experience of older adulthood and health; key concepts and how they are measured, including health promotion, wellness, and optimal aging. Recommendations: ASP:1800.
- ASP:3300 Mapping the Creative Legacy** 3 s.h.
Reviewing a lifetime of creative work offers a unique window into the influences and perspectives that shape an artist's development over decades; understanding creativity throughout the lifespan; fieldwork with senior artists to document the evolution of their original output; generating oral histories, documenting a substantial number of artistic works, and helping to produce a creative legacy; course culminates with a gallery exhibition of senior artists' work, curated by the students.
- ASP:3400 Film, Media, and Aging** 3 s.h.
Examination of trends in the way that aging and older adulthood are portrayed in film and other media.
- ASP:3519 Politics of Aging** 3 s.h.
Core concepts and methods related to aging and policies that address the needs of older persons; demographic measures of population health and aging, including incidence and distribution of specific conditions relevant in older age; theories of public policy and involvement of older persons in the political process; key historical and current policies, at both the federal and state/local levels, that influence service provision and the well-being of older persons in the United States. Same as POLI:3519.
- ASP:3740 End-of-Life Care for Adults and Families** 3 s.h.
End-of-life issues in care of adults, older adults, and their families. Same as MED:3740, NURS:3740, PHAR:3740.
- ASP:3786 Death/Dying: Issues Across the Life Span** 3-4 s.h.
Introduction to the field of end-of-life care; examination of student concerns about death, dying, and grieving process; historical, cultural, societal, and personal perspectives of death and dying in modern society. Same as SSW:3786.
- ASP:3900 Independent Study in Gerontology** arr.
Individual projects and/or research.
- ASP:3920 Service Learning in Aging Studies** 1-3 s.h.
Experiential learning in settings with older adults. Corequisites: ASP:1800, if not taken as a prerequisite.
- ASP:4000 Senior Living and Support Services for Older Adults and Persons with Disabilities** 3 s.h.
Overview of continuum of care and services designed to meet needs of older adults and persons with disabilities; services for functionally independent persons; focus on older adults with mild to moderate functional limitations; how services are financed; basic screening and assessment tools and techniques; exploration of services available in individual and group settings (i.e., senior centers, home health, rehab, assisted living, nursing homes, hospice).
- ASP:4165 Communication Disorders and Aging** 2 s.h.
Introduction to speech, language, and hearing processes and disorders among older adults; survey of characteristics of communication and communication breakdown, remediation, and strategies for improving communication with older adults with communication disorders; primarily for nonmajors and service providers other than speech-language pathologists and audiologists. Same as CSD:4165.
- ASP:4190 Aging Studies Internship and Seminar** 3 s.h.
Opportunities for students in various disciplines to relate their areas of study to older adults and aging; interdisciplinary relationships, approaches to meeting needs of older adults; an online seminar that meets regularly is included in this experience. Same as SSW:4190.
- ASP:4470 Physiology of Aging** 3 s.h.
Aging's effects on cells, tissues, and organs; how aging influences function of major body organ systems and the whole organism; physiological mechanisms that underlie age-related changes in body function and performance; integrative approach with focus on human aging. Prerequisites: HHP:3500 or HHP:3550. Same as HHP:4470.
- ASP:5401 The Care of the Frail Elderly** 3 s.h.
Clinical management of the elderly; emphasis on economic considerations, principles of gerontological care, common syndromes, ethical issues; clinical application experience in a long-term care setting. Prerequisites: NURS:5035. Corequisites: NURS:6200 and NURS:6701. Same as NURS:5401.
- ASP:5750 Medicare and Medicaid Policy** 3 s.h.
Health policies most pertinent to Americans over age of 65. Same as HMP:5750.
- ASP:6000 Graduate Gerontology Capstone** 3 s.h.
Review of core concepts as identified by the Academy for Gerontology in Higher Education (AGHE) in the form of core competencies; students engage in discussions related to gerontological ethical issues at individual, family, and societal levels; receive guidance in developing and writing a major research paper relevant to their field; and engage in discussions related to uses of their gerontological knowledge in terms of looking for a job or pursuing further education.
- ASP:8355 Introduction to Geriatric Dentistry** 2 s.h.
Biological, psychological, and social aspects of aging; normal aging and disease processes associated with aging; pathological changes that affect oral health treatment of dental diseases and patient management. Requirements: D.D.S. enrollment or completion of dental hygiene program. Same as PCD:8355.

Aging and Longevity Studies, Minor

Requirements

The undergraduate minor in aging and longevity studies requires a minimum of 15 s.h. in aging-related coursework. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor. Coursework in the minor may not be taken pass/nonpass. Courses for the minor must be approved by the Aging and Longevity Studies Program if they are not aging and longevity studies courses (prefix ASP) or are not cross-listed with aging and longevity studies courses. Students earning the minor may not enroll in ASP:4190 Aging Studies Internship and Seminar.

The minor may be earned by undergraduate students in the Colleges of Liberal Arts and Sciences, Education, Engineering, Nursing, and the Tippie College of Business.

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

The minor in aging and longevity studies requires the following coursework.

Code	Title	Hours
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology (recommended as first course for the minor)	3
Aging and longevity studies courses with the prefix ASP (except ASP:4190) or courses cross-listed with aging and longevity courses; at least 6 s.h. of these must be numbered 3000 or above and must be taken at the University of Iowa		12

Aging and Longevity Studies, Certificate

Requirements

The undergraduate Certificate in Aging and Longevity Studies requires 18 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

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

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

The certificate's required 18 s.h. of credit must be earned in aging and longevity studies courses (prefix ASP) and other courses approved for the program. With permission from the aging and longevity studies coordinator, students also may be able to use other aging-related courses for the certificate. Students must earn at least 12 s.h. of certificate credit in courses numbered 2000 or above, and they must earn at least 12 s.h. toward the certificate at the University of Iowa.

Certificate requirements include a core curriculum of five courses and an additional 3 s.h. of elective coursework from the list of approved aging-related courses. Students may take core courses before or concurrently with other courses in the program, but they should complete the core courses before they enroll in the internship.

Students who complete an aging-related internship or practicum in their major field may be able to count that experience as their aging and longevity studies internship; consult with the aging and longevity studies coordinator. Transfer credit requests are evaluated individually by the aging and longevity studies coordinator.

The Certificate in Aging and Longevity Studies requires the following coursework.

Core Courses

All certificate students must complete five core courses.

Code	Title	Hours
Both of these:		
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology (recommended as first course for the certificate)	3
ASP:3150	Psychology of Aging	3
One of these:		
ASP:2181/ ANTH:2181/ GHS:2181	The Anthropology of Aging	3

ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
------------------------------------	--------------	---

One of these:		
ASP:3160	Biology of Aging	3
ASP:3170	Health and Aging	3
ASP:4470/HHP:4470	Physiology of Aging	3
NURS:3138	Nursing and Pharmacological Interventions I	5

One of these:		
ASP:4190/ SSW:4190	Aging Studies Internship and Seminar	3
NURS:3615	Adult Medical/Surgical Nursing Practicum	3

Electives

Students must complete an additional 3 s.h. of elective coursework selected from aging and longevity studies courses (prefix ASP), NURS:3620 Gerontological Nursing, and/or from approved aging-related courses offered by other academic units. Practicum and/or research courses offered by other academic units may be accepted for internship credit if they focus on aging; students who wish to apply coursework from other departments should consult the Aging and Longevity Studies Program.

Courses not used to satisfy the Core Courses requirement can be used to meet the Electives requirement.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Aging and Longevity Studies, Certificate

Course	Title	Hours
Academic Career		
Any Semester		
The undergraduate Certificate in Aging and Longevity Studies requires 18 s.h. of credit.		
	Certificate: aging and longevity studies elective (prefix ASP or other approved course) ^a	3
	Hours	3
First Year		
Any Semester		
ASP:1800	Aging Matters: Introduction to Gerontology ^b	3
	Hours	3
Second Year		
Any Semester		
ASP:3170 or ASP:4470 or ASP:3160	Health and Aging ^c or Physiology of Aging or Biology of Aging	3
ASP:3150	Psychology of Aging	3

ASP:2181 or ASP:3135	The Anthropology of Aging or Global Aging	3
<hr/>		
	Hours	9
Fourth Year		
Any Semester		
NURS:3615 or ASP:4190	Adult Medical/Surgical Nursing Practicum ^d or Aging Studies Internship and Seminar	3
<hr/>		
	Hours	3
<hr/>		
	Total Hours	18

- a See General Catalog for list of approved electives. Nursing students may also take NURS:3620 to satisfy this requirement.
- b This foundation course is recommended to be taken prior to other required or elective courses, if possible.
- c Nursing students may also take NURS:3138 to satisfy this requirement.
- d ASP:4190 is restricted and requires that the student discuss with the certificate coordinator what required courses have been completed prior to enrollment. It is allowable to be finishing one certificate course while also taking the internship.

Aging and Longevity Studies, Graduate Certificate

Requirements

The graduate Certificate in Aging and Longevity Studies requires 12 s.h. of credit taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.75 in coursework to earn the certificate. The certificate program is open to University of Iowa graduate students with aging-related career interests and needs.

Credit for the certificate must be earned in Aging and Longevity Studies Program courses (prefix ASP) and other courses approved for the program. With permission from the aging and longevity studies coordinator, students may be able to apply other aging-related courses to the certificate.

The Certificate in Aging and Longevity Studies takes a multidisciplinary approach to gerontology. Its coursework is coordinated and sequenced to provide a broad background in aging for students from varied disciplines.

The Certificate in Aging and Longevity Studies requires the following coursework.

Core Courses

Students must complete three core courses.

Code	Title	Hours
All of these:		
ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
ASP:3150	Psychology of Aging	3
One of these:		
ASP:3160	Biology of Aging	3
ASP:3170	Health and Aging	3
ASP:4470/HHP:4470	Physiology of Aging	3

Capstone Course

Code	Title	Hours
This course:		
ASP:6000	Graduate Gerontology Capstone	3

Admission

University of Iowa students pursuing a graduate degree in any field who are in good academic standing are eligible to apply to the certificate program. To apply, students should complete the application form.

Domestic or international individuals who are not already enrolled in the Graduate College at the University of Iowa and who do not intend to earn a graduate degree must first apply for admission on the Office of Admissions website as a nondegree graduate student. Prospective students should indicate an intention to pursue the certificate on their application. They will then receive a second application form directly from the program.

American Sign Language

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Director, American Sign Language

- Rebecca "Becca" C. Clark

Undergraduate minor: American Sign Language

Faculty: <https://asl.uiowa.edu/people>

Website: <https://asl.uiowa.edu/>

The American Sign Language Program offers an undergraduate minor. It also offers a number of courses open to all students. They include a four-semester course sequence in American Sign Language (ASL), and courses on fingerspelling, Deaf culture, ASL literature, ASL interpreting, and other topics. The four-course ASL sequence satisfies the World Languages requirement of the GE CLAS Core [p. 20] (see "Language for GE CLAS Core" below). Classroom instruction is supplemented by video materials and interactive software in the Language Media Center.

The American Sign Language Program is administered by the Division of World Languages, Literatures and Cultures [p. 367].

Language for GE CLAS Core

The following four-course sequence satisfies the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Students must demonstrate 75 percent proficiency in the expressive and receptive elements of each course in order to register for the next course in the sequence.

Code	Title	Hours
ASL:1001	American Sign Language I	5
ASL:1002	American Sign Language II	5
ASL:2001	American Sign Language III	5
ASL:2002	American Sign Language IV	5

Students taking more than one calendar year off from the American Sign Language (ASL) sequence are required to contact the ASL Program to schedule a placement test which will determine their placement in an American Sign Language I-IV course. Students are strongly advised to complete the ASL sequence without such a gap whenever possible. Students taking the placement test and not placing into the next course in the sequence may be retested before the class begins if they have undertaken a significant experience since the last placement test that might warrant retesting. All retesting is at the discretion of the ASL Program.

Programs

Undergraduate Program of Study Minor

- Minor in American Sign Language [p. 52]

Facilities

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer

Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Courses

- American Sign Language Courses [p. 50]
- American Sign Language in English Courses [p. 51]

American Sign Language Courses

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

ASL:1001 American Sign Language I **5 s.h.**
Conversational skills, basic grammar of ASL; introduction to the ASL cultural community through readings, videos. Taught in American Sign Language. First in a four-semester sequence. GE: World Languages First Level Proficiency.

ASL:1002 American Sign Language II **5 s.h.**
Continuation of ASL:1001; emphasis on ASL grammar and syntax; focus on culture through readings, videos. Taught in American Sign Language. Prerequisites: ASL:1001. GE: World Languages Second Level Proficiency.

ASL:1101 Fingerspelling and Numbers I **2 s.h.**
Development of expressive and receptive American Sign Language fingerspelling, loan sign, and number skills based on word, phrase, and number recognition. Taught in American Sign Language. Prerequisites: ASL:1002.

ASL:1102 Fingerspelling and Numbers II **1 s.h.**
Development of expressive and receptive American Sign Language fingerspelling, loan sign, and number skills based on word, phrase, and number recognition. Taught in American Sign Language. Prerequisites: ASL:1101.

ASL:1500 Introduction to Deaf Studies **3 s.h.**
Exploration of an overlooked American minority—the Deaf community; students challenge the medical model for deafness with discussions of Deaf experiences, American Sign Language, and Deaf culture; and cover various topics related to the Deaf community, such as Deaf history, audism, technology and accessibility, disability, communication options, education, ASL literature, media, and art. Taught in English.

ASL:2001 American Sign Language III **5 s.h.**
Continuation of ASL:1002; emphasis on ASL grammar and syntax; focus on culture through readings, videos. Taught in American Sign Language. Prerequisites: ASL:1002. GE: World Languages Second Level Proficiency.

ASL:2002 American Sign Language IV 5 s.h.
Continuation of ASL:2001. Taught in American Sign Language. Prerequisites: ASL:2001. GE: World Languages Fourth Level Proficiency.

ASL:3001 American Sign Language V 4 s.h.
Continuation of ASL:2002; introduction to advanced grammatical constructions and vocabulary; improvement of conversational fluency as well as familiarity with American Deaf culture. Taught in American Sign Language. Prerequisites: ASL:2002 with a minimum grade of C.

ASL:3100 American Sign Language Conversation 3 s.h.
Improvement of receptive and expressive conversational ASL skills through small group discussion, class presentations. Taught in American Sign Language. Prerequisites: ASL:2002. Requirements: students who have not completed ASL:2002, but plan to take ASL:2002 concurrent to this course may enroll with consent of the instructor; please contact the ASL program for more information.

ASL:3200 Topics in Deaf Studies 3 s.h.
Current topics in Deaf studies; skill development in communicative fluency in ASL. Taught in American Sign Language. Prerequisites: ASL:2002. Requirements: concurrent enrollment in ASL:2002 if not taken as a prerequisite.

ASL:3300 American Deaf Culture 3 s.h.
Cultural practices, beliefs, and values of the American Deaf community. Taught in American Sign Language. Prerequisites: ASL:2002. Requirements: students who have not completed ASL:2002, but plan to take ASL:2002 concurrent to this course may enroll with consent of the instructor; please contact the ASL program for more information.

ASL:3400 Issues in ASL and Deaf Studies 3 s.h.
Current issues in American Sign Language and the American Deaf community, such as linguistics, culture, and literacy. Prerequisites: ASL:2002. Requirements: students who have not completed ASL:2002, but plan to take ASL:2002 concurrent to this course may enroll with consent of the instructor; please contact the ASL program for more information.

ASL:3500 Deafness in the Media 3 s.h.
Exploration of the construct of Deafness through mainstream media (e.g., commercial television, movies, fictional and nonfictional literature in print and on the internet); various ways Deaf people are constructed and presented for hearing audiences from the past 20 years. Taught in American Sign Language. Prerequisites: ASL:2002. Requirements: students who have not completed ASL:2002, but plan to take ASL:2002 concurrent to this course may enroll with consent of the instructor; please contact the ASL program for more information.

ASL:3600 American Sign Language Literature 3 s.h.
Introduction to the world of ASL literature, as recorded on videotape or film and in live performance; traditional folklore, storytelling, poetry, drama, oratory, jokes, and nonfiction narrative; analysis of genres in their social and cultural contexts as expressions of Deaf experience; how historical and current issues in Deaf culture are represented in literary form. Taught in American Sign Language. Prerequisites: ASL:2002. Requirements: students who have not completed ASL:2002, but plan to take ASL:2002 concurrent to this course may enroll with consent of the instructor; please contact the ASL program for more information.

ASL:3700 Deaf Gain: Reframing Deaf People, Cultures, and Languages 3 s.h.

With advances in genetic research and medical technologies, there may come a point in time when we are asked why should Deaf people and signed languages continue to exist, and Deaf studies' response to this question—Deaf Gain; students explore the cognitive, cultural, and creative aspects of Deaf Gain to develop an argument for continued existence of Deaf communities and their signed languages. Taught in American Sign Language. Prerequisites: ASL:2002.

ASL:3800 Independent Study arr.
An American Sign Language/deaf studies topic; individual study.

ASL:4201 History of the American Deaf Community 3-4 s.h.

Creation of a distinct language and culture of Deaf people in America during the 19th and 20th centuries. Taught in American Sign Language. Prerequisites: ASL:2002. Same as HIST:4201.

American Sign Language in English Courses

ASLE:2500 Introduction to Interpreting 3-4 s.h.

Introduction to interpreting; history and current nature of the field, available opportunities, certification, training, ethics. Taught in spoken English. Requirements: students should have some familiarity with a language not their own (spoken or signed); ASL:2002 is prerequisite for the ASL discussion section.

ASLE:3905 Teaching Deaf and Hard of Hearing Students 3-4 s.h.

Issues in d/Deaf education; management techniques, communication strategies, teaching strategies, instructional materials, hands-on activities, assessments, parent involvement; use of technology, ethnic and cultural diversity, classroom management, pre-reading techniques, literacy development, educational program options. Taught in English and/or American Sign Language. Requirements: for 4 s.h. option—concurrent enrollment in ASL:2002, if not taken as a prerequisite. Same as EDTL:3905.

American Sign Language, Minor

Requirements

The undergraduate minor in American Sign Language (ASL) requires 17 s.h. of ASL coursework, including 12 s.h. in advanced courses numbered 2500 or above taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The minor must include ASL:2002 American Sign Language IV or demonstrated equivalent proficiency. Only one American Sign Language in English course (prefix ASLE) may be applied to the minor in ASL; if students choose to apply an ASLE course toward the minor, it must be taken for 4 s.h.

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on track to graduate in the typical four-year time frame to meet requirements for the ASL minor:

before the third semester begins, students should have completed ASL:1001 American Sign Language I (this course should be taken as early as possible); and

before the sixth semester begins, students should have completed ASL:2002 American Sign Language IV.

The minor in American Sign Language requires the following coursework.

Code	Title	Hours
This course:		
ASL:2002	American Sign Language IV	5
At least 12 s.h. from these:		
ASL:3001	American Sign Language V	4
ASL:3100	American Sign Language Conversation	3
ASL:3200	Topics in Deaf Studies	3
ASL:3300	American Deaf Culture	3
ASL:3400	Issues in ASL and Deaf Studies	3
ASL:3500	Deafness in the Media	3
ASL:3600	American Sign Language Literature	3
ASL:3700	Deaf Gain: Reframing Deaf People, Cultures, and Languages	3
ASL:4201/ HIST:4201	History of the American Deaf Community	3-4
ASLE:2500	Introduction to Interpreting	4
ASLE:3905/ EDTL:3905	Teaching Deaf and Hard of Hearing Students	4

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and

should be discussed with an academic advisor. For additional sample plans, see MyUI.

American Sign Language, Minor

Course	Title	Hours
Academic Career		
Any Semester		
The undergraduate minor in American Sign Language (ASL) requires 15 s.h. of ASL coursework, including 12 s.h. of advanced courses numbered 2500 or above taken at the University of Iowa. Students must maintain a GPA of at least 2.00 in all courses for the minor.		
Coursework in the minor may not be taken pass/nonpass.		
	Hours	0
First Year		
Fall		
ASL:1001	American Sign Language I ^{a, b}	5
	Hours	5
Spring		
ASL:1002	American Sign Language II ^{a, b}	5
	Hours	5
Second Year		
Fall		
ASL:2001	American Sign Language III ^{a, b}	5
	Hours	5
Spring		
ASL:2002	American Sign Language IV ^{b, c}	5
	Hours	5
Third Year		
Fall		
Minor: ASL elective ^{d, e}		3 - 4
	Hours	3-4
Spring		
Minor: ASL elective ^{d, e}		3 - 4
	Hours	3-4
Fourth Year		
Fall		
Minor: ASL elective ^{d, e}		3 - 4
	Hours	3-4
Spring		
Minor: ASL elective ^{d, e}		3 - 4
	Hours	3-4
	Total Hours	32-36

- a This course is a prerequisite for the required minor courses.
- b Language level placement will be determined by placement exam score and/or interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- c Minor must include ASL:2002 or demonstrated equivalent proficiency.
- d Choose from: ASL:3001, ASL:3100, ASL:3200, ASL:3300, ASL:3400, ASL:3500, ASL:3600, ASL:3700, ASL:4201/HIST:4201, ASLE:2500, ASLE:3905/EDTL:3905.
- e Only one American Sign Language in English (ASLE) course may be applied to the minor in ASL; if students choose to apply an ASLE course toward the minor, it must be taken for 4 s.h.

American Studies

Chair

- Stephen A. Warren

Undergraduate majors: American studies (B.A.); sport studies (B.A.)

Undergraduate minors: American studies; sport studies

Graduate degrees: M.A. in American studies; Ph.D. in American studies

Faculty: <https://clas.uiowa.edu/american-studies/people/faculty>

Website: <https://clas.uiowa.edu/american-studies/>

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

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

The department also is the administrative home of the Native American and Indigenous Studies Program, which offers an undergraduate minor and undergraduate and graduate certificates; see Native American and Indigenous Studies [p. 858] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in American Studies (Bachelor of Arts) [p. 60]
- Major in Sport Studies (Bachelor of Arts) [p. 62]

Minors

- Minor in American Studies [p. 65]
- Minor in Sport Studies [p. 66]

Graduate Programs of Study

Majors

- Master of Arts in American Studies [p. 67]
- Doctor of Philosophy in American Studies [p. 68]

Courses

- American Studies Courses [p. 53]
- Sport Studies Courses [p. 57]

American Studies Courses

AMST:1000 First-Year Seminar 0-1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, field trips). Requirements: undergraduate first-year standing.

AMST:1010 Understanding American Cultures 3 s.h.

The United States in historical, contemporary, and transnational perspective; social and cultural diversity and conflict in American life; debates on concepts of America, the American Dream, national culture, citizenship. GE: Values and Culture.

AMST:1030 Introduction to African American Culture 3 s.h.

Examination of Black cultural experiences in the United States and the African diaspora; focus on literature, music, film, comics, anime, popular culture, and visual/performing arts. GE: Diversity and Inclusion. Same as AFAM:1020.

AMST:1049 Introduction to American Indian and Native Studies 3 s.h.

Exploration of past, present, and future of American Indians in the United States and beyond through film, art, music, and comedy. GE: Values and Culture. Same as HIST:1049, NAIS:1049.

AMST:1060 Sex and Popular Culture in America 3 s.h.

Critical and historical introduction to representation of human sexuality in American popular culture from World War II to the present. GE: Values and Culture. Same as ENGL:1410, GWSS:1060.

AMST:1074 Inequality in American Sport 3 s.h.

Cultural meanings of sport in contemporary U.S. culture; American dream as promoted, challenged in sport; sport experiences, inclusion, and exclusion as affected by gender and sexuality, race and ethnicity, social class, age, physical ability/disability, and nationalism. GE: Diversity and Inclusion. Same as GWSS:1074, SPST:1074.

AMST:1075 American Popular Music: Rock and Roll to 1980 3 s.h.

AMST:1076 Rock and Roll 1980 to the Present 3 s.h.

From the beginning, rock and roll subcultures have deliberately challenged and changed the values, attitudes, and behaviors of the mainstream (as well as the music itself); during the past 40 years, movements such as punk, hip hop, and electronica have confronted conventional notions of race, gender, sexual identity, social justice, and economic disparities in ways that reveal much about the underlying tensions of American life; using music as a lens, students examine these aspects of the nation's social history from 1980 to the present; materials are drawn from music, films, music videos, popular magazines, newspapers, and books.

AMST:1080 American Political Humor 3 s.h.

How political humor reflects and influences American attitudes regarding government institutions, elected officials, the democratic process; how humor works; examples from Revolutionary War present and from varied media, including cartoons, fiction, film, television, internet.

AMST:1154 Food in America 3 s.h.

Cultural significance of production, distribution, and consumption of food in the United States. GE: Values and Culture.

AMST:1290 Native American Foods and Foodways 3 s.h.

Native Americans as original farmers of 46 percent of the world's table vegetables; examination of food as a cultural artifact (e.g., chocolate, tobacco); food as a primary way in which human beings express their identities; environmental, material, and linguistic differences that shape unique food cultures among Native peoples across the Western Hemisphere; close analysis of Indigenous foods, rituals, and gender roles associated with them; how colonization transformed Native American, European, and African American cultures. GE: Diversity and Inclusion. Same as GHS:1290, HIST:1290, NAIS:1290.

AMST:1300 American Popular Culture Abroad 3 s.h.

Exploration of American popular culture and how it creates stress and conflict between the United States and other nations; students examine scenarios such as LeBron James in China, hip hop in Ghana, and the role of Facebook everywhere; based on case studies from China, India, Pakistan, Ghana, Brazil, and others.

AMST:1400 Introduction to American Popular Culture 3 s.h.

Introduction to popular culture studies; variety of cultural expressions including cyber communities, radio, humor, television, music, sport, and material culture; discussion of these popular genres and topics within larger context of gender, race, sexualities, class, consumerism, nation state and global capitalism; what popular culture is; difference between folk, high, mass, and popular culture; how to critically read and interpret popular cultural expressions; role(s) consumers of popular culture play in market economy; new information technologies to enhance learning experience.

AMST:1500 American Celebrity Culture 3 s.h.

Cultural history of meanings and implications of fame and celebrity in America; shift from 18th-century culture of "fame" (something bestowed posthumously on great statesmen) to 19th-century culture of "celebrity" that conferred instant stardom on actors, sportsmen, musicians, writers, and others; role of mass media and impresarios (e.g., Barnum and "Buffalo Bill") in promoting culture of celebrity; refinement of star system by Hollywood, television, and internet; implications for political culture, consumer culture, and attitudes towards race, gender, class, and sexuality.

AMST:1630 U.S. History Through Objects 3 s.h.

Interpretation of U.S. history through stories embedded in material artifacts ranging from guns, farming tools, and religious relics to mechanical toys, office gadgets, and vehicles; invention, manufacture, and marketing of tools and objects; their use and adaptation by various groups of Americans (women, African Americans, immigrants); meanings and memories invested in them; preservation of objects in museums, attics, and time capsules.

AMST:1700 Fake News: A History of Misinformation in the United States 3 s.h.

Fake news is sometimes imagined as a recent phenomenon, but misinformation campaigns have a long history in the United States; students survey some of the most significant instances of misinformation in U.S. history from the 18th century to present, explore the historical context that motivated the attempt at misinformation, consider how people sought to combat it, and reflect on outcomes and implications of these campaigns; tools to effectively identify and combat misinformation in contemporary life. Recommendations: basic knowledge of U.S. history.

AMST:1800 American Gothic: Film, Literature, and Popular Culture 3 s.h.

Gothic eruptions of the uncanny in 19th- through 21st-century American literature, film, and mass culture; how ghosts, vampires, and visitants from the dark side call attention to fluid or liminal social space while communicating information and anxieties about repressed histories, economic change, and unstable intersections of gender, sexuality, race, religion, and class identities; special attention given to modernity and post-modernity of American gothic as an artifact of U.S. consumer culture and mass visual media. GE: Literary, Visual, and Performing Arts.

AMST:1847 Hawkeye Nation: On Iowa and Sport 3 s.h.

Identity, community, and place explored within local frameworks: the University of Iowa, Iowa City, State of Iowa; how sport, literature, film, other cultural institutions forge connections to community and shape Iowa's image in the public imagination; identity and community as complex and contested issues; local rituals, sites of memorialization, acts of erasure, management and use of public and private space such as UI athletic complex, Field of Dreams, Iowa Writers' Workshop, Iowa Avenue Literary Walk, Blackhawk Park; interdisciplinary approaches grounded in American studies, sport studies, Native American and Indigenous studies, literature, history. Same as SPST:1847.

AMST:1900 Time in America: Clocks, Calendars, and Capsules 3 s.h.

History of technologies for telling the time, from ancient water clocks to atomic clocks; changing methods of measuring, subdividing, and regulating time in 19th- and 20th-century America; implementation of (and resistance to) time discipline in factories, plantations, and offices; rituals for marking historical time (e.g., time capsules); fantasies of time travel in fiction and film; debates about the acceleration of time and emergence of a "slow movement."

AMST:2000 Introduction to American Studies 3 s.h.

Variety of historic and contemporary sources, such as literature, law, photography, painting, film, TV, music, fashions, environments, events of everyday life. GE: Values and Culture.

AMST:2025 Diversity in American Culture 3 s.h.

History and variety of American identities, examined through citizenship, culture, social stratification; conflict and commonalities among groups according to race, ethnicity, gender, class, sexuality; how art, literature, music, film, photography, and other cultural artifacts represent diversity of identities. GE: Diversity and Inclusion.

AMST:2050 The American Vacation 3 s.h.

Development of the Idea of vacation from upper-class origins to acceptance as part of middle- and working-class life; Niagara Falls, Saratoga Springs, the Catskills, Atlantic City, Idlewild, Coney Island, national parks of the American West, Chicago World's Fair, Gettysburg, Disneyland; how vacation experiences and meanings are shaped by social class, race, gender, age; growth of leisure time, labor legislation, proper use of leisure time, tourism, vacations as social rituals, golden age of family vacations. Same as SPST:2050.

AMST:2084 Sport and Film 3 s.h.

Sport films as means of exploring contemporary ideas about sport in the U.S.; focus on narrative structure, characterization, historical, and political contexts; formal aspects of film analysis (e.g., editing, lighting, cinematography). Same as SPST:2084.

AMST:2100 This is America: The Cultural Politics of Popular Music 3 s.h.

Cultural politics of U.S. popular music and broader soundscape of Americana; students examine how race, class, gender, and power factor into what sounds "American."

AMST:2130 African American Film Seminar 3 s.h.

Major historical and cultural movements in Black cinema; independent and early Hollywood films, animation, blaxploitation, the Black renaissance, Black auteurs (e.g., Spike Lee, Julie Dash), hip hop cinema, womanist films, 21st-century developments in film (e.g., theatre to film adaptations of Tyler Perry), new media's effect on film and cinema; particular attention given to gender, sexualities, region, ethnicity, and class. Same as AFAM:2130.

AMST:2150 Money, Capitalism, and Culture 3 s.h.

Investigation of novels, film, and art that represent complicated social and cultural life of money; how money's movement through American society shapes and is shaped by gender, race, and class dynamics; social origins and historical consequences of money, capital, and stock market; how novelists, filmmakers and artists come to terms with capitalism's ever-expanding reach.

AMST:2160 Love and Romance in America 3 s.h.

Exploration of the role of love and romance in the American experience; linking love and romance with American ideals—pursuit of happiness, upward mobility, and liberation of self, nation, and the world; history of romance as a popular genre in film, text, digital, and material culture; love as a social ritual in the context of the nation state, consumerism and gender, race and class; picket fences, free love, bromance, green cards, greeting cards, desperate housewives, break-ups, hook-ups, and happily-ever-after. Same as GWSS:2160.

AMST:2165 Native Peoples of North America 3 s.h.

History, culture of American Indian peoples; emphasis on North America. GE: Diversity and Inclusion. Same as ANTH:2165, NAIS:2165.

AMST:2230 Fame and Celebrity in U.S. History 3 s.h.

Cultural history of the meanings and implications of fame and celebrity in America; conception of fame in the 18th century as something earned through great deeds and conferred by future generations; rise of a culture of celebrity in 19th- and 20th-century America; focus on theater, sports, movie, and musical stars; use of celebrities to sell products; implications for presidential campaigns; instant and ephemeral celebrity generated by television and the internet. Same as HIST:2230.

AMST:2300 Native Americans in Film 3 s.h.

Representations of Native Americans in film from the western to science fiction and animation. Same as NAIS:2300.

AMST:2400 The Guitar in American Culture 3 s.h.

Cultural history of the guitar in America from 19th century to present; how the instrument evolved in America (e.g., with the introduction of steel strings, electric pick-ups, amplifiers, new body shapes); how the instrument contributed to musical styles from folk, blues, and jazz to pop, rock, heavy metal, and beyond; what impact it had on American culture and politics as a means of folk-cultural expression for Black slaves and sharecroppers, an icon of youth rebellion and counter-cultural opposition, a signifier of hyper-masculinity (one that has been reclaimed by female guitarists), or even a ritual object to smash or burn on stage; the guitar's future in an age of electronic music.

AMST:2700 The Black Image in Sequential Art: Comics, Graphic Novels, and Anime 3 s.h.

Provides a foundation to critically interpret the representation of people of African descent in sequential art; primary focus on serial comic strips, gags, comic books, graphic novels, video games, animation, anime, Manga, film, zines, and televisual examples of Blackness; emphasis of readings and viewing materials on gender, sexualities, economics, ethnicity, the transnational circulation and commodification of the Black image, fandom communities, independent and mainstream sequential art producers. Same as AFAM:2700.

AMST:2950 Animals and Performance in American Culture 3 s.h.

Role of animals in various forms of cultural expression in the U.S. from the 19th to the 21st centuries; along with visual and literary arts, special emphasis will be placed on live performance (e.g., circus and theatre) because of how it highlights embodied and affective modes of communication that inform our connections to animals; relationship of cultural forms involving animals (real and imagined) to the lived experience of animals in the wider historical and social context; how animals shape human ideas about race, ethnicity, class, gender, sexuality, and construct notions of "Americanness." Same as THTR:2450.

AMST:3047 American Disasters 3 s.h.

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

AMST:3050 Topics in American Cultural Studies 3 s.h.

Special topics in American history, literature, culture.

AMST:3053 The Civil Rights Movement 3 s.h.

History of the American civil rights movement. Same as AFAM:3053, HIST:3253.

AMST:3060 Cities in American Culture 3 s.h.

Impact of American cities (skyscrapers, entertainments, crowds, ethnic neighborhoods) on American culture; depiction of American urban environments by artists, writers, musicians, filmmakers; treatment of city life in popular culture (superhero comics and movies, sitcoms, hip hop, and more); debates about post-industrial decline of cities; focus on New York, Chicago, Los Angeles.

AMST:3100 Critical Race Theory: Culture, Power, and Society 3 s.h.

Examination of the historical context of race and racism in U.S. history; focus on how social structures perpetuate longstanding patterns of racial inequality. Same as AFAM:3100, SOC:3100.

AMST:3130 Black American Film 3 s.h.

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

AMST:3135 The Social Construction of Whiteness 3 s.h.

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

AMST:3171 Baseball in America 3 s.h.

Forces that influenced political, economic, and social development of professional baseball in the United States; rise of major league baseball, its relationship to the minor leagues, and development of organized baseball industry. Same as SPST:3171.

AMST:3178 Making It: Modern Sport and U.S. Society 3 s.h.

Growth and institutionalization of sport from colonial times to 1900. Same as SPST:3178.

AMST:3179 Twentieth-Century American Sport 3 s.h.

Historic development of sport in the United States since 1900; economic forces, professionalization, growth of media. Same as SPST:3179.

AMST:3195 American Cultures and American Photography 3 s.h.

Introduction to visual, cultural, and historical frameworks to view and interpret photographs as material artifacts.

AMST:3198 New Media and the Future of Sport 3 s.h.

Emergence and significance of internet blogs, social media, convergence journalism, video games, and fantasy sports; economic, regulatory, and cultural forces that shape new media sport journalism and entertainment. Same as JMC:3135, SPST:3198.

AMST:3205 Modern American Cultural History 3 s.h.

Nineteenth- and twentieth-century U.S. history from a cultural perspective; culture defined broadly to encompass paintings, sculpture, theater, novels, and newer forms of entertainment made available by lithography, photography, cinema, the phonograph, radio, and television; rather than assume Americans were passive consumers of commercial culture, students examine how Americans expressed themselves through foodways, home decor, clothing fashions, or slang; how Americans drew on these cultural forms in social/political struggles over race, gender, class, and sexuality. Same as HIST:3205.

AMST:3249 History of Iowa and the Midwest 3 s.h.

People of Iowa and surrounding Midwestern states—a land where people work hard, are practical, down to earth, and honest; the idea of a place in the heartland as real or simply a myth; history of Midwestern states from Native American occupation to present; how reality, ideas, and images are portrayed. Same as HIST:3249.

AMST:3251 The Office: Business Life in America 3 s.h.

History of business life in America from birth of Wall Street to rise of Silicon Valley; modes of managing and regulating office workers; changing designs of office buildings, furniture, gadgets; corporate response to rise of class inequalities and growing gender and racial diversity in workforce; portrayal of businessperson in novels, movies, television, art, photography. Same as HIST:3251.

AMST:3265 American Monuments 3 s.h.

History of public monuments in America from the inception of first major monuments in the 1820s to the latest incarnations (e.g., counter-monuments such as the 9/11 Memorial, spontaneous and temporary monuments, online memorials); how monuments have depicted Indians, Blacks, Southern confederates, women, and other groups; how monuments have commemorated wars, Indian massacres, lynchings, and political movements (e.g., civil rights, women's suffrage); how monuments have been reinterpreted through popular protests and depositing of artifacts; why monuments have attracted so much controversy, culminating in recent events at Charlottesville. Same as HIST:3265.

AMST:3410 Undocumented America: Citizenship, Race, and Immigration 3 s.h.

Examination of how literature and culture responds to and rearticulates culture, history, legal logic, and economic parameters that frame who is "legal" and "illegal" and how undocumented immigrants document and contest their lack of rights; how designations of immigrant's illegal or undocumented status depend on and maintain U.S. discourse about race and ethnicity. Same as LATS:3410.

AMST:3430 Women on Stage 3 s.h.

Examination of how and why women in the United States have expressed themselves through theatre and performance from 1776 to present; students study plays as performed events in specific times and places for specific audiences through works by African American, Asian American, European American, Latina, Native American, and lesbian/queer writers; what the theater—as a public, embodied art form—offers female writers; how stakes differ for women of diverse backgrounds in using this often suspect and uniquely powerful medium in particular historical moments; how changing definitions of gender and sexuality come into play; prior background in theater not required. Same as GWSS:3430, THTR:3430.

AMST:3600 Digitizing Blackness 3 s.h.

Examination of Black cultural experiences in digital spheres, including digital humanities and new information technologies; focus on Afrofuturism, gaming, augmented reality, digital mapping, podcasting, social media, and digital cultures; exposure to digital tools and methods. Same as AFAM:3600.

AMST:3900 Seminar in American Cultural Studies 3 s.h.

Interdisciplinary perspectives on a single theme or period.

AMST:3994 Independent Study arr.**AMST:4205 American Cultural History 1820-1920 3 s.h.**

Culture as contested terrain; creation of cultural hierarchy (high and popular culture); struggles over the cultural construction of meaning; competing stories of America; advent and significance of mass culture. Same as HIST:4205.

AMST:4800 Latina/o/x Popular Culture 3 s.h.

Role of Latina/o/x popular culture as a site of contemporary social practice and cultural politics in both local and global contexts; specific attention to notions of citizenship, identity, and culture. Taught in English. Requirements: either one literature or culture course taught in Spanish numbered SPAN:3200 or above, or LATS:2280 or SPAN:2280 or HIST:2280. Same as LATS:4800, SPAN:4820.

AMST:4999 Honors Project arr.

Independent interdisciplinary research, writing.

AMST:5000 Interdisciplinary Research in American Studies 3 s.h.

Research, theories, and methods in American studies; origins, evolution, and future of discipline; key figures, texts, and debates.

AMST:5002 Critical Theories and Cultural Studies 3 s.h.

Exploration and application of critical theories to contemporary sport; feminism, Marxism, critical race theory, whiteness studies, queer theory, postcolonial theory, postmodernism, and poststructuralism. Same as SPST:5002.

AMST:6050 Seminar: Topics in American Studies 3 s.h.

American cultural history; urbanization, mass media, pluralism, assimilation.

AMST:6058 Seminar: Technology and American Culture 3 s.h.

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

AMST:6140 Engaged Scholarship in the Humanities 0,3 s.h.

Survey of literature on community-engaged scholarship (CES) in the humanities; exploration of the pioneering work of engaged scholars in Native American, Latino, and African American studies; students write a research prospectus that is consistent with CES methodologies. Same as HIST:6140.

AMST:6276 Sport in U.S. Culture 3 s.h.

Sport as a significant cultural form in the United States; focus on role of sport in cultural reproduction; institutional relationships between sport and politics, economy, education, and media. Same as SPST:6276.

AMST:6300 Writing for Learned Journals 1-4 s.h.

Seminar that supports graduate students in bringing written work to publishable form; analysis of target journals' audiences, interests, and citation politics; submission and the publication process; response to reader reports and criticism; best writing and research practices; discussion of knowledge cultures and discourses in disciplines and the contemporary academy. Same as GRAD:6300, GWSS:6300, RHET:6330.

AMST:6500 Critical Readings in Cultural Studies: Stuart Hall's Legacy and Influences 3 s.h.

Exploration of the scholarship of Stuart Hall along with theories, methods, and history of cultural studies; focus on major areas of Hall's work including Marxist thought and the political economy, diasporas and globalization, cultural production and popular culture, film and cinema studies, race, ethnicity, identity, and difference; key theorists that influenced Stuart Hall (e.g., Marx, Foucault, Fanon, Gramsci, Althusser) and scholars in cultural studies that have made appropriate use of Hall's writings and theories in their own work; role of theory in everyday life and the critical role of public intellectuals. Same as AFAM:6500.

AMST:7077 Sport Studies Workshop 1 s.h.

Development of individual research projects for group discussion. Requirements: graduate standing in American studies or sport studies. Same as SPST:7070.

AMST:7085 Dissertation Writing Workshop 1 s.h.

Dissertation preparatory work with peer and faculty critiques, including preparation of a prospectus, research activities, and chapter writing. Requirements: American studies graduate standing with postcomprehensive examination status.

AMST:7090 Ph.D. Thesis arr.**AMST:7994 Independent Study** arr.**Sport Studies Courses****SPST:1000 First-Year Seminar** 1-2 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

SPST:1074 Inequality in American Sport 3 s.h.

Cultural meanings of sport in contemporary U.S. culture; American dream as promoted, challenged in sport; sport experiences, inclusion, and exclusion as affected by gender and sexuality, race and ethnicity, social class, age, physical ability/disability, and nationalism. GE: Diversity and Inclusion. Same as AMST:1074, GWSS:1074.

SPST:1847 Hawkeye Nation: On Iowa and Sport 3 s.h.

Identity, community, and place explored within local frameworks: the University of Iowa, Iowa City, State of Iowa; how sport, literature, film, other cultural institutions forge connections to community and shape Iowa's image in the public imagination; identity and community as complex and contested issues; local rituals, sites of memorialization, acts of erasure, management and use of public and private space such as UI athletic complex, Field of Dreams, Iowa Writers' Workshop, Iowa Avenue Literary Walk, Blackhawk Park; interdisciplinary approaches grounded in American studies, sport studies, Native American and Indigenous studies, literature, history. Same as AMST:1847.

SPST:2050 The American Vacation 3 s.h.

Development of the Idea of vacation from upper-class origins to acceptance as part of middle- and working-class life; Niagara Falls, Saratoga Springs, the Catskills, Atlantic City, Idlewild, Coney Island, national parks of the American West, Chicago World's Fair, Gettysburg, Disneyland; how vacation experiences and meanings are shaped by social class, race, gender, age; growth of leisure time, labor legislation, proper use of leisure time, tourism, vacations as social rituals, golden age of family vacations. Same as AMST:2050.

SPST:2077 Sport and Religion in America 3 s.h.

Sport as a religion; religiosity in sports; examination of religion and sport as connected in important ways in American society. Same as RELS:2877.

SPST:2078 Women, Sport, and Culture 3 s.h.

Feminist analysis of girls' and women's sports experiences, including reproduction of gender through sport, recent changes in women's intercollegiate athletics, media representations of women's sport, feminist critiques, alternatives to sport. Same as GWSS:2078.

SPST:2079 Race and Ethnicity in Sport 3 s.h.

Structural and ideological barriers to racial and ethnic equality in sport, with focus on African American sport experiences; historical and contemporary issues, media representations. Same as AFAM:2079.

SPST:2081 Theory and Ethics of Coaching 3 s.h.

Philosophical bases, ethical issues; theoretical, practical applications.

SPST:2084 Sport and Film 3 s.h.

Sport films as means of exploring contemporary ideas about sport in the U.S.; focus on narrative structure, characterization, historical, and political contexts; formal aspects of film analysis (e.g., editing, lighting, cinematography). Same as AMST:2084.

- SPST:2170 Sport and Globalization** 3 s.h.
Sport as both a global and local phenomenon; influence of global economic, political, and cultural forces on local sporting expressions, experiences, and identities; global sporting cultures from cricket to capoeira; global sporting spectacles from the Olympics and Paralympics to the FIFA World Cup; global sporting celebrities and athlete migrants from Maria Sharapova and Cristiano Ronaldo to Yao Ming and Dominican Republic baseball; global sporting production, consumption, and development from global labor and environmental concerns to sport for development and peace. GE: International and Global Issues.
- SPST:2500 Sport and Technology** 3 s.h.
Connections between sport and technology; performance enhancement to paralympians, sex testing to scientific racism, Fitbits to e-sports, data analytics and journalism; cultural approaches to understanding how science, medicine, and technology impact active bodies, sporting industries, and infrastructure; debates regarding risks and responsibilities; exploration of various roles (e.g., athletes, administrators, architects, engineers, programmers, trainers) in creating and sustaining past, present, and future of sports.
- SPST:3171 Baseball in America** 3 s.h.
Forces that influenced political, economic, and social development of professional baseball in the United States; rise of major league baseball, its relationship to the minor leagues, and development of organized baseball industry. Same as AMST:3171.
- SPST:3172 Football in America** 3 s.h.
Forces that influenced political, economic, and cultural development of college and professional football in the United States; rise of the National Football League and its relationship to college football and commercial media interests.
- SPST:3175 Sport and the Media** 3 s.h.
Examination of sport and media's intimate relationship; aesthetic, cultural, political, economic, and industrial factors that shape it. Same as JMC:3183.
- SPST:3176 Sport and Nationalism** 3 s.h.
Role of sport in the phenomenon of nationalism; selected theories; case studies on Ireland, Australia, British West Indies, Cold War U.S., fascist Europe.
- SPST:3177 Sport in the Western World** 3 s.h.
Development of Western sport; relation to social, political, economic, intellectual factors.
- SPST:3178 Making It: Modern Sport and U.S. Society** 3 s.h.
Growth and institutionalization of sport from colonial times to 1900. Same as AMST:3178.
- SPST:3179 Twentieth-Century American Sport** 3 s.h.
Historic development of sport in the United States since 1900; economic forces, professionalization, growth of media. Same as AMST:3179.
- SPST:3180 Classics of Sports Journalism: From Jack London to Grantland** 3 s.h.
Historical examples of celebrated works of sports journalism; focus on long-form texts. Same as JMC:3190.
- SPST:3181 The Business of Sport Communication** 3 s.h.
Critical and practical approach to understanding contemporary sports media and business practices that mark it; focus on sports media industries and institutions; branding, marketing, demographic, public relations, and promotional factors that shape content. Same as JMC:3540.
- SPST:3182 Sport, Scandal, and Strategic Communication in Media Culture** 3 s.h.
Use of sport scandal to consider relationship between sport and media in American and global popular culture; broad range of case studies used to consider what constitutes a sport scandal, how this definition shifts in different circumstances; crucial roles media play in creating, communicating, and diffusing these crises; how phenomenon of sports scandal has intensified along with emergence of cable television, internet, and social media. Same as JMC:3182.
- SPST:3184 Narrative Sports Journalism** 3 s.h.
Historical review of long-form sports journalism to understand development of subjects, form, and technique of sports coverage and long-form nonfiction writing; students read several long-form articles and books that incorporate reporting about sports, and propose an original long-form work about sports. Same as JMC:3184.
- SPST:3193 Independent Study** arr.
Problem in a specific area.
- SPST:3198 New Media and the Future of Sport** 3 s.h.
Emergence and significance of internet blogs, social media, convergence journalism, video games, and fantasy sports; economic, regulatory, and cultural forces that shape new media sport journalism and entertainment. Same as AMST:3198, JMC:3135.
- SPST:3500 The Olympics** 3 s.h.
Real-time analysis and evaluation of current Winter or Summer Olympic and Paralympic Games; cultural history of modern Olympic Games (1896 to present); economics and politics of mega-events (e.g., cancellations, boycotts, protests); amateurism, professionalism, and athlete migrants; commercialization, broadcasting rights, and branding; nationalism, internationalism, and (post)colonialism; social and cultural impacts and controversies (e.g., social and environmental sustainability); Olympic bids, committees, and hosts; sex, gender, and racial discrimination; doping; technology, television, and social media.
- SPST:3911 Sport Since 9/11** 3 s.h.
Profound impact of events of September 11, 2001 in the United States and abroad; how sport has often played a role in constructing understandings of the United States and what it means to be a U.S. citizen; use of sport to interrogate U.S. nationalism and what it means to be a U.S. citizen in post-9/11 era; investigation of stories about the United States after 9/11 using responses from MLB and NFL, 2002 Olympics, and others; the future; how more critically nuanced understandings of sport's role in the United States might lead us to become more reflective and active citizens.
- SPST:4999 Honors Project** 1-3 s.h.
- SPST:5002 Critical Theories and Cultural Studies** 3 s.h.
Exploration and application of critical theories to contemporary sport; feminism, Marxism, critical race theory, whiteness studies, queer theory, postcolonial theory, postmodernism, and poststructuralism. Same as AMST:5002.
- SPST:6010 Nonprofit Organizational Effectiveness I** 3 s.h.
Operational and financing aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as HMP:6360, MGMT:9150, PBAF:6278, RELS:6070, SSW:6247, URP:6278.

SPST:6020 Nonprofit Organizational Effectiveness**II 3 s.h.**

Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Requirements: for HMP:6365—HMP:6360 or MGMT:9150. Same as HMP:6365, MGMT:9160, PBAF:6279, RELS:6075, SSW:6248, URP:6279.

SPST:6070 Seminar: Topics in Sport Studies 1-3 s.h.

Special topics on sport in historical or contemporary contexts. Same as AMST:6070.

SPST:6072 Seminar in Cultural Studies of Sport 3 s.h.

Current theoretical debates in sport studies; applications of critical cultural studies theories to critical analysis of sport.

SPST:6074 Seminar in Sport History 3 s.h.

Topics in sport history; theoretical and methodological issues.

SPST:6276 Sport in U.S. Culture 3 s.h.

Sport as a significant cultural form in the United States; focus on role of sport in cultural reproduction; institutional relationships between sport and politics, economy, education, and media. Same as AMST:6276.

SPST:7070 Sport Studies Workshop 1 s.h.

Development of individual research projects for group discussion. Requirements: graduate standing in American studies or sport studies. Same as AMST:7077.

SPST:7090 Thesis: Ph.D. arr.**SPST:7940 Independent Study arr.**

American Studies, B.A.

American studies majors develop broad training in cultural analysis and communication. Students take courses that make sense of the contemporary world, both nationally and internationally, using a variety of approaches to the study of culture, including film, the digital humanities, art, theater, and literature. Building on the strengths of the faculty, students use a variety of approaches to study culture that includes racial and ethnic studies, gender studies, media, the digital humanities, history, art, theater, and literature.

Learning Outcomes

Upon completion of the B.A. in American studies, students should have:

- a deepened knowledge and critical understanding of American history, cultures, and society;
- the ability to interpret a range of sources (literature, painting, maps, diaries, music, census data, material objects) and to integrate those sources into a persuasive argument about American culture; and
- the ability to explain one's own perspective on American identity and to place that identity in the diverse, global context of our time.

Requirements

The Bachelor of Arts with a major in American studies requires a minimum of 120 s.h., including 33 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. At least 24 s.h. for the major must be earned at the University of Iowa.

The major in American studies stresses broad training in cultural analysis and communication. American studies students may arrange internships (1-3 s.h.) for credit toward their major through the University's Pomerantz Career Center.

Shortly after declaring the major, students should meet with their faculty advisor to explore the range of coursework available and to begin shaping a plan of study. By the second semester in the major, students and their advisor should have agreed upon a plan of study for completing the requirements for the major.

The B.A. with a major in American studies usually requires the following 11 courses.

Code	Title	Hours
AMST:1010	Understanding American Cultures	3
AMST:2000	Introduction to American Studies	3
AMST:2025	Diversity in American Culture	3
AMST:3900	Seminar in American Cultural Studies	3
One additional American studies course numbered 2000 or above		3
One additional American studies course numbered 3000 or above		3
Five additional American studies courses		15
Total Hours		33

Honors

Honors in the Major

Students majoring in American studies may graduate with honors in the major. They must maintain a University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in the major. In special circumstances, the grade-point average requirement may be waived with permission of the honors advisor and the departmental director of undergraduate studies.

The honors project is usually undertaken in the student's final semester. Students should identify a potential project topic and an advisor from the American studies faculty the semester before. Work for the honors project is done under the supervision of a faculty member with expertise in the topic the student is exploring. Projects typically take the form of traditional scholarly research. However, they also can be organized around public engagement, the digital humanities, or other formats decided on in consultation with the faculty advisor.

Students should enroll in AMST:4999 Honors Project for 3 s.h. The credit counts toward the 33 s.h. of work required for the American studies major.

Students who pursue honors projects in two departments may not submit the same project for both unless special permission is obtained from each department. They may want to form a collaborative committee between the departments. Such an option would require more substance and depth than projects undertaken in one department. Students should check with honors advisors from both departments before they pursue such projects.

University of Iowa Honors Program

In addition to honors in the major, students may pursue honors study through the University of Iowa Honors Program. University honors students must maintain a 3.33 g.p.a., complete 12 s.h. of coursework designated as honors courses, and complete 12 s.h. of an experiential learning project. Visit Honors at Iowa for more details.

Membership in the UI Honors Program is not required to earn honors in the American studies major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: declaration of the major and discussion of a plan of study with an American studies advisor

Before the seventh semester begins: at least six courses from the plan of study and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least nine courses from the plan of study

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

American Studies, B.A.

Course	Title	Hours
First Year		
Fall		
AMST:1010	Understanding American Cultures ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Natural Sciences without Lab ^b		3
CSI:1600	Success at Iowa	2
Elective course ^c		3
Hours		14-15
Spring		
AMST:2000	Introduction to American Studies	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Natural Sciences with Lab ^b		4
GE CLAS Core: Social Sciences ^b		3
Elective course ^c		2
Hours		15-16
Second Year		
Fall		
AMST:2025	Diversity in American Culture ^a	3
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
Elective course ^c		3
Hours		16-17
Spring		
AMST:3900	Seminar in American Cultural Studies	3
GE CLAS Core: International and Global Issues ^b		3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Elective course ^c		3
Hours		16-17
Third Year		
Fall		
Major: 2000-level or above course		3
Major: Elective course		3
Elective course ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5

Elective course ^c	3
Hours	16-17

Spring

Major: 3000-level or above course	3
Major: Elective course	3
Elective course ^c	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
Elective course ^c	3
Hours	16-17

Fourth Year

Fall

Major: Elective course	3
Major: Elective course	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3
Hours	15

Spring

Major: Elective course	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	123-129

- Fulfills a major requirement and may fulfill a GE requirement.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

American studies provides preparation for careers in business, public relations, marketing, advertising, diversity outreach, tourism, education, politics and government, social service, media and journalism, museums, and the arts. It also provides a good foundation for graduate studies in the humanities, the social sciences, theology, and business, or for professional study in law or medicine.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Sport Studies, B.A.

Learning Outcomes

Graduates of the B.A. in sport studies learn how to study sport critically and understand its complex cultural meanings. This entails an understanding of:

- contemporary U.S. sport's relationship to institutions and contexts including media, politics, and the economy;
- the diversity of sport experiences in the U.S., including how opportunities for and the nature of participation are influenced by social class, race, ethnicity, nationality, gender, sexuality, age, and ability/disability;
- the historical and cultural forces that shape U.S. sport from the 19th century to the present;
- how U.S. sport relates to global sport and the historical, political, and social factors that impact it; and
- the theories and research methods that allow students to forge their own well-informed and clearly communicated critical studies of sport.

Requirements

The Bachelor of Arts with a major in sport studies requires a minimum of 120 s.h., including 45 s.h. of work for the major (30 s.h. in sport studies and 15 s.h. in an outside concentration area or a minor). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. At least 24 s.h. of credit for the major must be earned at the University of Iowa. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The sports studies major examines meaning, history, and culture of sport. Coursework provides students with the critical skills necessary to understand sport's relationship to media, economics, politics, and education. A focus on race, class, and gender in sport is central to the major.

The B.A. with a major in sport studies requires the following coursework.

Code	Title	Hours
	Sport Studies Foundation Courses	6
	Sport Studies Core Courses	12
	Electives (approved courses)	12
	Outside Concentration Area or Minor	15
	Total Hours	45

Sport Studies Foundation

Students should complete the foundation courses as early as possible.

Code	Title	Hours
Both of these:		
AMST:1010	Understanding American Cultures	3
SPST:1074/ AMST:1074/ GWSS:1074	Inequality in American Sport	3

Sport Studies Core

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

Diversity in Sport

Code	Title	Hours
One of these:		
SPST:2078/ GWSS:2078	Women, Sport, and Culture	3
SPST:2079/ AFAM:2079	Race and Ethnicity in Sport	3

International Dimensions

Code	Title	Hours
One of these:		
SPST:2170	Sport and Globalization	3
SPST:3176	Sport and Nationalism	3
SPST:3177	Sport in the Western World	3
SPST:3500	The Olympics	3

Contemporary Sport in America

Code	Title	Hours
One of these:		
SPST:3175/ JMC:3183	Sport and the Media	3
SPST:3911	Sport Since 9/11	3

History of Sport and Leisure in America

Code	Title	Hours
One of these:		
SPST:3178/ AMST:3178	Making It: Modern Sport and U.S. Society	3
SPST:3179/ AMST:3179	Twentieth-Century American Sport	3

Electives

Students must complete at least 12 s.h. of approved elective courses; the department suggests courses from the following list. Courses not used to satisfy the sport studies core can serve as electives; see "Sport Studies Core" above.

Code	Title	Hours
AMST:1500	American Celebrity Culture	3
AMST:2000	Introduction to American Studies	3
SPST:1847/ AMST:1847	Hawkeye Nation: On Iowa and Sport	3
SPST:2077/ RELS:2877	Sport and Religion in America	3
SPST:2081	Theory and Ethics of Coaching	3
SPST:2084/ AMST:2084	Sport and Film	3
SPST:2500	Sport and Technology	3
SPST:3171/ AMST:3171	Baseball in America	3
SPST:3172	Football in America	3
SPST:3180/ JMC:3190	Classics of Sports Journalism: From Jack London to Grantland	3

SPST:3181/ JMC:3540	The Business of Sport Communication	3
SPST:3182/ JMC:3182	Sport, Scandal, and Strategic Communication in Media Culture	3
SPST:3193	Independent Study	arr.
SPST:3198/ AMST:3198/ JMC:3135	New Media and the Future of Sport	3
SPST:4999	Honors Project	1-3

Outside Concentration Area or Minor

All sport studies students must complete 15 s.h. of coursework in an allied field of concentration outside the major (e.g., American studies; journalism and mass communication; business; gender, women's, and sexuality studies). Work for the concentration must include 6 s.h. earned in courses numbered 3000 or above or in courses that are designated advanced by the department or program that offers them. Concentration area courses may not be taken pass/nonpass.

Students select their allied field of concentration in consultation with their advisor, and they must have their advisor's written approval for the area.

Students also may satisfy the concentration requirement by earning a second major or a minor in another discipline. Students who satisfy the requirement in this way are responsible for ensuring that they have fulfilled the requirements for the second major or the minor.

Coaching Authorization or Endorsement

Students may prepare for coaching by completing additional coursework that also qualifies them for a coaching authorization from the State of Iowa. The following courses are recommended.

Code	Title	Hours
HHP:1100	Human Anatomy	3
HHP:3300	Human Growth and Motor Development	3
SPST:2081	Theory and Ethics of Coaching	3

Students who successfully complete the requirements for the coaching authorization must submit an application to the Iowa Board of Educational Examiners. For more information, visit Coaching for Iowa K-12 Schools on the board's website.

Honors

Honors in the Major

Students majoring in sport studies may graduate with honors in the major. They must maintain a University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in the major. In special circumstances, the grade-point average requirement may be waived with permission of the honors advisor and the departmental director of undergraduate studies.

The honors project is usually undertaken in the student's final semester. Students should identify a potential project topic and advisor from the sport studies faculty the semester

before. Work for the honors project is done under the supervision of a faculty member with expertise in the topic the student is exploring. Projects typically take the form of traditional scholarly research. However, they also can be organized around public engagement, the digital humanities, or other formats decided on in consultation with the faculty advisor.

Students should enroll in SPST:4999 Honors Project for 3 s.h. The course counts toward sport studies elective credit.

Students who pursue honors projects in two departments may not submit the same project for both unless special permission is obtained from each department. They may want to form a collaborative committee between the departments. Such an option would require more substance and depth than projects undertaken in one department. Students should check with honors advisors from both departments before they pursue such projects.

University of Iowa Honors Program

In addition to honors in the major, students may pursue honors study through the University of Iowa Honors Program. University honors students must maintain a 3.33 g.p.a., complete 12 s.h. of coursework designated as honors courses, and complete 12 s.h. of an experiential learning project. Visit Honors at Iowa for more details.

Membership in the UI Honors Program is not required to earn honors in the sport studies major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: declaration of the major

Before the sixth semester begins: area of concentration determined

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

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

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Sport Studies, B.A.

Course	Title	Hours
First Year		
Fall		
AMST:1010	Understanding American Cultures a, b	3

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
GE CLAS Core: Natural Sciences without Lab ^c		3
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

SPST:1074	Inequality in American Sport ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Natural Sciences with Lab ^c		4
GE CLAS Core: Social Sciences ^c		3
Elective course ^d		2
Hours		15-16

Second Year**Fall**

Major: sport studies core course ^e		3
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: Quantitative or Formal Reasoning ^c		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Hours		16-17

Spring

Major: sport studies core course ^e		3
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Hours		16-17

Third Year**Fall**

Major: elective course ^g		3
Major: outside concentration course ^h		3
Major: sport studies core course ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Hours		16-17

Spring

Major: elective course ^g		3
Major: outside concentration course ^h		3
Major: sport studies core course ^e		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Elective course		3
Hours		16-17

Fourth Year**Fall**

Major: elective course ^g		3
Major: outside concentration course ^h		3
Major: outside 3000-level concentration course ^h		3
Elective course ^d		3
Elective course ^d		3
Hours		15

Spring

Elective course ^d	3	
Major: elective course ^g	3	
Major: outside 3000-level concentration course ^h	3	
Elective course ^d	3	
Elective course ^d	3	
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours	15	
Total Hours		123-129

- a Students should complete these foundation courses as early as possible.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students must complete one course from each of the four content areas: Diversity in Sport, International Dimensions, Contemporary Sport in America, and History of Sport and Leisure in America.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students must complete at least 12 s.h. of approved sport studies elective courses.
- h Students must complete 15 s.h. of coursework in an allied field of concentration outside the major (e.g., American studies; journalism and mass communication; business; gender, women's, and sexuality studies). Work for the concentration must include 6 s.h. earned in courses numbered 3000 or above or in courses that are designated advanced by the department or program that offers them.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

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

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

American Studies, Minor

Requirements

The undergraduate minor in American Studies requires a minimum of 15 s.h. in American Studies courses (prefix AMST), including 12 s.h. numbered above AMST:1010 Understanding American Cultures taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students select courses for the minor according to their interests and the recommendation of their advisor.

Sport Studies, Minor

Requirements

The undergraduate minor in sport studies requires a minimum of 15 s.h. in University of Iowa sport studies courses (prefix SPST), including 12 s.h. numbered above SPST:1074 Inequality in American Sport. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students select courses for the minor according to their interests and the recommendation of their advisor.

American Studies, M.A.

Requirements

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

Each M.A. student designs an interdisciplinary field of concentration in consultation with the student's American studies advisor.

The M.A. with a major in American studies requires the following work.

Code	Title	Hours
AMST:5000	Interdisciplinary Research in American Studies (taken twice in consecutive years)	6
	Two graduate seminars in American studies	6
	Five courses in the interdisciplinary field of concentration	15
	Electives	9
	M.A. portfolio	
	Total Hours	36

Each student must complete an M.A. portfolio, which includes a research paper, faculty evaluations for all courses taken during the student's first full year of graduate study, and a self-evaluation essay.

The research paper is a graduate seminar paper that demonstrates a student's skills as a research scholar and writer and represents the student's strongest work. The paper should be 25-30 pages, including a bibliography.

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

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

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

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

American studies students' career goals are as varied as the topics they study. Even though the major does not have an explicit vocational goal, graduates are well prepared for careers in a wide range of areas, such as business, education, arts and museum administration, government, journalism, and social services.

The program also provides a good foundation for graduate studies in the humanities, the social sciences, theology, and business as well as for professional studies in law or medicine.

American Studies, Ph.D.

Requirements

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

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

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

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

The Ph.D. with a major in American studies requires the following work. Some course requirements are different for American studies and sports studies.

Coursework

Required Foundation Courses

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

Code	Title	Hours
AMST:5000	Interdisciplinary Research in American Studies (taken twice in consecutive years)	6

Area Foundation Courses

Code	Title	Hours
American Studies Students		
Two American studies graduate seminars		6
Sport Studies Students		
SPST:5002	Critical Theories and Cultural Studies	3
SPST:6074	Seminar in Sport History	3

First Field of Concentration

Code	Title	Hours
American Studies Students		
Courses in an interdisciplinary field with a historical concentration designed with the advisor and approved by the department's Plan of Study Committee		18
Sport Studies Students		
Courses on sport in cultural and historical contexts selected with the advisor and approved by the department's Plan of Study Committee		18

Second Field of Concentration

Code	Title	Hours
American Studies Students		
Courses in an interdisciplinary field designed with the advisor and approved by the department's Plan of Study Committee		18
Sport Studies Students		
Courses in an interdisciplinary field designed with the advisor and approved by the department's Plan of Study Committee; may be a second field in sport studies or a field outside sport studies		18

Research Skills

Code	Title	Hours
All Ph.D. Students		
AMST:7085	Dissertation Writing Workshop (taken three times)	3

Additional Requirements

Code	Title	Hours
All Ph.D. Students		
Dissertation work (AMST:7090) and electives		21

Admission to Ph.D. Candidacy

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

Comprehensive Examination

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

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

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

The oral exam covers material from the written exams.

Dissertation

The final requirement for the Ph.D. is the dissertation. A dissertation in American studies is a substantive work of scholarship that involves interdisciplinary research and analysis, and represents an original contribution to knowledge. In most cases, the dissertation takes the form of a book-length manuscript. However, students may propose alternatives to the traditional form, provided they have

the dissertation committee's approval and complete a memorandum of understanding with the director of graduate studies in American studies. All dissertations must be approved by a committee of five faculty members, including at least two from the Department of American Studies.

Internships

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

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

American studies students' career goals are as varied as the topics they study. Even though the major does not have an explicit vocational goal, graduates are well prepared for careers in a wide range of areas, such as business, education, arts and museum administration, government, journalism, and social services.

The program also provides a good foundation for further graduate studies in the humanities, the social sciences, theology, and business as well as for professional studies in law or medicine.

Anthropology

Chair

- Katina Lillios

Director of Graduate Studies

- Matthew E. Hill

Director of Undergraduate Studies

- Theodore Powers

Undergraduate major: anthropology (B.A., B.S.)

Undergraduate minor: anthropology

Graduate degrees: M.A. in anthropology; Ph.D. in anthropology

Faculty: <https://clas.uiowa.edu/anthropology/people/faculty>

Website: <https://clas.uiowa.edu/anthropology/>

Anthropology is the comparative study of peoples and cultures past and present. The discipline's four major subfields—cultural anthropology, biological anthropology, linguistic anthropology, and archaeology—share a holistic, global perspective and commitment to field-based methodologies. Anthropological knowledge constructively contributes these perspectives and methods to work in other social sciences, physical and biological sciences, and the arts and humanities.

Anthropology provides a framework for understanding the relation of human beings to their natural environment and to the social and cultural worlds they create and inhabit. The field provides insight into biological and sociocultural evolution and examines how economic, social, and political processes, symbolic systems, and social structures interact to shape human experience. Fieldwork-based, comparative studies of past and present cultures yield information on regularities and differences, and special insight into the diversity of human creativity and cultural change.

Anthropological training provides skills useful in a variety of careers. The department offers a course, ANTH:3016 Career Paths in Anthropology (1 s.h.), that helps students relate anthropological training to their diverse career goals. As the American Anthropological Association points out, "careful record-keeping, attention to details, analytical reading, and clear thinking are taught by anthropological courses. Social ease in strange situations, critical thinking, and strong skills in oral and written expression are cultivated by anthropological training."

For undergraduates, the department offers four tracks within the major—culture and heritage management, environmental anthropology, gender and culture, and medical anthropology—for students with specialized interests in these areas.

The Department of Anthropology also offers numerous courses that undergraduate students in all majors may use to fulfill GE CLAS Core [p. 20] requirements.

At the graduate level, the department grants both M.A. and Ph.D. degrees in anthropology. Most students enter the Ph.D. program, and are awarded an M.A. after fulfilling program requirements at the end of their second year. The department also offers a terminal M.A. degree with a focus on cultural resource management—archaeology (CRM), which provides academic preparation for a professional career in this field. Students work closely with faculty and staff from the Office of the State Archaeologist.

In addition to offering undergraduate and graduate degree programs, the Department of Anthropology administers the

University's Museum Studies [p. 812] Program, which offers an undergraduate certificate.

Anthropology GE CLAS Core Courses

The Department of Anthropology offers a number of courses that students may use to satisfy requirements of the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. The courses and the GE CLAS Core areas are listed below.

Natural, Quantitative, and Social Sciences

Code	Title	Hours
Natural Sciences		
ANTH:1301	Human Origins	3
Social Sciences		
ANTH:1101	Cultural Anthropology	3
ANTH:1401	Language, Culture, and Communication	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2136	Urban Anthropology	3
ANTH:2261	Human Impacts on the Environment	3
ANTH:3001	Introduction to Museum Studies	3

Culture, Society, and the Arts

Code	Title	Hours
Diversity and Inclusion		
ANTH:2151	Global Migration in the Contemporary World	3
ANTH:2165	Native Peoples of North America	3
Historical Perspectives		
ANTH:1201	World Archaeology	3
International and Global Issues		
ANTH:1046	Environmental Politics in India	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2136	Urban Anthropology	3
ANTH:2261	Human Impacts on the Environment	3
Values and Culture		
ANTH:1101	Cultural Anthropology	3
ANTH:2175	Japanese Society and Culture	3

Faculty

Members of the anthropology faculty work within and across the discipline's four subfields, and conduct both localized and multi-sited field research at locations worldwide, including East, South, and Southeast Asia; Europe; southern Africa; North America (especially the U.S. and Mexico); South America; and the Pacific (especially Hawaii and New Zealand).

Current faculty interests include cultural evolution, cultural politics, environmental anthropology, European archaeology,

feminist anthropology and sexuality studies, medical anthropology, paleoanthropology, science and technology studies, and Asian studies. For more detail, visit the Department of Anthropology Faculty web page.

Programs

Undergraduate Programs of Study

Majors

- Major in Anthropology (Bachelor of Arts) [p. 78]
- Major in Anthropology (Bachelor of Science) [p. 85]

Minor

- Minor in Anthropology [p. 92]

Graduate Programs of Study

Majors

- Master of Arts in Anthropology [p. 93]
- Doctor of Philosophy in Anthropology [p. 95]

Resources, Facilities

The department has well-equipped laboratories for the study of archaeology, biological anthropology, computational genetics, evolutionary anthropology, and a state-of-the-art multimedia linguistic anthropology laboratory. Resources include a GIS/quantitative analysis laboratory, ground penetrating radar, and x-ray fluorescence equipment.

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

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

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

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

The University is a charter member of the Human Relations Area Files (HRAF), an extensively annotated set of source

materials on the peoples of the world—their environments, behavioral patterns, social lives, and cultures. Through HRAF and other library resources, anthropology students have access to source materials on more than 400 different cultures.

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

Courses

Anthropology Courses

- ANTH:1000 First-Year Seminar** **1 s.h.**
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g. films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- ANTH:1001 Issues in Anthropology** **3 s.h.**
In-depth exploration of methodological and theoretical issues in contemporary anthropology; emphasis on critical reading of primary texts.
- ANTH:1040 Language Rights** **3 s.h.**
Language minorities and linguistic human rights in the United States and worldwide; language and identity, culture, power; case studies of language rights deprivation. GE: International and Global Issues. Same as LING:1040.
- ANTH:1046 Environmental Politics in India** **3 s.h.**
How resources, commodities, people, and ideas cross borders; examination of globalization through issues of technology, social justice, environment; perspectives from anthropology, gender studies, geography, energy science, and development. GE: International and Global Issues. Same as GEOG:1046, GWSS:1046, SJUS:1046.
- ANTH:1061 Big Ideas: Evolution of Life on Earth and the Search for Life in the Universe** **4 s.h.**
Evolution of life on Earth, origins of plants and animals, origins of humans and humanity, and the search for life in the universe; for non-science majors. GE: Natural Sciences with Lab. Same as ASTR:1061, EES:1061.
- ANTH:1101 Cultural Anthropology** **3 s.h.**
Comparative study of culture, social organization. GE: Social Sciences; Values and Culture. Same as IS:1101.
- ANTH:1201 World Archaeology** **3 s.h.**
Data, theories of evolution of human cultures from end of Pleistocene to emergence of complex societies; emphasis on prehistoric cultural information from world areas from which relatively complete sequences are available. GE: Historical Perspectives.
- ANTH:1301 Human Origins** **3 s.h.**
Processes, products of human evolution from perspectives of heredity and genetics, evolutionary theory, human biological characteristics, fossil record, artifactual evidence, biocultural behaviors. GE: Natural Sciences without Lab.
- ANTH:1310 Human Genetics in the Twenty-First Century** **3 s.h.**
Organization and inheritance of human genes and genomes; genetic basis of simple and complex traits; genetic aspects of cancer; paleogenomics and tracing human migrations with DNA. GE: Natural Sciences without Lab. Same as BIOL:1311.

- ANTH:1401 Language, Culture, and Communication** 3 s.h.
Human language in context of animal communication; development, acquisition of language; biological base; language as a linguistic system in cultural social context. GE: Social Sciences.
- ANTH:2009 Individual Study** 1-3 s.h.
Readings in area or subdivision of anthropology in which student has had basic coursework.
- ANTH:2100 Anthropology and Contemporary World Problems** 3 s.h.
Selected world problems from an anthropological perspective; current dilemmas and those faced by diverse human groups in recent times and distant past. GE: International and Global Issues; Social Sciences.
- ANTH:2102 Anthropology of Marriage and Family** 3 s.h.
Classic anthropological theories of kinship and marriage, including topics such as cousin marriage and incest; recent work on new reproductive technologies and transnational marriage. Same as GWSS:2102.
- ANTH:2103 Introduction to Global Health Studies** 3 s.h.
Global health as a study of the dynamic relationship between human health and social, biological, and environmental factors that drive the spread of disease; core areas of global health research that may include health inequalities, maternal and child health, infectious diseases, nutrition, environmental health, and health interventions. GE: International and Global Issues. Same as GHS:2000.
- ANTH:2105 Cultural Worlds of Science and Scientists** 3 s.h.
Anthropological introduction to science and technology studies (STS)—an interdisciplinary field that examines how production of scientific knowledge and impacts of new technologies are shaped by social and cultural factors; how anthropology takes a constructively critical approach that is neither "anti-" or "pro-" science, but moves beyond this contrast; course materials focus on examples of scientific controversies and portraits of scientists at work in order to more richly understand promises and problems that can accompany how scientific knowledge is produced and applied.
- ANTH:2108 Gendering India** 3 s.h.
Aspects of Indian culture, including nation, family, sexuality, work, and religion, through the lens of gender; Hindu India, differences in region, caste, and class. Same as GWSS:2108.
- ANTH:2120 Gender and Technology** 3 s.h.
Study of the technology field as it relates to gender in global perspective; core topics may include gender and STEM fields, gender in technology workplaces, and gender in the design and use of technological products such as mobile technology, artificial intelligence, and video games. Same as GWSS:2120.
- ANTH:2136 Urban Anthropology** 3 s.h.
Cross-cultural approach to urban anthropology; urbanizing processes, migration and adaptation, aspects of class and ethnicity in urban settings, urban economic relations. GE: International and Global Issues; Social Sciences.
- ANTH:2140 Food, Drink, and Culture** 3 s.h.
Passion of food, eating, and drinking in our lives; students are challenged to study eating and drinking in all its variety and importance in different contemporary cultures of the world; exploration of how and why food and drink hold the power to bind people together or to set groups apart, how national cuisines are made, and how people connect food and drink to ritual and health care systems; these topics and many more linked with the study of food and drink production and consumption to examine societal processes, such as the construction of identities and symbolic meanings attached to eating and drinking.
- ANTH:2151 Global Migration in the Contemporary World** 3 s.h.
Examination of social, economic, and cultural dimensions of global migration in the contemporary world from a transnational and anthropological perspective; primary focus is on Asian migration to the United States, but in comparison to other migration trajectories. Recommendations: an introductory course in cultural anthropology is useful, but not required. GE: Diversity and Inclusion. Same as GWSS:2151, IS:2151.
- ANTH:2160 Culture, Health, and Wellness: Southeast Asia in Focus** 3 s.h.
Exploration of complex cross-cultural interactions between health, wellness, and culture; insights drawn from the culturally diverse region of Southeast Asia including Indonesia, Vietnam, Singapore, Malaysia, Thailand, Cambodia, Burma, and Philippines, among others.
- ANTH:2164 Culture and Healing for Future Health Professionals** 3 s.h.
Health professions increasingly focused on how to best provide health care to culturally diverse populations; introduction to key cultural and social influences on sickness and healing; worldwide examples. Same as GHS:2164.
- ANTH:2165 Native Peoples of North America** 3 s.h.
History, culture of American Indian peoples; emphasis on North America. GE: Diversity and Inclusion. Same as AMST:2165, NAIS:2165.
- ANTH:2166 Arts of Native North America** 3 s.h.
Introduction to Native North American arts and artists including modern, recent, and pre-Columbian work; modern Native artists and their messages within context of recent social and political developments, as well as deeper histories and artistic traditions; prior study of anthropology or art history not required.
- ANTH:2175 Japanese Society and Culture** 3 s.h.
Cultural anthropology of Japan, including historical tradition, religious ethos, social organization, human ecology, educational and political institutions; emphasis on how these aspects relate to and influence one another. GE: Values and Culture. Same as JPNS:2175.
- ANTH:2181 The Anthropology of Aging** 3 s.h.
Comparative anthropological perspective on aging; ethnographies from diverse contexts used to examine intersections of kinship, religion, health, and medicine in later life. Same as ASP:2181, GHS:2181.

ANTH:2182 Africa: Health and Society 3 s.h.

Cultural, political, and economic diversity of African societies from precolonial period to present day; relationship between lived experiences of African people and understanding of their societies from afar; why Africa, more than any other region, is associated with warfare, hunger, and disease; idea of "Africa" in the world today; shared misunderstanding of life on continent contrasted with everyday lives of people who are not so different from ourselves. Same as GHS:2182.

ANTH:2190 Love Rules: Law and the Family Across Cultures 3 s.h.

Recent debates over legalizing gay marriage remind us that the law is not an abstract concept, it is a social creation that emphasizes certain cultural norms over others, both powerful and changeable; family law outlines what one cultural vision of relationships—those between lovers, parent and child, and between kin—supposedly should look like in a given society, a vision always marked by gendered, racial, and sexual divisions of power; students consider what happens when legal norms intersect with diverse ways that people make families through topics including marriage, divorce, custody, and surrogacy across the world. Same as GWSS:2190, IS:2190.

ANTH:2191 Love, Sex, and Money: Sexuality and Exchange Across Cultures 3 s.h.

Everything from pop songs to advertisements warn us of the evils of gold diggers, "blingsexuals," or "buyfriends"; in America, money is seen to corrupt the purity and authenticity of love and desire, but money also is an inevitable part of sex, love, and intimacy; cross-cultural examination of how relationships between love, money, and sexuality are organized in different places; different ways people form relationships with lovers, spouses, and persons who enable childbearing; rethinking gender roles, work, value, and power. Same as GWSS:2900.

ANTH:2220 The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica 3 s.h.

Archaeological data related to the evolution of civilization in Mesoamerica; sequence from hunter-gatherers to A.D. 1519; emphasis on Central Mexico, Maya area, Oaxaca.

ANTH:2248 The Invention of Writing: From Cuneiform to Computers 3 s.h.

Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ASIA:2248, CL:2248, CLSA:2048, COMM:2248, GRMN:2248, HIST:2148, IS:2248, LING:2248, TRNS:2248, WLLC:2248.

ANTH:2261 Human Impacts on the Environment 3 s.h.

Long-term patterns of human-environment interactions surveyed through archaeological case studies; varied scales of human impacts, including animal extinction, habitat destruction, agricultural practices, urban growth, state-level societies. GE: International and Global Issues; Social Sciences.

ANTH:2265 Tools, Treasures, and Trash: Archaeology of the Material World 3 s.h.

Different ways that archaeologists study material culture to gain insights into human lifeways and beliefs; consideration given to ways that people make objects and objects make people.

ANTH:2290 Practicum in Archaeology arr.

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

ANTH:2320 Origins of Human Infectious Disease 3 s.h.

Origin and evolution of important infectious diseases in human history; biological evolution of infectious agents and biocultural responses to emerging infectious diseases; primary focus on viruses and bacteria; selected world problems from an anthropological perspective; current dilemmas and those faced by diverse human groups in recent times and distant past. Same as GHS:2320.

ANTH:2390 Laboratory Methods in Biological Anthropology arr.

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

ANTH:3001 Introduction to Museum Studies 3 s.h.

Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Stanley Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as ECTL:3001, MUSM:3001, SIED:3001.

ANTH:3015 Independent Study arr.**ANTH:3016 Career Paths in Anthropology 1 s.h.**

Exploration of careers and best ways to pursue career goals; students identify careers related to their skills and interests, and learn to create job application materials; activity-based. Requirements: anthropology major or minor.

ANTH:3101 Anthropology of Sexuality 3 s.h.

Practice, definition, and regulation of sex in different cultures and times; use of anthropological tools, including cross-cultural comparison and social constructionist analysis; how social and historical forces shape sex; how a range of topics relate to sexuality, including science, love, work, globalization, ethnicity, health, aging, pornography, and deviance; focus on ways that dynamics (i.e., class, race, gender norms) shape people's culturally and historically specific ways of having and thinking about sex. Same as GWSS:3101.

ANTH:3102 Medical Anthropology 3 s.h.

Major theoretical, methodological approaches; international health and development; biomedicine as a cultural system; ethnomedicine; anthropology and AIDS, human reproduction, epidemiology, ethnopsychiatry. Prerequisites: ANTH:1101 or ANTH:2100 or ANTH:2164 or GHS:2000. Same as CBH:3102, GHS:3102.

ANTH:3103 Environment and Culture 3 s.h.

Individual and group responses to scarcities of natural resources such as land, water, food.

ANTH:3107 Literature and Anthropology 3 s.h.

Topics vary. Same as ENGL:3107.

ANTH:3109 Culture, Mind, and Mental Health 3 s.h.

Cultural diversity in constructions of self, mind, and emotion; religious experience, altered states of consciousness, behavioral disorders. Prerequisites: ANTH:1101.

- ANTH:3110 Health of Indigenous Peoples** 3 s.h.
Health problems and services for Indigenous populations worldwide, from perspective of Fourth World postcolonial politics. Prerequisites: ANTH:1101. Same as GHS:3110, NAIS:3110.
- ANTH:3111 Health in Mexico** 3 s.h.
Use of anthropological perspectives to examine disease, healing systems, and ideas about health and the body in Mexico and its diaspora; relationships between structural conditions and historical and political transformations; ideas about gender and race; chronic and acute disease in Mexico; conquest and disease; racialized bodies; sexual health; biomedicine; shamanism; immigration and health; pollution and narcoviolence; readings in English. Same as GHS:3040, LAS:3111.
- ANTH:3113 Religion and Healing** 3 s.h.
Historical evidence of religious healing in Christian, Hindu, Buddhist, Native American, and Shaman traditions. Same as ASIA:3561, GHS:3113, RELS:3580.
- ANTH:3114 Anthropology of Religion** 3 s.h.
Approaches; religious roles; shamanism, witchcraft, curing; mythology; place of religion in social and cultural change. Same as RELS:3714.
- ANTH:3116 Fictionalized Ethnography in Literature and Film** 3 s.h.
Evaluation of fictional narratives as sources of ethnographic information, instructive and revealing depictions of other societies and cultures; culturally specific themes through storylines, creative works as cultural artifacts in presentations of differing perspectives and concerns from the authors' personal experiences.
- ANTH:3117 Using Ethnographic Methods** 3 s.h.
Ethnography, holistic, qualitative research in cultural context for anthropological and related research and careers involving interpersonal interaction; multiple ethnographic methods and their rationales. Recommendations: desire to interact with others, and prior coursework in fields that employ ethnographic or qualitative research (social sciences, social work, nursing, public health).
- ANTH:3118 Politics of Reproduction** 3 s.h.
Debates over women's reproductive experience, including its medicalization. Same as GWSS:3118.
- ANTH:3121 Love, Marriage, and Family in India** 3 s.h.
Anthropological understandings of love in India and the region of South Asia more broadly; emphasis on contemporary society; filial and motherly love, arranged marriage and romantic love, devotional and artistic expressions, love between siblings. Same as GWSS:3121.
- ANTH:3123 Making a Living: Perspectives on Economic Anthropology** 3 s.h.
How different cultures and societies have organized allocation of work and goods; critical reflection of ongoing integration of world's societies into global market system; how it has become commonplace in the U.S. to believe that unemployment and debt are natural, inevitable aspects of human social organization during contemporary era; different approaches to division of work and resources among various groups of people in other societies; different approaches to dividing up society or world resources based on existing socioeconomic models.
- ANTH:3125 Transnational Feminism** 3 s.h.
Exploration of feminist perspectives from the United States and outside of the United States; how geopolitics shapes understanding of familiar feminist issues (e.g., reproduction, cultural practices, sexualities, poverty); emphasis on global south regions and populations. Same as GWSS:3350, IS:3350.
- ANTH:3127 Anthropology of Death** 3 s.h.
How anthropologists and archaeologists study death, dying, mortuary rituals, and notions of the afterlife in contemporary North America and in different places and times. Prerequisites: ANTH:1201 or ANTH:1101. Requirements: ANTH:1101 or ANTH:1201 or graduate standing.
- ANTH:3131 Anthropology and Human Rights** 3 s.h.
Complex history and evolving relationship of anthropology and international human rights discourses; concept deployment of culture and rights in human rights ideas, practice, discourse, and as a form of global law. Prerequisites: ANTH:1101 or ANTH:1301 or ANTH:1401 or ANTH:1201.
- ANTH:3133 Anthropology of Race** 3 s.h.
Anthropological perspectives on race: history of race in anthropology; social, cultural, and political dimensions of race; intersections with gender; biology of human diversity. Recommendations: introductory course in social sciences. Same as GWSS:3133, SJUS:3133.
- ANTH:3142 American Cultures** 3 s.h.
How anthropology has understood the diversity of non-Indigenous cultures in the United States; history of anthropological engagement with the United States; racial/ethnic formations, immigration, class variations, health, sexuality, and gender. Prerequisites: ANTH:1101.
- ANTH:3151 The Anthropology of the Beginnings and Ends of Life** 3 s.h.
Examination of diverse understandings of birth and death, drawing on anthropological analysis of personhood, kinship, ritual, and medicine; how social inequality and new technologies shape human experience at life's margins. Prerequisites: ANTH:1101 or ANTH:2100. Same as ASP:3151, GHS:3151.
- ANTH:3152 Anthropology of Caregiving and Health** 3 s.h.
Diverse understandings and practices of care around the world; focus on relationships between caregiving practices and health across the life course. Same as ASP:3152, GHS:3152.
- ANTH:3170 Peoples and Cultures of Southeast Asia** 3 s.h.
Introduction to the study of the peoples and cultures of contemporary Southeast Asia, including Indonesia, Thailand, Malaysia, Singapore, Vietnam, the Philippines, Brunei, Cambodia, Laos, Burma/Myanmar, and East Timor.
- ANTH:3171 Voices of Islam in Southeast Asia** 3 s.h.
Islam and being Muslim in Southeast Asia; exploration of how different national cultures and sociopolitical trajectories in the region have produced different perceptions and practices of Islam.

ANTH:3172 Chinese Marriage and Family in Comparative Perspective**3 s.h.**

Exploration of Chinese marriage and family from cultural, historical, and sociological perspectives; topics include Chinese family values and traditions, family processes and structures, mate selection, and challenges and impact of social movements and governmental policies on family; readings highlight change and continuity of traditional values of marriage and family in Chinese society; students compare marriage and family processes and practices in American society with Chinese society, understand Chinese culture and society through aspects of marriage and family, and think critically on family issues in Chinese and American society. Same as ASIA:3172.

ANTH:3180 Applied Anthropology**3 s.h.**

Applied anthropology as a way to apply training in anthropology to careers outside academia; careers and methods may include archaeology, museum studies, biological anthropology and forensics, foreign language expertise, government, nonprofit and nongovernmental organization (NGO), business, design, and technology.

ANTH:3190 Global Debt**3 s.h.**

Economies as cultural systems that emphasize the role of worldviews and "meaning-making" in organizing economies; debt as a key mechanism in creation and maintenance of relationships; focus on how exchange, distribution, and obligation serve to shore up or sever various social institutions and links between debt, inequality, and power; debt in various forms, from a round of drinks to student loans, and from the U.S. mortgage crisis to development aid; diverse array of economies—from gift exchange to ceremonial destruction of wealth, and from Melanesia to Wall Street—to evaluate assumptions that undergird different systems of debt and credit. Requirements: introductory course in anthropology or international studies or gender, women's, and sexuality studies. Same as IS:3190, SJUS:3190.

ANTH:3204 Food in Ancient Mediterranean Society**3 s.h.**

Practices and values influenced by consumption and production of food in ancient Mediterranean societies; varied topics, including methods of food production and distribution, hierarchies of status as associated with food, food and ethnic identity, food and health, food and religion; focus on classical Greek and Roman society, Egypt, the ancient Near East, and Persia. Recommendations: familiarity with Greek and Roman civilization and history. Same as CLSA:3836, HIST:3436.

ANTH:3207 Animal Bones in Archaeology**3 s.h.**

Use of faunal material in interpretation of archaeological remains, including skeletal anatomy, identification, taphonomy, determination of age and sex, seasonality, quantification, sampling, breakage and cutmarks, interpretations; laboratory sessions. Prerequisites: ANTH:1201.

ANTH:3208 Archaeological Methods**3 s.h.**

Current theoretical approaches, methods used to investigate the past; site formation processes, taphonomy, sampling and research design, typology and seriation, subsistence-settlement reconstruction, cultural evolution. Prerequisites: ANTH:1201.

ANTH:3209 Hunter-Gatherer Ethnoarchaeology**3 s.h.**

Variability in adaptations of hunter-gatherers on a global scale; emphasis on subsistence, mobility, and social organization; archaeological record of prehistoric hunter-gatherers interpreted through study of modern societies.

ANTH:3237 Politics of the Archaeological Past**3 s.h.**

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

ANTH:3239 The Archaeology of the First Europeans**3 s.h.**

Archaeology of European societies between the Mesolithic and Iron Age; how ideas about Europe's prehistoric past have been used for political purposes.

ANTH:3240 Cultural Resources Management Archaeology: Practice and Practicalities**3 s.h.**

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

ANTH:3241 Lithic Analysis in Archaeology**3 s.h.**

Archaeological issues examined and addressed with lithic data; use of lithic data to study the past, specific techniques applied.

ANTH:3243 Archaeology of the American Midcontinent**3 s.h.**

Survey of the archaeology of the American midcontinent for students interested in the past beyond what historical documents reveal; exploration of Late Pleistocene and Archaic hunter-gatherer adaptations, Woodland and Late Prehistoric horticulturalists, Middle and Upper Mississippian emergent chiefdoms, and historic period first contact, fur trade, and fort sites; how archaeologists utilize regional archaeological data in addressing culture change issues to develop the essential grounding for understanding how people lived in different times and places in the past, and how prehistoric peoples relate to their modern descendants across the midcontinent. Recommendations: ANTH:1201.

ANTH:3255 Introduction to Archaeological Ceramics**3 s.h.**

Introduction to ceramic analysis; focus on ceramics of Native North America; ceramics as an important line of evidence for past human activities (e.g., cooking, eating, feasting, trading, storage); students learn how archaeologists interpret broken ceramics from excavations by practicing various analytical techniques and conducting their own ceramic analysis.

ANTH:3257 North American Archaeology**3 s.h.**

Prehistoric cultural development north of Mexico from initial occupation to European contact and conquest; emphasis on dynamics of culture change. Same as NAIS:3257.

ANTH:3258 Southwestern Archaeology**3 s.h.**

Anthropological overview of prehistoric cultures of the American Southwest; emphasis on understanding archaeological arguments concerning major processes in the past. Same as NAIS:3258.

- ANTH:3260 Pleistocene Peopling of the Americas 3 s.h.**
Major themes in earliest human settlement of the Americas, including human mobility, subsistence, technology, human impacts on the environment.
- ANTH:3261 Our Life With Dogs: The Anthropological Study of Animals in Human Societies 3 s.h.**
Intricate connections between dogs and our social, economic, political, and spiritual lives; human relationships with dogs that extend back at least 16,000 years; process of dog domestication; roles dogs play in human ideology and past economies; modern interactions with dogs.
- ANTH:3265 Archaeology of the Great Plains 3 s.h.**
Contrasting lifeways, diets, and technologies that humans used to survive on North America's Great Plains, from Ice Age hunter-gatherers to Euroamerican homesteaders.
- ANTH:3275 The Archaeology of Ancient Egypt 3 s.h.**
Introduction to the archaeology of ancient Egypt from predynastic times to Roman Egypt, including monumental architecture; patterns of everyday life; social, economic, and demographic considerations; history of archaeology in Egypt. Same as CLSA:3596.
- ANTH:3276 Greek Archaeology and Ethnohistory 3 s.h.**
Archaeology and ethnology of the Greek world, from end of Bronze Age to late Roman Empire; sociocultural processes that influence development and persistence of Greek civilization. Same as CLSA:3235.
- ANTH:3277 Roman Archaeology 3 s.h.**
Archaeology and ethnology of Roman civilization from Iron Age eighth-century occupation of the Palatine Hill to the end of the Roman empire in the West, A.D. 476. Same as CLSA:3240.
- ANTH:3278 Archaeology of Ancient Cities 3 s.h.**
Archaeological exploration of ancient world cities; physical plant, social institutions, regional context, cultural influence; major cities considered include Uruk, Luxor, Athens, Rome, Alexandria, Kyongju, Loyang, Teotihuacan, and Tenochtitlan.
- ANTH:3295 Field Research in Archaeology arr.**
Beginning skills in site surveying and excavation, lab work, record keeping at nearby prehistoric sites.
- ANTH:3300 Mothers and Motherhood 3 s.h.**
Treatment of motherhood; role of motherhood and devaluation of social status. Same as GWSS:3300.
- ANTH:3305 Human Osteology 3 s.h.**
The human skeletal system; normal and pathologic variation; skeletal measurement and analysis with application to paleoanthropology, forensic, and archaeological investigations.
- ANTH:3306 The Neanderthal Enigma 3 s.h.**
Survey of Neanderthals as the most widely known, yet enigmatic, fossil human lineage; history of discoveries; current interpretations of Neanderthal's origins, anatomy and behavior, relationship to today's people, extinction.
- ANTH:3307 Modern Human Origins 3 s.h.**
Current data and theories regarding the emergence of Homo sapiens; how human anatomical modernity is defined and recognized in the fossil record; competing models for modern humans' emergence—multiregional evolution, out of Africa, the assimilation model; interpretation of recent developments and discoveries in the human fossil record; contemporary contributions from genetics, developmental biology, evolutionary ecology, paleodemography.
- ANTH:3308 Human Variation 3 s.h.**
Range and patterning of biological diversity in contemporary human populations; past and present attempts to organize and explain human genetic, morphological variation in light of recent data, theory.
- ANTH:3310 Primate Behavior: Sex Lives of Apes and Monkeys 3 s.h.**
Behavior, mating systems, sexual selection, and systematics of living nonhuman primates; emphasis on sexual strategies and interactions of free-ranging primates as related to ecological constraints and conservation policies.
- ANTH:3325 Human Evolutionary Genetics 3 s.h.**
Application of molecular methods and theory to biological anthropology; how recent advances in genetics have provided insight into the evolution of human and nonhuman primates. Prerequisites: ANTH:1301.
- ANTH:3327 Genes, Culture, and Human Diversity 3 s.h.**
New perspectives in evolutionary theory on the origin of human biology and cultural diversity; principles borrowed from evolutionary thinking that provide insight into how cultures change, basis of human institutions, and gene-culture coevolution.
- ANTH:3328 Molecular Genetics of Human Disease 3 s.h.**
Disease as an unfortunate, but unavoidable, aspect of human condition; genetic nature of disease that reveals origins of inherited disease; variation of disease across the globe. Recommendations: biology or genetics course to provide substantial background knowledge.
- ANTH:4080 Anthropology Internship arr.**
Internship opportunity for work experience in student's field of interest; formal internship agreement established between sponsoring institution, student, and UI anthropology faculty that specifies duties and objectives of internship; internship supervisor at sponsoring institution evaluates student performance and reports directly to UI anthropology faculty. Requirements: anthropology major.
- ANTH:4130 Religion and Environmental Ethics 3 s.h.**
How humans conceptualize the biophysical environment through religious beliefs and practices; how images of the environment influence people's activities, how they are used by grassroots environmental movements. Requirements: junior or senior standing. Same as RELS:4730.
- ANTH:4140 Feminist Activism and Global Health 3 s.h.**
How female gender intersects with culture, environment, and political economy to shape health and illness; reproductive health, violence, drug use, cancer; readings in anthropology, public health. Prerequisites: ANTH:1101. Same as CBH:4140, GHS:4140, GWSS:4140.
- ANTH:4207 Seminar: Zooarchaeology 3 s.h.**
Methods dealing with interpretations of faunal material from prehistoric and historic archaeological sites including an intensive survey of classic and recent literature on taphonomy, skeletal anatomy, population parameters, seasonality, quantification and sampling, butchering patterns, ethnoarchaeology, social and economic inferences; exploration of ideas behind the practice of faunal analysis in archaeology; does not cover techniques or laboratory methods. Requirements: knowledge of mammalian skeletal morphology.
- ANTH:4315 Human Evolutionary Anatomy 3 s.h.**
Interpretation of skeletal remains as the basis for reconstructing forms, adaptations, lifestyles of prehistoric humans; body size, musculature, stance, activity patterns, brain size, and sexual dimorphism. Prerequisites: ANTH:3305.

- ANTH:4700 Latin American Studies Seminar** 3 s.h.
Examination of past, present, and future of Latin America; interdisciplinary. Taught in English. Same as HIST:4504, LAS:4700, PORT:4700, SPAN:4900.
- ANTH:4995 Honors Research Seminar** 2-4 s.h.
Preparation for writing honors thesis, including project conception and research, proposal writing, oral and written presentations of student research. Corequisites: ANTH:4996, if not taken as a prerequisite. Requirements: honors standing in anthropology.
- ANTH:4996 Honors Research** 2-4 s.h.
Project chosen in consultation with honors advisor.
- ANTH:5001 Graduate Teaching Proseminar** 1 s.h.
Graduate student teaching skills: developing course guidelines, leading discussion, grading, review sessions, dealing with problem students and complaints; development of syllabi and teaching portfolios; mentoring of less-experienced teaching assistants.
- ANTH:5101 Seminar Sociocultural Anthropology** 3 s.h.
Social institutions in the world's societies; problems in theory, method, interpretation. Requirements: graduate standing or undergraduate anthropology honors standing.
- ANTH:5110 Anthropological Data Analysis** 3 s.h.
Applied statistics for quantitative analysis of anthropological data, including field notes, library materials, and archaeological information; introduction to elementary statistics and computational methods; discussion of hypothesis testing and correlation; emphasis on proper use and interpretation of statistical methods in anthropological research.
- ANTH:5120 Reading Transnational Feminist Theory** 3 s.h.
Issues in transnational feminist scholarship, including colonialism, globalization, the nation-state, religion, cultural traditions, and human rights, in global and U.S. domestic contexts; interdisciplinary readings with focus on anthropology, other social sciences. Same as GWSS:5120.
- ANTH:5130 Food, Culture, and Social Theory** 3 s.h.
Comparative and ethnographic approach to study of food and eating; intersections between social roles and meanings of food, political economies of food, and impact of food on bodies and well-being.
- ANTH:5135 Space, Place, and Identity** 3 s.h.
Draws on insights from ethnographic inquiry to challenge accepted definitions of space, place, and identity to broaden our understanding of how we are shaping our world.
- ANTH:5201 Seminar: Archaeological Theory and Method** 3 s.h.
Development, current status of theory, method in Americanist archaeology. Requirements: graduate standing or undergraduate anthropology honors standing.
- ANTH:5301 Seminar: Biological Anthropology** 3 s.h.
Physical anthropology, including heredity and genetics, evolutionary theory, human biological characteristics, primate and human fossil record, primate behavior and ecology, human adaptations. Requirements: graduate standing or undergraduate anthropology honors standing.
- ANTH:5401 Seminar: Linguistic Anthropology** 3 s.h.
Fundamental concepts and methods employed in the anthropological study of language; principal areas of current research. Requirements: graduate standing or undergraduate anthropology honors standing.
- ANTH:6005 Independent Study: Anthropology** arr.
- ANTH:6010 Research: Anthropology** arr.
- ANTH:6015 Thesis** arr.
- ANTH:6020 Seminar: Advanced Theory in Anthropology** 3 s.h.
Opportunity to engage with advanced readings in anthropology; students enrich their theoretical training beyond the level provided in core/introductory graduate seminars in each subfield; topics and subfields vary. Recommendations: M.A. or Ph.D. standing, and previous graduate-level coursework in anthropology.
- ANTH:6115 Ethnographic Field Methods** 3 s.h.
Basic data-gathering techniques for field research in sociocultural anthropology. Same as CBH:6115.
- ANTH:6125 Seminar: Feminist Ethnography** 3 s.h.
Feminist critiques of traditional ethnographies; informed by contemporary feminisms. Same as GWSS:6125.
- ANTH:6410 Seminar: Semiotics** 3 s.h.
Piercian semiotic and Saussurean semiological conceptual frameworks; focus on anthropological, linguistic issues.
- ANTH:6415 Seminar: Language, Gender, and Sexuality** 3 s.h.
Role of language and discourse in cultural constructions of gender identities and relations, including domination and subordination; theoretical perspective and methodological approaches that have shaped thought on the language/gender nexus. Same as GWSS:6415, LING:6415.
- ANTH:6625 Seminar: Religion and Health** 3 s.h.
Examination of global perspectives on relationships between religion, health, disease, living well, and dying. Same as GHS:6625, RELS:6625.
- ANTH:6635 Crossing Borders Seminar** 2-3 s.h.
Taught in English. Same as AFAM:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.
- ANTH:7110 Research Design and Proposal Writing** 3 s.h.
Anthropological research design; preparation of proposals for fieldwork or laboratory analysis.
- ANTH:7270 Responsible Conduct of Research in Anthropology** 1 s.h.
Up-to-date documents in all subfields of anthropology regarding ethical research; CITI certification (which also qualifies as part of IRB application); key debates and current problems faced by anthropology in area of ethical and responsible research.
- ANTH:7501 Dissertation Writing Seminar** 1 s.h.
Organization of dissertation, setting and meeting deadlines, writing a chapter, and workshopping drafts; seminar group work and consultation with advisors; completion and revision of at least one dissertation chapter; for anthropology graduate students who are beginning, or about to begin, their dissertation writing process. Requirements: anthropology graduate student who passed comprehensive exams (prospectus and essays).

Anthropology, B.A.

Learning Outcomes

Students should be able to:

- describe a broad range of changing and diverse human experiences and activities across time and space;
- relate one's cultural background, including the social constructs of race, gender and other categories of inequality, to one's perceptions and experiences;
- understand the evolutionary perspective as it applies to primates, including human origins, behavior, ecology, and biocultural variation;
- apply anthropological research tools from the four fields of anthropology—linguistic anthropology, biological anthropology, archaeology, and sociocultural anthropology—to collect and interpret data; and
- effectively communicate anthropological concepts and findings in speech and writing.

Requirements

The Bachelor of Arts with a major in anthropology requires a minimum of 120 s.h., including 33 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major.

Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Anthropology courses that fulfill GE CLAS Core requirements are located under "Anthropology GE CLAS Core Courses" in the Department of Anthropology [p. 70] section of the Catalog.

The B.A. is designed to offer a comprehensive overview of anthropology's four main subfields and the broadest possible cross-cultural background.

Students may choose to complete one of four specialized tracks: gender and culture, cultural resource and heritage management, environmental anthropology, or medical anthropology. See "Optional Undergraduate Tracks" below.

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

Students who declare anthropology as their major when they are admitted to the College of Liberal Arts and Sciences are advised at the Academic Advising Center until they have earned 24 s.h. Students who have earned more than 24 s.h. are advised by the departmental undergraduate advisor.

The B.A. with a major in anthropology requires the following coursework.

Code	Title	Hours
	Common Requirements	24
	Electives	9
	Optional Track	
	Total Hours	33

Common Requirements

Students must complete 11 courses from the lists below: five introductory courses, one course in archaeology or biological anthropology, one course in sociocultural or linguistic

anthropology, one course in area studies, and a minimum of 9 s.h. in elective anthropology (prefix ANTH) courses numbered 2000 or above. Several courses are listed in more than one of these categories; students may not select the same course to fulfill requirements in more than one category.

Introductory Courses

Code	Title	Hours
All of these:		
ANTH:1001	Issues in Anthropology	3
ANTH:1101	Cultural Anthropology	3
ANTH:1201	World Archaeology	3
ANTH:1301	Human Origins	3
ANTH:1401	Language, Culture, and Communication	3

Archaeology or Biological Anthropology (Area or Topical)

Code	Title	Hours
One of these:		
ANTH:2166	Arts of Native North America	3
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3
ANTH:2261	Human Impacts on the Environment	3
ANTH:2265	Tools, Treasures, and Trash: Archaeology of the Material World	3
ANTH:2290	Practicum in Archaeology	arr.
ANTH:2320	Origins of Human Infectious Disease	3
ANTH:2390	Laboratory Methods in Biological Anthropology	arr.
ANTH:3204	Food in Ancient Mediterranean Society	3
ANTH:3207	Animal Bones in Archaeology	3
ANTH:3208	Archaeological Methods	3
ANTH:3209	Hunter-Gatherer Ethnoarchaeology	3
ANTH:3237	Politics of the Archaeological Past	3
ANTH:3239	The Archaeology of the First Europeans	3
ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3
ANTH:3241	Lithic Analysis in Archaeology	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3255	Introduction to Archaeological Ceramics	3
ANTH:3257	North American Archaeology	3
ANTH:3258	Southwestern Archaeology	3
ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:3261	Our Life With Dogs: The Anthropological Study of Animals in Human Societies	3

ANTH:3265	Archaeology of the Great Plains	3	ANTH:3101	Anthropology of Sexuality	3
ANTH:3275	The Archaeology of Ancient Egypt	3	ANTH:3102	Medical Anthropology	3
ANTH:3276	Greek Archaeology and Ethnohistory	3	ANTH:3103	Environment and Culture	3
ANTH:3277	Roman Archaeology	3	ANTH:3107	Literature and Anthropology	3
ANTH:3278	Archaeology of Ancient Cities	3	ANTH:3109	Culture, Mind, and Mental Health	3
ANTH:3295	Field Research in Archaeology	arr.	ANTH:3110	Health of Indigenous Peoples	3
ANTH:3305	Human Osteology	3	ANTH:3111	Health in Mexico	3
ANTH:3306	The Neanderthal Enigma	3	ANTH:3113	Religion and Healing	3
ANTH:3307	Modern Human Origins	3	ANTH:3114	Anthropology of Religion	3
ANTH:3308	Human Variation	3	ANTH:3116	Fictionalized Ethnography in Literature and Film	3
ANTH:3310	Primate Behavior: Sex Lives of Apes and Monkeys	3	ANTH:3117	Using Ethnographic Methods	3
ANTH:3325	Human Evolutionary Genetics	3	ANTH:3118	Politics of Reproduction	3
ANTH:3327	Genes, Culture, and Human Diversity	3	ANTH:3121	Love, Marriage, and Family in India	3
ANTH:3328	Molecular Genetics of Human Disease	3	ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
ANTH:4080	Anthropology Internship	arr.	ANTH:3125	Transnational Feminism	3
ANTH:4207	Seminar: Zooarchaeology	3	ANTH:3127	Anthropology of Death	3
ANTH:4315	Human Evolutionary Anatomy	3	ANTH:3131	Anthropology and Human Rights	3
			ANTH:3133	Anthropology of Race	3
			ANTH:3142	American Cultures	3
			ANTH:3151	The Anthropology of the Beginnings and Ends of Life	3
			ANTH:3152	Anthropology of Caregiving and Health	3
			ANTH:3170	Peoples and Cultures of Southeast Asia	3
			ANTH:3171	Voices of Islam in Southeast Asia	3
			ANTH:3172	Chinese Marriage and Family in Comparative Perspective	3
			ANTH:3180	Applied Anthropology	3
			ANTH:3190	Global Debt	3
			ANTH:3300	Mothers and Motherhood	3
			ANTH:4130	Religion and Environmental Ethics	3
			ANTH:4140	Feminist Activism and Global Health	3

Sociocultural or Linguistic Anthropology

Code	Title	Hours
One of these:		
ANTH:2102	Anthropology of Marriage and Family	3
ANTH:2103	Introduction to Global Health Studies	3
ANTH:2105	Cultural Worlds of Science and Scientists	3
ANTH:2108	Gendering India	3
ANTH:2120	Gender and Technology	3
ANTH:2136	Urban Anthropology	3
ANTH:2140	Food, Drink, and Culture	3
ANTH:2151	Global Migration in the Contemporary World	3
ANTH:2160	Culture, Health, and Wellness: Southeast Asia in Focus	3
ANTH:2164	Culture and Healing for Future Health Professionals	3
ANTH:2165	Native Peoples of North America	3
ANTH:2175	Japanese Society and Culture	3
ANTH:2181	The Anthropology of Aging	3
ANTH:2182	Africa: Health and Society	3
ANTH:2190	Love Rules: Law and the Family Across Cultures	3
ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3

Area Studies

Code	Title	Hours
One of these:		
ANTH:2108	Gendering India	3
ANTH:2160	Culture, Health, and Wellness: Southeast Asia in Focus	3
ANTH:2165	Native Peoples of North America	3
ANTH:2166	Arts of Native North America	3
ANTH:2175	Japanese Society and Culture	3
ANTH:2182	Africa: Health and Society	3
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3

ANTH:3111	Health in Mexico	3
ANTH:3121	Love, Marriage, and Family in India	3
ANTH:3142	American Cultures	3
ANTH:3170	Peoples and Cultures of Southeast Asia	3
ANTH:3171	Voices of Islam in Southeast Asia	3
ANTH:3239	The Archaeology of the First Europeans	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3257	North American Archaeology	3
ANTH:3258	Southwestern Archaeology	3
ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:3265	Archaeology of the Great Plains	3
ANTH:3275	The Archaeology of Ancient Egypt	3
ANTH:3276	Greek Archaeology and Ethnohistory	3
ANTH:3277	Roman Archaeology	3
ANTH:3306	The Neanderthal Enigma	3
ANTH:4700	Latin American Studies Seminar	3

Electives

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

Code	Title	Hours
A minimum of 9 s.h. in elective anthropology courses (prefix ANTH) numbered 2000 or above		

Additional Requirements

Students are strongly encouraged to take courses and participate in archaeological field and laboratory research, biological anthropology laboratory research, ethnographic research methods in sociocultural anthropology, and multimedia research in linguistic anthropology.

Optional Undergraduate Tracks

Students have the option of adding a particular focus to their study plan by completing a specialized track. They may choose one of four options: gender and culture [p. 80], cultural resource and heritage management [p. 80], environmental anthropology [p. 81], or medical anthropology [p. 81].

The optional tracks reflect broad issues bridging subfields in and outside of anthropology. Completion of a track indicates the acquisition of considerable expertise and is noted on a student's transcript.

The optional tracks each require 15 s.h. (five courses). By selecting courses carefully, students majoring in anthropology can complete a specialization track without adding to the semester hours required for graduation.

Gender and Culture Track

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

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

Code	Title	Hours
Five of these:		
ANTH:2102	Anthropology of Marriage and Family	3
ANTH:2108	Gendering India	3
ANTH:2120	Gender and Technology	3
ANTH:2151	Global Migration in the Contemporary World	3
ANTH:2190	Love Rules: Law and the Family Across Cultures	3
ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
ANTH:3101	Anthropology of Sexuality	3
ANTH:3118	Politics of Reproduction	3
ANTH:3121	Love, Marriage, and Family in India	3
ANTH:3125	Transnational Feminism	3
ANTH:3133	Anthropology of Race	3
ANTH:3151	The Anthropology of the Beginnings and Ends of Life	3
ANTH:3152	Anthropology of Caregiving and Health	3
ANTH:3172	Chinese Marriage and Family in Comparative Perspective	3
ANTH:3300	Mothers and Motherhood	3
ANTH:4140	Feminist Activism and Global Health	3

Cultural Resource and Heritage Management Track

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

The cultural resource and heritage management track requires 15 s.h. (five courses): a fundamental overview course, two area electives, a technical/practical elective, and a field school course. Students may use some of these courses

to satisfy requirements for the major, such as the course in archaeology and the electives.

Overview

Code	Title	Hours
This course:		
ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3

Area Electives

Code	Title	Hours
Two of these (or one of these and one other Department of Anthropology area course):		
ANTH:2165	Native Peoples of North America	3
ANTH:2166	Arts of Native North America	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3257	North American Archaeology	3
ANTH:3258	Southwestern Archaeology	3
ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:3265	Archaeology of the Great Plains	3

Technical/Practical Elective

Code	Title	Hours
One of these:		
ANTH:2265	Tools, Treasures, and Trash: Archaeology of the Material World	3
ANTH:2290	Practicum in Archaeology	arr.
ANTH:3207	Animal Bones in Archaeology	3
ANTH:3208	Archaeological Methods	3
ANTH:3237	Politics of the Archaeological Past	3
ANTH:3241	Lithic Analysis in Archaeology	3
ANTH:3255	Introduction to Archaeological Ceramics	3
ANTH:3305	Human Osteology	3
ANTH:4207	Seminar: Zooarchaeology	3

Field School

Code	Title	Hours
One of these:		
ANTH:3295	Field Research in Archaeology	arr.

An equivalent course from another university

Environmental Anthropology Track

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

perspectives are vital to the development and successful use of workable solutions.

The environmental anthropology track requires 15 s.h. (five courses): two theory courses, which deal primarily with human-environmental interactions; and three area or topical electives, which deal in part with environment, ecology, and subsistence technologies. The following are sample courses in each area (courses must be numbered 2000 or above).

Theory Courses

Code	Title	Hours
Two of these:		
ANTH:2261	Human Impacts on the Environment	3
ANTH:3103	Environment and Culture	3
ANTH:4130	Religion and Environmental Ethics	3

Area or Topical Electives

Code	Title	Hours
Three of these:		
ANTH:2140	Food, Drink, and Culture	3
ANTH:2175	Japanese Society and Culture	3
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3
ANTH:2261	Human Impacts on the Environment (if not taken as a Theory course)	3
ANTH:3103	Environment and Culture (if not taken as a Theory course)	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
ANTH:3207	Animal Bones in Archaeology	3
ANTH:3209	Hunter-Gatherer Ethnoarchaeology	3
ANTH:3239	The Archaeology of the First Europeans	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3261	Our Life With Dogs: The Anthropological Study of Animals in Human Societies	3
ANTH:3265	Archaeology of the Great Plains	3
ANTH:3275	The Archaeology of Ancient Egypt	3
ANTH:3277	Roman Archaeology	3
ANTH:3278	Archaeology of Ancient Cities	3
ANTH:4130	Religion and Environmental Ethics (if not taken as a Theory course)	3

Medical Anthropology Track

Human experiences of sickness and suffering are universal yet profoundly shaped by cultural and historical contexts. Medical anthropology explores cultural and biological diversity

in sickness, health, and healing through approaches that include examining individual experiences of disrupted well-being, considering how biological and cultural factors interact to promote health or produce sickness, analyzing political-economic causes of health inequalities, and applying research to improve health research and services in an increasingly global world. Coursework in medical anthropology helps students prepare for a range of health professions and social services careers and for work in diverse settings that increasingly include nongovernmental organizations devoted to improving health. Future health professionals are increasingly called upon to understand how sociocultural and biological factors intersect to produce experiences of health, sickness, and healing.

The medical anthropology track requires 15 s.h. (five courses): at least one of two overview courses plus three to four electives that focus on health-related topics.

Overview

Code	Title	Hours
One or both of these two courses:		
ANTH:2164	Culture and Healing for Future Health Professionals	3
ANTH:3102	Medical Anthropology	3

Electives

Code	Title	Hours
Three to four of these:		
ANTH:2103	Introduction to Global Health Studies	3
ANTH:2160	Culture, Health, and Wellness: Southeast Asia in Focus	3
ANTH:2164	Culture and Healing for Future Health Professionals (if not taken as an Overview course)	3
ANTH:2181	The Anthropology of Aging	3
ANTH:2182	Africa: Health and Society	3
ANTH:2320	Origins of Human Infectious Disease	3
ANTH:3101	Anthropology of Sexuality	3
ANTH:3102	Medical Anthropology (if not taken as an Overview course)	3
ANTH:3109	Culture, Mind, and Mental Health	3
ANTH:3110	Health of Indigenous Peoples	3
ANTH:3111	Health in Mexico	3
ANTH:3113	Religion and Healing	3
ANTH:3118	Politics of Reproduction	3
ANTH:3133	Anthropology of Race	3
ANTH:3151	The Anthropology of the Beginnings and Ends of Life	3
ANTH:3152	Anthropology of Caregiving and Health	3
ANTH:3325	Human Evolutionary Genetics	3
ANTH:3327	Genes, Culture, and Human Diversity	3
ANTH:3328	Molecular Genetics of Human Disease	3

ANTH:4140	Feminist Activism and Global Health	3
-----------	-------------------------------------	---

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students majoring in anthropology have the opportunity to graduate with honors in the major. Departmental honors students must have a g.p.a. of at least 3.50 in anthropology coursework and a cumulative University of Iowa g.p.a. of at least 3.33. They must conduct an independent research project that culminates in a 30-50 page thesis. The project includes completion of 6 s.h. divided between ANTH:4995 Honors Research Seminar (offered only in fall semesters) and ANTH:4996 Honors Research, typically taken the next semester. Honors students also must take one of their anthropology courses at the graduate level.

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

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the anthropology major.

Academic Plans

Four-Year Graduation Plan

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

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

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

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

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Anthropology, B.A.

Course	Title	Hours
First Year		
Fall		
ANTH:1101	Cultural Anthropology ^{a, b}	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
ANTH:1301	Human Origins ^{a, b}	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Hours		16-18
Second Year		
Fall		
ANTH:1201	World Archaeology ^{a, b}	3
ANTH:1401	Language, Culture, and Communication ^{a, b}	3
GE CLAS Core: Natural Sciences with Lab ^e		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		2
Hours		16-17
Spring		
ANTH:1001	Issues in Anthropology	3
Major: upper-level anthropology course/track course ^f		3
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Hours		16-17
Third Year		
Fall		
Major: Archaeology or Biological Anthropology course/track course ^f		3
GE CLAS Core: International and Global Issues ^e		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3
Hours		15

Spring

Major: Sociocultural or Linguistic Anthropology course/track course ^f	3
GE CLAS Core: Values and Culture ^e	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Hours	15

Fourth Year

Fall

Major: upper-level anthropology course/track course ^f	3
Major: Area Studies Anthropology course/track course ^f	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Hours	15

Spring

Major: upper-level anthropology course/track course ^f	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g	
Hours	15
Total Hours	123-129

- Students may only use three ANTH courses to satisfy GE CLAS Core requirements.
- Fulfills a major requirement and may fulfill a GE requirement.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students have the option to choose one of four tracks in the major: medical anthropology; cultural resource and heritage management; gender and culture; or environmental anthropology. Courses must be numbered 2000 or above.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

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

responding to social and ethnic diversity, whether in the United States or globally.

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

Students may enroll in ANTH:3016 Career Paths in Anthropology to learn about working in a variety of anthropology-related fields.

The Pomerantz Career Center also offers multiple resources to help students find internships and jobs.

Anthropology, B.S.

Learning Outcomes

Students should be able to:

- describe a broad range of changing and diverse human experiences and activities across time and space;
- relate one's cultural background, including the social constructs of race, gender and other categories of inequality, to one's perceptions and experiences;
- understand the evolutionary perspective as it applies to primates, including human origins, behavior, ecology, and biocultural variation;
- apply anthropological research tools from the four fields of anthropology—linguistic anthropology, biological anthropology, archaeology, and sociocultural anthropology—to collect and interpret data; and
- effectively communicate anthropological concepts and findings in speech and writing.

Requirements

The Bachelor of Science with a major in anthropology requires a minimum of 120 s.h., including a minimum of 39 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major.

Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Anthropology courses that fulfill GE CLAS Core requirements are located under "Anthropology GE CLAS Core Courses" in the Department of Anthropology [p. 70] section of the Catalog.

The B.S. is appropriate for students with interests in any of anthropology's subfields; it offers enhanced opportunities to gain experience and develop skills in research methods and scientific reasoning.

Students may choose to complete one of four specialized tracks: gender and culture, cultural resource and heritage management, environmental anthropology, or medical anthropology. See "Optional Undergraduate Tracks" below.

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

Students who declare anthropology as their major when they are admitted to the College of Liberal Arts and Sciences are advised at the Academic Advising Center until they have earned 24 s.h. Students who have earned more than 24 s.h. are advised by the departmental undergraduate advisor.

The B.S. with a major in anthropology requires the following coursework.

Code	Title	Hours
	Common Requirements	24
	Electives	9
	Quantitative, Mathematical, or Formal Reasoning Tool	3-4
	Directed Laboratory or Field Research	3
	Allied Topical Field	
	Optional Track	
	Total Hours	39-40

Common Requirements

Students must complete 11 courses from the lists below: five introductory courses, one course in archaeology or biological anthropology, one course in sociocultural or linguistic anthropology, one course in area studies, and a minimum of 9 s.h. of elective anthropology courses (prefix ANTH) numbered 2000 or above. Several courses are listed in more than one of these categories; students may not select the same course to fulfill requirements in more than one category.

Introductory Courses

Code	Title	Hours
	All of these:	
ANTH:1001	Issues in Anthropology	3
ANTH:1101	Cultural Anthropology	3
ANTH:1201	World Archaeology	3
ANTH:1301	Human Origins	3
ANTH:1401	Language, Culture, and Communication	3

Archaeology or Biological Anthropology (Area or Topical)

Code	Title	Hours
	One of these:	
ANTH:2166	Arts of Native North America	3
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3
ANTH:2261	Human Impacts on the Environment	3
ANTH:2265	Tools, Treasures, and Trash: Archaeology of the Material World	3
ANTH:2290	Practicum in Archaeology	arr.
ANTH:2320	Origins of Human Infectious Disease	3
ANTH:2390	Laboratory Methods in Biological Anthropology	arr.
ANTH:3204	Food in Ancient Mediterranean Society	3
ANTH:3207	Animal Bones in Archaeology	3
ANTH:3208	Archaeological Methods	3
ANTH:3209	Hunter-Gatherer Ethnoarchaeology	3
ANTH:3237	Politics of the Archaeological Past	3
ANTH:3239	The Archaeology of the First Europeans	3
ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3
ANTH:3241	Lithic Analysis in Archaeology	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3255	Introduction to Archaeological Ceramics	3
ANTH:3257	North American Archaeology	3
ANTH:3258	Southwestern Archaeology	3

ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:3261	Our Life With Dogs: The Anthropological Study of Animals in Human Societies	3
ANTH:3265	Archaeology of the Great Plains	3
ANTH:3275	The Archaeology of Ancient Egypt	3
ANTH:3276	Greek Archaeology and Ethnohistory	3
ANTH:3277	Roman Archaeology	3
ANTH:3278	Archaeology of Ancient Cities	3
ANTH:3295	Field Research in Archaeology	arr.
ANTH:3305	Human Osteology	3
ANTH:3306	The Neanderthal Enigma	3
ANTH:3307	Modern Human Origins	3
ANTH:3308	Human Variation	3
ANTH:3310	Primate Behavior: Sex Lives of Apes and Monkeys	3
ANTH:3325	Human Evolutionary Genetics	3
ANTH:3327	Genes, Culture, and Human Diversity	3
ANTH:3328	Molecular Genetics of Human Disease	3
ANTH:4080	Anthropology Internship	arr.
ANTH:4207	Seminar: Zooarchaeology	3
ANTH:4315	Human Evolutionary Anatomy	3

Sociocultural or Linguistic Anthropology

Code	Title	Hours
One of these:		
ANTH:2102	Anthropology of Marriage and Family	3
ANTH:2103	Introduction to Global Health Studies	3
ANTH:2105	Cultural Worlds of Science and Scientists	3
ANTH:2108	Gendering India	3
ANTH:2120	Gender and Technology	3
ANTH:2136	Urban Anthropology	3
ANTH:2140	Food, Drink, and Culture	3
ANTH:2151	Global Migration in the Contemporary World	3
ANTH:2160	Culture, Health, and Wellness: Southeast Asia in Focus	3
ANTH:2164	Culture and Healing for Future Health Professionals	3
ANTH:2165	Native Peoples of North America	3
ANTH:2175	Japanese Society and Culture	3
ANTH:2181	The Anthropology of Aging	3
ANTH:2182	Africa: Health and Society	3

ANTH:2190	Love Rules: Law and the Family Across Cultures	3
ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
ANTH:3101	Anthropology of Sexuality	3
ANTH:3102	Medical Anthropology	3
ANTH:3103	Environment and Culture	3
ANTH:3107	Literature and Anthropology	3
ANTH:3109	Culture, Mind, and Mental Health	3
ANTH:3110	Health of Indigenous Peoples	3
ANTH:3111	Health in Mexico	3
ANTH:3113	Religion and Healing	3
ANTH:3114	Anthropology of Religion	3
ANTH:3116	Fictionalized Ethnography in Literature and Film	3
ANTH:3117	Using Ethnographic Methods	3
ANTH:3118	Politics of Reproduction	3
ANTH:3121	Love, Marriage, and Family in India	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
ANTH:3125	Transnational Feminism	3
ANTH:3127	Anthropology of Death	3
ANTH:3131	Anthropology and Human Rights	3
ANTH:3133	Anthropology of Race	3
ANTH:3142	American Cultures	3
ANTH:3151	The Anthropology of the Beginnings and Ends of Life	3
ANTH:3152	Anthropology of Caregiving and Health	3
ANTH:3170	Peoples and Cultures of Southeast Asia	3
ANTH:3171	Voices of Islam in Southeast Asia	3
ANTH:3172	Chinese Marriage and Family in Comparative Perspective	3
ANTH:3180	Applied Anthropology	3
ANTH:3190	Global Debt	3
ANTH:3300	Mothers and Motherhood	3
ANTH:4130	Religion and Environmental Ethics	3
ANTH:4140	Feminist Activism and Global Health	3

Area Studies

Code	Title	Hours
One of these:		
ANTH:2108	Gendering India	3
ANTH:2160	Culture, Health, and Wellness: Southeast Asia in Focus	3
ANTH:2165	Native Peoples of North America	3
ANTH:2166	Arts of Native North America	3

ANTH:2175	Japanese Society and Culture	3
ANTH:2182	Africa: Health and Society	3
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3
ANTH:3111	Health in Mexico	3
ANTH:3121	Love, Marriage, and Family in India	3
ANTH:3142	American Cultures	3
ANTH:3170	Peoples and Cultures of Southeast Asia	3
ANTH:3171	Voices of Islam in Southeast Asia	3
ANTH:3239	The Archaeology of the First Europeans	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3257	North American Archaeology	3
ANTH:3258	Southwestern Archaeology	3
ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:3265	Archaeology of the Great Plains	3
ANTH:3275	The Archaeology of Ancient Egypt	3
ANTH:3276	Greek Archaeology and Ethnohistory	3
ANTH:3277	Roman Archaeology	3
ANTH:3306	The Neanderthal Enigma	3
ANTH:4700	Latin American Studies Seminar	3

Electives

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

Code	Title	Hours
A minimum of 9 s.h. in elective anthropology courses (prefix ANTH) numbered 2000 or above		

Additional Requirements

Students must fulfill additional requirements in the following three areas:

- Quantitative, mathematical, or formal reasoning tool
- Directed laboratory or field research
- Allied topical coursework

Quantitative, Mathematical, or Formal Reasoning Tool

Students must complete one course (a minimum of 3 s.h.) in statistics, computing, logic, and/or mathematics in addition to the course they take to fulfill the GE CLAS Core [p. 20] Quantitative and Formal Reasoning requirement. The

department accepts the following courses to fulfill the tool requirement. Students who would like to use other courses should consult their advisors.

Code	Title	Hours
One of these:		
COMM:1117	Theory and Practice of Argument	4
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
LING:1050	Language and Formal Reasoning	3
MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1850	Calculus I	4
PHIL:1636	Principles of Reasoning: Argument and Debate	3
STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:2010	Statistical Methods and Computing	3
STAT:3510	Biostatistics	3

Directed Laboratory or Field Research

Students complete an approved directed research requirement (minimum of 3 s.h.) consisting of one of the following:

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

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

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

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

Allied Topical Field

Students complete a topical concentration in one of the following allied fields: biology, chemistry, computer science, earth and environmental sciences, economics, geographical and sustainability sciences, global health studies, health and human physiology, linguistics, mathematics, psychology, science studies, sport studies, or statistics and actuarial science. Minors (or at least five courses) in other fields, chosen in consultation with a student's advisor, also may be applied toward this requirement.

Optional Undergraduate Tracks

Students have the option of adding a particular focus to their study plan by completing a specialized track. They may choose one of four options: gender and culture [p. 88], cultural resource and heritage management [p. 88], environmental anthropology [p. 89], or medical anthropology [p. 89].

The optional tracks reflect broad issues bridging subfields in and outside of anthropology. Completion of a track indicates the acquisition of considerable expertise and is noted on a student's transcript.

The optional tracks each require 15 s.h. (five courses). By selecting courses carefully, students majoring in anthropology can complete a specialization track without adding to the semester hours required for graduation.

Gender and Culture Track

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

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

Code	Title	Hours
Five of these:		
ANTH:2102	Anthropology of Marriage and Family	3
ANTH:2108	Gendering India	3
ANTH:2120	Gender and Technology	3
ANTH:2151	Global Migration in the Contemporary World	3
ANTH:2190	Love Rules: Law and the Family Across Cultures	3
ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
ANTH:3101	Anthropology of Sexuality	3
ANTH:3118	Politics of Reproduction	3
ANTH:3121	Love, Marriage, and Family in India	3
ANTH:3125	Transnational Feminism	3
ANTH:3133	Anthropology of Race	3
ANTH:3151	The Anthropology of the Beginnings and Ends of Life	3
ANTH:3152	Anthropology of Caregiving and Health	3
ANTH:3172	Chinese Marriage and Family in Comparative Perspective	3
ANTH:3300	Mothers and Motherhood	3
ANTH:4140	Feminist Activism and Global Health	3

Cultural Resource and Heritage Management Track

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

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

Overview

Code	Title	Hours
This course:		
ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3

Area Electives

Code	Title	Hours
Two of these (or one of these and one other Department of Anthropology area course):		
ANTH:2165	Native Peoples of North America	3
ANTH:2166	Arts of Native North America	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3257	North American Archaeology	3
ANTH:3258	Southwestern Archaeology	3
ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:3265	Archaeology of the Great Plains	3

Technical/Practical Elective

Code	Title	Hours
One of these:		
ANTH:2265	Tools, Treasures, and Trash: Archaeology of the Material World	3
ANTH:2290	Practicum in Archaeology	arr.
ANTH:3207	Animal Bones in Archaeology	3
ANTH:3208	Archaeological Methods	3
ANTH:3237	Politics of the Archaeological Past	3
ANTH:3241	Lithic Analysis in Archaeology	3
ANTH:3255	Introduction to Archaeological Ceramics	3
ANTH:3305	Human Osteology	3
ANTH:4207	Seminar: Zooarchaeology	3

Field School

Code	Title	Hours
One of these:		
ANTH:3295	Field Research in Archaeology	arr.
An equivalent course from another university		

Environmental Anthropology Track

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

The environmental anthropology track requires 15 s.h. (five courses): two theory courses, which deal primarily with human-environmental interactions; and three area or topical electives, which deal in part with environment, ecology, and subsistence technologies. The following are sample courses in each area (courses must be numbered 2000 or above).

Theory Courses

Code	Title	Hours
Two of these:		
ANTH:2261	Human Impacts on the Environment	3
ANTH:3103	Environment and Culture	3
ANTH:4130	Religion and Environmental Ethics	3

Area or Topical Electives

Code	Title	Hours
Three of these:		
ANTH:2140	Food, Drink, and Culture	3
ANTH:2175	Japanese Society and Culture	3
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3
ANTH:2261	Human Impacts on the Environment (if not taken as a Theory course)	3
ANTH:3103	Environment and Culture (if not taken as a Theory course)	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
ANTH:3207	Animal Bones in Archaeology	3
ANTH:3209	Hunter-Gatherer Ethnoarchaeology	3
ANTH:3239	The Archaeology of the First Europeans	3
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3261	Our Life With Dogs: The Anthropological Study of Animals in Human Societies	3

ANTH:3265	Archaeology of the Great Plains	3
ANTH:3275	The Archaeology of Ancient Egypt	3
ANTH:3277	Roman Archaeology	3
ANTH:3278	Archaeology of Ancient Cities	3
ANTH:4130	Religion and Environmental Ethics (if not taken as a Theory course)	3

Medical Anthropology Track

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

The medical anthropology track requires 15 s.h. (five courses): at least one of two overview courses plus three to four electives that focus on health-related topics.

Overview

Code	Title	Hours
One or both of these courses:		
ANTH:2164	Culture and Healing for Future Health Professionals	3
ANTH:3102	Medical Anthropology	3

Electives

Code	Title	Hours
Three to four of these:		
ANTH:2103	Introduction to Global Health Studies	3
ANTH:2160	Culture, Health, and Wellness: Southeast Asia in Focus	3
ANTH:2164	Culture and Healing for Future Health Professionals (if not taken as an Overview course)	3
ANTH:2181	The Anthropology of Aging	3
ANTH:2182	Africa: Health and Society	3
ANTH:2320	Origins of Human Infectious Disease	3
ANTH:3101	Anthropology of Sexuality	3
ANTH:3102	Medical Anthropology (if not taken as an Overview course)	3
ANTH:3109	Culture, Mind, and Mental Health	3
ANTH:3110	Health of Indigenous Peoples	3

ANTH:3111	Health in Mexico	3
ANTH:3113	Religion and Healing	3
ANTH:3118	Politics of Reproduction	3
ANTH:3133	Anthropology of Race	3
ANTH:3151	The Anthropology of the Beginnings and Ends of Life	3
ANTH:3152	Anthropology of Caregiving and Health	3
ANTH:3325	Human Evolutionary Genetics	3
ANTH:3327	Genes, Culture, and Human Diversity	3
ANTH:3328	Molecular Genetics of Human Disease	3
ANTH:4140	Feminist Activism and Global Health	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students majoring in anthropology have the opportunity to graduate with honors in the major. Departmental honors students must have a g.p.a. of at least 3.50 in anthropology coursework and a cumulative University of Iowa g.p.a. of at least 3.33. To graduate with honors in the major, they must conduct an independent research project that culminates in a 30-50 page thesis. The project includes completion of 6 s.h. divided between ANTH:4995 Honors Research Seminar (offered only in fall semesters) and ANTH:4996 Honors Research, typically taken the next semester. Honors students also must take one of their anthropology courses at the graduate level.

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

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

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the anthropology major.

Academic Plans

Four-Year Graduation Plan

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

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

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

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

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

During the eighth semester: enrollment in all remaining coursework in the major (including the topical field), all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Anthropology, B.S.

Course	Title	Hours
First Year		
Fall		
ANTH:1101	Cultural Anthropology ^{a, b}	3
ENGL:1200	The Interpretation of Literature	3 - 4
	or RHET:1030 or Rhetoric	
GE CLAS Core: World Languages First Level	Proficiency or elective course ^c	4 - 5
	Elective course ^d	3
CSI:1600	Success at Iowa	2
	Hours	15-17
Spring		
ANTH:1201	World Archaeology ^{a, b}	3
ENGL:1200	The Interpretation of Literature	3 - 4
	or RHET:1030 or Rhetoric	
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
GE CLAS Core: World Languages Second Level	Proficiency or elective course ^c	4 - 5
	Hours	13-15
Second Year		
Fall		
ANTH:1301	Human Origins ^{a, b}	3
ANTH:1401	Language, Culture, and Communication ^{a, b}	3

Major: upper-level quantitative or formal reasoning course	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5
Elective course ^d	3
Hours	16-17
Spring	
ANTH:1001 Issues in Anthropology	3
GE CLAS Core: Natural Sciences with Lab ^e	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c	4 - 5
Elective course ^d	3
Elective course ^d	2
Hours	16-17
Third Year	
Fall	
GE CLAS Core: Diversity and Inclusion ^e	3
Major: topical specialization ^f	3
Major: Area Studies Anthropology course/track course ^g	3
GE CLAS Core: International and Global Issues ^e	3
Elective course ^d	3
Hours	15
Spring	
Major: topical specialization ^f	3
Major: upper-level anthropology course/track course ^g	3
Major: Archaeology or Biological Anthropology course/track course ^g	3
GE CLAS Core: Values and Culture ^e	3
Elective course ^d	3
Hours	15
Summer	
Major: directed laboratory/research or field school	3
Hours	3
Fourth Year	
Fall	
Major: topical specialization ^f	3
Major: upper-level anthropology course/track course ^g	3
Major: Sociocultural or Linguistic Anthropology course/track course ^g	3
Elective course ^d	3
Elective course ^d	3
Hours	15
Spring	
Major: topical specialization ^f	3
Major: topical specialization ^f	3
Major: upper-level anthropology course/track course ^g	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e	3
Elective course ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	15
Total Hours	123-129

- a Students may only use three ANTH courses to satisfy GE CLAS Core requirements.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students must complete 15 s.h. in one area of study.
- g Students have the option to choose one of four tracks in the major: medical anthropology, cultural resource and heritage management, gender and culture, or environmental anthropology. Courses must be numbered 2000 or above.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

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

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

Students may enroll in ANTH:3016 Career Paths in Anthropology to learn about working in a variety of anthropology-related fields.

The Pomerantz Career Center also offers multiple resources to help students find internships and jobs.

Anthropology, Minor

Requirements

The undergraduate minor in anthropology requires a minimum of 15 s.h. in anthropology courses, including 12 s.h. in University of Iowa Department of Anthropology courses numbered 2000 or above. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Courses for the minor may not be taken pass/nonpass.

Students may create a focus for the minor by completing a specialization area; see "Optional Undergraduate Tracks" under the B.A. or B.S. anthropology requirements.

Anthropology, M.A.

Graduate study in anthropology is open to individuals with varied undergraduate majors and training backgrounds.

Graduate students normally are admitted under the assumption that they intend to pursue the Ph.D. degree. The department also offers a terminal M.A. degree, with a focus on cultural resource management—archaeology (CRM), which provides academic preparation for a professional career in that field.

Ph.D. students who enter the program with a bachelor's degree are typically awarded a master's degree upon fulfilling program requirements at the end of their second year. The M.A. portion of the Ph.D. program features coursework across all four subfields of anthropology. Students also are strongly encouraged to conduct independent summer research, which is normally supported by departmental and other university-based funding sources.

For additional information, view the Graduate Program web page and the current Graduate Student Guidebook on the Department of Anthropology website.

Requirements

The Master of Arts program in anthropology requires 30-36 s.h. of graduate credit, depending on a student's previous anthropological training. Students may count a maximum of 9 s.h. earned in courses outside anthropology toward the M.A. in anthropology. It is expected that a full-time student will complete all M.A. requirements by the end of the second year in the program.

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

By the end of their first semester, each student must select an M.A. committee, consisting of an advisor and two additional professors. Each year, students compile, in consultation with their advisor, the three strongest papers written for anthropology courses, conferences, or journals; an annotated bibliography; their current curriculum vitae; and a three-page narrative to describe their intellectual trajectory in the M.A. program to date.

Students must maintain an overall g.p.a. of at least 3.00.

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

General Coursework

M.A. students not pursuing the cultural resource management—archaeology focus must complete core seminars in all four subfields (total of 12 s.h.).

Code	Title	Hours
All of these:		
ANTH:5101	Seminar Sociocultural Anthropology	3
ANTH:5201	Seminar: Archaeological Theory and Method	3
ANTH:5301	Seminar: Biological Anthropology	3
ANTH:5401	Seminar: Linguistic Anthropology	3

Electives

In consultation with the advisor and committee members, a student selects a minimum of 18 s.h. of additional coursework to complete the remaining semester hours required for the M.A. Elective work may include courses in other disciplines, directed study, and up to 6 s.h. of M.A. thesis credit for students who choose the thesis option.

Cultural Resource Management—Archaeology Focus

Most archaeological excavations and surveys are conducted as cultural resource management (CRM), so it is essential that all researchers who work with archaeological data and individuals committed to site preservation have a basic understanding of CRM. Students who select this focus area learn about the field and how to address related ethical issues as well as technical and theoretical challenges.

Students must complete the archaeological core graduate seminar. They also must complete a research paper, which is an archaeological study with a substantive data analysis directed toward an explicit archaeological research problem, suitable to meet the section three requirement for the Registry of Professional Archaeologist application form.

The cultural resource management—archaeology focus requires a total of 30 s.h., including 24 s.h. of coursework and 6 s.h. of independent research or thesis credit.

Required Coursework

Code	Title	Hours
Both of these:		
ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3
ANTH:5201	Seminar: Archaeological Theory and Method	3

Area Electives

Code	Title	Hours
Two of these:		
ANTH:3243	Archaeology of the American Midcontinent	3
ANTH:3257	North American Archaeology	3
ANTH:3258	Southwestern Archaeology	3
ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:3265	Archaeology of the Great Plains	3

Technical Electives

Code	Title	Hours
Four of these:		
ANTH:3207	Animal Bones in Archaeology	3
ANTH:3208	Archaeological Methods	3
ANTH:3237	Politics of the Archaeological Past	3
ANTH:3241	Lithic Analysis in Archaeology	3
ANTH:3255	Introduction to Archaeological Ceramics	3

ANTH:3295	Field Research in Archaeology	3
ANTH:3305	Human Osteology	3
ANTH:4207	Seminar: Zooarchaeology	3

Independent Research or Thesis

Code	Title	Hours
6 s.h. from these:		
ANTH:6005	Independent Study: Anthropology	arr.
ANTH:6010	Research: Anthropology	arr.
ANTH:6015	Thesis	arr.

Admission

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

Students normally are admitted under the assumption that they intend to pursue the Ph.D. degree. Students without an M.A. in anthropology devote the first two years fulfilling the M.A. requirements. After those requirements are completed, the student's committee may award the M.A. with admittance to the Ph.D. program.

Students with an M.A. in anthropology from another institution may proceed directly into a Ph.D. program organized around their special research interests. If they lack any of the requirements of the graduate program at the University of Iowa, they are informed of those requirements when admitted. Acceptance of credit hours from other institutions will follow UI regulations.

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

Anthropology graduate program applicants are required to upload the following documentation to the University of Iowa Graduate Admissions online application:

- official academic records/transcripts from previous institutions attended;
- a brief statement of interest or intent regarding why graduate study in the Department of Anthropology is desired;
- three letters of recommendation;
- a writing sample (preferably a research paper);
- an application for graduate funding; and
- official Graduate Record Examination (GRE) General Test scores taken within the past five years from the Educational Testing Service (University of Iowa institution code 6681).

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Once recommended for admission, international students also must complete several additional requirements.

For more information concerning the required application elements, see Admission on the Department of Anthropology website.

When completing the online Graduate College Application for Admission for Degree, applicants currently without a M.A. or M.S. in anthropology should enter "M.A." regardless of whether they intend to continue on to the doctoral program. Students at the M.A. level do not write a thesis, so "M.A. (thesis)" is not an option. This designation refers to the initial program students enter upon admission and in no way limits prospects for continuing on to the Ph.D. program. For questions about which degree option to choose, contact the Department of Anthropology.

Financial Support

Financial assistance, usually in the form of teaching and research assistantships, may be offered to doctoral and potential doctoral students in good standing for up to four years. Students making satisfactory and timely progress through the graduate program are in good standing. Eligibility for financial aid is reduced after two years in the M.A. program. The amount and types of aid depend on departmental needs.

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

Career Advancement

Graduates establish careers at universities, colleges, museums, health care institutions, and a diverse range of governmental and nongovernmental agencies. For more information, see Graduate Placement on the Department of Anthropology website.

Anthropology, Ph.D.

Requirements

The Ph.D. degree leads to the accomplishment of professional-level skills in conducting independent research, and normally features specialized training in one or two of the discipline's subfields. Doctoral education is guided by a Ph.D. committee composed of members of the faculty competent in the particular areas and topics chosen by a student.

The doctoral program includes an integrated process of progressively developing and completing reading lists, developing and submitting research proposals to funding agencies, developing and defending a dissertation prospectus, and writing two comprehensive exam essays. Upon successful completion of the comprehensive examination and the dissertation prospectus, a student advances to candidacy for the Ph.D. To complete the Ph.D. degree, all doctoral candidates are required to conduct independent anthropological research, write a dissertation, and defend it.

For students who enter the doctoral program with an existing M.A. (in anthropology or a related field), the faculty develop an individualized program of study based on a student's existing coursework and goals.

Ph.D. students also may elect to pursue an optional concentration in either feminist anthropology or paleoanthropology.

For program requirements, refer to the current Graduate Student Guidebook on the Department of Anthropology website.

Admission

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

Students normally are admitted under the assumption that they intend to pursue the Ph.D. degree. Students without an M.A. in anthropology devote the first two years fulfilling the M.A. requirements. After those requirements are completed, the student's committee may award the M.A. with admittance to the Ph.D. program.

Students with an M.A. in anthropology from another institution may proceed directly into a Ph.D. program organized around their special research interests. If they lack any of the requirements of the graduate program at the University of Iowa, they are informed of those requirements when admitted. Acceptance of credit hours from other institutions will follow UI regulations.

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

Anthropology graduate program applicants are required to upload the following documentation to the University of Iowa Graduate Admissions online application:

- official academic records/transcripts from previous institutions attended;

- a brief statement of interest or intent regarding why graduate study in the Department of Anthropology is desired;

- three letters of recommendation;

- a writing sample (preferably a research paper or M.A. thesis);

- an application for graduate funding; and

- official Graduate Record Examination (GRE) General Test scores taken within the past five years from the Educational Testing Service (University of Iowa institution code 6681).

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Once recommended for admission, international students also must complete several additional requirements.

For more information concerning the required application elements, see Admission on the Department of Anthropology website.

Financial Support

Financial assistance, usually in the form of teaching and research assistantships, may be offered to doctoral and potential doctoral students in good standing for up to four years. Students making satisfactory and timely progress through the graduate program are in good standing. The amount and types of aid depend on departmental needs.

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

Career Advancement

Graduates establish careers at universities, colleges, museums, health care institutions, and a diverse range of governmental and nongovernmental agencies. For more information, see Graduate Placement on the Department of Anthropology website.

Art and Art History

Director

- Steve McGuire

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

Undergraduate minors: art; art history

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

Faculty: <https://art.uiowa.edu/people/faculty>

Website: <https://art.uiowa.edu/>

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

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

The School of Art and Art History's Visual Arts Building opened in fall 2016 and is identified by architectural publications as one of the best designed new buildings in the world. The Visual Arts Building is adjacent to the second School of Art and Art History building, Art Building West. Visit the School of Art and Art History website and MyUI for information about studio, office, and classroom sites.

Studio Art

The School of Art and Art History is committed to students' professional futures. The studio laboratories, some of the finest facilities nationally, are updated annually with leading edge production equipment. Students have the opportunity to develop the visual vocabulary and cross-media literacies required by the rapidly changing contemporary world. The visiting artist series introduces students to national and international leaders in the field, while a varied, diverse, and professionally active faculty ensures that the area is contemporary in its approach and pluralistic in its scope.

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

Art History

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

Student Organizations

The undergraduate Art History Society and the graduate Art History Society sponsor activities for students. The Faculty/Graduate Student Art History Colloquium meets five times each semester to focus on professional development and

issues of broad interest in art. Other student organizations include Students in Design, Children of the Clay (formerly the Ceramics Society), and the Iowa Smith Guild.

Interdisciplinary Resources

Colloquia, visiting artists and lecturer programs, and graduate workshops bring visitors to the School of Art and Art History and provide open forums for discussion of issues in art and scholarship.

Among the school's major assets is the Project for the Advanced Study of Art and Life in Africa (PASALA), an interdisciplinary program that brings together faculty with international reputations in art history, anthropology, film, history, and literature to offer courses and independent study of art in West, Central, East, and South Africa. The result is a program of unusual breadth and depth of expertise. PASALA offers scholarships and support for research in Africa and dissertation preparation to outstanding students. A major resource for PASALA is the UI Museum of Art's Stanley Collection of African Art. Visit the Art & Life in Africa website to learn more.

The School of Art and Art History affiliates with the Department of American Studies [p. 53], giving students opportunities to study not only the history of American art but a variety of interdisciplinary programs in American history, literature, and politics. The school also is linked to the Medieval Studies [p. 809] Program, which offers an undergraduate certificate and courses in the history, literature, and culture of the Middle Ages.

Related Certificate

Arts Entrepreneurship

The School of Art and Art History participates in offering the Certificate in Arts Entrepreneurship [p. 142]. The program is designed for students of art, art history, cinema, dance, music, and theatre arts who wish to learn about the business of the arts and entertainment fields and who want to develop the entrepreneurial skills necessary for promoting their artistic work.

Programs

Undergraduate Programs of Study

Majors

- Major in Art (Bachelor of Arts) [p. 112]
- Major in Art History (Bachelor of Arts) [p. 115]
- Major in Art (Bachelor of Fine Arts) [p. 118]

Minors

- Minor in Art [p. 130]
- Minor in Art History [p. 131]

Graduate Programs of Study

Majors

- Master of Arts in Art [p. 132]
- Master of Arts in Art History [p. 134]
- Master of Fine Arts in Art [p. 136]
- Doctor of Philosophy in Art History [p. 138]

Facilities

Reference Collections

Focusing on the creation and study of the visual arts, the Art Library has over 150,000 books, journals, and DVDs. It also provides access to digital resources and the major online research databases.

The Office of Visual Materials is the school's collection management service and it manages digital and physical collections. These collections include 650,000 digital images for teaching, the Thesis Rental Gallery, the Iowa Print Archive, and the DeCaso Visual Archive.

Museum of Art

The University of Iowa Museum of Art has a significant permanent collection that includes major holdings of 20th-century and contemporary art, African and pre-Columbian art, English and American silver, European and American prints, drawings and photographs, and Etruscan, Iranian, and contemporary American ceramics. As well as serving as a resource for research in a wide variety of art history areas, the museum offers a program of exhibitions, lectures, and recitals.

Due to the Iowa River flooding during summer 2008, the museum's collections are being displayed and its events are being held in a variety of other facilities. Learn about current exhibitions and events, and their locations, by visiting the University of Iowa Stanley Museum of Art website.

Art Buildings

The school's administrative center, Art Building West, is home to the school's main office as well as the Office of Visual Materials, the Art Library, an auditorium, art history classrooms, a gallery, a café, and studios for graphic design, painting, animation, and digital photography. Designed by architect Steven Holl, Art Building West has won numerous awards for its innovative design, including the 2007 American Institute of Architects Honor Award for Architecture.

The Visual Arts Building has been identified by a number of publications as one of the top new buildings in the world. It also was designed by architect Steven Holl and sits adjacent to Art Building West.

Courses

- Art History Courses [p. 97]
- Studio Art Courses [p. 102]
 - Animation Courses [p. 103]
 - General Art Courses [p. 103]
 - Ceramics Courses [p. 105]
 - Design Courses [p. 105]
 - Three-Dimensional Design Courses [p. 105]
 - Drawing Courses [p. 106]
 - Intermedia Courses [p. 107]
 - Jewelry and Metal Arts Courses [p. 108]
 - Painting Courses [p. 108]
 - Papermaking Courses [p. 108]
 - Photography Courses [p. 109]

- Printmaking Courses [p. 110]
- Sculpture Courses [p. 110]
- Art Education Courses [p. 111]

Art History Courses

An introductory course in the appropriate art history area or consent of instructor is prerequisite for some courses numbered above 3000. Courses titled "Themes in ..." consider topics of current interest in the field, organized thematically rather than chronologically.

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

ARTH:1010 Art and Visual Culture **3 s.h.**
Visual analysis, media and techniques, artistic subject matter and aesthetic issues; historical periods and movements from ancient times to present; provides strong orientation to visual aspects of humanities, background for other art history courses, and introduction to visual arts for personal enrichment; for students new to art history. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

ARTH:1020 Masterpieces: Art in Historical and Cultural Perspectives **3 s.h.**
Masterpieces of Western art—how to look at, think about, and understand some of the worlds' most exciting works of architecture, painting, and sculpture; their construction, hidden meanings, historical content, and their meanings today. GE: Literary, Visual, and Performing Arts.

ARTH:1025 Buyer Beware! Fakes, Thefts, and the Global Art Market **3 s.h.**
Examination of how manipulated artworks and outright forgeries have been accepted as genuine and sold on the art market to museums and private collectors alike; how the global art market is connected to the theft of art and the looting of archaeological sites; case studies (i.e., Parthenon marbles, Benin bronzes, widespread looting under ISIS in Syria and Iraq) allow for discussions about the relationship between colonialism, geopolitical power, and artwork displayed in museums.

ARTH:1030 Themes in Global Art **3 s.h.**
Key themes in art from a global perspective; propaganda and power, social functions of art, word and image, ritual and body decoration, artistic exchange, religion. GE: Literary, Visual, and Performing Arts; Values and Culture.

ARTH:1040 Arts of Africa **3 s.h.**
Arts, artists, and cultures of Africa; sculpture, paintings, pottery, textiles, architecture, human adornment. GE: International and Global Issues; Literary, Visual, and Performing Arts.

ARTH:1045 Race and Art in America **3 s.h.**
Chronological development and critical themes of African American visual culture; material culture of slave artists, history of racist imagery in the U.S., most important African American fine artists; slave dwellings, quilts, paintings, sculpture, photography; W.E.B. Du Bois' claim to Egyptian artistic patrimony, controversial work of Kara Walker, hip hop aesthetic of Kehinde Wiley; previous art history experience not required. GE: Values and Culture.

ARTH:1050 From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.

Survey to foster development of critical skills in thinking and writing about visual culture, and to familiarize students with broad outlines of artistic development in the Western tradition, from prehistory through later Middle Ages; aesthetic qualities of artworks, relationship between style, function, and meaning. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

ARTH:1060 From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.

Survey of the Western world's visual arts from Renaissance (ca. 1400) to present; major movements and principal masters of Western Europe and the United States in their social and historical contexts; focus on stimulation of visual literacy and familiarity with outstanding cultural monuments. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

ARTH:1070 Asian Art and Culture 3 s.h.

Art from India, China, and Japan in many media and forms, in their cultural and historical contexts; cultural distinctions of these Asian civilizations as seen through the visual arts; chronology used to highlight historical processes and provide perspectives on continuity and change. Taught in English. GE: Historical Perspectives; Literary, Visual, and Performing Arts. Same as CHIN:1070.

ARTH:1080 Writing About the Visual Arts 3 s.h.

Opportunity to develop understanding of and skill in using visual-arts writing conventions and linguistic competencies that are necessary for academic and professional success; formats such as exhibition reviews, art criticism, research writing, artist's statements; experience through exercises, formal essays, revision, workshops. Requirements: fulfillment of GE CLAS Core Rhetoric.

ARTH:1090 Earthly Paradises: A Global History of Gardens 3 s.h.

Fundamental and universal question—what is the relationship between humanity and nature; how ornamental garden has functioned as a metaphor for paradise across time and among diverse cultures; basic tools to analyze any landscape design; how artful manipulation of nature has served to express various political, religious, and social ideals across the globe; comprehensive and chronological survey of garden design development. GE: Historical Perspectives.

ARTH:1095 Native American Art 3 s.h.

Sculpture, painting, architecture, crafts, arts of personal adornment of native peoples of North America. GE: Literary, Visual, and Performing Arts; Values and Culture. Same as NAIS:1095.

ARTH:2020 Western Architecture from Prehistory to the Present 3 s.h.

Overview of monuments, Neolithic period to present; aesthetic and structural principles, major styles, architects.

ARTH:2030 Introduction to American Architecture 3 s.h.

Characteristics of American public, domestic, and industrial architecture as evolved from Native American contact period to present; visual features of American-built environment and social, political, and economic factors that shaped development; design contributions of individual architects, impact of new technology, and growth of architectural profession.

ARTH:2120 Art and Architecture of the Islamic World 3 s.h.

Introduction to the artistic production of the Islamic world from the 17th century to present day; broad geographical coverage; examination of contributions of Arabia and the Middle East as well as those of Spain, North Africa, India, and Asia; students consider a wide variety of media including ceramics, metalwork, textiles, and calligraphy; emphasis on great buildings (e.g., Dome of the Rock, Alhambra, Taj Mahal); students are challenged to understand these works in their original cultural contexts and in relation to currently ongoing debates about intercultural exchange and religious identity in a globalizing world.

ARTH:2220 Introduction to the Art of China 3 s.h.

Visual arts of China and their history; emphasis on understanding in context of Chinese civilization, history. Same as ASIA:2231.

ARTH:2250 Introduction to the Art of Japan 3 s.h.

Chronological survey of Japan's visual arts in their historical and cultural contexts from Neolithic age to present; extensive use of slides, films, other visual materials. Taught in English. Same as JPNS:2250.

ARTH:2320 Ancient Art from the Great Pyramids of Egypt to St. Peter's Basilica in Rome 3 s.h.

Art and architecture of the Mediterranean world (ca. 3500 B.C.E.) to death of Constantine (337 C.E.); Egyptian, Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, religion. Same as CLSA:2226.

ARTH:2330 Introduction to Egyptian and Ancient Near Eastern Art 3 s.h.

Art and architecture of Egypt and the Near East (ca. 3500 B.C.E.) to advent of Islam; Egyptian, Sumerian, Assyrian, Babylonian, and Persian cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, and religion. Same as CLSA:2330.

ARTH:2340 The Power of Art in Greece and Rome 3 s.h.

Art and architecture of Greece and Rome (ca. 3000 B.C.E.) to death of Constantine (337 C.E.); Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, and religion. Same as CLSA:2340.

ARTH:2420 Medieval Art from Constantine to Columbus 3 s.h.

Comprehensive survey of artistic traditions of Western Europe and Mediterranean Basin from roughly 300 to 1500; reign of Roman Emperor Constantine to lifetime of Christopher Columbus; complexity and diversity of cultural and artistic traditions that flourished in these so-called Middle Ages, where blending of Roman and northern legacies created European cultures.

ARTH:2520 Italian Renaissance Art 3 s.h.

Italian art, architecture from early Renaissance to 1600.

ARTH:2530 High Renaissance Art and Mannerism: Michelangelo to Caravaggio 3 s.h.

Most consequential works of High Renaissance and Mannerist art by late 15th-century and 16th-century Italian artists; developments in painting, architecture, sculpture, printmaking, and portable arts; Michelangelo, Leonardo da Vinci, Raphael, Giorgione, Titian, Correggio, Lotto, Bronzino, Sonfonisba Anguissola, Palladio, Cellini, Veronese, Carracci, and Caravaggio receive close consideration; particular attention given to materials and techniques employed, creative approach of the artist, and multiple functions of the image in government and statecraft, churches, public spaces, and private homes; constructing social and civic identity.

ARTH:2620 Introduction to Baroque Visual Culture 3 s.h.
Art, architecture in Europe from 1600 to 1700.

ARTH:2730 Transformations in Nineteenth-Century European Art 3 s.h.

Major European artists, works, movements, aesthetic theories from late 18th century to 1900; works in their aesthetic, cultural, intellectual, political contexts; boundaries, definitions of movements (i.e., Neo-Classicism, Romanticism, Realism, Impressionism, Post-Impressionism, Symbolism).

ARTH:2740 Art of the Northern Renaissance: Jan van Eyck, Hieronymus Bosch, Albrecht Durer, and Beyond 3 s.h.

Northern European art between 1350 and 1600; the transition between the late Middle Ages and the Renaissance; artistic output of this period; development of critical thinking skills by exploring ways in which the Northern Renaissance has been defined with respect to Italian Renaissance and northern medieval traditions.

ARTH:2820 Introduction to Twentieth-Century Art 3 s.h.
Modern European and American painting, sculpture, and architecture from 1880 to present; major art movements of modern art history.

ARTH:2920 Introduction to American Art 3 s.h.

Survey of painting, sculpture, architecture, and photography in the United States from colonial era to mid-20th century; how the new country grappled with creating a visual culture unique to its own character and development; portraits, landscape paintings, sculpture, and architecture in an array of styles and media; circumstances of their creation, aspirations and preconceptions of their makers, perspectives of their audiences. Recommendations: ARTH:1060. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

ARTH:2975 Undergraduate Seminar in the History of Art 3 s.h.

Characteristic problems, methodological issues, critical thinking and writing. Offered fall semesters. Requirements: art history major.

ARTH:3000 Digital Approaches to the Study of Art 3 s.h.
Digital approaches to study of art history; emphasis on cultural identity.

ARTH:3010 Fakes, Frauds, and Forgeries: The Dark Side of Art History 3 s.h.

How fraudulent artworks have been accepted as genuine and incorporated into the art historical canon, from the famous gold and ivory Minoan snake goddess to paintings purportedly by Rembrandt; the danger frauds pose to our understanding of cultural heritage and historical past, how fakes have impacted the art market, and value of forgeries as indices of contemporary taste and preconceptions about art.

ARTH:3020 Paris and the Art of Urban Life 3 s.h.
City of Paris examined in varied historical, artistic, and cultural contexts; interdisciplinary.

ARTH:3040 History of Modern Design 3 s.h.

History of modern design, beginning in early modern period and forward as near as possible to present day; discussions focus on architecture, urban design, the decorative arts, industrial design, and graphic design; major currents of modern and contemporary design practice.

ARTH:3056 Italian Baroque Visual Culture 3 s.h.

Visual culture of 17th-century Italy contextualized; major media (painting, sculpture, architecture) by leading artists (Bernini, Borromini, Caravaggio, Cortona); full range of material culture, including minor and decorative arts; use of imagery by individual and institutional patrons for the persuasive purpose of political and social advancement; ideological utility of art as a recurring theme, underscoring the Baroque antecedents of media manipulation of our own time.

ARTH:3090 Contemporary Architecture 3 s.h.

Quality of contemporary-built environments in America, Western Europe, Asia, and Middle East from 1970 to present; stylistic evolution of postmodern design, new urbanism, sustainable architecture; impact of literary and cultural theory on contemporary practitioners such as Daniel Libeskind, Steven Holl.

ARTH:3100 Themes in 18th- and 19th-Century European Art 3 s.h.

Themes and topics in 18th- and 19th-century European art.

ARTH:3103 Art of the Pacific Islands 3 s.h.

Visual arts of peoples of the Pacific islands (Polynesia, Micronesia, Melanesia); Hawaii, Tahiti, the Marquesas Islands, New Guinea, New Ireland, New Britain, Fiji, Tonga, and Marshall, Marianas, and Gilbert islands in Micronesia; focus on art in social context; history of human occupation on these islands dating back to 2500 B.C.; architecture, figurative sculpture, pottery, textiles, canoe building; results of encounters between Europeans and Pacific Islanders.

ARTH:3120 The Art of Ancient Mexico 3 s.h.

Art and architecture of Mexico and Peru before Cortéz. Same as LAS:3120.

ARTH:3150 Art of West Africa 3 s.h.

How art is used to solve problems and mark important passages in life.

ARTH:3151 Art of Central Africa 3 s.h.

Visual arts of Africa from the mouth of the Congo River to the Mountains of the Moon: Igbo people of Nigeria and eastward through the Niger River Delta and the Highlands of Cameroon; south of the equator to Kingdom of the Kongo, Royal arts with the Kuba people, and detailed and in-depth discussion of the devastating impact of colonialism in the late 19th and early 20th centuries; Luba people, the mountains above Lake Tanganyika among the Lega people, and farther north in the kingdom of the Mangbetu.

ARTH:3160 Themes in African Art 3 s.h.

Survey of African architecture; structures throughout continent ranging from rock-cut churches of Ethiopia to elaborately painted Ndebele homes of South Africa; four areas of African architecture (ancient, traditional, Islamic, contemporary); function, materials, aesthetic choices of architecture and how they reflect social, religious, political, and economic situations of people who constructed it.

ARTH:3161 Themes in Ancient Art 3 s.h.

Themes and topics in ancient art.

- ARTH:3197 Themes in Modern and Contemporary Art** 3 s.h.
Topics and themes in modern and contemporary art.
- ARTH:3220 Chinese Art and Culture** 3 s.h.
Archaeological discoveries, sculpture, painting, architecture, calligraphy, other arts of Greater China area in historical and cultural contexts of past 5,000 years. Same as ASIA:3219.
- ARTH:3225 Contemporary Art and Culture in China** 3 s.h.
Introduction to art and culture of contemporary China, covering the period from 1960s up to the present day; focus on art objects, performances, propagandas, and exhibitions produced by the government, business sector, curators, and avant-garde artists and groups in mainland China; China's Olympic stadiums, the Three Gorges Dam, skyscrapers; discussion of readings and investigation of artworks, films, and events that speak to China's political ideologies, society, and economy, as well as its place in globalization and international conflicts.
- ARTH:3230 Chinese Painting I: Pagodas and Palaces** 3 s.h.
Early Chinese painting from fourth century B.C.E. through 14th century C.E.; figural style, religious art, emergence of landscape, other nonreligious subjects, interconnectedness of painting and calligraphy as fine arts. Same as ASIA:3220.
- ARTH:3250 Brushwork in Chinese Art** 3 s.h.
In-depth study of history, aesthetics, and techniques of brushwork on multiple forms of material culture; hands-on practical experience in Chinese brushwork; analysis of visual elements of brushwork in Chinese paintings, calligraphy, ceramics, and other artistic forms; synthesis of studio art experience and art historical analysis to provide a deeper practical and aesthetic understanding of Chinese fine art techniques.
- ARTH:3255 Copy and Paste: Methods of Reproduction in Asian Art** 3 s.h.
Introduction to methods of reproduction in Asian art that predates photography, encompassing technologies of graphic reproduction (manual, mechanical, and somewhere in between); exploration of themes including piece-mold bronze casting, stamping and seals, rubbing, molding and mass production, woodblock printing, trace-copying calligraphy, and free-hand copying of paintings; overarching concepts across different subjects (e.g., authorship and authenticity, value of copies and impact on canon formation, relationship between technology and style, question of aura in—and before—the age of mechanical reproduction). Same as ASIA:3255.
- ARTH:3260 Japanese Painting** 3 s.h.
Japanese painting in its historical, cultural contexts; focus on developments of successive eras—religious art; narrative, other literary connections; Zen; decorative traditions; popular arts; Japan and the modern world. Taught in English. Same as JPNS:3260.
- ARTH:3270 Themes in Asian Art History** 3 s.h.
Same as ASIA:3270.
- ARTH:3275 Garden Culture in East Asia** 3 s.h.
Exploration of the rich tradition of gardens in East Asia with a focus on China and Japan; combination of visual material, translated primary texts, and English-language research to learn about various types of gardens, their major elements, and their artistic representation; examination of garden themes, rocks, flower arrangement, and bonsai, as well as Asian gardens in the West and Western gardens in Asia; students discuss each type of garden in the broader artistic, political, and religious context. Same as ASIA:3275.
- ARTH:3280 The Materialization of Sexuality in China and Beyond** 3 s.h.
Human sexuality is expressed in art objects and approaches sexuality as stereotypes of and expectations for genders as well as dynamics between androgyny, femininity, and masculinity; how painting, calligraphy, illustrated novels, clothing, and art collections help to enact, modify, and conceal one's sexuality from traditional to contemporary China; examples from Asian and Euro-American traditions are considered to achieve a cross-cultural understanding; topics include erotic art, representations of skin, and global fashion obsessions; students who read Chinese are encouraged to read scholarship in Chinese. Taught in English.
- ARTH:3310 Celtic and Viking Art** 3 s.h.
Art and architecture of Celts and Vikings from prehistory to Middle Ages.
- ARTH:3320 Egyptian Art** 3 s.h.
Sculpture, painting, architecture, and luxury arts from Pyramid Age to Death of Cleopatra. Same as RELS:3704.
- ARTH:3325 Kings, Gods, and Heroes: Art of the Ancient Near East** 3 s.h.
Arts, kings, and cultures of Mesopotamia, Syria, and Iran; sculpture, seals, pottery, metalworking, architecture.
- ARTH:3330 Classical Greek Art** 3 s.h.
Art, sacred architecture from early Classical through late fourth century B.C.E.; Athens in the Golden Age. Same as CLSA:3227.
- ARTH:3340 Greek Vase Painting** 3 s.h.
Greek ceramics as documents of religious beliefs, mythology, and daily life 1000-300 B.C.E. Same as CLSA:3250.
- ARTH:3350 Art of Early Rome: Patrons and Politics** 3 s.h.
Examination of architecture, sculpture, and painting in central Italy from c. 800 B.C. to the end of the Roman Republic in 27 B.C.; art in the service of social ideology and political propaganda; funerary art and its relationship to the living; artistic interactions between Etruria, Greece, and Rome. Same as CLSA:3232.
- ARTH:3360 Art of the Ancient Roman Empire** 3 s.h.
Major developments in architecture, sculpture, and painting from the ascension of Augustus to sole ruler in 31 B.C. to the death of Constantine in A.D. 337; influence of individual emperors on the development of artistic forms; relationship between public and private art; interdependency of Rome and the provinces. Same as CLSA:3233.
- ARTH:3370 Houses, Brothels, and Tombs: Life and Death in Ancient Pompeii** 3 s.h.
Art and architecture, as documents of ancient society and religion in towns destroyed by Mount Vesuvius in C.E. 79. Same as CLSA:3234.

- ARTH:3375 The Great Collision** 3 s.h.
Major developments in architecture, sculpture, ceramics, and mosaics in Israel, Palestine, Syria, and Arabia from death of Alexander the Great to rise of Islam (4 B.C.E. to 8 C.E.); Greek and Roman influences versus local traditions; Roman Empire; growth of churches, synagogues, and mosques; identity and religion. Same as RELS:3375.
- ARTH:3390 Early Medieval Art** 3 s.h.
Complex artistic traditions that developed roughly between 300 and 1000 in territories once governed by the Roman Empire and in areas of northern Europe directly influenced by Western Christian tradition; period as not simply a "Dark Age," but a pivotal chapter in history of Western art and culture; group discussion, individual research topics.
- ARTH:3400 Romanesque and Gothic Art** 3 s.h.
Art and architecture produced in Western Europe from the year 1000 to the Renaissance, a period when works of boldly original character that continue to define the landscape of Europe were created; histories of Romanesque and Gothic styles; shift from monastic to episcopal, civic, and courtly patronage; intersection between art and devotional practice; flowering of medieval urbanism and building technology; intersection between artistic traditions of later Gothic and emerging Renaissance.
- ARTH:3410 Who Killed Gothic Architecture?** 3 s.h.
Demise of Gothic architecture around 1500, a dramatic stylistic pivot that has too often been misleadingly presented or taken for granted in art-historical literature; topics include development of late Gothic architecture, emergence of Renaissance mode, appropriation of that mode by powerful patrons for propagandistic purposes, impact of Protestant Reformation, and the way that the history of this period has subsequently been written by the winners, which has obscured the complexity and contingency of the historical forces causing this stylistic transition.
- ARTH:3420 Gothic Architecture** 3 s.h.
Gothic architecture and its history, from varied perspectives (e.g., formal structural, symbolic, geometric, socioeconomic).
- ARTH:3550 Leonardo, Raphael, Michelangelo: Rivalry and the Rise of the Artist in the Italian Renaissance** 3 s.h.
The arts in Italy 1485-1550.
- ARTH:3560 Art in Renaissance Venice** 3 s.h.
As a center of trade between East and West, Renaissance Venice became the wealthiest city in Europe and home to many of the greatest artists in the Western tradition; students focus on Venice's revolution in art, as it transformed from depictions of medieval religious imagery to Renaissance subjects and concepts associated with modernity such as image of the reclining nude, psychological portrait, poetic allegory, and the very idea that a visual medium might express an artist's internal feelings or state of mind; exploration and evaluation of workshops including the Bellini, Carpaccio, Giorgione, Titian, Veronese, and Tintoretto from multiple perspectives.
- ARTH:3570 The Marginalized in Renaissance Art** 3 s.h.
Renaissance depictions of women, immigrants, Muslims, Jews, courtesans, the enslaved, the disabled, people of color, people of short stature, and people accused of non-heteronormative sexual acts explored in their social and cultural contexts, from different points of view and using multiple approaches; emphasis on discussion of primary sources and recent scholarship.
- ARTH:3630 Themes in Renaissance Art** 3 s.h.
Themes and topics in Renaissance art.
- ARTH:3700 David to Delacroix: Art in the Age of Revolutions** 3 s.h.
Developments in French art and culture in a period of artistic, cultural, and political upheavals from French Revolution through Napoleonic Empire to founding of Second Empire in mid-19th century; intersections of art with aesthetics, culture, and politics; role of psychology, biology, natural sciences in art; use of myth; rise of modernism; changes in patronage; new role of museums and galleries; innovations in printmaking, book illustration, caricature; artists include David, Girodet, Gros, Ingres, Gericault, and Delacroix, among others.
- ARTH:3710 The Birth of Modern Art: Bellini, Giorgione, and Titian** 3 s.h.
Exploration of the birth of modern art through three Italian Renaissance painters essential to its emergence: Bellini, Giorgione, and Titian.
- ARTH:3720 The Romantic Revolution** 3 s.h.
Transformations in European art and culture 1750-1850, an age of artistic, political, cultural, intellectual crisis and revolutions; major artists, including David, Ingres, Gericault, Delacroix, Goya, Freidrich, Constable, Turner.
- ARTH:3730 Impressionism and the Visual Revolution** 3 s.h.
Naturalism, Realism, the Impressionist landscape, painting of modern life, new trends in subjectivity and exoticism mid- to late-19th-century European art and culture; Courbet, Manet, Degas, Monet, Renoir, Seurat, Cezanne, Van Gogh, Gauguin, Ensor, Munch.
- ARTH:3740 Manet to Matisse** 3 s.h.
Development of modernism and the avant-garde in late 19th- and early 20th-century Paris; intersection of innovation and tradition, literature and art; role of theory and criticism in works of Manet, Degas, Seurat, Cezanne, Gauguin, Rodin, Matisse, and Picasso.
- ARTH:3750 Muses, Models, Artists, and Patrons: Women in the Visual Arts** 3 s.h.
Women in the visual arts from various perspectives: women as subject and inspiration, as patrons and as artists; role of women in the arts from the late 18th through the early 20th centuries, primarily in Europe, a period that witnessed significant female patronage of the arts, the first modern feminist movements that gave impetus to newly independent women artists, and the transformation of ways in which women were represented in art across genres, including history, myth, portraiture, orientalism, and images of contemporary life; impact of the role of women in art and culture will be critically examined.
- ARTH:3820 Modern Art** 3 s.h.
Development of modern art from early years of 20th century through 1940s; focus on painting, sculpture, architecture, and photography; progress of Modernism; exploration of major movements including Fauvism, Cubism, and Surrealism.
- ARTH:3840 Contemporary Art** 3 s.h.
Painting, sculpture, architecture, and photography; developments during late 1960s to present; conceptual art, performance art, neo-abstraction, and picture/theory art with each approached from a global perspective.
- ARTH:3850 Pop Art** 3 s.h.
Survey of pop art in America, Britain, Europe; focus on developments in painting and sculpture 1950s to early 1960s; continuing influence of Pop Art.

- ARTH:3860 Minimalism** 3 s.h.
Survey of Minimalism; focus on developments in painting and sculpture during 1960s; continuing influence.
- ARTH:3870 History of Photography** 3 s.h.
Survey of photography 1839 to present.
- ARTH:3910 The Architecture of Frank Lloyd Wright** 3 s.h.
Why is Frank Lloyd Wright arguably the most famous American architect? Students address this question by examining his architecture, life, and influence on the American and international built environment.
- ARTH:3930 American Renaissance and the Gilded Age** 3 s.h.
Architecture, painting, and sculpture, 1865-1913.
- ARTH:3950 Modernism and Early Twentieth-Century American Art** 3 s.h.
American responses to European Modernism in painting, sculpture, architecture, and photography.
- ARTH:3955 Art and American National Parks** 3 s.h.
Artistic history of American national parks; beginning with painter George Catlin's idea of a nation's park in the 1840s; how art has played a major role in development of and attitudes toward these special places; magazine engravings, tourist guidebooks, government reports, monumental oil paintings, photographs, and recent photomontages; focus on Yellowstone, Niagara, Yosemite, and the Grand Canyon, as well as less well-known sites such as Acadia National Park and the Pictured Rocks National Lakeshore.
- ARTH:3980 American Print Culture** 3 s.h.
Exploration of a wide range of imagery printed and published in the United States during 19th century (1776-1900); fine art original prints, popular imagery in periodicals and illustrated books, scholarly literature, history of evolving technologies, variety of printed work; shifting reputation of printed art and its makers. Same as UICB:3980.
- ARTH:3985 Honors Research in Art History** arr.
Research and preparation of thesis. Requirements: honors standing.
- ARTH:3990 Topics in Art History** 3 s.h.
Varied topics.
- ARTH:3995 Independent Study in Art History** arr.
Advanced work in art history.
- ARTH:4010 Critical Theory** 3 s.h.
Influence of art theory on recent art practice; critics and philosophers whose ideas have been particularly important to the process of putting art and its histories into greater social and political context—Theodor Adorno, Walter Benjamin, Roland Barthes, Jacques Derrida, Michel Foucault, Jean-Francois Lyotard, Jurgen Habermas, Jean Baudrillard, Terry Eagleton, Michael Fried, T.J. Clark, Rosalind Krauss, and Homi Bhabha; general influence of feminism, poststructuralism, postcolonialism, and postmodernism.
- ARTH:4081 The American Art Museum: Theory and Practice** 3 s.h.
Introduction to different aspects of art museums; emphasis on roles of art historians, especially curatorial practice; current and historical theories and practices of art exhibitions; varying debates of the politics of display; art museum professions; the many facets of art exhibition preparation; the University of Iowa Stanley Museum of Art collections. Same as MUSM:4081.
- ARTH:4891 Big-Shouldered City: Chicago Architecture** 3 s.h.
Architectural and urban development of Chicago; how changing visions of this most-American of cities has been influenced by aesthetic, social, political, economic factors; early settlement patterns, impact of the Great Fire of 1871, skyscraper technology, Daniel Burnham's 1909 Plan, Bungalow Belt, park system; larger history of American city in terms of its architectural, urban, and landscape development.
- ARTH:4900 Advanced Writing About the Visual Arts** 3 s.h.
Skill in using visual arts writing conventions and linguistic competencies necessary for professional success; exhibition reviews, art criticism, and research writing; students compose an artist's statement or personal statement that can be used for future art exhibitions or applications for internships and scholarships; assignments designed to be of interest to students in any field.
- ARTH:4941 American Landscape Art** 3 s.h.
Landscape from 1750 to present, emphasis on 19th century; land and its use fundamental to the history and culture of the United States as American art subjects, American art in the period of territorial expansion in 19th century; major movements of landscape aesthetics, artistic treatments, historiography.
- ARTH:4999 History and Methods** 3 s.h.
Critical thinking and research; readings in historical development of the discipline, from Renaissance to present; methodological issues. Offered fall semesters.
- ARTH:6020 Art History Colloquium** 1 s.h.
Current topics and research in art history. Requirements: art history graduate standing.
- ARTH:6040 Directed Studies** arr.
- ARTH:6085 Seminar: Problems in Architectural History** 3 s.h.
Key themes, architects, and literature that informs the history of the built environment in varied cultural contexts.
- ARTH:6110 Seminar: Problems in African Art** 2-3 s.h.
- ARTH:6300 Graduate Seminar in Ancient Art** 3 s.h.
Key themes and issues in ancient art. Same as CLSA:6200.
- ARTH:6440 Seminar: Problems in Medieval Art** 3 s.h.
Major issues, methodologies.
- ARTH:6545 Graduate Seminar in Renaissance Art** 3 s.h.
Key themes and issues in Renaissance art.
- ARTH:6740 Graduate Seminar: Nineteenth-Century Art** 3 s.h.
- ARTH:6840 Seminar: Modern/Contemporary Art** 3 s.h.
Major issues, methodologies.
- ARTH:6940 Seminar: Problems in American Art** 3 s.h.
- ARTH:7010 Ph.D. Readings** arr.
- ARTH:7020 Ph.D. Thesis** arr.
- ## Studio Art Courses
- Courses numbered below 3000 are primarily for undergraduates and may not be repeated unless noted on MyUI. Some courses numbered 2000-3000 are repeatable. Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all studio courses for art majors.

Animation Courses

ANIM:2125 Introduction to Animation 3 s.h.

Introduction to animation and its role in contemporary creative practice; focus on historical and technical principles of traditional 2-D animation, 2-D digital animation, and 3-D computer animation; creative, conceptual, and technical facets of animation practice; conceptualize and execute animations using processes and methods currently integrated into contemporary time-based art practice. Prerequisites: ARTS:1510 and ARTS:1520. GE: Engineering Be Creative.

ANIM:3125 Animation I 4 s.h.

Continuation of ANIM:2125; focus on technology of 3-D animation; 3-D modeling, texturing, animation, rendering and lighting; projects cover creative, conceptual, and technical facets of 3-D animation pipeline; conceptualize and execute projects using processes and methods currently integrated into 3-D animation industry through lectures, critiques, computer software, screenings, and labs. Prerequisites: ANIM:2125.

General Art Courses

ARTS:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

ARTS:1010 Elements of Art 3 s.h.

Drawing, composition; selected reading. Requirements: non-art major. GE: Literary, Visual, and Performing Arts.

ARTS:1020 Elements of 3-D Design 3 s.h.

Introduction to 3-D design using drafting, modeling, and virtual reality software; basic concepts of drafting, planning, and color theory; basic Auto CAD, 3ds Max Studio, Vizard, InDesign software; students design an object to be printed 2-D and 3-D and a conceptual space to be printed 2-D and experienced virtually; student journal and portfolio. Requirements: non-art major.

ARTS:1030 Elements of Jewelry and Metal Arts 3 s.h.

Fundamental 3-D design principles and appreciation of contemporary jewelry and metal artworks; techniques and materials in jewelry and metal arts; experimentation with diverse media. Requirements: non-art major. GE: Literary, Visual, and Performing Arts.

ARTS:1050 Elements of Printmaking 3 s.h.

Requirements: non-art major. GE: Literary, Visual, and Performing Arts.

ARTS:1055 Elements of Foil Imaging 3 s.h.

Printmaking experience using the Iowa Foil Printer; aesthetic and technical research, documentation in *Foil Imaging...A New Art Form*; hands-on opportunity to explore new dimensions of visual expression. Requirements: non-art major.

ARTS:1060 Elements of Digital Photography 3 s.h.

Introduction to history, aesthetics, and practice of photography as a fine art; includes demonstrations, workshops, critiques, final portfolio; photography time outside of class; digital camera required. Requirements: non-art major. GE: Engineering Be Creative.

ARTS:1070 Elements of Graphic Design 3 s.h.

Introduction to concepts and principles of graphic design and contemporary approaches to effective visual communication; demonstrations, workshops, critiques, final portfolio.

ARTS:1080 Elements of Sculpture 3 s.h.

Possibilities and definition of 3-D form, including time-based, performance, structural, installation, and kinetic sculpture. Requirements: non-art major. GE: Literary, Visual, and Performing Arts.

ARTS:1090 Elements of Animation 3 s.h.

Introduction to principles of two-dimensional digital animation; topics and projects will cover elements of conceptual, software, and technical facets of animation mechanics; application of skills to commercial purposes.

ARTS:1500 Media, Social Practice, and Design Studio Foundations 3 s.h.

Introduction to key principles and skills in graphic design, photography, and video.

ARTS:1510 Basic Drawing 3 s.h.

Two-dimensional visual language, media; space, form; color. Requirements: art major or art minor. GE: Engineering Be Creative.

ARTS:1520 Design Fundamentals 3 s.h.

Two- and three-dimensional concepts and their relations; working with basic drawing instruments; problems in visual arts; artists' philosophies and techniques. Requirements: art major. GE: Engineering Be Creative.

ARTS:1560 Art Student Ambassador Seminar 0-1 s.h.

Ambassadors provide information about the School of Art and Art History to incoming and visiting students, University community, and broader community; conduct tours; meet with students and parents; review curriculum; provide information on opportunities; coordinate events; and develop materials for incoming students. Requirements: art major.

ARTS:2000 Big Ideas: Creativity for a Lifetime 3 s.h.

Exploration of what senior artists can teach about creativity and aging; interdisciplinary project-based collaborative learning opportunities that consider role of arts and creativity across a lifespan; essential skills necessary to be professionals in numerous careers including health, social work, education, humanities, and the arts; identification of ways for students to be more creative in their own lives and work. GE: Values and Culture. Same as ASP:2000, EDTL:2000, RHET:2000.

ARTS:2100 Printmaking and Politics of Protest 3 s.h.

Examination of historical populace roots of the print. GE: Diversity and Inclusion.

ARTS:2800 Digital Arts: An Introduction 3 s.h.

Introduction to potential of integrating art with technology to provide a foundation of skills and concepts through hands-on experimentation; lectures and demonstrations introduce key concepts and ideas as well as the history of digital arts; students develop skills that form a foundation for future investigation through labs; work may include using an Arduino, programming, and developing an interface to control a software project; final project is shared with the public in some way; critical discourse in the form of writing assignments allows for reflection and evaluation. GE: Engineering Be Creative. Same as CINE:2800, CS:2800, DANC:2800, DIGA:2800, MUS:2800, THTR:2800.

ARTS:2900 Book Design for Publishing 3 s.h.

Introduction to the major aspects of book design, including typography, layout, standard industry software, discussion of trends in the field. Same as ENGL:2900, UICB:2900, WRIT:2900.

- ARTS:3050 Art, Artists, and Institutions** 3 s.h.
Expectations of artworks, artists, and institutions that enable artistic production and exhibition from historical and contemporary perspectives; introduction to key institutions that have transformed a shared sense of art, life, and politics; students are invited to contribute to the evolving sense of responsibility of artists, critics, curators, patrons, and institutions.
- ARTS:3230 Scene Design I** 3 s.h.
Development of theatre scenery; how to research, conceptualize, and express ideas in 3-D models, simple sketches, and drafting. GE: Engineering Be Creative. Same as THTR:3230.
- ARTS:3250 Art at the End of the World** 3 s.h.
The world is ending, again, and doomsdayers and apocalyptic prophets have warned of coming calamity for millennia and still humanity persists; today's challenges—staggering economic and social inequality, threat of nuclear annihilation, and climate change—while overwhelming and seemingly insurmountable, are not unprecedented; what the apocalyptic artist's role is; students explore the history of the end of times from ancient prophecy through maleficent technological takeovers of the near future and create new works in response to world endings past and future, curate and execute a public exhibition, and lead a series of public programs.
- ARTS:3320 Introduction to Sequential Art: Comics/Graphic Novels** 3 s.h.
Overview of contemporary American comic artists, history of comics and graphic novels in the United States; genres and structures in sequential art; students create works that combine design, images, texts, story. Requirements: satisfaction of GE CLAS Core Rhetoric.
- ARTS:3400 Grant Writing in the Arts** 3 s.h.
- ARTS:4190 Honors in Studio Art** 0-3 s.h.
Research, preparation, and exhibition of an honors project in studio art. Requirements: studio art major, UI g.p.a. of at least 3.33, and art g.p.a. of at least 3.50.
- ARTS:4195 B.F.A. Exhibition** 0 s.h.
B.F.A. students present a show of their work in final semester; use of flyers and other media to advertise show; meetings with faculty and academic advisors to complete required documentation; students planning to graduate with honors in the art major may combine honors project and B.F.A. show; variations require approval by B.F.A. faculty advisor and academic advisors. Requirements: B.F.A. standing in final semester.
- ARTS:4200 Topics in Studio Arts** 1-3 s.h.
Prerequisites: ARTS:1510 and ARTS:1520 and (SCLP:2810 or CERM:2010 or TDSN:2210 or MTL:2910).
- ARTS:4270 Scenic Art** 3 s.h.
Basic techniques in scenic art for the theatre; classical scene painting, color theory, drawing, using nontraditional tools and materials, foam carving, and finishes. Offered every other year. GE: Engineering Be Creative. Same as THTR:4270.
- ARTS:4300 Letterpress I** 3 s.h.
Mechanics of letterpress printing, typography, and design as applied to hand set metal type and edition printing; printing on a Vandercook proof press; introduction to photopolymer plates and methods of illustration related to edition printing, historical aspects of printing technology, typesetting, type classification; role of letterpress in modern private press and contemporary artist books. Same as UICB:4300.
- ARTS:4340 Digital Design for Artists' Books** 3 s.h.
Introduction to concepts, techniques, and technologies used to design and produce artists' books with personal computers and graphic design software. GE: Engineering Be Creative. Same as UICB:4340.
- ARTS:4380 Letterpress II** 3 s.h.
Builds on skills acquired in UICB:4300; students produce an editioned letterpress printed chapbook or artist book, a poster for a public event, and an image built from metal type; exploration of hand-set metal, digital typesetting, printing from photopolymer plates, and pressure printing; press mechanics and operation; publication philosophies, manuscript acquisition, and topics specific to literary fine press and artist books; historical and contemporary context for literary fine press publications and artist book work. Prerequisites: UICB:4300. Same as UICB:4380.
- ARTS:4390 Book and Publication Design** 3 s.h.
Students plan, design, and produce a book using Adobe Creative Suite; page layout software, typography, page layout and design, book formatting, handling of image files, preparation of materials for print and other contemporary book media; history of book design, book design in contemporary publishing; visit to University of Iowa Libraries Special Collections. Prerequisites: DSGN:2600 or UICB:4300. Same as UICB:4390.
- ARTS:4400 History of Western Letterforms** 3 s.h.
History of Western letterforms, with focus on tools, materials, techniques; the major hands, their place in history, their influence on modern times; creation of letterforms using appropriate tools; hands-on approach with emphasis on understanding rather than mastery. Same as UICB:4400.
- ARTS:4415 Calligraphy I: Foundational Hands** 3 s.h.
Hands-on instruction in italic and pressure pen scripts; historical relationships, effects on modern letterforms. GE: Engineering Be Creative. Same as UICB:4415.
- ARTS:4490 Advanced Studies in Letter Arts** 3 s.h.
Special topics and advanced projects in calligraphy and letter arts. Prerequisites: UICB:4400 or UICB:4415 or UICB:4420. Same as UICB:4490.
- ARTS:5330 Letterpress III: Iagemaking** arr.
Advanced work in alternative and innovative letterpress technologies as they apply to imagemaking processes for fine press printing; topics include pressure printing, photopolymer from nondigital negatives, explorations of type-high surfaces, monoprints on the Vandercook, and applying hand work to editioned prints; students complete a series of print exercises for each process, a small printed book sketch, and a longer format editioned artist book. Prerequisites: UICB:4380. Same as UICB:5330.
- ARTS:5340 Letterpress III: The Handprinted Book** 3 s.h.
Advanced work in fine press book design; exploration of problems in hand-printing books, choice of manuscript, editing, design, typesetting, proofreading, printing and binding; histories of printing and of the book, emphasis on 20th- and 21st-century book design and literature; issues of book design and production related to letterpress printing. Prerequisites: UICB:4380. Same as UICB:5340.
- ARTS:6000 M.A. Written Thesis** 1 s.h.
- ARTS:6190 Graduate Independent Study** arr.
Individual instruction by a faculty member.
- ARTS:7000 M.F.A. Written Thesis** 1 s.h.

Ceramics Courses

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all ceramics courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

CERM:2010 Ceramics I: Handbuilding 3 s.h.

Basic handbuilding methods of forming, firing, glazing clay. Prerequisites: ARTS:1510 and ARTS:1520. GE: Engineering Be Creative; Literary, Visual, and Performing Arts.

CERM:2020 Ceramics II: Wheel Throwing 3 s.h.

Basic wheel-throwing techniques; clay, glaze formulation and preparation in kiln firing. Prerequisites: CERM:2010.

CERM:3010 Ceramics III: Slip Casting 4 s.h.

Slipcasting and plaster techniques for mass production of ceramic objects. Offered fall semesters. Prerequisites: CERM:2010 and CERM:2020.

CERM:4010 Ceramics IV: Advanced Studio 4 s.h.

Advanced individual projects. Offered spring semesters. Prerequisites: CERM:2020.

CERM:4020 Ceramic Materials and Effects 4 s.h.

Empirical methods of glaze and clay body formulation; effects of various kilns and firing atmospheres on glaze materials and clay bodies. Prerequisites: CERM:2020.

CERM:4030 Advanced Concepts in Ceramics 3-4 s.h.

Advanced studio; lectures and demonstrations cover advanced techniques; content varies. Offered fall semesters. Prerequisites: CERM:2020.

CERM:4041 Kiln Building 4 s.h.

Kiln theory, design, and construction methods; may include participation in kiln construction. Prerequisites: CERM:2020.

CERM:4050 Installation Concepts in Ceramics 4 s.h.

Contemporary installation methods related to production and exhibition of ceramic sculpture. Prerequisites: CERM:2020.

CERM:4099 Undergraduate Individual Instruction 1-3 s.h.

Individual instruction in ceramics for advanced students.

CERM:6075 Ceramics Workshop 3-4 s.h.

Advanced graduate studio; critique of student work; visiting artists, field trips. Prerequisites: CERM:4010. Requirements: CERM:4010 or graduate standing.

CERM:6099 Graduate Individual Instruction in Ceramics arr.

Requirements: knowledge of clay and glaze computation, and ability to fire kilns.

Design Courses

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all design courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

DSGN:2500 Graphic Design I 3 s.h.

Basic concepts and principles that can be applied to all modes of contemporary visual communication. Prerequisites: ARTS:1510 and ARTS:1520. Corequisites: DSGN:2600. GE: Engineering Be Creative.

DSGN:2600 Graphic Design II 3 s.h.

Fundamentals of typography as a core element in visual communication; introduction to historical typographic practices as well as modern modes of designing with type. Prerequisites: ARTS:1510 and ARTS:1520. Corequisites: DSGN:2500. Same as UICB:2600.

DSGN:3500 Graphic Design III 4 s.h.

Focus on browser-based user interfaces and user experiences; builds basic HTML and CSS knowledge base; skills. Prerequisites: ARTS:1510 and ARTS:1520 and DSGN:2500 and DSGN:2600.

DSGN:3600 Graphic Design IV 4 s.h.

Implementing the fundamental knowledge and skills gained in previous design courses to explore the interaction of typography and visual image. Prerequisites: DSGN:2500 and DSGN:2600. Corequisites: DSGN:3500.

DSGN:4000 Graphic Design V 4 s.h.

Critical theory and professional practice of branding and identity design; topics range from icon development to packaging design and prototyping. Prerequisites: DSGN:3500 and DSGN:3600. Corequisites: DSGN:4700.

DSGN:4199 Undergraduate Individual Instruction 1-3 s.h.

Individual instruction in design for advanced students.

DSGN:4700 Graphic Design VI 4 s.h.

Advanced exploration of contemporary and experimental user interface and user experience design methodology; topics include design for mobile devices and wearables, as well as immersive environments. Prerequisites: DSGN:3500 and DSGN:3600. Corequisites: DSGN:4000.

DSGN:4800 Graphic Design VII 4 s.h.

Concentrated semester-long opportunity for students to investigate a design project driven by their own personal research interests; projects closely guided by faculty and are critiqued throughout the semester; critical theory readings and discussion. Prerequisites: DSGN:4000 or DSGN:4700.

DSGN:6175 Graphic Design VIII 4 s.h.

Introduction to complex problems in graphic design; planning, development, and organization of integrated design programs; activities include research and studio assignments, individual presentations, discussions, demonstrations, and critiques.

Three-Dimensional Design Courses

TDSN:2210 Problems in 3-D Design 3 s.h.

Materials, their formal and structural possibilities. Prerequisites: ARTS:1510 and ARTS:1520.

TDSN:2240 Digital Drafting with AutoCAD 3 s.h.

Basic principles of 2-D and 3-D computer-aided drafting; use of AutoCAD software to draw plans, elevations, and sections for objects and interior spaces. Prerequisites: CERM:2010 or SCLP:2810 or TDSN:2210 or MTLs:2910. Same as CEE:2240.

TDSN:2250 Computer Modeling with 3ds Max 3 s.h.

Basic knowledge and practical technical skills using 3ds Max studio software; experience creating and manipulating basic forms and working with texture, background, light, and camera viewpoints; basic animation. Prerequisites: CERM:2010 or SCLP:2810 or TDSN:2210 or MTLs:2910.

TDSN:3200 Product Design 4 s.h.

How objects are designed and structured; modeling, graphic skills necessary for basic project development. Prerequisites: TDSN:2250.

TDSN:3205 Advanced Robotics 3 s.h.

Advanced peripheral integration and control, including stepper motors, solar power, audio playback, and live data manipulation through physical sensors; advanced fabrication (e.g., printed circuit boards and wiring harness design); for students with previous experience in robotics and electronics. Prerequisites: SCLP:3840.

TDSN:3220 Interior Design 4 s.h.

Relationship of interior space to its architecture, environment, human element; color, materials, furnishings, lighting; projects. Prerequisites: TDSN:2250.

TDSN:3230 Color for Interior Design 4 s.h.

Use of color for interior spaces; principles of color theory reviewed and applied to 3-D environments; color as a compositional element and psychological tool. Prerequisites: TDSN:2250.

TDSN:3240 3-D Computer-Aided Design arr.

Three-dimensional computer-aided drafting; use of AutoCAD software. Prerequisites: MTLs:2910 or SCLP:2810 or CERM:2010 or TDSN:2210.

TDSN:3250 Bicycle Design 4 s.h.

Drafting software, bicycle design, and history of bicycle from velocipede to mountain bikes; development of bicycle design as new materials, fabrication techniques, and ergonomics were applied; use of BikeCad, a parametric software, to design bicycles and bicycle components. Prerequisites: ARTS:1510 and ARTS:1520. GE: Engineering Be Creative.

TDSN:3260 Design for Production 4 s.h.

Special issues and topics in design. Prerequisites: TDSN:2240. Corequisites: TDSN:2250.

TDSN:3280 Forms and Textiles 4 s.h.

Products and seating design with soft materials; students experiment with diverse soft materials and textile construction techniques to design and make unique functional forms. Prerequisites: TDSN:2210. Corequisites: TDSN:2240 and TDSN:2250.

TDSN:3285 Fabrication and Design: Hand-Built Bicycle 4 s.h.

Building a bicycle frame by hand; use of CAD modeling and development of fabrication skills to create a modern-day work of art. Prerequisites: TDSN:2240.

TDSN:4010 Furniture Design I 4 s.h.

Human interaction with interior and exterior environment. Prerequisites: TDSN:3200.

TDSN:4020 Furniture Design II 4 s.h.

Continuation of TDSN:4010; design of virtual environments. Prerequisites: TDSN:4010.

TDSN:4050 Site Specific Design 1 s.h.

Art of planning, building, and presenting at real professional design venues; students plan, design, and build an environment to display selected 3-D design work at one or two professional design venues. Corequisites: TDSN:3200 or TDSN:3220 or TDSN:3230 or TDSN:3260 or TDSN:3280.

TDSN:4210 Digital Animation and Visual Art 3 s.h.

Assimilation of digital animation into realm of traditional fine art mediums; exploration of fundamental skills (storyboarding, rotoscoping, stop motion, motion graphics, 3-D animation); Adobe Photoshop, After Effects, and 3ds Max techniques and software that are industry standards in the careers of animators, storyboard artists, roto artists, digital compositors, and motion graphic artists; production of a show reel of student work for group showing and final critique. Prerequisites: ARTS:1510 and ARTS:1520.

TDSN:4255 Hand-Built Bicycles in the Rockies 1 s.h.

Building a titanium hand-built bike; use of hand-built fabrication techniques and tools; translation of CAD design into first full-suspension titanium fat bike; aspects of metal technology, concept development, fabrication geometry and design, metal properties and selection, tool selection, brazing and TIG welding, jig setup and use, and mitering; travel to Fort Collins, Colorado to work for one week at Black Sheep Bikes (two-time winner of the North American Hand Built Bike Show). Prerequisites: ARTS:1510 and ARTS:1520.

TDSN:4260 3-D Computer Graphic Art 3 s.h.

Three-dimensional modeling; emphasis on movement in form and function; advanced modeling techniques in polygonal and NURBS modeling to generate fundamentally sound models used for rapid prototyping, visualization, and animation; Box modeling, NURBS modeling, rigging, materials, bump maps, normal maps, and rendering; fundamental skills of computer graphic artists working in the fields of animation, architectural visualization, video game modeling, industrial design, and engineering design. Prerequisites: TDSN:2250.

TDSN:4270 Problems in 3-D Design: Locative Art Practice 4 s.h.

How our relationship to Earth has changed with new forms of locating place in it; new forms of representation used to express exploration of that relationship; designing a locative research project; exploration of four major course concepts (geo-annotation, locative inscription, GPS drawing, alternative cartography) using portable, networked, and location-aware computing for mapping relationships. Prerequisites: ARTS:1520 and ARTS:1510.

TDSN:4299 Undergraduate Individual Instruction arr.

Individual instruction in 3-D design for advanced students.

TDSN:6299 Individual Instruction in 3-D Design arr.

Individual instruction in 3-D design for advanced students.

Drawing Courses

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all drawing courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

DRAW:2310 Life Drawing I 3 s.h.

Observational drawing of form in its spatial contexts; drawing in varied media; figural as well as nonfigural content. Prerequisites: ARTS:1510 and ARTS:1520.

DRAW:3310 Concepts in Drawing 3-4 s.h.

Intermediate-level topics; observation, theory, media, form, content; emphasis on personal direction. Prerequisites: DRAW:2310. Same as THTR:3205.

DRAW:4310 Advanced Concepts in Drawing 3-4 s.h.

Advanced-level topics. Prerequisites: DRAW:3310. Requirements: DRAW:3310 taken two times.

DRAW:4320 Seminar in Painting and Drawing 3-4 s.h.

Contemporary issues, practical and professional skills, interdisciplinary concerns, education and career goals. Offered fall semesters. Prerequisites: DRAW:3310 and PNTG:2420. Requirements: for undergraduate students—DRAW:3310, PNTG:2420 taken twice, and B.F.A. clearance.

DRAW:4399 Undergraduate Individual Instruction 1-3 s.h.

Individual instruction in drawing for advanced students.

DRAW:6310 Graduate Drawing 3-4 s.h.

Compositional and conceptual drawing as related to the student's major interest; varied media. Requirements: 6 s.h. of DRAW:3310.

DRAW:6399 Individual Instruction in Drawing arr.**Intermedia Courses**

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all intermedia courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

INTM:2710 Introduction to Intermedia 3 s.h.

Interdisciplinary focus; emphasis on conceptual, installation, video, time-based media, performance art. Prerequisites: (ARTS:1510 and ARTS:1520) or CINE:1834. Requirements: for CINE:2869—grade of C or higher in CINE:1834. Same as CINE:2869.

INTM:2720 Concepts in Contemporary Art Practice 3 s.h.

Interdisciplinary investigation of materials and concepts in relation to time-based media, performance, video, installation; individual and collaborative projects. Prerequisites: INTM:2710. Same as THTR:2720.

INTM:2864 Film/Video Production: Alternative Forms 3 s.h.

Alternative or innovative video/film practices and technologies; varied topics. Prerequisites: INTM:2710 with a minimum grade of C or CINE:1834 with a minimum grade of C. Same as CINE:2864.

INTM:3050 Body/Image: Dance and Media in Discourse and Practice 3 s.h.

Intersection of body, image, and sound in analog and digital media; relationship to critical and practical texts; written and performative assignments that address fundamental concepts of corporeality in related fields including dance for camera, stage and film performance, and artistic, documentary, and publicity filmmaking and photography. Same as DANC:3050.

INTM:3700 Topics in Intermedia 4 s.h.

Performance, writing, reading, observation, physical practice, improvisation, and devising methods; development or expansion of physical practices that articulate with current artistic production. Prerequisites: ARTS:1510 and ARTS:1520 and (CERM:2010 or INTM:2710 or MTL:2910 or PNTG:2410 or PRNT:2610 or SCLP:2810 or TDSN:2210).

INTM:3799 Undergraduate Individual Instruction 1-3 s.h.

Individual instruction in intermedia for advanced students.

INTM:3876 Video for Performance 3 s.h.

Introduction to aesthetics and practical applications of digital media and video design for live performance including content creation, system design, and content optimization for media servers; students create digital video and animations and integrate them into live performance and entertainment events via projections, media servers, and digital displays using QLab Media Server and Adobe Creative Cloud (e.g., Illustrator, Photoshop, Premiere Pro, Audition, After Effects); for those with an interest in designing, creating, and displaying digital media for theatre, dance, concerts, corporate events, gallery installations, VJ sets, and architectural projections. Prerequisites: THTR:3890 or CINE:1834. GE: Engineering Be Creative. Same as CINE:3876, DANC:3876, DIGA:3876, THTR:3876.

INTM:3880 Installations and Interactive Performance 3 s.h.

Introduction to aesthetics, techniques, and practical possibilities of fusing together theatre, dance, music/sound, art, design, cinema, gaming, human computer interaction, and engineering; foundations of creating interactive experiences that use digital photos, video, text, real-world objects, sensor data, live bodies moving in space, Kinect 2 sensors, cameras, and multiple video outputs (e.g., projectors, LED displays); use of Isadora, an interactive, node-based programming software, to create immersive mediated performances, interactive installations, embodied user-based experiences, and user-manipulated virtual environments. GE: Engineering Be Creative. Same as DANC:3880, DIGA:3880, THTR:3880.

INTM:3890 Producing and Directing Digital Video 3 s.h.

Introduction to the basic concepts, theories, and practical applications of digital video production for multiple distribution streams, with a focus on aesthetic and technical principles; focus on developing proficiency in contemporary approaches to digital media production by understanding the production pipeline, from ideation to preproduction, production, postproduction, and through to distribution. GE: Engineering Be Creative. Same as DANC:3890, DIGA:3890, THTR:3890.

INTM:3895 Performance, Art, and New Technologies in Society 3 s.h.

Survey of major technological innovations that have deeply impacted society and live performance in the late 20th and early 21st century, and the future of the rapidly evolving technological world; students examine theoretical texts and performances that address the impact of technology on the human condition, as well as create original applied live performances and installations; a variety of technologies are explored and adapted for live performance as they relate to the following five categories of original human experience—telepresence, liveness, artificial intelligence, augmented and virtual reality, and transhumanism. Prerequisites: MUS:2800 or THTR:3880 or CS:1110 or CS:1210 or SCLP:4835. Same as DANC:3895, DIGA:3895, THTR:3895.

INTM:4210 Museum Without Walls: Museum, Art Education, and Community Engagement in the Digital Age 3 s.h.

Collaborative work to recreate one exhibition from the University of Iowa Stanley Museum of Art that took place before the flood of 2008; creation of content that contributes to a virtual museum experience; introduction to digital tools commonly used in design of exhibitions; recreation of historical exhibitions based on documentary photographs in museum and University archives and research on the premise of the exhibition and objects on view; how digital artifacts might be used in different contexts; use of museum and digital environments as labs for lifelong and distance learning. Same as EDL:4210, MUSM:4210.

INTM:4775 Intermedia Workshop 3-4 s.h.

Visual practice/visual theory; projects, critiques, visiting artists and scholars. Requirements: INTM:2710 or graduate standing.

INTM:4780 Gender and Sexuality in Comics 3 s.h.

Critical and historical examination of how gender and sexual identities have been represented in comics and graphic novels including nonfiction and popular genres. Same as GWSS:4180.

INTM:6799 Individual Instruction in Intermedia and Video Art 1-2 s.h.

Jewelry and Metal Arts Courses

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all jewelry and metal arts courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

MTLS:2910 Introduction to Jewelry and Metal Arts 3 s.h.
Fabrication, hammer forming, hydraulic die forming, soldering, riveting, etching, texturing, anodization of aluminum and titanium, stone setting, and patination techniques; creation of jewelry, flatware, and other functional and nonfunctional sculptural objects using varied metals and other materials; emphasis on creativity, learning, and basic metalworking techniques. Prerequisites: ARTS:1520 and ARTS:1510. GE: Engineering Be Creative.

MTLS:3910 Intermediate Jewelry and Metal Arts 4 s.h.
Exploration of different applications with casting (mostly gold, silver, and bronze), enameling, and stone setting; combining all three processes to create artwork; may include introduction to other processes (e.g., photo-etching, 3-D computer modeling); historical and current trends in craft. Prerequisites: MTLS:2910.

MTLS:3920 Advanced Jewelry and Metal Arts 4 s.h.
Electroforming; production of hollow copper structures through prolonged electroplating on a nonmetallic form (typically wax) with a conductive coating; metal-forming techniques (e.g., raising and fold forming); emphasis on development of personal aesthetics, learning, and refining technical skills in metalworking and jewelry techniques. Prerequisites: MTLS:2910.

MTLS:4910 Mixed Media Workshop 3-4 s.h.
Free exploration of all media and materials, including found objects; creation of conceptual and/or functional mixed media objects, jewelry, sculptures, installation pieces; pioneering use of new materials, development of new techniques, creation of diverse innovative artworks. Prerequisites: MTLS:2910. Recommendations: MTLS:2910 and MTLS:3920.

MTLS:4920 Mold Making 4 s.h.
All aspects of mold making, including plaster, rubber, and silicone. Prerequisites: CERM:2010 or TDSN:2210 or MTLS:2910 or SCLP:2810.

MTLS:4930 Experimental Casting with New Technology 4 s.h.
Students combine traditional casting techniques with new technology (e.g., ceramic shell, 3-D printed models, 3-D printed resin sand molds, casting simulation software) in pursuit of their creativity; emphasis is on vessels and hollow objects; examples of historical and current application of casting, especially in mixed media and cross-disciplinary approaches. Prerequisites: SCLP:2810 or MTLS:2910.

MTLS:4960 Form and Fabrication: The Hand-Built Bicycle Frame II 4 s.h.
Builds on TDSN:3285; advanced concepts of bicycle frame design and fabrication; concept development, fabrication geometry and design, metal properties and selection, tool selection, brazing and welding including titanium milling and how to build a frame jig; emphasis on applying fabrication skills while situating frame-building project within context of a design problem. Prerequisites: TDSN:3285.

MTLS:4970 Hand-Built Bicycle III 4 s.h.
Builds on MTLS:4960; advanced concepts of bicycle frame design and fabrication; concept development, fabrication geometry and design, metal properties and selection, tool selection; brazing and welding including titanium-milling and how to build a frame jig; emphasis on application of fabrication skills while situating frame building project within context of a design problem. Prerequisites: MTLS:4960.

MTLS:4999 Undergraduate Individual Instruction 1-3 s.h.
Individual instruction in metalsmithing and jewelry for advanced students.

MTLS:6999 Individual Instruction in Metalsmithing and Jewelry arr.

Painting Courses

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all painting courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

PNTG:2410 Painting I 3 s.h.
Emphasis on observational painting, theory and development of pictorial ideas and skills. Prerequisites: ARTS:1510 and ARTS:1520. GE: Engineering Be Creative.

PNTG:2420 Painting II 4 s.h.
Materials, techniques, beginning of a personal painting language through observation and imagination. Prerequisites: PNTG:2410.

PNTG:4100 Advanced Painting 4 s.h.
Individual projects as they aid the realization of a personal vision. Prerequisites: PNTG:2420. Requirements: PNTG:2420 taken two times.

PNTG:4499 Undergraduate Individual Instruction 1-3 s.h.
Individual instruction in painting for advanced students.

PNTG:6475 Graduate Drawing and Painting Workshop 3-4 s.h.
Group and individual criticism, team-taught.

PNTG:6480 Graduate Drawing and Painting Forum 1 s.h.
Problems and issues of contemporary artists.

PNTG:6495 Graduate Painting: Topics 3-4 s.h.
Individual painting projects in desired medium; topics vary.

PNTG:6499 Individual Instruction in Painting arr.

Papermaking Courses

BKAT:2110 Introduction to Book Arts 3 s.h.
Topics related to artist books, hand bookbinding, letterpress printing, papermaking, and lettering arts. GE: Engineering Be Creative. Same as UICB:2110.

BKAT:3280 Elements of Book Art 3 s.h.
Overview of book art process and techniques for nonmajors; introduction to traditional bookbinding skills, nontraditional book structures, and content development for artist books. GE: Engineering Be Creative. Same as UICB:3280.

BKAT:3380 Elements of Letterpress 3 s.h.
Introduction to letterpress printing; metal type, relief printing, page layout, and basic typography; basic use of Vandercook Proof Press; experimentation with diverse letterpress techniques; for non-book art majors. GE: Engineering Be Creative. Same as UICB:3380.

- BKAT:4100 Paperworks** 3 s.h.
Conceptual and methodological approaches to 2-D and 3-D paper works; creation of works that couple unique properties of paper-pulp medium with personal visual ideas and clarity of intent; contemporary issues in paper pulp, medium's relationship to larger art and craft contexts. GE: Engineering Be Creative. Same as UICB:4100.
- BKAT:4205 Bookbinding I: Materials and Techniques** 3 s.h.
Hands-on introduction to materials and techniques commonly used in bookbinding. Same as UICB:4205.
- BKAT:4210 Boxes and Enclosures** 3 s.h.
Hands-on techniques for a variety of book enclosures; appropriateness, aesthetic issues concerning box design; Japanese wraparound case, drop-spine box, hinged and lidded boxes, slipcase; technical skill development. Prerequisites: UICB:4205. Same as UICB:4210.
- BKAT:4270 Bookbinding II** 3 s.h.
Builds on skills acquired in UICB:4205; projects to complete six bindings based on historical and contemporary models; sewing styles, board attachments, endband types; nonadhesive and case-bound structures, varied materials and binding styles, their effects on structure, aesthetic considerations, further development of solid binding skills; historical development of particular binding practices. Prerequisites: UICB:4205. Same as UICB:4270.
- BKAT:4280 Artists' Books** 3 s.h.
Exploration of the book as a form for artistic expression; emphasis on conceptual development; relationship between content, form, and structure; how a book's structure and design can enhance and integrate part of the work's meaning. Prerequisites: UICB:4205 or BKAT:4205. Same as UICB:4280.
- BKAT:5110 Islamic/Asian Papermaking History and Technique** 3 s.h.
History, technique, and aesthetics of traditional Islamic and Asian hand papermaking. Same as UICB:5110.
- BKAT:5120 European Papermaking History and Technique** 3 s.h.
History and technique of traditional European hand papermaking and related aesthetics; students gain confidence in pursuing independent production of handmade papers or undertaking related research in their own particular areas of interest; fiber preparation, sheet forming, and drying/finishing methods; concurrent readings and discussions of related history and aesthetics; special projects selected by student with instructor approval. Same as UICB:5130.
- BKAT:5170 Advanced Papermaking Production** 3 s.h.
Independent Western- or Japanese-style projects undertaken at UICB Research and Production Paper Facility at Oakdale Campus under faculty guidance; plan, implement, and evaluate professional scale production runs using full-scale equipment. Prerequisites: UICB:5110 or UICB:5130 or BKAT:5110 or BKAT:5120. Same as UICB:5170.
- BKAT:5180 Advanced Projects in Paper** 1-3 s.h.
Advanced independent projects undertaken in a classroom setting; collaborative group discussions to plan, implement, troubleshoot, and evaluate student projects. Prerequisites: UICB:5110 or UICB:5130 or BKAT:5110 or BKAT:5120. Same as UICB:5180.
- BKAT:5210 Bookbinding III** 3 s.h.
Bookbinding structures based on historical and contemporary models; differences in various binding practices, how these differences affect function, why the styles developed; experience choosing appropriate structures for particular uses; emphasis on fine tuning skills and techniques required for advanced binding practices; sewn endbands, rounding and backing, sewing on varied supports, board attachments, and covering methods. Prerequisites: (UICB:4205 or BKAT:4205) and (UICB:4270 or BKAT:4270). Requirements: for UICB:5210—UICB:4205 and UICB:4270; for BKAT:5210—BKAT:4205 or BKAT:4270 or UICB:4205 or UICB:4270. Same as UICB:5210.
- BKAT:5260 Studies in Bookbinding** 3 s.h.
Topics related to hand bookbinding. Same as UICB:5260.
- ## Photography Courses
- Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all photography courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.
- PHTO:2510 Beginning Digital Photography** 3 s.h.
How to use digital technology to make high-quality color and black-and-white photographs from scanned film and digital files; basic photography skills, including exposure, bracketing, composition; how to use raw files to make large digital prints; color profiles for fine digital printing. Prerequisites: ARTS:1520 and ARTS:1510.
- PHTO:2600 Photography I** 3 s.h.
Introduction to color theory, lighting, and utilizing color for conceptual concerns; experience operating digital SLR cameras in full manual mode, utilizing Adobe editing software, and producing fine art printed portfolios; requires a digital SLR camera. Prerequisites: ARTS:1510 and ARTS:1520. GE: Engineering Be Creative.
- PHTO:3100 Photography II: Introduction to Darkroom Photography** 4 s.h.
Darkroom techniques including operation of 35mm film cameras, exposing and developing black-and-white film, and producing fine art darkroom prints. Prerequisites: ARTS:1510 and ARTS:1520. Corequisites: PHTO:2600.
- PHTO:3110 Photography III: The Constructed Image** 4 s.h.
Introduction to industry practices of studio lighting and large format printing; focus on constructed scenes in and out of the studio with emphasis on conceptual development and use of advanced Adobe Photoshop techniques. Prerequisites: (PHTO:2510 and PHTO:3510) or (PHTO:2600 and PHTO:3100).
- PHTO:3200 Photography IV: Special Topics** 4 s.h.
Investigation of contemporary themes including alternative processes, social documentary, portraiture, book making, and hybrid forms, among others. Prerequisites: PHTO:2510 or PHTO:2600. Corequisites: PHTO:3100 or PHTO:3110 or PHTO:3510 or PHTO:3520.
- PHTO:3300 Photography V: Large Format** 3 s.h.
Introduction to large and medium format camera systems, including analog view cameras; industry-leading digital medium format camera systems; professional film scanning technologies and production of large scale prints.

PHTO:3510 Black-and-White Darkroom 3-4 s.h.

Darkroom techniques, including film developing and printing; theory and practice of photography as fine art and cultural phenomenon; development of visual literacy, students' critical awareness of their work. Prerequisites: ARTS:1510 and ARTS:1520. Corequisites: PHTO:2510, if not taken as a prerequisite.

PHTO:3520 Intermediate Photography Digital 3-4 s.h.

Digital photography including landscape, portrait, collage, still life, manipulated images; black-and-white and color printing; computer technology; history of photography in political and social issues. Prerequisites: PHTO:2510.

PHTO:4000 Photography VI: Advanced 4 s.h.

Individual portfolio projects with emphasis on conceptual development and craft; regular critiques from faculty, peers, and visiting artists; professional practice advising and mentorship through B.F.A. exhibition. Prerequisites: PHTO:3110 or PHTO:3520.

PHTO:4510 Advanced Photography 3-4 s.h.

Individual projects; development of personal vision. Prerequisites: PHTO:3520 or PHTO:3510.

PHTO:4599 Undergraduate Individual Instruction 1-3 s.h.

Individual instruction in photography for advanced students.

PHTO:4665 Introduction to 4x5 4 s.h.

Use of a 4x5 camera to correct perspective, depth of field; large format printing, negative processes. Prerequisites: PHTO:3510.

PHTO:6575 Graduate Photography Workshop 4 s.h.

Projects; group critiques; readings.

Printmaking Courses

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all printmaking courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

PRNT:2610 Introduction to Printmaking 3 s.h.

Introduction to methods, materials, and concepts of printmaking. Prerequisites: ARTS:1510 and ARTS:1520. Requirements: art major. GE: Engineering Be Creative.

PRNT:3600 Textile Printing and Surface Design 4 s.h.

Introduction to screen printing and block printing on textiles, including image generation and digital techniques from start to finish; effective use of design principles; application of a conceptual approach to work; possibilities of working with textiles. Prerequisites: ARTS:1510 and ARTS:1520 and PRNT:2610.

PRNT:3610 New Media for Printmaking 4 s.h.

New concepts and techniques for contemporary print media, including digital and less toxic applications in relief, intaglio, lithography, and screenprinting. Prerequisites: PRNT:2610.

PRNT:3620 Intaglio 4 s.h.

Concepts, techniques; traditional through contemporary ideas, methods; emphasis on metal plate printing, including etching, drypoint, engraving, softground, aquatint. Prerequisites: PRNT:2610. Requirements: PRNT:2610 or B.F.A. candidacy in any area or graduate standing.

PRNT:3630 Woodcut and Relief 3-4 s.h.

Concepts and techniques of relief printmaking, including woodcut, linocut, relief etching, black-and-white and color printing methods; traditional and contemporary approaches. Prerequisites: PRNT:2610. Requirements: ARTS:1510, ARTS:1520, and PRNT:2610 for art majors; ARTS:1510 for nonmajors; or B.F.A. candidacy in any area; or graduate standing.

PRNT:3640 Lithography 4 s.h.

Technical, aesthetic characteristics; basic direct drawing, processing, printing of stone and plate images in black and white. Prerequisites: PRNT:2610. Requirements: ARTS:1510, ARTS:1520, and PRNT:2610; or graduate standing.

PRNT:3660 Monoprint 3-4 s.h.

Concepts, techniques in use of traditional and alternative printmaking media to produce unique, matrix-generated prints. Prerequisites: PRNT:2610.

PRNT:3670 Foil Imaging I 3 s.h.

Participation in development of a new art form involving creation of original prints and other works of art using hot stamped foil and lowa Foil Printer. Prerequisites: ARTS:1510 and ARTS:1520. Requirements: ARTS:1510, ARTS:1520, and PRNT:2610 for art majors; ARTS:1510 for nonmajors; or B.F.A. candidacy in any area; or graduate standing.

PRNT:3675 Foil Workshop in Printmaking 2 s.h.

Hands-on experience creating foil prints; workshop format. One or two weeks. Offered summer session.

PRNT:3680 Silkscreen 4 s.h.

Photographic, nonphotographic stencil techniques for silkscreen printing. Prerequisites: PRNT:2610. Requirements: ARTS:1510, ARTS:1520, and PRNT:2610 for art majors; ARTS:1010 and ARTS:1050 for nonmajors; or B.F.A. candidacy in any area; or graduate standing.

PRNT:4610 Advanced Printmaking 4 s.h.

Print media (i.e., intaglio, lithography, relief, screenprint); emphasis on individual technical and conceptual growth and development of independent studio practices. Prerequisites: PRNT:2610 and (PRNT:3620 or PRNT:3630 or PRNT:3640 or PRNT:3680).

PRNT:4670 Foil Imaging II 4 s.h.

Advanced aesthetic and technical research for creation of original prints and other works of fine art using hot stamped foil and other printmaking techniques; individual instruction. Prerequisites: PRNT:3670.

PRNT:4799 Undergraduate Individual Instruction 1-3 s.h.

Individual instruction in printmaking; for advanced students.

PRNT:6675 Graduate Print Workshop 3-4 s.h.

Contemporary issues in printmaking; emphasis on development of personal work and independent studio practice through group critiques, special research projects, work in all print media.

PRNT:6699 Individual Instruction in Printmaking arr.**Sculpture Courses**

Courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals are prerequisites for all sculpture courses for art majors; ARTS:1510 Basic Drawing is prerequisite for nonmajors.

SCLP:2810 Undergraduate Sculpture I 3 s.h.

Basic sculptural concepts, processes, investigation of materials such as plaster, clay, wood; emphasis on developing formal language, acquiring basic skills; spatial, conceptual, technical issues. Prerequisites: ARTS:1520 and ARTS:1510. GE: Engineering Be Creative; Literary, Visual, and Performing Arts.

SCLP:3840 Robotic Art Studio 4 s.h.

Exploration, design, and creation of interactive artworks, kinetic sculpture, robotic art, sound works, light art, and performance environments; application of basic electronics and mechanical techniques; use of programmable micro-controller Arduino. Prerequisites: SCLP:2810 or CERM:2010 or INTM:2710 or MTLs:2910 or TDSN:2210. GE: Engineering Be Creative. Same as DIGA:3840.

SCLP:3895 Topics in Sculpture 4 s.h.

Projects, reading; specialized conceptual forms and issues in contemporary sculpture, such as public art, installation. Prerequisites: SCLP:2810 or CERM:2010 or INTM:2710 or TDSN:2210 or MTLs:2910.

SCLP:4825 Casting in Hot Metal 4 s.h.

Foundry work, wax working, mold making, and processes. Prerequisites: SCLP:2810 or MTLs:2910.

SCLP:4830 Motion and Mechanisms 4 s.h.

Inherent properties of kinetic art and challenges of integrating motion into object and installation; artists who work with motion-based artwork; mechanical fabrication, basic electricity, switching, control, and various types of motors and mechanisms that can add motion to art-making process; projects engaging conceptual and technical aspects of kinetic sculpture, may include custom fabricated and recycled components. Prerequisites: ARTS:1510 and ARTS:1520 and (SCLP:2810 or CERM:2010 or INTM:2710 or TDSN:2210 or MTLs:2910).

SCLP:4835 Electronic Objects and Spaces 4 s.h.

Aesthetic use of electronics to sequence and control motion, light, and sound; introduction to basic electronics through hands-on workshops and discussions; demonstrations on how to build an Arduino, integrated circuits, power supplies, soldering, prototyping, motors, sensors; projects integrating electronics with objects and spaces; artist screenings and critiques. Prerequisites: ARTS:1510 and ARTS:1520 and (SCLP:2810 or CERM:2010 or INTM:2710 or MTLs:2910 or TDSN:2210). GE: Engineering Be Creative. Same as DIGA:4835.

SCLP:4840 Air, Actuators, and Motors 4 s.h.

Introduction to wide range of motors, actuators, and air devices available for integration in art projects; various forms of motor control and necessary means to power these devices; DC and AC motors, stepper motors, solenoids, electro magnets, relays, pneumatics, inflatables, and other air-driven devices; development of a project utilizing one or more systems; examples and media demonstrations to show how artists and scientists employ these systems. Prerequisites: ARTS:1510 and ARTS:1520 and (SCLP:2810 or CERM:2010 or INTM:2710 or MTLs:2910 or TDSN:2210). GE: Engineering Be Creative.

SCLP:4899 Undergraduate Individual Instruction 1-3 s.h.

Individual instruction in sculpture for advanced students.

SCLP:6264 Graduate Sculpture Workshop 3-4 s.h.

Critique seminar with readings for graduate sculptors and non-sculpture graduate students.

SCLP:6899 Individual Instruction in Sculpture arr.

Art Education Courses

ARTE:3143 Methods of Elementary Art and Field Experiences 3 s.h.

Application of studio methods to teaching children in Saturday Children's Art Class Program. Same as EDTL:3143.

ARTE:6267 Seminar: Current Issues in Art Education 3-4 s.h.

Analysis of literature in art education and related disciplines. Same as EDTL:6267.

Art, B.A.

Learning Outcomes

Students will:

- acquire breadth of knowledge about the field of art history through coursework in a diversity of areas;
- learn that art embodies historical, cultural, social, and political factors within a diverse range of national, international, and global cultures;
- acquire critical skills in visual analysis and writing; and
- develop and apply research skills.

Requirements

The Bachelor of Arts with a major in art requires a minimum of 120 s.h., including at least 39 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major provides a foundation in art history as well as an understanding of the formal traditions and contemporary practices in studio art. Students take courses in the school's studio art programs, including animation, ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, and sculpture.

Students may count a maximum of 56 s.h. earned in art and art history courses toward the degree; they must earn at least 64 s.h. of credit in courses outside the School of Art and Art History in order to graduate.

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

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

For more information about teaching art in elementary and/or secondary schools, see "Teacher Licensure" below.

The B.A. with a major in art requires the following coursework. Not all courses are offered every semester, including required courses. When planning coursework, students should consult their advisors and MyUI to determine when specific courses will be offered.

Code	Title	Hours
	Four Art History Courses	12
	Two Foundational Studio Art Courses	6
	Two Studio Art 3-D Courses	6
	Two Studio Art 2-D Courses	6
	Two Upper-Level Studio Art Courses	6
	Required Electives	3
	Total Hours	39

Art History

Code	Title	Hours
Two of these:		
ARTH:1040	Arts of Africa	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
ARTH:1070	Asian Art and Culture	3
ARTH:1095	Native American Art	3
And:		
	Two art history courses not in the list above, excluding ARTH:1000, ARTH:1080, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999	6

Foundational Studio Art

Studio art majors are required to complete ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals by the end of their first academic year. Majors can enroll in one beginning or introductory studio arts course during the same semester they are enrolled in either ARTS:1510 or ARTS:1520.

Code	Title	Hours
Both of these:		
ARTS:1510	Basic Drawing	3
ARTS:1520	Design Fundamentals	3

Studio Art 3-D Courses

Code	Title	Hours
Two of these:		
CERM:2010	Ceramics I: Handbuilding	3
INTM:2710	Introduction to Intermedia	3
MTLS:2910	Introduction to Jewelry and Metal Arts	3
SCLP:2810	Undergraduate Sculpture I	3
TDSN:2210	Problems in 3-D Design	3

Studio Art 2-D Courses

Code	Title	Hours
Two of these:		
ANIM:2125	Introduction to Animation	3
DRAW:2310	Life Drawing I	3
DSGN:2500	Graphic Design I	3
PHTO:2600	Photography I	3
PNTG:2410	Painting I	3
PRNT:2610	Introduction to Printmaking	3

Upper-Level Studio Art Courses

Students must take two upper-level studio art courses. They may take both upper-level courses in the same studio art discipline or one upper-level course in each of two disciplines. Any course beyond the introductory course in the discipline is considered upper level.

Introductory courses include the following and do not count toward the upper-level studio arts courses requirement.

Code	Title	Hours
ANIM:2125	Introduction to Animation	3
CERM:2010	Ceramics I: Handbuilding	3
DRAW:2310	Life Drawing I	3
DSGN:2500	Graphic Design I	3
INTM:2710	Introduction to Intermedia	3
MTLS:2910	Introduction to Jewelry and Metal Arts	3
PHTO:2600	Photography I	3
PNTG:2410	Painting I	3
PRNT:2610	Introduction to Printmaking	3
SCLP:2810	Undergraduate Sculpture I	3
TDSN:2210	Problems in 3-D Design	3

Required Electives

School of Art and Art History elective courses must bring the total credit for the major in art to a minimum of 39 s.h.

Transfer Students

Transfer students should contact the undergraduate academic advisors for information about transfer portfolio review and specific coursework that satisfies the requirements for the major in art. Students may count a maximum of 12 s.h. of approved transfer credit toward their major.

Study Abroad

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

Students who take studio art courses abroad must bring their artwork back to campus and must present it in a portfolio review, which determines whether the work satisfies a requirement for their major. The portfolio review is not required if the study abroad course was taught by a School of Art and Art History faculty member who gave the student a grade for the course.

Students who plan to take art history courses abroad must present the course syllabus to their advisor well in advance of their departure. The head of the art history program determines whether the study abroad course is equivalent to a course required for the major; if it is, the student is credited with fulfilling the requirement once the course is completed with a passing grade.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

The B.A. in art education [p. 1367] is offered by the Department of Teaching and Learning, and the degree is awarded by the College of Education. In order to earn the B.A. in art education, students also must complete the B.A. in art. For more information, contact the College of Education Academic Advising Office.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in their major. They should meet with their academic advisor at the start of their final semester to complete the steps needed to graduate with honors in the major.

Students must complete a studio art research project during the semester in which they plan to graduate. They must select a studio art faculty member willing to supervise their honors project, display the completed project in a show, complete an abstract, and upload a JPEG image of their project. They earn credit for the project by enrolling in ARTS:4190 Honors in Studio Art.

University of Iowa Honors Program

In addition to honors in the major, students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the art major.

Academic Plans

Four-Year Graduation Plan

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

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

Before the seventh semester begins: at least four more courses in the major (total of eight) and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least three more courses in the major (total of 11)

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Art, B.A.

Course	Title	Hours
First Year		
Fall		
ARTS:1510	Basic Drawing ^a	3
ARTS:1520	Design Fundamentals ^a	3

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
CSL:1600	Success at Iowa	2
Hours		14-15

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: art history survey course ^c		3
Major: introductory-level studio 2-D course ^d		3
GE CLAS Core: Natural Sciences with Lab ^b		4
Elective course ^e		2
Hours		15-16

Second Year**Fall**

Major: art history survey course ^c		3
Major: introductory-level studio 3-D course ^f		3
Major: non-art elective course		1 - 2
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
Elective course ^e		2
Hours		16-18

Spring

Major: art history non-survey course ^h		3
Major: introductory-level studio 2-D course ^d		3
Major: introductory-level studio 3-D course ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective ^g		4 - 5
Elective course ^e		3
Hours		16-17

Third Year**Fall**

Major: art history non-survey course ^h		3
Major: elective art course ⁱ		3 - 4
Major: upper-level studio art course ^j		3 - 4
GE CLAS Core: Natural Sciences without Lab ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g		4 - 5
Hours		16-19

Spring

Major: elective art course ⁱ		3
Major: upper-level studio art course ^j		3
GE CLAS Core: International and Global Issues or elective ^b		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g		4 - 5
Elective course ^e		3
Hours		16-17

Fourth Year**Fall**

Major: elective art course ⁱ		3
GE CLAS Core: Literary, Visual, and Performing Arts or elective course ^{b, k}		3
GE CLAS Core: Values and Culture ^b		3
Elective course ^e		3

Elective course ^e	3
Hours	15

Spring

Major: elective art and art history course ⁱ	3
GE CLAS Core: Historical Perspectives ^b	3
GE CLAS Core: Social Sciences ^b	3
Elective course ^e	3
Elective course ^e	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l	
Hours	15
Total Hours	123-132

- a Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- d Select introductory-level studio 2-D course from ANIM:2125, DRAW:2310, DSGN:2500, PHTO:2600, PNTG:2410, or PRNT:2610.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Select introductory-level studio 3-D course from CERM:2010, INTM:2710, MTLs:2910, SCLP:2810, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- i Students may select an elective art course until they complete a maximum of 56 s.h. of art courses, or select a non-art elective course.
- j The following introductory courses do not count toward the upper-level studio arts courses requirement: ANIM:2125, CERM:2010, DRAW:2310, DSGN:2500, INTM:2710, MTLs:2910, PHTO:2600, PNTG:2410, PRNT:2610, SCLP:2810, TDSN:2210.
- k Students may fulfill this general education requirement while also fulfilling major requirements.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Many graduates pursue careers that match their degree specializations, for example, commercial or graphic designer, conservation or museum curator or administrator, art educator, public artist, or community art center coordinator or instructor. Others go on to graduate study in areas such as art history, art therapy, architecture, design, medical illustration, studio art, or disciplines outside of art.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Art History, B.A.

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

Learning Outcomes

Students will:

- acquire breadth of knowledge about the field of art history through coursework in a diversity of areas;
- learn that art embodies historical, cultural, social, and political factors within a diverse range of national, international, and global cultures;
- acquire critical skills in visual analysis and writing; and
- develop and apply research skills.

Requirements

The Bachelor of Arts with a major in art history requires a minimum of 120 s.h., including 39 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students may count a maximum of 56 s.h. earned in art and art history courses toward the degree; they must earn at least 64 s.h. of credit in courses outside the School of Art and Art History in order to graduate.

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

The B.A. with a major in art history requires the following coursework.

Code	Title	Hours
	Eleven Art History Courses	33
	Two Studio Art Courses	6
	Total Hours	39

Art History

Code	Title	Hours
	All of these:	
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
ARTH:1080	Writing About the Visual Arts	3
ARTH:4999	History and Methods	3

Seven additional art history courses that include (a course can count toward more than one requirement): 21

	At least two art history courses numbered ARTH:2000 through ARTH:2999	
	At least four art history courses numbered ARTH:3000 through ARTH:4998	
	At least two art history courses in non-Western areas (e.g. African, Asian, Islamic, Native American) from these:	
ARTH:1040	Arts of Africa	3
ARTH:1070	Asian Art and Culture	3
ARTH:1095	Native American Art	3
ARTH:2120	Art and Architecture of the Islamic World	3
ARTH:2220	Introduction to the Art of China	3
ARTH:2250	Introduction to the Art of Japan	3
ARTH:2330	Introduction to Egyptian and Ancient Near Eastern Art	3
ARTH:3103	Art of the Pacific Islands	3
ARTH:3120	The Art of Ancient Mexico	3
ARTH:3150	Art of West Africa	3
ARTH:3151	Art of Central Africa	3
ARTH:3160	Themes in African Art	3
ARTH:3220	Chinese Art and Culture	3
ARTH:3225	Contemporary Art and Culture in China	3
ARTH:3230	Chinese Painting I: Pagodas and Palaces	3
ARTH:3250	Brushwork in Chinese Art	3
ARTH:3255	Copy and Paste: Methods of Reproduction in Asian Art	3
ARTH:3260	Japanese Painting	3
ARTH:3270	Themes in Asian Art History	3
ARTH:3275	Garden Culture in East Asia	3
ARTH:3280	The Materialization of Sexuality in China and Beyond	3
ARTH:3325	Kings, Gods, and Heroes: Art of the Ancient Near East	3

Studio Art

Code	Title	Hours
	This course, before enrollment in a second studio course:	
ARTS:1510	Basic Drawing	3
	One of these:	
ARTS:1520	Design Fundamentals	3
CERM:2010	Ceramics I: Handbuilding	3
DRAW:2310	Life Drawing I	3
DSGN:2500	Graphic Design I	3
INTM:2710	Introduction to Intermedia	3
MTLS:2910	Introduction to Jewelry and Metal Arts	3
PHTO:2600	Photography I	3
PNTG:2410	Painting I	3
PRNT:2610	Introduction to Printmaking	3

SCLP:2810	Undergraduate Sculpture I	3
TDSN:2210	Problems in 3-D Design	3

Transfer Students

Transfer students should meet with the undergraduate advisor to discuss the requirements they may fulfill with transfer courses. Art history transfer courses must be reviewed by the head of the art history area to determine a student's placement in or exemption from required art history courses. Students may count a maximum of 15 s.h. of approved transfer credit toward their major.

Study Abroad

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

Students who take art history courses abroad must present the course syllabus to their advisor well in advance of their departure. The head of the art history program determines whether the study abroad course is equivalent to a course required for the major; if it is, the student is credited with fulfilling the requirement once the course is completed with a passing grade.

Students who take studio art courses abroad must bring their artwork back to campus and present it in a portfolio review, which determines whether the work satisfies a requirement for their major. The portfolio review is not required if the study abroad course was taught by a School of Art and Art History faculty member who gave the student a grade for the course.

Teacher Licensure

Majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education's Teacher Education Program (TEP) in addition to the requirements for the art history major and all requirements for graduation with a B.A. degree. The TEP requires several College of Education courses and student teaching. Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral. Contact the Office of Student Services in the College of Education for details.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in their major. They also must complete an application to graduate with honors in the major.

Students must complete an honors project that includes an honors thesis during the semester in which they plan to graduate. Students have two options for completing the honors project.

Option 1: Students take two upper-division courses with an honors contract and complete an extra project, such as an annotated bibliography, a supplemental paper or presentation, or a comparable project endorsed by the professor. Students then enroll in a third upper-division course, with or without honors contract, appropriate to their honors paper topic and ARTH:3985 Honors Research in Art History for 1 s.h. credit with the same instructor. Through

enrollment in ARTH:3985, students write an honors paper of 3,000 to 5,000 words.

Option 2: Students research and write an honors paper of 5,000 to 7,500 words under the direction of an art history professor, who agrees to act as their honors advisor. Students earn up to 3 s.h. credit in ARTH:3985 Honors Research in Art History. They must have the approval of their honors advisor before they begin work on their honors paper.

The honors paper should conform to the Graduate College format for theses; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the art history major.

Academic Plans

Four-Year Graduation Plan

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

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

Before the seventh semester begins: at least four more courses in the major (total of eight) and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least three more courses in the major (total of 11)

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Art History, B.A.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I ^a	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II ^a	3
GE CLAS Core: Natural Sciences without Lab ^b		3

CSI:1600	Success at Iowa	2
Hours		14-15

Spring

ARTH:1080	Writing About the Visual Arts ^c	3
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: International and Global Issues ^b		3
Elective course ^d		3
Hours		15-16

Second Year**Fall**

ARTS:1510	Basic Drawing	3
Major: art history course (prefix ARTH) numbered 2000-2999 ^e		3
Major: art history course (prefix ARTH) numbered 2000-2999 ^e		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Hours		16-17

Spring

Major: upper-level art history course ^{e, g}		3
Major: introductory-level studio art course ^h		3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Hours		16-17

Third Year**Fall**

Major: upper-level art history course ^{e, g}		3
Major: upper-level art history course ^{e, g}		3
GE CLAS Core: Values and Culture ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Hours		16-17

Spring

Major: upper-level art history course ^{e, g}		3
GE CLAS Core: Social Sciences ^b		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-17

Fourth Year**Fall**

ARTH:4999	History and Methods	3
Major: art history course (prefix ARTH) numbered 1000-4998 ^e		3
GE CLAS Core: Natural Sciences with Lab ^b		4
Elective course ^d		3
Elective course ^d		2
Hours		15

Spring

Elective course ^d		3
------------------------------	--	---

Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)ⁱ

Hours	15
Total Hours	123-129

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c This course should be taken after completing Rhetoric and before enrollment in courses ARTH:2975 and above.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students complete at least two art history courses (6 s.h.) in non-Western areas (e.g. African, Asian, Islamic, Native American). See General Catalog for list of approved courses.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students complete four upper-level courses (12 s.h.) chosen from art history courses (prefix ARTH) numbered 3000-4998.
- h Students complete this requirement by choosing one of these courses: ARTS:1520, CERM:2010, DRAW:2310, DSGN:2500, INTM:2710, MTLs:2910, PHTO:2600, PNTG:2410, PRNT:2610, SCLP:2810, TDSN:2210.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Many graduates go on to careers in academics, in museums, or in private art galleries. Those who wish to work as professors, museum curators, or museum directors typically pursue graduate study in art history. Some graduates instead pursue advanced study in fields such as architecture, information science, museum studies, and law. Others may begin careers immediately, working in galleries and museums as arts administrators and catalogers, writing art criticism, or applying their skills in writing and visual analysis to disciplines beyond the arts.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Art, B.F.A.

Learning Outcomes

Students will:

- acquire breadth of knowledge about the field of art history through coursework in a diversity of areas;
- learn that art embodies historical, cultural, social, and political factors within a diverse range of national, international, and global cultures;
- acquire critical skills in visual analysis and writing; and
- develop and apply research skills.

Requirements

The Bachelor of Fine Arts with a major in art requires a minimum of 120 s.h., including 62 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

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

The major provides a foundation in art history as well as an understanding of the formal traditions and contemporary practices in studio art. It also includes a concentration in a specific discipline in studio art.

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

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

In order to sit for B.F.A. clearance, students must have completed:

the two studio art foundation courses ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals;

one introductory course in the B.F.A. studio art discipline; and

two upper-level courses in the B.F.A. studio art discipline (students may be enrolled in the two upper-level courses when they sit for clearance).

B.F.A. students complete all requirements for the B.A. major in art (required courses) plus additional studio work. They also

must present a show of their work through ARTS:4195 B.F.A. Exhibition before they graduate.

For more information about teaching art in elementary and/or secondary schools, see "Teacher Licensure" below.

The B.F.A. with a major in art requires the following work.

Code	Title	Hours
Required Courses		39
Additional Studio Art Courses		23
B.F.A. Exhibition		
Total Hours		62

Required Courses

The following coursework is required (39 s.h.).

Art History

Code	Title	Hours
Two of these:		
ARTH:1040	Arts of Africa	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
ARTH:1070	Asian Art and Culture	3
ARTH:1095	Native American Art	3
And:		
Two art history courses not in the list above, excluding ARTH:1000, ARTH:1080, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999		6

Foundational Studio Art

Studio art majors are required to complete ARTS:1510 Basic Drawing and ARTS:1520 Design Fundamentals by the end of their first academic year. Majors can enroll in one beginning or introductory studio arts course during the same semester they are enrolled in either ARTS:1510 or ARTS:1520.

Code	Title	Hours
Both of these:		
ARTS:1510	Basic Drawing	3
ARTS:1520	Design Fundamentals	3

Studio Art 3-D Courses

Code	Title	Hours
Two of these:		
CERM:2010	Ceramics I: Handbuilding	3
INTM:2710	Introduction to Intermedia	3
MTLS:2910	Introduction to Jewelry and Metal Arts	3
SCLP:2810	Undergraduate Sculpture I	3
TDSN:2210	Problems in 3-D Design	3

Studio Art 2-D Courses

Code	Title	Hours
Two of these:		
ANIM:2125	Introduction to Animation	3
DRAW:2310	Life Drawing I	3
DSGN:2500	Graphic Design I	3

PHTO:2600	Photography I	3
PNTG:2410	Painting I	3
PRNT:2610	Introduction to Printmaking	3

Required Electives

School of Art and Art History elective courses must bring the total credit for the major to a minimum of 62 s.h.

Additional Studio Art Courses

Code	Title	Hours
All of these:		
One introductory course and three upper-level courses in the student's studio art discipline		
One introductory course and one upper-level course in a second studio art discipline		
One introductory course and one upper-level course in a third studio art discipline		

B.F.A. Exhibition

Students must present a show of their work in ARTS:4195 B.F.A. Exhibition during the semester in which they graduate. Variations must be approved by the B.F.A. faculty advisor and academic advisors. The show must be advertised using flyers and other media. Students planning to graduate with honors in the major also are required to participate in a separate Honors in the Major group show. Students must meet with faculty and academic advisors to complete the required documentation before they present their show.

Transfer Students

Transfer students should contact the undergraduate academic advisors for information about transfer portfolio review and specific coursework that satisfies the requirements for the major in art. Students may count a maximum of 21 s.h. of approved transfer credit toward their major.

Study Abroad

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

Students who take studio art courses abroad must bring their artwork back to campus and present it in a portfolio review, which determines whether the work satisfies a requirement for their major. The portfolio review is not required if the study abroad course was taught by a School of Art and Art History faculty member who gave the student a grade for the course.

Students who plan to take art history courses abroad must present the course syllabus to their advisor well in advance of their departure. The head of the art history program determines whether the study abroad course is equivalent to a course required for the major; if it is, the student is credited with fulfilling the requirement once the course is completed with a passing grade.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the

College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

The B.A. in art education [p. 1367] is offered by the Department of Teaching and Learning, and the degree is awarded by the College of Education. In order to earn the B.A. in art education, students also must complete the B.F.A. in art. For more information, contact the College of Education Academic Advising Office.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in their major. They should meet with their academic advisor at the start of their final semester to complete the steps needed to graduate with honors in the major.

Students must complete a studio art research project during the semester in which they plan to graduate. They must select a studio art faculty member willing to supervise their honors project, display the completed project in a show, complete an abstract, and upload a JPEG image of their project. They earn credit for the project by enrolling in ARTS:4190 Honors in Studio Art.

University of Iowa Honors Program

In addition to honors in the major, undergraduate students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the art major.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available for the B.F.A. major in art. Students should work with their advisors to develop individual graduation plans.

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Art, B.F.A.

- Ceramics [p. 120]
- Graphic Design [p. 121]
- Three-Dimensional Design [p. 122]
- Drawing [p. 123]
- Jewelry and Metal Arts [p. 124]
- Painting [p. 125]
- Photography [p. 126]
- Printmaking [p. 127]
- Sculpture [p. 128]

Ceramics

Course	Title	Hours
Academic Career		
Any Semester		
Admission Application: Students apply to the BFA program through a selective process called "clearance." ^a		
Hours		0
First Year		
Fall		
ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: art history survey course ^d		3
Major: introductory-level studio 2-D course ^e		3
CERM:2010	Ceramics I: Handbuilding ^f	3
GE CLAS Core: Natural Sciences without Lab ^c		3
Hours		15-16
Second Year		
Fall		
Major: introductory-level studio 3-D course ^f		3
Major: art history survey course ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^c		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
Elective course ^h		3
Hours		16-17
Spring		
Major: art history non-survey course ⁱ		3
Major: introductory-level studio 2-D course ^e		3
Major: upper-level studio course in BFA discipline		3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective ^g		4 - 5
Elective course ^h		3
Hours		16-18
Third Year		
Fall		
Major: art history non-survey course ⁱ		3
Major: elective art course ^j		3
Major: upper-level studio course in BFA discipline		3 - 4
GE CLAS Core: Natural Sciences with Lab ^c		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g		4 - 5
Hours		17-19
Spring		
Major: elective art course ^j		3
Major: upper-level studio course in BFA discipline		3 - 4
Major: upper-level studio course outside of BFA discipline		3 - 4

GE CLAS Core: Literary, Visual, and Performing Arts ^{c, k}		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g		4 - 5
Hours		16-19
Fourth Year		
Fall		
Major: elective art course ^j		3 - 4
Major: elective art course ^j		3 - 4
Major: upper-level studio course outside of BFA discipline		3 - 4
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: Values and Culture ^c		3
Gallery booking for BFA exhibition		
Hours		15-18
Spring		
ARTS:4195 B.F.A. Exhibition		0
Major: elective art course ^j		3 - 4
Major: elective art and art history course ^j		1 - 4
Major: elective art and art history course ^j		3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: Social Sciences ^c		3
Elective course ^h		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		15-20
Total Hours		124-142

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e Select introductory-level studio 2-D course from ANIM:2125, DRAW:2310, DSGN:2500, PHTO:2600, PNTG:2410, or PRNT:2610.
- f For the two introductory-level studio 3-D courses, students in the ceramics discipline complete CERM:2010. Select a second course from INTM:2710, MTLN:2910, SCLP:2810, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- j Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- k Students may fulfill this general education requirement while also fulfilling major requirements.

^l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Graphic Design

Course Title Hours

Academic Career

Any Semester

Admission Application: Students apply to the BFA program through a selective process called "clearance."^a

Hours 0

First Year

Fall

ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: art history survey course ^d		3
DSGN:2500	Graphic Design I ^e	3
Major: introductory-level studio 3-D course ^f		3
GE CLAS Core: Natural Sciences without Lab ^c		3
Hours		15-16

Second Year

Fall

Major: introductory-level studio 3-D course ^f		3
Major: art history survey course ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^c		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
DSGN:2600	Graphic Design II	3
Hours		16-17

Spring

Major: art history non-survey course ^h		3
Major: introductory-level studio 2-D course ^e		3
DSGN:3500	Graphic Design III	4
GE CLAS Core: World Languages Second Level Proficiency or elective ^g		4 - 5
DSGN:3600	Graphic Design IV	4
Hours		18-19

Third Year

Fall

Major: art history non-survey course ^h		3
Major: elective art course ⁱ		3
DSGN:4000	Graphic Design V	4
GE CLAS Core: Natural Sciences with Lab ^c		4

GE CLAS Core: World Languages Second Level Proficiency or elective course ^g	4 - 5
Hours	18-19

Spring

Major: elective art course ⁱ	3	
DSGN:4700	Graphic Design VI	4
Major: upper-level studio course outside of BFA discipline	3 - 4	
GE CLAS Core: Literary, Visual, and Performing Arts ^{c, j}	3	
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g	4 - 5	
Hours	17-19	

Fourth Year

Fall

Major: elective art course ⁱ	3 - 4
Major: elective art course ⁱ	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Values and Culture ^c	3
Gallery booking for BFA exhibition	
Hours	15-18

Spring

ARTS:4195	B.F.A. Exhibition	0
Major: elective art course ⁱ		3 - 4
Major: elective art and art history course ⁱ		1 - 4
Major: elective art and art history course ⁱ		3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: Social Sciences ^c		3
Elective course ^k		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		15-20

Hours 15-20

Total Hours 128-143

- Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- For the two introductory-level studio 2-D courses, students in the graphic design discipline complete DSGN:2500. Select a second course from ANIM:2125, DRAW:2310, PHTO:2600, PNTG:2410, or PRNT:2610.
- Select introductory-level studio 3-D course from CERM:2010, INTM:2710, MTLN:2910, SCLP:2810, or TDSN:2210.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.

- i Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- j Students may fulfill this general education requirement while also fulfilling major requirements.
- k Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Three-Dimensional Design

Course	Title	Hours
Academic Career		
Any Semester		
Admission Application: Students apply to the BFA program through a selective process called "clearance." ^a		
Hours		0
First Year		
Fall		
ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: art history survey course ^d		3
Major: introductory-level studio 2-D course ^e		3
TDSN:2210	Problems in 3-D Design ^f	3
GE CLAS Core: Natural Sciences without Lab ^c		3
Hours		15-16
Second Year		
Fall		
Major: introductory-level studio 3-D course ^f		3
Major: art history survey course ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^c		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
Elective course ^h		3
Hours		16-17
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective ^g		4 - 5
Major: art history non-survey course ^{i, j}		3
TDSN:2240	Digital Drafting with AutoCAD	3
TDSN:2250	Computer Modeling with 3ds Max	3
Major: introductory-level studio 2-D course ^e		3
Hours		16-17

Third Year

Fall

Major: art history non-survey course ^j	3
Major: elective art course ^k	3
Major: third upper-level studio course in BFA discipline ^l	3
GE CLAS Core: Natural Sciences with Lab ^c	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g	4 - 5
Hours	17-18

Spring

Major: elective art course ^k	3
Major: fourth upper-level studio course in BFA discipline	3
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^{c, m}	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g	4 - 5
Hours	16-18

Fourth Year

Fall

Major: elective art course ^k	3 - 4
Major: elective art course ^k	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Values and Culture ^c	3
Gallery booking for BFA exhibition	
Hours	15-18

Spring

ARTS:4195	B.F.A. Exhibition	0
ARTS:4190	Honors in Studio Art ^k	1 - 3
Major: elective art and art history course ^k		1 - 4
Major: elective art and art history course ^k		3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: Social Sciences ^c		3
Elective course ^h		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁿ		
Hours		13-19
Total Hours		122-138

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e Select introductory-level studio 2-D course from ANIM:2125, DRAW:2310, DSGN:2500, PHTO:2600, PNTG:2410, or PRNT:2610.

- f For the two introductory-level studio 3-D courses, students in the three-dimensional design discipline complete TDSN:2210. Select a second course from CERM:2010, INTM:2710, MTLs:2910, or SCLP:2810.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Course may also fulfill the GE CLAS Core Values and Culture requirement.
- j Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- k Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- l Choose course after consulting with faculty.
- m Students may fulfill this general education requirement while also fulfilling major requirements.
- n Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Drawing

Course	Title	Hours
Academic Career		
Any Semester		
Admission Application: Students apply to the BFA program through a selective process called "clearance." ^a		
Hours		0
First Year		
Fall		
ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: art history survey course ^d		3
DRAW:2310	Life Drawing I ^e	3
Major: introductory-level studio 3-D course ^f		3
GE CLAS Core: Natural Sciences without Lab ^c		3
Hours		15-16
Second Year		
Fall		
Major: introductory-level studio 3-D course ^f		3
Major: art history survey course ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^c		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
Elective course ^h		3
Hours		16-17

Spring

Major: art history non-survey course ⁱ	3
Major: introductory-level studio 2-D course ^e	3
Major: upper-level studio course in BFA discipline	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective ^g	4 - 5
Elective course ^h	3
Hours	16-18

Third Year

Fall

Major: art history non-survey course ⁱ	3
Major: elective art course ^j	3
Major: upper-level studio course in BFA discipline	3 - 4
GE CLAS Core: Natural Sciences with Lab ^c	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g	4 - 5
Hours	17-19

Spring

Major: elective art course ^j	3
Major: upper-level studio course in BFA discipline	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^{c, k}	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g	4 - 5
Hours	16-19

Fourth Year

Fall

Major: elective art course ^j	3 - 4
Major: elective art course ^j	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Values and Culture ^c	3
Gallery booking for BFA exhibition	
Hours	15-18

Spring

ARTS:4195	B.F.A. Exhibition	0
Major: elective art course ^j		3 - 4
Major: elective art and art history course ^j		1 - 4
Major: elective art and art history course ^j		3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: Social Sciences ^c		3
Elective course ^h		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		15-20
Total Hours		124-142

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.

- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e For the two introductory-level studio 2-D courses, students in the drawing discipline complete DRAW:2310. Select a second course from ANIM:2125, DSGN:2500, PHTO:2600, PNTG:2410, or PRNT:2610.
- f Select introductory-level studio 3-D course from CERM:2010, INTM:2710, MTLN:2910, SCLP:2810, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- j Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- k Students may fulfill this general education requirement while also fulfilling major requirements.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Jewelry and Metal Arts

Course	Title	Hours
Academic Career		
Any Semester		
Admission Application: Students apply to the BFA program through a selective process called "clearance." ^a		
	Hours	0
First Year		
Fall		
ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
	Hours	14-15
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: art history survey course ^d		3
Major: introductory-level studio 2-D course ^e		3
MTLN:2910	Introduction to Jewelry and Metal Arts ^f	3
GE CLAS Core: Natural Sciences without Lab ^c		3
	Hours	15-16
Second Year		
Fall		
Major: introductory-level studio 3-D course ^f		3
Major: art history survey course ^d		3

GE CLAS Core: Quantitative or Formal Reasoning ^c	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g	4 - 5
Elective course ^h	3
Hours	16-17

Spring

Major: art history non-survey course ⁱ	3
Major: introductory-level studio 2-D course ^e	3
Major: upper-level studio course in BFA discipline	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective ^g	4 - 5
Elective course ^h	3
Hours	16-18

Third Year

Fall

Major: art history non-survey course ⁱ	3
Major: elective art course ^j	3
Major: upper-level studio course in BFA discipline	3 - 4
GE CLAS Core: Natural Sciences with Lab ^c	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g	4 - 5
Hours	17-19

Spring

Major: elective art course ^j	3
Major: upper-level studio course in BFA discipline	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^{c, k}	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g	4 - 5
Hours	16-19

Fourth Year

Fall

Major: elective art course ^j	3 - 4
Major: elective art course ^j	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Values and Culture ^c	3
Gallery booking for BFA exhibition	
Hours	15-18

Spring

ARTS:4195	B.F.A. Exhibition	0
Major: elective art course ^j		3 - 4
Major: elective art and art history course ^j		1 - 4
Major: elective art and art history course ^j		3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: Social Sciences ^c		3
Elective course ^h		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
	Hours	15-20
Total Hours		124-142

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e Select introductory-level studio 2-D course from ANIM:2125, DRAW:2310, DSGN:2500, PHTO:2600, PNTG:2410, or PRNT:2610.
- f For the two introductory-level studio 3-D courses, students in the jewelry and metal arts discipline complete MTL:2910. Select a second course from CERM:2010, INTM:2710, SCLP:2810, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- j Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- k Students may fulfill this general education requirement while also fulfilling major requirements.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Painting

Course	Title	Hours
Academic Career		
Any Semester		
Admission Application: Students apply to the BFA program through a selective process called "clearance." ^a		
	Hours	0
First Year		
Fall		
ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
	Hours	14-15
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: art history survey course ^d		3
PNTG:2410	Painting I ^e	3
Major: introductory-level studio 3-D course ^f		3

GE CLAS Core: Natural Sciences without Lab ^c	3
Hours	15-16

Second Year

Fall

Major: introductory-level studio 3-D course ^f	3
Major: art history survey course ^d	3
GE CLAS Core: Quantitative or Formal Reasoning ^c	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g	4 - 5
Elective course ^h	3
Hours	16-17

Spring

Major: art history non-survey course ⁱ	3
Major: introductory-level studio 2-D course ^e	3
PNTG:2420 Painting II ^j	4
GE CLAS Core: World Languages Second Level Proficiency or elective ^g	4 - 5
Elective course ^h	3
Hours	17-18

Third Year

Fall

Major: art history non-survey course ⁱ	3
Major: elective art course ^k	3
PNTG:2420 Painting II ^j	4
GE CLAS Core: Natural Sciences with Lab ^c	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g	4 - 5
Hours	18-19

Spring

Major: elective art course ^k	3
PNTG:4100 Advanced Painting	4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^{c, l}	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g	4 - 5
Hours	17-19

Fourth Year

Fall

Major: elective art course ^k	3 - 4
Major: elective art course ^k	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Values and Culture ^c	3
Gallery booking for BFA exhibition	
Hours	15-18

Spring

ARTS:4195 B.F.A. Exhibition	0
Major: elective art course ^k	3 - 4
Major: elective art and art history course ^k	1 - 4
Major: elective art and art history course ^k	3 - 4
GE CLAS Core: International and Global Issues ^c	3
GE CLAS Core: Social Sciences ^c	3
Elective course ^h	2

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)
m

Hours	15-20
Total Hours	127-142

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e For the two introductory-level studio 2-D courses, students in the painting discipline complete PNTG:2410. Select a second course from ANIM:2125, DRAW:2310, DSGN:2500, PHTO:2600, or PRNT:2610.
- f Select introductory-level studio 3-D course from CERM:2010, INTM:2710, MTLs:2910, SCLP:2810, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- j Course must be completed twice.
- k Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- l Students may fulfill this general education requirement while also fulfilling major requirements.
- m Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Photography

Course	Title	Hours
Academic Career		
Any Semester		

Admission Application: Students apply to the BFA program through a selective process called "clearance."^a

Hours	0
-------	---

First Year

Fall

ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
CSl:1600	Success at Iowa	2
Hours		14-15

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: art history survey course ^d		3
PHTO:2600	Photography I ^e	3
Major: introductory-level studio 3-D course ^f		3
GE CLAS Core: Natural Sciences without Lab ^c		3
Hours		15-16

Second Year

Fall

Major: introductory-level studio 3-D course ^f		3
Major: art history survey course ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^c		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
Elective course ^h		3
Hours		16-17

Spring

Major: art history non-survey course ⁱ		3
Major: introductory-level studio 2-D course ^e		3
PHTO:3100	Photography II: Introduction to Darkroom Photography	4
GE CLAS Core: World Languages Second Level Proficiency or elective ^g		4 - 5
Elective course ^h		3
Hours		17-18

Third Year

Fall

Major: art history non-survey course ⁱ		3
Major: elective art course ^j		3
PHTO:3110	Photography III: The Constructed Image	4
GE CLAS Core: Natural Sciences with Lab ^c		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g		4 - 5
Hours		18-19

Spring

Major: elective art course ^j		3
Major: upper-level studio course in BFA discipline		3 - 4
Major: upper-level studio course outside of BFA discipline		3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^{c, k}		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g		4 - 5
Hours		16-19

Fourth Year

Fall

Major: elective art course ^j		3 - 4
Major: elective art course ^j		3 - 4
Major: upper-level studio course outside of BFA discipline		3 - 4
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: Values and Culture ^c		3
Gallery booking for BFA exhibition		
Hours		15-18

Spring

ARTS:4195	B.F.A. Exhibition	0
Major: elective art course ^j		3 - 4
Major: elective art and art history course ^j		1 - 4
Major: elective art and art history course ^j		3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: Social Sciences ^c		3
Elective course ^h		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		15-20
Total Hours		126-142

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e For the two introductory-level studio 2-D courses, students in the photography discipline complete PHTO:2600. Select a second course from ANIM:2125, DRAW:2310, DSGN:2500, PNTG:2410, or PRNT:2610.
- f Select introductory-level studio 3-D course from CERM:2010, INTM:2710, MTLN:2910, SCLP:2810, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- j Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- k Students may fulfill this general education requirement while also fulfilling major requirements.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Printmaking

Course	Title	Hours
Academic Career		
Any Semester		
Admission Application: Students apply to the BFA program through a selective process called "clearance." ^a		
Hours		0
First Year		
Fall		
ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3

RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	
Major: art history survey course ^d		3
PRNT:2610	Introduction to Printmaking ^e	3
Major: introductory-level studio 3-D course ^f		3
GE CLAS Core: Natural Sciences without Lab ^c		3
Hours		15-16

Second Year**Fall**

Major: introductory-level studio 3-D course ^f	3	
Major: art history survey course ^d	3	
GE CLAS Core: Quantitative or Formal Reasoning ^c	3	
GE CLAS Core: World Languages First Level Proficiency or elective course ^g	4 - 5	
Elective course ^h	3	
Hours		16-17

Spring

Major: art history non-survey course ⁱ	3	
Major: introductory-level studio 2-D course ^e	3	
Major: upper-level studio course in BFA discipline	3 - 4	
GE CLAS Core: World Languages Second Level Proficiency or elective ^g	4 - 5	
Elective course ^h	3	
Hours		16-18

Third Year**Fall**

Major: art history non-survey course ⁱ	3	
Major: elective art course ^j	3	
Major: upper-level studio course in BFA discipline	3 - 4	
GE CLAS Core: Natural Sciences with Lab ^c	4	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g	4 - 5	
Hours		17-19

Spring

Major: elective art course ^j	3	
Major: upper-level studio course in BFA discipline	3 - 4	
Major: upper-level studio course outside of BFA discipline	3 - 4	
GE CLAS Core: Literary, Visual, and Performing Arts ^{c, k}	3	
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g	4 - 5	
Hours		16-19

Fourth Year**Fall**

Major: elective art course ^j	3 - 4
Major: elective art course ^j	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Values and Culture ^c	3

Gallery booking for BFA exhibition

Hours	15-18
Spring	
ARTS:4195 B.F.A. Exhibition	0
Major: elective art course ^j	3 - 4
Major: elective art and art history course ^j	1 - 4
Major: elective art and art history course ^j	3 - 4
GE CLAS Core: International and Global Issues ^c	3
GE CLAS Core: Social Sciences ^c	3
Elective course ^h	2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ	
Hours	15-20
Total Hours	124-142

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e For the two introductory-level studio 2-D courses, students in the printmaking discipline complete PRNT:2610. Select a second course from ANIM:2125, DRAW:2310, DSGN:2500, PHTO:2600, or PNTG:2410.
- f Select introductory-level studio 3-D course from CERM:2010, INTM:2710, MTLN:2910, SCLP:2810, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- j Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- k Students may fulfill this general education requirement while also fulfilling major requirements.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Sculpture

Course	Title	Hours
Academic Career		
Any Semester		
Admission Application: Students apply to the BFA program through a selective process called "clearance." ^a		
Hours		0

First Year

Fall		
ARTS:1510	Basic Drawing ^b	3
ARTS:1520	Design Fundamentals ^b	3
ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	
GE CLAS Core: Diversity and Inclusion ^c		3
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
Major: art history survey course ^d		3
Major: introductory-level studio 2-D course ^e		3
SCLP:2810	Undergraduate Sculpture I ^f	3
GE CLAS Core: Natural Sciences without Lab ^c		3
Hours		15-16

Second Year**Fall**

Major: introductory-level studio 3-D course ^f	3
Major: art history survey course ^d	3
GE CLAS Core: Quantitative or Formal Reasoning ^c	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g	4 - 5
Elective course ^h	3
Hours	16-17

Spring

Major: art history non-survey course ⁱ	3
Major: introductory-level studio 2-D course ^e	3
Major: upper-level studio course in BFA discipline	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective ^g	4 - 5
Elective course ^h	3
Hours	16-18

Third Year**Fall**

Major: art history non-survey course ⁱ	3
Major: elective art course ^j	3
Major: upper-level studio course in BFA discipline	3 - 4
GE CLAS Core: Natural Sciences with Lab ^c	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g	4 - 5
Hours	17-19

Spring

Major: elective art course ^j	3
Major: upper-level studio course in BFA discipline	3 - 4
Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^c	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g	4 - 5
Hours	16-19

Fourth Year**Fall**

Major: elective art course ^j	3 - 4
Major: elective art course ^j	3 - 4

Major: upper-level studio course outside of BFA discipline	3 - 4
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Values and Culture ^c	3
Gallery booking for BFA exhibition	
Hours	15-18

Spring

ARTS:4195 B.F.A. Exhibition	0
Major: elective art course ^j	3 - 4
Major: elective art and art history course ^j	1 - 4
Major: elective art and art history course ^j	3 - 4
GE CLAS Core: International and Global Issues ^c	3
GE CLAS Core: Social Sciences ^c	3
Elective course ^h	2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	
Hours	15-20
Total Hours	124-142

- a Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice about the required portfolio review. Students are admitted to the BFA program through a process called "clearance," which is conducted once each semester; they must be admitted to the BFA program at least one semester before they graduate.
- b Studio art majors are required to complete ARTS:1510 and ARTS:1520 by the end of their first academic year.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Select art history survey course from ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, and ARTH:1095. Some introductory-level art history courses will fulfill GE requirements; students should consult with their advisor.
- e Select introductory-level studio 2-D course from ANIM:2125, DRAW:2310, DSGN:2500, PHTO:2600, PNTG:2410, or PRNT:2610.
- f For the two introductory-level studio 3-D courses, students in the sculpture discipline complete SCLP:2810. Select a second course from CERM:2010, INTM:2710, MTL:2910, or TDSN:2210.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Does not include ARTH:1000, ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1080, ARTH:1095, ARTH:2975, ARTH:3985, ARTH:3995, and ARTH:4999.
- j Students may select an elective art course until they complete a maximum of 62 s.h. of art courses, or select a non-art elective course.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

history, art therapy, architecture, design, medical illustration, studio art, or disciplines outside of art.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Career Advancement

Many graduates pursue careers that match their degree specializations, for example, commercial or graphic designer, conservation or museum curator or administrator, art educator, public artist, or community art center coordinator or instructor. Others go on to graduate study in areas such as art

Art, Minor

Requirements

The undergraduate minor in art requires a minimum of 18 s.h. in art courses, including at least 15 s.h. earned in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students may not count coursework for the minor in art toward requirements for the major in art history, except ARTS:1510 Basic Drawing.

Art courses that may be taken include animation, ceramics, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, sculpture, and three-dimensional (3-D) design. Graphic design courses do not count for the minor.

The minor in art requires the following coursework.

Code	Title	Hours
ARTS:1510	Basic Drawing	3
ARTS:1520	Design Fundamentals	3
At least one introductory studio art 3-D course		
At least one introductory studio art 2-D course, except DSGN:2500		
Additional introductory studio art courses or upper-level courses in the same studio art discipline(s) as the introductory 3-D and/or 2-D courses required for the minor		

May select one art history course from these: ARTH:1040, ARTH:1050, ARTH:1060, ARTH:1070, ARTH:1095, or a course numbered ARTH:2000 or above

Before registering for a course, students must complete all of the course's prerequisites.

Contact an undergraduate advisor in the School of Art and Art History for more information about how to meet the requirements for the minor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Art, Minor

Course	Title	Hours
Academic Career		
Any Semester		

The undergraduate minor in art requires a minimum of 18 s.h. in art courses, including at least 15 s.h. earned in courses taken at the University of Iowa.

Coursework in the minor may not be taken pass/nonpass.

Students may be able to complete the 18 s.h. for the minor more quickly than in the three years shown on this plan, but they should plan to allot three years in case they have problems fitting in the required coursework.

The introductory-level graphic design course (DSGN:2500 Graphic Design I) is not allowed to fulfill a requirement of the minor.

Only 3 s.h. of approved art or art history coursework taken outside of the University of Iowa can be used for the minor.

	Hours	0
First Year		
Fall		
ARTS:1510	Basic Drawing	3
ARTS:1520	Design Fundamentals	3
	Hours	6
Second Year		
Fall		
Minor: introductory-level studio 2-D course ^a		3
	Hours	3
Spring		
Minor: introductory-level studio 3-D course ^b		3
	Hours	3
Third Year		
Fall		
Minor: art minor elective ^c		3
	Hours	3
Spring		
Minor: art minor elective ^c		3
	Hours	3
	Total Hours	18

a Choose from DRAW:2310, PNTG:2410, PRNT:2610, ANIM:2125, or PHTO:2600.

b Choose from CERM:2010, INTM:2710, MTLN:2910, TDSN:2210, or SCLP:2810.

c Students may choose an art minor elective from the introductory-level courses, or an upper-level course in the same studio art discipline as an introductory-level course that has already been completed. Students may select one art history course (prefix ARTH) for an art minor elective, instead of one of the elective art courses.

Art History, Minor

Requirements

The undergraduate minor in art history requires a minimum of 15 s.h. in art history courses, including 12 s.h. earned in advanced courses taken at the University of Iowa. Courses numbered ARTH:2000 or above are considered advanced for the minor. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students earning a major in art and a minor in art history may not count coursework or semester hours for the minor in art history toward requirements for the major in art. But they may count one art history course required for the art major toward the requirements for the art history minor; students must consult with their advisors.

The minor in art history must include one survey course chosen from these:

Code	Title	Hours
ARTH:1040	Arts of Africa	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
ARTH:1070	Asian Art and Culture	3
ARTH:1095	Native American Art	3

Before registering for a course, students must complete all of the course's prerequisites.

Contact an undergraduate advisor in the School of Art and Art History for more information about how to meet the requirements for the minor.

Art, M.A.

Requirements

The Master of Arts program in art requires a minimum of 38 s.h. of graduate credit. The degree is offered with emphases in the following studio art disciplines: ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia and video art, jewelry and metal arts, painting, photography, printmaking, and sculpture.

M.A. students must hold a B.A. or B.F.A. in art equivalent to that offered by the University of Iowa. Undergraduate deficiencies, if any, may be made up concurrently with graduate study but do not count toward the graduate degree requirements.

Required Courses

The 38 s.h. of credit required for the degree includes at least 16 s.h. in a primary studio art emphasis; 8 s.h. in a secondary studio art emphasis chosen from one of the studio art disciplines listed above; and 6 s.h. in the history and theory of art, excluding readings and directed studies.

Committee Review

Students undergo a division-wide review for M.A. candidacy by the faculty during their third semester in residence. All those except painting and drawing students must submit a written artist's statement or thesis.

Thesis

M.A. students in intermedia and video art, and 3-D design are required to write a thesis. They may earn 1 s.h. for writing a technical or substantial thesis by registering for ARTS:6000 M.A. Written Thesis, with approval of the thesis supervisor. Thesis credit earned in an M.A. program is not applicable toward M.F.A. requirements. M.A. students in other studio art disciplines choose the thesis or nonthesis option in consultation with their discipline advisor.

The College of Education offers an M.A. program in art education; see the M.A. in teaching and learning [p. 1399] in the Catalog.

Admission

Deadline date for submission of materials to the Office of Graduate Admissions is February 1 for studio art programs; admission is for fall.

Application materials should be uploaded onto a student's admissions profile (see instructions below under "Application Procedures"). All applicants must meet the admission requirements of the Graduate College and the School of Art and Art History requirements.

School of Art and Art History Requirements

Prospective graduate students must meet the School of Art and Art History's admission requirements for the specific degree program they plan to enter. They must submit application materials to the University's Office of Graduate Admissions and to the specific program they wish to enter.

Program-specific application requirements and deadline dates are listed below.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants whose first or official language is not English and whose previous academic degrees were not earned at an English-language institution must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). All applicants must have a minimum TOEFL iBT speaking score of 26 and a listening score of 25. An application is reviewed if scores are lower than the requirements specify. As an alternative to the TOEFL, applicants may take the International English Language Testing System (IELTS). They must have a total score of 7.0, with no subscore less than 6.0. In addition, all IELTS test takers, regardless of score, are required to take an on-campus English Proficiency Evaluation.

All students for whom English is not a first language and who have first-time appointments as teaching assistants (TAs) are required to take a test to assess their effectiveness in speaking English before they are assigned assistantship responsibilities. No applicant is considered for an appointment without an iBT speaking score of 26 and a listening score of 25. The English Speaking Proficiency Assessment (ESPA) is the test the University of Iowa uses to assess students' oral language and listening skills. The English Language Performance Test (ELPT) is a supplement to the ESPA test and is designed to measure the ability to communicate in English in a classroom context in one's field of study. The ELPT is given to students who have scored 50 or 55 on the ESPA, and to foreign language TAs who have scored 45.

Application Procedures

Prospective students may apply online through the Office of Admissions website. After submitting an application, applicants will receive email instructions on how to access their admissions profile on MyUI. Applicants then upload the required supplemental documents through a secure portal.

Required documents include:

- transcripts from all colleges and universities an applicant has attended,
- contact information for three individuals (able to assess applicants' potential for graduate study) designated to provide letters of recommendation, and
- a statement of purpose.

Applicants should consult the Studio Art Graduate Bulletin on the School of Art and Art History website.

Studio art applicants' portfolio requirements are listed below. Images in the portfolio should be uploaded pdf files no larger than 72 dpi and 1240 by 1240 pixels. File size must not exceed 18 MB. Images must be numbered according to the order they are to be presented to the admissions committee, beginning with an inventory list that includes each image's name, title, medium, size, and approximate date of work, as well as the student's name and emphasis. Applicants may supply a link to their personal website.

Portfolio contents and submission requirements are as follows.

Ceramics: 10 to 20 images.

Three-dimensional (3-D) design and jewelry and metal arts: eight images in the primary studio art discipline and two in a second discipline.

Graphic design: documentation of 15 to 20 projects. Applicant should include a brief description of each work, illustrated with embedded still images and supplemented by links to online media. The precise number of images varies according to the nature of the work. Contact the School of Art and Art History with questions.

Intermedia and video art: documentation of 5 to 10 projects. Applicants should include a brief description of each work, illustrated with embedded still images and supplemented by links to online media. The precise number of images varies according to the nature of the work. No applications will be accepted for intermedia for this year. Contact the School of Art and Art History with questions.

Painting and drawing: eight images in the primary studio art discipline and two in a second discipline.

Photography: 20 images in photography and two or three images in a second discipline.

Printmaking: 10 to 20 images.

Sculpture: 20 images in sculpture, including details, and two or three images in a second discipline.

The Office of Graduate Admissions notifies all applicants by mail of admission decisions.

Financial Support

Fellowships, teaching assistantships, research assistantships, and tuition scholarships are awarded to graduate students on the basis of artistic and/or scholarly record.

Iowa Arts Fellowships

The Graduate College awards Iowa Arts Fellowships to two incoming or first-year studio art graduate students each year. For more information, see Iowa Arts Fellowships on the Graduate College website.

Teaching and Research Assistantships

Assistantships are awarded to graduate students on the basis of academic record, promise as scholars or artists, and demonstrated ability to do the job. Quality of performance in one's graduate program at Iowa is generally the major criterion for awarding teaching assistantships. The number of hours of work required depends on the amount of the award.

Scholarships and Fellowships

The School of Art and Art History offers a variety of scholarships and fellowships made possible by contributions from alumni who wish to support promising artists and scholars. These awards are made on the same basis as teaching and research assistantships and a separate application is not necessary.

Information for graduate scholarships and fellowships is included in the admissions package and also is available from the School of Art and Art History main office.

Renewal or reappointment for fellowships and assistantships depends on adequate progress toward the degree (students must accumulate at least 18 s.h. of graduate credit each calendar year and maintain a grade-point average above the required minimum) and satisfactory performance of assistantship duties.

Decisions on assistantships and financial aid generally are made during the latter part of the spring semester for the following academic year.

Career Advancement

Many graduates pursue careers that match their degree specializations, for example, commercial or graphic designer, conservation or museum curator or administrator, art educator, public artist, or community art center coordinator or instructor.

Art History, M.A.

Requirements

The Master of Arts program in art history requires a minimum of 30 s.h. of graduate credit. Students are expected to acquire a broad knowledge of art history and to become familiar with major periods and monuments of world art. They also become proficient scholars, receiving training in research methods and theory necessary for subsequent scholarship at the Ph.D. level.

Students must maintain a g.p.a. of at least 3.50. Only one semester of academic probation is allowed. All M.A. candidates, including transfer students, must complete at least 24 s.h. in residence at the University of Iowa.

Students must earn a grade of B or higher in semester-long courses numbered 3000 or above in five of the following 10 distribution fields: African (including Oceanic), architecture, Asian, ancient (3000 B.C.E. to 300 C.E.), medieval, Renaissance, Baroque, 18th- and 19th-century European, American (including pre-Columbian, Native American, and African American), and modern/contemporary. These courses must be taken after the B.A. is granted.

Students must complete a qualifying paper that demonstrates their ability to conduct scholarly research and convey ideas in writing appropriately for the discipline and for the student's specialization field.

The College of Education offers an M.A. program in art education; see Teaching and Learning [p. 1351] in the Catalog.

Required Courses

Students must satisfactorily complete ARTH:4999 History and Methods during their first fall semester of enrollment and must register for an art history seminar in their first, second, third, and fourth semesters of enrollment.

They also must satisfactorily complete ARTH:6020 Art History Colloquium every semester that they are enrolled for 9 s.h. or more or are serving as teaching or research assistants. Students who are not employed as teaching or research assistants or are registered for less than 9 s.h. are strongly encouraged to attend the colloquium.

Courses outside the curriculum of the School of Art and Art History's art history division do not carry art history credit. Cross-listed courses not taught by art history faculty members also do not carry art history credit.

Directed Studies

Directed Studies (ARTH:6040) is designed for graduate students who already have taken one or more advanced courses in a specific art history field. It provides students with an opportunity to work one-to-one with a professor to continue specific research interests developed in lecture courses or seminars, or on topics that eventually may be the subject of a thesis or dissertation. Directed Studies cannot be substituted for a lecture course already offered in the program. Students must discuss their decision to take Directed Studies with the professor involved and obtain the professor's approval. The Directed Studies topic must be within the professor's range of expertise.

Students meet with their Directed Studies professor once a week. The hours of work and written assignments required

for Directed Studies must be equal to a comparable regularly scheduled course. Directed Studies is not available through Distance and Online Education.

Language Requirement

Students must demonstrate proficiency in French or German by the end of their third semester. Proficiency is determined by a translation exam administered under the direction of the art history division. Credit earned in language courses does not count toward the degree.

M.A. Committee

The M.A. committee consists of a student's advisor and two additional tenured or tenure-track faculty members in art history.

M.A. Qualifying Paper

Prior to graduation, each candidate must complete a qualifying paper on a topic that stems from a term paper written for an art history graduate seminar or a 3000-level course. The paper should be between 5,000 and 7,500 words in length (20 to 30 pages exclusive of bibliography and illustrations). A student chooses an advisor who specializes in the student's field of concentration. In cases where a student wants to focus on a topic that involves more than one field, the art history faculty strongly recommends that the student work closely with faculty members in both fields.

Final Examination

The final examination constitutes an oral defense of the qualifying paper. The final examination meeting with the M.A. committee normally takes place toward the end of a student's last semester of coursework.

Admission

Deadline date for submission of materials to the Office of Graduate Admissions is December 15 for the art history program; admission is for fall.

Application materials should be uploaded onto a student's admissions profile (see instructions below under "Application Procedures"). All applicants must meet the admission requirements of the Graduate College and the School of Art and Art History requirements.

School of Art and Art History Requirements

Prospective graduate students must meet the School of Art and Art History's admission requirements for the specific degree program they plan to enter. They must submit application materials to the University's Office of Graduate Admissions and to the specific program they wish to enter. Program-specific application requirements and deadline dates are listed below.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Although exceptions may be made when other components of the application are strong, art history applicants should have a combined verbal and quantitative score of at least 300 and an analytical writing score of at least 5 on the Graduate Record Exam (GRE) General Test. Art history applicants must have a bachelor's degree, preferably in art history or a related field,

and have an undergraduate g.p.a. of at least 3.25 on a 4.00 scale.

Applicants whose first or official language is not English and whose previous academic degrees were not earned at an English-language institution must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). All applicants must have a minimum TOEFL iBT speaking score of 26 and a listening score of 25. An application is reviewed if scores are lower than the requirements specify. As an alternative to the TOEFL, applicants may take the International English Language Testing System (IELTS). They must have a total score of 7.0, with no subscore less than 6.0. In addition, all IELTS test takers, regardless of score, are required to take an on-campus English Proficiency Evaluation.

All students for whom English is not a first language and who have first-time appointments as teaching assistants (TAs) are required to take a test to assess their effectiveness in speaking English before they are assigned assistantship responsibilities. No applicant is considered for an appointment without an iBT speaking score of 26 and a listening score of 25. The English Speaking Proficiency Assessment (ESPA) is the test the University of Iowa uses to assess students' oral language and listening skills. The English Language Performance Test (ELPT) is a supplement to the ESPA test and is designed to measure the ability to communicate in English in a classroom context in one's field of study. The ELPT is given to students who have scored 50 or 55 on the ESPA, and to foreign language TAs who have scored 45.

Application Procedures

Prospective students may apply online through the Office of Admissions website. After submitting their application, applicants will receive email instructions on how to access their admissions profile on MyUI. Applicants then upload the required supplemental documents through a secure portal.

Required documents include:

- transcripts from all colleges and universities an applicant has attended,
- contact information for three individuals (able to assess applicants' potential for graduate study) designated to provide letters of recommendation,
- a statement of purpose, and
- the Supplemental Graduate Application Information form.

Art history applicants should supply a research paper (preferably from an art history course) or thesis that demonstrates potential to undertake graduate-level research in art history, and a personal statement of 1,000 words describing their intellectual development, academic interests, and career goals. The statement must name the University of Iowa faculty member under whose guidance the applicant hopes to work and indicate how that faculty member's area of expertise, or how the art history program is especially suited to the applicant's interests and goals.

Applicants should consult the Art History Graduate Bulletin on the School of Art and Art History website.

The Office of Graduate Admissions notifies all applicants by mail of admission decisions.

Financial Support

Fellowships, teaching assistantships, research assistantships, and tuition scholarships are awarded to graduate students on the basis of artistic and/or scholarly record.

Iowa Arts Fellowships

The Graduate College awards Iowa Arts Fellowships to two incoming or first-year studio art graduate students each year. For more information, see Iowa Arts Fellowships on the Graduate College website.

Teaching and Research Assistantships

Assistantships are awarded to graduate students on the basis of academic record, promise as scholars or artists, and demonstrated ability to do the job. Quality of performance in one's graduate program at Iowa is generally the major criterion for awarding teaching assistantships. The number of hours of work required depends on the amount of the award.

Scholarships and Fellowships

The School of Art and Art History offers a variety of scholarships and fellowships made possible by contributions from alumni who wish to support promising artists and scholars. These awards are made on the same basis as teaching and research assistantships.

Information for graduate scholarships and fellowships is included in the admissions package and is also available from the School of Art and Art History main office.

Renewal or reappointment for fellowships and assistantships depends on adequate progress toward the degree (students must accumulate at least 18 s.h. of graduate credit each calendar year and maintain a grade-point average above the required minimum) and satisfactory performance of assistantship duties.

Decisions on assistantships and financial aid generally are made during the latter part of the spring semester for the following academic year. Applications and all relevant materials should be on file by January 15.

Career Advancement

Many art and art history graduates pursue careers that match their degree specializations, such as commercial or graphic designer, conservation or museum curator or administrator, art educator, public artist, gallery and museum administration, art appraisal, and restoration, or community art center coordinator or instructor.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Art, M.F.A.

Requirements

The Master of Fine Arts program in art requires a minimum of 60 s.h. of graduate credit. The degree is offered with thesis and with emphases in the following studio art disciplines: ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia and video art, jewelry and metal arts, painting, photography, printmaking, and sculpture. Students must earn at least 24 s.h. of credit for the degree at the University of Iowa, including approved credit earned for the M.A. in art.

M.F.A. students must hold an M.A. in art equivalent to that offered by the University of Iowa. Transfer credit is decided by faculty review. Following completion of the M.A., students may be invited into the M.F.A. program.

Required Courses

The 60 s.h. of credit required for the M.F.A. includes at least 24 s.h. in a primary studio art emphasis, at least 12 s.h. in a secondary studio art emphasis chosen from one of those listed above, and 6 s.h. in art history and theory of art (if not already taken). Students must earn 8 s.h. in their primary studio art emphasis and 4 s.h. in their secondary studio art emphasis after being granted an M.A. in art.

Committee Review

Students must undergo an M.F.A. committee review. They also must complete a written thesis and possibly a studio thesis. Students are reviewed by their committees at the end of the semester prior to the semester they intend to graduate.

Students are responsible for identifying a degree chair by the semester prior to the semester they intend to graduate. Committee members are selected in consultation with the degree chair by October 1 for spring or summer graduation and March 1 for fall graduation. The committee is comprised of the degree committee chair and three members of the graduate faculty at the assistant professor rank or above (two graduate faculty members from a student's major discipline, one graduate faculty member from a student's second studio discipline, and an additional member.) Adjunct faculty, lecturers, and visiting professors may serve on degree committees with approval of the degree committee chair and a Graduate College petition request (renewable every three years).

M.F.A. students sign up for review through the graduate program coordinator. They obtain a form to be signed by both the degree committee members and a faculty member in the second emphasis studio discipline. These forms must be returned to the office no later than the University's official midterm day by 4:30 p.m.

Thesis

A thesis abstract is given to all degree committee members and is due by September 15 for May or August graduation and by February 15 for December graduation. The thesis chair is responsible for meeting with the student immediately thereafter to direct thesis content and to coordinate meeting with the full committee.

A copy of the thesis is due to all committee members at least one month before the M.F.A. exhibition to be read in its final form prior to thesis defense. The thesis must be as complete

as possible including photocopies (may be black and white) of approved figures that will be included in the final thesis. The graduate program coordinator will provide a student with complete thesis/artist statement procedures, including the Graduate College calendar.

A thesis defense of the M.F.A. work must be scheduled with the candidate's committee during the final semester in residence. The M.F.A. exhibition is the final examination and where the degree committee signs the final examination report.

The complete thesis in final form must be given to all committee members at least four weeks prior to the exhibition week. Graduate College regulations covering the specific requirements of the written thesis are found on the Graduate College Thesis and Dissertation website.

The thesis must be submitted by the Graduate College deadline. Committee members receive an email that provides a link to the finalized (post-format review) thesis and prompts them to verify the manuscript electronically; committee verification happens after the Graduate College format review. Any corrections to the thesis required by the graduate examiner or the degree committee should be completed immediately.

Students may earn 1 s.h. for writing a technical or substantial thesis by registering for ARTS:7000 M.F.A. Written Thesis, with approval of the thesis supervisor. Thesis credit earned in an M.A. program is not applicable toward M.F.A. requirements.

Admission

Deadline date for submission of materials to the Office of Graduate Admissions is February 1 for studio art programs; admission is for fall.

Application materials should be uploaded onto a student's admissions profile (see instructions below under "Application Procedures"). All applicants must meet the admission requirements of the Graduate College and the School of Art and Art History requirements.

School of Art and Art History Requirements

Prospective graduate students must meet the School of Art and Art History's admission requirements for the specific degree program they plan to enter. They must submit application materials to the University's Office of Graduate Admissions and to the specific program they wish to enter. Program-specific application requirements and deadline dates are listed below.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants whose first or official language is not English and whose previous academic degrees were not earned at an English-language institution must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). All applicants must have a minimum TOEFL iBT speaking score of 26 and a listening score of 25. An application is reviewed if scores are lower than the requirements specify. As an alternative to the TOEFL, applicants may take the International English Language Testing System (IELTS). They must have a total score of 7.0, with no subscore less than 6.0. In addition, all IELTS test takers, regardless of score, are required to take an on-campus English Proficiency Evaluation.

All students for whom English is not a first language and who have first-time appointments as teaching assistants (TAs) are required to take a test to assess their effectiveness in speaking English before they are assigned assistantship responsibilities. No applicant is considered for an appointment without an iBT speaking score of 26 and a listening score of 25. The English Speaking Proficiency Assessment (ESPA) is the test the University of Iowa uses to assess students' oral language and listening skills. The English Language Performance Test (ELPT) is a supplement to the ESPA test and is designed to measure the ability to communicate in English in a classroom context in one's field of study. The ELPT is given to students who have scored 50 or 55 on the ESPA, and to foreign language TAs who have scored 45.

Application Procedures

Prospective students may apply online through the Office of Admissions website. After submitting an application, applicants will receive email instructions on how to access their admissions profile on MyUI. Applicants then upload the required supplemental documents through a secure portal.

Required documents include:

- transcripts from all colleges and universities an applicant has attended,

- contact information for three individuals (able to assess applicants' potential for graduate study) designated to provide letters of recommendation, and

- a statement of purpose.

Applicants should consult the Studio Art Graduate Bulletin on the School of Art and Art History website.

Studio art applicants' portfolio requirements are listed below. Images in the portfolio should be uploaded pdf files no larger than 72 dpi and 1240 by 1240 pixels. File size must not exceed 18 MB. Images must be numbered according to the order they are to be presented to the admissions committee, beginning with an inventory list that includes each image's name, title, medium, size, and approximate date of work, as well as the student's name and emphasis. Applicants may supply a link to their personal website.

Portfolio contents and submission requirements are as follows.

Ceramics: 10 to 20 images.

Three-dimensional (3-D) design, and jewelry and metal arts: eight images in the primary studio art discipline and two in a second discipline.

Graphic design: documentation of 15 to 20 projects. Applicant should include a brief description of each work, illustrated with embedded still images and supplemented by links to online media. The precise number of images varies according to the nature of the work. Contact the School of Art and Art History with questions.

Intermedia and video art: documentation of 5 to 10 projects. Applicants should include a brief description of each work, illustrated with embedded still images and supplemented by links to online media. The precise number of images varies according to the nature of the work. No applications will be accepted for intermedia this year. Contact the School of Art and Art History with questions.

Painting and drawing: eight images in the primary studio art discipline and two in a second discipline.

Photography: 20 images in photography and two or three images in a second discipline.

Printmaking: 10 to 20 images.

Sculpture: 20 images in sculpture, including details, and two or three images in a second discipline.

The Office of Graduate Admissions notifies all applicants by mail of admission decisions.

Financial Support

Fellowships, teaching assistantships, research assistantships, and tuition scholarships are awarded to graduate students on the basis of artistic and/or scholarly record.

Iowa Arts Fellowships

The Graduate College awards Iowa Arts Fellowships to two incoming or first-year studio art graduate students each year. For more information, see Iowa Arts Fellowships on the Graduate College website.

Teaching and Research Assistantships

Assistantships are awarded to graduate students on the basis of academic record, promise as scholars or artists, and demonstrated ability to do the job. Quality of performance in one's graduate program at Iowa is generally the major criterion for awarding teaching assistantships. The number of hours of work required depends on the amount of the award.

Scholarships and Fellowships

The School of Art and Art History offers a variety of scholarships and fellowships made possible by contributions from alumni who wish to support promising artists and scholars. These awards are made on the same basis as teaching and research assistantships.

Information for graduate scholarships and fellowships is included in the admissions package and also is available from the School of Art and Art History main office.

Renewal or reappointment for fellowships and assistantships depends on adequate progress toward the degree (students must accumulate at least 18 s.h. of graduate credit each calendar year and maintain a grade-point average above the required minimum) and satisfactory performance of assistantship duties.

Decisions on assistantships and financial aid generally are made during the latter part of the spring semester for the following academic year.

Career Advancement

Many graduates pursue careers that match their degree specializations, for example, commercial or graphic designer, conservation or museum curator or administrator, art educator, public artist, or community art center coordinator or instructor.

Art History, Ph.D.

Requirements

The Doctor of Philosophy program in art history requires a minimum of 72 s.h. of graduate credit. Of the 72 s.h., at least 39 s.h. must be earned while registered in the UI Graduate College, after formal program admission. For details, see the Graduate College Manual of Rules and Regulations Section XII C. Students must maintain a g.p.a. of at least 3.50. They may count a maximum of 38 s.h. of work completed for the M.A. toward the Ph.D., excluding credit earned in language courses. Students are allowed only one semester of academic probation.

They are expected to acquire great breadth and depth of knowledge in the discipline of art history, achieve a high level of expertise in a specialized field, and demonstrate professional speaking and writing skills. The program provides them with scholarly challenges, research skills, and mentoring necessary for professional development and successful careers.

Ph.D. students major in one of the following 10 distribution fields: African (including Oceanic), architecture, Asian, ancient (3000 B.C.E. to 300 C.E.), medieval, Renaissance, Baroque, 18th- and 19th-century European, American (including pre-Columbian, Native American, and African American), and modern/contemporary. Students also minor in two fields. The first minor must be in an art history distribution field that is not contiguous with the major field; the second may be in any art history distribution field or in a relevant discipline outside of art history, subject to the faculty's approval.

For more detailed information, consult the Art History Graduate Bulletin.

Required Courses

Students must satisfactorily complete ARTH:4999 History and Methods, even if they have completed a similar course at another institution (students who have completed the course for a master's degree or other previous work at Iowa are exempt). They must register for an art history seminar in their first three semesters of Ph.D. coursework (or in their fifth, sixth, and seventh semesters of graduate study), before the Ph.D. readings course and comprehensive exam.

They also must satisfactorily complete ARTH:6020 Art History Colloquium every semester that they are enrolled for 9 s.h. or more or are serving as teaching or research assistants. Students who are not employed as teaching or research assistants or are registered for less than 9 s.h. are strongly encouraged to attend the colloquium.

Students may count up to 6 s.h. of credit earned for dissertation research toward the 72 s.h. required for the degree. Courses outside the curriculum of the School of Art and Art History's art history division do not carry art history credit.

Directed Studies

Normally, a maximum of 6 s.h. earned in ARTH:6040 Directed Studies may be applied toward the semester-hour requirement for the Ph.D., although doctoral students may petition the art history faculty for permission to apply up to 9 s.h.

Language Requirement

Students must demonstrate proficiency in French or German for admission to the Ph.D. program. They also must demonstrate proficiency in a second non-English language relevant to their research area by the end of their third semester of Ph.D. work or before their dissertation topic is approved. Proficiency is determined by a translation exam administered under the direction of the art history division. Credit earned in language courses does not count toward the degree.

Ph.D. Committee

The Ph.D. committee consists of the student's dissertation advisor, who is responsible for the major field; two members responsible for the two minor fields; and at least two additional members. Of these five, four must be tenured or tenure-track faculty members from the art history division. One must be from outside the division and must be a member of the Graduate College faculty. When appropriate, committees may include additional members.

Comprehensive Examination

Upon completion of course requirements, the Ph.D. candidate takes three written comprehensive examinations. The major exam consists of six questions and lasts six hours; the two minor exams each consist of three questions and last three hours. The exams are taken on any three days within one week (Monday through Friday).

The scope of the comprehensive exams is determined in consultation with the candidate's degree committee supervisor and the committee members responsible for the two minor fields.

Oral Comprehensive Examination

Within approximately two weeks of completing the three written exams, the candidate meets with the degree committee for the oral comprehensive examination, which concentrates on questions that arise from the written comprehensive exams.

Dissertation Proposal

Each student must complete a publishable dissertation that makes an original contribution to the art history discipline and demonstrates evidence of superior understanding of critical issues in the candidate's chosen specialization field. As soon as possible after completing the comprehensive examinations, the candidate submits a dissertation proposal to the degree committee supervisor and subsequently to the degree committee.

The committee meets as a group with the candidate to discuss the dissertation proposal and to offer comments and suggestions. (The proposal must be submitted to the committee at least two weeks before the approval meeting.) The proposal includes a 1-2 page abstract, a 10-15 page précis (including a review of the state of the field), and a bibliography.

After the proposal has been approved by the committee, the candidate circulates an abstract to the entire art history faculty. The candidate must give a public presentation on the dissertation topic no later than the end of the semester following the degree committee's approval. The presentation is scheduled with the head of art history.

Final Examination

Upon completing a dissertation, the candidate meets with the Ph.D. committee for an oral defense of the dissertation. The oral defense constitutes the final examination for the Ph.D. The successful completion of this examination normally marks the last stage in the candidate's fulfillment of requirements for the degree.

Admission

Application materials should be uploaded onto a student's admissions profile (see instructions below under "Application Procedures"). All applicants must meet the admission requirements of the Graduate College and the School of Art and Art History requirements.

Deadline date for submission of materials to the Office of Graduate Admissions is December 15 for the art history program; admission is for fall.

School of Art and Art History Requirements

Prospective graduate students must meet the School of Art and Art History's admission requirements for the specific degree program they plan to enter. They must submit application materials to the University's Office of Graduate Admissions and to the specific program they wish to enter. Program-specific application requirements and deadline dates are listed below.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Although exceptions may be made when other components of the application are strong, art history applicants should have a combined verbal and quantitative score of at least 300 and an analytical writing score of at least 5 on the Graduate Record Exam (GRE) General Test. Art history applicants must have a bachelor's degree, preferably in art history or a related field, and have an undergraduate g.p.a. of at least 3.25 on a 4.00 scale.

Applicants whose first or official language is not English and whose previous academic degrees were not earned at an English-language institution must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). All applicants must have a minimum TOEFL iBT speaking score of 26 and a listening score of 25. An application is reviewed if scores are lower than the requirements specify. As an alternative to the TOEFL, applicants may take the International English Language Testing System (IELTS). They must have a total score of 7.0, with no subscore less than 6.0. In addition, all IELTS test takers, regardless of score, are required to take an on-campus English Proficiency Evaluation.

All students for whom English is not a first language and who have first-time appointments as teaching assistants (TAs) are required to take a test to assess their effectiveness in speaking English before they are assigned assistantship responsibilities. No applicant is considered for an appointment without an iBT speaking score of 26 and a listening score of 25. The English Speaking Proficiency Assessment (ESPA) is the test the University of Iowa uses to assess students' oral language and listening skills. The English Language Performance Test (ELPT) is a supplement to the ESPA test and is designed to measure the ability to communicate in English in a classroom context in one's field of study. The ELPT is

given to students who have scored 50 or 55 on the ESPA, and to foreign language TAs who have scored 45.

Application Procedures

Prospective students may apply online through the Office of Admissions website. After submitting an application, applicants will receive email instructions on how to access their admissions profile on MyUI. Applicants then upload the required supplemental documents through a secure portal.

Required documents include:

- transcripts from all colleges and universities an applicant has attended,

- contact information for three individuals (able to assess applicants' potential for graduate study) designated to provide letters of recommendation,

- a statement of purpose, and

- the Supplemental Graduate Application Information form.

Art history applicants should supply a research paper (preferably from an art history course) or thesis that demonstrates potential to undertake graduate-level research in art history, and a personal statement of 1,000 words describing their intellectual development, academic interests, and career goals. The statement must name the University of Iowa faculty member under whose guidance the applicant hopes to work and indicate how that faculty member's area of expertise, or how the art history program is especially suited to the applicant's interests and goals.

Applicants should consult the Art History Graduate Bulletin on the School of Art and Art History website.

A student who completed an M.A. at the University of Iowa and who wishes to apply to the Ph.D. program in art history must make a formal application for change of status through the graduate program coordinator. Applications are evaluated in the context of the entire applicant pool.

The Office of Graduate Admissions notifies all applicants by mail of admission decisions.

Financial Support

Fellowships, teaching assistantships, research assistantships, and tuition scholarships are awarded to graduate students on the basis of artistic and/or scholarly record.

Iowa Arts Fellowships

The Graduate College awards Iowa Arts Fellowships to two incoming or first-year studio art graduate students each year. For more information, see Iowa Arts Fellowships on the Graduate College website.

Teaching and Research Assistantships

Assistantships are awarded to graduate students on the basis of academic record, promise as scholars or artists, and demonstrated ability to do the job. Quality of performance in one's graduate program at Iowa is generally the major criterion for awarding teaching assistantships. The number of hours of work required depends on the amount of the award.

Scholarships and Fellowships

The School of Art and Art History offers a variety of scholarships and fellowships made possible by contributions

from alumni who wish to support promising artists and scholars. These awards are made on the same basis as teaching and research assistantships.

Information for graduate scholarships and fellowships is included in the admissions package and also is available from the School of Art and Art History main office.

Renewal or reappointment for fellowships and assistantships depends on adequate progress toward the degree (graduate students must accumulate at least 18 s.h. of graduate credit each calendar year and maintain a grade-point average above the required minimum) and satisfactory performance of assistantship duties.

Decisions on assistantships and financial aid generally are made during the latter part of the spring semester for the following academic year. Applications and all relevant materials should be on file by January 15.

Career Advancement

Many graduates pursue careers that match their degree specializations, such as commercial or graphic designer, conservation or museum curator or administrator, art educator, public artist, gallery and museum administration, art appraisal, and restoration, or community art center coordinator or instructor.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Arts Entrepreneurship

Director, Division of Performing Arts

- Alan M. MacVey

Coordinator, Arts Entrepreneurship

- Abbie H. Katz (Theatre Arts)

Undergraduate certificate: arts entrepreneurship

Website: <https://dpa.uiowa.edu/academic-programs/arts-entrepreneurship>

The Certificate in Arts Entrepreneurship is offered by the Division of Performing Arts; the Schools of Music and Art and Art History; the Departments of Cinematic Arts, Dance, and Theatre Arts; and the Magid Center for Undergraduate Writing in partnership with the John Pappajohn Entrepreneurial Center in the Tippie College of Business. The program gives students the opportunity to pursue professional studies in the arts and entertainment fields, in the framework of a liberal arts education, and to develop the skills required for creating market-based opportunities in the arts.

Arts Living Learning Community

First- and second-year students studying arts entrepreneurship may apply to live in the Arts Living Learning Community, a coed floor in a University of Iowa east campus residence hall. The community includes students from art and art history, dance, film, music, and theatre arts.

Programs

Undergraduate Program of Study Certificate

- Certificate in Arts Entrepreneurship [p. 142]

Arts Entrepreneurship, Certificate

Requirements

The undergraduate Certificate in Arts Entrepreneurship requires a minimum of 30 s.h., including 21 s.h. in art entrepreneurship and business coursework, 9 s.h. in advanced courses in arts-based departments, and an internship. Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

The certificate is designed for students of art, art history, cinema, dance, music, writing, and theatre arts who want to learn about the business of the arts and entertainment fields, and who want to develop the entrepreneurial skills necessary to promote artistic work.

Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course. They should consult an advisor about course sequencing.

The Certificate in Arts Entrepreneurship requires the following coursework.

Code	Title	Hours
	Entrepreneurship Courses	21
	Arts-Based Courses	9
	Internship	0-2
	Total Hours	30-32

Entrepreneurship Courses

Students complete 21 s.h. in a three-tiered structure of courses, beginning with core courses, and ending with a capstone course.

Code	Title	Hours
Core Courses		
Both of these:		
ENTR:2000	Entrepreneurship and Innovation	3
DPA:3510	Introduction to Arts Management	3
Business Courses		
Three of these:		
ARTS:3400	Grant Writing in the Arts	3
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
One of these:		
CINE:3080	Film/Video Production: The Business of Filmmaking	3
THTR:3525	The Business of the Performing Arts	3
WRIT:3526	The Business of Writing	3
Capstone Course		

And, this course:

DPA:4510	Arts Leadership Seminar	3
----------	-------------------------	---

Arts-Based Courses

Students complete 9 s.h. in any course numbered 2000 or above in these areas: the School of Art and Art History [p. 96], the School of Music [p. 817] (prefix MUS), the Department of Dance [p. 335] (prefix DANC), and the Department of Theatre Arts [p. 1091] (prefix THTR).

The following courses also are considered advanced.

Code	Title	Hours
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
Cinematic arts courses (prefix CINE) numbered 1834 or above		
May take one of these:		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4

Internship

An internship (0-2 s.h.) requires 80 hours and must be completed while students are enrolled in the certificate program. The Pomerantz Career Center coordinates a wide variety of internships. Students also may choose other internship opportunities. The Iowa Arts Council and the Iowa Cultural Corridor Alliance maintain lists of recommended host organizations. Students should consult their advisor for more information.

Asian and Slavic Languages and Literatures

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Interim Chair, Department of Asian and Slavic Languages and Literatures

- Helen Shen

General Education Language Coordinators

- Irina Kostina (Russian), Yumiko Nishi (Japanese), Helen Shen (Chinese), Frederick M. Smith (Sanskrit), Sang-Seok Yoon (Korean)

Undergraduate majors: Asian languages and literature (B.A.); Russian (B.A.)

Undergraduate minors: Asian languages and literature; Korean studies; Russian; Russian and Eastern European studies

Graduate degree: M.A. in Asian civilizations

Faculty: <https://asian-slavic.uiowa.edu/people>

Website: <https://asian-slavic.uiowa.edu/>

The Department of Asian and Slavic Languages and Literatures offers instruction in languages of Asia and Eastern Europe as well as in the literatures, civilizations, and cultures of the regions. In addition to offering degree programs, the department welcomes undergraduate and graduate students from across the University to enroll in courses that complement their degree programs or satisfy their personal interests.

The department offers language study in Chinese, Japanese, Korean, Russian, and Sanskrit.

Undergraduate students in all majors may satisfy the World Languages requirement of the GE CLAS Core [p. 20] with courses in Chinese Japanese, Korean, Russian, or Sanskrit; see "Language for GE CLAS Core" below. They also may get acquainted with Asia and Eastern Europe by taking any of the department's GE CLAS Core courses on Asian humanities and on Russian and Slavic literature and culture, all taught in English. Entering students may take the department's First-Year Seminars, one on Asian culture and civilization, the other on Slavic culture and civilization.

The Department of Asian and Slavic Languages and Literatures is one of the academic units in the Division of World Languages, Literatures and Cultures [p. 367].

Language for GE CLAS Core

Undergraduate students in all majors may satisfy the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core [p. 20] with course sequences in Chinese, Japanese, Korean, Russian, and Sanskrit.

Students who have had experience with Japanese or Russian should take the appropriate University of Iowa World Languages Placement Test, which helps determine the level at which they should begin study of the language. Students with backgrounds in Chinese, Korean, or Sanskrit should contact the general education coordinator to determine the level at

which they should begin language study at the University of Iowa.

Chinese

The following sequence fulfills the GE CLAS Core [p. 20] World Languages requirement and is appropriate for students without previous knowledge of Chinese.

Code	Title	Hours
CHIN:1111	First-Year Chinese: First Semester	5
CHIN:1112	First-Year Chinese: Second Semester	5
CHIN:2101	Second-Year Chinese: First Semester	5
CHIN:2102	Second-Year Chinese: Second Semester	5

Students who have participated in ABRD:3411 Iowa in Tianjin after completing CHIN:1111 First-Year Chinese: First Semester and CHIN:1112 First-Year Chinese: Second Semester, and students from Chinese-speaking families who perform exceptionally well in CHIN:1111 and CHIN:1112, may fulfill the World Languages requirement with the following sequence.

Code	Title	Hours
CHIN:1111	First-Year Chinese: First Semester	5
CHIN:1112	First-Year Chinese: Second Semester	5
CHIN:2103	Accelerated Second-Year Chinese: First Semester	3
CHIN:2104	Accelerated Second-Year Chinese: Second Semester	3

Students who have taken CHIN:2103 Accelerated Second-Year Chinese: First Semester and/or CHIN:2104 Accelerated Second-Year Chinese: Second Semester should not enroll in CHIN:2101 Second-Year Chinese: First Semester and/or CHIN:2102 Second-Year Chinese: Second Semester.

Additional coursework is available, including advanced Chinese, classical Chinese, and business Chinese. Consult the department for appropriate placement in Chinese language courses.

Japanese

The following sequence fulfills the GE CLAS Core World Languages requirement and is appropriate for students without previous knowledge of Japanese.

Code	Title	Hours
JPNS:1001	First-Year Japanese: First Semester	5
JPNS:1002	First-Year Japanese: Second Semester	5
JPNS:2001	Second-Year Japanese: First Semester	5
JPNS:2002	Second-Year Japanese: Second Semester	5

Korean

The following sequence fulfills the GE CLAS Core World Languages requirement and leads to elementary/intermediate proficiency in Korean.

Code	Title	Hours
KORE:1101	First-Year Korean: First Semester	4
KORE:1102	First-Year Korean: Second Semester	4
KORE:2101	Second-Year Korean: First Semester	4
KORE:2102	Second-Year Korean: Second Semester	4

Students interested in Korean language study beyond the GE CLAS Core requirement may take the third- and fourth-year Korean courses.

Russian

The following sequence fulfills the GE CLAS Core World Languages requirement.

Code	Title	Hours
RUSS:1111	First-Year Russian I	5
RUSS:1112	First-Year Russian II	5
RUSS:2111	Second-Year Russian I	4
RUSS:2112	Second-Year Russian II	4

Students interested in Russian language study beyond the GE CLAS Core requirement may take the third- and fourth-year Russian courses.

Sanskrit

The following sequence fulfills the GE CLAS Core World Languages requirement.

Code	Title	Hours
SOAS:2901/ CLSA:2901	First-Year Sanskrit: First Semester	4
SOAS:2902/ CLSA:2902	First-Year Sanskrit: Second Semester	4
SOAS:3901/ CLSA:3901	Second-Year Sanskrit: First Semester	3
SOAS:3902/ CLSA:3902	Second-Year Sanskrit: Second Semester	3

Students interested in Sanskrit language study beyond the GE CLAS Core requirement may take third-year Sanskrit courses.

Related Certificate

International Business

The College of Liberal Arts and Sciences and the Tippie College of Business offer the Certificate in International Business. The program entails study of international business and economics; international relations and institutions; a language; and the art, literature, culture, and/or politics of a geographic area. Students of Chinese, Japanese, or Russian are likely to satisfy the certificate's language requirement while completing the requirements for their major. For more information, see the Certificate in International Business (Tippie College of Business) in the Catalog.

Study Abroad

The department strongly urges its students to seek opportunities for summer language study and study abroad to accelerate the language acquisition process. The University's memberships in the American Institute of Indian Studies and the China Cooperative Language and Study Programs consortium help facilitate students' access to quality

international programs in India and China. The government of the People's Republic of China offers scholarships for two students to live and study in mainland China each year.

The Iowa in Tianjin Summer Program is a faculty-led Chinese language and culture study program. This program provides students with a comprehensive and balanced curriculum and combines classroom instruction with field trips, language partnerships, and extracurricular activities.

The UI-Nanzan Exchange allows Iowa students to pay Iowa tuition, room, and board while attending the Center for Japanese Studies at Nanzan University in Nagoya, Japan. There also is a cooperative agreement with the Landour Language School in the Himalayan foothills of India.

Iowa students participate in summer, semester, or academic year programs in Russian under the auspices of the American Council of Teachers of Russian (ACTR). The association directs academic language training programs in the cities of Moscow, St. Petersburg, and Vladimir. Students also are encouraged to participate in ABRD:3813 PRUE Summer Intensive Russian Program in Moscow, Russia, a two month program that allows students to earn up to 8 s.h.

Many students participate in summer, semester-long, and year-long study abroad programs in India, China, and Japan offered through other U.S. universities. In many cases credit is transferable, and it is possible for a student to study abroad and still complete the Four-Year Graduation Plan. There are many resources available for funding research and study abroad. It also may be possible for students to apply University of Iowa financial aid to their study abroad programs.

Contact the Department of Asian and Slavic Languages and Literatures or International Programs Study Abroad for more information.

Summer Study, Internships

The department offers an intensive course of language study (second year) each summer in which students complete the equivalent of one academic year of study (the equivalent of one course for each of two semesters, totaling 8 s.h.). Scholarships are available for summer intensive Russian.

Students are encouraged to enrich their programs of study through internships designed to combine work experience in Asia or the United States with study or research projects. The University's Pomerantz Career Center maintains a list of internships.

Activities

Student Associations

Students have many opportunities to enrich their studies in Asian languages and literature while living in Iowa City. The University sponsors student associations for students from many Asian countries, including mainland China, Japan, Korea, India, Pakistan, and Taiwan. All University of Iowa students are welcome to join. Various international community groups sponsor cultural events and holiday celebrations throughout the year.

Residence in the Global Mosaic Living Learning Community

The Global Mosaic Living Learning Community welcomes American and international first- and second-year students who wish to broaden their knowledge of international issues,

languages, and cultures. Global Mosaic members live in Mayflower Residence Hall and enjoy a variety of programs on diverse cultures, the arts, fashion, cinema, dining and cuisine, study abroad, and more. Students must apply to live in the Global Mosaic Living Learning Community; see the Communities website.

Programs

Undergraduate Programs of Study

Majors

- Major in Asian Languages and Literature (Bachelor of Arts) [p. 157]
- Major in Russian (Bachelor of Arts) [p. 164]

Minors

- Minor in Asian Languages and Literature [p. 167]
- Minor in Korean Studies [p. 170]
- Minor in Russian [p. 172]
- Minor in Russian and Eastern European Studies [p. 173]

Graduate Program of Study

Major

- Master of Arts in Asian Civilizations [p. 174]

Facilities

Language Media Center

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literature, and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

The Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current university student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

University of Iowa Libraries

Since 1960 University of Iowa Libraries has routinely acquired most American titles in Asian studies and selected overseas scholarly publications in English and other Western languages. The Main Library's Asian collection includes approximately 80,000 volumes in Asian languages and about 140,000 Western-language volumes on Asian subjects. The University has been a member of the Library of Congress Foreign Currency Exchange Program for Indian books and periodicals since 1975. The library's nonprint media collection includes a growing number of Asian feature films. A Chinese-Japanese-Korean computer terminal gives students and faculty access

to the growing Research Libraries Information Network database in Asian languages.

Courses

- Asian Languages and Literatures Courses [p. 145]
- Chinese Courses [p. 148]
- Japanese Courses [p. 150]
- Korean Courses [p. 152]
- Russian Courses [p. 153]
- South Asian Studies Courses [p. 155]

Asian Languages and Literatures Courses

ASIA:1000 First-Year Seminar **1-2 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

ASIA:1016 Classical Chinese Short Fiction **1 s.h.**

Reading and discussion of classical Chinese short fiction in English translation. Taught in English. Recommendations: completion of required ESL courses. Same as WLLC:1016.

ASIA:1040 Living Religions of the East **3 s.h.**

Religious beliefs, practices in India, China, Japan. GE: Values and Culture. Same as HIST:1610, RELS:1404.

ASIA:1060 Introduction to Buddhism **3 s.h.**

Development of Buddhism in India, its spread across Asia, and arrival in the West; exploration of diverse Buddhist philosophies, practices, and cultures; readings from India, Tibet, China, Japan, Korea, and Southeast Asia. GE: Values and Culture. Same as HIST:1612, RELS:1506.

ASIA:1070 Asian Art and Culture **3 s.h.**

Art from India, China, and Japan in many media and forms, in their cultural and historical contexts; cultural distinctions of these Asian civilizations as seen through the visual arts; chronology used to highlight historical processes and provide perspectives on continuity and change. Taught in English. GE: Historical Perspectives; Literary, Visual, and Performing Arts. Same as ARTH:1070.

ASIA:1110 Gods, Buddhas, and Ghostly Officials: The Past and Present of Chinese Religions **3 s.h.**

History of religious beliefs and practices in China; role in modern-day Chinese society; specific case studies that illuminate current situation of religion in China and impact on Chinese society; focus on the still widespread worship of gods and ancestors, the Confucian, Buddhist and Daoist traditions, recent upsurge of Christianity in China, and emergence of new religions (e.g., the Falun gong). Same as RELS:1510.

ASIA:1502 Asian Humanities: India **3 s.h.**

Introduction to 4,000 years of South Asian civilization through popular stories. Taught in English. GE: Values and Culture. Same as RELS:1502, SOAS:1502.

ASIA:1510 Ghost Stories and Tales of the Weird in Premodern Chinese Literature **3 s.h.**

Reading of Chinese literature concerning ghosts, marvels, and supernatural from the first millennium B.C.E. through the 1800s; readings analyzed against changing historical and religious contexts. Taught in English. GE: Interpretation of Literature. Same as WLLC:1510.

ASIA:1601 Civilizations of Asia: China from Origins to the 17th Century 3 s.h.

Introductory survey of Chinese history and civilization from its origins to 1800; exploration of traditions in politics, social organization, thought, religion, and culture. Same as HIST:1601.

ASIA:1602 Civilizations of Asia: China from the 17th Century to the Present 3 s.h.

Introductory survey of Chinese history from the 17th century to present; exploration of political, social, economics, and culture. GE: Historical Perspectives; International and Global Issues. Same as HIST:1602.

ASIA:1604 Civilizations of Asia: Japan 3-4 s.h.

GE: Historical Perspectives; International and Global Issues. Same as HIST:1604.

ASIA:1606 Civilizations of Asia: South Asia 3-4 s.h.

Civilization of a vast region that includes India, Pakistan, Bangladesh, Nepal, and Sri Lanka. GE: Historical Perspectives; International and Global Issues. Same as HIST:1606, RELS:1606.

ASIA:1607 Civilizations of Asia: Korea 3-4 s.h.

Introduction to Korean history and culture; how meanings of "Korea" and "Koreans" changed from ancient times to present; relevant issues of politics, society, and culture; events that shaped ancient Korean states—Koryo state (918-1392), the Choson dynasty (1392-1910), Japanese colonization (1910-1945), and the two Koreas (1945-present); how present perspectives on Korea have influenced understandings of its past. GE: Historical Perspectives; International and Global Issues. Same as HIST:1607.

ASIA:1609 India Now! Surveying the World's Largest Democracy 3-4 s.h.

Introduction to India and its place in global economics, politics, religion, science, and culture since independence in 1947; India's contributions and adaptations to contemporary world, gender roles, changing sexual standards, and new ways India enters American lives—from globalized Bollywood films and music to new foods, fashions, and lifestyles; students examine the quiet revolution of affirmative action that has brought self-respect to millions, and market liberalization that has heightened economic inequality; consideration of ongoing challenges to world's largest democracy and contemporary efforts, both peaceful and violent, to address them. GE: Values and Culture. Same as HIST:1609.

ASIA:1670 Korea in the World 3 s.h.

Comprehensive and critical understanding of Korea's place in the world; emphasis on historical and sociocultural roots of various aspects of life on the contemporary Korean peninsula (both North and South Korea); comprehensive list of topics including cultural production (K-pop and film), religions, economy, gender relations, cuisine, politics, and prospects for reunification. Taught in English. Same as KORE:1670, RELS:1670.

ASIA:1725 Gender and Religion in Korean Visual Culture 3 s.h.

Students draw creatively on visual materials to illuminate complex experience of Korean women in various religious traditions of Korea. Taught in English. Same as GWSS:1725, KORE:1725, RELS:1725.

ASIA:1770 Asian Humanities: Middle East 3 s.h.

How the self has been constructed in literary texts from premodern and modern Islamic world.

ASIA:2001 Global Science Fiction 3 s.h.

Science fiction from around the world; spanning poetry, fiction, drama, film, television, comics, mobile phone games, and music; produced on six continents. Taught in English. Same as FREN:2010, RUSS:2001, SPAN:2001, TRNS:2001, WLLC:2001.

ASIA:2041 Understanding "The Muslim World" 3 s.h.

Exploration of expressions and experiences of Muslims in increasingly diverse societies around the world. Same as IS:2041, RELS:2041.

ASIA:2222 Women in Premodern East Asian Literature 3 s.h.

Reading of East Asian literature portraying women from the first millennium B.C.E. through the 1800s; discussion of issues related to representations of women and conventional social, familial roles in premodern China, Korea, and Japan; cross-cultural comparison of different perceptions and portrayals of women in premodern East Asian literary traditions. Taught in English. Recommendations: completion of all ESL courses. GE: Diversity and Inclusion. Same as GWSS:2222, WLLC:2222.

ASIA:2231 Introduction to the Art of China 3 s.h.

Visual arts of China and their history; emphasis on understanding in context of Chinese civilization, history. Same as ARTH:2220.

ASIA:2248 The Invention of Writing: From Cuneiform to Computers 3 s.h.

Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, CL:2248, CLSA:2048, COMM:2248, GRMN:2248, HIST:2148, IS:2248, LING:2248, TRNS:2248, WLLC:2248.

ASIA:2444 Envision India 3 s.h.

Introduction to world view and civilization of the South Asian subcontinent, not as a timeless and isolated culture, but as a dynamic and interactive part of evolving global cultural exchanges.

ASIA:2450 India Beat: The Aesthetics and Politics of India Today 3 s.h.

Ways in which music forms a crucial part of Indian public sphere, reflecting and shaping culture, society, and economy; wide range of genres commonly performed and heard across India and South Asia today (i.e., film music, several folk forms, classical, semi-classical, Indipop, rock) and locating each of them in their respective historical, cultural, and socioeconomic contexts; exploration of themes and questions (i.e., emergence and impact of technologies of mass production, distribution of music in colonial and post-independence India). GE: Values and Culture.

- ASIA:2500 Cold War Cultures in Korea** 3 s.h.
Analysis of Cold War (1945-1989) not only as an era in geopolitics, but also as a historical period marked by specific cultural and artistic forms; focus on Korean peninsula, looking closely at literary and film cultures of both South Korea and North Korea; how global conflict between United States and Soviet centered societies affected politics, culture, and geography of Korea between 1945 and 1989, treating division of Korea as an exemplary case extending from origins of Cold War to the present.
- ASIA:2887 Perspectives on Korea** 3 s.h.
History of Korea from earliest times to present; changing meanings of Korea and Koreans; relevant issues of politics, society, and culture; events that shaped ancient Korean kingdoms, the Choson dynasty (1392-1910), Japanese occupation, and divided Korean peninsula; how present perspectives on Korea have influenced understandings of its past; placement of Korea within a regional and global context to examine Korea's relationship with the world. Same as HIST:2687.
- ASIA:3055 Death, Dying, and Beyond in Asian Religions** 3 s.h.
Survey of cultural and religious approaches to the dying process, post-death rituals, and conceptions about the afterlife in different religions in Asia. Same as RELS:3055.
- ASIA:3120 Autobiography in Islamic Literary Cultures** 3 s.h.
How the self has been constructed in Islamic literary cultures from classical Islamic period to modernity.
- ASIA:3172 Chinese Marriage and Family in Comparative Perspective** 3 s.h.
Exploration of Chinese marriage and family from cultural, historical, and sociological perspectives; topics include Chinese family values and traditions, family processes and structures, mate selection, and challenges and impact of social movements and governmental policies on family; readings highlight change and continuity of traditional values of marriage and family in Chinese society; students compare marriage and family processes and practices in American society with Chinese society, understand Chinese culture and society through aspects of marriage and family, and think critically on family issues in Chinese and American society. Same as ANTH:3172.
- ASIA:3208 Classical Chinese Literature Through Translation** 3 s.h.
Reading of English translations of classical Chinese literature; discussion of special features of classical Chinese as a source language for translation; issues in translation practice and theory with focus on trends in translation of Classical Chinese literary works to English. Taught in English. Recommendations: completion of required ESL courses. Same as TRNS:3208, WLLC:3208.
- ASIA:3210 Comparative Arts** 3 s.h.
Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Taught in English. Same as FREN:3210, IWP:3210, RUSS:3210, SPAN:3211, WLLC:3210.
- ASIA:3219 Chinese Art and Culture** 3 s.h.
Archaeological discoveries, sculpture, painting, architecture, calligraphy, other arts of Greater China area in historical and cultural contexts of past 5,000 years. Same as ARTH:3220.
- ASIA:3220 Chinese Painting I: Pagodas and Palaces** 3 s.h.
Early Chinese painting from fourth century B.C.E. through 14th century C.E.; figural style, religious art, emergence of landscape, other nonreligious subjects, interconnectedness of painting and calligraphy as fine arts. Same as ARTH:3230.
- ASIA:3255 Copy and Paste: Methods of Reproduction in Asian Art** 3 s.h.
Introduction to methods of reproduction in Asian art that predates photography, encompassing technologies of graphic reproduction (manual, mechanical, and somewhere in between); exploration of themes including piece-mold bronze casting, stamping and seals, rubbing, molding and mass production, woodblock printing, trace-copying calligraphy, and free-hand copying of paintings; overarching concepts across different subjects (e.g., authorship and authenticity, value of copies and impact on canon formation, relationship between technology and style, question of aura in—and before—the age of mechanical reproduction). Same as ARTH:3255.
- ASIA:3270 Themes in Asian Art History** 3 s.h.
Same as ARTH:3270.
- ASIA:3275 Garden Culture in East Asia** 3 s.h.
Exploration of the rich tradition of gardens in East Asia with a focus on China and Japan; combination of visual material, translated primary texts, and English-language research to learn about various types of gardens, their major elements, and their artistic representation; examination of garden themes, rocks, flower arrangement, and bonsai, as well as Asian gardens in the West and Western gardens in Asia; students discuss each type of garden in the broader artistic, political, and religious context. Same as ARTH:3275.
- ASIA:3431 Gender and Sexuality in East Asia** 3 s.h.
Conceptions of sex, gender, and sexuality in the religions of China, Korea, and Japan; asceticism and celibacy; sexual alchemy; the difference between male and female bodies and souls; intersexed persons; female saints and immortals; transgressive sexuality; gender and sexuality in colonial Asia; East Asian religions and postcolonial feminism. Same as GWSS:3131, RELS:3431.
- ASIA:3550 Islam, Secularity, Modernity** 3 s.h.
How religiosity and secularity are experienced in the Muslim world today.
- ASIA:3561 Religion and Healing** 3 s.h.
Historical evidence of religious healing in Christian, Hindu, Buddhist, Native American, and Shaman traditions. Same as ANTH:3113, GHS:3113, RELS:3580.
- ASIA:3650 Chinese History from 1600 to 1911** 3 s.h.
Chinese history from the 17th to early 20th century, history of the Qing dynasty (1644-1911); Qing's role in shaping aspects of today's politics in China and the mentality of Chinese people; foundation of Manchu state in early 17th century, Ming-Qing transition in 1644, politics and society during the high Qing era, decline of the empire under foreign invasion and inner rebellions in the 19th century, collapse of the dynasty in 1911. Same as HIST:3650.
- ASIA:3652 Twentieth-Century China** 3 s.h.
Communist revolution from 1920s to founding of People's Republic of China in 1949; Mao Zedong's radical policies, Cultural Revolution; Deng Xiaoping's economic reforms; China today. Same as HIST:3652.
- ASIA:3655 Zen Buddhism** 3 s.h.
Same as HIST:3655, RELS:3655.

ASIA:3685 Modern Korean History 3 s.h.

Transformation of Choson Korea to North and South Koreas; local, regional, and global transformations in Korea from the late 19th century to present; severing of historic ties with China; encounters with the West and Japan; new ideas of civilization and political community; erasure of Choson as a country in 1910; colonial experience; civil war; industrialization; creation of North Korea; democratic movement in South Korea and spread of diasporic communities abroad; Korean peninsula as a laboratory for analyzing compressed communist and capitalist modernities of the 20th century. Same as HIST:3685.

ASIA:3700 Topics in Global Cinema 3 s.h.

Identification of new models and methods to investigate cinema's relationship to current global issues beyond traditional scholarly focus in Western Europe and the United States; exploration of an emerging field, moving away from the paradigm of national cinema and bringing together shared theoretical frameworks while acknowledging different historical and cultural contexts. Taught in English. Same as JPNS:3700, TRNS:3700, WLLC:3700.

ASIA:3890 Comparative Ritual 3 s.h.

Practice and theory; rituals from religions, including Hinduism, Buddhism, Christianity, Indian religions; theories of interpretation. Same as RELS:3572.

ASIA:4166 Topics in Asian History 3 s.h.

Same as HIST:4666.

ASIA:4301 Honors Tutorial arr.**ASIA:4506 Senior Honors Thesis arr.****ASIA:4507 Topics in Asian Studies arr.**

Topics vary.

ASIA:4508 Asian Studies arr.**ASIA:6483 Multilingual Education and Applied Linguistics 3 s.h.**

Introduction to research in language teaching and learning, drawing on theories and research in applied linguistics, sociolinguistics, anthropology, and psychology; students gain understanding of fundamentals in second language acquisition, educational linguistics, applied linguistics, and methods used in teaching and learning second/foreign languages; applications and implications of research considered when reviewing multilingual education policy and practice. Same as EDTL:6483, SLA:6506.

ASIA:6501 M.A. Thesis arr.

Offered fall semesters.

ASIA:6502 M.A. Thesis arr.

Offered spring semesters.

ASIA:6520 Seminar: South Asian Religion 3 s.h.

Topics in South Asian religions. Same as RELS:6520.

ASIA:6901 Second Language Acquisition Research and Theory 3 s.h.

Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Taught in English. Same as FREN:6901, JPNS:6901, SLA:6901, SPAN:6901.

ASIA:7606 Readings in Chinese History arr.

Same as HIST:7606.

Chinese Courses

High school students and University of Iowa students who would like to learn Chinese but do not plan to use Chinese to satisfy the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core may wish to take

the beginning Chinese courses CHIN:1115 and CHIN:1116 in sequence and may follow them with the second-year courses CHIN:2101 and CHIN:2102. See the course descriptions below.

CHIN:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first-semester standing.

CHIN:1070 Asian Art and Culture 3 s.h.

Art from India, China, and Japan in many media and forms, in their cultural and historical contexts; cultural distinctions of these Asian civilizations as seen through the visual arts; chronology used to highlight historical processes and provide perspectives on continuity and change. Taught in English. GE: Historical Perspectives; Literary, Visual, and Performing Arts. Same as ARTH:1070.

CHIN:1101 Conversational Chinese I 1 s.h.

Introduction to modern Chinese, with focus on communication "survival" skills for discussing oneself, family, daily activities, interests, personal preferences, food, shopping, travel, lodging; situational activities and performance.

CHIN:1102 Conversational Chinese II 1 s.h.

Continuation of CHIN:1101, with focus on speaking and listening.

CHIN:1111 First-Year Chinese: First Semester 5 s.h.

Sound system of Mandarin Chinese, basic sentence patterns; aural understanding, speaking, reading, writing. Offered fall semesters. Requirements: undergraduate standing. GE: World Languages First Level Proficiency.

CHIN:1112 First-Year Chinese: Second Semester 5 s.h.

Continuation of CHIN:1111. Offered spring semesters. Prerequisites: CHIN:1111. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency.

CHIN:1115 Beginning Chinese I 3 s.h.

Introduction to modern standard Chinese; development of students' functional language ability.

CHIN:1116 Beginning Chinese II 3 s.h.

Continuation of CHIN:1115. Requirements: CHIN:1115 or equivalent as demonstrated in written and oral exams.

CHIN:1121 Beginning Chinese III 3 s.h.

Continuation of CHIN:1116; instruction in all four language skills of listening, speaking, reading, and writing; students further develop their understanding of Chinese culture through language learning. Prerequisites: CHIN:1116.

CHIN:1122 Beginning Chinese IV 3 s.h.

Continuation of CHIN:1121; instruction in all four language skills of listening, speaking, reading, and writing through task-based and task-supported curriculum; students further develop their understanding of historical and contemporary Chinese culture. Prerequisites: CHIN:1121.

CHIN:1504 Asian Humanities: China 3 s.h.

Literary and philosophical texts of China in English translation. GE: Values and Culture.

CHIN:1702 Chinese Popular Culture 3 s.h.

Introduction to popular culture from the People's Republic of China, Taiwan, Hong Kong, and the Chinese diaspora; shifting relationships among cultural production, media and technology, and political thought; influences of Japan, Korea, and the West; materials drawn from film, television shows, music, new media, popular literature, comics, magazines, advertising, fashion, art, and material culture; no previous knowledge of Chinese is required. GE: Literary, Visual, and Performing Arts.

- CHIN:1800 Chinese Character Writing and Calligraphy** 3 s.h.
Introduction to historical development of Chinese script, Chinese calligraphy theories, representative calligraphers, and writing Chinese script by using a Chinese writing brush. Recommendations: enrollment in a Chinese language course.
- CHIN:2101 Second-Year Chinese: First Semester** 5 s.h.
Continuation of CHIN:1112. Offered fall semesters. Prerequisites: CHIN:1112. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency.
- CHIN:2102 Second-Year Chinese: Second Semester** 5 s.h.
Continuation of CHIN:2101. Offered spring semesters. Prerequisites: CHIN:2101. Requirements: undergraduate standing. GE: World Languages Fourth Level Proficiency.
- CHIN:2103 Accelerated Second-Year Chinese: First Semester** 3 s.h.
Intermediate Chinese. Requirements: grades of C or higher in CHIN:1111 and CHIN:1112, and one summer of Chinese study in China. GE: World Languages First Level Proficiency.
- CHIN:2104 Accelerated Second-Year Chinese: Second Semester** 3 s.h.
Intermediate Chinese. Prerequisites: grade of C or higher in CHIN:2103. GE: World Languages Fourth Level Proficiency.
- CHIN:3101 Third-Year Chinese: First Semester** 3 s.h.
Reading of advanced modern Chinese texts; speaking, writing. Offered fall semesters. Prerequisites: CHIN:2102 or CHIN:2104.
- CHIN:3102 Third Year Chinese: Second Semester** 3 s.h.
Continuation of CHIN:3101. Offered spring semesters. Prerequisites: CHIN:3101.
- CHIN:3103 Business Chinese I** 3 s.h.
Skill development in communicating with Chinese counterparts on a number of domains in business translations; first of a two-course sequence. Prerequisites: CHIN:2102 or CHIN:2104.
- CHIN:3104 Business Chinese II** 3 s.h.
Skill development in communicating with Chinese counterparts on a number of domains in business translations; second of a two-course sequence. Prerequisites: CHIN:3102 or CHIN:3103.
- CHIN:3201 Workshop in Chinese Literary Translation** 3 s.h.
Translation from Chinese to English with emphasis on literary translation; issues in theory and practice of translation; special features of Chinese as a source language for translation. Prerequisites: CHIN:3102. Same as TRNS:3202.
- CHIN:3302 Introduction to Chinese Linguistics** 3 s.h.
Aspects of modern Chinese linguistics, such as Chinese phonology, syntax, pedagogical grammar, history of the language. Taught in English. Same as LING:3302, SLA:3302.
- CHIN:3341 Chinese Literature: Poetry** 3 s.h.
Readings in classical and modern Chinese poetry in English translation. Taught in English. Recommendations: sophomore or higher standing.
- CHIN:4101 Classical Chinese: First Semester** 3 s.h.
Introduction to basic knowledge of classical Chinese; appreciation of traditional Chinese culture through reading idiomatic phrases and ancient fables with vivid and interesting plots. Prerequisites: CHIN:2102 or CHIN:2104.
- CHIN:4102 Classical Chinese: Second Semester** 3 s.h.
Continuation of CHIN:4101. Prerequisites: CHIN:4101.
- CHIN:4103 Fourth-Year Chinese: First Semester** 3 s.h.
Proficiency through oral and written discussions of modern texts. Offered fall semesters. Prerequisites: CHIN:3102.
- CHIN:4104 Fourth-Year Chinese: Second Semester** 3 s.h.
Offered spring semesters. Prerequisites: CHIN:4103.
- CHIN:4150 Advanced Readings in Chinese** 3 s.h.
Essays in aspects of contemporary Chinese society to further understanding of Chinese society and to expand reading and writing skills. Taught in Chinese. Prerequisites: CHIN:4103.
- CHIN:4203 Modern Chinese Writers** 3 s.h.
Readings in modern and contemporary Chinese fiction; in English translation. Taught in English. Recommendations: sophomore or higher standing.
- CHIN:4206 Transnational Chinese Cinemas** 3 s.h.
Films from Mainland China, Hong Kong, Taiwan, and Chinese diasporic communities, silent era to present; relationship of film to nation-state, cultural interflows, media technologies, ideologies. English subtitles. Recommendations: sophomore or higher standing.
- CHIN:4300 Independent Study** arr.
Research, reading, writing, and translation projects for undergraduate students. Prerequisites: CHIN:3102.
- CHIN:5024 Teaching Chinese as a Second Language VII: Pedagogical Grammar** 3 s.h.
Introduction to Chinese grammar system from perspective of teaching Chinese as a foreign language; students teach a unit of Chinese grammar to demonstrate understanding of assigned grammar unit and pedagogical approach involved. Prerequisites: CHIN:4103.
- CHIN:5101 Fifth-Year Chinese: First Semester** 3 s.h.
Major focus is on academic reading and writing; students read selected academic articles and learn to write professional essays.
- CHIN:5102 Fifth-Year Chinese: Second Semester** 3 s.h.
Continuation of CHIN:5101. Prerequisites: CHIN:5101.
- CHIN:5103 Readings in Chinese Society** 3 s.h.
Academic texts relating to aspects of Chinese society to develop students' academic reading and writing skills. Requirements: CHIN:5102 for non-native Chinese student.
- CHIN:5106 Individual Chinese for Advanced Students** arr.
Research, translation projects. Prerequisites: CHIN:4104.
- CHIN:5107 Advanced Classical Chinese** 3 s.h.
Readings from classical texts of early China period. Prerequisites: CHIN:4102.
- CHIN:5201 Seminar in Chinese Fiction** 3 s.h.
Novels, novelettes; 16th to 18th centuries (Ming and Qing periods). Taught in English. Requirements: ability to read original texts.
- CHIN:5202 Seminar in Chinese Literature** arr.
Taught in English. Requirements: two years of modern Chinese and one year of classical Chinese.
- CHIN:6401 Teaching Chinese as a Second Language VI: Research and Pedagogical Projects** 3 s.h.
Participation in Chinese second language research and material development projects under instructor's guidance.
- CHIN:7401 Teaching Chinese as a Second Language I: Theories and Research** 3 s.h.
Research, theory on acquisition of Chinese as a non-native language. Taught in English. Same as SLA:7406.

CHIN:7403 Teaching Chinese as a Second Language III: Instruction and Practicum 3 s.h.

Classroom instructional theories, methodologies, and techniques of teaching Chinese as a second language; teaching practicum.

CHIN:7404 Teaching Chinese as a Second Language IV: Testing and Assessment 3 s.h.

Overview of goals, concepts, principles, research, and issues in assessment and testing of Chinese as a second language; knowledge of Chinese required. Taught in English. Same as SLA:7804.

CHIN:7405 Teaching Chinese as a Second Language V: Seminar in Research and Design 3 s.h.

Qualitative and quantitative research design theories and techniques. Taught in English. Prerequisites: CHIN:7401 and PSQF:4143. Same as SLA:7405.

Japanese Courses

JPNS:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first-semester standing.

JPNS:1001 First-Year Japanese: First Semester 5 s.h.

Modern Japanese. Offered fall semesters. Requirements: undergraduate standing. GE: World Languages First Level Proficiency.

JPNS:1002 First-Year Japanese: Second Semester 5 s.h.

Continuation of JPNS:1001. Offered spring semesters. Prerequisites: JPNS:1001. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency.

JPNS:1020 Intensive Kanji: Elementary 2 s.h.

Students learn elementary-level Kanji to strengthen their existing knowledge; recommended for students who have studied Japanese for at least one semester at the college level and/or those who plan to take the Japanese Language Proficiency Test (JLPT) at the N4 or N5 level.

JPNS:1030 Japanese for Travelers 2 s.h.

Basic, practical language and social skills that travelers or visitors need in everyday situations, such as making self introductions, ordering food, asking for directions, and traveling by train; Japanese culture, manners and customs, major cities and tourist attractions; for students with no previous experience of Japanese who plan to travel in Japan or would like a practical introduction to the language and culture.

JPNS:1200 Special Topics in Japanese 3 s.h.

Topics vary.

JPNS:1506 Asian Humanities: Japan 3 s.h.

Introduction to premodern, modern, and contemporary Japanese culture; special attention given to the relationship of classical texts to contemporary novels, short stories, manga, anime, music, and film; students consider relationships of textual and visual cultures, high art and low art, moments of crisis and the everyday, the sacred and the profane, men and women. Taught in English. GE: Values and Culture.

JPNS:2001 Second-Year Japanese: First Semester 5 s.h.

Continuation of JPNS:1002. Offered fall semesters. Prerequisites: JPNS:1002. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency.

JPNS:2002 Second-Year Japanese: Second Semester 5 s.h.

Continuation of JPNS:2001. Offered spring semesters. Prerequisites: JPNS:2001. Requirements: undergraduate standing. GE: World Languages Fourth Level Proficiency.

JPNS:2020 Building Kanji Skills 1 s.h.

Designed as a supplement for students currently enrolled in or who have already taken second-year Japanese and who have no other background in languages that use Chinese characters; students develop strategies and skills to learn Kanji more effectively; recommended for students who would like additional instruction and practice with Kanji. Prerequisites: JPNS:1002.

JPNS:2127 Global Manuscript Cultures 3 s.h.

Manuscripts and global manuscript cultures from a comparative, interdisciplinary perspective; history of the book in the East and West; diverse material supports, physical formats, and written layouts of manuscripts of the 1st to 19th centuries, including social and cultural contexts; manuscript traditions of particular cultural spheres (Europe, the Middle East and North Africa, India, East Asia) and historical processes of diffusion, remediation, and obsolescence. Taught in English. GE: Historical Perspectives. Same as CLSA:2127.

JPNS:2175 Japanese Society and Culture 3 s.h.

Cultural anthropology of Japan, including historical tradition, religious ethos, social organization, human ecology, educational and political institutions; emphasis on how these aspects relate to and influence one another. GE: Values and Culture. Same as ANTH:2175.

JPNS:2250 Introduction to the Art of Japan 3 s.h.

Chronological survey of Japan's visual arts in their historical and cultural contexts from Neolithic age to present; extensive use of slides, films, other visual materials. Taught in English. Same as ARTH:2250.

JPNS:3001 Third-Year Japanese I 4 s.h.

Modern Japanese; focus on speaking, listening, reading, writing; materials related to everyday life and civilization in Japan. Offered fall semesters. Prerequisites: JPNS:2002 with a minimum grade of C.

JPNS:3002 Third-Year Japanese II 4 s.h.

Continuation of JPNS:3001. Offered spring semesters. Prerequisites: JPNS:3001 with a minimum grade of C.

JPNS:3020 Intensive Kanji: Intermediate I 2 s.h.

Students learn and strengthen their existing knowledge of Kanji; particularly recommended for third-year Japanese students and those who plan to take the Japanese Language Proficiency Test (JLPT) at the N3 level. Prerequisites: JPNS:1002.

JPNS:3021 Intensive Kanji: Intermediate II 2 s.h.

Students learn upper- to intermediate-level Kanji to strengthen their existing knowledge; particularly recommended for third- or fourth-year Japanese students, and/or those who plan to take the Japanese Language Proficiency Test (JLPT) at the N2 level.

JPNS:3022 Intensive Kanji: Advanced 2 s.h.

Students learn advanced-level Kanji to strengthen their existing knowledge; particularly recommended for fourth-year Japanese students, and/or those who plan to take the Japanese Language Proficiency Test (JLPT) at the N1 level.

JPNS:3107 Classical Japanese: First Semester 3 s.h.

Introduction to vocabulary, grammar, and calligraphic scripts of classical Japanese through readings of primary literary and historic sources; instruction in English, readings in classical and modern Japanese. Prerequisites: JPNS:3002.

- JPNS:3128 Introduction to Japanese Linguistics 3 s.h.**
Basic structural features of the Japanese language; topics include typological and historical background, writing system, phonetics, phonology, syntax, semantics, pragmatics, and language variation; recommended for students who wish to have a deeper understanding of the Japanese language as well as non-Indo-European languages. Taught in English. Requirements: JPNS:1002.
- JPNS:3201 Workshop in Japanese Literary Translation 3 s.h.**
Workshop in translation from Japanese to English, with emphasis on literary translation; issues in theory and practice of translation; special features of Japanese as a source language for translation. Taught in Japanese. Corequisites: JPNS:3001, if not taken as a prerequisite. Same as TRNS:3201.
- JPNS:3202 Traditional Japanese Literature in Translation 3 s.h.**
Early Japanese literature from 7th to 19th centuries including prose, poetry, drama, and Buddhist texts; students bring traditional Japanese culture to life through practice with experiences ranging from calligraphy, letter folding, and layering kimono patterns to courtly contests and bookbinding. Taught in English.
- JPNS:3203 Modern Japanese Fiction in Translation 3 s.h.**
Introduction to modern Japanese literature from 1868 to present; focus on representative short stories, novels, and manga; the twin advent of modern Japanese language and the modern novel; rise of autobiographical "I-novel"; Japanese *bundan* (literary establishment), high modernity, and *ero guro nansensu* (erotic grotesque nonsense); stories of the war and its endless postwar; the neo-traditional and the avant-garde; literature of economic collapse and internationalization. Taught in English.
- JPNS:3204 Topics in Japanese Literature in Translation 3 s.h.**
Topics vary. Taught in English.
- JPNS:3205 Major Authors in Modern Japanese Literature 3 s.h.**
Modern Japanese literary works in English translation; topics vary. Taught in English.
- JPNS:3206 Warriors' Dreams 3 s.h.**
Images of the warrior in traditional Japanese literature from ancient legendary heroes, medieval warrior monks, and ninja to the unifying generals, masterless samurai, and women revolutionaries of early modern Japan; students discover what is truth and what is fiction when encountering the warrior in popular culture today. Taught in English.
- JPNS:3207 Japan Illuminated: Japanese Literature and Visual Culture 3 s.h.**
How text and image have been used together to tell stories across 1,000 years of Japanese culture; students read and view illustrated handscrolls, calligraphy, maps, mandalas, early board games, woodblock prints, modern print media, manga and anime; emphasis on visual analysis and material culture. Taught in English.
- JPNS:3208 Japanese Film 3 s.h.**
History of Japanese cinema with particular attention paid to Japanese conventions and innovations that differ from classical Hollywood or European paradigms (*benshi* silent-film narrators, *jidaigeki* period films, wartime propaganda, postwar melodrama, avant-garde Japanese New Wave, rise of Japanese documentary, anime); screenings may include works by world famous directors (Mizoguchi, Ozu, Kurosawa) and recent masters (Nishikawa Miwa, Koreeda Hirokazu, Mitani Koki). Taught in English.
- JPNS:3210 Japanese Theater 3 s.h.**
Major forms of Japanese theater and performance including No and kyogen, the bunraku puppet theater, kabuki, shingeki "Western" theater, *benshi* film narration, *butoh* modern dance, counterculture and street theater of the 1960s, Japanese musicals; focus on textual analysis and performance practices; weekly screenings of theatrical performances and student-led staged readings of contemporary performances. Taught in English.
- JPNS:3260 Japanese Painting 3 s.h.**
Japanese painting in its historical, cultural contexts; focus on developments of successive eras—religious art; narrative, other literary connections; Zen; decorative traditions; popular arts; Japan and the modern world. Taught in English. Same as ARTH:3260.
- JPNS:3401 Language in Japanese Society 3 s.h.**
Aspects of the Japanese language that reflect culture, social structures of Japan; communication styles and strategies, cross-cultural communication, language in media, metaphors.
- JPNS:3402 Japan: Culture and Communication 3 s.h.**
How Japanese-speaking people communicate; what factors determine the way they speak; how they communicate nonverbally; how people convey messages and emotions in various social settings. Taught in English. Requirements: JPNS:1002.
- JPNS:3500 Japanese for Professional Purposes I 3 s.h.**
Introduction to essential linguistic skills and practical knowledge needed to effectively communicate in Japanese in various professional contexts and in socially appropriate manners; recommended for anyone interested in working in Japan or using Japanese at work. Prerequisites: JPNS:2002 with a minimum grade of B-. Corequisites: JPNS:3001.
- JPNS:3501 Japanese for Professional Purposes II 3 s.h.**
Continuation of JPNS:3500; advanced linguistic skills needed to become an effective communicator in various professional settings; develop a deeper understanding of Japanese business culture; improve intercultural communication and problem-solving skills; recommended for students interested in working in Japan or using Japanese at work. Prerequisites: JPNS:3500 with a minimum grade of B-.
- JPNS:3601 Contemporary Japanese Culture 3 s.h.**
Forms of Japanese popular culture including fiction, manga, animation, film, television drama, video games, music, sports, and food from 17th to 21st centuries; aspects of Japanese society relating to urban culture and play, school and work, disaster, good and evil, beauty and ugliness, life and death. Taught in English.

JPNS:3700 Topics in Global Cinema 3 s.h.

Identification of new models and methods to investigate cinema's relationship to current global issues beyond traditional scholarly focus in Western Europe and the United States; exploration of an emerging field, moving away from the paradigm of national cinema and bringing together shared theoretical frameworks while acknowledging different historical and cultural contexts. Taught in English. Same as ASIA:3700, TRNS:3700, WLLC:3700.

JPNS:4001 Fourth-Year Japanese I 3 s.h.

Modern Japanese; focus on reading, writing, speaking, listening. Offered fall semesters. Prerequisites: JPNS:3002 with a minimum grade of C.

JPNS:4002 Fourth-Year Japanese II 3 s.h.

Continuation of JPNS:4001. Offered spring semesters. Prerequisites: JPNS:4001 with a minimum grade of C.

JPNS:4201 The Tale of Genji 3 s.h.

Close reading of Murasaki Shikibu's classic *Tale of Genji*; students come to know the characters by exploring the social and cultural context of the tale and discover the art, literature, and film that the *Tale of Genji* has inspired while tracking its reception through the history of Japan and across the globe. Taught in English.

JPNS:4501 Fifth-Year Japanese I 3 s.h.

Continuation of JPNS:4002; modern Japanese. Prerequisites: JPNS:4002.

JPNS:4610 Japan - Age of the Samurai 3 s.h.

Society, culture, and politics of feudal Japan; social class, gender, norms, and political and economic developments explored through cinema and literature. Taught in English. Same as HIST:4610.

JPNS:4615 Modern Japan 3 s.h.

Political, social, and cultural developments of Japanese feudalism; feature films, fiction. Taught in English. Same as HIST:4615.

JPNS:4620 Japan-U.S. Relations 3 s.h.

Political, social, economic, and cultural developments in Japan mid-19th century to late 20th century. Taught in English. Same as HIST:4620.

JPNS:5301 Japanese Linguistics 3 s.h.

Japanese language as linguistic system; basic linguistic terminology; sound systems, grammar, meanings, usages.

JPNS:5901 Practicum in Teaching Japanese as a Foreign Language 1-3 s.h.

Teaching apprenticeship guided and supervised by a faculty member skilled in University curriculum and instruction.

JPNS:5902 Individual Japanese for Advanced Students arr.**JPNS:6901 Second Language Acquisition Research and Theory 3 s.h.**

Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Taught in English. Same as ASIA:6901, FREN:6901, SLA:6901, SPAN:6901.

JPNS:7101 Readings in Modern Japanese 3 s.h.

Readings in modern Japanese.

Korean Courses

KORE:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first-semester standing.

KORE:1051 Korean for Travel and Business 2 s.h.

Introduction to basic communication skills and Korean culture; Korean alphabet (Hangeul), survival Korean expressions, cultural etiquette and norms; speaking, comprehension, reading, and writing in basic Korean; Korean business culture; classroom activities and assignments based on authentic material.

KORE:1052 Korean for Travel and Business: Second Semester 2 s.h.

Continuation of KORE:1051; introduction to basic communication skills and Korean culture which are essential for communicating with Korean people while traveling or doing business; basic Korean expressions, cultural etiquette, and norms; speaking, comprehension, reading, and writing in basic Korean; Korean business culture; classroom activities and homework assignments based on authentic material. Requirements: some familiarity with Korean is needed, but completion of specific coursework in Korean is not required.

KORE:1101 First-Year Korean: First Semester 4 s.h.

Modern Korean; speaking, listening, reading, writing. Offered fall semesters. GE: World Languages First Level Proficiency.

KORE:1102 First-Year Korean: Second Semester 4 s.h.

Continuation of KORE:1101. Offered spring semesters. Prerequisites: KORE:1101. GE: World Languages Second Level Proficiency.

KORE:1135 Korean Language in Culture and Society 3 s.h.

Introduction to various sociolinguistic phenomena in Korean society; general linguistic characteristics of Korean; Confucianism and honorifics; language changes in North and South Korea; gender differences and generation differences; Korean contacts with English, Chinese, Japanese, others. Taught in English.

KORE:1500 Asian Humanities: Korea 3 s.h.

Introduction to most representative cultural heritages in Korean humanities tradition throughout 4,500 years of Korean history; English translations of famous works in Korean traditional literature, performing and visual arts, philosophy; understanding the essence of traditional Korean culture through exposure to various aspects of Korean humanities; how Korean traditional culture is reflected in contemporary pop culture; readings and discussions taught in English, video materials with English subtitles.

KORE:1670 Korea in the World 3 s.h.

Comprehensive and critical understanding of Korea's place in the world; emphasis on historical and sociocultural roots of various aspects of life on the contemporary Korean peninsula (both North and South Korea); comprehensive list of topics including cultural production (K-pop and film), religions, economy, gender relations, cuisine, politics, and prospects for reunification. Taught in English. Same as ASIA:1670, RELS:1670.

KORE:1725 Gender and Religion in Korean Visual Culture 3 s.h.

Students draw creatively on visual materials to illuminate complex experience of Korean women in various religious traditions of Korea. Taught in English. Same as ASIA:1725, GWSS:1725, RELS:1725.

KORE:2101 Second-Year Korean: First Semester 4 s.h.

Continuation of KORE:1102; conversation and readings in intermediate Korean language; Korean culture. Prerequisites: KORE:1102. GE: World Languages Second Level Proficiency.

KORE:2102 Second-Year Korean: Second Semester**4 s.h.**

Continuation of KORE:2101. Prerequisites: KORE:2101. GE: World Languages Fourth Level Proficiency.

KORE:2674 Food, Body, and Belief: A Global Perspective**3 s.h.**

Exploration of local, national, and global forces that shape food consumption, body image, and spiritual practices. Taught in English. Same as GHS:2674, RELS:2674.

KORE:3070 Topics in Korean Studies**3 s.h.**

Varied topics in Korean studies.

KORE:3100 Introduction to Korean Linguistics**3 s.h.**

Introduction to various topics in Korean linguistics including sentence structures, sound patterns, word formation, discourse structures, and historical background of Korean language. Taught in English. Recommendations: two years of Korean language study. Same as LING:3101.

KORE:3101 Third-Year Korean: First Semester**3 s.h.**

Continuation of KORE:2102; advanced intermediate Korean—conversation and grammar skills beyond basic intermediate level; vocabulary expansion with increasingly complex, abstract concepts; how to advance one's opinion and discuss thoughts, ideas. Requirements: KORE:2102 with a minimum grade of C-.

KORE:3102 Third-Year Korean: Second Semester**3 s.h.**

Continuation of KORE:3101; conversation and grammar skills beyond basic intermediate level; writing skills for formal occasions; advanced discussion skills—how to advance one's opinion and share thoughts and ideas; traditional and modern Korean culture. Requirements: KORE:3101 with a minimum grade of C-.

KORE:4000 Fourth Year Korean: First Semester**3 s.h.**

Continuation of KORE:3102; development of intermediate high to advanced-level Korean; enlarging vocabulary, exploring Korean sentence structures, reading various types of texts, listening to authentic Korean materials; Korean society and culture; content-based learning methodology. Requirements: KORE:3102 with a minimum grade of C-.

KORE:4001 Fourth Year Korean: Second Semester**3 s.h.**

Continuation of KORE:4000; development of intermediate high- to advanced-level Korean speaking ability; enlarging vocabulary, exploring Korean sentence structures, reading various types of texts, and listening to authentic Korean materials; Korean society and culture; materials provided to prepare for Korean standardized tests; content-based learning methodology. Requirements: KORE:4000 with a minimum grade of C-.

KORE:4151 Selected Readings in Korean I**3 s.h.**

Korean literary works and various readings related to Korean history, culture, and society; expansion of Korean literacy and cultural knowledge through readings; advanced Korean texts.

KORE:4152 Selected Readings in Korean II**3 s.h.**

Reading various genres of more advanced texts than those covered in KORE:4151; short stories, poetry, and essays familiar with educated Korean people; texts related to history and current events (e.g., articles from newspapers or magazines); texts written in hangul (Korean characters) and hanja (Chinese characters); Korean literature, history, and culture. Prerequisites: KORE:3102.

KORE:5102 Individual Korean for Advanced Students**arr.**

Korea's modern/traditional culture, history, and current social issues; reading, translating authentic articles. Prerequisites: KORE:3102.

Russian Courses**RUSS:1000 First-Year Seminar****1 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Taught in English. Requirements: first- or second-semester standing.

RUSS:1050 Russian for Travelers and Business People**2 s.h.**

How Russian culture continues to shape current geopolitical and sporting events (e.g., World Cup Soccer 2018); emphasis on learning basic survival Russian phrases, cultural etiquette and norms. Taught in English.

RUSS:1082 Youth Subcultures After Socialism**3 s.h.**

Examination of youth subculture (i.e., distinct style and identity, beliefs, value system, fashion and favorite music) on the territory of post-communist Europe and its relations with the mainstream culture; how young people of Russia express their individuality after years of dullness and monotony. GE: Values and Culture.

RUSS:1111 First-Year Russian I**5 s.h.**

Basic language skills of listening, speaking, reading, and writing Russian; fundamentals of Russian grammar. GE: World Languages First Level Proficiency.

RUSS:1112 First-Year Russian II**5 s.h.**

Continuation of RUSS:1111. Requirements: RUSS:1111. GE: World Languages Second Level Proficiency.

RUSS:1131 Introduction to Russian Culture**3 s.h.**

Development of cultural history in Russia during the Romanov period (1613-1917); painting, music, architecture, and literature viewed against their political, historical, and social settings. Taught in English. GE: Values and Culture. Same as WLLC:1131.

RUSS:1132 Russia Today**3 s.h.**

Contemporary Russia, with focus on prevailing social, political, economic, ethnic, environmental conditions; attention to historical evolution of problems, current factors; what these factors might portend for the future. Taught in English. GE: International and Global Issues; Values and Culture.

RUSS:1500 Ukraine, a Country at the Crossroads: An Interdisciplinary Seminar on Ukrainian History and Culture**3 s.h.**

Cultural specificity of Ukraine as a large multicultural European country; vital background information for analysis of present-day political events; strategic location between East and West; centuries-long history and culture; all readings in English, no knowledge of Russian or Ukrainian required. Taught in English.

RUSS:1531 Slavic Folklore**3 s.h.**

Introduction to culture, history, and art of eastern European peoples; pagan, dualistic, and animistic beliefs and their coexistence with Christian faith in eastern Europe. GE: Historical Perspectives; Values and Culture.

RUSS:1532 Traces of Ancient Russian Culture (IX-XVII Centuries): Vikings, Mongols, and Tsars 3 s.h.

Early and medieval Slavic history, with focus on Russian art, literature, and religion from 10th through 17th century. Taught in English. GE: Historical Perspectives; Values and Culture.

RUSS:2001 Global Science Fiction 3 s.h.

Science fiction from around the world; spanning poetry, fiction, drama, film, television, comics, mobile phone games, and music; produced on six continents. Taught in English. Same as ASIA:2001, FREN:2010, SPAN:2001, TRNS:2001, WLLC:2001.

RUSS:2030 Russian Comedy 3-4 s.h.

Introduction to the rich tradition of Russian and Soviet comedy in literature and cinema; students learn to analyze texts and film from Gogol's play, *The Government Inspector*, through Gaidai's classic film, *Diamond Arm*, and beyond; option to read original texts in Russian. Taught in English.

RUSS:2050 Women from an Unknown Land: The Fight for Independence 3 s.h.

Exploration of past and current issues related to the Caucasus—a mountainous region located where Europe, the Middle East, and Asia meet—forming a geographical and cultural crossroad; topics include those related to women's rights, causes of poverty and ethnic conflicts, and foreign policy including terrorism in the region, the fight for freedom, and the struggle over natural resources. Taught in English. GE: International and Global Issues. Same as WLLC:2050.

RUSS:2100 Russian Mindset: Sex, Business, and Politics 3 s.h.

Deeper insight of Russian mentality through philosophical, historical, cultural, and practical developments that have shaped Russian behavior and thought. GE: Values and Culture.

RUSS:2110 Russian Sports: Politics, Scandal, Glory 3 s.h.

Overview of Russian sports from its beginnings in Slavic tribes through the importance of sports as a political tool during Soviet time to the scandals and glory of modern days; focus on the strong cultural background and rigorous traditions that form the powerhouse known as Russian sports; includes Russian sport celebrities of past and present. Taught in English.

RUSS:2111 Second-Year Russian I 4 s.h.

Transition to upper-level study through oral practice, grammar exercises, tapes, videos, readings from the Russian press. Requirements: RUSS:1112. GE: World Languages Second Level Proficiency.

RUSS:2112 Second-Year Russian II 4 s.h.

Continuation of RUSS:2111. Requirements: RUSS:2111. GE: World Languages Fourth Level Proficiency.

RUSS:2122 Cult Films of the Last Soviet Generation 3 s.h.

Political and cultural circumstance of one of the world's most volatile and powerful regions; how life within what was considered an "Evil Empire" from 1960s to 1980s was far from primitive; how creative intelligentsia continued producing and enjoying excellent motion pictures despite multiple bans and regulations; implications for contemporary life; wider understanding of Russian aesthetics.

RUSS:2130 Love and Lust in Literature and Art 3-4 s.h.

Different historical eras and cultures that shape human experience and the role of human virtues and sins in society; introduction to different civilizations from antiquity to modern period through historical facts, literary samples, philosophy, ethnography, films, documentaries, music, and art; option for Russian majors and minors to read original texts of Russian writers in Russian. Taught in English.

RUSS:2131 Women in Russian Society 3 s.h.

Historical developments that have shaped women's role in contemporary Russian society; readings in cultural history, political science, autobiographical and fictional literature, contemporary film. Taught in English.

RUSS:2232 Romani (Gypsy) Cultures of Eastern Europe 3 s.h.

Aspects of culture shared by most Roma (Gypsies) around the world; samples of folklore from Europe; impact of Roma on European literature, music, and culture; readings in English; no previous knowledge of Russian or Romani required. Taught in English. GE: Diversity and Inclusion.

RUSS:2531 Topics in Russian, East European, and Eurasian Studies arr.

Topics in Russian literature and culture. Taught in English.

RUSS:2600 Issues in Russian Identity: Nationalism 3 s.h.

Development of the Russian national identity in the works of three 19th-century Russian authors: Alexander Pushkin, Leo Tolstoy and Fyodor Dostoevsky; how major historical events such as Russia's wars with Poland, Sweden, France, England, and Turkey are portrayed in Pushkin's *Boris Godunov* and *Poltava*, Tolstoy's *War and Peace* and *Sevastopol Sketches*; how Western Europe is viewed in Dostoevsky's *Winter Notes on Summer Impressions*, *Notes From Underground*, and *The Idiot*. Taught in English. Prerequisites: RHET:1030. Requirements: ENGL:1200.

RUSS:2666 Pact with the Devil 3-4 s.h.

Since early modern times, the pact with the devil has served as a metaphor for humankind's desire to surpass the limits of knowledge and power; students explore a variety of works from German, British, and Russian literature and culture from early modern time to the present, and critique different twists that fascination with the forbidden takes in regard to women. Taught in English. GE: Literary, Visual, and Performing Arts. Same as GRMN:2666, WLLC:2666.

RUSS:3100 West and East: Women in the Slavic World 3 s.h.

Roles of women in two Slavic countries—Islamic Republic of Dagestan in Russia, and the Czech Republic—using approaches from the social sciences and humanities; Christian/Catholic traditions in the western Slavic country (i.e., Czechoslovakia/Czech Republic) and Islamic influences in eastern parts of Russia; analysis of women's egalitarian roles in socialist societies of 1980s, the impact of the major political, economic, and social transitions on women's lives in 1990s.

RUSS:3111 Third-Year Russian I 4 s.h.

Advanced Russian grammar, reading, conversation, and written skills through oral reports, compositions, conversation. Requirements: RUSS:2112.

RUSS:3112 Third-Year Russian II 4 s.h.

Advanced Russian grammar, reading, conversation, and written skills through oral reports, compositions, conversation. Requirements: RUSS:3111.

RUSS:3113 Beginning Composition and Conversation I **4 s.h.**

Russian oral and aural skills developed through idiomatic usage, stylistics, phonetics, intonation, grammar review; supplemented by short stories, newspaper texts. Taught in Russian. Requirements: RUSS:1112.

RUSS:3114 Beginning Composition and Conversation II **4 s.h.**

Russian oral and aural skills developed through idiomatic usage, stylistics, phonetics, intonation, grammar review; supplemented by short stories, conversation handbooks, current periodicals. Taught in Russian. Requirements: RUSS:2112.

RUSS:3122 Tolstoy and Dostoevsky **3-4 s.h.**

Tolstoy's *War and Peace* and *Anna Karenina*; Dostoevsky's *Crime and Punishment*, *The Demons*, and short stories. Taught in English. Same as TRNS:3122, WLLC:3122.

RUSS:3124 Invitation to Nabokov **3-4 s.h.**

Nabokov's works and his writings on Russian literature. Taught in English.

RUSS:3131 Health Care and Health Reforms in Russia **3 s.h.**

Societal changes and their continuing effect on the Russian health care system since 1991; guest lectures from public health, nursing, medicine, cultural anthropology. Taught in English. Same as GHS:3131.

RUSS:3200 Advanced Russian Through Music, Literature, and Film I **3 s.h.**

Implementation of a variety of print and online materials to acquaint students with methods to increase their listening, reading, and speaking skills in Russian; initial focus on essentials of Russian pronunciation and reading short literary works (and audio recordings) to prepare a strong base for work with authentic Russian audio, music video, and feature films; online Russian grammar review on traditional aspects of intermediate and advanced Russian grammar. Taught in Russian. Requirements: RUSS:2112 with a minimum grade of C+.

RUSS:3201 Advanced Russian Through Music, Literature, and Film II **3 s.h.**

Continuation of RUSS:3200; implementation of a variety of print and online materials; methods to increase listening, reading, and speaking skills in Russian. Taught in Russian. Requirements: RUSS:2112 with a minimum grade of C+. Recommendations: completion of RUSS:3200.

RUSS:3202 Russian Literature in Translation 1860-1917 **3 s.h.**

Survey of major works, figures, and trends of 19th- and early 20th-century Russian literature; age of the Russian novel; works of Turgenev (*Fathers and Sons*), Tolstoy (*Confession*), Dostoevsky (*The Idiot*, *The Brothers Karamazov*), and Chekhov (plays). Taught in English. Same as TRNS:3203, WLLC:3202.

RUSS:3210 Comparative Arts **3 s.h.**

Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Taught in English. Same as ASIA:3210, FREN:3210, IWP:3210, SPAN:3211, WLLC:3210.

RUSS:3990 Special Readings **arr.**

Russian-language materials determined by student and instructor. Requirements: 16 s.h. of Russian language instruction.

RUSS:4111 Fourth-Year Russian I **4 s.h.**

Perfecting spoken Russian and aural comprehension of native speech. Taught in Russian. Requirements: RUSS:3112 or three years of college-level Russian.

RUSS:4112 Fourth-Year Russian II **4 s.h.**

Perfecting spoken Russian and aural comprehension of native speech. Taught in Russian. Requirements: RUSS:4111 or three years of college-level Russian.

RUSS:4990 Independent Research **arr.**

Directed study.

RUSS:4995 Honors **arr.**

Honors project with a faculty member.

South Asian Studies Courses**SOAS:1502 Asian Humanities: India** **3 s.h.**

Introduction to four thousand years of South Asian civilization, through popular stories. GE: Values and Culture. Same as RELS:1502.

SOAS:1550 Sex, Music, and Pop Culture in India **3 s.h.**

Exploration of debates and conflicts around gender and sexuality in Indian and South Asian popular culture, particularly music; shifting representations of gender relations, sexuality, gender/sexual identities in Indian music; focus on postcolonial period; how folk music, film songs, and classical music (among other genres) have dealt with issues such as changing conceptions of womanhood or masculinity, "queer" or gender/sexually variant communities and identities; how popular culture has negotiated questions of gender and sexuality in relation to nationhood, globalization, and cultural identity.

SOAS:1620 Bhagavad Gita: Essential Teachings of Indian Religion **3 s.h.**

Students read the Bhagavad Gita and discuss its interpretations and use in classical and modern religious, literary, and political contexts; composed around 2000 years ago, it is the best known and most influential religious text in Indian history and concisely addresses war and peace, duty and righteousness, renunciation, devotion, and the nature of the universe; its been read, debated, and discussed by ancient philosophers, modern religious teachers, and political figures such as Mahatma Gandhi, the father of modern Independent India. Same as RELS:1620, TRNS:1620.

SOAS:2901 First-Year Sanskrit: First Semester **4 s.h.**

Grammar, basic vocabulary; elementary readings. Offered fall semesters of even years. Requirements: undergraduate standing. GE: World Languages First Level Proficiency. Same as CLSA:2901.

SOAS:2902 First-Year Sanskrit: Second Semester **4 s.h.**

Readings in epic and story literature. Offered spring semesters of odd years. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency. Same as CLSA:2902.

SOAS:3500 Queerness in South Asian Literature and Cinema **3 s.h.**

Debates and conflicts around gender or sexual variance in South Asian cultural spheres; shifting representations of queerness—a broad label for non-normative gender/sexual practices or identities—in literature and films from India and neighboring regions; diverse constructions of gender/sexuality in precolonial India; focus on postcolonial period when regulation of deviant gender/sexuality became tied to colonial administration and emerging national identity; how cultural representations constructed normative or deviant genders/sexualities in relation to class, caste, and nationhood.

SOAS:3644 Gandhi and His Legacy 0-1,3 s.h.

In-depth introduction to the life, ideas, and ongoing impact of Mohandas Karamchand Gandhi (1869-1948); from his conservative upbringing to his early career as a lawyer, his transformative experiences, and self-transformation into a charismatic mahatma ("great soul"), the pursuit of political and social liberation through non-violent civil disobedience, the assertion of human rights, and the quest for sustainable lifestyles that uphold the common good and protect the natural environment; evolution of Gandhi's thought and activism and his legacy. Same as HIST:3644, RELS:3644.

SOAS:3901 Second-Year Sanskrit: First Semester 3 s.h.

Readings in epic and puranic texts. Offered fall semesters of odd years. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency. Same as CLSA:3901.

SOAS:3902 Second-Year Sanskrit: Second Semester 3 s.h.

The Bhagavad Gita and related religious/philosophical texts. Offered spring semesters of even years. Requirements: undergraduate standing. GE: World Languages Fourth Level Proficiency. Same as CLSA:3902.

SOAS:4103 Individual Hindi arr.

Readings in medieval and modern Hindi.

SOAS:4802 South Asian Research Seminar arr.

Faculty and student research.

SOAS:5201 Individual Sanskrit for Advanced Students arr.

Research, translation projects. Requirements: fourth-year proficiency.

Asian Languages and Literature, B.A.

The B.A. program in Asian languages and literature gives students the opportunity to develop advanced skills in an Asian language while they study the people, literatures, and cultures of Asia. Students choose one of three tracks: Chinese, Japanese, or Sanskrit.

Students interested in Asian studies may add a second major in international studies with an emphasis in Asian studies; see the B.A. in international studies [p. 708] in the Catalog. Many other disciplines work well as second majors for Asian languages and literature students, such as history, art history, political science, religion, sociology, journalism, business, and anthropology.

Learning Outcomes

- Culture and Literature Knowledge

Students will have:

basic knowledge about the target literature and culture, from premodern to modern and contemporary;

the cultural foundation and critical thinking skills necessary to engage with relevant primary and secondary materials; and

the ability to communicate their knowledge of Chinese, Japanese, or South Asian culture and language effectively.

- Language Competence

Students are able to:

carry out tasks in various circumstances and interact with others in different social settings and everyday situations in a culturally appropriate manner;

understand relatively uncomplicated texts that describe events and personal feelings, while they understand the essence of various types of lengthy, more complex written materials; and

critically assess materials and produce coherent writing based on the acquired information.

- Linguistics Knowledge

Students will have:

basic knowledge of sociocultural aspects of the language and skills to see through the stereotypes and myths of the target culture in order to have a better understanding of both the target culture and their own.

Requirements

The Bachelor of Arts with a major in Asian languages and literature requires a minimum of 120 s.h., including 27-32 s.h. of work for the major. Students choose one of three tracks: Chinese, Japanese, or Sanskrit. Credit required for the major depends on choice of track; requirements for each track are listed below. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and

Sciences GE CLAS Core [p. 20]. Furthering Language Incentive Program (FLIP) credit may not be counted toward the major.

The amount of approved transfer credit that may be applied to the major varies by track; students should consult their advisors about courses taken at other institutions, including study abroad.

The B.A. with a major in Asian languages and literature requires the following work.

Tracks

- Chinese Track [p. 157]
- Japanese Track [p. 158]
- Sanskrit Track [p. 159]

Chinese Track

Students in the Chinese track must complete the following coursework.

Code	Title	Hours
Prerequisite Chinese Language Courses		
	Chinese Language Courses	15
	Chinese Literature and Cinema Courses	6
	Chinese Culture and Society Courses	9
Total Hours		30

Prerequisite Chinese Language

Students must successfully complete the prerequisite courses below, or the equivalent, before they enroll in required courses. These courses do not count as credit earned toward track requirements.

Code	Title	Hours
This sequence:		
CHIN:2101- CHIN:2102	Second-Year Chinese: First Semester - Second-Year Chinese: Second Semester	10

Chinese Language

Code	Title	Hours
All of these:		
CHIN:3101- CHIN:3102	Third-Year Chinese: First Semester - Third Year Chinese: Second Semester	6
CHIN:4101	Classical Chinese: First Semester	3
CHIN:4103- CHIN:4104	Fourth-Year Chinese: First Semester - Fourth-Year Chinese: Second Semester	6

Chinese Literature and Cinema

Code	Title	Hours
Two of these:		
CHIN:3341	Chinese Literature: Poetry	3
CHIN:4203	Modern Chinese Writers	3
CHIN:4206	Transnational Chinese Cinemas	3

Chinese Culture and Society

Courses in this area include those in art, history, literature, linguistics, religion, and translation.

Code	Title	Hours
A minimum of 9 s.h. from these:		
ASIA:1060/ HIST:1612/ RELS:1506	Introduction to Buddhism	3
ASIA:1510/ WLLC:1510	Ghost Stories and Tales of the Weird in Premodern Chinese Literature	3
ASIA:1602/ HIST:1602	Civilizations of Asia: China from the 17th Century to the Present	3
ASIA:2222/ GWSS:2222/ WLLC:2222	Women in Premodern East Asian Literature	3
ASIA:3208/ TRNS:3208/ WLLC:3208	Classical Chinese Literature Through Translation	3
ASIA:3220/ ARTH:3230	Chinese Painting I: Pagodas and Palaces	3
CHIN:1504	Asian Humanities: China	3
CHIN:1702	Chinese Popular Culture	3
CHIN:1800	Chinese Character Writing and Calligraphy	3
CHIN:3201/ TRNS:3202	Workshop in Chinese Literary Translation	3
CHIN:3302/ LING:3302/ SLA:3302	Introduction to Chinese Linguistics	3
CHIN:4150	Advanced Readings in Chinese	3
HIST:3650/ ASIA:3650	Chinese History from 1600 to 1911	3
HIST:3652/ ASIA:3652	Twentieth-Century China	3

Electives

Courses and requirements listed above represent the minimum hours required to complete the Chinese track. Students also may choose additional Chinese elective courses (prefix CHIN), but may not exceed a total of 56 s.h. that will apply to the minimum 120 s.h. required to graduate. Elective Chinese courses will not count toward Chinese requirements for the major. Independent studies and arranged hours may be used as elective hours but are not counted toward requirements for the major.

Japanese Track

Students in the Japanese track must complete the following coursework.

Code	Title	Hours
Prerequisite Japanese Language Courses		
Third- and Fourth-Year Japanese		14
Literature and Translation Courses		9
Linguistics and Advanced Language Studies Courses		6
Cultural Studies Course		3
Total Hours		32

Students may apply a maximum of 12 s.h. of approved transfer credit toward track requirements. Those who are planning to study abroad should consult with their Japanese track advisors in advance to determine whether their

planned coursework abroad will be accepted toward track requirements.

Prerequisite Japanese Language Courses

Students must successfully complete the prerequisite courses below, or the equivalent, before they enroll in required courses. These courses do not count as credit earned toward track requirements.

Code	Title	Hours
All of these:		
JPNS:1001	First-Year Japanese: First Semester	5
JPNS:1002	First-Year Japanese: Second Semester	5
JPNS:2001	Second-Year Japanese: First Semester	5
JPNS:2002	Second-Year Japanese: Second Semester	5

Third- and Fourth-Year Japanese

Code	Title	Hours
Both of these sequences:		
JPNS:3001- JPNS:3002	Third-Year Japanese I-II	8
JPNS:4001- JPNS:4002	Fourth-Year Japanese I-II	6

Literature and Translation

Code	Title	Hours
Three of these:		
JPNS:3201/ TRNS:3201	Workshop in Japanese Literary Translation	3
JPNS:3202	Traditional Japanese Literature in Translation	3
JPNS:3203	Modern Japanese Fiction in Translation	3
JPNS:3204	Topics in Japanese Literature in Translation	3
JPNS:3205	Major Authors in Modern Japanese Literature	3
JPNS:3206	Warriors' Dreams	3
JPNS:3207	Japan Illuminated: Japanese Literature and Visual Culture	3
JPNS:3208	Japanese Film	3
JPNS:3210	Japanese Theater	3
JPNS:3601	Contemporary Japanese Culture	3
JPNS:4201	The Tale of Genji	3

Linguistics and Advanced Language Studies

Code	Title	Hours
At least 6 s.h. from these:		
JPNS:3107	Classical Japanese: First Semester	3
JPNS:3128	Introduction to Japanese Linguistics	3
JPNS:3401	Language in Japanese Society	3
JPNS:3402	Japan: Culture and Communication	3

JPNS:3501	Japanese for Professional Purposes II	3
-----------	---------------------------------------	---

Cultural Studies

Students complete one course chosen from the following lists.

Asian and Slavic Languages and Literatures

Code	Title	Hours
JPNS:1506	Asian Humanities: Japan	3
JPNS:3500	Japanese for Professional Purposes I	3

Anthropology

Code	Title	Hours
JPNS:2175/ ANTH:2175	Japanese Society and Culture	3

Art History

Code	Title	Hours
JPNS:2250/ ARTH:2250	Introduction to the Art of Japan	3
JPNS:3260/ ARTH:3260	Japanese Painting	3

History

Code	Title	Hours
JPNS:4610/ HIST:4610	Japan - Age of the Samurai	3
JPNS:4615/ HIST:4615	Modern Japan	3
JPNS:4620/ HIST:4620	Japan-U.S. Relations	3

World Languages, Literatures, and Cultures

Code	Title	Hours
JPNS:3700/ ASIA:3700/ TRNS:3700/ WLLC:3700	Topics in Global Cinema	3

Sanskrit Track

Students in the Sanskrit track must complete the following coursework.

Code	Title	Hours
All of these:		
SOAS:3901/ CLSA:3901	Second-Year Sanskrit: First Semester	3
SOAS:3902/ CLSA:3902	Second-Year Sanskrit: Second Semester	3
Additional South Asian studies courses numbered 3000 or above, including 1-3 s.h. of independent study		21
Total Hours		27

A list of advanced South Asian studies courses numbered 3000 or above is available from the department.

Sanskrit track students are urged to fulfill the GE CLAS Core [p. 20] Historical Perspectives or International and Global Issues requirement (3 s.h.) by completing HIST:1606/ASIA:1606/RELS:1606 Civilizations of Asia: South Asia.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

Asian languages and literature majors must complete designated pedagogy and linguistics courses in the department in addition to the coursework required for their major.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students earning a major in Asian languages and literature with a minimum g.p.a. of 3.50 in the major and an overall minimum g.p.a. of 3.33 have the opportunity to graduate with honors in the major. Students interested in earning honors in the major should seek the consent of the department chair and a faculty sponsor (an Asian specialist from any department) for departmental honors work. Students must register for ASIA:4301 Honors Tutorial and ASIA:4506 Senior Honors Thesis and must complete an acceptable thesis based on original research.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the Asian languages and literature major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: for students in Chinese and Japanese tracks, language work begun (students in the Sanskrit tracks may begin language work in their sophomore year)

Before the fifth semester begins: at least first-year language competency

Before the seventh semester begins: at least second-year language competency and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least third-year, first-semester language competency and one additional course in the major (for the Japanese track, two additional courses in the major)

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Asian Languages and Literature, B.A.

- Chinese Track [p. 160]
- Japanese Track [p. 161]
- Sanskrit Track [p. 161]

Chinese Track

Course	Title	Hours
First Year		
Fall		
CHIN:1111	First-Year Chinese: First Semester a, b, c	5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^e		1
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
CHIN:1112	First-Year Chinese: Second Semester a, b, c	5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Historical Perspectives ^d		3
Elective course ^e		3
Elective course ^e		1
Hours		15-16
Second Year		
Fall		
CHIN:2101	Second-Year Chinese: First Semester a, b, c	5
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
Elective course ^e		3
Major: Chinese literature and cinema course		3
Hours		17
Spring		
CHIN:2102	Second-Year Chinese: Second Semester a, b, c	5
Major: Chinese literature and cinema course		3
GE CLAS Core: Natural Sciences without Lab ^d		3
Elective course ^e		3
Elective course ^e		3
Hours		17
Third Year		
Fall		
CHIN:3101	Third-Year Chinese: First Semester	3
CHIN:4101	Classical Chinese: First Semester	3
GE CLAS Core: Natural Sciences with Lab ^d		4

Elective course ^e	3
Elective course ^e	2
Hours	15

Spring

CHIN:3102	Third Year Chinese: Second Semester	3
Major: Chinese culture and society course		3
GE CLAS Core: International and Global Issues ^d		3
Elective course ^e		3
Elective course ^e		3
Hours		15

Fourth Year

Fall

CHIN:4103	Fourth-Year Chinese: First Semester	3
Major: Chinese culture and society course		3
GE CLAS Core: Values and Culture ^d		3
Elective course ^e		3
Elective course ^e		3
Hours		15

Spring

CHIN:4104	Fourth-Year Chinese: Second Semester	3
Major: Chinese culture and society course		3
GE CLAS Core: Social Sciences ^d		3
Elective course ^e		3
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^f		
Hours		15
Total Hours		123-125

- a CHIN:1111, CHIN:1112, CHIN:2101, and CHIN:2102 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Japanese Track

Course	Title	Hours
--------	-------	-------

Academic Career

Any Semester

Students may apply a maximum of 12 s.h. of approved transfer credit toward track requirements.^a

Hours	0
-------	---

First Year

Fall

JPNS:1001	First-Year Japanese: First Semester ^{b, c, d}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^e		3
Elective course ^f		1
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

JPNS:1002	First-Year Japanese: Second Semester ^{b, c, d}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Historical Perspectives ^e		3
Elective course ^f		3
Elective course ^f		1
Hours		15-16

Second Year

Fall

JPNS:2001	Second-Year Japanese: First Semester ^{b, c, d}	5
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
Elective course ^f		3
Elective course ^f		1
Hours		15

Spring

JPNS:2002	Second-Year Japanese: Second Semester ^{b, c, d}	5
GE CLAS Core: Natural Sciences without Lab ^e		3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		1
Hours		15

Third Year

Fall

JPNS:3001	Third-Year Japanese I	4
Major: cultural studies course		3
GE CLAS Core: Natural Sciences with Lab ^e		4
Elective course ^f		3
Elective course ^f		2
Hours		16

Spring

JPNS:3002	Third-Year Japanese II	4
Major: literature and translation course		3

Major: literature and translation course	3
GE CLAS Core: International and Global Issues ^e	3
Elective course ^f	3
Hours	16

Fourth Year

Fall

JPNS:4001	Fourth-Year Japanese I	3
Major: linguistics and advanced language studies course		3
Major: literature and translation course		3
GE CLAS Core: Values and Culture ^e		3
Elective course ^f		3
Hours		15

Spring

JPNS:4002	Fourth-Year Japanese II	3
Major: linguistics and advanced language studies course		3
GE CLAS Core: Social Sciences ^e		3
Elective course ^f		3
Elective course ^f		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15
Total Hours		121-123

- Students who are planning to study abroad should consult with their Japanese track advisors in advance to determine whether their planned coursework abroad will be accepted toward track requirements.
- JPNS:1001, JPNS:1002, JPNS:2001, and JPNS:2002 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Fulfills a major requirement and may fulfill a GE requirement.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Sanskrit Track

Course	Title	Hours
--------	-------	-------

First Year

Fall

SOAS:2901	First-Year Sanskrit: First Semester ^{a, b, c}	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4

GE CLAS Core: Diversity and Inclusion ^d	3
Elective course ^e	2

CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
SOAS:2902	First-Year Sanskrit: Second Semester ^{a, b, c}	4
ASIA:1606	Civilizations of Asia: South Asia ^b	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Elective course ^e		3
Elective course ^e		2
Hours		15-16
Second Year		
Fall		
SOAS:3901	Second-Year Sanskrit: First Semester ^{a, b, c}	3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
Elective course ^e		3
Elective course ^e		3
Hours		15
Spring		
SOAS:3902	Second-Year Sanskrit: Second Semester ^{a, b, c}	3
GE CLAS Core: Natural Sciences without Lab ^d		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		15
Third Year		
Fall		
Major: additional South Asian studies course numbered 3000 or above		3
Major: additional South Asian studies course numbered 3000 or above		3
GE CLAS Core: Natural Sciences with Lab ^d		4
Elective course ^e		3
Elective course ^e		2
Hours		15
Spring		
Major: additional South Asian studies course numbered 3000 or above		3
Major: additional South Asian studies course numbered 3000 or above		3
GE CLAS Core: International and Global Issues ^d		3
Elective course ^e		3
Elective course ^e		3
Hours		15
Fourth Year		
Fall		
Major: additional South Asian studies course numbered 3000 or above		3
Major: additional South Asian studies course numbered 3000 or above		3
GE CLAS Core: Values and Culture ^d		3
Elective course ^e		3

Elective course ^e	3
Hours	15
Spring	
Major: additional South Asian studies course numbered 3000 or above or independent study	3
GE CLAS Core: Social Sciences ^d	3
Elective course ^e	3
Elective course ^e	3
Elective course ^e	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^f	
Hours	15
Total Hours	119-121

- a SOAS:2901, SOAS:2902, SOAS:3901, and SOAS:3902 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Financial Support

Undergraduate students have access to the following financial aid and scholarship resources. Contact the Department of Asian and Slavic Languages and Literatures for application information.

Cheng/Liu Scholarship: Students currently majoring in Chinese in the Department of Asian and Slavic Languages and Literatures at the University of Iowa may apply for the Cheng/Liu Scholarship. The award can be used for summer Chinese language study.

Confucius Institute Scholarship: The Confucius Institute at the University of Iowa provides scholarships for students to study Chinese language and culture or conduct research related to their academic disciplines in China.

Fairall Scholarship: Majors who have attended and/or graduated from Iowa elementary or secondary schools may be nominated by the department to receive a Fairall Scholarship. Preference is given to Japanese studies students. Applications are available late spring, with scholarships to be awarded the following fall semester.

Summer language scholarships: Currently enrolled students may compete for a Stanley-University of Iowa Foundation Support Organization Summer Language Scholarship to be used for intensive summer language study in Chinese, Japanese, or Sanskrit. Eight to ten awards of

\$2,000-\$2,500 are made each summer. Applications are due March 1.

Support for undergraduate study abroad: Opportunities for undergraduates to study abroad include the Presidential Scholarships for Study Abroad and the Stanley Scholarships for International Research and Study.

Career Advancement

Asian languages and literature graduates pursue careers in education, government, communication, business, and other fields in the United States and beyond. The programs also provide an excellent background for advanced study in the humanities and social sciences and in professional schools, such as law and business. The number of Americans who can speak Asian languages is relatively small, so many career opportunities exist for individuals trained in these areas.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Russian, B.A.

The Russian major leading to the B.A. degree trains students in both written and spoken Russian and in Russian literature, culture, and civilization. The department encourages students to pursue a second major (e.g., global health, history, linguistics, political science) and to develop their interests in related or complementary fields. Students interested in focusing on a broader interdisciplinary understanding of the region may earn a second major in international studies; see the B.A. in international studies [p. 708] in the Catalog.

Learning Outcomes

By graduation, Russian majors will have:

- enhanced their language proficiency and cultural awareness of the Russian-speaking world; and
- attained skills to engage critically with histories, cultures, literatures, and other arts, and gained knowledge of the diversified Russian-speaking world (Russia, former Republics of the Soviet Union, and Southern and Western Slavs).

Study Abroad

The Department of Asian and Slavic Languages and Literatures offers an Intensive Summer Language Program at Plekhanov Russian University of Economics (PRUE) in Moscow, Russia. Scholarship opportunities are available and students earn University of Iowa credit. By participating in this program, students can complete the requirements for the Russian major in three years and two months.

Students live and study in the historical center of Moscow, within walking distance from famous landmarks such as Red Square, the Kremlin, the Bolshoi Theater, the State Tretyakov Gallery, and Saint Basil's Cathedral. This immersion in Russian language and culture enables students to become fluent in the Russian language faster, enjoy an authentic Russian language and cultural experience, and make friends from around the world.

Contact the academic coordinator of the Russian program or International Programs Study Abroad for more information.

Requirements

The Bachelor of Arts with a major in Russian requires a minimum of 120 s.h., including 32 s.h. of work for the major earned in Russian courses. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The B.A. with a major in Russian requires the following coursework.

Code	Title	Hours
	Language Courses	20
	Russian and East European Culture Courses	12
	Total Hours	32

Language

Code	Title	Hours
	One of these:	
RUSS:3113	Beginning Composition and Conversation I	4

RUSS:3114	Beginning Composition and Conversation II	4
-----------	---	---

Both of these sequences:

RUSS:3111- RUSS:3112	Third-Year Russian I-II	8
RUSS:4111- RUSS:4112	Fourth-Year Russian I-II	8

Students are not required to take RUSS:3113 Beginning Composition and Conversation I before RUSS:3114 Beginning Composition and Conversation II.

Russian and East European Culture

Code	Title	Hours
	Four of these (12 s.h.):	
RUSS:1082	Youth Subcultures After Socialism	3
RUSS:1131/ WLLC:1131	Introduction to Russian Culture	3
RUSS:1132	Russia Today	3
RUSS:1500	Ukraine, a Country at the Crossroads: An Interdisciplinary Seminar on Ukrainian History and Culture	3
RUSS:1531	Slavic Folklore	3
RUSS:1532	Traces of Ancient Russian Culture (IX-XVII Centuries): Vikings, Mongols, and Tsars	3
RUSS:2030	Russian Comedy	3
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
RUSS:2100	Russian Mindset: Sex, Business, and Politics	3
RUSS:2110	Russian Sports: Politics, Scandal, Glory	3
RUSS:2122	Cult Films of the Last Soviet Generation	3
RUSS:2130	Love and Lust in Literature and Art	3
RUSS:2131	Women in Russian Society	3
RUSS:2232	Romani (Gypsy) Cultures of Eastern Europe	3
RUSS:2531	Topics in Russian, East European, and Eurasian Studies	3
RUSS:2600	Issues in Russian Identity: Nationalism	3
RUSS:2666/ GRMN:2666/ WLLC:2666	Pact with the Devil	3
RUSS:3100	West and East: Women in the Slavic World	3
RUSS:3122/ TRNS:3122/ WLLC:3122	Tolstoy and Dostoevsky	3
RUSS:3131/ GHS:3131	Health Care and Health Reforms in Russia	3
RUSS:3200	Advanced Russian Through Music, Literature, and Film I	3

RUSS:3201	Advanced Russian Through Music, Literature, and Film II	3
RUSS:3202/ TRNS:3203/ WLLC:3202	Russian Literature in Translation 1860-1917	3

Students are urged to choose elective courses in economics, geographical and sustainability sciences, history, political science, global health, and international studies. Nearly every avenue of professional training and employment requires a solid background in Russian area studies. For example, criteria for U.S. government employment include substantive knowledge in history, economics, political science, sociological disciplines, scientific specialties, demography, military-related skills, and in some cases, cultural and religious background. In-depth knowledge of literature or linguistics without other substantive background may be of limited practical use in finding employment.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

Majors must complete designated pedagogy and linguistics courses in the department in addition to the coursework required for their major.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. They must have junior or senior standing, a g.p.a. of at least 3.33 in Russian, and a cumulative University of Iowa g.p.a. of at least 3.33 in order to enroll in the honors program.

Honors students must register for RUSS:4995 Honors. They must complete an honors project (e.g., thesis, translation, cultural studies, or research) in Russian. Students must present their work to a faculty committee as determined by their honors thesis advisor. Contact the department for more information about requirements for graduation with honors in the Russian major.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the Russian major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: competence in first-year Russian

Before the fifth semester begins: competence in second-year Russian

Before the seventh semester begins: competence in third-year Russian, an additional course in the major, and at least 90 s.h. earned toward the degree

Before the eighth semester: competence in fourth-year Russian and two more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Russian, B.A.

Course	Title	Hours
First Year		
Fall		
RUSS:1111	First-Year Russian I ^{a, b, c}	5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^e		1
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
RUSS:1112	First-Year Russian II ^{a, b, c}	5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Historical Perspectives ^d		3
Elective course ^e		3
Elective course ^e		1
Hours		15-16
Second Year		
Fall		
RUSS:2111	Second-Year Russian I ^{a, b, c}	4
Major: Russian and East European culture course		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
Elective course ^e		2
Hours		15
Spring		
RUSS:2112	Second-Year Russian II ^{a, b, c}	4

Major: Russian and East European culture course	3
Elective course ^e	3
Elective course ^e	3
Elective course ^e	2
Hours	15

Third Year**Fall**

RUSS:3111 Third-Year Russian I	4
RUSS:3113 Beginning Composition and or RUSS:3114 Conversation I ^f or Beginning Composition and Conversation II	4
GE CLAS Core: Natural Sciences with Lab ^d	4
Elective course ^e	3
Hours	15

Spring

RUSS:3112 Third-Year Russian II	4
Major: Russian and East European culture course	3
GE CLAS Core: International and Global Issues ^d	3
GE CLAS Core: Natural Sciences without Lab ^d	3
Elective course ^e	1 - 3
Hours	14-16

Fourth Year**Fall**

RUSS:4111 Fourth-Year Russian I	4
Major: Russian and East European culture course	3
GE CLAS Core: Values and Culture ^d	3
Elective course ^e	3
Elective course ^e	2
Hours	15

Spring

RUSS:4112 Fourth-Year Russian II	4
GE CLAS Core: Social Sciences ^d	3
Elective course ^e	3
Elective course ^e	3
Elective course ^e	2

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall)
^g

Hours	15
Total Hours	118-122

- a RUSS:1111, RUSS:1112, RUSS:2111, and RUSS:2112 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f RUSS:3113 is not a pre-requisite for RUSS:3114.

- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Financial Support

Undergraduate students have access to the following financial aid and scholarship resources. Contact the Department of Asian and Slavic Languages and Literatures for application information.

Fairall Scholarship: Majors who have attended and/or graduated from Iowa elementary or secondary schools may be nominated by the department to receive a Fairall Scholarship. Preference is given to Japanese studies students. Applications are available late spring, with scholarships to be awarded the following fall semester.

Support for undergraduate study abroad: Opportunities for undergraduates to study abroad include the Presidential Scholarships for Study Abroad and the Stanley Scholarships for International Research and Study.

Career Advancement

Training in Russian is often an important asset to careers in the natural and physical sciences, engineering, medicine, business, journalism, library and information science, and the social and military sciences. It also may be appropriate preparation for study of law or international relations as well as Russian language and literature, translation, and other humanistic disciplines.

Some governmental agencies are interested in job candidates who have advanced training in Russian; these agencies give preference to applicants who combine strong language proficiency with a well-rounded background in area studies. Students who develop an exceptional facility with the Russian language may pursue careers in literary and technical translation and interpretation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Asian Languages and Literature, Minor

Requirements

The undergraduate minor in Asian languages and literature is offered with three emphases: Chinese, Japanese, and Sanskrit. The minor requires 15 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The minor requirements for each emphasis are listed below.

- Chinese Emphasis [p. 167]
- Japanese Emphasis [p. 167]
- Sanskrit Emphasis [p. 168]

Chinese Emphasis

The minor in Asian languages and literature with Chinese emphasis requires 15 s.h., including 12 s.h. earned in courses considered advanced for the minor taken at the University of Iowa. The minor must include the following coursework. Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for that course.

Code	Title	Hours
Both of these sequences:		
CHIN:3101- CHIN:3102	Third-Year Chinese: First Semester - Third Year Chinese: Second Semester	6
CHIN:4103- CHIN:4104	Fourth-Year Chinese: First Semester - Fourth-Year Chinese: Second Semester	6
One of these:		
CHIN:3302/ LING:3302/ SLA:3302	Introduction to Chinese Linguistics	3
CHIN:3341	Chinese Literature: Poetry	3
CHIN:4203	Modern Chinese Writers	3
CHIN:4206	Transnational Chinese Cinemas	3

Japanese Emphasis

The minor in Asian languages and literature with Japanese emphasis requires 17 s.h., including 12 s.h. earned in courses considered advanced for the minor taken at the University of Iowa. Furthering Language Incentive Program (FLIP) credit may not be counted toward the Japanese emphasis.

The following courses are prerequisite to the Japanese emphasis; they do not count toward the minor.

Code	Title	Hours
JPNS:1001	First-Year Japanese: First Semester	5
JPNS:1002	First-Year Japanese: Second Semester	5
JPNS:2001	Second-Year Japanese: First Semester	5
JPNS:2002	Second-Year Japanese: Second Semester	5

The minor with Japanese emphasis must include the following courses.

Code	Title	Hours
JPNS:3001	Third-Year Japanese I	4
JPNS:3002	Third-Year Japanese II	4
One course in literature and translation		3
One course in linguistics and advanced language studies		3
One course in literature and translation, or in linguistics and advanced language studies, or in cultural studies		3

Students select courses in literature and translation, linguistics and advanced language studies, and cultural studies from the lists below.

Literature and Translation

Code	Title	Hours
JPNS:3201/ TRNS:3201	Workshop in Japanese Literary Translation	3
JPNS:3202	Traditional Japanese Literature in Translation	3
JPNS:3203	Modern Japanese Fiction in Translation	3
JPNS:3204	Topics in Japanese Literature in Translation	3
JPNS:3205	Major Authors in Modern Japanese Literature	3
JPNS:3206	Warriors' Dreams	3
JPNS:3207	Japan Illuminated: Japanese Literature and Visual Culture	3
JPNS:3208	Japanese Film	3
JPNS:3210	Japanese Theater	3
JPNS:3601	Contemporary Japanese Culture	3
JPNS:4201	The Tale of Genji	3

Linguistics and Advanced Language Studies

Code	Title	Hours
JPNS:3107	Classical Japanese: First Semester	3
JPNS:3128	Introduction to Japanese Linguistics	3
JPNS:3401	Language in Japanese Society	3
JPNS:3402	Japan: Culture and Communication	3
JPNS:3501	Japanese for Professional Purposes II	3

Cultural Studies

Asian and Slavic Languages and Literatures

Code	Title	Hours
JPNS:1506	Asian Humanities: Japan	3
JPNS:3500	Japanese for Professional Purposes I	3

Anthropology

Code	Title	Hours
JPNS:2175/ ANTH:2175	Japanese Society and Culture	3

Art History

Code	Title	Hours
JPNS:2250/ ARTH:2250	Introduction to the Art of Japan	3
JPNS:3260/ ARTH:3260	Japanese Painting	3

History

Code	Title	Hours
JPNS:4610/ HIST:4610	Japan - Age of the Samurai	3
JPNS:4615/ HIST:4615	Modern Japan	3
JPNS:4620/ HIST:4620	Japan-U.S. Relations	3

World Languages, Literatures, and Cultures

Code	Title	Hours
JPNS:3700/ ASIA:3700/ TRNS:3700/ WLLC:3700	Topics in Global Cinema	3

Sanskrit Emphasis

The minor in Asian languages and literature with Sanskrit emphasis requires 15 s.h., including 11 s.h. earned in courses considered advanced for the minor taken at the University of Iowa. The course SOAS:2901/CLSA:2901 First-Year Sanskrit: First Semester does not count as an advanced course for the minor. The advanced courses must be chosen from the following list.

Code	Title	Hours
SOAS:2902/ CLSA:2902	First-Year Sanskrit: Second Semester	4
SOAS:3901/ CLSA:3901	Second-Year Sanskrit: First Semester	3
SOAS:3902/ CLSA:3902	Second-Year Sanskrit: Second Semester	3
Additional South Asian studies courses numbered 3000 or above, including 1-3 s.h. of independent study		5

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Asian Languages and Literature, Minor

- Chinese Emphasis [p. 168]
- Japanese Emphasis [p. 169]
- Sanskrit Emphasis [p. 169]

Chinese Emphasis

Course	Title	Hours
Academic Career		
Any Semester		

The minor in Asian languages with Chinese emphasis requires 15 s.h., including 12 s.h. earned in courses considered advanced for the minor taken at the University of Iowa.

Some of the courses have prerequisites; students must complete all of a course's prerequisites before they may register for that course.

	Hours	0
First Year		
Fall		
CHIN:1111	First-Year Chinese: First Semester ^{a, b}	5
	Hours	5
Spring		
CHIN:1112	First-Year Chinese: Second Semester ^{a, b}	5
	Hours	5
Second Year		
Fall		
CHIN:2101	Second-Year Chinese: First Semester ^{a, b}	5
	Hours	5
Spring		
CHIN:2102	Second-Year Chinese: Second Semester ^{a, b}	5
	Hours	5
Third Year		
Fall		
CHIN:3101	Third-Year Chinese: First Semester	3
	Hours	3
Spring		
CHIN:3102	Third Year Chinese: Second Semester	3
	Hours	3
Fourth Year		
Fall		
CHIN:4103	Fourth-Year Chinese: First Semester	3
	Hours	3
Spring		
CHIN:4104	Fourth-Year Chinese: Second Semester	3
Minor: Chinese elective course ^c		3
	Hours	6
Total Hours		35

a Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.

b This course is a prerequisite for the required minor courses.

c Choose one from the following courses: CHIN:3302, CHIN:3341, CHIN:4203, CHIN:4206.

Japanese Emphasis

Course	Title	Hours
Academic Career		
Any Semester		
The minor in Asian languages with Japanese emphasis requires 17 s.h., including 12 s.h. earned in courses considered advanced for the minor taken at the University of Iowa.		
Furthering Language Incentive Program (FLIP) credit may not be counted toward the Japanese emphasis.		
Some of the courses have prerequisites; students must complete all of a course's prerequisites before they may register for that course.		
Hours		0
First Year		
Fall		
JPNS:1001	First-Year Japanese: First Semester ^{a, b}	5
Hours		5
Spring		
JPNS:1002	First-Year Japanese: Second Semester ^{a, b}	5
Hours		5
Second Year		
Fall		
JPNS:2001	Second-Year Japanese: First Semester ^{a, b}	5
Hours		5
Spring		
JPNS:2002	Second-Year Japanese: Second Semester ^{a, b}	5
Hours		5
Third Year		
Fall		
JPNS:3001	Third-Year Japanese I	4
Hours		4
Spring		
JPNS:3002	Third-Year Japanese II	4
Hours		4
Fourth Year		
Fall		
Minor: Japanese course in literature and translation ^c		3
Hours		3
Spring		
Minor: Japanese course in linguistics and advanced language studies ^d		3
Minor: Japanese course in literature and translation, linguistics and advanced language studies, or cultural studies ^{c, d, e}		3
Hours		6
Total Hours		37

- a Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- b This course is a prerequisite for the required minor courses.
- c Courses in Literature and Translation: JPNS:3201, JPNS:3202, JPNS:3203, JPNS:3204, JPNS:3205, JPNS:3206, JPNS:3207, JPNS:3208, JPNS:3210, JPNS:3601, JPNS:4201.

- d Courses in Linguistics and Advanced Language Studies: JPNS:3107, JPNS:3128, JPNS:3401, JPNS:3402, JPNS:3501.
- e Courses in Cultural Studies: JPNS:1506, JPNS:2175, JPNS:2250, JPNS:3500, JPNS:3260, JPNS:3700, JPNS:4610, JPNS:4615, JPNS:4620.

Sanskrit Emphasis

Course	Title	Hours
Academic Career		
Any Semester		
The minor in Asian languages with Sanskrit emphasis requires 15 s.h., including 11 s.h. earned in courses considered advanced for the minor taken at the University of Iowa.		
Students must maintain a GPA of at least 2.00 in all courses for the minor.		
Coursework in the minor may not be taken pass/non-pass.		
Hours		0
First Year		
Fall		
SOAS:2901	First-Year Sanskrit: First Semester ^{a, b}	4
Hours		4
Spring		
SOAS:2902	First-Year Sanskrit: Second Semester ^a	4
Hours		4
Second Year		
Fall		
SOAS:3901	Second-Year Sanskrit: First Semester ^a	3
Minor: additional South Asian studies course numbered 3000 or higher ^c		3
Hours		6
Spring		
SOAS:3902	Second-Year Sanskrit: Second Semester ^a	3
Minor: additional South Asian studies course numbered 3000 or above ^c		2 - 3
Hours		5-6
Total Hours		19-20

- a Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- b This course is a prerequisite for the required minor courses. SOAS:2901 does not count as an advanced course for the minor.
- c Students may take 1-3 s.h. of independent study coursework in this area. Please speak to the Sanskrit program coordinator to arrange.

Korean Studies, Minor

Requirements

The undergraduate minor in Korean studies requires a minimum of 15 s.h., with a minimum of 9 s.h. completed at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

A maximum of 6 s.h. in transfer coursework may be selected in approved study abroad coursework. See "Study Abroad" below for details.

Required Courses

Code	Title	Hours
One of these:		
KORE:1135	Korean Language in Culture and Society	3
KORE:3100/ LING:3101	Introduction to Korean Linguistics	3
Two of these:		
KORE:3101	Third-Year Korean: First Semester	3
KORE:3102	Third-Year Korean: Second Semester	3
KORE:4000	Fourth Year Korean: First Semester	3
KORE:4001	Fourth Year Korean: Second Semester	3

Electives

Students proficient through upper-level Korean language courses (more advanced than third-year Korean or with a Test of Proficiency in Korean [TOPIK] level of 3 or higher) and who have an approved waiver from the Korean program coordinator may substitute 6 s.h. of other coursework from the list below instead of completing the Korean language requirement.

Students who do not have a waiver must complete a minimum of 3 s.h. in a related area elective. They can select a course from the list below or consult with the Korean program coordinator for approval to take a different elective course.

Students select 6 s.h. from the following (consult Korean program coordinator for options involving study abroad or waivers).

Code	Title	Hours
KORE:1135	Korean Language in Culture and Society (if not already taken)	3
KORE:1500	Asian Humanities: Korea	3
KORE:1670/ ASIA:1670/ RELS:1670	Korea in the World	3
KORE:1725/ ASIA:1725/ GWSS:1725/ RELS:1725	Gender and Religion in Korean Visual Culture	3

KORE:2674/ GHS:2674/ RELS:2674	Food, Body, and Belief: A Global Perspective (only effective toward the minor through fall 2020 semester)	3
KORE:3070	Topics in Korean Studies	3
KORE:3100/ LING:3101	Introduction to Korean Linguistics (if not already taken)	3
KORE:5102	Individual Korean for Advanced Students (with instructor approval)	arr.
HIST:1607/ ASIA:1607	Civilizations of Asia: Korea	3-4
HIST:2687/ ASIA:2887	Perspectives on Korea	3
HIST:3685/ ASIA:3685	Modern Korean History	3
Related elective (approval required)		3
One or two Big Ten Academic Alliance (BTAA) Korean e-school courses (delivered through video conferencing from other Big Ten institutions)		
Study abroad options (see "Study Abroad" below)		arr.

Study Abroad

Students may select a maximum of 6 s.h. (one or two courses per year) from courses offered by Ewha Womans University, Korea University, Kyung Hee University, or other universities in South Korea eligible for credit transfer. Consult the Korean program coordinator before undertaking study abroad work.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Korean Studies, Minor

Course	Title	Hours
Academic Career		
Any Semester		
The undergraduate minor in Korean studies requires a minimum of 15 s.h., with a minimum of 9 s.h. completed at the University of Iowa.		
Students must maintain a 2.00 GPA in all courses for the minor.		
Coursework in the minor may not be taken pass/nonpass.		
A maximum of 6 s.h. in transfer coursework may be selected in approved study abroad coursework. Consult the Korean program coordinator before undertaking study abroad work.		
		Hours
		0
First Year		
Fall		
KORE:1101	First-Year Korean: First Semester ^a ,	4
		Hours
		4

Spring

KORE:1102	First-Year Korean: Second Semester ^{a, b}	4
	Hours	4

Second Year**Fall**

KORE:2101	Second-Year Korean: First Semester ^{a, b}	4
KORE:1135 or KORE:3100	Korean Language in Culture and Society or Introduction to Korean Linguistics	3
	Hours	7

Spring

KORE:2102	Second-Year Korean: Second Semester ^{a, b}	4
	Hours	4

Third Year**Fall**

Minor: upper-level Korean language course ^c	3
Hours	3

Spring

Minor: upper-level Korean language course ^c	3
Hours	3

Fourth Year**Fall**

Minor: Korean minor elective ^d	3
Hours	3

Spring

Minor: Korean minor elective ^d	3
Hours	3

Total Hours	31
-------------	----

a Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.

b This course is a prerequisite for the required minor courses.

c Choose from: KORE:3101, KORE:3102, KORE:4000, or KORE:4001.

d Choose from: KORE:1500, KORE:1670, KORE:1725, KORE:2674, KORE:3070, KORE:5102, HIST:1607, HIST:2687, or HIST:3685. KORE:1135 or KORE:3100 may be included if not used to satisfy a previous requirement. Speak to your advisor about applying other related area courses to your minor.

Russian, Minor

Requirements

The undergraduate minor in Russian requires a minimum of 15 s.h. in Russian courses, including 12 s.h. earned in courses considered advanced for the minor taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Furthering Language Incentive Program (FLIP) credit can be applied toward the minor.

Students must have four years of Russian language and one semester of either RUSS:3113 Beginning Composition and Conversation I or RUSS:3114 Beginning Composition and Conversation II. The department recommends that students choose courses numbered 3000 or above for the minor, such as the following.

Code	Title	Hours
All of these:		
RUSS:3111	Third-Year Russian I	4
RUSS:3112	Third-Year Russian II	4
RUSS:4111	Fourth-Year Russian I	4
RUSS:4112	Fourth-Year Russian II	4
One of these:		
RUSS:3113	Beginning Composition and Conversation I	4
RUSS:3114	Beginning Composition and Conversation II	4

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Russian, Minor

Course	Title	Hours
--------	-------	-------

Academic Career

Any Semester

The undergraduate minor in Russian requires a minimum of 15 s.h. in Russian courses, including 12 s.h. earned in courses considered advanced for the minor taken at the University of Iowa.

Students must maintain a GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.

Coursework may not be taken pass/nonpass.

Furthering Language Incentive Program (FLIP) credit can be applied toward the minor.

Students must have four years of Russian language and one semester of either RUSS:3113 Beginning Composition & Conversation I or RUSS:3114 Beginning Composition & Conversation II.

Hours	0
-------	---

First Year

Fall

RUSS:1111	First-Year Russian I ^{a, b}	5
	Hours	5

Spring

RUSS:1112	First-Year Russian II ^{a, b}	5
	Hours	5

Second Year

Fall

RUSS:2111	Second-Year Russian I ^{a, b}	4
	Hours	4

Spring

RUSS:2112	Second-Year Russian II ^{a, b}	4
	Hours	4

Third Year

Fall

RUSS:3111	Third-Year Russian I	4
	Hours	4

Spring

RUSS:3112	Third-Year Russian II	4
	Hours	4

Fourth Year

Fall

RUSS:4111	Fourth-Year Russian I	4
	Hours	4

Spring

RUSS:4112	Fourth-Year Russian II	4
RUSS:3114	Beginning Composition and Conversation II	4
	or RUSS:3113 Beginning Composition and Conversation I	
	Hours	8

Total Hours	38
-------------	----

- a Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- b This course is a prerequisite for the required minor courses.

Russian and Eastern European Studies, Minor

POLI:3410	Russian Foreign Policy	3
POLI:3413	Russian Politics	3

Requirements

The undergraduate minor in Russian and Eastern European studies requires a minimum of 15 s.h., including 12 s.h. earned in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. The minor does not require knowledge of the Russian language.

Students select courses from the following.

Code	Title	Hours
RUSS:1082	Youth Subcultures After Socialism	3
RUSS:1131/ WLLC:1131	Introduction to Russian Culture	3
RUSS:1132	Russia Today	3
RUSS:1500	Ukraine, a Country at the Crossroads: An Interdisciplinary Seminar on Ukrainian History and Culture	3
RUSS:1531	Slavic Folklore	3
RUSS:1532	Traces of Ancient Russian Culture (IX-XVII Centuries): Vikings, Mongols, and Tsars	3
RUSS:2030	Russian Comedy	3-4
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
RUSS:2100	Russian Mindset: Sex, Business, and Politics	3
RUSS:2110	Russian Sports: Politics, Scandal, Glory	3
RUSS:2122	Cult Films of the Last Soviet Generation	3
RUSS:2130	Love and Lust in Literature and Art	3-4
RUSS:2131	Women in Russian Society	3
RUSS:2232	Romani (Gypsy) Cultures of Eastern Europe	3
RUSS:2531	Topics in Russian, East European, and Eurasian Studies	arr.
RUSS:2666/ GRMN:2666/ WLLC:2666	Pact with the Devil	3-4
RUSS:3100	West and East: Women in the Slavic World	3
RUSS:3122/ TRNS:3122/ WLLC:3122	Tolstoy and Dostoevsky	3-4
RUSS:3131/ GHS:3131	Health Care and Health Reforms in Russia	3
RUSS:3202/ TRNS:3203/ WLLC:3202	Russian Literature in Translation 1860-1917	3

Asian Civilizations, M.A.

Requirements

The Master of Arts program in Asian Civilizations requires a minimum of 30 s.h. of graduate credit, including 24 s.h. earned in residence at the University of Iowa. All students must maintain a g.p.a. of 3.00 or higher.

Detailed information on degree requirements is sent to all applicants. By the end of the first semester in residence, students propose a study plan developed in consultation with their advisor and in accordance with guidelines for specializations within the program.

M.A. students choose from two tracks: teaching Chinese as a foreign language and interdisciplinary Chinese studies. Currently, the department is not accepting applicants for Hindi, Sanskrit, or Japanese tracks.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. The Department of Asian and Slavic Languages and Literatures requires a g.p.a. of at least 3.00 for regular admission and a g.p.a. of at least 2.75 for conditional admission.

A B.A. in Chinese language and literature, teaching Chinese as a second language, or the equivalent is required for study in the M.A. in teaching Chinese as a second language track. Chinese language proficiency equivalent to third-year Chinese, as determined by examination, is required for the M.A. in Chinese studies track.

All international applicants must submit Test of English as a Foreign Language (TOEFL) iBT scores for reading, listening, speaking, and writing. They must also submit an essay in response to specific questions indicated in the application instructions. Applicants whose first language is not English must score at least 98 on the TOEFL.

Applicants must submit a statement of purpose, a research paper written in English, three letters of recommendation, and scores on the Graduate Record Exam (GRE) General Test.

Both international and U.S. graduate applications requesting financial support for the following academic year are due February 1. All other applications are accepted until April 15 for fall admission and October 1 for spring admission.

Application materials are available from the department.

Financial Support

Graduate students have access to the following financial aid and scholarship resources. Contact the Department of Asian and Slavic Languages and Literatures for application information.

Cheng/Liu Scholarship: Students currently majoring in Chinese in the Department of Asian and Slavic Languages and Literatures at the University of Iowa may apply for the Cheng/Liu Scholarship. The award can be used for summer Chinese language study.

Fairall Scholarship: Majors who have attended and/or graduated from Iowa elementary or secondary schools may be nominated by the department to receive a Fairall Scholarship.

Preference is given to Japanese studies students. Applications are available late spring, with scholarships to be awarded the following fall semester.

Foreign language and area studies fellowships: Only U.S. citizens are eligible. Graduate students combining work in Asian languages at an advanced level with interdisciplinary or professional programs may apply. The award is offered by International Programs for academic year and summer language study.

Graduate assistantships: The department offers teaching assistantships for graduate students in the program. All graduate applicants receive information on applying for an assistantship. Assistantships are awarded each spring for the following academic year.

Graduate international research: Opportunities for funding research abroad include Stanley Fellowships for Graduate Student Research Abroad, CIREH Research Scholarships in International Health, Fulbright Grants, and Foreign Language Area Scholarships.

Summer language scholarships: Currently enrolled students may compete for a Stanley-University of Iowa Foundation Support Organization Summer Language Scholarship to be used for intensive summer language study in Chinese, Japanese, or Sanskrit. Eight to ten awards of \$2,000-\$2,500 are made each summer. Applications are due March 1.

Career Advancement

The master's degree program in Asian civilizations prepares students for doctoral study in a variety of disciplines. It also may be a good choice for students planning nonacademic careers in which advanced knowledge of Asian civilizations could be useful. For example, students working toward professional degrees, such as an M.D. or J.D., may decide to earn the M.A. in Asian civilizations while completing the professional degree. The program also provides an excellent background for advanced study in the humanities.

The number of Americans who can speak Asian languages is relatively small, so many career opportunities exist for individuals trained in these areas.

The Pomerantz Career Center is a great resource for students researching internships and careers.

Biology

Chair

- Diane C. Slusarski

Undergraduate major: biology (B.A., B.S.)

Undergraduate minor: biology

Graduate degrees: M.S. in integrated biology; Ph.D. in integrated biology

Faculty: <https://biology.uiowa.edu/people/faculty>

Website: <https://biology.uiowa.edu/>

The Department of Biology offers undergraduate and graduate programs that prepare students for careers in a wide variety of fields such as health science or biological research, technology, and education. It also offers several courses that undergraduate students in all majors may use to satisfy the GE CLAS Core [p. 20] Natural Sciences requirement and other courses on topics of general interest for undergraduate non-biology majors, including a First-Year Seminar course, BIOL:1000 First-Year Seminar, designed for entering students. The department also administers the interdisciplinary biomedical sciences [p. 202] major and the neuroscience [p. 863] major, both leading to a Bachelor of Science degree.

Programs

Undergraduate Programs of Study

Majors

- Major in Biology (Bachelor of Arts) [p. 181]
- Major in Biology (Bachelor of Science) [p. 186]

Minor

- Minor in Biology [p. 197]

Graduate Programs of Study

Majors

- Master of Science in Integrated Biology [p. 198]
- Doctor of Philosophy in Integrated Biology [p. 200]

Facilities

The department is housed in two contiguous buildings, with modern facilities and equipment for state-of-the-art research.

Facilities include the W.M. Keck Dynamic Image Analysis Facility, which couples sophisticated state-of-the-art microscopy and computerized motion analysis to permit three-dimensional real-time analysis of cell movement in vitro and in situ. The Roy J. Carver Center for Genomics houses the department's DNA sequencing, oligo synthesis, quantitative PCR, functional genomics facilities, and informatics facilities. The Roy J. Carver Center for Imaging is a microscopy and imaging facility; its confocal microscopes are available for teaching and research.

A large greenhouse is used in plant research and education. The department also houses animal-care facilities suitable for mice, rats, rabbits, *Xenopus laevis*, and zebra fish. These facilities are managed by the University's animal care unit, which is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care. A central University

facility provides assistance in the preparation of transgenic mice.

The department is home to the Developmental Studies Hybridoma Bank, which is affiliated with the National Institutes of Health. The hybridoma bank collects and distributes monoclonal antibodies that originate in laboratories all over the world. Its collection now contains more than 3,500 monoclonal antibodies that are distributed to users internationally for a modest fee.

In addition to department facilities, the University offers a genomic sequencing service, a DNA oligonucleotide synthesis and enzyme lab, oligopeptide synthesis and sequencing equipment, and mass- and NMR spectroscopy facilities. The Center for Biocatalysis and Bioprocessing is available for growing large amounts of microorganisms (e.g., 100 liters) for use in protein isolation.

Iowa Lakeside Laboratory

The Iowa Lakeside Laboratory is a field station run cooperatively by the University of Iowa, Iowa State University, and the University of Northern Iowa. Located on West Lake Okoboji, in northwestern Iowa, the laboratory affords excellent conditions for summer study in field biology, limnology, phycology, aquatic ecology, pollination biology, and plant taxonomy. It offers a wide variety of summer courses at the undergraduate and graduate levels. Students should check with their advisors to determine whether specific courses may be counted toward requirements for graduation. See Iowa Lakeside Laboratory [p. 1985] (University College) in the Catalog or visit the Lakeside Laboratory website.

Courses

Many courses include laboratory, discussion, and/or field components.

The following courses are not open to graduate students and do not provide credit toward a biology major:

- BIOL:1000 First-Year Seminar
- BIOL:1060 Big Ideas: Origins of the Universe, Earth, and Life
- BIOL:1140 Human Biology
- BIOL:1141 Introductory Animal Biology
- BIOL:1251 How the Brain Works (and Why it Doesn't)
- BIOL:1260 Plants and Human Affairs
- BIOL:1261 Introduction to Botany
- BIOL:1311 Human Genetics in the Twenty-First Century
- BIOL:1370 Understanding Evolution
- BIOL:2211 Genes, Genomes, and the Human Condition

Biology Courses

BIOL:1000 First-Year Seminar **1 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

BIOL:1060 Big Ideas: Origins of the Universe, Earth, and Life **3 s.h.**

Origin of the universe, the biochemistry of life, and the origin of life on Earth; for non-science majors. Recommendations: first-year or sophomore standing. GE: Natural Sciences without Lab. Same as ASTR:1060, EES:1060.

- BIOL:1140 Human Biology** 4 s.h.
Molecular and cellular basis of human life; integration of humans and the biosphere through photosynthesis, respiration; structure, function of human tissues, organs, organ systems; reproduction, genetics, impact of molecular biology and genetic engineering; lecture, laboratory. GE: Natural Sciences with Lab.
- BIOL:1141 Introductory Animal Biology** 4 s.h.
Fundamental principles: cells and macromolecules, energy metabolism, organismic physiology, genetics, development, ecology, and evolution. Requirements: one year of high school chemistry. Recommendations: CHEM:1070. GE: Natural Sciences with Lab.
- BIOL:1251 How the Brain Works (and Why it Doesn't)** 3-4 s.h.
Introductory survey of neuroscience; structure and function of the brain; nature of consciousness; brain function in mental illness and degenerative disorders; genes and the mind; perception, sensation, memory, and emotions. Requirements: non-biology major. GE: Natural Sciences without Lab.
- BIOL:1260 Plants and Human Affairs** 2-3 s.h.
How plants are useful to people: food, clothing, shelter, medicines, psychoactive agents; plants' social, economic, ecological significance. GE: Natural Sciences without Lab.
- BIOL:1261 Introduction to Botany** 4 s.h.
Biology of plant life; emphasis on structure, function, reproduction, inheritance, diversity, evolution. Requirements: one year of high school chemistry. GE: Natural Sciences with Lab.
- BIOL:1295 Career Preparation and Life Design for Biology Majors** 1 s.h.
Exploration of career paths, employers, graduate programs; preparation for life after college; development of practical skills in job searching, writing, interviewing, and networking; for students who are unsure what they can do after graduation with a bachelor's degree in biology. Requirements: junior or senior standing.
- BIOL:1311 Human Genetics in the Twenty-First Century** 3 s.h.
Organization and inheritance of human genes and genomes; genetic basis of simple and complex traits; genetic aspects of cancer; paleogenomics and tracing human migrations with DNA. GE: Natural Sciences without Lab. Same as ANTH:1310.
- BIOL:1370 Understanding Evolution** 3 s.h.
Evolution and diversity of living things, their patterns on Earth, their organization in ecological systems; dynamics of evolutionary processes. GE: Natural Sciences without Lab.
- BIOL:1411 Foundations of Biology** 4 s.h.
Unifying concepts of living systems; emphasis on common properties and processes; chemical and cellular basis of life, genetics, and evolution. Prerequisites: CHEM:1110 with a minimum grade of C- or CHEM:1070 with a minimum grade of A-. GE: Natural Sciences with Lab.
- BIOL:1412 Diversity of Form and Function** 4 s.h.
Underlying unifying concepts of life; emphasis on diversity of living systems; the tree of life, cellular evolution, prokaryotic and eukaryotic diversity, plant and animal form and function; interactions among diverse forms of life and their environment. Prerequisites: BIOL:1411 with a minimum grade of C-. GE: Natural Sciences with Lab.
- BIOL:1808 Ways of Knowing Science** 1 s.h.
Science as a powerful way of knowing based on experimentation and observation of natural world; introduction to subdisciplines of scientific research; scope and methods of scientific research; questions that scientific research seek answers for; methods that scientists use to obtain answers to their questions; how science affects us personally and how it affects the rest of society; research seminars, discussion, and exploration.
- BIOL:2120 Good Genes Gone Bad: Genetic Disorders of Notable Celebrities** 3 s.h.
Introduction to a wide range of genetic disorders affecting notable celebrities; relevant genetic pathways in easy-to-understand language; exploration of mechanisms of disease and treatments. GE: Natural Sciences without Lab.
- BIOL:2211 Genes, Genomes, and the Human Condition** 3 s.h.
Organization, expression, and evolution of genes in context of genomes; focus on human genome; distribution and transmission of variation in human population. Prerequisites: BIOL:1411. Recommendations: BIOL:1412.
- BIOL:2246 Entomology Lab** 4 s.h.
Insects are the most species-rich and diverse of all animals; introduction to insect biology; emphasis on evolution, diversity, ecology, and morphology with some additional focus on physiology and behavior; students work in lab and field settings; memorization of entomological terms required; hands-on learning including how to employ various tools, techniques, and approaches used by professional entomologists, insect collecting and preservation, DNA extraction and sequencing, and analysis of evolutionary and ecological data. Prerequisites: BIOL:1412.
- BIOL:2254 Endocrinology** 3 s.h.
Production and effect of hormonal chemical messengers of secretory glands; emphasis on cell signaling in vertebrate systems; actions of hormones in regulating growth, physiology, and reproduction; organ to molecular levels. Prerequisites: BIOL:1411 and (BIOL:1412 or HHP:3500 or PSY:2701). Recommendations: CHEM:2210.
- BIOL:2346 Vertebrate Zoology** 4 s.h.
Vertebrate diversity, success in relation to evolutionary history, and adaptive radiation of fish, amphibians, reptiles, birds, mammals; physiological, morphological, behavioral, life history adaptations; vertebrate zoogeography, systematics, patterns of reproduction, social systems. Prerequisites: BIOL:1411 and BIOL:1412.
- BIOL:2374 Biogeography** 3 s.h.
Introduction to processes that lead to the patterns of plant and animal distributions we see across the globe; processes of focus include plate tectonics, climate, and human-ecological interactions; species management and conservation in relationship to climate and change in human patterns of environment. Prerequisites: BIOL:1141 or BIOL:1370 or BIOL:1261 or GEOG:1020 or BIOL:1412. Same as GEOG:2374.
- BIOL:2512 Fundamental Genetics** 4 s.h.
Nature, function of genetic material: classical, molecular, developmental aspects. Prerequisites: BIOL:1411 with a minimum grade of C- and (BIOL:1412 with a minimum grade of C- or PSY:2701 with a minimum grade of C-) and CHEM:1110. Recommendations: CHEM:2210.

- BIOL:2603 Mechanisms of Aging** 3 s.h.
Evolutionary theories of aging, cellular and genetic basis of aging and repair, disruption of homeostasis in aging; focus on studies of biological and environmental causes of age-related diseases. Prerequisites: BIOL:1411 and (BIOL:1412 or HHP:3500 or PSY:2701).
- BIOL:2663 Plant Response to the Environment** 3 s.h.
Mechanisms of plant responses to environmental factors (biotic and abiotic) at organismal and molecular levels. Prerequisites: BIOL:1411 and BIOL:1412.
- BIOL:2673 Ecology** 3 s.h.
Adaptations of organisms to their physical and biological environments; organism-environment interactions; population biology; interactions between species; ecology of communities, ecosystems; human impact on ecosystems. Prerequisites: BIOL:1411 and BIOL:1412. Recommendations: a basic statistics or calculus course. Same as ENVS:2673.
- BIOL:2723 Cell Biology** 3 s.h.
Structures of cells and organelles in relation to their functions at molecular, cellular levels; emphasis on higher eukaryotic cells. Prerequisites: BIOL:1411 and (BIOL:1412 or HHP:3500 or PSY:2701) and CHEM:1120.
- BIOL:2753 Introduction to Neurobiology** 3 s.h.
Techniques of molecular biology, genomics, neuropharmacology, and functional brain imaging applied to understanding how the brain works. Prerequisites: (BIOL:1412 or HHP:3500) and BIOL:1411.
- BIOL:3172 Evolution** 4 s.h.
Nature, evidence, analysis, implications, molecular/genetic basis; historical record, phylogeny, speciation, adaptation, investigative methods. Prerequisites: BIOL:2512 with a minimum grade of C- and (STAT:2010 or STAT:3510 or MATH:1550 or MATH:1850 or MATH:1460).
- BIOL:3233 Introduction to Developmental Biology** 3 s.h.
Fundamental mechanisms in differentiation, organogenesis, morphogenesis; and pattern formation; mechanistic approach at molecular, cellular, tissue levels of organizations. Prerequisites: BIOL:1411 and CHEM:1120 and (BIOL:1412 with a minimum grade of C- or HHP:3500 with a minimum grade of C-). Recommendations: BIOL:2512.
- BIOL:3244 Animal Behavior** 3,5 s.h.
Genetics, sensory physiology, migration, development of behavior, circadian rhythms, foraging strategies, aggression, sexual and parental behavior, group selection, social behavior. Prerequisites: BIOL:1411 and (BIOL:1412 or PSY:2701).
- BIOL:3253 Neurobiology** 4 s.h.
Neurobiology from molecular/cellular to systems levels including cell biology of the neuron; membrane electrophysiology; synaptic transmission and plasticity, functional neuroanatomy, sensory, motor and autonomic systems, emotion, memory, sleep, language, attention and cognition, neuronal development. Prerequisites: BIOL:1411 and (PSY:2701 or BIOL:2753). Recommendations: BIOL:2723 and BIOC:3110 and PHYS:1512.
- BIOL:3314 Genomics** 3 s.h.
Major areas of genomics, including DNA and protein sequence analysis, structural diversity of whole genomes, microarray applications, proteomics; computer workshop experience in applying bioinformatics tools. Prerequisites: BIOL:2512 or BIOC:3120 or BIOC:3110. Same as IGPI:3314.
- BIOL:3343 Animal Physiology** 3 s.h.
Principles of cellular and systems physiology; emphasis on quantitative and experimental aspects. Prerequisites: BIOL:1411 and CHEM:1110 and CHEM:1120 and (MATH:1380 or MATH:1460 or MATH:1550 or MATH:1850). Recommendations: (PHYS:1511 and PHYS:1512) or (PHYS:1611 and PHYS:1612).
- BIOL:3363 Plant Developmental Biology** 3 s.h.
Developmental processes throughout life cycle of vascular plants; current knowledge of mechanisms, control; emphasis on molecular and genetic approaches to studying development. Prerequisites: BIOL:2512.
- BIOL:3373 Human Population Genetics and Variation** 3 s.h.
Principles of evolutionary change of genes and genomes applied to human populations and to comparisons between humans and their closest primate relatives; emphasis on consequences of mutation, natural selection, and demographic changes. Prerequisites: BIOL:2512 with a minimum grade of C- or BIOL:2211 with a minimum grade of C-.
- BIOL:3383 Introduction to Systems Biology** 3 s.h.
Concepts and skills used to develop computer models that provide insight into the operation of cellular processes like metabolic pathways and genetic circuits. Prerequisites: BIOL:1412 and (MATH:1460 or MATH:1550 or MATH:1850).
- BIOL:3626 Cell Biology Laboratory** 4 s.h.
Conceptual understanding and technical skills in fluorescence microscopy and digital imaging, mammalian cell culture, tissue fractionation, centrifugation, electrophoresis, and expression of recombinant proteins. Prerequisites: BIOL:2723.
- BIOL:3653 Integrative Neurophysiology** 3 s.h.
Examination of quantitative, physical, and chemical principles underlying nervous system function; topics include electrical properties of cells, ionic homeostasis, action potential generation, synaptic transmission, and generation of activity patterns in neural circuits and systems. Prerequisites: BIOL:3253 and (PHYS:1512 or PHYS:1612).
- BIOL:3655 Neurogenetics Laboratory** 4 s.h.
Emphasis on project-oriented training to develop fundamental hands-on experimental manipulations and techniques, problem-solving skills, and data analysis methodology; students utilize modern genetic, behavioral, and electrophysiological methods to explore how gene and environment influence nervous system function and behavioral expression using genetic model organisms. Prerequisites: BIOL:2512 or BIOL:2211. Recommendations: BIOL:2753 or PSY:2701.
- BIOL:3656 Neurobiology Laboratory** 4 s.h.
Principles and practice of neurobiology research, including microscopy and imaging, cellular and molecular neurobiology, and electrophysiology. Prerequisites: (BIOL:1411 and PSY:2701) or BIOL:2753.
- BIOL:3663 Plant Response to the Environment** 3 s.h.
Mechanisms of plant responses to environmental factors (biotic and abiotic) at organismal and molecular levels. Prerequisites: BIOL:2512 or BIOL:2723 or BIOL:3716 or BIOC:3120.

- BIOL:3676 Evolution Lab** **4 s.h.**
Methods of sampling and describing variation in natural populations; application of molecular genetic, bioinformatic, and computational techniques to describe genetic variation through sequence analysis; use of controlled laboratory experiments and computer simulations to illustrate evolutionary principles. Prerequisites: BIOL:2512 or BIOL:2211. Corequisites: BIOL:3172 or BIOL:3373, if not taken as a prerequisite. Recommendations: grade of C or higher in BIOL:3172.
- BIOL:3713 Molecular Genetics** **4 s.h.**
Mechanism, regulation of RNA, DNA, protein biosynthesis, with emphasis on methods of genetic analysis; application of modern recombinant DNA techniques to basic problems. Prerequisites: BIOL:2512 or BIOC:3120 or BIOC:3110.
- BIOL:3716 Genetics and Biotechnology Lab** **4 s.h.**
Expansion of genetic concepts introduced in BIOL:2512; introduction to genetic/molecular techniques currently used in genetic analysis and biotechnology. Prerequisites: BIOL:1411. Corequisites: BIOL:2512 or BIOL:2211, if not taken as a prerequisite. Recommendations: grade of C or higher in BIOL:2512.
- BIOL:3736 Developmental Biology Lab** **4 s.h.**
Experimental manipulation of embryos to examine mechanisms of early development, including gametogenesis and fertilization, cleavage, gastrulation, pattern formation and organogenesis; in vivo imaging of development, methods to visualize gene expression and independent research; model organisms including sea urchin, fish, frog, chick, mouse. Prerequisites: BIOL:3233.
- BIOL:3743 Basic Biology of Human Disease** **2 s.h.**
Basic problems of infectious disease; selected viral, bacterial, and fungal pathogens, with emphasis on fungal pathogenesis; DNA fingerprinting; epidemiological study of disease dynamics. Prerequisites: BIOL:2512.
- BIOL:3753 Developmental Neurobiology** **3 s.h.**
Neural induction and nervous system patterning; neurogenesis, axon and dendrite outgrowth and targeting; synapse formation, specificity, refinement; mechanisms of neuronal cell death; myelination; neural stem cells; introduction to cellular, molecular, and genetic techniques in studies of neural development. Prerequisites: BIOL:2753 with a minimum grade of C- or BIOL:3253 with a minimum grade of C-. Corequisites: BIOL:3253, if not taken as a prerequisite.
- BIOL:3994 Introduction to Research** **2-3 s.h.**
Independent scientific research related to the field of biology.
- BIOL:3999 Independent Research in Neuroscience** **2-3 s.h.**
Independent scientific research related to the field of neuroscience. Same as PSY:3999.
- BIOL:4213 Bioinformatics** **2,4 s.h.**
Overview of bioinformatics topics, including access to sequence data, pairwise and multiple sequence alignment algorithms, molecular phylogeny, microarray data analysis, protein analysis, proteomics and protein structure analysis; emphasis on each topic includes biological motivation, computational approach (practical and theoretical), and interpretation of output. Prerequisites: BIOC:3120 or MICR:3170 or BIOL:2512 or BIOC:3110. Recommendations: grade of B+ or higher in BIOL:2512 or BIOC:3120, or graduate standing. Same as GENE:4213, IGPI:4213.
- BIOL:4314 Introduction to Synthetic Biology in the Lab** **4 s.h.**
Introduction to theory and practice of large-scale design goals of synthetic biology in which various types of DNA instructions, known from decades of research and discovery on specific biological systems, are taken out of context and used to execute various novel tasks designed to solve real-world problems; basic laboratory instruction in standardized construction techniques for stringing together off-the-shelf DNA components that are then introduced into organisms capable of executing the instructional set; controlled experiments to investigate the degree of variability exhibited by engineered genetic constructs. Prerequisites: BIOL:1411. Same as BME:4314.
- BIOL:4316 Summer Practicum in Genomics** **2 s.h.**
Major areas of genomics, including sequence similarity searching, whole genome comparisons, phylogenetic analysis, and regulatory informatics; computer workshop experience in application of bioinformatics tools. Prerequisites: BIOL:4213 or BIOL:3314.
- BIOL:4333 Genes and Development** **3 s.h.**
Mechanisms by which genes control development of multicellular animals; methodology of scientific research applied to developmental genetics. Prerequisites: BIOL:2512 with a minimum grade of C-. Recommendations: BIOL:3233.
- BIOL:4353 Neurophysiology: Cells and Systems** **3-4 s.h.**
Physiological properties of nerve cells, nervous systems; axonal conduction, synaptic transmission, sensory transduction, integrative processes, higher functions. Prerequisites: (BIOL:2753 or BIOL:3253) and (MATH:1460 or MATH:1380 or MATH:1550 or MATH:1850) and ((PHYS:1511 and PHYS:1512) or (PHYS:1611 and PHYS:1612)). Same as NSCI:4353.
- BIOL:4373 Molecular Evolution: Genes, Genomes, and Organisms** **3 s.h.**
Theory underlying phylogenetic analysis with application of these methods to molecular data sets; analysis of multigene data, organellar, and nuclear genome sequences to reconstruct the history of cells. Prerequisites: BIOL:3172 with a minimum grade of C-. Same as IGPI:4373.
- BIOL:4386 Introduction to Scientific Computing for Biologists** **3 s.h.**
In modern biological research, computational tools are no longer a luxury but a necessity; introduction to a set of computational tools and best practices in data analysis to prepare for data-intensive research in the field of biomedical sciences; topics include reproducibility in computational projects, version control, command-line interface, remote computing, and general and statistical programming. Prerequisites: BIOL:2512. Recommendations: CS:2110.
- BIOL:4806 Service Learning in Biology** **arr.**
Credit for community outreach and/or service; service learning projects involve more than just volunteering; preparation of a detailed plan summarizing project goals, activities, and audience; routine meetings with team members and faculty mentor; research and development of educational materials and/or activities focused on a biology topic; plan, promote, support, and assess an event that engages the targeted community.

- BIOL:4897 Teaching Internship in Biology** 1-3 s.h.
Training and practical experiences in the teaching of biology; includes a weekly training session with a Ph.D. instructor or course supervisor, active assistance of the primary instructor in one or more class meetings each week, and/or providing constructive written feedback on laboratory or classroom exercises; additional experiences may include leading a training session, co-teaching or lead-teaching one or more lab or classroom exercises, and assisting with the development of classroom activities or resources; specific experiences will vary depending on the course and supervisor needs. Prerequisites: BIOL:1411 with a minimum grade of B and BIOL:1412 with a minimum grade of B. Requirements: third- or fourth-year standing and interview with instructor.
- BIOL:4898 Communicating Research** 1 s.h.
Independent, investigative research experience; research process and communication—establishing goals and expectations with a mentor, developing and framing a research hypothesis or question, communicating results in written and oral form to scientist and nonscientist audiences; supportive learning environment to share research experiences and develop identities as scientists, learn skills to become effective independent researchers and science communicators. Corequisites: BIOL:3994 or BIOL:4999.
- BIOL:4995 Honors Research in Neuroscience** arr.
Independent scientific research related to the field of neuroscience. Requirements: honors standing in neuroscience, UI g.p.a. of at least 3.33, and neuroscience g.p.a. of at least 3.33. Same as PSY:4995.
- BIOL:4998 Honors Seminar in Biology** 2 s.h.
Prerequisites: BIOL:1411 and BIOL:1412. Requirements: honors standing.
- BIOL:4999 Honors Research in Biology** arr.
Independent scientific research related to the field of biology. Requirements: honors standing in biology, UI g.p.a. of at least 3.33, and biology g.p.a. of at least 3.33.
- BIOL:5117 Topics in Molecular Genetics** 0-2 s.h.
Prerequisites: BIOL:2512 with a minimum grade of B-.
- BIOL:5199 Critical Readings in Biology** arr.
- BIOL:5211 Genes, Genomes, and the Human Condition Graduate Lecture** 3 s.h.
Organization, expression, and evolution of genes in context of genomes; focus on human genome; distribution and transmission of variation in human population. Recommendations: BIOL:1411 highly recommended. Same as IGPI:5211.
- BIOL:5218 Microscopy for Biomedical Research** arr.
Basic microscopy methods for research including optics, preparation, and analysis of biomedical specimens; light, fluorescence, confocal, transmitting electron, scanning electron, atomic force microscopes, elemental analysis; immunochemistry and stereology techniques; individualized laboratory instruction. Prerequisites: BIOL:2723. Same as ACB:5218, MICR:5218.
- BIOL:5286 Monoclonal Antibody Technologies** 2 s.h.
Provides knowledge of screening and characterization methods for monoclonal antibodies, a powerful tool in molecular cytology, immunohistochemistry, and studies of gene regulation; methods include screening for monoclonal antibodies (mAbs), fluorescence-activated cell sorting (FACS) analysis, enzyme-linked immunosorbent assay (ELISA), Southern blot hybridization, cytochemistry, histochemistry, and induced polarization (IP).
- BIOL:5320 Computational Genomics** 3 s.h.
Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Prerequisites: (BIOS:4120 or STAT:3510) and (CS:5110 or ENGR:1300). Recommendations: completion of BME:5320. Same as BME:5330, ECE:5220, GENE:5173, IGPI:5330.
- BIOL:5412 Fundamental Genetics - Graduate Lecture** 3 s.h.
Nature and function of genetic material; classical, molecular, and developmental aspects. Corequisites: BIOL:5512.
- BIOL:5512 Fundamental Genetics - Graduate Discussion** 1 s.h.
Critical evaluation of classic genetics papers. Requirements: biology graduate standing.
- BIOL:5653 Fundamental Neurobiology** 3 s.h.
Neurobiology from molecular/cellular to systems levels, including cell biology of the neuron; membrane electrophysiology; synaptic transmission and plasticity, functional neuroanatomy, peripheral and CNS sensory systems, peripheral and CNS motor systems, autonomic systems, emotion, memory, sleep, language, attention and cognition, neuronal development. Same as NSCI:5653, PSY:5203.
- BIOL:5658 Fundamental Neurobiology Discussion** 1 s.h.
Discussion of selected papers, including classics from neurobiology literature; coordinated with BIOL:5653 lecture material. Same as NSCI:5658, PSY:5204.
- BIOL:5753 Developmental Neuroscience** 1 s.h.
Neural induction and nervous system patterning; neurogenesis, axon, and dendrite outgrowth and targeting; synapse formation, specificity, refinement; mechanisms of neuronal cell death; myelination; neural stem cells; introduction to cellular, molecular, and genetic techniques in studies of neural development. Prerequisites: BIOL:5653.
- BIOL:6188 Seminar: Writing in Natural Sciences** 2 s.h.
Writing and critiquing skills in the natural sciences.
- BIOL:6199 Research: Biology** arr.
- BIOL:6265 Neuroscience Seminar** 0-1 s.h.
Research presentations. Same as ACB:6265, MPB:6265, NSCI:6265, PSY:6265.
- BIOL:6298 Concepts, Models, and Systems in Biology (COSMOS) Seminar** 1-2 s.h.
Analysis and presentation of primary research on central biological questions utilizing a full array of model and non-model organisms and analytical approaches; development of effective skills in public speaking, presentation, and scientific writing.
- BIOL:6899 Independent Study in Biology** arr.
- BIOL:7270 Principles of Scholarly Integrity** 1 s.h.
Training in responsible conduct of research; student/mentor responsibilities; authorship and reviewing; plagiarism/falsification/fabrication of data; intellectual property; conflict of interest; fiscal, institutional, societal; treatment of human and animal subjects; data handling. Requirements: enrollment in graduate psychology or biology program. Same as PSY:7270.

BIOL:7604 Principles of Scholarly Integrity 0 s.h.

Training in responsible conduct of research and scholarly activities; student/mentor responsibilities; authorship; plagiarism/falsification/fabrication of data; intellectual property; conflict of interest; fiscal, institutional, societal; treatment of human and animal subjects; data handling. Requirements: postdoctoral standing in psychology or biology. Same as PSY:7604.

Biology, B.A.

All biology majors complete a chemistry/mathematics foundation and the biology core. In addition, B.A. students choose courses from several breadth menus and have a wide selection of elective courses, while B.S. students complete physics foundation courses and choose one of four tracks.

The department acquaints undergraduate students with the nature of practicing scientists' work by offering BIOL:3994 Introduction to Research (requires a Department of Biology faculty sponsor), BIOL:4898 Communicating Research (a course supporting students involved in research), and BIOL:4999 Honors Research in Biology (requires membership in the Biology Honors Program). Students associate with one of the department's research groups in experiments, discussion of current research, study of specialized topics, and attendance at research seminars.

Students interested in field biology, zoology, or botany may take varied courses in those subjects offered during the summer at Iowa Lakeside Laboratory [p. 1985].

Learning Outcomes

The graduate with a bachelor's degree in biology will be able to demonstrate the following.

- Foundational Knowledge: Comprehension of Fundamental Principles and Concepts of Biology

Graduates will be able to:

explain fundamental biological principles within and across levels of organization, from molecules to ecosystem;

apply foundational knowledge and conceptual frameworks to new situations;

recognize the consequences of evolutionary history in contrasts between living organisms;

appreciate the historical sequence and significant achievements of biological discovery; and

evaluate new information reported in the news and/or in scientific publications against prior knowledge.

- New Discovery: Scientific Reasoning and Experimental Process in Biology

Graduates will be able to:

perform basic laboratory procedures, including correct operation of devices;

formulate questions about biological processes based on current knowledge;

construct a hypothesis to guide experimental enquiry;

design experiments, identifying variables of analysis and controls for error;

consider appropriate strategies or technologies applicable to investigate a novel problem;

collect, organize, summarize, and interpret biological data;

analyze and evaluate experimental results to inform a hypothesis; and

distinguish between necessary and sufficient causes.

- Quantitative Skills: Mathematical Reasoning and Basic Numeracy Applied to Biology

Graduates will be able to:

perform essential mathematical operations such as unit conversions, dilutions, and molarity calculations;

apply mathematical concepts and rules of probability to make predictions;

select and apply appropriate statistical tests to determine significance of experimental results; and

use mathematical and/or statistical expressions to evaluate hypotheses with experimental data.

- Information Literacy: Acquisition, Analysis, and Summary of Published Biological Information

Graduates will be able to:

locate and evaluate the relevance and credibility of information from electronic and print sources;

navigate and obtain relevant information from public databases;

recognize and appropriately cite sources of information;

identify questions addressed and methodologies used; and

assess findings reported and conclusions drawn in published scientific articles.

- Communication Proficiency: Written and Oral Presentation of Biological Information

Graduates will be able to:

write concise scientific reports based on findings or literature searches;

construct visual presentations of results or findings from the scientific literature; and

orally present findings or results from the literature with appropriate media.

Requirements

The Bachelor of Arts with a major in biology requires a minimum of 120 s.h., including at least 68-77 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major for the Bachelor of Arts prepares students for graduate study in the biological sciences and is especially appropriate for those interested in careers in biological science education at all levels. It also provides suitable preparation for professional positions in laboratory or field research or for professional study in medicine and other health-related fields.

The B.A. program is broadly based. It introduces students to key concepts in important areas of biology and, compared to the B.S. program, provides more flexibility in choosing elective courses. Students working toward a Bachelor of Arts degree must complete the chemistry/math foundation; the biology core; three courses from the breadth menus; one course

with a laboratory; and five or six elective courses, which may include one course in the history or philosophy of science.

Students who wish to apply transfer credit toward the biology major should consult their biology advisor.

The B.A. with a major in biology requires the following coursework.

Code	Title	Hours
Chemistry/Mathematics Foundation Courses		18
Biology Core Courses		19
Breadth Menus		9-13
Course with a Laboratory		4-6
Electives		18-21
Total Hours		68-77

Chemistry/Mathematics Foundation

Code	Title	Hours
All of these:		
CHEM:1110- CHEM:1120	Principles of Chemistry I-II	8
BIOC:3110	Biochemistry	3
One of these:		
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
One of these:		
STAT:2010	Statistical Methods and Computing	3
STAT:3510	Biostatistics	3

Biology Core

Code	Title	Hours
All of these:		
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
BIOL:2512	Fundamental Genetics	4
BIOL:2723	Cell Biology	3
BIOL:3172	Evolution	4

Breadth Menus

Code	Title	Hours
Genes and Genomes		
One of these:		
BIOL:3314	Genomics	3
BIOL:3373	Human Population Genetics and Variation	3
BIOL:3713	Molecular Genetics	4
BIOL:4213	Bioinformatics	4
BIOL:4373	Molecular Evolution: Genes, Genomes, and Organisms	3
BIOL:4386	Introduction to Scientific Computing for Biologists	3

Biological Systems

Two of these:

BIOL:2254	Endocrinology	3
BIOL:2603	Mechanisms of Aging	3
BIOL:2673	Ecology	3
BIOL:2753	Introduction to Neurobiology	3
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3244	Animal Behavior	3,5
BIOL:3253	Neurobiology	4
BIOL:3343	Animal Physiology	3
BIOL:3363	Plant Developmental Biology	3
BIOL:3383	Introduction to Systems Biology	3
BIOL:4333	Genes and Development	3
May include one of these:		
BIOL:2663	Plant Response to the Environment	3
BIOL:3663	Plant Response to the Environment	3

Course with a Laboratory

Code	Title	Hours
One of these (must not have been used as a breadth menu course):		
BIOL:2246	Entomology Lab	4
BIOL:2346	Vertebrate Zoology	4
BIOL:3244	Animal Behavior	5
BIOL:3626	Cell Biology Laboratory	4
BIOL:3655	Neurogenetics Laboratory	4
BIOL:3656	Neurobiology Laboratory	4
BIOL:3676	Evolution Lab	4
BIOL:3716	Genetics and Biotechnology Lab	4
BIOL:3736	Developmental Biology Lab	4
BIOL:4314	Introduction to Synthetic Biology in the Lab	4
BIOL:4999	Honors Research in Biology	6
MICR:2157- MICR:2158	General Microbiology - General Microbiology Laboratory	5

Iowa Lakeside Laboratory courses (consult advisor) 4-5

Electives

Students complete at least two biology elective courses (prefix BIOL) for 6 s.h. plus 12 s.h. of coursework outside the Department of Biology from the list below.

Biology courses may include courses chosen from the "Breadth Menus" list or the "Course with a Laboratory" list above that have not been used to satisfy those requirements; other 2-4 s.h. courses numbered 2000 or above offered by the Department of Biology except for BIOL:2120 Good Genes Gone Bad: Genetic Disorders of Notable Celebrities and BIOL:2211 Genes, Genomes, and the Human Condition; and approved advanced biology courses taught at Iowa Lakeside Laboratory [p. 1985] with approval from the advisor.

Students may count BIOL:3994 Introduction to Research (2-3 s.h.) and BIOL:4897 Teaching Internship in Biology (1-3 s.h.) only once toward the elective requirement.

Code	Title	Hours
Three to four courses from these (12 s.h.):		
ANTH:2320	Origins of Human Infectious Disease	3
ANTH:3307	Modern Human Origins	3
ANTH:3325	Human Evolutionary Genetics	3
ANTH:3328	Molecular Genetics of Human Disease	3
ASP:3160	Biology of Aging	3
CHEM:2210	Organic Chemistry I	3
CHEM:2220	Organic Chemistry II	3
CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:3230	Human Genetics and Public Health	3
CS:1110	Introduction to Computer Science	3
CS:2110	Programming for Informatics	4
EES:3070	Marine Ecosystems and Conservation	3
EES:3220	Evolution of the Vertebrates	4
EES:4700	Evolution of Ecosystems	3
ENVS:3095	Field Ecology	4
ENVS:3096	Winter Ecology	2
ENVS:3097	Introduction to Bird Study	2
GEOG:2374	Biogeography	3
GEOG:3310	Landscape Ecology	3
GEOG:3350	Urban Ecology	3
GHS:2415	Bioethics	3
MICR:2157	General Microbiology	3
MICR:2158	General Microbiology Laboratory	2
MICR:3147	Immunology and Human Disease	3
MICR:3168	Viruses and Human Disease	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3

From the physics courses, students may choose from the following (maximum of two courses); if they select PHYS:1511, they could take PHYS:1512; if they select PHYS:1611, they could take PHYS:1612:

PHYS:1400	Basic Physics	3-4
or		
PHYS:1511	College Physics I	4
or PHYS:1611	Introductory Physics I	
PHYS:1512	College Physics II	3-4
or PHYS:1612	Introductory Physics II	

Only one course from the list below may count toward the elective requirement:

GEOG:3110	Geography of Health	3
HIST:4162	History of Global Health	3
HIST:4419	Ancient and Medieval Science	3

PHIL:3604	Introduction to Philosophy of Science	3
-----------	---------------------------------------	---

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.A.T. (Science Education Subprogram)

Students interested in pursuing a graduate degree in teaching may apply to the combined Bachelor of Arts/Master of Arts in Teaching with a science education subprogram offered by the College of Liberal Arts and Sciences and the College of Education. The combined program enables students to earn a B.A. in biology and an M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see Science Education [p. 1405] in the Master of Arts in Teaching (College of Education) section of the Catalog. Interested students should consult an advisor.

B.A./M.P.H. (Epidemiology Subprogram) or M.S. in Epidemiology

Bachelor of Arts students majoring in biology who are interested in earning a Master of Science in epidemiology or a Master of Public Health with an epidemiology subprogram may apply to the combined B.A./M.P.H. or combined B.A./M.S. in epidemiology program offered by the College of Liberal Arts and Sciences and the College of Public Health. The combined programs permit students to count 12 s.h. of credit toward the requirements of both degrees, enabling them to begin the study of public health before they complete the bachelor's degree. For information about the M.P.H., see "Epidemiology Subprogram" under Requirements [p. 1889] in the Master of Public Health section of the Catalog; for information about the M.S. program, see M.S. in epidemiology [p. 1926] in the Catalog.

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in biology who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they

may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in biology who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in biology have the opportunity to graduate with honors in the major. The Biology Honors Program introduces students to the pursuits of practicing scientists. Honors students associate with one of the department's research groups and participate in an independent research project guided by a faculty member (the research supervisor).

Biology honors students write a thesis based on an interesting biological problem, which is usually identified by the research supervisor. The thesis should clearly document that a student has acquired the necessary experimental skills to address specific questions and test specific hypotheses related to the research problem. Honors Seminar in Biology (BIOL:4998), or an equivalent seminar, provides students with an ideal opportunity to improve their skills in seminar presentation and in writing scientific English. Throughout undergraduate residence, departmental honors students also may enroll in courses with honors sections offered by the Department of Biology and by other departments and programs.

To graduate with honors in the biology major, students must fulfill the following requirements:

- complete the requirements for a major in biology with a g.p.a. of at least 3.33 in all coursework in the major taken at the University of Iowa (including all biology courses and cognates in chemistry, biochemistry, mathematics, and statistics) and a cumulative University of Iowa g.p.a. of at least 3.33;

- complete 1 s.h. in BIOL:4898 Communicating Research;

- complete 2 s.h. in either BIOL:4998 Honors Seminar in Biology or an advanced biology seminar course;

- complete a minimum of 6 s.h. (taken over two or more semesters) of BIOL:4999 Honors Research in Biology;

- write a brief research proposal summarizing the background and goals of their proposed honors research;

- upon completion of their research, submit an acceptable honors thesis; and

- give a brief oral presentation of their research findings to other biology honors students.

Students may apply 6 s.h. of BIOL:4999 Honors Research in Biology toward the required course with a laboratory and

count the 2 s.h. earned in BIOL:4998 Honors Seminar in Biology toward the elective requirement.

Biology majors interested in graduating with honors in the major should contact the biology honors advisor as early as possible, preferably during their sophomore or junior year, so that they may be matched with an appropriate lab. Visit Biology Honors Program to learn more about honors study in the department.

Students who are interested in the University of Iowa Honors Program satisfy the level two requirements when they satisfy the biology honors requirements; see University Honors Program below.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Students who satisfy the requirements for honors in the biology major also satisfy the experiential learning requirement of the University honors curriculum.

Membership in the UI Honors Program is not required to earn honors in the biology major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: MATH:1460 Calculus for the Biological Sciences or MATH:1550 Engineering Mathematics I: Single Variable Calculus or MATH:1850 Calculus I, CHEM:1110 Principles of Chemistry I, CHEM:1120 Principles of Chemistry II, and BIOL:1411 Foundations of Biology

Before the fifth semester begins: BIOL:1412 Diversity of Form and Function, STAT:2010 Statistical Methods and Computing or STAT:3510 Biostatistics, and four other courses in the major

Before the seventh semester begins: BIOL:2512 Fundamental Genetics, BIOL:2723 Cell Biology, BIOL:3172 Evolution, five or six more courses in the major, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biology, B.A.

Course	Title	Hours
Academic Career		
Any Semester		

Research: Iowa Lakeside Laboratory summer field courses ^a		
	Hours	0

First Year		
-------------------	--	--

Fall

CHEM:1110	Principles of Chemistry I ^{b, c}	4
MATH:1440	Mathematics for the Biological Sciences ^{c, d}	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Social Sciences ^e		3
CSI:1600	Success at Iowa	2
	Hours	16-17

Spring

CHEM:1120	Principles of Chemistry II	4
MATH:1460	Calculus for the Biological Sciences	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^e		3
	Hours	14-15

Second Year

Fall

BIOL:1411	Foundations of Biology	4
STAT:2010 or STAT:3510	Statistical Methods and Computing or Biostatistics	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts		3
	Hours	14-15

Spring

BIOL:1412	Diversity of Form and Function	4
Major: elective outside biology ^g		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
GE CLAS Core: Historical Perspectives ^e		3
	Hours	14-15

Third Year

Fall

BIOL:2512	Fundamental Genetics	4
BIOC:3110	Biochemistry	3
Major: elective outside biology ^g		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
	Hours	14-15

Spring

BIOL:3172	Evolution	4
BIOL:2723	Cell Biology	3
Major: biological systems requirement I		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
	Hours	14-15

Fourth Year

Fall

Major: biological systems requirement II		3
Major: biology elective I		3
Major: elective outside biology ^g		3
GE CLAS Core: Values and Culture ^e		3
GE CLAS Core: International and Global Issues ^e		3
	Hours	15

Spring

Major: course with a laboratory requirement		4 - 6
Major: genes and genomes requirement		3
Major: biology elective II		3
Major: elective outside biology ^g		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		

	Hours	13-15
--	-------	-------

	Total Hours	114-122
--	-------------	---------

- After completing BIOL:1412 Diversity of Form & Function, students are eligible to enroll in Lakeside Laboratory summer field courses. Registration for these courses is in winter of each year.
- Enrollment in chemistry courses requires completion of a placement exam.
- Fulfills a major requirement and may fulfill a GE requirement.
- Enrollment in math courses requires completion of a placement exam.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students complete 12 s.h. of coursework outside the Department of Biology by choosing courses from an approved list.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major in biology prepares students to enter research or service careers associated with private industry or government programs and for primary and secondary school teaching. It also prepares them to enter advanced degree programs leading to careers in higher education and to independent research in a variety of biological fields, or for practice in health professions such as medicine, dentistry, pharmacy, nursing, veterinary medicine, medical technology, and physical therapy.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Biology, B.S.

All biology majors complete the chemistry/mathematics foundation and the biology core. In addition, B.S. students complete physics foundation courses and choose one of four tracks, while B.A. students choose courses from several breadth menus and have a wider selection of elective courses.

The department acquaints undergraduate students with the nature of practicing scientists' work by offering BIOL:3994 Introduction to Research (requires a Department of Biology faculty sponsor), BIOL:4898 Communicating Research (a course supporting students involved in research), and BIOL:4999 Honors Research in Biology (requires membership in the Biology Honors Program). Students associate with one of the department's research groups for experiments, discuss current research, study specialized topics, and attend research seminars.

Students interested in field biology, zoology, or botany may take varied courses in those subjects offered during the summer at Iowa Lakeside Laboratory [p. 1985].

Learning Outcomes

Graduates with a bachelor's degree in biology will be able to demonstrate the following.

- **Foundational Knowledge: Comprehension of Fundamental Principles and Concepts of Biology**

Graduates will be able to:

explain fundamental biological principles within and across levels of organization, from molecules to ecosystem;

apply foundational knowledge and conceptual frameworks to new situations;

recognize the consequences of evolutionary history in contrasts between living organisms;

appreciate the historical sequence and significant achievements of biological discovery; and

evaluate new information reported in the news and/or in scientific publications against prior knowledge.

- **New Discovery: Scientific Reasoning and Experimental Process in Biology**

Graduates will be able to:

perform basic laboratory procedures, including correct operation of devices;

formulate questions about biological processes based on current knowledge;

construct a hypothesis to guide experimental enquiry;

design experiments, identifying variables of analysis and controls for error;

consider appropriate strategies or technologies applicable to investigate a novel problem;

collect, organize, summarize, and interpret biological data;

analyze and evaluate experimental results to inform a hypothesis; and

distinguish between necessary and sufficient causes.

- **Quantitative Skills: Mathematical Reasoning and Basic Numeracy Applied to Biology**

Graduates will be able to:

perform essential mathematical operations such as unit conversions, dilutions, and molarity calculations;

apply mathematical concepts and rules of probability to make predictions;

select and apply appropriate statistical tests to determine significance of experimental results; and

use mathematical and/or statistical expressions to evaluate hypotheses with experimental data.

- **Information Literacy: Acquisition, Analysis, and Summary of Published Biological Information**

Graduates will be able to:

locate and evaluate the relevance and credibility of information from electronic and print sources;

navigate and obtain relevant information from public databases;

recognize and appropriately cite sources of information;

identify questions addressed and methodologies used; and

assess findings reported and conclusions drawn in published scientific articles.

- **Communication Proficiency: Written and Oral Presentation of Biological Information**

Graduates will be able to:

write concise scientific reports based on findings or literature searches;

construct visual presentations of results or findings from the scientific literature; and

orally present findings or results from the literature with appropriate media.

Requirements

The Bachelor of Science with a major in biology requires a minimum of 120 s.h., including at least 70-79 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. Students who wish to apply transfer credit toward graduation with a major in biology should consult their biology advisor. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students must complete the chemistry/mathematics/physics foundation, the biology core, and one of four tracks. The four tracks emphasize dynamic and active areas in the biological sciences. Three of the tracks—cell and developmental biology, genetics and biotechnology, and neurobiology—emphasize distinct areas. The fourth track—integrative biology—provides highly diverse content.

The B.S. with a major in biology requires the following coursework.

Code	Title	Hours
Chemistry/Mathematics/Physics Foundation Courses		29
Biology Core Courses		15
Track Courses		26-35
Total Hours		70-79

Chemistry/Mathematics/Physics Foundation

Code	Title	Hours
All of these:		
CHEM:1110- CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210	Organic Chemistry I	3
One of these:		
BIOC:3110	Biochemistry	3
BIOC:3120	Biochemistry and Molecular Biology I (students who take BIOC:3120 also must take BIOC:3130 as one of their track courses)	3
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II	8
PHYS:1611- PHYS:1612	Introductory Physics I-II	8
One of these:		
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
One of these:		
STAT:2010	Statistical Methods and Computing (preferred for evolution track)	3
STAT:3510	Biostatistics	3

Biology Core

Code	Title	Hours
All of these:		
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
BIOL:2512	Fundamental Genetics	4
BIOL:2723	Cell Biology	3

Tracks

Bachelor of Science students must select a single track. Each track includes at least eight courses. The experiential elective requirement may be satisfied by taking an appropriate investigative lab for the track, or through several other options: students who use BIOL:4999 Honors Investigations to fulfill the experiential elective requirement must complete a minimum of 6 s.h. in that course; students who use BIOL:3994 Introduction to Research must complete a minimum of 5 s.h. in that course in combination with 1 s.h. in BIOL:4898 Communicating Research; and students who use BIOL:4897 Teaching Internship in Biology or BIOL:4806 Service Learning

in Biology must complete a minimum of 4 s.h. in those courses.

Additionally, students may satisfy the experiential elective requirement by completing at least 5 s.h. in two different courses from a combination of these courses: BIOL:3994 Introduction to Research, BIOL:4213 Bioinformatics, BIOL:4897 Teaching Internship in Biology, BIOL:4999 Honors Research in Biology, LATH:3001 Latham Fellows: Science Outreach Project, and an approved biology-related internship.

- Cell and Developmental Biology Track [p. 187]
- Genetics and Biotechnology Track [p. 188]
- Integrative Biology Track [p. 189]
- Neurobiology Track [p. 190]

Cell and Developmental Biology Track

The cell and developmental biology track provides education in the structure and function of cells and in the principles of development as they apply to animals and plants. This track is appropriate for students who wish to pursue graduate study in cellular and developmental biology, to prepare for professional study in medicine and other health-related fields, or to take positions in laboratories and companies engaged in cancer research and related fields.

Track Courses

Code	Title	Hours
Two of these:		
BIOL:3172	Evolution	4
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3363	Plant Developmental Biology	3
One of these:		
BIOL:3626	Cell Biology Laboratory	4
BIOL:3736	Developmental Biology Lab	4
One of these:		
BIOC:3130	Biochemistry and Molecular Biology II (students who take BIOC:3120 as a chemistry/mathematics/physics foundation course must take this course)	3
CHEM:2220	Organic Chemistry II	3
CS:2110	Programming for Informatics	4
MICR:2157- MICR:2158	General Microbiology - General Microbiology Laboratory	5

Experiential Elective

Code	Title	Hours
One of these 12 options:		
BIOL:3626	Cell Biology Laboratory	4
BIOL:3655	Neurogenetics Laboratory	4
BIOL:3656	Neurobiology Laboratory	4
BIOL:3676	Evolution Lab	4
BIOL:3716	Genetics and Biotechnology Lab	4
BIOL:3736	Developmental Biology Lab (if not taken as a track course)	4

BIOL:3994 & BIOL:4898	Introduction to Research - Communicating Research (BIOL:3994 must be taken for a total of 5 s.h.)	6
BIOL:4213	Bioinformatics	4
BIOL:4314	Introduction to Synthetic Biology in the Lab	4
BIOL:4806	Service Learning in Biology (taken two times for a total of 4 s.h.)	4
BIOL:4897	Teaching Internship in Biology (must be taken two different semesters for a total of 4 s.h.)	4
BIOL:4999	Honors Research in Biology	6
or		
A combination of at least two different courses for a total of 5 s.h. from these:		
BIOL:3994	Introduction to Research	2-3
BIOL:4213	Bioinformatics	2
BIOL:4897	Teaching Internship in Biology	2-3
BIOL:4999	Honors Research in Biology	arr.
LATH:3001	Latham Fellows: Science Outreach Project	2
An approved biology-related internship		

Electives

Code	Title	Hours
At least three of these, with a minimum of one course numbered 3000 or above:		
BIOL:2254	Endocrinology	3
BIOL:2603	Mechanisms of Aging	3
BIOL:2753	Introduction to Neurobiology	3
BIOL:3172	Evolution (if not taken as a track course)	4
BIOL:3233	Introduction to Developmental Biology (if not taken as a track course)	3
BIOL:3253	Neurobiology	4
BIOL:3314	Genomics	3
BIOL:3343	Animal Physiology	3
BIOL:3363	Plant Developmental Biology (if not taken as a track course)	3
BIOL:3713	Molecular Genetics	4
BIOL:3753	Developmental Neurobiology	3
BIOL:4333	Genes and Development	3
May include one of these:		
BIOL:2663	Plant Response to the Environment	3
BIOL:3663	Plant Response to the Environment	3

Genetics and Biotechnology Track

The genetics and biotechnology track provides education in the key principles of transmission, maintenance, regulation, and manipulation of genes. This track is appropriate for students who wish to pursue graduate study in fields related to genetics or to enter the modern biotechnology industry. It

also provides excellent preparation for professional study in medicine and other health-related fields.

Track Courses

Code	Title	Hours
All of these:		
BIOL:3172	Evolution	4
BIOL:3314	Genomics	3
BIOL:3713	Molecular Genetics	4
BIOL:3716	Genetics and Biotechnology Lab	4
One of these:		
BIOC:3130	Biochemistry and Molecular Biology II (students who take BIOC:3120 as a chemistry/ mathematics/physics foundation course must take this course)	3
CHEM:2220	Organic Chemistry II	3
CS:2110	Programming for Informatics	4
MICR:2157- MICR:2158	General Microbiology - General Microbiology Laboratory	5

Experiential Elective

Code	Title	Hours
One of these 10 options:		
BIOL:3626	Cell Biology Laboratory	4
BIOL:3655	Neurogenetics Laboratory	4
BIOL:3676	Evolution Lab	4
BIOL:3736	Developmental Biology Lab	4
BIOL:3994 & BIOL:4898	Introduction to Research - Communicating Research (BIOL:3994 must be taken for a total of 5 s.h.)	6
BIOL:4213	Bioinformatics	4
BIOL:4314	Introduction to Synthetic Biology in the Lab	4
BIOL:4806	Service Learning in Biology (taken two times for a total of 4 s.h.)	4
BIOL:4897	Teaching Internship in Biology (must be taken two different semesters for a total of 4 s.h.)	4
BIOL:4999	Honors Research in Biology	6
or		
A combination of at least two different courses for a total of 5 s.h. from these:		
BIOL:3994	Introduction to Research	2-3
BIOL:4213	Bioinformatics	2
BIOL:4897	Teaching Internship in Biology	2-3
BIOL:4999	Honors Research in Biology	arr.
LATH:3001	Latham Fellows: Science Outreach Project	2
An approved biology-related internship		

Electives

Code	Title	Hours
At least two of these, with a minimum of one course numbered 3000 or above:		
BIOL:2254	Endocrinology	3
BIOL:2603	Mechanisms of Aging	3
BIOL:2673	Ecology	3
BIOL:2753	Introduction to Neurobiology	3
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3244	Animal Behavior	3,5
BIOL:3253	Neurobiology	4
BIOL:3343	Animal Physiology	3
BIOL:3363	Plant Developmental Biology	3
BIOL:3373	Human Population Genetics and Variation	3
BIOL:3383	Introduction to Systems Biology	3
BIOL:4333	Genes and Development	3
BIOL:4373	Molecular Evolution: Genes, Genomes, and Organisms	3
BIOL:4386	Introduction to Scientific Computing for Biologists	3
May include one of these:		
BIOL:2663	Plant Response to the Environment	3
BIOL:3663	Plant Response to the Environment	3

Integrative Biology Track

The integrative biology track offers a diverse, well-balanced introduction to the major fields of biology. This track prepares students for graduate study in the biological sciences, in science education, and for work in laboratories that engage in research and applications in many fields of biology. It also provides broadly based preparation for professional study in medicine and other health-related fields.

Track Courses

Code	Title	Hours
Both of these:		
BIOL:2673	Ecology	3
BIOL:3172	Evolution	4
One of these:		
BIOC:3130	Biochemistry and Molecular Biology II (students who take BIOC:3120 as a chemistry/mathematics/physics foundation course must take this course)	3
CHEM:2220	Organic Chemistry II	3
CS:2110	Programming for Informatics	4
MICR:2157- MICR:2158	General Microbiology - General Microbiology Laboratory	5

Breadth Menus

Genes and Genomes

Code	Title	Hours
One of these:		
BIOL:3314	Genomics	3
BIOL:3373	Human Population Genetics and Variation	3
BIOL:3713	Molecular Genetics	4
BIOL:4333	Genes and Development	3
BIOL:4373	Molecular Evolution: Genes, Genomes, and Organisms	3
BIOL:4386	Introduction to Scientific Computing for Biologists	3

Biological Systems

Code	Title	Hours
Two of these:		
BIOL:2254	Endocrinology	3
BIOL:2603	Mechanisms of Aging	3
BIOL:2753	Introduction to Neurobiology	3
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3244	Animal Behavior	3,5
BIOL:3253	Neurobiology	4
BIOL:3343	Animal Physiology	3
BIOL:3363	Plant Developmental Biology	3
BIOL:3383	Introduction to Systems Biology	3
BIOL:3753	Developmental Neurobiology	3

May include one of these:

BIOL:2663	Plant Response to the Environment	3
BIOL:3663	Plant Response to the Environment	3

Investigative Lab

Code	Title	Hours
One of these:		
BIOL:2246	Entomology Lab	4
BIOL:3626	Cell Biology Laboratory	4
BIOL:3656	Neurobiology Laboratory	4
BIOL:3676	Evolution Lab	4
BIOL:3716	Genetics and Biotechnology Lab	4
BIOL:3736	Developmental Biology Lab	4

Experiential Elective

Code	Title	Hours
One of these 12 options:		
BIOL:2246	Entomology Lab (if not used for investigative lab course)	4
BIOL:3626	Cell Biology Laboratory (if not used for investigative lab course)	4
BIOL:3656	Neurobiology Laboratory (if not used for investigative lab course)	4

BIOL:3676	Evolution Lab (if not used for investigative lab course)	4
BIOL:3716	Genetics and Biotechnology Lab (if not used for investigative lab course)	4
BIOL:3736	Developmental Biology Lab (if not used for investigative lab course)	4
BIOL:3994 & BIOL:4898	Introduction to Research - Communicating Research (BIOL:3994 must be taken for a total of 5 s.h.)	6
BIOL:4213	Bioinformatics	4
BIOL:4806	Service Learning in Biology (taken two times for a total of 4 s.h.)	4
BIOL:4897	Teaching Internship in Biology (must be taken two different semesters for a total of 4 s.h.)	4
BIOL:4999	Honors Research in Biology	6
An approved Iowa Lakeside Laboratory course		
or		
A combination of at least two different courses for a total of 5 s.h. from these:		
BIOL:3994	Introduction to Research	2-3
BIOL:4213	Bioinformatics	2
BIOL:4897	Teaching Internship in Biology	2-3
BIOL:4999	Honors Research in Biology	arr.
LATH:3001	Latham Fellows: Science Outreach Project	2
An approved biology-related internship		

Neurobiology Track

The neurobiology track provides education in nervous system function at all levels, from molecular to systems biology. This track is appropriate for students who wish to pursue graduate study in neurobiology and related areas, including psychology and the social sciences; to enter laboratories that study the therapeutic basis of neurological disorders; or to work in pharmaceutical companies. It also provides good preparation for professional study in medicine and other health-related fields.

Track Courses

Code	Title	Hours
All of these:		
BIOL:2753	Introduction to Neurobiology	3
BIOL:3244	Animal Behavior	5
BIOL:3253	Neurobiology	4
One of these:		
BIOL:3655	Neurogenetics Laboratory	4
BIOL:3656	Neurobiology Laboratory	4
One of these:		
BIOC:3130	Biochemistry and Molecular Biology II (students who take BIOC:3120 as a chemistry/mathematics/physics foundation course must take this course)	3
CHEM:2220	Organic Chemistry II	3

CS:2110	Programming for Informatics	4
MICR:2157- MICR:2158	General Microbiology - General Microbiology Laboratory	5
PHYS:2703	Physics III	4
PHYS:3850	Electronics	4
PSY:3040	Psychology of Learning	3
PSY:3230	Psychopharmacology	3
PSY:3240	Motivation, Addiction, and the Brain	3
PSY:3250	Neuroscience of Learning and Memory	3
Other courses by permission of advisor		

Experiential Elective

Code	Title	Hours
One of these 10 options:		
BIOL:3626	Cell Biology Laboratory	4
BIOL:3676	Evolution Lab	4
BIOL:3716	Genetics and Biotechnology Lab	4
BIOL:3736	Developmental Biology Lab	4
BIOL:3994 & BIOL:4898	Introduction to Research - Communicating Research (BIOL:3994 must be taken for a total of 5 s.h.)	6
BIOL:4213	Bioinformatics	4
BIOL:4314	Introduction to Synthetic Biology in the Lab	4
BIOL:4806	Service Learning in Biology (taken two times for a total of 4 s.h.)	4
BIOL:4897	Teaching Internship in Biology (must be taken two different semesters for a total of 4 s.h.)	4
BIOL:4999	Honors Research in Biology	6
or		
A combination of at least two different courses for a total of 5 s.h. from these:		
BIOL:3994	Introduction to Research	2-3
BIOL:4213	Bioinformatics	2
BIOL:4897	Teaching Internship in Biology	2-3
BIOL:4999	Honors Research in Biology	arr.
LATH:3001	Latham Fellows: Science Outreach Project	2
An approved biology-related internship		

Electives

Code	Title	Hours
At least two of these, with a minimum of one course numbered 3000 or above:		
BIOL:2254	Endocrinology	3
BIOL:2603	Mechanisms of Aging	3
BIOL:3172	Evolution	4
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3343	Animal Physiology	3

BIOL:3383	Introduction to Systems Biology	3
BIOL:3653	Integrative Neurophysiology	3
BIOL:3753	Developmental Neurobiology	3
BIOL:4333	Genes and Development	3
BIOL:4353	Neurophysiology: Cells and Systems	3
BIOL:4386	Introduction to Scientific Computing for Biologists	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in biology who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in biology who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in biology have the opportunity to graduate with honors in the major. The Biology Honors Program

introduces students to the pursuits of practicing scientists. Honors students associate with one of the department's research groups and participate in an independent research project guided by a faculty member (the research supervisor).

Biology honors students write a thesis based on an interesting biological problem, which is usually identified by the research supervisor. The thesis should clearly document that the student has acquired the necessary experimental skills to address specific questions and test specific hypotheses related to the research problem. Honors Seminar in Biology (BIOL:4998), or an equivalent seminar, provides students with an ideal opportunity to improve their skills in seminar presentation and in writing scientific English. Throughout undergraduate residence, departmental honors students also may enroll in courses with honors sections offered by the Department of Biology and by other departments and programs.

To graduate with honors in the biology major, students must fulfill the following requirements:

complete the requirements for a major in biology with a g.p.a. of at least 3.33 in all coursework in the major taken at the University of Iowa (including all biology courses and cognates in chemistry, physics, biochemistry, mathematics, and statistics) and a cumulative University of Iowa g.p.a. of at least 3.33;

complete 2 s.h. in either BIOL:4998 Honors Seminar in Biology or an advanced biology seminar course;

complete a minimum of 6 s.h. (taken over two or more semesters) of BIOL:4999 Honors Research in Biology;

write a brief research proposal summarizing the background and goals of their proposed honors research;

upon completion of their research, submit an acceptable honors thesis; and

give a brief oral presentation of their research findings to other biology honors students.

Students pursuing a B.S. in biology may apply 6 s.h. of BIOL:4999 Honors Research in Biology toward the experiential elective requirement in an appropriate track.

Biology majors interested in graduating with honors in the major should contact the biology honors advisor as early as possible, preferably during their sophomore or junior year, so that they may be matched with an appropriate lab. Visit Biology Honors Program to learn more about honors study in the department.

Students who are interested in the University of Iowa Honors Program satisfy the level two requirements when they satisfy the biology honors requirements; see University Honors Program below.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Students who satisfy the requirements for honors in the biology major also satisfy the experiential learning requirement of the University honors curriculum.

Membership in the UI Honors Program is not required to earn honors in the biology major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: MATH:1460 Calculus for the Biological Sciences or MATH:1550 Engineering Mathematics I: Single Variable Calculus or MATH:1850 Calculus I, CHEM:1110 Principles of Chemistry I, CHEM:1120 Principles of Chemistry II, and BIOL:1411 Foundations of Biology

Before the fifth semester begins: BIOL:1412 Diversity of Form and Function, CHEM:2210 Organic Chemistry I, STAT:2010 Statistical Methods and Computing or STAT:3510 Biostatistics, and two other courses in the major

Before the seventh semester begins: BIOL:2512 Fundamental Genetics; PHYS:1511 College Physics I and PHYS:1512 College Physics II, or equivalents; six or seven more courses in the major; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biology, B.S.

- Cell and Developmental Biology Track [p. 192]
- Genetics and Biotechnology Track [p. 193]
- Integrative Biology Track [p. 194]
- Neurobiology Track [p. 195]

Cell and Developmental Biology Track

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1460	Calculus for the Biological Sciences ^{a, c}	4
GE CLAS Core: Diversity and Inclusion ^d		3
CSI:1600	Success at Iowa	2
Hours		16-17
Spring		
BIOL:1411	Foundations of Biology ^a	4
CHEM:1120	Principles of Chemistry II	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4

GE CLAS Core: Social Sciences ^d	3
Hours	14-15

Second Year

Any Semester

Research: students interested in research should begin the placement search process in the second year.

Hours		0
Fall		
BIOL:1412	Diversity of Form and Function	4
CHEM:2210	Organic Chemistry I	3
STAT:2010 or STAT:3510	Statistical Methods and Computing or Biostatistics	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Spring

BIOL:2512	Fundamental Genetics	4
BIOL:2723	Cell Biology	3
BIOC:3110 or BIOC:3120	Biochemistry ^f or Biochemistry and Molecular Biology I	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Third Year

Fall

BIOL:3172 or BIOL:3233 or BIOL:3363	Evolution or Introduction to Developmental Biology or Plant Developmental Biology	3 - 4
BIOC:3130	Biochemistry and Molecular Biology II ^g	3
PHYS:1511	College Physics I	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-16

Spring

BIOL:3172 or BIOL:3363 or BIOL:3233	Evolution or Plant Developmental Biology or Introduction to Developmental Biology	3 - 4
Major: cell and developmental biology elective I ^h		3
PHYS:1512	College Physics II	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Hours		14-16

Fourth Year

Fall

Major: cell and developmental biology elective II ^h		3
BIOL:3736 or BIOL:3626	Developmental Biology Lab or Cell Biology Laboratory	4
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: International and Global Issues ^d		3
Elective course ⁱ		3
Hours		16

Spring

Major: cell and developmental biology elective III ^h		3
Major: experiential requirement ^j		4

GE CLAS Core: Literary, Visual, and Performing Arts 3

GE CLAS Core: Values and Culture^d 3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	13
Total Hours	115-123

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students who take BIOC:3120 also must take BIOC:3130 as one of their track courses.
- g Choose either BIOC:3130 (must choose this if BIOC:3120 was taken) or CHEM:2220 or CS:2110 or both MICR:2157 and MICR:2158.
- h At least one elective in the major must be numbered 3000 or above.
- i Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- j Students may take an investigative lab for the track. Or, students who use BIOL:4999 to fulfill the requirement must complete 6 s.h. in that course; students who use BIOL:3994 must complete 5 s.h. in that course in combination with 1 s.h. in BIOL:4898; and students who use BIOL:4897 or BIOL:4806 must complete 4 s.h. in those courses. Students may complete at least 5 s.h. from a combination of BIOL:3994, BIOL:4213, BIOL:4897, BIOL:4999, LATH:3001, or an approved biology-related internship.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Genetics and Biotechnology Track

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1460	Calculus for the Biological Sciences ^{b, c}	4
GE CLAS Core: Social Sciences ^d		3
CSI:1600	Success at Iowa	2
Hours		16-17
Spring		
BIOL:1411	Foundations of Biology ^b	4
CHEM:1120	Principles of Chemistry II ^b	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Values and Culture ^d		3
Hours		14-15

Second Year

Any Semester

Research: students interested in research should begin the placement search process in the second year.

Hours		0
Fall		
BIOL:1412	Diversity of Form and Function ^b	4
CHEM:2210	Organic Chemistry I	3
STAT:2010 or STAT:3510	Statistical Methods and Computing ^b or Biostatistics	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		14-15
Spring		
BIOL:2512	Fundamental Genetics	4
BIOL:2723	Cell Biology	3
BIOC:3110 or BIOC:3120	Biochemistry ^f or Biochemistry and Molecular Biology I	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Third Year

Fall

BIOL:3172	Evolution	4
BIOL:3713	Molecular Genetics	4
BIOC:3130	Biochemistry and Molecular Biology II ^g	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		15-16

Spring

BIOL:3314	Genomics	3
PHYS:1511	College Physics I ^b	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Diversity and Inclusion ^d		3
Hours		14-15

Fourth Year

Fall

Major: genetics elective I ^h		3
PHYS:1512	College Physics II ^b	4
Major: experiential elective ⁱ		4
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: Literary, Visual, and Performing Arts ^q		3
Hours		17

Spring

BIOL:3716	Genetics and Biotechnology Lab	4
Major: genetics elective II ^h		3
GE CLAS Core: Historical Perspectives ^d		3
Elective course ^j		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	13
Total Hours	117-123

- a Enrollment in chemistry courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students who take BIOC:3120 also must take BIOC:3130 as one of their track courses.
- g Choose either BIOC:3130 (must choose this if BIOC:3120 was taken) or CHEM:2220 or CS:2110 or both MICR:2157 and MICR:2158.
- h At least one elective must be numbered 3000 or above.
- i Students may take an investigative lab for the track. Or, students who use BIOL:4999 to fulfill the requirement must complete 6 s.h. in that course; students who use BIOL:3994 must complete 5 s.h. in that course in combination with 1 s.h. in BIOL:4898; and students who use BIOL:4897 or BIOL:4806 must complete 4 s.h. in those courses. Students may complete at least 5 s.h. from a combination of BIOL:3994, BIOL:4213, BIOL:4897, BIOL:4999, LATH:3001, or an approved biology-related internship.
- j Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Integrative Biology Track

Course	Title	Hours
Academic Career		
Any Semester		
Research: Iowa Lakeside Laboratory summer field courses ^a		
Hours		0
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{b, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature ^d or Rhetoric	3 - 4
MATH:1460	Calculus for the Biological Sciences ^{b, e}	4
GE CLAS Core: Social Sciences ^d		3
CSI:1600	Success at Iowa	2
Hours		16-17
Spring		
BIOL:1411	Foundations of Biology ^b	4
CHEM:1120	Principles of Chemistry II ^b	4
ENGL:1200 or RHET:1030	The Interpretation of Literature ^d or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Hours		14-15

Second Year

Any Semester

Research: students interested in research should begin the placement search process in the second year.

	Hours	
Fall		
BIOL:1412	Diversity of Form and Function ^b	4
CHEM:2210	Organic Chemistry I	3
STAT:3510 or STAT:2010	Biostatistics ^b or Statistical Methods and Computing	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Hours		14-15

Spring

BIOL:2512	Fundamental Genetics	4
BIOL:2723	Cell Biology	3
PHYS:1511	College Physics I ^b	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		15-16

Third Year

Fall

BIOL:2673	Ecology	3
PHYS:1512	College Physics II ^b	4
BIOC:3120 or BIOC:3110	Biochemistry and Molecular Biology I ^g or Biochemistry	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		14-15

Spring

BIOL:3172	Evolution	4
Major: biological systems course I		3
BIOC:3130	Biochemistry and Molecular Biology II ^h	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Hours		14-15

Fourth Year

Fall

Major: biological systems course II		3
Major: investigative lab		4
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: Historical Perspectives ^d		3
Elective course ⁱ		3
Hours		16

Spring

Major: genes and genomes course		3
Major: experiential elective ^j		4
GE CLAS Core: Values and Culture ^d		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Elective course ⁱ		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	16
Total Hours	119-125

- a After completing BIOL:1412 Diversity of Form & Function, students are eligible to enroll in Lakeside Laboratory summer field courses. Registration for these courses is in winter of each year.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Enrollment in math courses requires completion of a placement exam.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students who take BIOC:3120 also must take BIOC:3130 as one of their track courses.
- h Choose either BIOC:3130 (must choose this if BIOC:3120 was taken) or CHEM:2220 or CS:2110 or both MICR:2157 and MICR:2158.
- i Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- j Students may take an investigative lab for the track. Or, students who use BIOL:4999 to fulfill the requirement must complete 6 s.h. in that course; students who use BIOL:3994 must complete 5 s.h. in that course in combination with 1 s.h. in BIOL:4898; and students who use BIOL:4897 or BIOL:4806 must complete 4 s.h. in those courses. Students may complete at least 5 s.h. from a combination of BIOL:3994, BIOL:4213, BIOL:4897, BIOL:4999, LATH:3001, or an approved biology-related internship.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Neurobiology Track

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1460	Calculus for the Biological Sciences ^{b, c}	4
GE CLAS Core: Social Sciences ^d		3
CSI:1600	Success at Iowa	2
Hours		16-17
Spring		
BIOL:1411	Foundations of Biology	4
CHEM:1120	Principles of Chemistry II	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Hours		14-15

Second Year

Any Semester

Research: students interested in research should begin the placement search process in the second year.

Hours		0
Fall		
BIOL:1412	Diversity of Form and Function	4
CHEM:2210	Organic Chemistry I	3
STAT:3510 or STAT:2010	Biostatistics or Statistical Methods and Computing	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Spring

BIOL:2753	Introduction to Neurobiology	3
BIOL:2512	Fundamental Genetics	4
PHYS:1511	College Physics I ^b	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		15-16

Third Year

Fall

BIOL:3244	Animal Behavior	5
BIOC:3110 or BIOC:3120	Biochemistry ^f or Biochemistry and Molecular Biology I	3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		15-16

Spring

BIOL:2723	Cell Biology	3
PHYS:1512	College Physics II ^b	4
BIOC:3130	Biochemistry and Molecular Biology II ^g	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Fourth Year

Fall

BIOL:3253	Neurobiology	4
Major: neurobiology elective I ^h		3
BIOL:3656 or BIOL:3655	Neurobiology Laboratory or Neurogenetics Laboratory	4
GE CLAS Core: International and Global Issues ^d		3
Hours		14

Spring

Major: neurobiology elective II ^h		3
Major: experiential elective ⁱ		4
GE CLAS Core: Values and Culture ^d		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^j

Hours	13
Total Hours	115-121

- a Enrollment in chemistry courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students who take BIOC:3120 also must take BIOC:3130.
- g See General Catalog for list of approved courses. Students must choose BIOC:3130 if BIOC:3120 was taken.
- h At least one elective in the major must be numbered 3000 or above.
- i Students may take an investigative lab for the track. Or, students who use BIOL:4999 to fulfill the requirement must complete 6 s.h. in that course; students who use BIOL:3994 must complete 5 s.h. in that course in combination with 1 s.h. in BIOL:4898; and students who use BIOL:4897 or BIOL:4806 must complete 4 s.h. in those courses. Students may complete at least 5 s.h. from a combination of BIOL:3994, BIOL:4213, BIOL:4897, BIOL:4999, LATH:3001, or an approved biology-related internship.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major in biology prepares students to enter research or service careers associated with private industry or government programs and for primary and secondary school teaching. It also prepares them to enter advanced degree programs leading to careers in higher education and to independent research in a variety of biological fields, or for practice in health professions such as medicine, dentistry, pharmacy, nursing, veterinary medicine, medical technology, and physical therapy.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Biology, Minor

Requirements

The undergraduate minor in biology requires a minimum of 15 s.h. in biology coursework, including 12 s.h. in courses numbered 2000 or above offered by the Department of Biology at the University of Iowa or in approved Iowa Lakeside Laboratory [p. 1985] courses. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students may not use transfer coursework to count as courses numbered 2000 or above.

Either BIOL:2512 Fundamental Genetics or BIOL:2211 Genes, Genomes, and the Human Condition will count toward the minor, but not both. Good Genes Gone Bad: Genetic Disorders of Notable Celebrities (BIOL:2120) and Honors Research in Neuroscience (BIOL:4995) do not count toward the minor.

Students may count BIOL:3994 Introduction to Research (maximum of 3 s.h.) and BIOL:4897 Teaching Internship in Biology (maximum of 3 s.h.) only once toward the minor requirement.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biology, Minor

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
	Hours	4
Spring		
CHEM:1120	Principles of Chemistry II ^a	4
	Hours	4
Second Year		
Fall		
BIOL:1411	Foundations of Biology ^c	4
	Hours	4
Spring		
BIOL:1412	Diversity of Form and Function ^c	4
	Hours	4
Third Year		
Fall		
Minor: biology course (prefix BIOL) ^d		3
	Hours	3
Spring		
Minor: biology course (prefix BIOL) ^d		3
	Hours	3

Fourth Year

Fall

Minor: biology course (prefix BIOL) ^d	3
Hours	3

Spring

Minor: biology course (prefix BIOL) ^d	3
Hours	3
Total Hours	28

- Chemistry does not count toward the biology minor, but CHEM:1110 is a prerequisite to the first biology course and is required for most other biology courses. CHEM:1120 will be required for some but not all upper-level biology courses.
- Enrollment in chemistry courses requires completion of a placement exam.
- BIOL:1411 and BIOL:1412 are both required before taking upper-level biology courses.
- Any biology course numbered 2000 or above except BIOL:2120 and BIOL:4995. Either BIOL:2512 or BIOL:2211 will count toward the minor, but not both. Students may count BIOL:3994 (maximum of 3 s.h.) and BIOL:4897 (maximum of 3 s.h.) only once toward the minor. Lakeside Laboratory courses can be approved for the minor.

Integrated Biology, M.S.

The Department of Biology's graduate programs in integrated biology (iBio) emphasize original research and developing the skills essential for publishing and communicating research findings to the scientific community. Research programs in the department cover many areas of the biological sciences: cell biology, developmental biology, ecology, evolution, genetics, and neurobiology. Graduate study in the department provides students with a broad understanding of these basic areas.

Newly admitted graduate students are assigned a temporary advisor and together they discuss the student's educational background to formulate a first-semester study plan before registration. The programs allow each student to tailor coursework to their own research interests. Students may be advised to take specific coursework in order to enhance their background in certain areas.

During the first year, students whose preparation in chemistry, genetics, mathematics, or physics is insufficient may need to remedy deficiencies by taking appropriate coursework.

Entering students typically will have taken the following courses: fundamental genetics, organic chemistry, biochemistry, calculus or physics, and 20 s.h. of coursework in biology.

Students with bachelor's degrees outside the biological sciences may request modification of certain area requirements. The Graduate Affairs Committee decides whether portions of the requirements may be waived.

Requirements

The Master of Science program in integrated biology requires 30 s.h. of graduate credit with thesis or 34 s.h. of graduate credit without thesis. Entering students are typically admitted only to the thesis program; however, students who decide not to continue their studies may opt for the nonthesis program.

Students must enroll in at least two advanced lecture courses (or courses approved by the Graduate Affairs Committee). In the first year, students enroll in BIOL:5512 Fundamental Genetics - Graduate Discussion in the fall semester and BIOL:6298 Concepts, Models, and Systems in Biology (COSMOS) Seminar in the fall and spring semesters. In subsequent years, students continue to enroll in BIOL:6298 for 1 s.h.

At the end of the first year, students take a qualifying exam that consists of essay questions based on major themes in biology. Students must perform satisfactorily on this exam in order to continue in the program. In the second year, students take one seminar course (2 s.h.) with significant writing and oral presentation components, as well as BIOL:6188 Seminar: Writing in Natural Sciences in the fall and spring semesters.

Thesis students may count a maximum of 9 s.h. of research credit toward the 30 s.h. required for the master's degree with thesis. Remaining coursework is tailored to a student's background and career goals and is selected in consultation with the student's advisory committee. The thesis is based on original research. After the thesis is accepted by the student's supervisor and advisory committee, the student must pass an oral examination based on the thesis research and on related subjects. Nonthesis students must write a library research report for a maximum of 4 s.h. of credit. They may apply up

to 8 s.h. of research credit toward the 34 s.h. required for the master's degree without thesis.

Visit the iBio Graduate Program web page for more detailed information about the Master of Science program.

Admission

Individuals who wish to pursue graduate study in integrated biology may apply to the Master of Science with thesis program. The M.S. without thesis is an exit program and does not admit entering graduate students.

Application materials for the graduate program must be uploaded to the University's Office of Admissions website. These are reviewed by the Department of Biology Graduate Recruitment and Admissions Committee. For detailed instructions, visit iBio Application on the integrated biology graduate program website.

Applicants must hold a valid B.A. or B.S. from an accredited institution. They should supply official transcripts from each undergraduate and graduate institution they have attended plus scores from their Graduate Record Examination (GRE) General Test (verbal, quantitative, and analytical writing). The GRE Subject Test in biology or biochemistry is optional but not required.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) and have their score sent to the Office of Admissions. International applicants who received their degrees (either bachelor's or master's) from a U.S. institution are exempt from this requirement. All international students whose first language is not English are required to take the on-campus English Proficiency Evaluation before they first enroll for classes.

Successful applicants for graduate admission typically have a g.p.a. of at least 3.00 (on a 4.00 scale) and a Graduate Record Examination (GRE) General Test score above 308 (combined verbal and quantitative) or 1200 (combined verbal and quantitative) on the older GRE. The admissions committee also considers letters of recommendation, the personal statement, and other appropriate criteria, especially prior research experience.

Although most applicants will have completed undergraduate programs in biology, the department also considers applicants with backgrounds in related sciences, providing they have taken the required coursework.

Students applying for admission to the M.S. with thesis program should have a bachelor's degree in one of the biological sciences. Students with bachelor's degrees in other areas may need to register as nondegree students and complete the equivalent of the department's bachelor's degree program prior to consideration for admission. Nondegree students must complete chemistry, physics, and calculus requirements in addition to the biology courses listed in the undergraduate program. Nondegree students should consult the department's graduate program administrator before applying for admission.

Applications are reviewed on a rolling basis prior to January 1 (visit the Integrated Biology Graduate Program for updated deadline information) and must include the applicant's GRE test scores. In order to meet the deadline, applicants must take the GRE in October or earlier.

Applicants must meet the minimum admission requirements of the Graduate College; see the Manual of Rules and

Regulations of the Graduate College on the Graduate College website.

Financial Support

Students generally are supported by available research or teaching assistantships. Offers of admission include information about offers of financial support.

Career Advancement

The graduate program in integrated biology prepares students for careers in academic research, science education, industry, government, and a variety of other careers in which their scientific expertise can be used.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Integrated Biology, Ph.D.

The Department of Biology's graduate programs in integrated biology (iBio) emphasize original research and developing the skills essential for publishing and communicating research findings to the scientific community. Research programs in the department cover many areas of the biological sciences: cell biology, developmental biology, ecology, evolution, genetics, and neurobiology. Graduate study in the department provides students with a broad understanding of these basic areas.

Newly admitted graduate students are assigned a temporary advisor and together they discuss the student's educational background to formulate a first-semester study plan before registration. The programs allow each student to tailor coursework to their own research interests. Students may be advised to take specific coursework in order to enhance their background in certain areas.

During the first year, students whose preparation in chemistry, genetics, mathematics, or physics is insufficient may need to remedy deficiencies by taking appropriate coursework.

Entering students typically will have taken the following courses: two semesters of organic chemistry, or one semester of organic chemistry and one semester of biochemistry; one semester of calculus; two semesters of college physics; and 20 s.h. of coursework in biology, including genetics.

Students with bachelor's degree outside the biological sciences may request modification of certain area requirements. The Graduate Affairs Committee decides whether portions of the requirements may be waived.

Requirements

The Doctor of Philosophy program in integrated biology requires a minimum of 72 s.h. of graduate credit.

New Ph.D. students go through three laboratory rotations with different faculty during their first semester (August-December). Students consult with their temporary advisor and prospective faculty research sponsors before identifying their preferences for research rotations. Based on their rotations, they choose a laboratory affiliation for their thesis late in the first semester.

During the first year, students are required to enroll in BIOL:5512 Fundamental Genetics - Graduate Discussion in the fall semester and BIOL:6298 Concepts, Models, and Systems in Biology (COSMOS) Seminar in the fall and spring semesters. The course, BIOL:6298, introduces them to multiple levels of biological analysis and provides them with significant opportunities to hone their skills in written and oral communication. At the end of the first year, students take a qualifying exam that consists of essay questions based on major themes in biology. Students must perform satisfactorily on this exam in order to continue in the program.

During the first two years, students must enroll in at least two advanced lecture courses (or courses approved by the Graduate Affairs Committee)—one elective and one approved data informatics or statistics course.

Prior to the comprehensive examination, students also take BIOL:6188 Seminar: Writing in Natural Sciences (2 s.h.) and a seminar course with significant writing and oral presentation components.

The comprehensive examination is taken in the summer of the second year in residence. Students prepare a National Institutes of Health/National Science Foundation-style grant application on their planned thesis work and orally defend this work in front of a review committee. They must demonstrate knowledge of biology fundamentals and the analytic and synthetic skills necessary to become creative, independent scientists. Once they complete the coursework and proficiency requirements and pass the comprehensive examination, students may be admitted to full candidacy for the Ph.D.

Following the comprehensive examination, students must take at least two additional seminar courses (2 s.h. each). Seminar courses from other departments may be approved by the Graduate Affairs Committee in consultation with the faculty advisor to satisfy the requirement.

Students must serve as teaching assistants for at least two semesters in order to develop and demonstrate teaching proficiency. The first teaching semester takes place during the spring of a student's first year and is preceded by extensive departmental training in effective teaching skills.

The department also offers career seminars that explore types of employment outside of academic research, including teaching careers and other topics.

The program culminates in students' preparation of a dissertation based on original independent research. Students must pass a final examination that covers the thesis and its specialized field before the Ph.D. is awarded.

Visit the iBio Graduate Program web page for more detailed information about the Ph.D. program.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in integrated biology in a combined degree program offered by the Carver College of Medicine and the Graduate College. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Application materials for the graduate program must be uploaded to the University's Office of Admissions website. These are reviewed by the Department of Biology Graduate Recruitment and Admissions Committee. For detailed instructions, visit iBio Application on the integrated biology graduate program website.

Applicants must hold a valid B.A. or B.S. from an accredited institution. They should supply official transcripts from each undergraduate and graduate institution they have attended plus scores from their Graduate Record Examination (GRE) General Test (verbal, quantitative, and analytical writing). The GRE Subject Test in biology or biochemistry is optional but not required.

Applicants whose first language is not English must score at least 100 (internet-based test) on the Test of English as a Foreign Language (TOEFL) and have their score sent to the Office of Admissions. International applicants who received their degrees (either bachelor's or master's) from a U.S. institution are exempt from this requirement. All international students whose first language is not English are required to

take the on-campus English Proficiency Evaluation before they first enroll for classes or serve as a teaching assistant.

Successful applicants for graduate admission typically have a g.p.a. of at least 3.00 (on a 4.00 scale) and a Graduate Record Examination (GRE) General Test score above 308 (combined verbal and quantitative) or 1200 (combined verbal and quantitative) on the older GRE. The admissions committee also considers letters of recommendation, the personal statement, and other appropriate criteria, especially prior research experience.

Although most applicants will have completed undergraduate programs in biology, the department also considers applicants with backgrounds in related sciences, providing they have taken the required coursework. Students with bachelor's degrees in other areas may need to register as nondegree students and complete the equivalent of the department's bachelor's degree program prior to consideration for admission. Nondegree students may be asked to complete chemistry, physics, and calculus in addition to the biology courses listed in the undergraduate program. Nondegree students should consult the department's graduate program administrator before applying.

Review of applications typically begins by December 1, but see the iBio Graduate Program web page for updated application information and instructions. Applications must include the applicant's GRE test scores. In order to meet the deadline, applicants must take the GRE in October or earlier. Applications are reviewed on a rolling basis until available slots for the interview weekend (typically held in late February) are filled.

Applicants must meet the minimum admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

All graduate students making satisfactory progress toward the Ph.D. receive stipend and tuition support from non-University of Iowa fellowships and from teaching assistantships or research assistantships available through individual research grants administered by faculty members or by the University. First-year Ph.D. students are supported by department fellowships during the research rotation period and by teaching assistantships during the spring semester. Offers of admission include information about offers of financial support.

Career Advancement

The graduate program in integrated biology prepares students for careers in academic research, science education, industry, government, and a variety of other careers in which their scientific expertise can be used.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Biomedical Sciences

Chair, Department of Biology

- Diane C. Slusarski

Director, Biomedical Sciences

- Bryant F. McAllister (Biology)

Undergraduate major: biomedical sciences (B.S.)

Biomedical sciences is an interdisciplinary major designed for students who plan to attend medical school or conduct biomedical research in graduate school and beyond. The curriculum stretches broadly across scientific and mathematical fields. The major is selective, with a limited number of students admitted, and the curriculum is challenging, requiring dedication by its students, who are mentored by faculty members from the participating disciplines.

The Departments of Biochemistry, Biology, Chemistry, and Microbiology and Immunology collaborate to offer the major in biomedical sciences; the major is administered by the Department of Biology [p. 175].

Programs

Undergraduate Program of Study

Major

- Major in Biomedical Sciences (Bachelor of Science) [p. 203]

Biomedical Sciences, B.S.

Learning Outcomes

Graduates of the biomedical sciences program will achieve the following.

- **Foundational Knowledge: Comprehension of Fundamental Principles and Concepts in the Natural and Social Sciences**

Graduates will be able to:

- integrate across the natural and social sciences;
- apply foundational knowledge and conceptual frameworks to biomedicine;
- recognize the consequences of evolutionary history in the understanding of human biology and disease; and
- evaluate new information reported in the news and/or in scientific publications against prior knowledge.

- **New Discovery: Scientific Reasoning and Experimental Process in Biomedicine**

Graduates will be able to:

- perform basic laboratory procedures, including correct operation of devices;
- formulate questions about natural processes based on current knowledge;
- construct a hypothesis to guide experimental enquiry;
- design experiments, identifying variables of analysis and controls for error;
- consider appropriate strategies or technologies applicable to investigate a novel problem;
- collect, organize, summarize, and interpret data; and
- analyze and evaluate experimental results to inform a hypothesis; and
- distinguish between necessary and sufficient causes.

- **Quantitative Skills: Mathematical Reasoning and Basic Numeracy Applied to Biomedicine**

Graduates will be able to:

- perform essential mathematical operations such as unit conversions, dilutions, and molarity calculations;
- apply mathematical concepts and rules of probability to make predictions;
- select and apply appropriate statistical tests to determine significance of experimental results; and
- use mathematical and/or statistical expressions to evaluate hypotheses with experimental data.

- **Information Literacy: Acquisition, Analysis, and Summary of Published Biomedical Information**

Graduates will be able to:

- locate and evaluate the relevance and credibility of information from electronic and print sources;

navigate and obtain relevant information from public databases;

recognize and appropriately cite sources of information;

identify questions addressed and methodologies used; and

assess findings reported and conclusions drawn in published scientific articles.

- **Communication Proficiency: Written and Oral Presentation of Biomedical Information**

Graduates will be able to:

- write concise scientific reports based on findings or literature searches;
- construct visual presentations of results or findings from the scientific literature; and
- present findings or results from the literature orally with appropriate media.

Requirements

The Bachelor of Science with a major in biomedical sciences requires a minimum of 120 s.h., including at least 77-83 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The interdisciplinary major provides an excellent foundation for medical training and for research and/or practice in the chemical, genetic, cellular, and physiological bases of human disease. The curriculum includes required and elective coursework in biochemistry, biology, chemistry, health and human physiology, mathematics, microbiology and immunology, physics, psychology, sociology, and statistics. Students who wish to apply transfer credit toward the major should consult their departmental advisor.

The B.S. with a major in biomedical sciences requires the following coursework.

Code	Title	Hours
Required Courses		65-66
Elective Courses		12-17
Total Hours		77-83

Required Courses

Students complete the following coursework (65-66 s.h.).

Chemistry

Code	Title	Hours
All of these:		
BIOC:3120	Biochemistry and Molecular Biology I	3
BIOC:3130	Biochemistry and Molecular Biology II	3
CHEM:1110	Principles of Chemistry I	4
CHEM:1120	Principles of Chemistry II	4
CHEM:2210	Organic Chemistry I	3
CHEM:2220	Organic Chemistry II	3
CHEM:2410	Organic Chemistry Laboratory	3

Life Sciences

Code	Title	Hours
All of these:		
BIOL:1411	Foundations of Biology	4
BIOL:2211	Genes, Genomes, and the Human Condition	3
BIOL:3373	Human Population Genetics and Variation	3
HHP:3500	Human Physiology	3
MICR:2157- MICR:2158	General Microbiology - General Microbiology Laboratory (both courses should be taken in the same semester)	5

Mathematics

Code	Title	Hours
One of these:		
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4

Statistics

Code	Title	Hours
This course:		
STAT:3510	Biostatistics	3

Physics

Code	Title	Hours
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II	8
PHYS:1611- PHYS:1612	Introductory Physics I-II	8

Social Sciences

Code	Title	Hours
All of these:		
PSY:1001	Elementary Psychology	3
PSY:2130	Advanced Psychology for Pre-Medical Track	3
SOC:1010	Introduction to Sociology	3-4

Elective Courses

Students complete a total of 12-17 s.h. of elective coursework chosen from the following lists.

Lecture Courses

Code	Title	Hours
Two of these:		
BIOC:4241	Biophysical Chemistry I	3
BIOL:2254	Endocrinology	3
BIOL:2723	Cell Biology	3
BIOL:2753	Introduction to Neurobiology	3
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3343	Animal Physiology	3

BIOL:4213	Bioinformatics	2,4
MICR:3147	Immunology and Human Disease	3
MICR:3159	Bacteria and Human Disease	3
MICR:3168	Viruses and Human Disease	3

Investigative Lab

Code	Title	Hours
One of these:		
BIOL:3626	Cell Biology Laboratory	4
BIOL:3656	Neurobiology Laboratory	4
BIOL:3676	Evolution Lab	4
BIOL:3716	Genetics and Biotechnology Lab	4
BIOL:3736	Developmental Biology Lab	4
MICR:3165	Bacteria and Human Disease Laboratory and Discussion	3

Experiential Learning

Code	Title	Hours
One of these (4-6 s.h.):		
BIOL:4999	Honors Research in Biology	6
Another approved honors research course		6
An additional "Investigative Lab" course from list above		4

Honors

Honors in the Major

Students majoring in biomedical sciences are encouraged to graduate with honors in the major.

Honor students in the major may enroll in courses with honors sections offered by the Department of Biology and by other departments and programs. They also are advised to participate in the Iowa Center for Research by Undergraduates (ICRU) and to apply for research scholarships.

Students who earn honors in the major must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences.

To graduate with honors, students additionally must fulfill the following requirements:

- complete the requirements for a major in biomedical sciences with a g.p.a. of at least 3.33 in all University of Iowa coursework in the major;

- complete 1 s.h. in BIOL:4898 Communicating Research;
- complete 2 s.h. in either BIOL:4998 Honors Seminar in Biology or an advanced biology seminar course;

- complete a minimum of 6 s.h. (taken over two or more semesters) in BIOL:4999 Honors Research in Biology or equivalent research credit approved by the program director;

- write a brief research proposal summarizing the background and goals of their proposed honors research;
- upon completion of their research, submit an acceptable honors thesis; and

- give an oral presentation of their research findings.

Biomedical sciences majors interested in graduating with honors in the major should contact the biomedical sciences honors advisor as early as possible, preferably during their sophomore or junior year, so that they may be matched with an appropriate lab. Contact the Department of Biology to learn more about honors in the major.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the biomedical sciences major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: CHEM:1110 Principles of Chemistry I, CHEM:1120 Principles of Chemistry II, BIOL:1411 Foundations of Biology, PSY:1001 Elementary Psychology, SOC:1010 Introduction to Sociology, MATH:1460 Calculus for the Biological Sciences or MATH:1550 Engineering Mathematics I: Single Variable Calculus or MATH:1850 Calculus I, CHEM:2210 Organic Chemistry I, CHEM:2220 Organic Chemistry II, MICR:2157 General Microbiology, MICR:2158 General Microbiology Laboratory, PHYS:1511 College Physics I, PHYS:1512 College Physics II, and HHP:3500 Human Physiology

Before the seventh semester begins: BIOC:3120 Biochemistry and Molecular Biology I, BIOC:3130 Biochemistry and Molecular Biology II, CHEM:2410 Organic Chemistry Laboratory, BIOL:2211 Genes, Genomes, and the Human Condition, BIOL:3373 Human Population Genetics and Variation, and STAT:3510 Biostatistics.

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biomedical Sciences, B.S.

Course	Title	Hours
First Year		
Any Semester		
Begin volunteering at a hospital or other healthcare facility in the first year or as early as possible.		
Hours		0
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
SOC:1010	Introduction to Sociology ^b	3

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1460	Calculus for the Biological Sciences ^{b, c}	4
CSI:1600	Success at Iowa	2
Hours		16-17

Spring

BIOL:1411	Foundations of Biology ^b	4
CHEM:1120	Principles of Chemistry II ^b	4
PSY:1001	Elementary Psychology	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Hours		14-15

Second Year

Any Semester

Shadow a doctor and learn more about the field of medicine in the second year.

Start the search process for a research lab in the second year.

Hours		0
-------	--	---

Fall

MICR:2157	General Microbiology ^d	3
MICR:2158	General Microbiology Laboratory ^d	2
PHYS:1511	College Physics I	4
CHEM:2210	Organic Chemistry I	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		16-17

Spring

HHP:3500	Human Physiology	3
PHYS:1512	College Physics II	4
CHEM:2220	Organic Chemistry II	3
STAT:3510	Biostatistics	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		17-18

Third Year

Any Semester

Students should request letters of reference for medical school applications in the third year.

Hours		0
-------	--	---

Fall

BIOL:2211	Genes, Genomes, and the Human Condition	3
BIOC:3120	Biochemistry and Molecular Biology I	3
CHEM:2410	Organic Chemistry Laboratory	3
GE CLAS Core: Historical Perspectives ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		16-17

Spring

BIOL:3373	Human Population Genetics and Variation	3
BIOC:3130	Biochemistry and Molecular Biology II	3
PSY:2130	Advanced Psychology for Pre-Medical Track	3

GE CLAS Core: World Languages Fourth Level Proficiency or elective course^e 4 - 5

Exam: Take MCAT in spring or summer

Hours 13-14

Summer

Admission Application: Apply to medical school

Hours 0

Fourth Year

Fall

Major: elective lecture I course^g 3

Major: experiential elective or elective course^{g, h} 3 - 4

GE CLAS Core: International and Global Issues^f 3

GE CLAS Core: Diversity and Inclusion^f 3

Hours 12-13

Spring

Major: elective lecture II course^g 3

Major: investigative labⁱ 3 - 4

Major: experiential elective or elective course^{g, h} 3 - 4

GE CLAS Core: Literary, Visual, and Performing Arts^f 3

GE CLAS Core: Values and Culture^f 3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^j

Hours 15-17

Total Hours 119-128

- a Enrollment in chemistry courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in math courses requires completion of a placement exam.
- d MICR:2157 and MICR:2158 should be taken in the same semester.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Students complete a total of 12-17 s.h. of elective coursework from approved lists of courses.
- h Experiential elective is honors in the major or a second investigative lab course.
- i See General Catalog for list of approved courses.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Chemistry

Chair

- Leonard R. MacGillivray

Undergraduate major: chemistry (B.A., B.S.)

Undergraduate minor: chemistry

Graduate degrees: M.S. in chemistry; Ph.D. in chemistry

Faculty: <https://chem.uiowa.edu/people>

Website: <https://chem.uiowa.edu/>

The Department of Chemistry is committed to providing its undergraduate students with the skills needed to comprehend and confront the scientific challenges of the new century. The department's strong and vibrant undergraduate chemistry program is an environment where students can develop and ultimately find success in their chosen career paths.

The graduate programs in chemistry train scholars to lead efforts in chemistry research and teaching. One of the primary goals is to train students to become independent scientists. The department offers coursework to provide the foundational knowledge that enhances student efforts in the laboratory.

Student Organizations

A number of organizations are open to undergraduate students for support and enrichment.

Students may join the University of Iowa undergraduate student chapter of the American Chemical Society (ACS). Chapter activities include dinner meetings with guest speakers, field trips to local industries, participation in local and national meetings of the ACS, and participation in chemistry outreach programs. Students in the ACS student chapter develop valuable leadership, organization, and speaking skills during their college experience and throughout their careers.

The department has a chapter of Alpha Chi Sigma, a coed chemistry fraternity. The Alpha Theta Chapter is open to students in chemistry, biochemistry, chemical engineering, and related fields. Alpha Chi Sigma sponsors many social and professional events throughout the year.

The department endorses the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE), which is committed to discovery, transmittal, and application of knowledge in science and engineering and to increasing the participation of underrepresented populations in these fields. NOBCChE sponsors diverse programs designed to foster professional development and to encourage students to pursue careers in science and technical fields.

The department also supports the activities of Women in Science and Engineering (WiSE), whose aim is to increase women's participation and advancement as students, faculty members, and professional staff; promote a supportive study and work environment for women; integrate women's ideas, strengths, and approaches into research, teaching, and service; and inform the public of educational and career opportunities for women in scientific and technical fields. WiSE sponsors a living learning community in a University residence hall for first-year female students majoring in science or engineering, the Student-to-Student Support in Science mentoring program, a service learning program, and the WiSE Discourse and Dining series.

Programs

Undergraduate Programs of Study

Majors

- Major in Chemistry (Bachelor of Arts) [p. 212]
- Major in Chemistry (Bachelor of Science) [p. 217]

Minor

- Minor in Chemistry [p. 221]

Graduate Programs of Study

Majors

- Master of Science in Chemistry [p. 222]
- Doctor of Philosophy in Chemistry [p. 223]

Facilities

The Department of Chemistry's main office, support facilities, and faculty offices are located in the Chemistry Building, as is laboratory and classroom space dedicated to teaching and research activities. Several faculty members have offices and laboratories in the Iowa Advanced Technology Laboratories across the street from the Chemistry Building. Extensive resources are readily accessible such as nuclear magnetic resonance (NMR), mass spectrometry, and X-ray analysis facilities, advanced computational resources, and complete machine, electronics, and glass shops. See the Department of Chemistry website for information about facilities and advanced instrumentation available for instruction and research.

The Chemistry Center serves all students who take chemistry courses as well as the department's instructors. The center offers assistance with registration, returns examinations and homework assignments, schedules alternative exams, and provides information about all lower-level chemistry courses. Information about student organizations and departmental scholarships and awards also is available at the Chemistry Center.

Courses

Students planning to take more than one year of chemistry should take CHEM:1110 Principles of Chemistry I and CHEM:1120 Principles of Chemistry II.

Students who require only one year of chemistry with no laboratory component may take CHEM:1070 General Chemistry I and CHEM:1080 General Chemistry II.

Students who have not had high school chemistry or do not have strong math and/or chemistry preparation should consider taking CHEM:1070 General Chemistry I before CHEM:1110 Principles of Chemistry I; academic advisors and the Chemistry Diagnostic Test can help students determine which of these courses to take first.

Chemistry Courses

CHEM:0500 Review of Chemistry Fundamentals 0 s.h.

Self-paced course to prepare for and improve success in CHEM:1110; students acquire an appropriate mathematics background and a sound understanding of some fundamentals of chemistry; use of ALEKS to test individual chemistry knowledge and then computerized adaptive learning software to fill gaps in knowledge.

CHEM:1000 First-Year Seminar 1-2 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

CHEM:1050 Chemistry of Our World 3 s.h.

Nonmathematical exploration of selected areas of technology; basic science background, current technological applications, implications for society; for non-science majors. Recommendations: closed to students who have taken college chemistry courses. GE: Natural Sciences without Lab.

CHEM:1060 Technology and Society Laboratory 1 s.h.

Laboratory for CHEM:1050; demonstrations, student experiments. Corequisites: CHEM:1050 if not taken as a prerequisite. Requirements: closed to students who have earned more than 3 s.h. in chemistry courses. GE: Natural Sciences Lab only.

CHEM:1070 General Chemistry I 3 s.h.

Atomic structure, chemical bonds, mole relations, stoichiometry, states of matter, acids and bases, reaction rates, electrochemistry, nuclear chemistry. Requirements: elementary algebra. GE: Natural Sciences without Lab.

CHEM:1080 General Chemistry II 3 s.h.

Organic chemistry and biochemistry. Requirements: CHEM:1070 or high school chemistry. GE: Natural Sciences without Lab.

CHEM:1090 Supplemental Chemistry Lab 1 s.h.

Lab techniques, elementary synthesis, measurement, analysis, case-study lectures and experiments; safety glasses, appropriate dress, compliance with laboratory safety protocols required.

CHEM:1100 Chemistry in Industry and the Economy 3 s.h.

Atomic structure, chemical bonding, acid and bases, polymers, pharmaceuticals, DNA, proteins, and basic economics. Requirements: non-science major. GE: Natural Sciences without Lab.

CHEM:1110 Principles of Chemistry I 4 s.h.

Chemical bonding and chemical reactions; atomic and molecular structure, chemical equations, stoichiometry, gases, liquids, thermodynamics of phase changes, solutions, equilibrium, acids, bases, pH, elementary organic chemistry; the solid state, including modern materials; lecture, discussion, laboratory. Prerequisites: ALEKS score of 55 or higher or MPT Level 3 score of 9 or higher or MATH:1005 with a minimum grade of C- or MATH:1010 with a minimum grade of C- or MATH:1020 with a minimum grade of C- or MATH:1340 with a minimum grade of C- or MATH:1380 with a minimum grade of C- or MATH:1440 with a minimum grade of C- or MATH:1460 with a minimum grade of C- or MATH:1550 with a minimum grade of C- or MATH:1850 with a minimum grade of C-. Requirements: ACT math subscore of 24. Recommendations: Chemistry Diagnostic Test score of 16. GE: Natural Sciences with Lab.

CHEM:1120 Principles of Chemistry II 4 s.h.

Continuation of CHEM:1110; colligative properties of solutions, chemical thermodynamics, electrochemistry, chemical kinetics, chemical bonding, aspects of industrial chemistry, nuclear chemistry; lecture, discussion, laboratory. Prerequisites: CHEM:1110 with a minimum grade of C-. Requirements: CHEM:1110. GE: Natural Sciences with Lab.

CHEM:1160 Principles of Chemistry Lab 2 s.h.

Laboratory techniques. Requirements: grades of C or higher in CHEM:1180 and CHEM:1190. GE: Natural Sciences Lab only.

CHEM:1180 Chemical Science I 3 s.h.

GE: Natural Sciences without Lab.

CHEM:1190 Chemical Science II 3 s.h.

GE: Natural Sciences without Lab.

CHEM:1200 Chemical Science Laboratory 2 s.h.

GE: Natural Sciences Lab only.

CHEM:2021 Fundamentals of Chemical Measurements 3 s.h.

Introduction to experimental and data analysis techniques used in performing quantitative chemical measurements; topics include titrations, spectrophotometry, potentiometry, chromatography, and statistical techniques for use in data processing and interpretation; laboratory. Prerequisites: CHEM:1120 with a minimum grade of C-. Requirements: chemistry major.

CHEM:2210 Organic Chemistry I 3 s.h.

Carbon-containing compounds; structure, stereochemistry, physical properties, reactivity, reaction mechanisms, synthesis; emphasis on alkanes, alkenes, alkynes, ethers, alcohols, and alkyl halides. Prerequisites: CHEM:1120 with a minimum grade of C-.

CHEM:2220 Organic Chemistry II 3 s.h.

Continuation of CHEM:2210; use of spectroscopic techniques to determine chemical structures; chemistry of carbonyl compounds, amines, aromatics, amino acids, carbohydrates, nucleosides. Prerequisites: CHEM:2210 with a minimum grade of C- or CHEM:2230 with a minimum grade of C-.

CHEM:2230 Organic Chemistry I for Majors 3 s.h.

Carbon-containing compounds; structure, stereochemistry, physical properties, reactivity, reaction mechanisms, synthesis; emphasis on alkanes, alkenes, alkynes, alcohols, alkyl halides, aromatics. Prerequisites: CHEM:1120 with a minimum grade of C-. Requirements: chemistry, biochemistry, or chemical engineering major.

CHEM:2240 Organic Chemistry II for Majors 3 s.h.

Continuation of CHEM:2230; use of spectroscopic techniques to determine chemical structures; chemistry of carbonyl compounds, amines, ethers, amino acids, carbohydrates, and nucleosides. Prerequisites: CHEM:2210 with a minimum grade of C- or CHEM:2230 with a minimum grade of C-. Requirements: chemistry, biochemistry, or chemical engineering major.

CHEM:2410 Organic Chemistry Laboratory 3 s.h.

Preparation, purification, identification, analysis of chemical compounds, principally organic compounds. Prerequisites: CHEM:1120 with a minimum grade of C- and (CHEM:2210 with a minimum grade of C- or CHEM:2230 with a minimum grade of C-). Corequisites: CHEM:2220 or CHEM:2240.

- CHEM:2420 Organic Chemistry Laboratory for Majors** 3 s.h.
Preparation, purification, identification, analysis of chemical compounds, principally organic compounds. Prerequisites: CHEM:1120 with a minimum grade of C- and (CHEM:2210 with a minimum grade of C- or CHEM:2230 with a minimum grade of C-). Corequisites: CHEM:2220 or CHEM:2240. Requirements: chemistry, biochemistry, or chemical engineering major.
- CHEM:3110 Analytical Chemistry I** 3 s.h.
Modern theory and practice; emphasis on chemical equilibria (acid-base chemistry, solubility, complexation) and electroanalytical chemistry (potentiometry, voltammetry, coulometry). Requirements: CHEM:1120 and (MATH:1460 or MATH:1850) and (PHYS:1511 or PHYS:1611).
- CHEM:3120 Analytical Chemistry II** 3 s.h.
Modern theory and practice; emphasis on atomic and molecular spectroscopy, mass spectrometry, chemical separations. Requirements: CHEM:1120 with a minimum grade of C- and (MATH:1460 or MATH:1850) and (PHYS:1511 or PHYS:1611).
- CHEM:3250 Inorganic Chemistry** 3 s.h.
Modern principles; emphasis on descriptive chemistry of the main group and transition elements, ionic and covalent chemical bonding theories, symmetry, inorganic stereochemistry. Corequisites: CHEM:2220 or CHEM:2240. Requirements: CHEM:1120.
- CHEM:3430 Analytical Measurements** 3 s.h.
Modern theory and practice of laboratory methods; emphasis on experimental techniques and data analysis in spectroscopy, chromatography, electrochemistry. Requirements: CHEM:2021, CHEM:3110, and CHEM:3120.
- CHEM:3440 Physical Measurements** 3 s.h.
Laboratory experience using advanced instrumental and computational methods to generate and analyze data relevant to modern physical chemistry. Requirements: chemistry major, CHEM:2021 and (CHEM:4431 or CHEM:4432).
- CHEM:3530 Inorganic Chemistry Laboratory** 3 s.h.
Preparation and characterization of a variety of inorganic, organometallic, and coordination compounds of the main group and transition elements; emphasis on synthetic techniques, methods for characterization of inorganic species. Requirements: CHEM:2021 and (CHEM:2410 or CHEM:2420) and CHEM:3250.
- CHEM:3560 Advanced Methods in Chemical Research: Special Topics** 1-3 s.h.
Introduction to advanced research methods.
- CHEM:3994 Undergraduate Research** 1-4 s.h.
- CHEM:4000 Scientists and Writers** 1 s.h.
Science communication and collaborative skills that are highly sought after by employers in STEM firms including pharmaceutical firms, biotech start-ups, and many others; these same skills essential for reporting on, writing about, or translating science in any area; studio-style format. Requirements: STEM graduate standing in biological, chemical, physical, medical science, or engineering disciplines; or advanced undergraduate standing in journalism, creative writing, English, or any other writing-intensive major. Same as JMC:4000, WRIT:4002.
- CHEM:4171 Advanced Analytical Chemistry** 3 s.h.
Emphasis on fundamental aspects of electrochemistry, atomic and molecular spectroscopy, chemical separations. Requirements: CHEM:3110 and CHEM:3120. Recommendations: CHEM:4431 and CHEM:4432.
- CHEM:4261 Selected Topics in Chemistry** 1-3 s.h.
- CHEM:4270 Advanced Inorganic Chemistry** 3 s.h.
Modern principles, including crystal field/ligand field/molecular orbital theory, inorganic reaction mechanisms, coordination chemistry, bioinorganic chemistry, main group and transition metal organometallic chemistry, solid-state inorganic chemistry. Requirements: CHEM:3250 and CHEM:4432.
- CHEM:4372 Advanced Organic Chemistry** 3 s.h.
Basic concepts from perspectives of structure, mechanism, synthesis, stereochemistry. Requirements: CHEM:2220 or CHEM:2240.
- CHEM:4430 Principles of Physical Chemistry** 3 s.h.
Kinetics, transport properties, elementary thermodynamics, and selected topics in quantum mechanics and spectroscopy; emphasis on application of chemistry to areas of science including health and biosciences, environmental sciences, and related areas. Requirements: CHEM:1120 and (MATH:1460 or MATH:1850) and (PHYS:1512 or PHYS:1612).
- CHEM:4431 Physical Chemistry I** 3 s.h.
Chemical thermodynamics and its application to chemical equilibrium, phase changes and chemical equilibria; ideal and real gases; kinetic theory; surface absorption and electrochemistry; thermodynamics. Requirements: CHEM:1120 and (MATH:1560 or MATH:1860) and (PHYS:1512 or PHYS:1612).
- CHEM:4432 Physical Chemistry II** 3 s.h.
Quantum mechanics and its application to atomic and molecular structure; determination of structure and bonding by various spectroscopic methods; chemical kinetics. Requirements: CHEM:1120 and (MATH:1560 or MATH:1860) and (PHYS:1512 or PHYS:1612).
- CHEM:4450 Synthesis and Measurement** 3 s.h.
Laboratory investigations integrating synthesis and measurement techniques from inorganic, analytical, and physical chemistry; emphasis on modern applications of chemistry in biology, medicine, environmental science, catalysis, and materials science. Prerequisites: (CHEM:4432 with a minimum grade of C- or CHEM:4430 with a minimum grade of C- or CHEM:4431 with a minimum grade of C-) and (CHEM:2420 with a minimum grade of C- or CHEM:2410 with a minimum grade of C-) and (CHEM:3120 with a minimum grade of C- or CHEM:3110 with a minimum grade of C-) and CHEM:3250 with a minimum grade of C- and CHEM:2021 with a minimum grade of C-.
- CHEM:4480 Introduction to Molecular Modeling** 3 s.h.
Theory and application of *ab initio* quantum mechanics, semiempirical molecular orbital theory, and molecular mechanics force fields to chemical research problems; underlying theory of these methods (with emphasis on *ab initio* theory) and their practical application to chemical problems; computational chemistry projects using modeling software. Corequisites: CHEM:4432, if not taken as a prerequisite. Requirements: CHEM:4432.
- CHEM:4760 Radiochemistry: Energy, Medicine, and the Environment** 3 s.h.
Fundamental theoretical concepts of radiochemistry and their application in energy, medicine, and environmental sectors. Requirements: CHEM:1120 and (CHEM:2210 or CHEM:2230).
- CHEM:4850 Upstream Biotechnology Processes** 2 s.h.
Introduction to fermentation, fermenter preparation, cell growth and medium requirements, inoculation, sampling, process termination, separation of cells, fermentation case study, enzyme activity, and biocatalysis. Same as PHAR:4850.

- CHEM:4873 Atmospheric and Environmental Chemistry** 3 s.h.
Fundamental chemical processes of importance in the atmosphere, soil, and water, with emphasis on kinetics and photochemistry of homogeneous and heterogeneous reactions, atmospheric structure and dynamics, global geochemical cycling, chemistry-climate relationships, environmental remediation strategies; experimental methods in field and laboratory studies. Corequisites: CHEM:4431 or CHEM:4432, if not taken as a prerequisite. Requirements: CHEM:4431 or CHEM:4432.
- CHEM:4875 Introduction to Polymer Chemistry** 2-3 s.h.
Synthesis, structures, characterization, properties, and applications of polymers. Requirements: CHEM:2220 or CHEM:2240.
- CHEM:5091 Graduate Chemistry Orientation** 2-3 s.h.
Pedagogy, safety, and research issues relevant to advanced chemistry careers.
- CHEM:5107 Electrochemistry** 2-3 s.h.
Fundamental aspects, including mass transport and electron transfer, electrochemical methodology (e.g., voltammetry and potentiometry), determination of homogeneous and heterogeneous reaction mechanisms. Recommendations: CHEM:3110, CHEM:3120, and CHEM:4171.
- CHEM:5108 Spectroscopy** 3 s.h.
Principles of atomic and molecular absorption and emission spectroscopy in ultraviolet, visible, and infrared regions of the spectrum, including fluorescence, phosphorescence, Raman spectroscopy; applications to analytical problems, with emphasis on modern instrumentation and methodology. Recommendations: CHEM:3110, CHEM:3120, and CHEM:4171.
- CHEM:5109 Separations** 3 s.h.
Analytical separations; basic theory, practical applications, instrumentation, modern techniques (extractions, gas and liquid chromatography, capillary electrophoresis), and detection (mass spectrometry). Recommendations: CHEM:3110, CHEM:3120, and CHEM:4171.
- CHEM:5110 Chemical Sensors** 2 s.h.
Theory, practical limitations, analytical utility based on immobilized reagents with electrochemical, thermal, optical transduction mechanisms. Recommendations: CHEM:3110 and CHEM:3120, or CHEM:4171.
- CHEM:5114 Chemical Systems Modeling** 3 s.h.
Basic processes and techniques; these methods applied to systems relevant to students' own research. Recommendations: CHEM:3110 or CHEM:3120 or CHEM:4171.
- CHEM:5115 Biophotonics** 3 s.h.
Structure, dynamics of biomolecules and their optical spectroscopy; ultrasensitive fluorescence spectroscopy, vibrational spectroscopy, optical activity and circular dichroism, time-resolved spectroscopy. Recommendations: CHEM:3110, CHEM:3120, and CHEM:4171.
- CHEM:5118 Nanomaterials** 3 s.h.
Basic principles associated with nanoscience and nanotechnology; fabrication and synthesis, size dependent properties, characterization, applications of materials at nanometer length scales, recent technological breakthroughs in the field. Requirements: graduate standing or advanced undergraduate standing in engineering and science. Recommendations: knowledge of basic chemistry.
- CHEM:5120 Electrochemistry of Polymer Films** 1 s.h.
Use of electrochemical methods to characterize polymer and thin films; transport through polymer films and composites, electrochemistry of polymer films. Requirements: physical chemistry course.
- CHEM:5150 Chemometrics** 3 s.h.
Mathematical, statistical, and signal processing methods for analytical chemistry; hypothesis testing, experimental design, model building, optimization, digital filtering. Recommendations: CHEM:4171.
- CHEM:5190 Seminar: Analytical Chemistry** 0-1 s.h.
- CHEM:5199 Special Topics in Analytical Chemistry** arr.
Content varies.
- CHEM:5202 Coordination Chemistry and Spectroscopy** 1,3 s.h.
Structure and bonding of d-block metal complexes, theory and application of relevant spectroscopic methods, inorganic reaction mechanisms, transition metals in catalysis. Recommendations: CHEM:4270.
- CHEM:5203 Organometallic Chemistry** 3 s.h.
Emphasis on organometallic compounds of transition metal elements. Corequisites: CHEM:4270.
- CHEM:5204 Physical Methods in Inorganic Chemistry** 2 s.h.
Application of physical methods to problems; recent developments; emphasis on magnetic resonance spectroscopy. Recommendations: CHEM:4270.
- CHEM:5205 Bioinorganic Chemistry** 2-3 s.h.
The role of metal ions in biology from an inorganic chemical perspective; emphasis on structure and mechanism for transition metal-containing metallo-enzymes.
- CHEM:5206 Solid-State and Materials Chemistry** 3 s.h.
Introduction to the chemical concepts of solid-state chemistry; focus on synthesis and characterization of various inorganic materials; structure/property relationships, real-world examples. Recommendations: CHEM:4270.
- CHEM:5212 Mass Spectrometry** 3 s.h.
Examination of mass spectrometry in terms of basic theory, instrumentation, qualitative and quantitative analysis, and its application to the environmental and biological sciences. Recommendations: CHEM:3110 or CHEM:3120.
- CHEM:5290 Seminar: Inorganic and Chemical Education Research** 0-1 s.h.
- CHEM:5299 Special Topics in Inorganic Chemistry** 1-3 s.h.
Recommendations: CHEM:4270.
- CHEM:5321 Spectroscopic Methods in Organic Chemistry** 3-4 s.h.
Methods and techniques of structure determination for organic compounds. Recommendations: CHEM:4372.
- CHEM:5326 Organic Reactions** 3 s.h.
Survey of organic reactions used in contemporary organic synthesis; emphasis on C-C bond forming reactions, functional group interconversions, oxidations and reductions; mechanistic details of reaction types; innovations in catalytic and asymmetric organic reactions. Recommendations: CHEM:4372.
- CHEM:5328 Mechanisms of Organic Reactions** 3 s.h.
Application of basic mechanistic concepts.
- CHEM:5329 Advanced Organic Synthesis** 1-3 s.h.
Preparation of complex organic compounds. Recommendations: CHEM:4372.

- CHEM:5390 Seminar: Organic Chemistry** 0-1 s.h.
CHEM:5399 Organic Chemistry Special Topics 1,3 s.h.
Recommendations: CHEM:4372.
- CHEM:5431 Statistical Thermodynamics I** 3 s.h.
Fundamentals of classical thermodynamics and equilibria; ensembles; noninteracting systems; theory of phase transitions; Monte-Carlo methods; classical fluids; nonequilibrium systems. Recommendations: CHEM:4431.
- CHEM:5433 Quantum and Computational Chemistry** 3 s.h.
Fundamental principles of quantum chemistry; angular momentum; approximation methods; theory of atomic and molecular electronic structure; applications of computational quantum mechanics to chemical systems. Corequisites: CHEM:4432, if not taken as a prerequisite.
- CHEM:5434 Molecular Spectroscopy** 3 s.h.
Quantum mechanical theory of molecular spectroscopy; time-dependent perturbation theory, selection rules, lineshapes; selected applications in microwave, vibrational (infrared and Raman), electronic, optical, and magnetic resonance spectroscopy. Recommendations: CHEM:5433.
- CHEM:5435 Chemical Kinetics** 3 s.h.
Potential energy surfaces, transition state theory, diffusion limited rates, linear free energy relationships, isotope effects, solvent effects, RRKM theory; connection between experiment and various theories in the gas and solution phases; emphasis on assignment of experimental error to derived quantities. Recommendations: CHEM:4432.
- CHEM:5436 Electronic Structure and Informatics in Chemistry** 3 s.h.
Basic principles of molecular electronic structure theory; molecular structure and reactivity; molecular orbital theory; density functional theory; introduction to informatics and data science; how calculations can be used to enhance experimental research projects. Recommendations: CHEM:4432. Same as IGPI:5436.
- CHEM:5438 Surface Chemistry and Heterogeneous Processes** 3 s.h.
Fundamental and applied aspects of surface chemical processes; theories of molecular adsorption/desorption and surface complexation; kinetics; surface analysis and instrumentation; applications of surface chemistry in heterogeneous catalysis, heterogeneous environmental/atmospheric processes, and materials chemistry. Recommendations: CHEM:4431.
- CHEM:5490 Seminar: Physical and Environmental Chemistry** 0-1 s.h.
- CHEM:5499 Physical Chemistry Topics** 1-3 s.h.
Advanced topics relevant to modern physical chemistry. Recommendations: CHEM:4432 and MATH:1860.
- CHEM:5599 Special Topics in Chemistry Education** 3 s.h.
Special topics related to chemistry education; topics vary.
- CHEM:5875 Perspectives in Biocatalysis** 1-3 s.h.
Applied enzymology, protein design, structure-activity relationships, biosensor technology, microbial transformations, biodegradation of environmental pollutants. Requirements: graduate standing in a participating department supported by the Predoctoral Training Program in Biotechnology. Same as BIOC:5875, CBE:5875, CEE:5875, MICR:5875, PHAR:5875.
- CHEM:5890 Research Frontiers in Chemistry** 1 s.h.
- CHEM:5990 Chemistry Colloquium** 0-1 s.h.
Presentation and discussion of research by invited presenters.
- CHEM:6990 Research Seminar** 0-1 s.h.
Presentation and discussion of thesis research for advanced degrees.
- CHEM:7270 Ethics in Chemical Sciences** 1 s.h.
Scholarly integrity for being a responsible chemist on graduate-level research; introduction to infrastructure of scientific scholarship with emphasis on interacting with peers, funding agencies, industrial entities; responsible conduct in research in the context of creation of knowledge, dissemination of scientific findings, intellectual property, and conflict of interest; workshops to study cases in chemical research to illustrate the principles of scholarly integrity.
- CHEM:7604 Ethics in Chemical Sciences for Postdocs** 0 s.h.
Introduction to infrastructure of scientific scholarship; emphasis on interacting with peers, funding agencies, industrial entities; scholarly integrity for being a responsible chemist on graduate-level research; responsible conduct in research in context of creation of knowledge, dissemination of scientific findings, intellectual property, conflict of interest; workshop cases in chemical research that illustrate principles of scholarly integrity.
- CHEM:7999 Research in Chemistry** arr.
Thesis work for advanced degrees.

Chemistry, B.A.

Learning Outcomes

The Department of Chemistry is committed to maintaining excellence in teaching and mentoring, and to providing the maximum educational benefit to each chemistry graduate. The desired outcomes will prepare students for success in graduate or professional school, industry or government employment, and a wide variety of career choices.

The graduate with a bachelor's degree in chemistry will be able to use the knowledge and skills obtained in the program to demonstrate the following.

- Knowledge and Understanding of Chemistry

Graduates will be able to demonstrate:

mastery of major concepts, theoretical principles, and experimental findings in chemistry;

an understanding of the relationship between molecular structure and physical/chemical properties;

an understanding of the relationship between the microscopic, macroscopic, and symbolic descriptions of matter and the changes it undergoes; and

an understanding of the conditions that affect stability and factors that control rates of change.

- Laboratory Skills

Graduates will be able to:

assess chemical and procedural hazards involved in laboratory work;

use strategies to minimize the risks associated with laboratory work;

maintain a clearly organized laboratory notebook;

use a variety of synthetic techniques;

use instrumentation and laboratory techniques to separate, purify, identify, quantify, and characterize chemical species; and

use computers as tools for data acquisition, management, and analysis.

- Scientific Thinking

Graduates will be able to:

pose scientific questions with a clear hypothesis;

plan and carry out scientific investigations;

analyze data in order to make inferences about chemical and physical behavior and properties, and construct scientific arguments to support conclusions;

use scientific theory and/or interpretations of experimental results to explain chemical phenomena;

use mathematics and computational thinking to understand and predict chemical behavior;

identify and quantify uncertainties in measurements and limitations in methods; and

use graphs, diagrams, and other models to communicate chemical information.

- Chemical Information Skills

Graduates will be able to:

use modern library search tools to locate and retrieve chemical information;

read, analyze, and critically evaluate journal articles; and

reference and cite chemical literature appropriately using designated citation styles.

- Professional Skills

Graduates will be able to:

report scientific findings in oral presentations in a clear and organized fashion using appropriate visual tools;

report on experimental work and scientific findings in written reports;

communicate results of scientific work to nontechnical audiences;

work collaboratively with peers to plan and conduct experiments, interpret chemical information, and solve problems; and

engage in responsible and ethical scientific conduct.

Requirements

The Bachelor of Arts with a major in chemistry requires a minimum of 120 s.h., including 53-54 s.h. of work for the major (20 s.h. in foundation chemistry courses, 12 s.h. in advanced chemistry, and 21-22 s.h. in supporting coursework). Students must earn at least 11 s.h. in advanced chemistry courses at the University of Iowa. They must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The B.A. degree is a good choice for students interested in medical or other professional schools, or those interested in a teaching career (see "Teacher Licensure" below). The program provides students with the flexibility to earn a degree in chemistry while they also complete related courses required for medical school, such as biology and biochemistry. Compared to the B.S. degree, the B.A. has modified mathematics requirements that include a one-semester physical chemistry course, an analytical chemistry course, and a single, integrated capstone laboratory that incorporates analytical, inorganic, and physical chemistry experiments.

Courses in the chemistry major have prerequisites, so they must be taken in the correct order. Advanced chemistry courses are built on the chemistry foundation courses. Most advanced courses are taught only once a year. Students should consult their academic advisors and plan their course schedules carefully. They should take CHEM:2021 Fundamentals of Chemical Measurements during the first semester of the second year.

Students may not use a course to fulfill more than one requirement.

The B.A. with a major in chemistry requires the following coursework.

Code	Title	Hours
Chemistry Foundation Courses		20
Advanced Chemistry Courses		12
Mathematics Courses		7-8
Introductory Physics Courses		8
Science Electives		6
Total Hours		53-54

Chemistry Foundation Courses

Students complete the following foundation courses.

Code	Title	Hours
All of these:		
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2021	Fundamentals of Chemical Measurements	3
One of these sequences:		
CHEM:2210 & CHEM:2220	Organic Chemistry I-II	6
CHEM:2230 & CHEM:2240	Organic Chemistry I for Majors - Organic Chemistry II for Majors (preferred)	6
One of these:		
CHEM:2410	Organic Chemistry Laboratory	3
CHEM:2420	Organic Chemistry Laboratory for Majors (preferred)	3

Advanced Chemistry

Code	Title	Hours
One of these:		
CHEM:3110	Analytical Chemistry I	3
CHEM:3120	Analytical Chemistry II (preferred)	3
All of these:		
CHEM:3250	Inorganic Chemistry	3
CHEM:4430	Principles of Physical Chemistry	3
CHEM:4450	Synthesis and Measurement	3

Mathematics

Code	Title	Hours
One of these:		
MATH:1460	Calculus for the Biological Sciences (preferred)	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
One of these:		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:1860	Calculus II	4
STAT:2010	Statistical Methods and Computing	3

STAT:3510/ IGPI:3510	Biostatistics (preferred)	3
-------------------------	---------------------------	---

Introductory Physics

Code	Title	Hours
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II (preferred)	8
PHYS:1611- PHYS:1612	Introductory Physics I-II	8

Science Electives

Some of these courses may be used to fulfill other requirements for the major, as listed above; students who have used a course from this list to fulfill another requirement for the major may not use that course as an elective. Students should consult their advisor to gain approval for a course that is not on the list. Undergraduate Research (CHEM:3994) may not be used to satisfy the science electives requirement.

Code	Title	Hours
A total of 6 s.h. from these:		
CHEM:3110	Analytical Chemistry I	3
CHEM:3120	Analytical Chemistry II	3
CHEM:3430	Analytical Measurements	3
CHEM:3440	Physical Measurements	3
CHEM:3530	Inorganic Chemistry Laboratory	3
CHEM:4171	Advanced Analytical Chemistry	3
CHEM:4270	Advanced Inorganic Chemistry	3
CHEM:4372	Advanced Organic Chemistry	3
CHEM:4431	Physical Chemistry I	3
CHEM:4432	Physical Chemistry II	3
CHEM:4480	Introduction to Molecular Modeling	3
CHEM:4760	Radiochemistry: Energy, Medicine, and the Environment	3
CHEM:4873	Atmospheric and Environmental Chemistry	3
CHEM:4875	Introduction to Polymer Chemistry	2-3
BIOC:3110	Biochemistry	3
BIOC:3120	Biochemistry and Molecular Biology I	3
BIOC:3130	Biochemistry and Molecular Biology II	3
CEE:4150/CBE:4420	Environmental Chemistry	3
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See

Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.A.T. (Science Education Subprogram)

Students who are interested in pursuing a graduate degree in teaching may apply to the combined Bachelor of Arts/Master of Arts in Teaching with a science education subprogram offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduates majoring in biology, chemistry, environmental sciences, or physics, the combined program enables students to earn a B.A. and M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see "Combined Program" under Science Education [p. 1405] in the Master of Arts in Teaching (College of Education) section of the Catalog. Interested students should consult an advisor.

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in chemistry who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in chemistry who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Majors are able to graduate with departmental honors. Students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences; additionally, students must

maintain a 3.33 cumulative g.p.a. in the major, a g.p.a. set by the Department of Chemistry.

Students also must complete an undergraduate research project acceptable to their research advisor and must write an honors thesis based on their research. Students should register for CHEM:3994 Undergraduate Research or HONR:3994 Honors Research Practicum to earn credit for their research. They are encouraged but not required to present their research at local and regional meetings and to publish their results in professional journals.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the chemistry major.

Academic Plans

Four-Year Graduation Plan

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

Courses in the chemistry major have prerequisites, so they must be taken in the correct order. Most advanced courses are taught only once a year. Students should consult their academic advisors and plan their course schedules carefully. They should take CHEM:2021 Fundamentals of Chemical Measurements during the first semester of the second year. Typical chemistry course schedules and a regression list are available at Undergraduate Program in Chemistry on the Department of Chemistry website.

Before the third semester begins: math through MATH:1460 Calculus for the Biological Sciences or calculus I; CHEM:1110 Principles of Chemistry I and CHEM:1120 Principles of Chemistry II, or equivalent coursework

Before the fifth semester begins: CHEM:2021 Fundamentals of Chemical Measurements; organic chemistry I, II, and lab; and biostatistics or calculus II

Before the seventh semester begins: two more courses in the major; physics I and II; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: CHEM:4430 Principles of Physical Chemistry and one more course in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Chemistry, B.A.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
CHEM:1110	Principles of Chemistry I ^{a, b}	4
	Elective course ^c	3
MATH:1020	Elementary Functions ^{b, d}	4
CSI:1600	Success at Iowa	2
	Hours	16-17
Spring		
CHEM:1120	Principles of Chemistry II ^b	4
MATH:1850	Calculus I	4
	GE CLAS Core: World Languages First Level Proficiency or elective course ^e	4 - 5
	Elective course ^c	3
	Hours	15-16
Second Year		
Fall		
CHEM:2230	Organic Chemistry I for Majors ^f	3
CHEM:2021	Fundamentals of Chemical Measurements	3
	Elective course ^c	3
	GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
	Hours	16-18
Spring		
CHEM:2240	Organic Chemistry II for Majors ^g	3
CHEM:2420	Organic Chemistry Laboratory for Majors ^g	3
STAT:3510	Biostatistics	3
	GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
	GE CLAS Core: Historical Perspectives ^h	3
	Hours	16-17
Third Year		
Fall		
CHEM:3110 or CHEM:3120	Analytical Chemistry I ⁱ or Analytical Chemistry II	3
PHYS:1511	College Physics I ^b	4
	GE CLAS Core: Values and Culture ^h	3
	GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
	Elective course ^c	3
	Hours	17-18
Spring		
CHEM:3250	Inorganic Chemistry ^g	3
PHYS:1512	College Physics II ^b	4
	Major: science elective course ^j	3
	GE CLAS Core: Literary, Visual, and Performing Arts ^h	3
	GE CLAS Core: Diversity and Inclusion ^h	3
	Hours	16

Fourth Year

Fall		
CHEM:4430	Principles of Physical Chemistry ^f	3
	GE CLAS Core: International and Global Issues ^h	3
	Major: science elective course ^j	3
	Elective course ^c	3
	Elective course ^c	3
	Hours	15
Spring		
CHEM:4450	Synthesis and Measurement ^g	3
	GE CLAS Core: Social Sciences ^h	3
	Elective course ^c	3
	Elective course ^c	3
	Elective course ^c	3
	Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^k	
	Hours	15
	Total Hours	126-132

- a Enrollment in chemistry courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Enrollment in math courses requires completion of a placement exam.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- g Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- i Typically CHEM:3110 is offered in fall semesters only and CHEM:3120 is offered spring semesters only. Check MyUI for course availability since offerings are subject to change.
- j Students are required to complete 6 s.h. of science electives chosen from a list of approved courses. Students who have used a course to fulfill another requirement for the major may not use that course as a science elective.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Financial Support

Scholarships and Awards

A number of awards and scholarships are available to chemistry majors, including the American Institute of Chemists Award, the Undergraduate Award in Analytical Chemistry, the Chemistry Alumni Awards (one each for a sophomore, a junior, and a senior), the Merck Index Award, and the Viksnins, Harris & Padys PLLP Award.

Chemistry majors also may apply for the Donald J. and Margaret Burton Scholarship, Ken Sando Scholarship,

Shoemaker-Strickler Scholarship, E. David Cater Scholarship, and Russell K. Simms Scholarship.

Visit Undergraduate Scholarships and Awards on the Department of Chemistry website.

Career Advancement

The undergraduate major in chemistry provides a strong foundation for success in graduate and professional study and for positions in academic or industrial chemistry.

Students with a chemistry degree can pursue careers or graduate study in a wide range of fields. Learn more about career options for chemistry majors on the American Chemical Society website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Chemistry, B.S.

Learning Outcomes

The Department of Chemistry is committed to maintaining excellence in teaching and mentoring, and to providing the maximum educational benefit to each chemistry graduate. The desired outcomes will prepare students for success in graduate or professional school, industry or government employment, and a wide variety of career choices.

The graduate with a bachelor's degree in chemistry will be able to use the knowledge and skills obtained in the program to demonstrate the following.

- Knowledge and Understanding of Chemistry

Graduates will be able to demonstrate:

mastery of major concepts, theoretical principles, and experimental findings in chemistry;

an understanding of the relationship between molecular structure and physical/chemical properties;

an understanding of the relationship between the microscopic, macroscopic, and symbolic descriptions of matter and the changes it undergoes; and

an understanding of the conditions that affect stability and factors that control rates of change.

- Laboratory Skills

Graduates will be able to:

assess chemical and procedural hazards involved in laboratory work;

use strategies to minimize the risks associated with laboratory work;

maintain a clearly organized laboratory notebook;

use a variety of synthetic techniques;

use instrumentation and laboratory techniques to separate, purify, identify, quantify, and characterize chemical species; and

use computers as tools for data acquisition, management, and analysis.

- Scientific Thinking

Graduates will be able to:

pose scientific questions with a clear hypothesis;

plan and carry out scientific investigations;

analyze data in order to make inferences about chemical and physical behavior and properties, and construct scientific arguments to support conclusions;

use scientific theory and/or interpretations of experimental results to explain chemical phenomena;

use mathematics and computational thinking to understand and predict chemical behavior;

identify and quantify uncertainties in measurements and limitations in methods; and

use graphs, diagrams, and other models to communicate chemical information.

- Chemical Information Skills

Graduates will be able to:

use modern library search tools to locate and retrieve chemical information;

read, analyze, and critically evaluate journal articles; and

reference and cite chemical literature appropriately using designated citation styles.

- Professional Skills

Graduates will be able to:

report scientific findings in oral presentations in a clear and organized fashion using appropriate visual tools;

report on experimental work and scientific findings in written reports;

communicate results of scientific work to nontechnical audiences;

work collaboratively with peers to plan and conduct experiments, interpret chemical information, and solve problems; and

engage in responsible and ethical scientific conduct.

Requirements

The Bachelor of Science with a major in chemistry requires a minimum of 120 s.h., including 69 s.h. of work for the major (20 s.h. in foundation chemistry courses, 27 s.h. in advanced chemistry, and 22 s.h. in supporting coursework). Students must earn at least 20 s.h. in advanced chemistry courses at the University of Iowa. They must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The B.S. degree with a major in chemistry is certified by the American Chemical Society (ACS) when a biochemistry course is included. An ACS-approved program offers a broad-based and rigorous chemistry education that provides students with the intellectual, experimental, and communication skills to become effective scientific professionals in chemical and other related fields. The program also provides all the prerequisites for graduate work in chemistry or biochemistry and in other biomedical areas with a molecular focus.

Courses in the chemistry major have prerequisites, so they must be taken in the correct order. Advanced chemistry courses are built on the chemistry foundation courses. Most advanced courses are taught only once a year. Students should consult their academic advisors and plan their course schedules carefully. They should take CHEM:2021 Fundamentals of Chemical Measurements during the first semester of the second year.

Students may not use a course to fulfill more than one requirement.

The B.S. with a major in chemistry requires the following coursework.

Code	Title	Hours
	Chemistry Foundation Courses	20
	Advanced Chemistry Courses	27

Mathematics Courses	8
Introductory Physics Courses	8
Science Electives and Research Courses	6
Total Hours	69

Chemistry Foundation Courses

Students complete the following foundation courses.

Code	Title	Hours
All of these:		
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2021	Fundamentals of Chemical Measurements	3
One of these sequences:		
CHEM:2210 & CHEM:2220	Organic Chemistry I-II	6
CHEM:2230 & CHEM:2240	Organic Chemistry I for Majors - Organic Chemistry II for Majors (preferred)	6
One of these:		
CHEM:2410	Organic Chemistry Laboratory	3
CHEM:2420	Organic Chemistry Laboratory for Majors (preferred)	3

Advanced Chemistry

Code	Title	Hours
All of these:		
CHEM:3110 & CHEM:3120	Analytical Chemistry I-II	6
CHEM:3250	Inorganic Chemistry	3
CHEM:3430	Analytical Measurements	3
CHEM:3440	Physical Measurements	3
CHEM:3530	Inorganic Chemistry Laboratory	3
CHEM:4270	Advanced Inorganic Chemistry	3
CHEM:4431- CHEM:4432	Physical Chemistry I-II	6

Mathematics

Code	Title	Hours
One of these sequences:		
MATH:1550 & MATH:1560	Engineering Mathematics I: Single Variable Calculus - Engineering Mathematics II: Multivariable Calculus	8
MATH:1850 & MATH:1860	Calculus I-II (preferred)	8

Introductory Physics

Code	Title	Hours
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II	8
PHYS:1611- PHYS:1612	Introductory Physics I-II (preferred)	8

Science Electives and Research

Code	Title	Hours
A total of 6 s.h. from these:		
CHEM:3994	Undergraduate Research	1-4
BIOC:3110	Biochemistry	3
BIOC:3120	Biochemistry and Molecular Biology I	3
BIOC:3130	Biochemistry and Molecular Biology II	3

Advanced science elective courses

ACS Certification Requirement

Students who want an ACS certified degree complete one of these optional courses (also listed above under "Science Electives and Research").

Code	Title	Hours
BIOC:3110	Biochemistry	3
BIOC:3120	Biochemistry and Molecular Biology I	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in chemistry who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in chemistry who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Majors are able to graduate with departmental honors. Students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences; additionally, students must maintain a 3.33 cumulative g.p.a. in the major, a g.p.a. set by the Department of Chemistry.

Students also must complete an undergraduate research project acceptable to their research advisor and must write an honors thesis based on their research. Students should register for CHEM:3994 Undergraduate Research or HONR:3994 Honors Research Practicum to earn credit for their research. They are encouraged but not required to present their research at local and regional meetings and to publish their results in professional journals.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the chemistry major.

Academic Plans

Four-Year Graduation Plan

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

Courses in the chemistry major have prerequisites, so they must be taken in the correct order. Most advanced courses are taught only once a year. Students should consult their academic advisors and plan their course schedules carefully. They should take CHEM:2021 Fundamentals of Chemical Measurements during the first semester of the second year. Typical chemistry course schedules and a regression list are available at Undergraduate Program in Chemistry on the Department of Chemistry website.

Before the third semester begins: math through calculus I; CHEM:1110 Principles of Chemistry I and CHEM:1120 Principles of Chemistry II, or equivalent coursework

Before the fifth semester begins: CHEM:2021 Fundamentals of Chemical Measurements; inorganic chemistry; organic chemistry I, II, and lab; calculus II; and physics I and II

Before the seventh semester begins: six more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Chemistry, B.S.

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
MATH:1850	Calculus I ^{a, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Social Sciences ^d		3
CSI:1600	Success at Iowa	2
Hours		16-17
Spring		
CHEM:1120	Principles of Chemistry II ^a	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1860	Calculus II	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		15-17
Second Year		
Fall		
CHEM:2021	Fundamentals of Chemical Measurements ^f	3
CHEM:2230	Organic Chemistry I for Majors ^g	3
PHYS:1611	Introductory Physics I ^a	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-15
Spring		
CHEM:2240	Organic Chemistry II for Majors ^h	3
CHEM:2420	Organic Chemistry Laboratory for Majors ^h	3
CHEM:3250	Inorganic Chemistry ^h	3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		16-17
Third Year		
Fall		
CHEM:3530	Inorganic Chemistry Laboratory ^g	3
CHEM:4270	Advanced Inorganic Chemistry ^g	3
CHEM:4431	Physical Chemistry I	3
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Hours		16-17

Spring

CHEM:4432	Physical Chemistry II	3
PHYS:1612	Introductory Physics II ^a	3 - 4
Science elective course ^{i, j}		3
Elective course ^j		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Hours		15-16

Fourth Year**Fall**

BIOC:3110	Biochemistry ^{i, k}	3
CHEM:3110	Analytical Chemistry I ^g	3
CHEM:3440	Physical Measurements ^g	3
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^j		2 - 3
Hours		14-15

Spring

CHEM:3120	Analytical Chemistry II	3
CHEM:3430	Analytical Measurements ^h	3
GE CLAS Core: Values and Culture ^d		3
Elective course ^j		3
Elective course ^j		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		15
Total Hours		121-129

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students should take CHEM:2021 during the first semester of the second year.
- g Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- h Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- i Students are required to complete 6 s.h. in science electives and research toward the major; refer to the catalog for list of approved courses.
- j Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- k Students who want an ACS certified degree must complete one of these optional courses: BIOC:3110 or BIOC:3120.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Financial Support**Scholarships and Awards**

A number of awards and scholarships are available to chemistry majors, including the American Institute of Chemists Award, the Undergraduate Award in Analytical Chemistry, the Chemistry Alumni Awards (one each for a sophomore, a junior, and a senior), the Merck Index Award, and the Viksnins, Harris & Padys PLLP Award.

Chemistry majors also may apply for the Donald J. and Margaret Burton Scholarship, Ken Sando Scholarship, Shoemaker-Strickler Scholarship, E. David Cater Scholarship, and Russell K. Simms Scholarship.

Visit Undergraduate Scholarships and Awards on the Department of Chemistry website.

Career Advancement

The undergraduate major in chemistry provides a strong foundation for success in graduate and professional study and for positions in academic or industrial chemistry.

Students with a chemistry degree can pursue careers or graduate study in a wide range of fields. Learn more about career options for chemistry majors on the American Chemical Society website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Chemistry, Minor

Requirements

The undergraduate minor in chemistry requires a minimum of 15 s.h. in chemistry courses (prefix CHEM), including 12 s.h. in courses numbered 2210 or above taken in the Department of Chemistry at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The following courses do not count toward the minor.

Code	Title	Hours
CHEM:3560	Advanced Methods in Chemical Research: Special Topics	1-3
CHEM:3994	Undergraduate Research	1-4
CHEM:4000	Scientists and Writers	1
CHEM:4261	Selected Topics in Chemistry	1-3

Chemistry, M.S.

Requirements

The Master of Science program in chemistry requires a minimum of 30 s.h. of graduate credit. The degree is offered with or without thesis. M.S. requirements include proficiency examinations and core courses as necessary in biochemistry; analytical, inorganic, organic, and/or physical chemistry; and additional advanced coursework. Students must have a cumulative g.p.a. of at least 2.75 or higher to complete the M.S. degree.

Admission

Applicants for graduate admission should have a bachelor's degree with a major in chemistry or a related field, preferably with a g.p.a. of 3.00 or higher. For application information, contact the Department of Chemistry or visit its website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Students with a chemistry degree can pursue careers in a wide range of fields. Learn more about career options for chemistry majors on the American Chemical Society website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Chemistry, Ph.D.

Requirements

The Doctor of Philosophy program in chemistry requires a minimum of 72 s.h. of graduate credit. Degree requirements include proficiency examinations and core courses as necessary, a minimum of 11 s.h. of advanced coursework, and research.

Students who meet the course requirements with a cumulative g.p.a. of 3.00 or higher are admitted to the oral comprehensive examination upon presentation and preliminary approval of their written research proposal and research progress report; they must take the oral comprehensive examination no later than the end of their second year of enrollment.

Upon completing Ph.D. research, candidates prepare the dissertation. The final examination consists of an oral defense of the thesis, at which time the candidates present at least one published or accepted paper in a peer-reviewed journal based on the publishable portion of the thesis.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in chemistry in a combined degree program offered by the Carver College of Medicine and the Graduate College. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants for graduate admission should have a bachelor's degree with a major in chemistry or a related field, preferably with a g.p.a. of 3.00 or higher. Most admitted graduate students receive financial support. For application information, contact the Department of Chemistry or visit its website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Students with a chemistry degree can pursue careers in a wide range of fields. Learn more about career options for chemistry majors on the American Chemical Society website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Cinematic Arts

Chair

- Paula T. Amad

Undergraduate majors: cinema (B.A.); screenwriting arts (B.A.)

Undergraduate minor: cinema

Graduate degrees: M.A. in film studies; M.F.A. in film and video production; Ph.D. in film studies

Faculty: <https://clas.uiowa.edu/cinematic-arts/people/faculty>

Website: <https://clas.uiowa.edu/cinematic-arts/>

The Department of Cinematic Arts provides students with opportunities to explore and gain insight into cinema as a subject of international and interdisciplinary study as well as creative practice. The curriculum emphasizes film and related media in their historical and cultural contexts as well as film and video production in a variety of modes.

The new screenwriting arts major instructs students in the practical skills and knowledge needed to become successful members of the screenwriting industry, in addition to the history and theories related to screenwriting.

The department's faculty offer expertise in film and video production; film history and theory, with emphasis on international film cultures; and the history, theory, and production of documentary media. Students conduct projects using state-of-the-art equipment and software that is updated regularly.

The department offers an undergraduate degree (B.A.), an undergraduate minor, and three graduate degree programs (M.A., M.F.A., and Ph.D.). It also offers courses for all interested students under the Literary, Visual, and Performing Arts area of the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Resources

The Department of Cinematic Arts maintains up-to-date film and video equipment and facilities that allow students to acquire professional skills in a range of technical and creative areas, including cinematography, editing, sound design, screenwriting, and animation. The program also draws upon the extensive media holdings, and scholarly and archival resources relevant to the study of cinema held by the University of Iowa Libraries. The department regularly sponsors events, including film screenings, festivals, symposia, and presentations by notable visiting scholars and artists, that extend the study of film beyond the classroom and regular curriculum. Collaborations with Iowa City's independent cinema, FilmScene, and the Bijou, the University of Iowa's long-running student film society, also enhance local opportunities for students to view films outside of the classroom and mainstream venues.

Related Certificate

Arts Entrepreneurship

The Department of Cinematic Arts participates in offering the Certificate in Arts Entrepreneurship. The program is designed for students of art, art history, cinema, dance, music, and theatre arts who wish to learn about the business of the arts and entertainment fields and who want to develop the entrepreneurial skills necessary for promoting their

artistic work. For more information, see the Certificate in Arts Entrepreneurship [p. 142] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Cinema (Bachelor of Arts) [p. 228]
- Major in Screenwriting Arts (Bachelor of Arts) [p. 231]

Minor

- Minor in Cinema [p. 234]

Graduate Programs of Study

Majors

- Master of Arts in Film Studies [p. 235]
- Master of Fine Arts in Film and Video Production [p. 236]
- Doctor of Philosophy in Film Studies [p. 237]

Courses

Cinematic Arts Courses

CINE:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

CINE:1100 The Art of Smartphone Filmmaking 3 s.h.

Introduction to filmmaking principles; how to shoot and edit short videos utilizing smartphone technology; methods to produce high-quality work without professional equipment. GE: Engineering Be Creative; Literary, Visual, and Performing Arts.

CINE:1150 Introduction to Screenwriting for Nonmajors 3 s.h.

Introduction to basic storytelling strategies and principles, writing film treatments, adapting prose to professional screenplay format, story structure for features and short films, workshop original screenplays, critique student work, and analyze professional screenplays. GE: Engineering Be Creative.

CINE:1185 Internship 1-3 s.h.

Opportunity to apply skills; faculty supervision, on or off campus. Requirements: cinema major.

CINE:1195 Video Games and Identity 3 s.h.

Structural and historical problems of representation and inclusion in video games (as text, industry, and culture) along lines of race, gender, sexuality, age, class, and ability; introduction to game studies as a discipline; guidance in learning college-level reading and writing. GE: Diversity and Inclusion.

CINE:1300 Foundations of Screenwriting 3 s.h.

Ideation and creative research, foundational elements of stories, creation and development of characters and story lines, dialogue writing, screenplay format, analysis of storytelling in professional screenplays, writing and workshopping student's work.

- CINE:1560 Cinematic Arts Ambassador Seminar** 1 s.h.
Ambassadors provide information about the Department of Cinematic Arts to incoming and visiting students, University community, and broader community; conduct tours; meet with students and parents; review curriculum; provide information on opportunities; coordinate events; and update materials for prospective and incoming students. Requirements: cinema major.
- CINE:1601 Introduction to Film Analysis** 3 s.h.
Formal analysis of film; narrative cinema and approaches to narrative structure; authorship and genre issues, other major topics.
- CINE:1602 Introduction to Film Studies** 3 s.h.
Film history, theory, criticism; issues of form, technologies, and cultural functions of cinema; screenings of narrative, documentary, experimental films from varied periods and nations. GE: Literary, Visual, and Performing Arts.
- CINE:1610 Contemporary Cinema** 3 s.h.
Current cinema; key genres, movements, filmmakers, technological changes; recent cultural contexts, industrial and economic factors, changes in the film viewing experience. GE: Literary, Visual, and Performing Arts.
- CINE:1625 Race, Gender, and Sexuality on Screen** 3 s.h.
Introduction to key issues and debates regarding the representation of gender, race, and sexuality in cinema. GE: Diversity and Inclusion.
- CINE:1635 Styles and Genres** 3 s.h.
Major film types (musicals, science fiction, westerns, film noir) and their cultural significance.
- CINE:1640 Film Authors** 3 s.h.
A major director or comparison of directors; director's role in industrial and collaborative contexts, relations between biography and criticism, function of individual styles.
- CINE:1645 Film and Literature** 3 s.h.
Relationships among films, novels, plays, adaptations; shared and distinct formal elements of cinematic and literary texts, their cultural functions.
- CINE:1834 Modes of Film and Video Production** 4 s.h.
Introduction to filmmaking; how to shoot and edit short works of cinematic art; exposure to various working methods including nonfiction, fiction, and experimental modes of video production. Corequisites: for CINE:1834—CINE:1601, if not taken as a prerequisite. GE: Engineering Be Creative. Same as THTR:1834.
- CINE:2195 Individual Study** arr.
Individual study.
- CINE:2600 Writing Film Reviews and Criticism** 3 s.h.
Evaluation and analysis of film, from journalistic reviews to academic scholarship; principles and theoretical positions.
- CINE:2615 Introduction to Film Theory** 3 s.h.
Classical film theory—formalist and realist theories, authorship, genre; contemporary film theory—semiotics, feminism, psychoanalysis, ideological criticism, postmodernism, queer theory.
- CINE:2620 U.S. Film** 3 s.h.
American film industry; social and artistic perspectives.
- CINE:2623 Introduction to Documentary Film** 3 s.h.
Introduction to key issues and topics in the history and practice of nonfiction filmmaking.
- CINE:2627 Film Club** 1 s.h.
Theme-based film program comprising a weekly film screening followed by a guided group discussion intended to inspire debate and film literacy.
- CINE:2800 Digital Arts: An Introduction** 3 s.h.
Introduction to potential of integrating art with technology to provide a foundation of skills and concepts through hands-on experimentation; lectures and demonstrations introduce key concepts and ideas as well as the history of digital arts; students develop skills that form a foundation for future investigation through labs; work may include using an Arduino, programming, and developing an interface to control a software project; final project is shared with the public in some way; critical discourse in the form of writing assignments allows for reflection and evaluation. GE: Engineering Be Creative. Same as ARTS:2800, CS:2800, DANC:2800, DIGA:2800, MUS:2800, THTR:2800.
- CINE:2863 Film/Video Production: Film Festival** 3 s.h.
How to run a film festival; management and orchestration of annual Iowa City International Documentary Festival. Prerequisites: CINE:1834 with a minimum grade of C.
- CINE:2864 Film/Video Production: Alternative Forms** 3 s.h.
Alternative or innovative video/film practices and technologies; varied topics. Prerequisites: INTM:2710 with a minimum grade of C or CINE:1834 with a minimum grade of C. Same as INTM:2864.
- CINE:2866 Film/Video Production: Nonfiction** 3 s.h.
Individual and small group work to create video projects using nonfiction filmmaking techniques, from camera and lighting to postproduction. Prerequisites: CINE:1834 with a minimum grade of C.
- CINE:2868 Film/Video Production: Fiction** 3 s.h.
Individual and small group work to create video projects using fiction filmmaking techniques, from camera and lighting to postproduction. Prerequisites: CINE:1834 with a minimum grade of C.
- CINE:2869 Introduction to Intermedia** 3 s.h.
Interdisciplinary focus; emphasis on conceptual, installation, video, time-based media, performance art. Prerequisites: (ARTS:1510 and ARTS:1520) or CINE:1834. Requirements: for CINE:2869—grade of C or higher in CINE:1834. Same as INTM:2710.
- CINE:3050 Practicum: Teaching Assistant** 1 s.h.
Training in a range of skills crucial to media education and teaching while expanding breadth and depth of student's film knowledge; practice-based practicum. Recommendations: junior or senior standing, and cinema B.A. major.
- CINE:3080 Film/Video Production: The Business of Filmmaking** 3 s.h.
Introduction to business-related arts production techniques and strategies; budgeting and basic accounting skills, grant writing, project conceptualization and planning, film producing and location scouting, distribution models, film festival submission, project summation. Prerequisites: CINE:1601 and CINE:1834. Requirements: cinema major or screenwriting arts major, and junior or senior standing.
- CINE:3195 Undergraduate Seminar** 3 s.h.
Focus on a significant text or critical problem. Prerequisites: CINE:1601 and CINE:1834. Requirements: cinema major, and junior or senior standing.
- CINE:3310 Screenwriting Studies** 3 s.h.
Readings and research projects in history, theory, and analysis of screenwriting; preparation to complete screenplays in other courses; topics may include study of storytelling in sample scripts, literary adaptation, screenwriting in early and classical Hollywood, independent and global art cinema. Prerequisites: CINE:1300 and CINE:1601.

- CINE:3315 Topics in Screenwriting** 3 s.h.
Diverse specialized topics related to the art, craft, history, and business of screenwriting for film, television, and new media platforms. Prerequisites: CINE:1834 with a minimum grade of C and CINE:1300.
- CINE:3361 Screenwriting: Short Form** 3 s.h.
Introduction to basic principles of screenwriting; develop, write, and workshop screenplays for short film/video projects including fiction, nonfiction, and experimental work. Prerequisites: CINE:1834 with a minimum grade of C and CINE:1300.
- CINE:3367 Screenwriting: Long Form** 3 s.h.
Introduction to basic principles of screenwriting; develop, write, and workshop screenplays for longer form film/video projects including fiction, nonfiction, and experimental work. Prerequisites: CINE:1834 with a minimum grade of C and CINE:1300.
- CINE:3750 Topics in Cinema and Culture** 3 s.h.
One or more national cinemas in relation to social, historical, and cultural contexts. Prerequisites: CINE:1601.
- CINE:3865 Film/Video Production: Material of 16mm Filmmaking** 3 s.h.
Individual work to create projects using 16mm filmmaking techniques including camera operation, editing, lighting for film, found footage, and camera-less filmmaking; introduction to hand processing; production course. Prerequisites: CINE:1834 with a minimum grade of C.
- CINE:3876 Video for Performance** 3 s.h.
Introduction to aesthetics and practical applications of digital media and video design for live performance including content creation, system design, and content optimization for media servers; students create digital video and animations and integrate them into live performance and entertainment events via projections, media servers, and digital displays using QLab Media Server and Adobe Creative Cloud (e.g., Illustrator, Photoshop, Premiere Pro, Audition, After Effects); for those with an interest in designing, creating, and displaying digital media for theatre, dance, concerts, corporate events, gallery installations, VJ sets, and architectural projections. Prerequisites: THTR:3890 or CINE:1834. GE: Engineering Be Creative. Same as DANC:3876, DIGA:3876, INTM:3876, THTR:3876.
- CINE:3878 Film and Media Practicum** 1 s.h.
Research and production-oriented film and media practicum; individual and small-group work on a single film, video, or media production as determined by instructor; independent library and web-based research, group presentations, readings. Requirements: junior or senior standing.
- CINE:4198 Honors Project I** 3 s.h.
Requirements: standards met for honors in the major for the B.A. in cinema.
- CINE:4199 Honors Project II** 3 s.h.
Completion of honors project, working with a designated cinematic arts faculty member; content varies depending on specific projects proposed by the student, approved by the faculty member, in consultation with the director of undergraduate studies and any additional cinematic arts faculty members relevant to the project. Prerequisites: CINE:2198 or CINE:4198. Requirements: standards met for honors in the major for the B.A. in cinema.
- CINE:4377 Advanced Screenwriting I** 4 s.h.
Developing, writing, and workshopping screenplays for short film/video projects including fiction, nonfiction, and experimental work; introduction to preproduction activities; exercises and journal assignments. Prerequisites: CINE:2861 with a minimum grade of C or CINE:3361 with a minimum grade of C and CINE:2867 with a minimum grade of C or CINE:3367 with a minimum grade of C.
- CINE:4378 Advanced Screenwriting II** 4 s.h.
Students write a feature screenplay (105-115 pages) within the industry standard contract guidelines for independent and studio projects; completion of outline, beat sheet, treatment, and first draft; one rewrite. Prerequisites: CINE:3877 with a minimum grade of C or CINE:4377 with a minimum grade of C.
- CINE:4610 Studies in Film and Music** 3 s.h.
Critical approaches to historical and contemporary interrelationships between film and music; soundtracks and film scores; popular song and cinema. Prerequisites: CINE:1601. Same as MUS:4610.
- CINE:4618 Topics in World Cinemas** 3 s.h.
Issues in international film history and film theory. Prerequisites: CINE:1601.
- CINE:4620 Topics in Film Form, Style, and Theory** 3 s.h.
Special issues and topics relevant to film form, style, and/or theory. Prerequisites: CINE:1601.
- CINE:4705 Chicano Cinema** 3 s.h.
History of Chicano independent and industry film and television production since the Chicano political and cultural movement began in the 1960s. Taught in English. Requirements: one Spanish literature or culture course numbered SPAN:3200 or above, or one film studies course numbered above CINE:2100. Same as LATS:4805, SPAN:4805.
- CINE:4821 Film/Video Production: Selected Topics** 4 s.h.
Exploration of a particular genre, issue, or process; varied topics; individual work on several video projects. Prerequisites: CINE:2864 with a minimum grade of C or CINE:2866 with a minimum grade of C or CINE:2868 with a minimum grade of C or CINE:3865 with a minimum grade of C or CINE:4841 with a minimum grade of C or CINE:4843 with a minimum grade of C or CINE:4845 with a minimum grade of C or CINE:4862 with a minimum grade of C.
- CINE:4825 Digital Production: Animation** 4 s.h.
Intermediate 3-D modeling, motion graphics; student projects culminating in CDR or video presentation. Prerequisites: CINE:1834 with a minimum grade of C.
- CINE:4841 Film/Video Production: Sound Design** 4 s.h.
Exploration of sound design for film and video, from recording to editing and mixing; individual work on several audio and video projects. Prerequisites: CINE:2864 with a minimum grade of C or CINE:2866 with a minimum grade of C or CINE:2868 with a minimum grade of C or CINE:3865 with a minimum grade of C or CINE:4821 with a minimum grade of C or CINE:4841 with a minimum grade of C or CINE:4843 with a minimum grade of C or CINE:4845 with a minimum grade of C or CINE:4862 with a minimum grade of C or CINE:4864 with a minimum grade of C.
- CINE:4843 Film/Video Production: Image Design** 4 s.h.
Lighting strategies and techniques, camera work, composition, and postproduction; individual work on several video projects. Prerequisites: CINE:2863 with a minimum grade of C or CINE:2864 with a minimum grade of C or CINE:2866 with a minimum grade of C or CINE:2868 with a minimum grade of C or CINE:3865 with a minimum grade of C or CINE:3876 with a minimum grade of C.

- CINE:4845 Film/Video Production: Editing** 4 s.h.
Development of editing techniques and strategies; editing for impact, mood, story; individual work on several video projects. Prerequisites: CINE:2864 with a minimum grade of C or CINE:2866 with a minimum grade of C or CINE:2868 with a minimum grade of C or CINE:3865 with a minimum grade of C or CINE:3876 with a minimum grade of C or CINE:4841 with a minimum grade of C or CINE:4843 with a minimum grade of C or CINE:4862 with a minimum grade of C.
- CINE:4862 Film/Video Production: Advanced Video** 4 s.h.
Expanded narrative or nonfiction/documentary topics; individual work on several video projects. Prerequisites: CINE:2864 with a minimum grade of C or CINE:2866 with a minimum grade of C or CINE:2868 with a minimum grade of C or THTR:3876 with a minimum grade of C or CINE:4821 with a minimum grade of C or CINE:4841 with a minimum grade of C or CINE:4843 with a minimum grade of C or CINE:4845 with a minimum grade of C.
- CINE:4864 Film Production: Advanced 16mm** 4 s.h.
Processes and approaches to short 16mm film; advanced cameras; sync-sound techniques; optical printing; individual work on a single project or several short projects. Prerequisites: CINE:2864 with a minimum grade of C or CINE:2866 with a minimum grade of C or CINE:2868 with a minimum grade of C or CINE:3865 with a minimum grade of C or CINE:3876 with a minimum grade of C or CINE:4821 with a minimum grade of C or CINE:4841 with a minimum grade of C or CINE:4843 with a minimum grade of C or CINE:4845 with a minimum grade of C or CINE:4862 with a minimum grade of C.
- CINE:4890 Media Production Workshop** 4 s.h.
Development, production, and realization of a self-directed project; methods and projects may include film, video, screenwriting, or hybrid forms. Prerequisites: THTR:3876 with a minimum grade of B- or CINE:4821 with a minimum grade of B- or CINE:4841 with a minimum grade of B- or CINE:4843 with a minimum grade of B- or CINE:4845 with a minimum grade of B- or CINE:4862 with a minimum grade of B- or CINE:4864 with a minimum grade of B-. Requirements: submission and acceptance of written proposal by deadline.
- CINE:5500 Success in Graduate Studies** 1-3 s.h.
Introduction to graduate studies in film and media-related areas to maximize student success through a series of workshops devoted to research and writing, professionalization, and information sessions with key graduate-related offices and resources on campus.
- CINE:5673 Advanced Film Theory** 3 s.h.
A major figure, issue, or approach in film theory.
- CINE:5675 Advanced Film History** 3 s.h.
A major period or topic in film history; issues in film historiography, research.
- CINE:5890 Colloquium in Film and Video Production** 4 s.h.
Projects and critical studies; focus on varied topics including process and theoretical issues; workshop, readings, production. Recommendations: previous experience with video production; prior cinema courses or filmmaking experience helpful, but not required.
- CINE:6605 Special Topics in European Film** 3 s.h.
Key issues, movements, periods, or figures in European film.
- CINE:6635 Crossing Borders Seminar** 2-3 s.h.
Taught in English. Same as AFAM:6635, ANTH:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.
- CINE:6992 Individual Study** arr.
Opportunity for prearranged independent study with faculty. Requirements: M.A., M.F.A., or Ph.D. candidate in cinematic arts.
- CINE:7615 Film Studies Seminar** 3 s.h.
A major figure, issue, or approach in film theory.
- CINE:7992 Thesis** arr.

Cinema, B.A.

The major in cinema prepares students as engaged participants in the ever-changing media environment by offering them the conceptual and practical tools for analyzing and creating films informed by a dialogue between film studies and film production. Students build a comprehensive knowledge of motion pictures across topics ranging from studies courses focused on major film movements, directors, and critical debates in the history and theory of cinema, and production courses focused on narrative, documentary, and experimental films, using 16mm and digital technologies.

Learning Outcomes

Cinema graduates will be able to:

- develop a broad proficiency in cinematic creativity (in areas such as editing, cinematography, screenwriting, sound design, animation) as well as the business of filmmaking, while emphasizing their own expressive vision;
- display an understanding of preproduction, production, and postproduction in the filmmaking process; succinctly describe, pitch, and reflect on their own filmmaking practice; benefit from having assessed and evaluated their own and their peers' films in workshops that emphasize constructive critique;
- speak confidently, read critically, and research and write persuasively about the history and theory of cinema as a multifaceted medium with artistic, educational, and cultural implications;
- recognize and critically evaluate the variety of film styles and practices from historical and contemporary, as well as international perspectives;
- demonstrate the mutually beneficial skills developed across film production and film studies courses by making films informed by film studies and by writing essays informed by filmmaking;
- display critical thinking about the relationship between form and content in moving images;
- be in a position to apply this knowledge and skills to a range of 21st-century careers permeated by media production, whether in the film and culture industries, media, arts, and marketing professions, or higher education and other related areas; and
- understand and use cinema as a powerful tool for learning about the world and creating positive change as an engaged global citizen.

Requirements

The Bachelor of Arts with a major in cinema requires a minimum of 120 s.h., including 33 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. A maximum of 9 s.h. of transfer credit may be counted toward the cinema major. Students may count a maximum of 6 s.h. of coursework from another major, minor, or certificate toward the major in cinema.

The major in cinema is an individualized, interdisciplinary study of film and the production of creative work in film, video, and interactive multimedia. It is designed to promote cultural and artistic awareness, to increase speaking and

writing skills, and to develop capacities for systematic reasoning and effective production in cinema arts.

All students are expected to gain a perspective on the study and the production of film, video, or digital media while becoming acquainted with the historical, critical, and theoretical issues of the area. In conjunction with an appropriate overall curriculum, the major in cinema can offer effective preparation for continuing study or creative work in the humanities, arts, and cinema; provide a solid foundation for careers in film, video, television, and digital production; and lead to careers in arts administration, advertising, and business.

Cinema students may earn a screenwriting arts major if the requirements for each major are met and no more than 7 s.h. are double counted between majors. Two of the foundation/required courses, CINE:1601 Introduction to Film Analysis (3 s.h.) and CINE:1834 Modes of Film and Video Production (4 s.h.), are required for both majors. A maximum of 56 s.h. may be taken in Department of Cinematic Arts courses (prefix CINE).

The course CINE:1834 Modes of Film and Video Production is the only production course required for the major. Students may use more advanced production courses to complete the major, but admission to these courses is limited and depends on the student's achievement in prerequisite production courses.

The B.A. with a major in cinema requires the following coursework.

Code	Title	Hours
Required Courses		13
Elective Courses		20
Total Hours		33

Required Courses

Code	Title	Hours
All of these:		
CINE:1601	Introduction to Film Analysis	3
CINE:1834	Modes of Film and Video Production	4
CINE:2615	Introduction to Film Theory	3
CINE:3195	Undergraduate Seminar	3

Elective Courses

An additional 20 s.h. in elective cinematic arts (prefix CINE) coursework is required. From the 20 s.h., students must select at least 6 s.h. in advanced film studies courses. Courses CINE:1100 The Art of Smartphone Filmmaking, CINE:1150 Introduction to Screenwriting for Nonmajors, CINE:1195 Video Games and Identity, CINE:1560 Cinematic Arts Ambassador Seminar, and CINE:1602 Introduction to Film Studies will not count toward the 20 s.h. of required elective credit.

Advanced Film Studies Courses

Advanced film studies courses may be selected from the following.

Code	Title	Hours
At least 6 s.h. from these:		
CINE:3315	Topics in Screenwriting	3
CINE:3750	Topics in Cinema and Culture	3

CINE:4610	Studies in Film and Music	3
CINE:4618	Topics in World Cinemas	3
CINE:4620	Topics in Film Form, Style, and Theory	3

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative g.p.a. of at least 3.33 in all UI coursework and a cumulative g.p.a. of at least 3.50 in all cinematic arts coursework.

Once a student has earned 75 s.h., the student submits a written proposal for a honors thesis, screenwriting, or production project. The proposal must be approved by the faculty member who heads the student's honors thesis/project committee; the committee must be composed of at least two faculty members from the Department of Cinematic Arts. For more specific honors thesis/project requirements in the cinema major, including required courses, contact the Department of Cinematic Arts or visit the department's Graduating with Honors in Cinematic Arts web page.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the cinema major.

Academic Plans

Four-Year Graduation Plan

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

Students must take CINE:1601 Introduction to Film Analysis before or with CINE:1834 Modes of Film and Video Production.

Before the fifth semester begins: at least two courses in the major, including CINE:1601 Introduction to Film Analysis and CINE:1834 Modes of Film and Video Production

Before the seventh semester begins: at least five more courses in the major (total of seven), including CINE:2615 Introduction to Film Theory, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least three more courses in the major preferably including CINE:3195 Undergraduate Seminar

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Cinema, B.A.

Course	Title	Hours
First Year		
Fall		
CINE:1601	Introduction to Film Analysis	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^{a, b}		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
	Hours	15-17
Spring		
CINE:1834	Modes of Film and Video Production	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Values and Culture ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		2
	Hours	16-18
Second Year		
Fall		
Major or elective course ^{d, e}		3
GE CLAS Core: Literary, Visual, and Performing Arts ^{b, f}		3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
	Hours	16-17
Spring		
CINE:2615	Introduction to Film Theory	3
Elective course ^d		3
GE CLAS Core: Natural Sciences with Lab ^b		4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Elective course ^d		2
	Hours	16-17
Third Year		
Fall		
Major: cinema course ^e		3 - 4
Major: cinema course (advanced film studies) ^e		3
Elective course ^d		3
GE CLAS Core: Natural Sciences without Lab ^b		3
GE CLAS Core: Historical Perspectives ^b		3
	Hours	15-16
Spring		
Major: cinema course ^e		3 - 4
Major: cinema course (advanced film studies) ^e		3

GE CLAS Core: Social Sciences ^b	3
Elective course ^d	3
Elective course ^d	3
Hours	15-16

Fourth Year

Fall

CINE:3195 Undergraduate Seminar	3
Major: cinema course ^e	3 - 4
Elective course ^d	3
Elective course ^d	3
GE CLAS Core: International and Global Issues ^b	3
Hours	15-16

Spring

Major: cinema course (elective course if cinema hours are complete) ^e	3 - 4
Major: cinema course (elective course if cinema hours are complete) ^e	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)
^g

Hours	15-16
Total Hours	123-133

- a CINE:1625 fulfills the GE CLAS Core Diversity and Inclusion requirement and also counts as semester hours towards the Cinema requirements.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e CINE:1100, CINE:1150, CINE:1195, CINE:1560, and CINE:1602 will not count toward the 20 s.h. of required elective cinematic arts credit.
- f Options include CINE:1610.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Because the film and television industries include a wide array of jobs, the cinema degree is not a direct track to any one specific career, but it does provide a solid foundation for entry into this field.

University of Iowa graduates have found work on sets in Hollywood and New York as location managers, editors, camera assistants, writers, producer’s assistants, location managers, casting agents, and more. Graduates also have found work in San Francisco, Chicago, Milwaukee, Seattle and many other cities, with jobs in distribution, programming, documentary research, and education, among others.

In addition to student-run clubs offering professional experience, such as Student Video Production (SVP), panels with faculty, current students and alumni now in the industry, and a wealth of internship opportunities, cinema students have the option to enroll in CINE:3080 Film/Video Production: The Business of Filmmaking, a course devoted to careers in cinema.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Screenwriting Arts, B.A.

The major in screenwriting arts draws on the long and historic creative writing tradition at the University of Iowa by expanding undergraduate offerings to include a program in screenwriting. Students are instructed on practical skills and knowledge needed to become successful members of the screenwriting industry, but they also learn about the history and theories related to screenwriting, encouraging writing and the production of cinema to rise to the level of art.

Learning Outcomes

Screenwriting arts students achieve nine learning outcomes within three major areas:

- Obtaining Foundational Understanding and Skills
 - Finding and forming ideas
 - Learning research methods to enhance creativity
 - Understanding the history and genres of narrative forms and styles
 - Learning the history of world cinema and film language
- Executing, Developing, and Completing Screenplay Projects
 - Step-by-step screenwriting models
 - Editing, workshopping, and revising screenwriting drafts
- Practical Skills and Screen Industry Knowledge
 - Oral communication skills
 - Filmmaking processes including sound, cinematography, editing, and directing
 - Business and industrial dimensions through networking and building communities

Requirements

The Bachelor of Arts with a major in screenwriting arts requires a minimum of 120 s.h., including 42 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They must earn a minimum of 30 s.h. for the major at the University of Iowa, with at least 15 s.h. in cinematic arts courses (prefix CINE) taken at the University of Iowa.

Students may earn a minor in cinema. They must complete at least 12 s.h. in courses offered by the Department of Cinematic Arts that are not required for the screenwriting arts major. A maximum of 3 s.h. for both the cinematic arts minor and the screenwriting major may be double counted. A maximum of 56 s.h. may be taken in Department of Cinematic Arts courses (prefix CINE).

Screenwriting arts students may earn a cinema major if the requirements for each major are met and no more than 7 s.h. are double counted between majors. Two of the foundation/core courses, CINE:1601 Introduction to Film Analysis (3 s.h.) and CINE:1834 Modes of Film and Video Production (4 s.h.), are required for both majors. A maximum of 56 s.h. may be taken in Department of Cinematic Arts courses (prefix CINE).

Internship Opportunities

The major does not require an internship, but an internship (CINE:1185 Internship) is an elective course option (see "Elective Courses" below). The Department of Cinematic Arts

strongly encourages students to participate in internships and related activities.

The B.A. with a major in screenwriting arts requires the following coursework.

Code	Title	Hours
Foundation Courses		13
Core Courses		20
Elective Courses		9
Total Hours		42

Foundation Courses

Code	Title	Hours
All of these:		
CINE:1300	Foundations of Screenwriting	3
CINE:1601	Introduction to Film Analysis	3
CINE:1834	Modes of Film and Video Production	4
One of these:		
CNW:1620	Introduction to Creative Nonfiction	3
CW:1800	Creative Writing Studio Workshop	3
THTR:2301	Playwriting I	3

Core Courses

Code	Title	Hours
All of these:		
CINE:2600	Writing Film Reviews and Criticism	3
CINE:3310	Screenwriting Studies	3
CINE:3361	Screenwriting: Short Form	3
CINE:3367	Screenwriting: Long Form	3
CINE:4377	Advanced Screenwriting I	4
CINE:4378	Advanced Screenwriting II	4

Elective Courses

Students must complete a minimum of 9 s.h. from the following list of electives that includes related courses on writing fiction, nonfiction, poetry, or other genres, and on production, acting, and directing. Many of these courses are repeatable for credit, allowing students to focus on a single genre or production experience, if they so chose. Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for that course. Students should confer with their advisor before they choose elective coursework.

Cinematic Arts

Code	Title	Hours
CINE:1185	Internship	1-3
CINE:2615	Introduction to Film Theory	3
CINE:2620	U.S. Film	3
CINE:2623	Introduction to Documentary Film	3
CINE:2868	Film/Video Production: Fiction	3
CINE:3080	Film/Video Production: The Business of Filmmaking	3

CINE:3195	Undergraduate Seminar	3
CINE:3315	Topics in Screenwriting	3
CINE:3750	Topics in Cinema and Culture	3
CINE:4198	Honors Project I	3
CINE:4199	Honors Project II	3
CINE:4618	Topics in World Cinemas	3
CINE:4620	Topics in Film Form, Style, and Theory	3
CINE:4845	Film/Video Production: Editing	4
CINE:4890	Media Production Workshop	4

Classics

Code	Title	Hours
CLSA:3742/ WRIT:3742	Word Power: Building English Vocabulary	3

Communication Studies

Code	Title	Hours
COMM:2065	Television Criticism	3
COMM:2069/ AFAM:2070	Black Television Culture	3
COMM:2077	Writing and Producing Television	3

Creative Writing (Iowa Writers' Workshop)

Code	Title	Hours
CW:1800	Creative Writing Studio Workshop (if not used as a foundation course)	3
CW:2100	Creative Writing	3
CW:2870	Fiction Writing	3
CW:2875	Poetry Writing	3
CW:3003	Writing and Reading Science Fiction	3
CW:3210/ INTD:3210	Creative Writing and the Natural World	3
CW:3215/ INTD:3300	Creative Writing and Popular Culture	3
CW:3870	Advanced Fiction Writing	3
CW:3875	Advanced Poetry Writing	3
CW:4745/ WRIT:4745	The Sentence: Strategies for Writing	3
CW:4751	Creative Writing for the Musician	3
CW:4760/ WRIT:4760	The Art of Revision: Rewriting Prose for Clarity and Impact	3

English

Code	Title	Hours
CNW:1620	Introduction to Creative Nonfiction (if not used as a foundation course)	3
CNW:2680	The Art and Craft of Creative Nonfiction	3
CNW:2700	The Art and Craft of Personal Writing	3

CNW:3632/ WRIT:3632	Prose Style	3
ENGL:4720	Advanced Creative Writing: Special Topic	3
ENGL:4721	Advanced Writers' Seminar: Fiction	3
ENGL:4722	Advanced Writers' Seminar: Poetry	3
ENGL:4723	Advanced Writers' Seminar: Nonfiction	3

Theatre Arts

Code	Title	Hours
THTR:2301	Playwriting I (if not used as a foundation course)	3
THTR:3301	Playwriting II	3
THTR:3310	Undergraduate Playwriting Workshop	1-3
THTR:3320	Writing for Film	3
THTR:4180	Directing I	3

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a g.p.a. of at least 3.33 in all UI coursework and a cumulative g.p.a. of 3.50 in all courses completed for the major. In addition, they must complete CINE:4198 Honors Project I or CINE:4199 Honors Project II, and a thesis or project.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the screenwriting arts major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: at least five courses in the major, including CINE:1300 Foundations of Screenwriting, CINE:1601 Introduction to Film Analysis, CINE:1834 Modes of Film and Video Production, CNW:1620 Introduction to Creative Nonfiction or CW:1800 Creative Writing Studio Workshop or THTR:2301 Playwriting I, and one required elective course

Before the seventh semester begins: at least four more courses in the major (total of nine), including CINE:2600 Writing Film Reviews and Criticism, CINE:3361 Screenwriting: Short Form, CINE:3367 Screenwriting: Long Form, and CINE:3310 Screenwriting Studies

Before the eighth semester begins: at least three more courses in the major, including CINE:4377 Advanced Screenwriting I and one required elective course

During the eighth semester: enrollment in all remaining coursework in the major, including CINE:4378 Advanced Screenwriting II, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Career Advancement

Screenwriting arts majors find employment as writers in the entertainment field, including filmmaking as well as television, marketing, advertising, public relations, and other related areas that specialize in communication through words and images. The U.S. Bureau of Labor Statistics notes in the Occupational Outlook Handbook that occupations for writers are expected to grow by eight percent over the next decade. Related occupations such as public relations will grow at around 10 percent as well as positions in advertising, promotions, and marketing. Students who study screenwriting will possess the knowledge and skills needed for entry into these related positions.

Screenwriting arts students benefit from the University of Iowa's status as a renowned writing university. In addition to panels with faculty, current students, and alumni working in the industry that the Department of Cinematic Arts helps organize, as well as a wealth of internship opportunities at the University of Iowa and surrounding areas, students also have the option to enroll in CINE:3310 Screenwriting Studies, which addresses career opportunities for screenwriters (e.g., labs, workshops, fellowships) and CINE:3080 Film/Video Production: The Business of Filmmaking, a course devoted to careers in cinema.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Cinema, Minor

Requirements

The undergraduate minor in cinema requires a minimum of 15 s.h. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. They may count 3 s.h. in approved transfer credit toward the minor. Coursework in the minor may not be taken pass/nonpass.

Required Courses

Code	Title	Hours
All of these:		
CINE:1601	Introduction to Film Analysis	3
Additional coursework numbered CINE:1625 or above		12

Film Studies, M.A.

Requirements

The Master of Arts program in film studies requires a minimum of 36 s.h. of graduate credit, of which 24 s.h. must be earned at the University of Iowa. Students must earn a minimum g.p.a. of 3.25.

The 36 s.h. are typically acquired by taking 12 graduate-level courses that span two years. The program's focus is on advanced film theory and film history in an international context, with required distributions of coursework in U.S. cinema, European cinema, world cinemas, and at least one of the following areas: film production, documentary film, animation, or experimental film.

Students meet formal degree requirements through coursework and a written examination in their second year on key areas within film theory and film history, followed by an oral examination.

The M.A. with a major in film studies requires the following coursework.

Code	Title	Hours
Core Requirements		
All of these:		
CINE:5500	Success in Graduate Studies (consult advisor)	1-3
CINE:5673	Advanced Film Theory	3
CINE:5675	Advanced Film History	3

Distribution Requirements

Students earn 2 s.h. in each of the following four areas:

U.S. cinema	2
European cinema	2
World cinemas	2
Production, documentary, animation, or experimental film	2

Language Study

Up to 6 s.h. in languages and literatures courses numbered 3000 or above in an area other than English may be counted toward the degree

Students should consult their advisor for additional requirements. More information on the program is available on the Department of Cinematic Arts website.

Admission

A faculty committee chaired by the head of film studies evaluates applications to the M.A. program. Application materials should include undergraduate and/or graduate transcripts, a personal statement, a writing sample, three letters of recommendation, test scores, and samples of creative work when relevant. Admission decisions are based on the full range of an applicant's accomplishments and evidence that the applicant will fit the elements of the program and will thrive in the department.

Previous experience in the area of film studies is desirable but not required. Applicants usually enter the M.A. program with a B.A. in film studies or an M.A. in an unrelated field.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations

of the Graduate College on the Graduate College website. Information about the application process is available on the Department of Cinematic Arts website and the Graduate Admissions website.

Career Advancement

The Master of Arts degree typically prepares students for continued, advanced graduate work in film studies at the University of Iowa or elsewhere. However, students also have used their M.A. training in film theory and history to seek careers in other areas, including film criticism or positions at film archives or film festivals, or within various facets of the film industry.

The Graduate College is prepared to help graduates explore careers related to or that build upon their training. In conjunction with the Graduate College, the Department of Cinematic Arts also is committed to helping graduate students explore a range of alternative careers that take advantage of their specific training. In addition, the Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Film and Video Production, M.F.A.

Requirements

The Master of Fine Arts program in film and video production requires 54 s.h. of graduate credit, 24 of which must be earned at the University of Iowa. Students must earn a minimum g.p.a. of 3.00.

Graduate credit is typically acquired through advanced production courses, graduate colloquia, and advising-centered thesis courses taken over three years. With a focus on expanded documentary, experimental, hybrid, and narrative media forms, the curriculum combines creative and scholarly coursework with the aim of producing a body of innovative, artistic work in film, digital media, multimedia installation, and/or animation. Degree requirements include advanced coursework in film/media theory or history, annual public presentations and critiques, the development of an artist statement, a thesis paper, and a creative thesis project.

The M.F.A. with a major in film and video production requires the following coursework.

Code	Title	Hours
Required Courses (taken before thesis clearance)		
All of these:		
CINE:4890	Media Production Workshop	4
CINE:5890	Colloquium in Film and Video Production	4
Advanced production courses		9-12
Two mid-level graduate courses in film theory/history		6
Two courses from related areas outside the Department of Cinematic Arts		6
Electives		2-5
Required Courses (taken after thesis clearance)		
All of these:		
M.F.A. thesis project		12
Additional electives		6

Students should consult their advisor for specific information related to M.F.A. requirements.

Admission

A faculty committee chaired by the head of film and video production evaluates applications to the M.F.A. program. Application materials should include undergraduate and/or graduate transcripts, a personal statement, three letters of recommendation, samples of creative work, test scores, and writing samples when relevant. Admission decisions are based on the full range of an applicant's accomplishments and evidence that the applicant will thrive in the department's program. Previous academic experience in moving image production is desirable but not required.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Information about the application process is available on

the Department of Cinematic Arts website and the Graduate Admissions website.

Career Advancement

The film and video production program has a remarkable job placement record, with graduates located in faculty positions at major research universities and prestigious liberal arts colleges throughout the world. Through their creative work and published research, graduates are visible and productive contributors to film and video production and related disciplines.

Within the program, faculty mentor students toward professional careers by supervising their development as both innovative moving-image makers and scholars. Regular one-on-one advising sessions, group critiques, workshops on topics such as film festival submissions, job interviews, and related topics prepare students for academic and artistic careers. Students also are regularly advised on applying for grants and awards to facilitate their advanced research, whether conducted in Iowa or elsewhere.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Film Studies, Ph.D.

Requirements

The Doctor of Philosophy program in film studies requires a minimum of 72 s.h. of graduate credit, of which 39 s.h. must be earned at the University of Iowa after a student has received their M.A. degree. Semester hours are earned through coursework, and eventually work focused on the completion of a dissertation. Students must earn a minimum g.p.a. of 3.25.

The program's coursework is broadly concentrated in film history and film theory, with specific courses offered on a wide range of topics. With the regular consultation and guidance of a faculty advisor and committee, students formulate and pursue a plan of study during their first year in the program, prepare and conduct a written and oral comprehensive examination typically in their second or third year, write and present a dissertation prospectus to a carefully selected committee, and complete a dissertation in an area of advanced, original research that is defended orally in a meeting with the student's committee prior to final deposit. A detailed summary of the requirements for the Ph.D. in film studies is available on the Department of Cinematic Arts website.

The Ph.D. with a major in film studies requires the following coursework.

Code	Title	Hours
Core Requirements		
The following courses must be taken at the University of Iowa:		
CINE:5500	Success in Graduate Studies (consult advisor)	1-3
CINE:5673	Advanced Film Theory (taken twice)	6
CINE:5675	Advanced Film History (taken twice)	6
CINE:7615	Film Studies Seminar	3
CINE:7992	Thesis	4

Seminar course numbered 7000 or above

Distribution Requirements

Students earn 2 s.h. in each of the following four areas:

U.S. cinema	2
European cinema	2
World cinemas	2
Production, documentary, animation, or experimental film	2

Students also are required to participate in one year of supervised teaching or in independent research. They should consult their advisor for additional requirements.

Admission

A faculty committee chaired by the head of film studies evaluates applications to the Ph.D. program. Application materials should include undergraduate and/or graduate transcripts, a personal statement, a writing sample, three letters of recommendation, test scores, and samples of creative work when relevant. Admission decisions are based on the full range of an applicant's accomplishments and

evidence that the applicant will fit the elements of the program and thrive in the department.

Previous experience in the area of film studies is desirable but not required. Applicants usually enter the program with a B.A. in film studies, an M.A. in film studies from the University of Iowa, or an M.A. in an unrelated field.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Information about the application process is available on the Department of Cinematic Arts website and the Graduate Admissions website.

Career Advancement

The Ph.D. program in film studies has an impressive job placement record, with graduates located in faculty positions at major research universities and prestigious liberal arts colleges throughout the world. Graduates are, through their published research, visible and productive contributors to film studies and related disciplines, and many have served in leadership positions within professional organizations such as the Society for Cinema and Media Studies.

Within the program, faculty mentor students toward professional careers by supervising their development as both effective teachers and scholars. Regular workshops offered on topics such as journal and conference submissions, job interviews, and related topics help prepare students for careers within and beyond academia. Students also are regularly advised on applying for grants and awards to facilitate their advanced research, whether conducted in Iowa or elsewhere.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Classics

Chair

- Craig A. Gibson

Undergraduate majors: ancient civilization (B.A.); classical languages (B.A.)

Undergraduate minors: ancient civilization; classical languages; Greek; health and the human condition; Latin

Postbaccalaureate certificate: classics

Graduate degrees: M.A. in classics; M.A. in Greek; M.A. in Latin; Ph.D. in classics

Faculty: <https://clas.uiowa.edu/classics/people/faculty>

Website: <https://clas.uiowa.edu/classics/>

Classics is the study of ancient languages, literatures, and cultures of the Mediterranean basin from approximately 2000 B.C.E. to 800 C.E. It embraces three civilizations—the Minoan-Mycenaean, Greek, and Roman; two languages—Greek and Latin; and a geographical area including Europe, North Africa, Egypt, and the Near East. The Department of Classics provides a basis for understanding and interpreting the contribution of the ancient world to life in the present and the future.

The department offers a substantial selection of courses taught in English at the undergraduate and graduate levels; several are approved for the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Undergraduates in all majors may satisfy the World Languages requirement of the GE CLAS Core with courses in Greek, Latin, or Sanskrit; see "Language for GE CLAS Core" below. The department's First-Year Seminar introduces entering undergraduates to classics.

The Department of Classics also administers the interdisciplinary minor in health and the human condition for undergraduates.

Language for GE CLAS Core

The Department of Classics offers course sequences in Greek, Latin, and Sanskrit that students in all majors may use to fulfill the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students who have had previous coursework or other experience with Greek or Latin should take the appropriate language placement test, which helps determine the level at which a student should begin Greek or Latin language study at the University of Iowa.

Students with previous knowledge of Sanskrit should consult the department about appropriate placement.

Greek

Students who wish to fulfill the GE CLAS Core World Languages requirement with Greek should complete the following sequence.

Code	Title	Hours
CLSG:1001	Classical and New Testament Greek I	3,5
CLSG:1002	Classical and New Testament Greek II	3,5
CLSG:2001	Second-Year Greek I	3
CLSG:2002	Second-Year Greek II	3

Latin

Students who wish to fulfill the GE CLAS Core World Languages requirement with Latin should complete the following sequence.

Code	Title	Hours
CLSL:1001	Elementary Latin I	3,5
CLSL:1002	Elementary Latin II	3,5
CLSL:2001	World of Cicero	3
CLSL:2002	Golden Age of Roman Poetry	3

Sanskrit

Students who wish to fulfill the GE CLAS Core World Languages requirement with Sanskrit should complete the following sequence.

Code	Title	Hours
CLSA:2901	First-Year Sanskrit: First Semester	4
CLSA:2902	First-Year Sanskrit: Second Semester	4
CLSA:3901	Second-Year Sanskrit: First Semester	3
CLSA:3902	Second-Year Sanskrit: Second Semester	3

Programs

Undergraduate Programs of Study

Majors

- Major in Ancient Civilization (Bachelor of Arts) [p. 246]
- Major in Classical Languages (Bachelor of Arts) [p. 250]

Minors

- Minor in Ancient Civilization [p. 253]
- Minor in Classical Languages [p. 254]
- Minor in Greek [p. 255]
- Minor in Health and the Human Condition [p. 256]
- Minor in Latin [p. 257]

Postbaccalaureate Program of Study

Certificate

- Certificate in Classics [p. 258]

Graduate Programs of Study

Majors

- Master of Arts in Classics [p. 259]
- Master of Arts in Greek [p. 260]
- Master of Arts in Latin [p. 261]
- Doctor of Philosophy in Classics [p. 262]

Facilities

University of Iowa Libraries' Main Library and the Art Library house extensive collections of classical texts and uninterrupted runs of classical periodicals from 1850 that

facilitate research in the major areas of Greek and Roman civilization. The Department of Classics has a varied collection of slides on classical subjects and a small library of reference works, texts, and issues of classical and archaeological journals. The department's classical museum contains a small collection of coins, vases, and facsimiles in bronze from Mycenae, Pompeii, and Herculaneum.

The University is a supporting institution of the American School of Classical Studies at Athens, the American Academy in Rome, and the Intercollegiate Center for Classical Studies in Rome. Consult the director of undergraduate studies for more information.

The department offers students the opportunity to participate in an archaeological dig during the summer. Contact the Department of Classics in mid-February for details.

Courses

- Classics: Ancient Civilizations Courses [p. 239]
- Greek Courses [p. 243]
- Latin Courses [p. 244]

Classics: Ancient Civilizations Courses

All readings for these courses are in English; previous knowledge of Greek or Latin is not required.

CLSA:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

CLSA:1010 Hero, God, Mortal: Literature of Greece 3 s.h.

Ancient Greek literature and culture as it responded to Homer; may include genre (e.g., epic to tragedy), religion, changing concept of hero, interaction with Mediterranean cultures, myth versus history. GE: Literary, Visual, and Performing Arts.

CLSA:1020 Love and Glory: The Literature of Rome 3 s.h.

Main themes and works of ancient Roman literature; works reflecting conflict of personal desire and public self in Rome. GE: Literary, Visual, and Performing Arts.

CLSA:1040 World Literature: Antiquity to 1700 3 s.h.

Reading and analysis of major literary texts from writing's origins to 1700 in the Mediterranean, Asia, and Africa; interrelationship of literature and history. GE: Literary, Visual, and Performing Arts. Same as CL:1240.

CLSA:1045 Classics and Young Adult Fantasy Fiction 3 s.h.

Survey of young adult fantasy fiction influenced by classical (Greek and Roman) stories, plots, characters, names, events, and places.

CLSA:1100 Contraception Across Time and Cultures 3 s.h.

Methods and history of contraception and abortion; issues of unwanted pregnancy and birth control in fiction, film, and media around the world. Taught in English. Same as GHS:1100, GRMN:1100, GWSS:1100, WLLC:1100.

CLSA:1117 Intrigue and Command in Ancient Rome: From Julius Caesar to Nero 3 s.h.

Introduction to history, politics, and personalities of the first Caesars, the Julio-Claudians (Julius Caesar, Augustus, Tiberius, Caligula, Claudius, Nero); conditions of Roman social and political system that led to the Caesars; character of each emperor and changes each brought about in that system; primary and secondary sources.

CLSA:1181 Ancient Medicine 3 s.h.

Thematic examination of theories and practices of Greco-Roman physicians, which in turn became the medical tradition of medieval Islamic world and European medicine until mid-19th century; historical medical terms, theories, and practices. GE: Historical Perspectives. Same as GHS:1181.

CLSA:1200 Interpretation of Ancient Literature 3 s.h.

Development of skills in literary interpretation through study of ancient Greek and Roman literature in translation; students read dramatic and nondramatic poetry, fictional and nonfictional prose, non-Greco-Roman literature of ancient Mediterranean, and classical reception; 8th century B.C.E. to 4th century C.E.

CLSA:1323 Life in the Biblical World 3 s.h.

Examination of world depicted in Old and New Testaments of the Bible; archaeological evidence, ancient art, historical accounts, geography, and Bible text used to examine background of biblical text, shedding light on different aspects of daily life in antiquity from different points of view from Late Bronze Age through Roman period. Same as RELS:1323.

CLSA:1340 Magic in the Ancient World 3 s.h.

Ancient Greek and Roman writings on magic, including ancient spells and charms. GE: Values and Culture.

CLSA:1380 Ancient Science 3 s.h.

Survey of Greek and Roman scientific practices from Homer to Constantine.

CLSA:1400 Biblical Archaeology 1,3 s.h.

Introduction to the science of archaeology and the archaeology of the lands of the Bible to understand historical, cultural, economic, linguistic, and religious backgrounds of the Bible and biblical periods. Same as RELS:1400.

CLSA:1740 Writing Strategies: Word Origins and Word Choice 3 s.h.

Study of words, their meanings, and their origins combined with writing; words and word histories; role of English language in the world. GE: Literary, Visual, and Performing Arts. Same as WRIT:1740.

CLSA:1805 Legends and Heroes of Ancient Rome 1 s.h.

Introduction to narratives of Roman heroes from Livy, Ovid, and Plutarch; background information for further study in classics.

CLSA:1809 Classics and Cinema 3 s.h.

Cinematic depictions of the classical world compared with scholarly views; selected films and primary ancient sources of the same period.

CLSA:1830 Greek Civilization 3 s.h.

History, literature, art, architecture, religion, social life ca. 3000 B.C.E. to second century B.C.E. GE: Historical Perspectives.

CLSA:1840 Roman Civilization 3 s.h.

History, literature, politics, religion, social structure from eighth century B.C.E. to second century C.E. GE: Historical Perspectives.

CLSA:1875 Ancient Sports and Leisure 3 s.h.

Sports, games, and hobbies in the ancient world, primarily Greece and Rome, 1500 B.C.E. to 500 C.E.; ancient Olympic games, Roman festival games; anthropology of sport. GE: Values and Culture.

CLSA:2016 Classical Mythology 3 s.h.

Introduction to ancient Greek and Roman myths with focus on using these sources as interpretations of culture and human psyche; emphasis on flexibility of myth and its importance for understanding ancient history, art, literature, religion, and philosophy. GE: Literary, Visual, and Performing Arts; Values and Culture.

CLSA:2018 Odysseus: The Image of a Trickster Hero in Literature and Film 3 s.h.

How the figure of Odysseus has long intrigued the West as glorified seeker of truth or damned treacherous deceiver; representations of hero by authors that include Greek tragedians, Virgil, Dante, Alfred Lord Tennyson, Margaret Atwood, and others with a point of departure from Homer's Odysseus; survey of Odysseus's depictions throughout the centuries to understand the fascination his character held, and continues to hold, over classical and modern writers; selected adaptations of Odysseus' adventures in art and contemporary cinema to understand the exuberance of the mythical hero.

CLSA:2048 The Invention of Writing: From Cuneiform to Computers 3 s.h.

Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, COMM:2248, GRMN:2248, HIST:2148, IS:2248, LING:2248, TRNS:2248, WLLC:2248.

CLSA:2127 Global Manuscript Cultures 3 s.h.

Manuscripts and global manuscript cultures from a comparative, interdisciplinary perspective; history of the book in the East and West; diverse material supports, physical formats, and written layouts of manuscripts of the 1st to 19th centuries, including social and cultural contexts; manuscript traditions of particular cultural spheres (Europe, the Middle East and North Africa, India, East Asia) and historical processes of diffusion, remediation, and obsolescence. Taught in English. GE: Historical Perspectives. Same as JPNS:2127.

CLSA:2144 Engineering and Technology in the Ancient World 3 s.h.

Technologies developed and used in the ancient world—primarily in Greece and Rome, also in Egypt and the Ancient Near East; agriculture and food preparation; construction and architecture; technologies related to warfare. Same as HIST:2444.

CLSA:2151 Roman Law, Order, and Crime 3 s.h.

Case-based introduction to Roman law; principles of Roman law ranging from standards of evidence to trial procedures to various topics in civil and criminal law, including family law and the law of delict. Same as HIST:2431.

CLSA:2178 Training the Citizen: Philosophy as a Civic Virtue 3 s.h.

Practices of self-care from a variety of ancient Greco-Roman authors; practice of philosophy; opportunity to publicly engage with elementary students as mentors; readings and writing assignments focus on primary questions (What do ancient philosophers mean by "caring for yourself"? What are the purposes of philosophical self-care?); why it is more accurate to call ancient philosophy a way of life than a study; why Greek and Roman religious beliefs are inseparable from philosophy; what metaphors dominate and guide philosophical inquiry.

CLSA:2226 Ancient Art from the Great Pyramids of Egypt to St. Peter's Basilica in Rome 3 s.h.

Art and architecture of the Mediterranean world (ca. 3500 B.C.E.) to death of Constantine (337 C.E.); Egyptian, Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, religion. Same as ARTH:2320.

CLSA:2330 Introduction to Egyptian and Ancient Near Eastern Art 3 s.h.

Art and architecture of Egypt and the Near East (ca. 3500 B.C.E.) to advent of Islam; Egyptian, Sumerian, Assyrian, Babylonian, and Persian cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, and religion. Same as ARTH:2330.

CLSA:2340 The Power of Art in Greece and Rome 3 s.h.

Art and architecture of Greece and Rome (ca. 3000 B.C.E.) to death of Constantine (337 C.E.); Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, and religion. Same as ARTH:2340.

CLSA:2420 Jesus and the Gospels 3 s.h.

How Jesus was depicted in the writings of the early church; reasons for the different portrayals. Same as RELS:2320.

CLSA:2425 Messianic and Apocalyptic Prophecy in the Bible 3 s.h.

Literary, historical, and theological analysis of biblical prophecies and their impact. Same as RELS:2225.

CLSA:2444 Cities of the Bible 2 s.h.

Survey of the history and archaeology of key biblical cities and the contributions they made to the formation of the Bible. Same as RELS:2444.

CLSA:2461 Middle East and Mediterranean: Alexander to Suleiman 3 s.h.

GE: Historical Perspectives. Same as HIST:2461, RELS:2361.

CLSA:2482 Ancient Mediterranean Religions 3 s.h.

Introduction to major religious traditions of ancient Mediterranean world; Mesopotamia, the Levant (Hebrew Bible), Egypt, Greece, and Rome; central aspects of mythology, ritual, and archaeology, individually and in comparative perspective; ancient Judaism and Christianity considered in their various cultural contexts; basic concepts for understanding cultural exchange; fundamental theories in the study of religion. GE: Values and Culture. Same as RELS:2182.

- CLSA:2489 Jerusalem: The Holy City** 3 s.h.
Religious, political, and cultural history of Jerusalem over three millennia as a symbolic focus of three faiths—Judaism, Christianity, and Islam; integration of several digital learning technologies, including digital reconstructions and Google Earth tours of Jerusalem. Same as RELS:2289.
- CLSA:2552 Atheism, Agnosticism, and Religion** 3 s.h.
History and analysis of religious skepticism in Western culture from the classical period through modern times. Same as RELS:2552.
- CLSA:2651 Gender and Sexuality in the Ancient World** 3 s.h.
Survey of gender and sexuality issues in the social, political, and religious life of ancient Greece and Rome; evidence from literature, the visual arts, archaeology. Requirements: completion of GE CLAS Core Rhetoric and sophomore standing. GE: Values and Culture. Same as GWSS:2651.
- CLSA:2800 Race and Marginality in the Ancient World** 3 s.h.
Exploration of the history of race and ethnicity in the ancient world; how people were defined, stereotyped, and outcast by Greeks and Roman culture.
- CLSA:2901 First-Year Sanskrit: First Semester** 4 s.h.
Grammar, basic vocabulary; elementary readings. Offered fall semesters of even years. Requirements: undergraduate standing. GE: World Languages First Level Proficiency. Same as SOAS:2901.
- CLSA:2902 First-Year Sanskrit: Second Semester** 4 s.h.
Readings in epic and story literature. Offered spring semesters of odd years. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency. Same as SOAS:2902.
- CLSA:2913 Power, Class, and Gender** 3 s.h.
Introduction to ancient Greek and Roman approaches to leadership, specifically political, military, and household; identification of Greek and Roman theories and practices of leadership to strengthen understanding of leadership; examination of self-leadership through reflection on Greco-Roman ideals of self-control, justice, and ethics; aspects of group leadership, such as the balance between social hierarchy and teamwork as well as group decision making.
- CLSA:3016 Myth Makers of the Classical World** 3 s.h.
Continuation of CLSA:2016; emphasis on minor Greek and Roman sources and understanding ancient authors' and artists' motivations for depicting myths; students adapt ancient myths to modern world through writing exercises. Prerequisites: CLSA:2016.
- CLSA:3020 Doctors and Patients** 3 s.h.
How medicine increasingly requires that physicians consider subjective experience of patients inside health care system; what it means to be the object of medical treatment; exploration of global historical experience of diseased body within health care systems from antiquity to modern world using texts from doctors and patients; interaction between roles of doctor and patient—two individuals at center of health care literature. Requirements: completion of GE CLAS Core Rhetoric.
- CLSA:3148 Barbarians and the Fall of Rome** 3 s.h.
Did barbarian hordes cause the decline and fall of the Roman Empire? In the span of just a few hundred years, the Roman empire of the Mediterranean world was transformed in terms of culture, religion, and the peoples that inhabited it, but we can't place all the blame for the so-called fall of Rome on the Huns, Visigoths, Vandals, and other migrating peoples; students explore textual, visual, and archaeological evidence for the spread of these "barbarian" cultures, the sacking of Rome, and the late antique transition to the Middle Ages from 200-800 C.E. Same as HIST:3448.
- CLSA:3227 Classical Greek Art** 3 s.h.
Art, sacred architecture from early Classical through late fourth century B.C.E.; Athens in the Golden Age. Same as ARTH:3330.
- CLSA:3232 Art of Early Rome: Patrons and Politics** 3 s.h.
Examination of architecture, sculpture, and painting in central Italy from c. 800 B.C. to the end of the Roman Republic in 27 B.C.; art in the service of social ideology and political propaganda; funerary art and its relationship to the living; artistic interactions between Etruria, Greece, and Rome. Same as ARTH:3350.
- CLSA:3233 Art of the Ancient Roman Empire** 3 s.h.
Major developments in architecture, sculpture, and painting from the ascension of Augustus to sole ruler in 31 B.C. to the death of Constantine in A.D. 337; influence of individual emperors on the development of artistic forms; relationship between public and private art; interdependency of Rome and the provinces. Same as ARTH:3360.
- CLSA:3234 Houses, Brothels, and Tombs: Life and Death in Ancient Pompeii** 3 s.h.
Art and architecture, as documents of ancient society and religion in towns destroyed by Mount Vesuvius in C.E. 79. Same as ARTH:3370.
- CLSA:3235 Greek Archaeology and Ethnohistory** 3 s.h.
Archaeology and ethnology of the Greek world, from end of Bronze Age to late Roman Empire; sociocultural processes that influence development and persistence of Greek civilization. Same as ANTH:3276.
- CLSA:3240 Roman Archaeology** 3 s.h.
Archaeology and ethnology of Roman civilization from Iron Age eighth-century occupation of the Palatine Hill to the end of the Roman empire in the West, A.D. 476. Same as ANTH:3277.
- CLSA:3247 Banned from the Bible: Pseudepigrapha and Apocrypha** 3 s.h.
Introduction to biblical Pseudepigrapha and Apocrypha; writings dating from third century B.C.E. to third century C.E. fictionally attributed to characters in the Hebrew Bible and New Testament, or written as though they originated in the First or Second Temple periods, not included in Jewish or major Christian canons of scripture; English translations of documents from this period; key themes and interpretative techniques common throughout biblical texts that provide tremendous insight into the worlds that produced the Hebrew Bible and New Testament. Same as RELS:3247.
- CLSA:3250 Greek Vase Painting** 3 s.h.
Greek ceramics as documents of religious beliefs, mythology, and daily life 1000-300 B.C.E. Same as ARTH:3340.

CLSA:3288 Shakespeare's Romans: The Ancient World Meets the Elizabethan Stage arr. **3 s.h.**

London was a distant outpost of the Roman empire, but the Romans had an outsized influence on Shakespeare's plays and poems; students explore those works and their sources in classical authors, including Ovid and Plutarch. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as ENGL:3288.

CLSA:3401 Ancient Egypt and the Ancient Near East **3 s.h.**

Survey of political, economic, religious, and social change in ancient Egypt from ca. 3000 B.C.E. until its conquest by Persia, and of the ancient Near East from ca. 3000 B.C.E. until Alexander the Great's conquests. Same as HIST:3401.

CLSA:3404 The World of Ancient Greece **3 s.h.**

Survey of Greece history from ca. 2000 B.C. to 300 B.C.; Minoan, Mycenaean, and Greek society and culture; contact between Greek mainland and eastern Mediterranean cultures; development of the polis; political developments throughout the period; readings include a variety of sources in translation as well as modern interpretations; methodological problems in studying ancient Greece including interpretation of ancient historiography and using evidence from art, archaeology, and literature; knowledge of ancient Greek not required. Same as HIST:3404.

CLSA:3416 Greek Religion and Society **3 s.h.**

From Bronze Age to the Hellenistic period, in context of Mediterranean culture; evidence such as choral hymn, inscribed prayers, magical curses inscribed on lead, architecture, sculpted offerings to the gods. Same as RELS:3716.

CLSA:3443 Pagans and Christians: The Church from Jesus to Muhammad **3 s.h.**

Introduction to history of early Christianity, from time of Jesus to rise of Islam; focus on major movements, intellectuals, institutions in this period; growth of Christianity in different geographical areas including the Middle East, Greece, Western Europe, Africa; Christian relations with Jews, pagans, Muslims; conversion; orthodoxy, heresy, making of biblical canon; martyrdom; women and gender roles; asceticism, monasticism, sexuality; church and state; theological controversy and schisms; cult of saints; the Holy Land and pilgrimage. Same as RELS:3243.

CLSA:3445 Mythology of Otherworldly Journeys **3 s.h.**

Examination of mythology of otherworldly journeys from earliest religions to Hellenistic period; historical context; comparison for common themes in their evolution over time; directed readings of mythological texts dealing with otherworldly journeys; ways in which past cultures confronted larger mysteries of life and death. Same as RELS:3245.

CLSA:3514 Roman Religion and Society **3 s.h.**

Roman religion of the Republic, from ca. 753 B.C.E. to 44 B.C.E.; highly organized priesthood of politically powerful men and women in religious colleges in Rome who moderated and interpreted city-wide religious practice; how Romans worshipped their gods; Roman theology—what Romans thought about the divine world—and their religious response to crises; evidence from festival calendar, temple architecture, religious art, poetry, inscriptions, plays, and various other texts.

CLSA:3520 Dying for the Promised Land: Martyrdom and Warfare in the Western World **3 s.h.**

How martyrdom evokes images of innocents who are killed for their faith and terrorists who commit suicide bombings; how these groups may appear distinct, but share a heritage that relates absolute obedience to God and (often human) sacrifice to conquest and possession of a Promised Land; development of martyrdom ideology and its uses in religious and political conflict in Western history; examination of the Crusades, Reformation, and modern religious and political conflicts beginning with works from the Bible, Greco-Roman culture, and early Jewish and Christian literature. Same as RELS:3520.

CLSA:3524 The Devil in Judaism and Christianity **3 s.h.**

While known by many names, the Devil as a central figure in Western religious tradition; surprisingly, how he is not found in earliest texts in the Old Testament; the Devil as embodiment of evil that has his genesis in early Jewish and Christian sectarian conflicts; how he is used as a terrifying dragon or seductive stranger to demonize those perceived as threats to a group's existence; how the Devil is used to explain righteous suffering and create cultural boundaries throughout Western culture, from ancient texts and medieval witch trials to modern cinema and politics. Recommendations: some background in Judeo-Christian tradition. Same as RELS:3524.

CLSA:3596 The Archaeology of Ancient Egypt **3 s.h.**

Introduction to the archaeology of ancient Egypt from predynastic times to Roman Egypt, including monumental architecture; patterns of everyday life; social, economic, and demographic considerations; history of archaeology in Egypt. Same as ANTH:3275.

CLSA:3742 Word Power: Building English Vocabulary **3 s.h.**

Analysis of unfamiliar English words through knowledge of the history and meaning of word parts. Same as WRIT:3742.

CLSA:3750 Medical and Technical Terminology **2 s.h.**

Memorization of word stems and basic medical terms, practice on computer terminal; no formal classes.

CLSA:3821 City of Athens: Bronze Age to Roman World **3 s.h.**

Athens from Bronze Age to end of Roman period; topics include the city's role in development of political democracy and religion, as well as the art and archaeology of the city.

CLSA:3836 Food in Ancient Mediterranean Society **3 s.h.**

Practices and values influenced by consumption and production of food in ancient Mediterranean societies; varied topics, including methods of food production and distribution, hierarchies of status as associated with food, food and ethnic identity, food and health, food and religion; focus on classical Greek and Roman society, Egypt, the ancient Near East, and Persia. Recommendations: familiarity with Greek and Roman civilization and history. Same as ANTH:3204, HIST:3436.

CLSA:3900 Special Topics in Classics **1-3 s.h.**

Examination of a specific topic of interest related to classics.

CLSA:3901 Second-Year Sanskrit: First Semester **3 s.h.**

Readings in epic and puranic texts. Offered fall semesters of odd years. Requirements: undergraduate standing. GE: World Languages Second Level Proficiency. Same as SOAS:3901.

CLSA:3902 Second-Year Sanskrit: Second Semester **3 s.h.**

The Bhagavad Gita and related religious/philosophical texts. Offered spring semesters of even years. Requirements: undergraduate standing. GE: World Languages Fourth Level Proficiency. Same as SOAS:3902.

CLSA:3979 Undergraduate Translation Workshop 3 s.h.
Translation exercises, discussion of translation works in progress; alternative strategies for translation projects. Same as ENGL:3850, TRNS:3179.

CLSA:3980 Teaching in the Classics 1,3 s.h.
Instructional approaches and issues in teaching ancient language and civilization at secondary and college levels. Prerequisites: CLSG:1002 or CLSL:1002.

CLSA:3982 Graduation Portfolio 0 s.h.
Submission of final graduation portfolio required for classical languages and ancient civilization majors. Requirements: classical languages or ancient civilization major, and senior standing.

CLSA:4085 Postbaccalaureate Seminar 0 s.h.
Current work of postbaccalaureate students; preparation of writing sample and portfolio. Requirements: postbaccalaureate certificate enrollment.

CLSA:4090 Private Assignments arr.
Readings in classical literature in translation.

CLSA:4095 Honors Readings arr.
Discussion, readings, research for a paper on ancient civilization. Requirements: ancient civilization major.

CLSA:4106 Warfare in Ancient Mediterranean Society 3 s.h.
Same as HIST:4406.

CLSA:4181 History of Western Medicine 3 s.h.
Development and systematization of medical thought and practice in European Middle Ages from late antiquity to Renaissance; transmission of ancient Greek and Arabic medieval thought into Latin; rise of hospitals; development of medical schools; influence of Christianity; special attention to university curricula (e.g., Articella, anatomy, semiotics, prognosis, therapeutics).

CLSA:4400 The Roman Empire 3 s.h.
History of Roman empire from assassination of Julius Caesar through 5th century A.D.; political, economic, cultural, and social developments from the transition to imperial power to the shift of power from west to east. Same as HIST:4400.

CLSA:4403 Alexander the Great 3 s.h.
History of Alexander the Great and the generals who succeeded him in ruling the lands he conquered; military, political, and social history. Same as HIST:4403.

CLSA:4452 The Dead Sea Scrolls 3 s.h.
Introduction to the Dead Sea Scrolls; reading of the scrolls in English translation; examination of Qumran site archaeology; survey of broader sociopolitical context of Second Temple Judaism (586 B.C.E. to 135 C.E.) out of which the scrolls emerged. Same as RELS:4352.

CLSA:4501 Archaeological Methodology and Field Research 3 s.h.
Beginning skills in archaeological site surveying and excavation, lab work, record keeping, pottery identification and classification, data visualization; basic archaeological theory and field methods for excavation, record keeping, and pottery identification for students with no prior archaeological experience; advanced archaeological field methods for students with prior archaeological field experience.

CLSA:4502 Archaeology and History of Judea 3 s.h.
History of the ancient province of Judea (modern Israel) from Early Bronze Age to Greco-Roman period.

CLSA:5010 Proseminar in Classics 1 s.h.
Texts, techniques, and trends in classical scholarship; areas and subtopics of classical scholarship.

CLSA:5151 Roman Law, Order, and Crime 3 s.h.
Case-based introduction to Roman law; principles of Roman law ranging from standards of evidence to trial procedures to various topics in civil and criminal law, including family law and the law of delict. Recommendations: some background in Roman history. Same as HIST:5431.

CLSA:6200 Graduate Seminar in Ancient Art 3 s.h.
Key themes and issues in ancient art. Same as ARTH:6300.

CLSA:6910 Graduate Pedagogy 1 s.h.
Pedagogical theories on teaching classics in translation, practical application of those theories; classroom management, grading, syllabus development; university, college, and department regulations. Requirements: graduate standing, and teaching assistant or instructor in classics courses taught in English.

Greek Courses

Archaic Greece (CLSG:6011), Classical Greece (CLSG:6012), Hellenistic Greece (CLSG:6013), and Roman Greece (CLSG:6014) cover authors, genres, and topics of the major periods of Greek history. Specific topics are determined by the instructor's expertise and research interests. Ph.D. students are exposed to topics in all major periods at least once in four years of coursework.

CLSG:1001 Classical and New Testament Greek I,3,5 s.h.
Introduction to ancient Greek; Greek readings from all periods, from Homer and classical Greek poetry and prose to Christian writings and beyond; focus on classical and New Testament works, Greek culture and thought; comprehension, vocabulary, structure of Greek words and sentences; first of two-semester sequence. GE: World Languages First Level Proficiency.

CLSG:1002 Classical and New Testament Greek II 3,5 s.h.
Continuation of CLSG:1001; focus on classical and New Testament works, Greek culture and thought, comprehension, vocabulary, structure of Greek words and sentences; increased emphasis on original texts. Prerequisites: CLSG:1001. GE: World Languages Second Level Proficiency.

CLSG:2001 Second-Year Greek I 3 s.h.
Focus on reading Greek prose authors, such as Xenophon and Plato. Prerequisites: CLSG:1002. GE: World Languages Second Level Proficiency.

CLSG:2002 Second-Year Greek II 3 s.h.
Continuation of CLSG:2001; focus on reading and interpretation of Greek poetry. Prerequisites: CLSG:2001. GE: World Languages Fourth Level Proficiency.

CLSG:3001 Archaic and Classical Periods I 3 s.h.
Readings in major Greek authors of the Archaic and Classical periods. Prerequisites: CLSG:2002.

CLSG:3002 Archaic and Classical Periods II 3 s.h.
Continuation of CLSG:3001. Prerequisites: CLSG:2002.

CLSG:3003 Classical and Hellenistic Periods I 3 s.h.
Readings in Greek literature of the Classical and Hellenistic periods. Prerequisites: CLSG:2002. Same as RELS:3003.

CLSG:3004 Classical and Hellenistic Periods II 3 s.h.
Continuation of CLSG:3003. Prerequisites: CLSG:2002.

CLSG:3200 Literary Translation Workshop in Ancient Greek and Latin 3 s.h.

Translation from Greek/Latin to English with emphasis on literary translation; issues in theory and practice of translation in the discipline; special features of ancient languages as a source language for translation. Taught in English. Same as CLSL:3200, TRNS:3205.

CLSG:4076 Greek Composition 3 s.h.

Review of Greek morphology, syntax, sentence structure; composition of sentences, short passages in Greek.

CLSG:4090 Private Assignments 1-3 s.h.

Directed reading and study with faculty member.

CLSG:4095 Honors Readings arr.

Discussion, readings, research for a paper on Greek literature, history, or civilization. Requirements: classical languages major.

CLSG:5001 Archaic Greek Literature 3 s.h.

Introductory survey of Greek literature and language from Homer to end of the fifth century.

CLSG:5002 Classical and Hellenistic Literature 3 s.h.

Introductory survey of Greek literature and language in and after the fourth century B.C.E.

CLSG:6011 Archaic Greece arr.

Topics chosen from Homer, Hesiod, Homeric hymns or lyric poetry.

CLSG:6012 Classical Greece arr.

Authors, genres, and topics from the fifth and fourth centuries B.C.E.

CLSG:6013 Hellenistic Greece arr.

Authors, genres, and topics from the death of Alexander to the accession of Augustus.

CLSG:6014 Roman Greece arr.

Greek authors of the Second Sophistic, including Plutarch, Lucian, and Philostratus; seminar.

CLSG:6910 Graduate Pedagogy 1 s.h.

Pedagogical theories on teaching classical languages, practical application of those theories; classroom management, grading, syllabus development; university, college, and department regulations. Requirements: graduate standing, and teaching assistant or instructor in Greek.

CLSG:7080 Greek Thesis arr.

For Ph.D. students writing a dissertation. Requirements: Ph.D. candidacy.

CLSG:7090 Advanced Reading arr.

Requirements: classics graduate standing.

Latin Courses

Republican Rome (CLSL:6011), Augustan Rome (CLSL:6012), Tiberius to Trajan (CLSL:6013), and Later Empire (CLSL:6014) cover authors, genres, and topics of the major periods of Roman history. Specific topics are determined by the instructor's expertise and research interests. Ph.D. students are exposed to topics in all major periods at least once in four years of coursework.

CLSL:1001 Elementary Latin I 3,5 s.h.

Focus on reading Latin and on Roman culture. GE: World Languages First Level Proficiency.

CLSL:1002 Elementary Latin II 3,5 s.h.

Continuation of CLSL:1001. Prerequisites: CLSL:1001. GE: World Languages Second Level Proficiency.

CLSL:2001 World of Cicero 3 s.h.

Focus on reading Latin prose authors, such as Caesar and Cicero. Prerequisites: CLSL:1002. GE: World Languages Second Level Proficiency.

CLSL:2002 Golden Age of Roman Poetry 3 s.h.

Focus on reading and interpretation of Roman poets, such as Vergil and Catullus. Prerequisites: CLSL:2001. GE: World Languages Second Level Proficiency.

CLSL:3001 Latin Literature of the Republic I 3 s.h.

Prose or poetry by major authors of the republic. Prerequisites: CLSL:2002.

CLSL:3002 Latin Literature of the Republic II 3 s.h.

Continuation of CLSL:3001. Prerequisites: CLSL:2002.

CLSL:3003 Latin Literature of the Empire I 3 s.h.

Prose or poetry by major authors of the empire. Prerequisites: CLSL:2002.

CLSL:3004 Latin Literature of the Empire II 3 s.h.

Continuation of CLSL:3003. Prerequisites: CLSL:2002.

CLSL:3010 Later Latin Literature 3 s.h.

Rigorous study of cultural and historical context during late antiquity and medieval period through the lens of texts written in medieval Latin.

CLSL:3200 Literary Translation Workshop in Ancient Greek and Latin 3 s.h.

Translation from Greek/Latin to English with emphasis on literary translation; issues in theory and practice of translation in the discipline; special features of ancient languages as a source language for translation. Taught in English. Same as CLSG:3200, TRNS:3205.

CLSL:4076 Latin Composition 3 s.h.

Review of Latin morphology, syntax, sentence structure; composition of sentences, short passages in Latin. Prerequisites: CLSL:2002 or CLSL:3001 or CLSL:3002 or CLSL:3003 or CLSL:3004 or CLSL:3010 or CLSL:5001.

CLSL:4090 Private Assignments 1-3 s.h.

Directed reading and study with faculty member for advanced students.

CLSL:4095 Honors Readings 3 s.h.

Discussions, readings, research for a paper on Roman literature, history, or civilization. Requirements: classical languages major.

CLSL:5001 Republican Literature 3 s.h.

Introductory survey of Latin literature and language from the early Republic to the end of the first century B.C.E.

CLSL:5002 Imperial Literature 3 s.h.

Introductory survey of Latin literature and language from the Augustan age through the second century C.E.

CLSL:6011 Republican Rome arr.

Authors and topics from the beginnings of Roman literature to the death of Julius Caesar.

CLSL:6012 Augustan Rome arr.

Authors and topics from the death of Caesar to the accession of Tiberius.

CLSL:6013 Tiberius to Trajan arr.

Authors and topics from the first and second centuries C.E. Same as RELS:6040.

CLSL:6014 Later Empire arr.

Authors and topics from the third through fifth centuries C.E.

CLSL:6910 Graduate Pedagogy **1 s.h.**

Pedagogical theories on teaching classical languages, practical application of those theories; classroom management, grading, syllabus development; university, college, and department regulations. Requirements: teaching assistant or instructor in Latin.

CLSL:7080 Latin Thesis **arr.**

For Ph.D. students writing a dissertation. Requirements: Ph.D. candidacy.

CLSL:7090 Advanced Reading **arr.**

Requirements: classics graduate standing.

Ancient Civilization, B.A.

Learning Outcomes

The Department of Classics studies the ancient civilizations of Greece, Rome, the Near East, and Egypt from 3000 B.C.E. to about 800 C.E. Ancient civilizations majors work primarily in the English language, distributed among the areas of classics, history, religion, philosophy, art, and material culture.

Ancient civilization majors:

- gain knowledge of major literary works and written sources of the ancient Mediterranean world;
- learn about the political, intellectual, and social lives of the people from the ancient Mediterranean that became the foundations for Western culture; and
- become acquainted with the physical world in which those people lived through the study of art and archaeology.

Students maintain a required portfolio that details their progress toward the major; see "Major Portfolio" under Requirements [p. 246] in this section of the Catalog.

Requirements

The Bachelor of Arts with a major in ancient civilization requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major concentrates on the ancient civilization of the Mediterranean world and draws on courses offered by various University departments. This is a flexible major that allows students to concentrate their study in areas such as religion, history, archaeology, Egypt, or the Near East.

The major is sponsored by the School of Art and Art History and the Departments of Classics, History, and Religious Studies.

Students choose courses in consultation with their advisors. They must earn at least 15 s.h. in courses which may include classics in English courses numbered 3000 or above, the Greek language courses numbered 2000 or above, and the Latin language courses numbered 2000 and above. Transfer credit is evaluated individually. A course used to satisfy a requirement in one area cannot be used to satisfy a requirement in another area.

In addition to completing required coursework, students maintain a required portfolio detailing their progress toward the major, which they must complete before graduation; see "Major Portfolio" below.

The B.A. with a major in ancient civilization requires the following coursework.

Code	Title	Hours
	Material Culture Courses	6
	Ancient History Courses	6
	Ancient Philosophy and Religious Studies Courses	6
	Classics in English and Language Courses	9
	Additional Course	3
	Major Portfolio	0
	Total Hours	30

Material Culture

Code	Title	Hours
At least 6 s.h. from these:		
CLSA:2444/ RELS:2444	Cities of the Bible	2
CLSA:3821	City of Athens: Bronze Age to Roman World	3
ABRD:3165	Archaeological Field Work Abroad	arr.
ANTH:3275/ CLSA:3596	The Archaeology of Ancient Egypt	3
ANTH:3276/ CLSA:3235	Greek Archaeology and Ethnohistory	3
ANTH:3277/ CLSA:3240	Roman Archaeology	3
ARTH:2320/ CLSA:2226	Ancient Art from the Great Pyramids of Egypt to St. Peter's Basilica in Rome	3
ARTH:3161	Themes in Ancient Art	3
ARTH:3320/ RELS:3704	Egyptian Art	3
ARTH:3330/ CLSA:3227	Classical Greek Art	3
ARTH:3340/ CLSA:3250	Greek Vase Painting	3
ARTH:3350/ CLSA:3232	Art of Early Rome: Patrons and Politics	3
ARTH:3360/ CLSA:3233	Art of the Ancient Roman Empire	3
ARTH:3370/ CLSA:3234	Houses, Brothels, and Tombs: Life and Death in Ancient Pompeii	3

Ancient History

Code	Title	Hours
At least 6 s.h. from these:		
CLSA:1117	Intrigue and Command in Ancient Rome: From Julius Caesar to Nero	3
CLSA:1830	Greek Civilization	3
CLSA:1840	Roman Civilization	3
HIST:1401	The West and the World: Ancient	3-4
HIST:2120/IS:2120	World History: Stone Age to Feudal Age	3
HIST:4419/ MDVL:4419	Ancient and Medieval Science	3
HIST:2431/ CLSA:2151	Roman Law, Order, and Crime	3
HIST:2461/ CLSA:2461/ RELS:2361	Middle East and Mediterranean: Alexander to Suleiman	3
HIST:3401/ CLSA:3401	Ancient Egypt and the Ancient Near East	3
HIST:3436/ ANTH:3204/ CLSA:3836	Food in Ancient Mediterranean Society	3
HIST:4400/ CLSA:4400	The Roman Empire	3

HIST:4403/ CLSA:4403	Alexander the Great	3
HIST:4404	The World of Ancient Greece	3
HIST:4406/ CLSA:4106	Warfare in Ancient Mediterranean Society	3
HIST:4407	The Hellenistic World and Rome	3

Ancient Philosophy and Religious Studies

Code	Title	Hours
At least 6 s.h. from these:		
CLSA:1340	Magic in the Ancient World	3
CLSA:1400/ RELS:1400	Biblical Archaeology	1,3
CLSA:2444/ RELS:2444	Cities of the Bible	2
CLSA:2461/ HIST:2461/ RELS:2361	Middle East and Mediterranean: Alexander to Suleiman	3
CLSA:3416/ RELS:3716	Greek Religion and Society	3
CLSA:3514	Roman Religion and Society	3
ENGL:2206	Classical and Biblical Literature	3
PHIL:2111	Ancient Philosophy	3
PHIL:4152	Plato	3
PHIL:4153	Aristotle	3
RELS:1001	Judaism, Christianity, and Islam	3
RELS:1070	Introduction to the Hebrew Bible/Old Testament	3
RELS:1080	Introduction to the New Testament	3
RELS:2182/ CLSA:2482	Ancient Mediterranean Religions	3
RELS:2320/ CLSA:2420	Jesus and the Gospels	3
RELS:2912	The Bible in Film: Hollywood and Moses	3
RELS:3243/ CLSA:3443	Pagans and Christians: The Church from Jesus to Muhammad	3
RELS:3245/ CLSA:3445	Mythology of Otherworldly Journeys	3
RELS:3247/ CLSA:3247	Banned from the Bible: Pseudepigrapha and Apocrypha	3
RELS:4352/ CLSA:4452	The Dead Sea Scrolls	3

Classics in English and Language Courses

Code	Title	Hours
At least 9 s.h. from these:		
ARAB:2001	Intermediate Modern Standard Arabic I	5
ARAB:2002	Intermediate Modern Standard Arabic II	5

ARAB:2030	Formal Spoken Arabic	2
ARAB:3011	Advanced Modern Standard Arabic I	3
RELS:4001	Biblical Hebrew I	4
RELS:4002	Biblical Hebrew II	4
SOAS:2902/ CLSA:2902	First-Year Sanskrit: Second Semester	4
SOAS:3901/ CLSA:3901	Second-Year Sanskrit: First Semester	3
SOAS:3902/ CLSA:3902	Second-Year Sanskrit: Second Semester	3

Classics in English courses (prefix CLSA)

Greek courses (prefix CLSG)

Latin courses (prefix CLSL)

Additional Course

Code	Title	Hours
	A course in material culture, history, philosophy, religion, or linguistics chosen in consultation with the advisor	3

Major Portfolio

To comply with the Board of Regents, State of Iowa, policy on student outcomes assessment, the Department of Classics has established a method to assess the achievement level of students completing one of the department's majors. Students must maintain a portfolio that details their progress in attaining the objectives of their major. Students must register for and complete the following course.

Code	Title	Hours
CLSA:3982	Graduation Portfolio	0

Students submit the portfolio to their undergraduate advisor by midterm of the semester in which they intend to graduate. Formal approval of the portfolio is required for graduation. Consult the undergraduate advisor for details.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students must maintain a g.p.a. of at least 3.50 in their first three years of classics courses. Additionally, a minimum UI cumulative g.p.a. of 3.33 at the time of graduation is required by the College of Liberal Arts and Sciences. They must complete two consecutive courses in honors reading, earning 3 s.h. of credit for each course. Honors work may be done in a student's fourth year, or spring of the third year and fall of the fourth year. The readings and discussions must be on an ancient author or a field in ancient

history or literature chosen by the student and the instructor. At the end of the second semester, the student presents a substantial research project, which is evaluated for honors by two members of the department.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the ancient civilization major.

Academic Plans

Four-Year Graduation Plan

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

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

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

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

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Ancient Civilization, B.A.

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: classics course ^a		3
GE CLAS Core: Natural Sciences with Lab ^b		4
GE CLAS Core: Values and Culture ^b		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: classics course ^a		3
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Quantitative or Formal Reasoning ^b		4
Elective course ^c		2
Hours		15-16

Second Year

Fall

Major: ancient history course ^d	3	
GE CLAS Core: Natural Sciences without Lab ^b	3	
GE CLAS Core: Social Sciences ^b	3	
GE CLAS Core: World Languages First Level Proficiency or elective course ^e	4 - 5	
Elective course ^c	3	
Hours		16-17

Spring

Major: ancient history course ^d	3	
GE CLAS Core: Historical Perspectives ^b	3	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5	
Elective course ^c	3	
Elective course ^c	3	
Hours		16-17

Third Year

Fall

Major: material culture course ^d	3	
Major: ancient philosophy and religious studies course ^d	3	
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5	
Elective course ^c	3	
Hours		16-17

Spring

Major: material culture course ^d	3	
GE CLAS Core: International and Global Issues ^b	3	
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5	
Major: ancient philosophy and religious studies course ^d	3	
Elective course ^c	3	
Hours		16-17

Fourth Year

Fall

Major: classics course ^a	3	
Elective course ^c	3	
Elective course ^c	3	
Elective course ^c	3	
Elective course ^c	3	
Hours		15

Spring

CLSA:3982	Graduation Portfolio ^f	0
Major: art, history, philosophy, religion, or linguistics ^a		3
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall)

Hours	15
Total Hours	124-130

- a Students must earn at least 15 s.h. in courses which may include classics in English courses numbered 3000 or above, the Greek language courses numbered 2000 or above, and the Latin language courses numbered 2000 and above.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d See General Catalog for list of approved courses
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students must maintain a portfolio that details their progress in attaining the objectives of their major. Students submit the portfolio to their undergraduate advisor by midterm of the semester in which they intend to graduate. Formal approval of the portfolio is required for graduation. Consult the undergraduate advisor for details.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Although the major is not preparation for graduate study in classics, it provides a sound basis for preparing individuals to teach at the secondary school and community college levels. It also provides a liberal arts and sciences foundation appropriate for further study in law and medicine. Others go on to complete advanced work in library and information science, museum studies, archaeology, or business. A large proportion of its students pursue advanced degrees.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Classical Languages, B.A.

Learning Outcomes

The Department of Classics studies the ancient civilizations of Greece, Rome, the Near East, and Egypt from 3000 B.C.E. to about 800 C.E. Classical languages majors concentrate on learning ancient Greek, Latin, and/or Hebrew.

Classical languages majors:

- learn to read the ancient Greek, Latin, and/or Hebrew languages at an intermediate to advanced level;
- gain transferable linguistic and analytic skills by studying the ancient languages that stand behind the vocabulary and structure of English and the Romance languages;
- gain knowledge of major literary works and written sources of the ancient Mediterranean world;
- learn about the political, intellectual, and social lives of the people from the ancient Mediterranean that became the foundations for Western culture; and
- become acquainted with the physical world in which those people lived through the study of art and archaeology.

Students maintain a required portfolio that details their progress toward the major, see "Major Portfolio" under Requirements [p. 250] in this section of the Catalog.

Requirements

The Bachelor of Arts with a major in classical languages requires a minimum of 120 s.h., including at least 36 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer credit is evaluated individually.

The major trains students to read the ancient Greek and/or Latin languages and acquaints them with the major works of Greek and/or Roman literature. Classical languages students learn about the history of ancient Greece of the eighth through the fourth centuries B.C.E., where most of the modern Western notions of political, artistic, and social life are rooted. They also develop an understanding of the Roman Republic and Empire (3 B.C.E. through 5 C.E.), when Rome established its hegemony over the Mediterranean basin, laid the foundation of law for the Western World, and spread Greece's culture to the West, and of the fall of the Empire and the rise of Medieval civilization from the sixth through the ninth centuries C.E.

In addition to completing required coursework, students maintain a required portfolio detailing their progress toward the major, which they must complete before graduation; see "Major Portfolio" below.

The B.A. with a major in classical languages requires the following coursework.

Code	Title	Hours
	Required Courses	36
	Major Portfolio	0
	Total Hours	36

Required Courses

Code	Title	Hours
All of these:		
	Intermediate or advanced Greek and/or Latin courses numbered CLSG:2001 through CLSG:4999, CLSL:2001 through CLSL:4999	18
	Greek or Latin prose composition (CLSG:4076 or CLSL:4076)	3
	Additional classics courses at any level, including a maximum of 9 s.h. in classics in English courses (prefix CLSA)	15

The following advanced undergraduate Greek courses are offered every other year and may be repeated or taken in any sequence. They cover a broad range of prose and poetry in historical context.

Code	Title	Hours
All of these:		
CLSG:3001	Archaic and Classical Periods I	3
CLSG:3002	Archaic and Classical Periods II	3
CLSG:3003/ RELS:3003	Classical and Hellenistic Periods I	3
CLSG:3004	Classical and Hellenistic Periods II	3

The following advanced undergraduate Latin courses are offered every other year and may be repeated or taken in any sequence. They cover a range of Latin prose and poetry in historical context from the mid-republic to the third century C.E.

Code	Title	Hours
All of these:		
CLSL:3001	Latin Literature of the Republic I	3
CLSL:3002	Latin Literature of the Republic II	3
CLSL:3003	Latin Literature of the Empire I	3
CLSL:3004	Latin Literature of the Empire II	3

Major Portfolio

To comply with the Board of Regents, State of Iowa, policy on student outcomes assessment, the Department of Classics has established a method to assess the achievement level of students completing one of the department's majors. Students must maintain a portfolio that details their progress in attaining the objectives of their major. Students must register for and complete the following course.

Code	Title	Hours
CLSA:3982	Graduation Portfolio	0

Students submit the portfolio to the undergraduate advisor by midterm of the semester in which they intend to graduate. Formal approval of the portfolio is required for graduation. Consult the undergraduate advisor for details.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students must maintain a g.p.a. of at least 3.50 in their first three years of classics courses. Additionally, a minimum UI cumulative g.p.a. of 3.33 at the time of graduation is required by the College of Liberal Arts and Sciences. Students also must complete two consecutive courses in honors reading, earning 3 s.h. of credit for each course. Honors work may be done in a student's fourth year, or spring of the third year and fall of the fourth year. The readings and discussions must be on an ancient author or a field in ancient history or literature chosen by the student and the instructor. At the end of the second semester, the student presents a substantial research project, which is evaluated for honors by two members of the department. Students who write an honors thesis in classical languages must be enrolled at the same time in the appropriate advanced language courses.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the classical languages major.

Academic Plans

Four-Year Graduation Plan

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

Classical Languages—Greek and Latin

Before the third semester begins: CLSL:1001 Elementary Latin I and CLSL:1002 Elementary Latin II, or CLSG:1001 Classical and New Testament Greek I and CLSG:1002 Classical and New Testament Greek II

Before the fifth semester begins: CLSL:2001 World of Cicero, CLSL:2002 Golden Age of Roman Poetry, CLSG:1001 Classical and New Testament Greek I, and CLSG:1002 Classical and New Testament Greek II; or CLSG:2001 Second-

Year Greek I, CLSG:2002 Second-Year Greek II, CLSL:1001 Elementary Latin I, and CLSL:1002 Elementary Latin II

Before the seventh semester begins: sixth semester of Latin and fourth semester of Greek, or sixth semester of Greek and fourth semester of Latin; two more courses in the major; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Classical Languages—Greek Only

Before the third semester begins: CLSG:1001 Classical and New Testament Greek I and CLSG:1002 Classical and New Testament Greek II

Before the fifth semester begins: CLSG:2001 Second-Year Greek I and CLSG:2002 Second-Year Greek II

Before the seventh semester begins: three or four more courses in the major

Before the eighth semester begins: two or three more courses in the major and at least 90 s.h. earned toward the degree

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Classical Languages—Latin Only

Before the third semester begins: CLSL:1001 Elementary Latin I and CLSL:1002 Elementary Latin II

Before the fifth semester begins: CLSL:2001 World of Cicero and CLSL:2002 Golden Age of Roman Poetry

Before the seventh semester begins: three or four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Classical Languages, B.A.

Greek and Latin

Course	Title	Hours
First Year		
Fall		
CLSL:1001	Elementary Latin I ^a	5
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: Social Sciences ^b		3
Elective course ^c		1

CSI:1600	Success at Iowa	2
Hours		14-15

Spring

CLSL:1002	Elementary Latin II ^a	5
ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Values and Culture ^b		3
Elective course ^c		1
Hours		15-16

Second Year**Fall**

CLSG:1001	Classical and New Testament Greek I	5
CLSL:2001	World of Cicero ^d	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
Elective course ^c		3
Elective course ^c		1
Hours		15

Spring

CLSG:1002	Classical and New Testament Greek II	5
CLSL:2002	Golden Age of Roman Poetry ^d	3
GE CLAS Core: International and Global Issues ^b		3
Major: classics course		3
Elective course ^c		1
Hours		15

Third Year**Fall**

CLSG:2001	Second-Year Greek I ^d	3
Major: advanced Latin course ^d		3
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^c		3
Hours		15

Spring

CLSG:2002	Second-Year Greek II ^d	3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
Major: advanced Latin course ^d		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Fourth Year**Fall**

Major: advanced Latin course ^d		3
Major: advanced Greek course or classics course ^d		3
GE CLAS Core: Natural Sciences with Lab ^b		4
Elective course ^c		3
Elective course ^c		2
Hours		15

Spring

CLSA:3982	Graduation Portfolio	0
CLSG:4076	Greek Composition ^e	3
or CLSL:4076	or Latin Composition	
Elective course ^c		3
Elective course ^c		3

Elective course ^c	3
Elective course ^c	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^f

Hours	15
Total Hours	119-121

- a A student may also begin with Greek the first year and Latin in the second year.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Students are required to complete 18 s.h. in intermediate or advanced Greek and/or Latin courses (prefix CLSG or CLSL, numbered 2001-4999).
- e Composition in the relevant language may be taken in the third or fourth year.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The University of Iowa's classics program is recognized for the excellent preparation it offers for graduate study in classics. A large proportion of its students pursue advanced degrees. They are admitted to the finest public and private university programs in the country, many with full financial support.

Students who major in classical languages and complete the College of Education's Teacher Education Program may be able to find secondary school teaching positions quickly, due to a nationwide shortage of Latin teachers.

Graduates have gone on to become secondary or university teachers, librarians, museum curators, and bankers. The study of Latin and Greek also prepares students for study of law and medicine; classics graduates regularly enter these fields. Others go on to complete advanced work in library and information science, museum studies, religious studies, history, archaeology, or business.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Ancient Civilization, Minor

Requirements

The undergraduate minor in ancient civilization requires a minimum of 15 s.h., including at least 12 s.h. in advanced courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.

Department of Classics courses with the prefix CLSA, CLSG, and CLSL count toward the minor. Courses considered advanced for the minor are: Greek courses numbered CLSG:2001 Second-Year Greek I or above, Latin courses numbered CLSL:2001 World of Cicero or above, and Classics courses numbered CLSA:3000 or above. Appropriate courses in art, religion, history, and philosophy may be counted toward the minor, if approved by the undergraduate advisor. Students who have taken high school Greek or Latin should consult the advisor.

Classical Languages, Minor

Requirements

The undergraduate minor in classical languages requires a minimum of 18 s.h., including 12 s.h. in advanced courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students may count one relevant classics department course taught in English (prefix CLSA) toward the minor. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.

The sequences CLSG:2001 Second-Year Greek I and CLSG:2002 Second-Year Greek II, CLSL:2001 World of Cicero and CLSL:2002 Golden Age of Roman Poetry, and Department of Classics courses numbered 3000 or above are considered advanced for the minor. Students may satisfy the requirements for the minor by completing CLSG:2001 Second-Year Greek I and CLSG:2002 Second-Year Greek II, CLSL:2001 World of Cicero and CLSL:2002 Golden Age of Roman Poetry, plus two courses numbered 3000 or above, one of which may be a relevant course in Greek or Roman history, culture, or literature (prefix CLSA). For a list of relevant courses, contact the undergraduate advisor. Students who have taken high school Greek or Latin should consult the advisor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Classical Languages, Minor

Course	Title	Hours
Academic Career		
Any Semester		
The undergraduate minor in classical languages requires a minimum of 18 s.h., including 12 s.h. in advanced courses taken at the University of Iowa.		
Students must maintain a GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.		
Coursework in the minor may not be taken pass/nonpass.		
A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.		
Hours		0

First Year		
Fall		
CLSL:1001 or CLSG:1001	Elementary Latin I ^a or Classical and New Testament Greek I	3, 5
Hours		3-5
Spring		
CLSG:1002 or CLSL:1002	Classical and New Testament Greek II ^a or Elementary Latin II	3, 5
Hours		3-5
Second Year		
Fall		
CLSG:2001 or CLSL:2001	Second-Year Greek I ^b or World of Cicero	3
Hours		3
Spring		
CLSG:2002 or CLSL:2002	Second-Year Greek II ^b or Golden Age of Roman Poetry	3
Hours		3
Third Year		
Any Semester		
Minor: advanced course (prefix CLSG or CLSL, numbered 3000 or above) ^c		3
Hours		3
Fourth Year		
Any Semester		
Minor: advanced course (prefix CLSG or CLSL, numbered 3000 or above) ^c		3
Hours		3
Total Hours		18-22

- a Students who have taken high school Greek or Latin should consult the advisor.
- b The sequences CLSG:2001 and CLSG:2002, CLSL:2001 and CLSL:2002, and Department of Classics courses numbered 3000 or above are considered advanced for the minor.
- c Students may count one relevant classics department course taught in English (prefix CLSA) toward the minor. For a list of relevant courses, contact the undergraduate advisor.

Greek, Minor

Requirements

The undergraduate minor in Greek requires a minimum of 15 s.h., including at least 12 s.h. in advanced courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students may count one relevant classics department course taught in English (prefix CLSA) toward the minor. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.

The sequence CLSG:2001 Second-Year Greek I and CLSG:2002 Second-Year Greek II, and Department of Classics courses numbered 3000 or above are considered advanced for the minor. Students may satisfy the advanced courses requirement for the minor by completing CLSG:2001 Second-Year Greek I and CLSG:2002 Second-Year Greek II plus two courses numbered 3000 or above, one of which may be a relevant course in Greek history, culture, or literature (prefix CLSA). For a list of relevant courses, contact the undergraduate advisor. Students who have taken high school Greek should consult the advisor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Greek, Minor

Course	Title	Hours
Academic Career		
Any Semester		
Students must complete a minimum of 15 s.h. for the Greek minor, including at least 12 s.h. in advanced courses taken at the University of Iowa.		
CLSG:2001 Second-Year Greek I, CLSG:2002 Second-Year Greek II, and Department of Classics courses (prefixes CLSG and CLSA) numbered 3000 or above are considered advanced for the Greek minor.		
A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the Greek minor.		
Coursework in the Greek minor may not be taken pass/nonpass.		
	Hours	0
First Year		
Fall		
CLSG:1001	Classical and New Testament Greek I ^{a, b}	3, 5
	Hours	3-5

Spring

CLSG:1002	Classical and New Testament Greek II ^b	3, 5
	Hours	3-5

Second Year

Fall

CLSG:2001	Second-Year Greek I ^b	3
	Hours	3

Spring

CLSG:2002	Second-Year Greek II ^b	3
	Hours	3

Third Year

Fall

Minor: Greek elective (prefix CLSG) numbered 3000-4999 or relevant classics course (prefix CLSA) ^c		3
	Hours	3

Spring

Minor: Greek elective (prefix CLSG) numbered 3000-4999		3
	Hours	3
	Total Hours	18-22

- a This course is a prerequisite for the required minor courses.
- b Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- c Students may count one relevant classics department course (3 s.h.) taught in English (prefix CLSA) toward the minor. Contact academic advisor for course list.

Health and the Human Condition, Minor

Requirements

The undergraduate minor in health and the human condition requires a minimum of 15 s.h., including at least 12 s.h. in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The minor is interdisciplinary. It is administered by the Department of Classics and draws on courses from several units in the College of Liberal Arts and Sciences.

The minor in health and the human condition requires the following coursework.

Ethics and Values

Code	Title	Hours
At least 3 s.h. from these:		
PHIL:1034	Liberty and the Pursuit of Happiness	3
PHIL:1401	Matters of Life and Death	3
PHIL:2402	Introduction to Ethics	3
PHIL:2415/ GHS:2415	Bioethics	3
RELS:2260/ GHS:2260	Hard Cases in Healthcare at the Beginning of Life	3

Historical Approaches

Code	Title	Hours
At least 3 s.h. from these:		
CLSA:1181/ GHS:1181	Ancient Medicine	3
CLSA:3020	Doctors and Patients	3
HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
HIST:4162/ GHS:4162	History of Global Health	3
HIST:4203	Disability in American History	3
RELS:3580/ ANTH:3113/ ASIA:3561/ GHS:3113	Religion and Healing	3

Diversity and Global Perspectives

Code	Title	Hours
At least 9 s.h. from these:		
ANTH:2164/ GHS:2164	Culture and Healing for Future Health Professionals	3
ANTH:2181/ ASP:2181/ GHS:2181	The Anthropology of Aging	3
ANTH:3111/ GHS:3040/LAS:3111	Health in Mexico	3

ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
ASP:3740/ MED:3740/ NURS:3740/ PHAR:3740	End-of-Life Care for Adults and Families	3
GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
GHS:3060	Studies in Complementary and Alternative Medicine	3
GWSS:3177/ NURS:3739	Women and Their Bodies in Health and Illness	3
RELS:3431/ GWSS:3131	Gender and Sexuality in Asia	3
SSW:3786/ ASP:3786	Death/Dying: Issues Across the Life Span	3-4
WLLC:1100/ CLSA:1100/ GHS:1100/ GRMN:1100/ GWSS:1100	Contraception Across Time and Cultures	3

Latin, Minor

Requirements

The undergraduate minor in Latin requires a minimum of 15 s.h., including at least 12 s.h. in advanced courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students may count one relevant classics department course taught in English (prefix CLSA) toward the minor. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.

The sequence CLSL:2001 World of Cicero and CLSL:2002 Golden Age of Roman Poetry, and Department of Classics courses numbered 3000 or above are considered advanced for the minor. Students may satisfy the advanced courses requirement for the minor by completing CLSL:2001 World of Cicero and CLSL:2002 Golden Age of Roman Poetry plus two courses numbered 3000 or above, one of which may be a relevant course in Roman history, culture, or literature (prefix CLSA). For a list of relevant courses, contact the undergraduate advisor. Students who have taken high school Latin should consult the advisor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Latin, Minor

Course	Title	Hours
Academic Career		
Any Semester		
Students must complete a minimum of 15 s.h. for the Latin minor, including at least 12 s.h. in advanced courses taken at the University of Iowa.		
CLSL:2001 World of Cicero, CLSL:2002 Golden Age of Roman Poetry, and Department of Classics (prefixes CLSL and CLSA) courses numbered 3000 or above are considered advanced for the Latin minor.		
A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the Latin minor.		
Coursework in the Latin minor may not be taken pass/nonpass.		
Hours		0
First Year		
Fall		
CLSL:1001	Elementary Latin I ^{a, b}	3, 5
Hours		3-5
Spring		
CLSL:1002	Elementary Latin II ^b	3, 5
Hours		3-5

Second Year

Fall

CLSL:2001	World of Cicero	3
Hours		3

Spring

CLSL:2002	Golden Age of Roman Poetry	3
Hours		3

Third Year

Fall

Minor: Latin elective (prefix CLSL) numbered 3000 or above or relevant classics course (prefix CLSA) ^c		3
Hours		3

Spring

Minor: Latin elective (prefix CLSL) numbered 3000 or above or relevant classics course (prefix CLSA) ^c		3
Hours		3
Total Hours		18-22

- a This course is a prerequisite for the required minor courses.
- b Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 3rd semester level of the language will begin coursework at that level and will not be required to take semesters 1-2 of the language.
- c Students may count one relevant classics department course (3 s.h.) taught in English (prefix CLSA) toward the minor. Contact academic advisor for course list.

Classics, Postbaccalaureate Certificate

Requirements

The Postbaccalaureate Certificate in Classics requires 18 s.h. in Department of Classics courses numbered 3000 or above (upper-level undergraduate and graduate courses). Students must maintain a g.p.a. of at least 3.00 to remain in good standing and complete the program.

The program is designed for students who have a bachelor's degree and would like further study in Greek and Latin in order to be competitive for admission to a graduate program in classics. Entry to most graduate programs requires study of both Latin and Greek, normally a minimum of three years in one language and two years in the other. The certificate is designed to be completed in two semesters by students who enter with two years of Latin and one to two years of Greek, or vice versa.

At least 12 s.h. of the required credit must be earned in Greek and Latin language courses; the remaining 6 s.h. may be earned in approved advanced courses taught in English (prefix CLSA). Transfer credit is not accepted toward the certificate.

A suggested plan of study for a student who enters the program with two years of Latin and one year of Greek is as follows.

Code	Title	Hours
Fall		
CLSA:4085	Postbaccalaureate Seminar	0
CLSG:2001	Second-Year Greek I	3
CLSL:3001	Latin Literature of the Republic I	3
One elective with prefix CLSA, CLSG, or CLSL numbered 3000 or above		3
Spring		
CLSG:2002	Second-Year Greek II	3
CLSL:3002	Latin Literature of the Republic II	3
CLSL:4076	Latin Composition	3
Total Hours		18

A suggested plan of study for a student who enters the program with two years of Latin and two years of Greek is as follows.

Code	Title	Hours
Fall		
CLSA:4085	Postbaccalaureate Seminar	0
CLSG:3001	Archaic and Classical Periods I	3
CLSL:3001	Latin Literature of the Republic I	3
One elective with prefix CLSA, CLSG, or CLSL numbered 3000 or above		3
Spring		
CLSG:3002	Archaic and Classical Periods II	3

CLSG:4076	Greek Composition	3
or CLSL:4076	Latin Composition	
CLSL:3002	Latin Literature of the Republic II	3
Total Hours		18

Students who complete the program successfully receive a certificate from the College of Liberal Arts and Sciences and a letter from the Department of Classics.

Admission

Applicants must have a baccalaureate degree from an accredited college or university and a minimum of two years of language study (two years of Latin or two years of Greek, or one year of each). In unusual circumstances, students with less language preparation may be admitted.

Applicants who are not enrolled in a graduate or professional program may apply to the University of Iowa as undergraduate transfer students; they must state on their application that they are applying to the College of Liberal Arts and Sciences for admission to the classics postbaccalaureate certificate program. They must submit transcripts confirming preparation for certificate language study, a statement of purpose, scores on the Graduate Record Examination (GRE) General Test, a writing sample, and three letters of recommendation from faculty members at their baccalaureate institution.

Classics, M.A.

Requirements

The Master of Arts program in classics requires a minimum of 30 s.h. in courses numbered 3000 or above. Students may count a maximum of 12 s.h. earned in courses numbered 3000-4999 toward the degree. Courses taken to compete the Postbaccalaureate Certificate in Classics do not count toward the degree. Students must maintain a g.p.a. of at least 3.00 to earn the degree.

Students must pass a sight examination in the language(s) studied and an examination on literature and history.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Greek, M.A.

Requirements

The Master of Arts program in Greek requires a minimum of 30 s.h. in courses numbered 3000 or above. Students may count a maximum of 12 s.h. earned in courses numbered 3000-4999 toward the degree. Courses taken to compete the Postbaccalaureate Certificate in Classics do not count toward the degree. Students must maintain a g.p.a. of at least 3.00 to earn the degree.

Students must pass a sight examination in Greek and an examination on Greek literature and history.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Latin, M.A.

Requirements

The Master of Arts program in Latin requires a minimum of 30 s.h. in courses numbered 3000 or above. Students may count a maximum of 12 s.h. earned in courses numbered 3000-4999 toward the degree. Courses taken to compete the Postbaccalaureate Certificate in Classics do not count toward the degree. Students must maintain a g.p.a. of at least 3.00 to earn the degree.

Students must pass a sight examination in Latin and an examination on Roman literature and history.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Classics, Ph.D.

Requirements

The Doctor of Philosophy program in classics requires a minimum of 72 s.h. of graduate credit, including the courses listed below (18 s.h.). Students may count no more than 12 s.h. earned in courses numbered 3000-4999 toward the degree. Courses taken to complete the Postbaccalaureate Certificate in Classics do not count toward the degree. Students must maintain a g.p.a. of at least 3.00 to earn the degree.

Students also must take precomprehensive and comprehensive examinations and write a dissertation.

Required Courses

Code	Title	Hours
All of these:		
CLSG:4076	Greek Composition	3
CLSG:5001	Archaic Greek Literature	3
CLSG:5002	Classical and Hellenistic Literature	3
CLSL:4076	Latin Composition	3
CLSL:5001	Republican Literature	3
CLSL:5002	Imperial Literature	3

The remaining coursework is made up of Department of Classics courses and other courses with approval of the graduate advisor.

Ph.D. Examinations

Ph.D. students must take precomprehensive exams in Latin sight reading and Greek sight reading, and must attempt one sight reading exam by the end of their first year of graduate study. Competence in reading both German and French must be demonstrated by the end of the second year of study.

Students must take the second-year exam at the end of their second year. The remaining exams may be taken in any sequence. Students must file a request for the fourth-year comprehensive exam at least three weeks before the date of the exam.

Sight-reading exam:

Latin—four hours, written
Greek—four hours, written

Second-year exam:

Literature and history—four hours, written

Fourth-year comprehensive exam:

Latin literature, based on reading list—three hours, written
Greek literature, based on reading list—three hours, written

If a student performs unsatisfactorily on either or both of the Latin and Greek reading list exams, the director of graduate studies sets up an oral exam in order to review questions on which the student did not exhibit sufficient knowledge.

Special field or author exam:

Greek—four hours, written
Latin—four hours, written

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

The University of Iowa's classics program is recognized for the excellent program it offers for graduate study in classics. A large proportion of its students pursue advanced degrees and most go on to teach at the college level.

Communication Sciences and Disorders

Chair

- Carolyn J. Brown

Undergraduate major: speech and hearing science (B.A.)

Undergraduate minor: communication sciences and disorders

Graduate degrees: M.A. in speech pathology and audiology; Au.D.; Ph.D. in speech and hearing science

Faculty: <https://clas.uiowa.edu/comsci/people>

Website: <https://clas.uiowa.edu/comsci/>

The courses and degree programs of the Department of Communication Sciences and Disorders are designed to meet the needs of students preparing for careers in clinical service, college and university teaching, and research concerned with speech, language and/or hearing processes and disorders. The department also offers courses for students with vocational and professional goals in other fields—for example, engineering, psychology, education, speech, theatre arts, dentistry, and medicine—whose preparation may be enriched by the study of speech and hearing processes and their disorders.

Advanced degree holders in communication sciences and disorders provide clinical services for people with speech, hearing, or language problems in hospitals, community clinics, rehabilitation facilities, elementary and secondary schools, and private practice. They teach in colleges and universities and conduct research in laboratories concerned with communication processes and disorders.

The department's programs leading to the M.A. with professional emphasis and the Au.D. are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

Programs

Undergraduate Programs of Study

Major

- Major in Speech and Hearing Science (Bachelor of Arts) [p. 268]

Minor

- Minor in Communication Sciences and Disorders [p. 271]

Graduate Programs of Study

Majors

- Master of Arts in Speech Pathology and Audiology [p. 272]
- Doctor of Audiology [p. 275]
- Doctor of Philosophy in Speech and Hearing Science [p. 277]

Facilities

Clinical Facilities

The clinical training program benefits greatly from Iowa City's standing as the most comprehensive health sciences center in Iowa and from the ready availability of health service facilities for clinical training of students in speech-language pathology and audiology.

The University of Iowa Affiliated Speech and Hearing Services include the Wendell Johnson Speech and Hearing Clinic; the division of speech and hearing in University of Iowa Hospitals & Clinics (UIHC) Department of Otolaryngology—Head and Neck Surgery; UIHC Consolidated Speech and Swallowing Services, which provides services to the Departments of Neurology and Otolaryngology—Head and Neck Surgery; child psychiatry speech and hearing services in the Center for Disabilities and Development; and the audiology and speech pathology service in the Iowa City VA Health Care System.

The Wendell Johnson Speech and Hearing Clinic serves the University and the general public. Included in its services are outpatient evaluation and rehabilitation programs for speech, voice, swallowing, hearing, and language problems; intensive summer camps in stuttering, a six-week summer preschool program for hearing-impaired children, and group therapy for children working on speech sounds. These clinical programs give students supervised clinical experience with a wide variety of speech, hearing, and language disorders.

In addition to the clinical training in the Wendell Johnson Speech and Hearing Clinic, training also may be acquired in supervised clinical practice with elementary school children through various state area education agencies; and in supervised clinical practice in speech, language, and hearing services provided by University of Iowa Hospitals & Clinics Consolidated Speech and Swallowing Services, the Regional Child Health Specialty Clinics, Center for Disabilities and Development, and the Iowa City VA Health Care System.

Public and private departments and programs in addition to those mentioned above often contribute to the cooperative professional training, research, and service programs.

Research Facilities

The Wendell Johnson Speech and Hearing Center includes facilities for clinical diagnosis and intervention (audiometric testing suites, diagnostic and remediation suites for speech-language intervention, and a classroom video recording system), as well as state-of-the-art facilities for research (audiologic, psychoacoustic, and neurophysiologic studies of hearing; acoustic, physiologic, and perceptual studies of speech and voice; electroencephalography and eye-tracking studies of real-time language processing; and computers and recording equipment for the administration of language production experiments).

Collaboration with departments in the Carver College of Medicine, the Department of Psychological and Brain Sciences, and the University of Iowa DeLTA Center makes additional laboratory facilities available for research on problems in speech and hearing. The participation and cooperation of specialists from varied fields, including psychology, child development, education, engineering, statistics, and medicine, further broaden the scope of research activities in speech, language, and hearing.

Courses

Communication Sciences and Disorders Courses

- CSD:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- CSD:1015 Introduction to Speech and Hearing Processes and Disorders** 2 s.h.
Introduction to communication sciences and disorders field; clinical and research works; wide range of readings; survey course with less emphasis on specific disorders.
- CSD:1200 Intellectual and Developmental Disabilities** 3 s.h.
Introduction and overview of issues pertaining to children and adults with intellectual or developmental disabilities (IDD); focus on their communication needs, relationship with the broader community, and careers which serve this population; interaction with individuals with IDD, their family members, professionals; lifespan and health issues, genetics, diagnosis, literacy, historical perspectives, adaptive arts and theater, disabilities in the media, social life and sexuality, issues specifically relevant to aging, and controversial topics. GE: Diversity and Inclusion.
- CSD:1800 Aging Matters: Introduction to Gerontology** 3 s.h.
Overview of the field of gerontology from a bio-psycho-social framework; how the human body and brain age, effects of these biological changes on physical and cognitive functions, and interaction of these individual factors with societal contexts; broad perspective to give students a foundation in gerontology, paving the way for more advanced courses in biology of aging, psychology of aging, and global aging; for students from a wide range of disciplines and levels, no prior knowledge of aging required. GE: Social Sciences. Same as ASP:1800, NURS:1800, SSW:1800, TR:1800.
- CSD:2110 Phonetics: Theory and Applications** 3 s.h.
Basic concepts: articulatory and acoustic description of speech sound production, dialect variations, and language differences; development of phonetic transcription skills with emphasis on English phonetics and clinical applications to developing and disordered speech.
- CSD:2111 Basic Acoustics for Speech and Hearing** 3 s.h.
Principles of sound, simple harmonic motion, sound pressure and intensity, decibels, complex waves, Fourier analysis, resonance and filters, distortion, transmission of sound. Requirements: completion of departmental math requirement (MATH:1440 or MATH:1460 or MATH:1850).
- CSD:2140 Manual Communication** 1 s.h.
Training in use of sign systems in manual communication.
- CSD:3097 Honors Seminar** 2 s.h.
Research topics and procedures in speech and hearing sciences; ongoing faculty research, research opportunities, possible research projects. Requirements: honors standing with intent to complete an honors thesis.
- CSD:3112 Anatomy and Physiology of Speech Production** 4 s.h.
Normal anatomy and physiology of structures used to produce speech; principles and methods for instrumental study of speech production.
- CSD:3113 Introduction to Hearing Science** 4 s.h.
Normal auditory process; anatomy and physiology of auditory system; subjective correlates of auditory stimuli.
- CSD:3116 Basic Neuroscience for Speech and Hearing** 3 s.h.
Basic anatomy, physiology of central nervous system; emphasis on neural systems involved in normal and disordered communication. Offered fall semesters. Requirements: biology, zoology, or physiology course. Same as LING:3116.
- CSD:3117 Psychology of Language** 3 s.h.
Introduction to scientific study of language use; language approached from a multidisciplinary perspective, integrating theories and methods of psycholinguistics, neuropsychology, and communication sciences and disorders. GE: Social Sciences. Same as LING:3117.
- CSD:3118 Language Acquisition** 1-3 s.h.
Models of children's language acquisition; child language/communication development from infancy through school age, in context of current developmental research. Requirements: for CSD:3118—LING:3001 and PSY:1001; for LING:3118—LING:3001 or LING:3117. GE: Social Sciences. Same as LING:3118.
- CSD:3122 Speech Production: Anatomy and Physiology** 4 s.h.
Anatomy and physiology of respiratory, phonatory, and articulatory systems; systems' roles during speech production; approaches to instrumental assessment of speech physiologic events. Requirements: nonmajor.
- CSD:3185 Hearing Loss and Audiometry** 3 s.h.
Introduction to profession of audiology; overview of hearing disorders, evaluation, and treatment; basic pure-tone and speech audiometry.
- CSD:3187 Early Literacy Instruction for Young Children** 3 s.h.
Service-learning involving lecture, class discussion, and student participation in an early literacy program for preschoolers; concepts and skills necessary to conduct story time groups with young children that target development of print knowledge; application of learning by reading to small groups of preschool children. Recommendations: CSD:3118. Same as ECTL:3187.
- CSD:3993 Research Practicum** arr.
Individual or small group participation in faculty research projects.
- CSD:4098 Honors Thesis** 2 s.h.
Close work with a faculty mentor.
- CSD:4114 Introduction to Voice Disorders** 2 s.h.
Basic foundations for management of voice disorders.
- CSD:4115 Structural Disorders** 2 s.h.
Therapy approaches used to treat speech production and swallowing disorders associated with disorders that affect structure and physiology of the speech and swallowing mechanism; basic knowledge necessary for clinical practice by clinicians who do not specialize in management of patients with head and neck cancer, cleft palate, or neurological disorders.

- CSD:4120 Introduction to Clinical Methods and Observation** 3 s.h.
Observation of the diagnosis and treatment of a wide range of speech, language, or hearing disorders in a variety of settings; basic understanding of evaluation process, goal setting, behavior management, pacing of therapy, shaping of behavior, tracking performance/learning, and professional and ethical behavior through observation of clinical interactions; completion of 25 hours of observation as required by the American Speech-Language-Hearing Association for obtaining national certification. Recommendations: senior or graduate standing in communication sciences and disorders.
- CSD:4145 Developmental Language Disorders** 3 s.h.
Nature of developmental disorders; basic concepts including behavioral characteristics, developmental patterns, and etiology theories; assessment and intervention principles in semantics, morphology, and syntax.
- CSD:4148 Developmental Speech Disorders** 3 s.h.
Review of typical phonological development in children; introduction to assessment and intervention practices for articulation and phonological disorders in children; may include apraxia, cerebral palsy, and cleft palate.
- CSD:4165 Communication Disorders and Aging** 2 s.h.
Introduction to speech, language, and hearing processes and disorders among older adults; survey of characteristics of communication and communication breakdown, remediation, and strategies for improving communication with older adults with communication disorders; primarily for nonmajors and service providers other than speech-language pathologists and audiologists. Same as ASP:4165.
- CSD:4183 Introduction to Stuttering** 2 s.h.
Theoretical perspectives on the nature of stuttering including onset and development, basic phenomena, and beginning treatment principles.
- CSD:4186 Problems: Speech/Hearing Processes and Disorders** arr.
Independent readings or research experience through mutual arrangement between student and faculty; goals and requirements determined by participating faculty member.
- CSD:4244 Rehabilitative Audiology** 3 s.h.
Theory, procedures for assessment, and rehabilitation of speech, hearing, and language deficits of people with hearing impairment.
- CSD:5104 Language Disorders in School-Aged Children** 3 s.h.
Emphasis on elementary grades; usually taken in conjunction with ECTL:4192, which provides approximately 70 hours of supervised clinical practice in elementary schools. Recommendations: primarily for communication sciences and disorders majors. Same as ECTL:5104.
- CSD:5135 Foundations of Clinical Practice I** 2 s.h.
Basic concepts of clinical practice including models of diagnosis, fundamentals of clinical data collection and measurement, treatment planning, and professional writing. Corequisites: CSD:4145.
- CSD:5136 Foundations of Clinical Practice II** 1 s.h.
Advanced concepts of clinical practice including professionalism, clinical decision making, developing client-clinician alliance, examining biases and prejudices in clinical practice, and developing empathy.
- CSD:5137 Foundations of Clinical Practice III** 1 s.h.
Advanced principles of clinical practice including risk management, public policy, and models of third-party reimbursement; professional issues.
- CSD:5146 Neurogenic Disorders of Language** 3 s.h.
Overview of communication disorders secondary to acquired brain damage in adults; focus on aphasia, communication disorders arising from dementia, right-hemisphere stroke, traumatic brain injuries; general principles of diagnosis and intervention.
- CSD:5203 Counseling in Communication Disorders** 1 s.h.
Development of appropriate intervention plans that meet client/patient needs in collaboration with client/patient and relevant others; communicating effectively and recognizing needs, values, preferred mode of communication, and cultural linguistic background of client/patient, family, caregivers, relevant others; providing counseling to clients/patients, family, and caregivers regarding communication and swallowing disorders.
- CSD:5206 Language Disorders: Birth to Five Years** 3 s.h.
Disorders resulting from phonological, semantic, pragmatic, and morphosyntactic deficits; receptive and expressive problems; special assessment and intervention procedures.
- CSD:5213 Voice Habilitation** 2 s.h.
Application of methods of intervention in development, training, rehabilitation of vocal behavior; motor learning, efficacy of treatment strategies, factors affecting compliance with recommended therapy. Offered fall semesters. Same as MUS:5555.
- CSD:5219 Fundamentals of Laboratory Instrumentation** 2 s.h.
Introduction to instrumentation commonly used in research in speech and hearing sciences; basic audiometric calibration.
- CSD:5222 Gross Anatomy of Speech/Voice Production** 2 s.h.
Anatomy of speech and hearing mechanisms; instruction in dissection techniques; laboratory.
- CSD:5223 Pediatric Feeding and Swallowing Disorders** 1 s.h.
Development of anatomy and physiology of feeding and swallowing in infants and children; assessment and treatment of pediatric feeding and swallowing disorders. Prerequisites: CSD:4115.
- CSD:5224 System and Signal Theory for Speech and Hearing Science** 3 s.h.
Introduction to signals and systems with emphasis on their relevance to the fields of audiology and speech-language pathology. Requirements: introductory calculus.
- CSD:5233 Aphasia** 2 s.h.
Assessment, diagnosis, and treatment of aphasia and other acquired language and cognition-based communication disorders. Corequisites: CSD:5136. Requirements: CSD:5146 or a course that provides an overview of acquired language disorders.
- CSD:5234 Acquired Cognitive-Communication Disorders** arr.
Cognitive, neuropsychological, and social aspects of communication and the management of acquired cognitive-communication disorders associated with traumatic brain injury, right hemisphere damage, and neurodegenerative diseases.
- CSD:5236 Neurogenic Disorders of Speech and Swallowing** 3 s.h.
Provides future speech-pathologists with a strong foundation for career-long learning about the nature and classification of neurogenic motor-speech and swallowing disorders, symptomatology, etiology, diagnosis, treatment, and management options.

- CSD:5237 Cleft Palate and Related Disorders** 2 s.h.
Nature, etiologies, and principles of treatment of common disorders associated with cleft lip and palate, associated disorders.
- CSD:5240 Hearing Aids I** 3 s.h.
Hearing aids and diagnostic procedures; laboratory emphasis on measurement procedures.
- CSD:5246 Advanced Audiology** 3 s.h.
Theory and procedures for assessment of hearing loss in adult and pediatric populations; experience in test administration through supervised laboratory sessions.
- CSD:5253 Speech Perception in Listeners with Hearing Loss** 1-2 s.h.
Introduction to study of speech perception in listeners with normal hearing and those with hearing loss; overview of speech acoustics; theories of speech perception; contributions of auditory, visual, and indexical (talker-specific) information in speech signal; assessment techniques; benefits of hearing aid and/or cochlear implant use; factors influencing speech perception by children and adults with hearing loss.
- CSD:5255 Educational Audiology** 2 s.h.
Training in skills necessary for working with school-age population; case management and aural rehabilitation, amplification and classroom hearing technology, identification and assessment practices, federal legislation that affects services. Requirements: CSD:5240 for Au.D. students.
- CSD:5256 Anatomy and Physiology of Hearing** 3-4 s.h.
Anatomy of auditory system, cochlear mechanics, and electrophysiology of peripheral and central auditory nervous system; laboratory emphasis on physiological techniques for study of ear.
- CSD:5260 Augmentative and Alternative Communication** 2 s.h.
Theories, assessment, and intervention in augmentative and alternative communication (AAC) for individuals with severe communication disorders resulting from a variety of developmental and acquired conditions.
- CSD:5282 Phonological Development and Disorders** 2 s.h.
Advanced topics in phonological development and disorders; current theoretical approaches to phonological analysis and typical phonological acquisition applied to assessment and intervention with children who have phonological disorders.
- CSD:5283 Clinical Problems** 1-2 s.h.
Issues and approaches to treatment of children and adults.
- CSD:5301 Practicum: Speech-Language Pathology** arr.
Supervised clinical practice. Corequisites: CSD:5135. Requirements: M.A. professional emphasis.
- CSD:5304 Speech Pathology Outplacement: School** 0-4 s.h.
Supervised teaching and observation in speech-language pathology in an elementary school setting.
- CSD:5305 Speech Pathology Outplacement: Non-School** 0-4 s.h.
Supervised clinical work and observation in speech-language pathology in a non-school setting.
- CSD:5310 Scientific Writing** 2 s.h.
Principles of writing for scientific posters, journal articles, grant proposals; effective communication of concepts and data. Requirements: Ph.D. standing.
- CSD:5311 Audiology Clinic Management and Community Engagement** 2 s.h.
Variety of professional issues important to clinical practice; incorporates professional and community engagement as well as service learning; topics directly related to clinical work and covered by clinical faculty and guest speakers with special expertise in each area; student presentations. Requirements: M.A. professional emphasis or Au.D. enrollment.
- CSD:5313 Accounting and Marketing in Audiology Business Practice** 2 s.h.
Introduction to business aspects of developing and managing an audiology practice related to accounting and marketing; varied professional issues important to clinical practice; topics covered by clinical faculty and guest speakers with special expertise in each area; student presentations. Requirements: M.A. professional emphasis or Au.D. enrollment.
- CSD:5314 Audiology Student Teaching** arr.
Supervised teaching and observation in an area of audiology in the elementary schools. Corequisites: CSD:5315. Requirements: Au.D. first-, second-, or third-year enrollment.
- CSD:5315 Clinical Rotations in Audiology** arr.
Supervised clinical practice in audiology. Corequisites: CSD:5311. Requirements: Au.D. first-, second-, or third-year enrollment.
- CSD:5316 Professional, Ethical, and Legal Issues in Audiology Business Practice** 2 s.h.
Introduction to business aspects of developing and managing an audiology practice related to professional liability, certification, and licensure; legal and ethical issues in business practice; varied professional issues important to clinical practice; topics directly related to clinical work and covered by clinical faculty and guest speakers with special expertise in each area; student presentations. Requirements: M.A. professional emphasis or Au.D. enrollment.
- CSD:5317 Compliance, Billing, Coding, and Reimbursement in Audiology Business Practice** 2 s.h.
Introduction to business aspects of developing and managing an audiology practice related to compliance, billing, coding, and reimbursement; varied professional issues important to clinical practice; topics covered by clinical faculty and guest speakers with special expertise in each area; student presentations. Requirements: M.A. professional emphasis or Au.D. enrollment.
- CSD:5320 Applied Statistics and Principles of Evidence-Based Practice in Audiology** 3 s.h.
Combination of applied statistics and principles of evidence-based clinical practice with emphasis on applications in audiology and hearing science; review of statistical techniques widely used in audiology research including nonparametric and descriptive statistics, correlation, regression, and ANOVA; examples taken from studies published in scientific journals in communication sciences and disorders; principles of evidence-based practice that focus on topics and methods of establishing treatment efficacy, meta analyses, levels of evidence, and methods of assessing research quality. Requirements: introductory course in statistics.
- CSD:5350 Seminar in Supervision** 1 s.h.
Process and procedures in clinical education and supervision in a graduate program.

- CSD:5511 Introduction to Doctoral Research** 1 s.h.
Topics related to development and execution of research; doctoral program, use of library, human and animal subject issues, philosophy of science, use of common research tools, reading and writing research papers, and research grant preparation.
- CSD:6101 Cognitive Science of Language Proseminar I** 3 s.h.
Survey of five major disciplines within language sciences: formal linguistic, communication disorders, psychological, neuroscience, and computational approaches. Requirements: graduate standing in communication sciences and disorders, linguistics, psychology, or neuroscience. Same as LING:6101, PSY:6101.
- CSD:6102 Cognitive Science of Language Proseminar II** 3 s.h.
Survey of five major disciplines within language sciences: formal linguistic, communication disorders, psychological, neuroscience, and computational approaches. Requirements: graduate standing in communication sciences and disorders, linguistics, psychology, or neuroscience. Same as LING:6102, PSY:6102.
- CSD:6202 Methods of Teaching Voice** 3 s.h.
Attitude, musicianship, foreign language aptitude, physical and emotional characteristics; mental images used to modify respiratory, phonatory, articulatory behavior; vocal hygiene; performance anxiety; student-teacher relationships; administration in vocal schools, professional organizations. Same as MUS:6520.
- CSD:6230 Psychoacoustics** 2 s.h.
Basic properties of auditory perception or psychoacoustics from material covered in CSD:5256; perception of loudness, masking frequency selectivity, temporal processing, and spatial perception; basic perceptual properties, methods of measurement, and physiological basis for performance; properties of perception in normal ears, hearing impairment, and auditory prostheses (e.g., cochlear implants).
- CSD:6242 Hearing Aids II** 3 s.h.
Evaluation and verification procedures; emphasis on advanced technologies and strategies.
- CSD:6245 Pediatric Audiology** 1,3 s.h.
Theory and procedures for assessment and rehabilitation of pediatric populations; laboratory emphasis on test administration.
- CSD:6247 Medical Audiology** 2 s.h.
Review of a wide range of pathologic conditions that have an impact on hearing; focus on understanding the underlying pathophysiology and how the disorder is diagnosed and treated.
- CSD:6249 Cochlear Implants** 1-3 s.h.
Introduction to cochlear implants; history of cochlear implantation, introduction to cochlear implant technology, basics of device programming and troubleshooting, candidacy issues, outcomes in children and adults; auditory rehabilitation specific to cochlear implant recipients.
- CSD:6290 Auditory Evoked Potentials** 3 s.h.
Introduction to the wide range of electrophysiologic measures of auditory function used in clinical practice.
- CSD:6291 Vestibular Assessment** 2 s.h.
Introduction to vestibular anatomy, physiology theory, and testing techniques.
- CSD:6292 Advanced Rehabilitative Audiology** 2 s.h.
Current and developing procedures for assessment and habilitation of adults and children with hearing losses.
- CSD:6293 Vestibular Rehabilitation** 2 s.h.
Introduction to vestibular management and rehabilitation.
- CSD:6311 Professional Issues in Audiology** 1 s.h.
Information on a variety of professional issues important to clinical practice; topics directly related to clinical work; written assignments required as a means for students to reflect on and share clinical experiences related to topics. Corequisites: CSD:6316. Requirements: M.A. professional emphasis or Au.D. fourth-year enrollment.
- CSD:6316 Advanced Externship in Audiology** arr.
Advanced clinical externship in audiology. Corequisites: CSD:6311. Requirements: Au.D. fourth-year enrollment.
- CSD:6317 Audiology Practice: Business Start-Up and Interprofessional Practice** 1 s.h.
Introduction to business aspects of developing and managing an audiology practice related to business start-up as well as short- and long-range business planning; interprofessional education and practice; interprofessional education/interprofessional practice (IPE/IPP) training focuses on students' collaboration with multiple service providers from other professions in order to improve outcomes for individuals, families, and/or communities served; topics are covered by clinical faculty and guest speakers with special expertise in each area; presentations by students. Requirements: M.A. professional emphasis or Au.D. enrollment.
- CSD:6318 Occupational Audiology** 2 s.h.
Incidence and prevalence of hearing loss; risk factors and assessment; noise exposure guidelines; hearing protection devices; education and motivation.
- CSD:6515 Professional Seminar** 0 s.h.
Weekly presentation of research projects, ideas, and clinical initiatives by faculty, students, and guests; required for Ph.D., Au.D., and M.A.-SLP first-year graduate students.
- CSD:6519 Seminar: Evidence-Based Practice** 2 s.h.
Introduction to design and conduct of research and evidence-based clinical practice. Offered fall semesters. Recommendations: clinical graduate standing in audiology or speech-language pathology.
- CSD:6538 Seminar: Hearing Science** 1 s.h.
Varied topics related to auditory function, assessment, and rehabilitation; discussion based.
- CSD:7238 Capstone Requirement** 1 s.h.
Work with a faculty mentor to complete a project that focuses on an area of student's interest.
- CSD:7590 Research** arr.
Individual laboratory research training in speech-language pathology or audiology.

Speech and Hearing Science, B.A.

The undergraduate major in speech and hearing science emphasizes the normal processes of speech, hearing, and language and does not qualify an individual to work professionally in the field. Instead, it is designed primarily to prepare students for graduate work. It also may be an appropriate major for students earning College of Liberal Arts and Sciences degrees who are not planning careers in speech pathology and audiology. Students who intend to pursue professional careers in communication sciences and disorders must complete a graduate program comparable to the department's Master of Arts in speech pathology and audiology or its Doctor of Audiology (Au.D.).

Learning Outcomes

Graduating B.A. students in speech and hearing science will have:

- a strong foundational understanding of the physical processes and biological substrates underlying normal audition, normal perception, and production of speech and language;
- a strong foundational understanding of the normal development of speech, language, and hearing; and
- finished all prerequisite coursework needed to begin a graduate program in either speech-language pathology or audiology, and will be prepared to begin more advanced graduate coursework focusing on disorders, diagnosis, and treatment.

Requirements

The Bachelor of Arts with a major in speech and hearing science requires a minimum of 120 s.h., including 63-64 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Requirements include 12 core courses offered by the department and eight cognate courses offered by other departments. Transfer students must complete a minimum of 15 s.h. toward the major at the University of Iowa.

The B.A. with a major in speech and hearing science requires the following coursework.

Code	Title	Hours
Core Courses		37
Cognate Courses		26-27
Clinical Observation		
Total Hours		63-64

Core Courses

Code	Title	Hours
All of these:		
CSD:1015	Introduction to Speech and Hearing Processes and Disorders	2
CSD:2110	Phonetics: Theory and Applications	3

CSD:2111	Basic Acoustics for Speech and Hearing	3
CSD:3112	Anatomy and Physiology of Speech Production	4
CSD:3113	Introduction to Hearing Science	4
CSD:3116	Basic Neuroscience for Speech and Hearing	3
CSD:3117	Psychology of Language	3
CSD:3118	Language Acquisition	3
CSD:3185	Hearing Loss and Audiometry	3
CSD:4145	Developmental Language Disorders	3
CSD:4148	Developmental Speech Disorders	3
CSD:4244	Rehabilitative Audiology	3

Cognate Courses

Students may choose cognate courses that help fulfill the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Code	Title	Hours
Both of these:		
LING:3001	Introduction to Linguistics	3
PSY:1001	Elementary Psychology	3
One of these:		
PSQF:1020/ STAT:1020	Elementary Statistics and Inference	3
PSQF:4143/ STAT:4143	Introduction to Statistical Methods	3
STAT:2010	Statistical Methods and Computing	3
STAT:3510/ IGPI:3510	Biostatistics	3
One of these:		
CHEM:1070	General Chemistry I	3
CHEM:1110	Principles of Chemistry I	4
PHYS:1400	Basic Physics (preferably with lab)	4
PHYS:1511	College Physics I	4
One of these:		
ASP:3150	Psychology of Aging	3
PSY:2301	Introduction to Clinical Psychology	3
PSY:2930	Abnormal Psychology: Health Professions	3
SSW:1800/ ASP:1800/ CSD:1800/ NURS:1800/ TR:1800	Aging Matters: Introduction to Gerontology	3
One of these:		
PSQF:4106	Child Development	3
PSY:2401	Introduction to Developmental Science	3
One of these:		
BIOL:1141	Introductory Animal Biology (with lab)	4
BIOL:1411	Foundations of Biology (with lab)	4

One of these:

MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1850	Calculus I	4

The cognate requirement in mathematics may be fulfilled through an acceptable score on the Advanced Placement AB or BC Calculus exam; see Credit by Exam Options on the Office of Admissions website. Students without AP credit are encouraged to take MATH:1440 Mathematics for the Biological Sciences (speech interest) or MATH:1460 Calculus for the Biological Sciences (audiology interest) to satisfy this requirement.

Clinical Observation

Students have the opportunity and are encouraged to obtain 25 hours of supervised clinical observation, a prerequisite for participation in clinical practicums at the graduate level. This requirement is satisfied by completion of independent observations or by registering for CSD:4120 Introduction to Clinical Methods and Observation.

Honors

Honors in the Major

The departmental honors program provides students the opportunity to conduct research in the field of communication sciences and disorders, to gain experience presenting research ideas in public settings, and to work closely with a faculty mentor. In order to be eligible, students must have a cumulative and major g.p.a. of at least 3.60 at the beginning of the spring semester of their sophomore year. All eligible students will be invited to apply to the program during the spring semester of their sophomore year. Interested students should complete and return the application. A limited number of spots are available, based on the availability of mentors. Applications will be reviewed and a select number of students will be admitted to the program based on their grade-point average.

After entering the departmental honors program, students enroll in CSD:3097 Honors Seminar in the fall semester of their junior year. The seminar provides an introduction to research philosophies, research design and implementation, and a chance for each student to critically evaluate existing research literature. In addition, the seminar provides an introduction to the department's research facilities and potential thesis advisors.

By the beginning of the spring semester of their junior year, students will have selected project areas and thesis advisors. During their final three semesters, honors students register for a total of 4 s.h. of CSD:4098 Honors Thesis and work on their projects and theses with their mentors. During the spring semester of their senior year, honors students present their projects at a University-wide forum (such as the UI Spring Undergraduate Research Festival) and at a departmental event. Students must maintain a cumulative and major g.p.a. of at least 3.60 in order to graduate with honors in the major.

As final recognition of the completion of the departmental honors program, the diplomas of honors students bear a honors notation. Students interested in learning more about this program should contact their academic advisor and/or the departmental honor's advisor.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the speech and hearing science major.

Academic Plans

Four-Year Graduation Plan

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

The major requires specific mathematics and science competencies that may be satisfied with courses approved for the GE CLAS Core.

Before the fifth semester begins: three courses in the major

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

Before the eighth semester begins: 12 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Speech and Hearing Science, B.A.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1440 or MATH:1460	Mathematics for the Biological Sciences ^{a, b, c} or Calculus for the Biological Sciences	4
CSD:1015	Introduction to Speech and Hearing Processes and Disorders	2
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
CSI:1600	Success at Iowa	2
		<hr/>
		Hours 18-20
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
PSY:1001	Elementary Psychology ^b	3

Major: physics or chemistry course ^{b, f}	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
Elective course ^g	1
Hours	14-16

Second Year

Fall

CSD:2110 Phonetics: Theory and Applications ^h	3
CSD:2111 Basic Acoustics for Speech and Hearing ^h	3
LING:3001 Introduction to Linguistics	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
Elective course ^g	3
Hours	16-17

Spring

CSD:3113 Introduction to Hearing Science ⁱ	4
CSD:3118 Language Acquisition ^{b, i}	3
BIOL:1141 Introductory Animal Biology ^b	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
Elective course	1
Hours	16-17

Third Year

Fall

CSD:3185 Hearing Loss and Audiometry ^h	3
Major: group A psychology course	3
GE CLAS Core: Diversity and Inclusion ^d	3
GE CLAS Core: Values and Culture ^d	3
Elective course ^g	3 - 4
Hours	15-16

Spring

CSD:3112 Anatomy and Physiology of Speech Production ⁱ	4
CSD:3117 Psychology of Language ^{b, i}	3
Major: group B psychology course	3
Major: statistics course	3
Elective course ^g	3 - 4
Hours	16-17

Fourth Year

Fall

CSD:4145 Developmental Language Disorders ^h	3
CSD:3116 Basic Neuroscience for Speech and Hearing ^h	3
GE CLAS Core: International and Global Issues ^d	3
GE CLAS Core: Literary, Visual, and Performing Arts ^g	3
Elective course ^g	3 - 4
Hours	15-16

Spring

CSD:4148 Developmental Speech Disorders ⁱ	3
CSD:4244 Rehabilitative Audiology ⁱ	3
CSD:4120 Introduction to Clinical Methods and Observation ^j	3
Elective course ^g	3
Elective course ^g	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	125-134

- a Students intending to pursue AuD should consider MATH:1460.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students should choose a course that will also fulfill the GE CLAS Core Natural Sciences requirement.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- i Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- j Students have the opportunity and are encouraged to obtain 25 hours of supervised clinical observation, a prerequisite for participation in clinical practicums at the graduate level. This requirement is satisfied by completion of independent observations or by registering for CSD:4120.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The speech and hearing science program provides excellent preparation for a career as a speech-language pathologist or audiologist. There continues to be a strong demand for professionals in these fields, and both speech pathology and audiology are consistently ranked highly in "best job" surveys.

Advanced degree holders may work as a teacher, clinician, and/or researcher in the field of communication sciences and disorders.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Communication Sciences and Disorders, Minor

Requirements

The undergraduate minor in communication sciences and disorders requires a minimum of 15 s.h., including 12 s.h. in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students must begin the minor with CSD:1015 Introduction to Speech and Hearing Processes and Disorders, which provides a broad overview of all aspects of the normal communication process and of various disorders. Students complete the minor by choosing from the courses listed below, according to their interests.

The minor in communication sciences and disorders requires the following coursework.

Code	Title	Hours
This course:		
CSD:1015	Introduction to Speech and Hearing Processes and Disorders	2
A minimum of 13 s.h. from these:		
CSD:2110	Phonetics: Theory and Applications	3
CSD:2111	Basic Acoustics for Speech and Hearing	3
CSD:2140	Manual Communication	1
CSD:3112	Anatomy and Physiology of Speech Production	4
CSD:3113	Introduction to Hearing Science	4
CSD:3116	Basic Neuroscience for Speech and Hearing	3
CSD:3117	Psychology of Language	3
CSD:3118	Language Acquisition	3
CSD:3185	Hearing Loss and Audiometry	3
CSD:4145	Developmental Language Disorders	3
CSD:4148	Developmental Speech Disorders	3
CSD:4244	Rehabilitative Audiology	3

Speech Pathology and Audiology, M.A.

The Master of Arts program in speech pathology and audiology provides training for individuals who wish to do clinical work in speech-language pathology. Graduates of the M.A. program meet all academic and practicum requirements for clinical certification by the American Speech-Language-Hearing Association (ASHA) and for licensure by the State of Iowa. Students preparing for clinical positions in public schools must meet school licensure or certification requirements of the states in which they plan to work.

Learning Outcomes

Graduating M.A. students in speech pathology and audiology will:

- demonstrate knowledge and skills specified in the Knowledge and Skills Acquisition (KASA) competencies for speech-language pathology professionals;
- behave professionally and ethically, and adhere to the American Speech-Language-Hearing Association (ASHA) Code of Ethics;
- use critical thinking skills to apply theory and knowledge to clinical decision making; and
- use evidence-based practice and practice-based evidence to make clinical decisions regarding diagnosis and treatment of persons with communication disorders.

Requirements

The Master of Arts program in speech pathology and audiology requires a minimum of 38 s.h. of graduate credit, although students typically earn 53-57 s.h. of credit by the time they complete the degree. The program prepares clinicians to be able to function independently in a variety of clinical settings. The program is designed to ensure that upon graduation, a student will meet requirements for immediate professional employment.

M.A. students usually have a background of undergraduate courses in speech and hearing science, psychology of language, and human behavior that is equivalent to an undergraduate major in speech and hearing science at the University of Iowa.

Before registering in the program, entering M.A. students receive descriptive materials about basic science core courses considered to be required preparation for the M.A. program, and required M.A. clinical core courses for which the department may accept comparable courses taken at the undergraduate level. Decisions about incorporating background coursework in these areas are made by the faculty advisor in consultation with the student and the instructors of the basic science or clinical core courses. Entering students must have completed the following courses or their equivalents.

Code	Title	Hours
	A biological science course (human or animal biology)	3
	A physical science course (physics or chemistry)	3
	A social/behavioral science course	3
CSD:2110	Phonetics: Theory and Applications	3

CSD:3112	Anatomy and Physiology of Speech Production	4
CSD:3113	Introduction to Hearing Science	4
CSD:3116	Basic Neuroscience for Speech and Hearing	3
CSD:3118	Language Acquisition	3
CSD:3185	Hearing Loss and Audiometry	3
CSD:4145	Developmental Language Disorders	3
CSD:4148	Developmental Speech Disorders	3
CSD:4244	Rehabilitative Audiology	3
PSQF:1020/ STAT:1020	Elementary Statistics and Inference	3

25 hours of observation documented by a practitioner with ASHA certification

Candidates for an M.A. with a professional emphasis in speech-language pathology are not required to complete a thesis, although all students demonstrating research aptitude and interest are encouraged to do so.

A typical program usually takes two calendar years to complete but may take longer, depending on a student's background and personal interests.

Core Requirements

All students seeking an M.A. in speech pathology and audiology with professional emphasis in speech-language pathology must take the following.

Code	Title	Hours
CSD:5135	Foundations of Clinical Practice I	2
CSD:5136	Foundations of Clinical Practice II	1
CSD:5137	Foundations of Clinical Practice III	1
CSD:6515	Professional Seminar (taken fall and spring semesters of first year)	0

In addition, they must take the following courses unless they completed equivalent courses as undergraduates.

Code	Title	Hours
CSD:2140	Manual Communication	1
CSD:4114	Introduction to Voice Disorders	2
CSD:4115	Structural Disorders	2
CSD:4183	Introduction to Stuttering	2
CSD:5104	Language Disorders in School-Aged Children	3
or CSD:5206	Language Disorders: Birth to Five Years	
CSD:5146	Neurogenic Disorders of Language	3
CSD:5236	Neurogenic Disorders of Speech and Swallowing	3
CSD:6519	Seminar: Evidence-Based Practice	2

Also required are additional semester hours of practicum registration sufficient to meet supervised, direct clinical

experience requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association and the Iowa license, and to provide broad, supervised practicum experience.

In addition to the core requirements listed above, all nonthesis students preparing to be speech-language pathologists must earn a minimum of 12 s.h. from the following; thesis students must earn a minimum of 8 s.h. from the following. Thesis students also must enroll in 4 s.h. of research.

Code	Title	Hours
CSD:3117	Psychology of Language	3
CSD:5213	Voice Habilitation	2
CSD:5222	Gross Anatomy of Speech/ Voice Production (dissection)	2
CSD:5223	Pediatric Feeding and Swallowing Disorders	1
CSD:5233	Aphasia	2
CSD:5234	Acquired Cognitive- Communication Disorders	arr.
CSD:5237	Cleft Palate and Related Disorders	2
CSD:5260	Augmentative and Alternative Communication	2
CSD:5282	Phonological Development and Disorders	2
CSD:5283	Clinical Problems	2
CSD:5350	Seminar in Supervision	1

Professional Licensure

Licensure to Work Outside Public Schools

A number of states, including Iowa, require a state license in speech-language pathology or audiology for persons who work in settings outside the public schools. Students who meet the requirements listed above for the M.A. in speech pathology and audiology also meet the academic requirements for the license in Iowa as well as in most other states.

Public School Licensure

Students preparing for clinical positions in public schools typically must meet school licensure or certification requirements of the states in which they plan to work. The following criteria meet the requirements for endorsement as speech-language pathologists in Iowa and most other states:

- a master's degree with professional emphasis in speech-language pathology or the equivalent;
- completion of an approved human relations component;
- completion of courses that cover the education of people with disabilities and the gifted and talented (e.g., exceptional persons, education of the gifted); and
- completion of the requirements in speech-language pathology and the 20 s.h. professional education sequence, including CSD:5104 Language Disorders in School-Aged Children and CSD:5304 Speech Pathology Outplacement: School as a speech-language pathologist.

The professional education sequence requires coursework in the following areas.

Curriculum (e.g., reading, methods, curriculum development)

Foundations (e.g., philosophy of education, foundations of education)

Educational measurement (e.g., tests and measurements, measures and evaluations of instruction)

Educational psychology (e.g., educational psychology, counseling theories and techniques)

Special education (e.g., introduction to special education, exceptional persons, learning disabilities)

Child development (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education)

GE CLAS Core [p. 20] courses (e.g., introduction to psychology, sociology, history, literature, and humanities) do not meet the requirements of the professional education sequence.

Alternatively, speech-language pathologists practicing in Iowa can obtain a Statement of Professional Regulation (SPR). In order to obtain the SPR, they must have a temporary or regular license from the State Board of Speech Pathology and Audiology Examiners, a master's degree in speech-language pathology, and have completed a human relations course. The SPR is valid for five years and does not transfer to other states.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

The department requires that applicants take the Graduate Record Examination (GRE) General Test before they apply for admission.

Admission to the program is competitive; applicants' credentials are considered in relation to those of others in the applicant pool, and a limited number of individuals are admitted to each program. Applicants whose undergraduate g.p.a. is below 3.30 or whose GRE General Test scores are lower than the 40th percentile in any area (verbal, quantitative, and analytic) rarely are admitted.

Admission is for fall; the application deadline is January 1. All applications to the M.A. program must be submitted through CSDCAS (Central Application Service for Communication Science and Disorders).

For detailed information regarding evaluation of applicants, applications materials and requirements, and other matters, see Graduate Programs on the department's website.

Financial Support

Financial support is based on merit and dependent on availability of funds. For more detailed information, contact the Department of Communication Sciences and Disorders director of graduate studies.

Career Advancement

The speech pathology and audiology program provides excellent preparation for a career as a speech-language pathologist or audiologist. There continues to be a strong demand for professionals in these fields, and both speech pathology and audiology are consistently ranked highly in "best job" surveys.

Advanced degree holders may work as a teacher, clinician, and/or researcher in the field of communication sciences and disorders.

Doctor of Audiology, Au.D.

Learning Outcomes

Graduating Au.D. students will:

- be able to effectively and accurately identify, diagnose, prevent, quantify, and treat hearing and balance disorders affecting both children and adults;
- understand the importance of and be able to implement patient- and family-centered, evidence-based approaches to identify, treat, and prevent hearing and balance disorders affecting individuals of all ages; and
- become leaders—nationally and internationally—driving innovation, shaping the future of the profession, and disseminating information about consequences of untreated hearing and balance disorders as well as the importance of early intervention and prevention.

Requirements

The Doctor of Audiology (Au.D.) requires 95 s.h. of graduate credit. The Au.D. is the entry-level degree for individuals who wish to work as audiologists in the United States.

The four-year Au.D. program is designed for students with an undergraduate degree in speech and hearing science. Au.D. students must complete the following courses. They may be excused from taking courses whose equivalents they completed successfully during undergraduate study.

Code	Title	Hours
All of these:		
CSD:3185	Hearing Loss and Audiometry	3
CSD:4145	Developmental Language Disorders	3
CSD:4244	Rehabilitative Audiology	3
CSD:5203	Counseling in Communication Disorders	1
CSD:5219	Fundamentals of Laboratory Instrumentation	2
CSD:5224	System and Signal Theory for Speech and Hearing Science	3
CSD:5240	Hearing Aids I	3
CSD:5246	Advanced Audiology	3
CSD:5253	Speech Perception in Listeners with Hearing Loss	1-2
CSD:5255	Educational Audiology	2
CSD:5256	Anatomy and Physiology of Hearing	3-4
CSD:5311	Audiology Clinic Management and Community Engagement	2
CSD:5315	Clinical Rotations in Audiology	arr.
CSD:5320	Applied Statistics and Principles of Evidence-Based Practice in Audiology	3
CSD:6230	Psychoacoustics	2
CSD:6242	Hearing Aids II	3

CSD:6245	Pediatric Audiology	1,3
CSD:6247	Medical Audiology	2
CSD:6249	Cochlear Implants	1-3
CSD:6290	Auditory Evoked Potentials	3
CSD:6291	Vestibular Assessment	2
CSD:6292	Advanced Rehabilitative Audiology	2
CSD:6293	Vestibular Rehabilitation	2
CSD:6316	Advanced Externship in Audiology	arr.
CSD:6317	Audiology Practice: Business Start-Up and Interprofessional Practice	1
CSD:6318	Occupational Audiology	2
CSD:7238	Capstone Requirement	1
MATH:1460	Calculus for the Biological Sciences (or one semester of calculus)	4

Combined Programs

Au.D./Ph.D. in Speech and Hearing Science

For students who are enrolled in the Au.D. program but interested in research, the Department of Communication Sciences and Disorders offers a combined Doctor of Audiology/Doctor of Philosophy program. This option is appropriate for students who have more applied research interests but would like to work in academics. The combined program requires 137 s.h. of coursework. Students must satisfy all the clinical practicum experiences required for the Au.D. as well as all of the milestones required for the traditional Ph.D. Completion time for the two degrees varies but is typically seven years. Details on applying for the combined program can be found under Admissions in this section of the Catalog. For more information, contact the director of Ph.D. studies.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. The department requires that applicants take the Graduate Record Examination (GRE) General Test before they apply for admission.

Admission to the program is competitive and each applicants' credentials are considered in relation to the credentials of others in the applicant pool. Individuals with an undergraduate g.p.a. below 3.00 or whose GRE scores are lower than the 40th percentile are rarely admitted.

Students interested in admission to the combined Au.D./Ph.D. program are required to initially apply to the Au.D. program and be admitted. At the end of their second year in the Au.D. program, they may formally request permission to change their degree objective. If the faculty approve and a mentor is available, students transition into the Au.D./Ph.D. program.

The deadline for application is January 1. All applications to the Au.D. program must be submitted through CSDCAS (Central Application Service for Communication Science and Disorders).

For detailed information regarding evaluation of applicants, applications materials and requirements, and other matters, see Graduate Programs on the department's website.

Financial Support

Financial support is based on merit and dependent on availability of funds. For more detailed information, contact the chair of the Department of Communication Sciences and Disorders.

Career Advancement

The Au.D. program provides students with excellent preparation for a career as an audiologist. There continues to be a strong demand for audiologists nationwide and it is consistently ranked highly in "best job" surveys. Graduates are often hired as faculty in positions at universities, in industry and clinical positions, and in research settings.

Speech and Hearing Science, Ph.D.

Learning Outcomes

Graduating Ph.D. students in speech pathology and audiology will demonstrate:

- critical thinking through reading, discussing, and writing about relevant scientific literature;
- competence in designing and conducting quality research, from concept to methodology, and through to data analysis and publication;
- competence in scientific writing;
- competence in developing and delivering quality oral research presentations; and
- competence in developing and delivering course material to undergraduate and graduate classes.

Requirements

The Doctor of Philosophy program in speech and hearing science requires a minimum of 72 s.h. of graduate credit. The program provides flexible, comprehensive training for scholar-researchers interested in communication processes and their disorders. Students with diverse backgrounds in the natural and behavioral sciences are encouraged to apply.

The Ph.D. program reflects the broad interests of its multidisciplinary faculty, whose members have diverse backgrounds in speech, language, hearing, engineering, physiology, psychophysics, neuroscience, psychology, linguistics, and bioengineering. The purpose of the doctoral program is to allow interested graduate students to develop the knowledge and skills necessary for them to become productive researchers.

Prospective students are matched with a mentor whose research area aligns with their interests. There is no standard curriculum for the Ph.D.; a program of study is developed by each student in consultation with their mentor and a faculty committee. The course of study includes a range of seminars and courses offered by faculty members in the Department of Communication Sciences and Disorders as well as by faculty in other departments, including engineering, psychological and brain sciences, otolaryngology—head and neck surgery, statistics and actuarial science, molecular physiology and biophysics, neuroscience, and computer science. Also important to a student's education is registration in CSD:7590 Research, that covers individual readings and research experiences with their mentor as well as other faculty members, and participation in the weekly course, CSD:6515 Professional Seminar.

Students also are required to work with their mentor to complete a pre-dissertation project. This is typically a research project that has been conducted jointly with and under the direction of their mentor. Upon completion, they are expected to present the results at the weekly professional seminar. In addition, students are required to write and defend a comprehensive examination designed, administered, and evaluated by their faculty committee. This step is required before they can advance to candidacy. The final step requires each student to successfully complete, submit, and defend an original research project that meets the college requirement for the dissertation.

Combined Programs

Ph.D. in Speech and Hearing Science/Au.D.

Students interested in a Ph.D. with an emphasis in audiology or hearing science may be interested in obtaining clinical certification. This requires that they also have a clinical doctorate (the Au.D.). The Department of Communication Sciences and Disorders offers a combined program that allows students to earn both degrees simultaneously. The Doctor of Philosophy/Doctor of Audiology program is especially appropriate for students who have more applied research interests but would like to work in academics. The program requires 137 s.h. of coursework, including all of the clinical practicum experiences required for the Au.D. Students also must meet all of the milestones required for the traditional Ph.D. Completion time for the two degrees varies but is typically seven years. For more information, consult the department chair.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. They also must take the Graduate Record Examination (GRE) before their application will be considered.

Admission to the Ph.D. program is based on a student's aptitude, their specific area of research interest, as well as availability of a faculty member to serve as a mentor.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students interested in admission to the combined Ph.D./Au.D. program are required to initially apply and be admitted to the Au.D. program. At the end of their second year in the Au.D. program, they may formally request permission to change their degree objective. If the faculty approve and a mentor is available, transition into the Au.D./Ph.D. program is approved.

The deadline for application to the Ph.D. program is before January 1. Applications must be submitted through the Office of Graduate Admissions.

For more information, see Ph.D. Program on the Department of Communication Sciences and Disorders website.

Financial Support

Financial support is based on merit and dependent on availability of funds. For more information, contact the chair of the Department of Communication Sciences and Disorders.

Career Advancement

The Ph.D. program provides excellent preparation for careers in academics, industry, and research. There continues to be a strong demand for graduates with doctoral-level training and graduates of the Ph.D. program routinely advance to postdoctoral research positions or are hired as university faculty members.

Communication Studies

Chair

- Kembrew McLeod

Undergraduate major: communication studies (B.A.)

Undergraduate minor: communication studies

Graduate degrees: M.A. in communication studies; Ph.D. in communication studies

Faculty: <https://clas.uiowa.edu/commstudies/people>

Website: <https://clas.uiowa.edu/commstudies/>

Communication creates meaning and builds worlds. The mission of the Department of Communication Studies is to explore the central role that communication plays in shaping our relationships, institutions, and societies. The department prepares students to serve as innovative scholars, engaged citizens, effective communicators, and visionary leaders in all of the communities they inhabit.

Forensics/Debate

Students in the forensics/debate program have the opportunity to participate in on-campus debates, in developmental programs designed to improve speech activities in the state, and as members of competitive intercollegiate debate teams. Forensics scholarships are available. Students interested in debate should enroll in COMM:2813 Practicum in Debate or COMM:1814 Elements of Debate.

Related Minor and Certificates

Minor: Religion and Media

The Departments of Communication Studies and Religious Studies collaborate to offer the minor in religion and media that emphasizes the study of religion and the study of media in contemporary culture. It is a course of study for students interested in the importance of religion in public life, the digital humanities, and the shaping role of media in public and religious culture. For more information, see the minor in religion and media [p. 968] in the Catalog.

Certificate: Event Management

The Departments of Communication Studies, Health and Human Physiology, and Marketing, and the School of Journalism and Mass Communication collaborate to offer the undergraduate Certificate in Event Management. Students who earn the certificate will know and be able to demonstrate the basic principles of organizing a successful event. They will gain a robust understanding of the diverse field of event management and careers in the event management industry. For more information, see the Certificate in Event Management [p. 479] in the Catalog.

Certificate: Leadership Studies

The Certificate in Leadership Studies is an interdisciplinary program supported by the Tippie College of Business, the Colleges of Education and Liberal Arts and Sciences, and the Center for Student Involvement and Leadership. The certificate provides a structure for involvement and commitment to leadership. It introduces students to leadership concepts and offers them hands-on leadership experiences. The certificate is coordinated by the Pomerantz Career Center and housed in University College. For more

information, see the Certificate in Leadership Studies [p. 1989] in the Catalog.

Certificate: Media Entrepreneurialism

The Tippie College of Business and the School of Journalism and Mass Communication collaborate to offer the Certificate in Media Entrepreneurialism. Opportunities exist for students to invent new revenue streams or business models for media companies, create new media products, work as part of an innovation team for an established media company, or possibly build a new business. The certificate is administered by the School of Journalism and Mass Communication. For more information, see the Certificate in Media Entrepreneurialism [p. 808] in the Catalog.

Programs

Undergraduate Programs of Study

Major

- Major in Communication Studies (Bachelor of Arts) [p. 286]

Minor

- Minor in Communication Studies [p. 291]

Graduate Programs of Study

Majors

- Master of Arts in Communication Studies [p. 294]
- Doctor of Philosophy in Communication Studies [p. 296]

Facilities

The Samuel L. Becker Communication Studies Building is designed to meet the department's research and technological needs.

Courses

Courses numbered below 5000 are intended primarily for undergraduates; those numbered 5000 and above are for graduate students. Graduate students may take courses numbered 3000-4999 for credit, with their committee's approval.

Not all courses are offered each semester.

Registration in COMM:1000 First-Year Seminar is open to first- and second-semester students regardless of grade-point average.

Communication Studies Courses

COMM:1000 First-Year Seminar

1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

- COMM:1112 Interpersonal Communication** 3 s.h.
Introduction to face-to-face communication in social and personal relationships; maximizing communicative effectiveness in relationships with knowledge about how communication functions; analysis of one's own and others' communication practices and experiences.
- COMM:1117 Theory and Practice of Argument** 4 s.h.
Public arguments as practiced in law, politics, science, and other public arenas; improvement of skills in researching, constructing, organizing, and presenting arguments on disputed subjects; analyzing and refuting arguments of others; developing a better understanding of how scholars apply tools of formal and informal logic in a variety of disciplines to improve quality of academic argument. GE: Quantitative or Formal Reasoning.
- COMM:1130 The Art of Persuading Others** 3 s.h.
Basic theoretical concepts of effective public communication; employ knowledge of concepts in analyzing texts; definition and influence of rhetorical situation, different elements of persuasion (message logic, appeal to feelings, character of speaker), ability of speakers to invent arguments; issues of judgment, public discourse, identity, and agency.
- COMM:1168 Music and Social Change** 3 s.h.
What makes popular music important for people; music's power to change culture; production, distribution, reception of popular music in cultural and historical contexts. GE: Diversity and Inclusion.
- COMM:1170 Communication Theory in Everyday Life** 3 s.h.
General overview of everyday life communication, theories and research techniques used to understand it; sheer depth and complexity of processes in communication that occur in everyday lives and which appear to be trivial; how to observe conversations and identify what is really happening in them; ways in which scholars explain everyday communication and how it works; applications of theoretical thinking to explain processes of everyday communication. GE: Social Sciences.
- COMM:1174 Media and Society** 3 s.h.
Processes and effects of mass communication; how mass media operate in the United States; how mass communication scholars develop knowledge. GE: Social Sciences; Values and Culture.
- COMM:1305 Understanding Communication: Social Scientific Approaches** 3 s.h.
Social scientific methods used to generate knowledge about communication processes; basic tools necessary to conduct and evaluate communication research; epistemological perspectives, research procedures, and data analysis; readings and hands-on activities.
- COMM:1306 Understanding Communication: Humanistic Approaches** 3 s.h.
Humanistic methods and theories used to generate knowledge about communication processes; basic tools necessary to conduct and evaluate communication research in humanities subdisciplines; epistemological perspectives, research procedures, and critical practices; readings and hands-on activities.
- COMM:1809 Social Marketing Campaigns** 3 s.h.
Introduction to theory, development, and practice of social marketing campaigns; public service announcements, political action to change smoking laws, community-led initiatives to increase availability of local foods; communication-centric format including research in public health, nursing, marketing, and other fields; group work to identify issues of local concern and develop a theoretically justified and practically realistic social marketing campaign with potential to positively impact communities.
- COMM:1814 Elements of Debate** 3 s.h.
Debates that occur everyday in a wide variety of situations and settings; how to recognize when a debate is occurring and different procedures by which people conduct debates; emphasis on development of personal advocacy skills and how one goes about teaching those same skills to others by example and practice; examination of role of debate in achieving collective economic and political purposes in contemporary societies.
- COMM:1816 Business and Professional Communication** 3 s.h.
Introduction to business and professional communication at individual and corporate levels; individual-level topics cover organizational communication, business vocabulary, speaking and writing, professionalism and interviewing; corporate-level topics focus on marketing, advertising, public relations, corporate communications, crisis communication management, business and communication plans, proposals; guest speakers from for-profit and not-for-profit organizations.
- COMM:1818 Communication Skills for Leadership** 3 s.h.
Practice and understanding of essential communication skills for leadership; skills-based curriculum promoting application of knowledge; topics include relationship skills, collaboration skills, presentation skills, and writing skills; emphasis on leadership throughout each section of the course.
- COMM:1819 Organizational Leadership** 3 s.h.
Introduction to nature of leadership, styles of leadership that are most effective, and ways in which obstacles may be overcome in groups or organizations; different approaches to qualities of leadership, role of visions and motivation, interpersonal and decision-making skills, meeting preparation and evaluation, and related communication skills.
- COMM:1830 Communication Skills for Community Engagement** 3 s.h.
Communication at the heart of public problems and solutions; critical 21st-century skills (writing for a general audience, facilitating dialogue); valuable community service experiences as an introduction to the interdisciplinary field of dialogue and deliberation; focus on a complex local issue, such as affordable housing, flood planning, or excessive drinking; partnering with local organizations to research a local problem, plan community-based solutions, and study the art of facilitating public discussions; topics include issue analysis, deliberative inquiry, convening meetings, and community organizing.
- COMM:1840 Introduction to Media Production** 3 s.h.
Foundation of electronic media and digital television production skills using industry-quality technology; high-definition camera operation, audio recording and editing, digital switcher operation, nonlinear editing, studio lighting techniques, and more; introduction to questions surrounding the impact of media production on artistic expression, audiences, and society.

COMM:1845 Short-Form Media Production 3 s.h.

Basics of short-form media creation including public service announcements, commercials, promotional videos, and more; entire production process from creation to production to post-production; assumes basic knowledge of studio and field production techniques, nonlinear editing.

COMM:1898 Introduction to Latina/o/x Communication and Culture 3 s.h.

Introduction to fundamentals of communication by and about Latina/o/x in the U.S.; Latina/o/x as one of the fastest growing demographics; how Latina/o/x history, politics, and culture remain little understood despite a longstanding and growing presence in Iowa and across the nation; historical orientation; Latina/o/x social movement and protest (e.g., Chicana/o/x movements, Young Lords Organization), institutional discourses (e.g., congressional, presidential, legal discourses), and Latina/o/x in popular culture (film, television, music, sports). GE: Diversity and Inclusion. Same as LATS:1898.

COMM:2010 Communication and Organizational Culture 3 s.h.

Introduction to nature, construction, and deconstruction of organizational culture from a communication perspective; examination of different approaches for understanding and analyzing organizational culture, including the lens of symbolic performance, narrative reproduction, textual reproduction, management, power and politics, technology, and globalization; prepares students to be change agents in organizations as they learn how to conduct an organizational cultural audit and how to create and implement successful change.

COMM:2011 Group Communication 3 s.h.

Study of relevant theory, research, and application to increase understanding of communication in small groups; critical thinking and communication skills; individual roles in groups, creativity, leadership, decision making, problem solving, and conflict resolution.

COMM:2020 Health Communication 3 s.h.

How to better understand the intersections of health and communication; health communication is the study of how health information is generated and disseminated, and how that information affects and is affected by individuals, community groups, institutions, and public policy; people who understand the study of communication are in an important role, and their services are in high demand; health communication specialists work in hospital education departments, public relations, marketing, and human resource departments, in health care administration, in media organizations covering health issues, and in organizations that educate and support public policy and research.

COMM:2030 Sexual Communication in Personal Relationships 3 s.h.

Exploration of sexual communication as a foundational activity in the development and maintenance of relationships; examination of intersection of sexual communication and personal, relational, cultural, and institutional norms and values; translation of sexual communication research into practical skills.

COMM:2040 Communication and Conflict 3 s.h.

Conflict and its management as critical issues that pervade people's personal and professional lives; complexities of conflict; forces that make conflict challenging; skills for thinking about and managing conflict more effectively; central features that define conflict; behaviors, attributions, and emotions that are manifest during conflict; formal models of conflict management and their corresponding recommendations for handling conflict.

COMM:2041 Gender, Communication, and Culture 3 s.h.

Social construction of gender and gendered identities across a range of communicative settings in contemporary U.S. society, including relationships, schools, organizations, media, and social movements; how communication creates, reproduces, sustains, and sometimes challenges and changes the meaning of gender and, with that, cultural structures and practices. Same as GWSS:2041.

COMM:2042 Intercultural Communication 3 s.h.

Culture defined as a system of taken-for-granted assumptions about the world that influence how people think and act; cultural differences that produce challenges and opportunities for understanding and communication; those differences from several theoretical perspectives; opportunities to examine culture and cultural differences in practical, experience-driven ways. Same as IS:2042, SSW:2042.

COMM:2044 Political Communication 3 s.h.

Relationship between media, cultural politics, and the American political system; focus on advertising, campaigns, and new media outlets; ways politicians, the press, and intermediaries create and disseminate messages into mainstream culture; how people generate their own discourses of political identity and dissent, creating a robust democratic practice that is both empowering and central to the contemporary political landscape.

COMM:2045 Gender, Sexuality, and Space 3 s.h.

Introduction to feminist and queer theories of social space; material and symbolic construction of gender and sexuality; communicating gender and sexuality in different social spaces and scales in historical and contemporary contexts.

COMM:2048 Transforming Media: From Telegraph to Internet 3 s.h.

How U.S. electronic media have shaped, and been shaped by, social and cultural transformations since the mid-19th century; examination of public responses to communication revolutions; exploration of questions about media power and influence in specific historical contexts including the emergence and expansion of telegraph, telephone, broadcasting, cable, and internet; readings, discussions, and assignments investigate role of communication media in the rise of the United States as a global power and consumer culture.

COMM:2051 Politics of Popular Culture 3 s.h.

How culture is political and how politics is cultural; overview of theories of culture and critical-cultural approaches to study of popular culture, past and present; specific topics of analysis vary, may include television, celebrity culture, music, film, games, and sports.

- COMM:2052 Latin American Media** 3 s.h.
Development of media institutions, texts, and audiences across a number of Latin American countries; focus on broadcast media (radio and television) and situates them within larger historical context of 20th- and 21st-century Latin America; readings, discussions, and assignments with particular attention to influence of U.S. corporate and state interests on Latin American media; debates over cultural dependency, globalization, and hybridity in region. Same as LAS:2052.
- COMM:2053 Secrets, Confidences, and Lies: Privacy Management in Interpersonal Relationships** 3 s.h.
How individuals manage private information with regard to their interpersonal relationships; multiple theories of privacy management; how aspects of information, individual, and target of disclosure all contribute to decisions to reveal or conceal private information to friends and family.
- COMM:2054 Movements, Protest, Resistance** 3 s.h.
Historical and contemporary study of social movements from a symbolic perspective (e.g., speeches, protests, propaganda, media events); social movements as interpersonal and group communication; relationships between media and social change: efficacy of individual and larger-scale forms of resistance.
- COMM:2057 Introduction to Computer-Mediated Communication** 3 s.h.
Theoretical and practical introduction to concepts and research in computer-mediated communication; emphasis on study of social effects of communication and information technology; factors that distinguish mediated from face-to-face interaction, theories of mediated communication, self-presentation online; internet-based relationships, online supportive communication, online communities; how the internet influences communication and how to use computer-mediated communication for self-presentation.
- COMM:2060 Public Relations, Publicity Stunts, and Pranks** 3 s.h.
General overview of public relations and strategic communication methods; history of deception in communication practices; development of critical thinking strategies used to critique advertising and other forms of persuasion; use of humor in mounting public relations campaigns, publicity stunts, and pranks.
- COMM:2064 Media, Advertising, and Society** 3 s.h.
Introduction to the critical study of advertising in the United States; advertising contextualized as an industry and as a key part of media and culture; advertising as an institution and as a series of symbols, ideas, and fantasies; how advertising works, role and function of advertising in culture and society.
- COMM:2065 Television Criticism** 3 s.h.
Introduction to scholarly study of television as a social institution; nature of television form and content; role of industry in creation, selection, and presentation of television programs; production conventions and textual conventions in defining the medium; application of genre and narrative theory, semiotics, political economy of media industries, and audience reception study.
- COMM:2069 Black Television Culture** 3 s.h.
Social and political impact of television dramas featuring people of African descent in the West; examination of production, reception, representation, and industry as it relates to the African American images that are granted tenure on television screens. GE: Diversity and Inclusion. Same as AFAM:2070.
- COMM:2070 Social Media and Society** 3 s.h.
Introduction to theoretical and critical issues raised by social media for communication; particular emphasis on cultural and political phenomena; topics include various understandings of social media, forms of digital communication, individual and collective identity formations via social media, online communities, and global cultural exchange; recent examples of the "viral" phenomenon and internet-born activism.
- COMM:2072 African American Popular Culture** 3 s.h.
Examination of global popularity and impact of African American popular culture. Same as AFAM:2072.
- COMM:2075 Gender, Sexuality, and Media** 3 s.h.
Mediated representations of gender and sexuality (television, film, and internet) to understand how these complex and complicated codes influence meaning of sex, sexuality, and gender; contemporary and historical examples used to engage texts that illuminate cultural conceptions of femininity, masculinity, heterosexuality, and homosexuality; cases that confuse and trouble the stability of these categories. Same as GWSS:2075.
- COMM:2076 Race, Ethnicity, and Media** 3 s.h.
Introduction to debates about media portrayals of race and ethnicity; focus primarily on entertainment media; use of general analytic perspectives (stereotype analysis, aesthetic analysis, history) applied to real-world examples; address one or more racial/ethnic groups in the United States. Same as AFAM:2076.
- COMM:2077 Writing and Producing Television** 3 s.h.
Introduction to basics of scripting and producing a conventional, three-camera television series; hands-on experience with production equipment and workshopping television scripts; students create one or more episodes of an original television series.
- COMM:2078 Audio Production/Podcast** 3 s.h.
Hands-on techniques of audio production, radio production, and podcasting using software and hardware tools; basic concepts of sound from how sound travels to how our brain interprets the sound; sound and mix with audio tools for quality podcast and other sound recordings.
- COMM:2079 Digital Media and Religion** 3 s.h.
Influences of digital media on religion and spirituality today. Same as RELS:2930.
- COMM:2080 Public Life in the U.S.: Religion and Media** 3 s.h.
Examination of how the U.S. came into being through specific communication practices, how religion has helped and hindered that process; religious roots of the idea of the U.S., intertwined histories of print media and religion, role of religion and secularism in public discourse; U.S. pride as a nation in which diversity thrives in public discourse; communicative acts that created and sustained this country and also mark sites of discord, conflict, and confusion from the very beginnings of the U.S. to today; how religion has been a source of national identity and national division. Same as RELS:2080.
- COMM:2085 Media Industries and Organizations** 3 s.h.
Trends in media industries as reflected in changes of ownership, different work conditions, media convergence, and globalization generally; focus on local, network, and cable television; examination of industry structures, business practices, economic fundamentals, and theoretical explanations of media industries in society.

- COMM:2086 Global Media Studies** 3 s.h.
Key developments in contemporary international communication; impact of deregulation and privatization on ownership and control of global communication infrastructure; spread of American television abroad in terms of production, texts, and reception; cultural concerns surrounding the phenomenon.
- COMM:2087 Copyright Controversies** 3 s.h.
How digital technologies have dramatically changed media and popular culture landscapes; advent of relatively cheap editing programs that allow anyone to collage media on their home computers and enable people to become cultural producers; technologies that allow more people to break law in the eyes of copyright industries; historical look at collage practices from pre-digital era to present; ethical and legal questions surrounding use and reuse of copyrighted materials; notion of free speech in a media age.
- COMM:2088 Media and Democracy** 3 s.h.
Exploration of relationship between democracy and mass communication; why controversies regarding mass communication are also controversies about democracy; logical relationship between democracy and mass media; roots and history of ideas of democracy, contemporary obstacles to realization of these ideas, and varied issues of present; latest developments in world of politics and media.
- COMM:2089 Nonverbal Communication** 3 s.h.
Introduction to theoretical study of nonverbal communication; focus on major principles and research trends; examination of role of nonverbal communication in communication as a whole; perception and interpretation of nonverbal communication (i.e., posture, eye movements, tone of voice); nonverbal behaviors (i.e., facial expression, eye movement) as used to persuade, impress, or deceive someone.
- COMM:2090 Topics in Communication Studies** 3 s.h.
Topics vary.
- COMM:2091 Organizational Communication** 3 s.h.
Explores nature and function of communication in organizations; theories of organizational communication and scholarly research related to communicating effectively in organizational settings; course will strengthen critical thinking and research skills, deepen understanding of topics related to organizing, and improve ability to communicate successfully as members and leaders of organizations.
- COMM:2248 The Invention of Writing: From Cuneiform to Computers** 3 s.h.
Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, CLSA:2048, GRMN:2248, HIST:2148, IS:2248, LING:2248, TRNS:2248, WLLC:2248.
- COMM:2800 Introduction to Latin American Studies** 3 s.h.
Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Taught in English. Same as IS:2700, LAS:2700, PORT:2700, SPAN:2700.
- COMM:2813 Practicum in Debate** 1 s.h.
Practice of skills in research, reasoning, argument development, and argumentative performance in debate undertaken by members of the A. Craig Baird Debate Forum in preparation for and participation in intercollegiate debate competition. Requirements: participation in A. Craig Baird Debate Forum.
- COMM:2821 Oral Interpretation** 3 s.h.
Weekly performances to develop and define communication skills for professional careers in teaching and business; poetry, prose, monologue, storytelling, duo interpretation, reader's theatre, and demonstration speeches. Same as EDTL:2821.
- COMM:2828 Experiential Learning in Communication Studies** 1-3 s.h.
Structured coursework while student completes a semester-long professional work experience (paid or unpaid, part- or full-time, on- or off- campus); professionalization and application of classroom learning to real-world contexts; requires professional supervision and evaluation by a manager in the organization. Requirements: g.p.a. of at least 2.00, communication studies major, and minimum of 12 s.h. of communication studies coursework.
- COMM:2897 Independent Study** arr.
Creative or research project under faculty supervision.
- COMM:2899 Honors Thesis** 3 s.h.
Individual research, writing, or creative production under faculty supervision. Requirements: g.p.a. of at least 3.33, honors standing, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level coursework.
- COMM:4131 Globalization and Culture** 3 s.h.
How context for everyday experience has increasingly become globally determined (e.g., ever-increasing transnational migration of people, spread of American culture, growth of international corporations and trade, rise of international conflict and transnational activism); range of theoretical and critical readings on globalization; various phenomena and perspectives regarding topic; themes directly relevant to lives of modern youth; how globalization affects opportunities and risks, identities and relationships. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:2020, COMM:2030, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248). Same as IS:4131.

COMM:4140 Communication and Relationships 3 s.h.

Communication process in personal relationships; how communication functions to initiate, sustain, and dissolve a variety of relationships including friendships, romantic couples, marital pairs, and family relationships. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4146 Corporate Advocacy and Public Relations 3 s.h.

Case studies and theories of strategies used by for-profit and nonprofit organizations to communicate about products and services, answer public questions and complaints, and defend their interests against public scrutiny and government regulation. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4147 Family Communication 3 s.h.

Family relationships and various ways they develop and change, how they affect those who participate in them; theory and research on family communication; family conceived as a group of persons who share their lives over an extended period of time bound by ties of marriage, blood, or commitment. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4157 Advanced Topics in Communication Studies 3 s.h.

Issues or problems in particular communication contexts. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4163 The Dark Side of Interpersonal Communication 3 s.h.

Review of advanced communication theories and research; focus on dark side of interpersonal communication and close relationships; negative or difficult elements of developing and maintaining relationships; expression of difficult emotions; mundane communication that can function in destructive or negative ways. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4164 Life Happens. Don't Worry About It: The Communication of Social Support 3 s.h.

Advanced look at communication of social support as a research tradition in interpersonal communication scholarship; in-depth overview of theories, concepts, types, processes, and mechanisms that constitute different forms of comforting behaviors; emphasis on factors that change people's abilities, motivations, or perceptions of success during experiences of social support; internet influences on social support by online support groups, internet-based intervention programs, how process of communicating comfort is altered by conveying these messages online. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4168 Rhetoric of the Body 3 s.h.

Students survey theories of the body as vehicle for communication of social norms; the philosophy, historical, and contemporary practices of productivity culture; discourses of burnout and overwhelm; theories of care from feminist, disability, LGBTQ, and environmental communities. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4169 Feminist Rhetorics 3 s.h.

Exploration of multiple, varied, and complex histories of U.S. feminisms from rhetorical perspectives; focus on primary documents, the letters, speeches, essays, and manifesto/as that shaped women's movements and inspire social change from late 18th century to present; social, political, and personal issues that feminists sought to address and transform, communicative and rhetorical methods utilized, and implications of these efforts for women's lives and broader U.S. American culture. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248). Same as GWSS:4169.

COMM:4174 Communication, Technology, and National Security 3 s.h.

What is the best way to balance the democratic values of the United States and its national security objectives? To answer this question, students consider discussions in three distinct, but overlapping areas of inquiry: surveillance and privacy, cyber war, and Internet governance. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:4183 Networking America: The Cultural History of Broadcasting 3 s.h.

Exposure to different interpretations of cultural impact and legacy of U.S. broadcasting in 20th century; institutional practices, program genres, and audience formations of 1920s through the 1970s radio and television network eras; how historical contexts shape, and are shaped by, production and reception of broadcasting texts. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248).

COMM:5200 Introduction to Research and Teaching 2 s.h.

Introduction to communication studies as a field of scholarship; selection of research problems, major lines of research represented in the department, bibliographical tools for scholarship in the field; issues, practical tasks, and concerns relevant to effective college or university classroom teaching.

COMM:5205 Proseminar in Communication Studies 1 s.h.

Research presentations in the field given by graduate students, faculty, and visiting scholars.

COMM:5230 Introduction to Rhetorical Studies 3 s.h.

Introduction to major theories, principles, and practices of rhetorical theory and rhetorical criticism.

COMM:5241 Theories of Mass Communication 3 s.h.

Major concepts, theories, schools of thought in media studies, mass communication.

COMM:5297 M.A. Research 3 s.h.

Preparation for master's final exam; reading and writing under the supervision of a faculty member.

COMM:5298 M.A. Thesis 3 s.h.

Research and writing under direction of a faculty member; leads to completion of a master's thesis.

COMM:5299 Graduate Independent Study arr.**COMM:6210 Health Communication 3 s.h.**

Theories, concepts, research associated with health communication; interpersonal and mass communication approaches. Same as CBH:6210.

COMM:6220 Health Communication Campaigns 3 s.h.

Intervention design and analysis of health campaigns; theory, practice, methods; mass media, community, organization, and interpersonal approaches. Same as CBH:6220.

COMM:6319 Criticism and Public Culture 3 s.h.

Fundamentals of criticism; practice of critical reading to engage various cultural texts (i.e., pop culture, national memorials, social movements, visual rhetoric); contemporary theories/debates that inform the art of critique (i.e., feminist theory, queer theory, critical theory).

- COMM:6323 Rhetoric, Protest, and Social Movements** 3 s.h.
Introductory study of relationships between rhetoric, protest, and social movements; theoretical and methodological debates framing and shaping how we understand protest and social movements rhetorically.
- COMM:6324 Rhetoric, Race, and Racism** 3 s.h.
Relationships between rhetoric and race/racism; theoretical, critical, and historical perspectives on race/racism with special emphasis on rhetoric and discourse.
- COMM:6335 Proseminar: Contemporary Rhetorical Studies** 2-4 s.h.
Problems in contemporary rhetorical studies; may include works of Kenneth Burke, Wayne Booth, deconstructionists, feminist theorists and critics, critics of communication technologies.
- COMM:6336 Seminar in Rhetorical Theory** 1-4 s.h.
Topics in history and development of rhetorical theory; theory construction and application to critical practice.
- COMM:6339 Seminar: Rhetoric and Culture** 1-4 s.h.
Cultural theories, their utility in accounting for communication practices.
- COMM:6341 Topics in Mass Communication Scholarship** 1-3 s.h.
Theory and research on problems in mass communication.
- COMM:6342 Critical Television Studies** 3 s.h.
Introduction to canonical and contemporary readings in critical television studies; primary questions and theories associated with textual, industrial, ethnographic, and integrated approaches to studying television; how technological, economic, and cultural changes have altered television and how it is studied.
- COMM:6345 New Materialisms** 3 s.h.
Exploration of new strategies for rupturing persistent dichotomies of subject/object, representation/real, culture/nature, and active humans/passive things offered by theories of the vitality and agency of matter; introduction to origins of and developments in new materialisms; oriented to interdisciplinary inquiry and application to research in the humanities, broadly conceived; particular attention to actor-network theory, feminism, queer theory, infrastructuralism, and materialist theories of media. Same as GWSS:6345.
- COMM:6346 The Public Sphere** 3 s.h.
Theories, intellectual history, critics, contemporary issues of the public sphere.
- COMM:6350 Seminar: Mass Communication** 1-4 s.h.
Topics vary.
- COMM:6351 Global Media Seminar** 3 s.h.
Theories and processes of globalization and the cultural implications of media globalization; local responses to globalizing processes with reference to questions of modernity and national/transnational identity.
- COMM:6352 Seminar: Media Theory** 3 s.h.
Topics vary.
- COMM:6354 Media and Social Change in Latin America** 3 s.h.
Cultural history and political economy of Latin American media; focus on U.S. influence and globalizing processes; media theory in Latin context; national and transnational audience formations.
- COMM:6365 The Communication of Social Support** 3 s.h.
Substantial knowledge base developed by scholars about types, processes, and mechanisms of social support used by humans to comfort one another; in-depth examination of theory and empirical research related to communication of social support; emphasis on types of support, verbal person-centered messages, and various strategies for social support; gender differences and social skills related to comforting; online supportive communication; development of detailed knowledge of this topic, critical assessment of extant research, and synthesis of class readings in written format.
- COMM:6371 Communication Theory** 3 s.h.
Survey of primary theories of interpersonal, cultural, group, and organizational communication.
- COMM:6376 Family Communication** 3 s.h.
Theory and research on communication among and between family members (parents, children, marital partners, siblings); quantitative and qualitative research.
- COMM:6381 Seminar: Topics in Communication Research** 3 s.h.
Topics vary.
- COMM:6387 Communication, Cognition, and Emotion** 3 s.h.
Theoretical and empirical work that integrates communication, cognition, emotion; role of social cognition in communication, theories of emotion, types of emotional experiences; approaches to understanding emotion from perspectives in psychology, social cognition, communication; emotion-related issues such as influence of gender, effects of mood.
- COMM:6399 Ph.D. Dissertation** arr.
- COMM:6635 Crossing Borders Seminar** 2-3 s.h.
Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.

Communication Studies, B.A.

Learning Outcomes

Graduating communication studies majors will be able to:

- explain the significance of the communicative process across personal, familial, organizational, civic, and mediated contexts;
- demonstrate effective written, oral, and/or digital communication skills;
- plan, evaluate, and conduct basic communication research using qualitative, quantitative, and critical-cultural methods;
- think critically about the role of communication in the production, maintenance, and transformation of culture;
- apply and reflect upon the skills and theories of communication in communities, professional settings, and a global context; and
- develop the ability to discuss controversial issues of public importance in a way that demonstrates intercultural competence and personal and social responsibility to a dynamic and globalizing world.

Requirements

The Bachelor of Arts with a major in communication studies requires a minimum of 120 s.h., including at least 39 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The curriculum is designed to encourage learning that progresses from foundation courses that teach the basics of communication to intermediate and advanced (capstone) courses. Students may choose to build creative combinations of coursework that suit their individual learning and career goals.

Students may count up to 56 s.h. of Department of Communication Studies coursework (prefix COMM) toward credit required for the Bachelor of Arts degree. Transfer courses may be applied toward the requirements of the major, with the department's approval. A maximum of 15 s.h. of transfer credit may be counted toward the major.

Students work with the communication studies academic advisors to develop study plans that meet the requirements of the major. Students may check their progress toward the degree on MyUI.

First-year students interested in completing a major in communication studies are advised at the Academic Advising Center. Students who have earned 30 s.h. or more and have declared the communication studies major are advised in the department by the communication studies academic advisors.

Students are encouraged to discuss their career goals and interests with faculty members.

The semester hours required for the major consist of foundation courses, intermediate courses, a capstone course, and additional coursework which may be earned in courses listed under "Intermediate Courses," "Capstone Experience,"

and/or "Additional Courses," below. Students may not use a course to satisfy more than one requirement of the major.

The B.A. with a major in communication studies requires the following coursework.

Code	Title	Hours
	Foundations of Communication Courses	15-16
	Intermediate Courses	12
	Capstone Experience Course	3
	Additional Courses	9
	Total Hours	39-40

Foundations of Communication

Foundation courses cover introductory concepts in the field of communication. Students must complete five foundation courses (15-16 s.h.) and should take them early in their studies. The following foundation courses are appropriate for first- or second-year students. They do not require a minimum grade-point average for enrollment and most do not have prerequisites. Students complete the first three foundation courses as follows.

Code	Title	Hours
COMM:1112	Interpersonal Communication	3
or COMM:1170	Communication Theory in Everyday Life	
COMM:1117	Theory and Practice of Argument	3-4
or COMM:1130	The Art of Persuading Others	
COMM:1168	Music and Social Change	3
or COMM:1174	Media and Society	

The fourth and fifth foundation courses are appropriate for first- or second-year students.

Code	Title	Hours
COMM:1305	Understanding Communication: Social Scientific Approaches	3
COMM:1306	Understanding Communication: Humanistic Approaches	3

Intermediate Courses

Intermediate courses (those numbered 1800-2799) cover detailed aspects of the study of communication. Students must complete four intermediate courses (12 s.h.), usually during their third and fourth years of study.

Code	Title	Hours
At least four of these:		
COMM:1809	Social Marketing Campaigns	3
COMM:1814	Elements of Debate	3
COMM:1816	Business and Professional Communication	3
COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
COMM:1830	Communication Skills for Community Engagement	3
COMM:1840	Introduction to Media Production	3
COMM:1845	Short-Form Media Production	3

COMM:1898	Introduction to Latina/o/x Communication and Culture	3
COMM:2010	Communication and Organizational Culture	3
COMM:2011	Group Communication	3
COMM:2020	Health Communication	3
COMM:2030	Sexual Communication in Personal Relationships	3
COMM:2040	Communication and Conflict	3
COMM:2041	Gender, Communication, and Culture	3
COMM:2042	Intercultural Communication	3
COMM:2044	Political Communication	3
COMM:2045	Gender, Sexuality, and Space	3
COMM:2048	Transforming Media: From Telegraph to Internet	3
COMM:2051	Politics of Popular Culture	3
COMM:2052	Latin American Media	3
COMM:2053	Secrets, Confidences, and Lies: Privacy Management in Interpersonal Relationships	3
COMM:2054	Movements, Protest, Resistance	3
COMM:2057	Introduction to Computer-Mediated Communication	3
COMM:2060	Public Relations, Publicity Stunts, and Pranks	3
COMM:2064	Media, Advertising, and Society	3
COMM:2065	Television Criticism	3
COMM:2069	Black Television Culture	3
COMM:2070	Social Media and Society	3
COMM:2072	African American Popular Culture	3
COMM:2075	Gender, Sexuality, and Media	3
COMM:2076	Race, Ethnicity, and Media	3
COMM:2077	Writing and Producing Television	3
COMM:2078	Audio Production/Podcast	3
COMM:2079	Digital Media and Religion	3
COMM:2080	Public Life in the U.S.: Religion and Media	3
COMM:2085	Media Industries and Organizations	3
COMM:2086	Global Media Studies	3
COMM:2087	Copyright Controversies	3
COMM:2088	Media and Democracy	3
COMM:2089	Nonverbal Communication	3
COMM:2090	Topics in Communication Studies	3
COMM:2091	Organizational Communication	3
COMM:2248	The Invention of Writing: From Cuneiform to Computers	3

Capstone Experience

Capstone courses (those numbered 3000-4999) provide a faculty-led experience in which students participate directly in producing knowledge, research, or creative work about communication. The capstone experience gives students a chance to synthesize what they have learned about the study of communication. Students must complete one capstone course (3 s.h.).

In order to enroll in a capstone course, students must have completed at least four of the five foundation courses and at least two intermediate courses.

Code	Title	Hours
COMM:4131	Globalization and Culture	3
COMM:4140	Communication and Relationships	3
COMM:4146	Corporate Advocacy and Public Relations	3
COMM:4147	Family Communication	3
COMM:4157	Advanced Topics in Communication Studies	3
COMM:4163	The Dark Side of Interpersonal Communication	3
COMM:4164	Life Happens. Don't Worry About It: The Communication of Social Support	3
COMM:4168	Rhetoric of the Body	3
COMM:4169	Feminist Rhetorics	3
COMM:4174	Communication, Technology, and National Security	3
COMM:4183	Networking America: The Cultural History of Broadcasting	3

Additional Courses

Students earn an additional 9 s.h. to complete at least 39 s.h. in communication studies courses required for the major. They may choose from the courses listed below and/or from the lists of intermediate and capstone experience courses above. However, students may not use a course to fulfill more than one requirement for the major, so in selecting the additional 9 s.h. of coursework, they may not choose a course they already used to fulfill the intermediate or capstone experience course requirement.

All of the courses listed below, except COMM:2800 Introduction to Latin American Studies, have prerequisites, a minimum grade-point average, or other requirements for enrollment.

Code	Title	Hours
COMM:2800	Introduction to Latin American Studies	3
COMM:2813	Practicum in Debate	1
COMM:2821	Oral Interpretation	3
COMM:2828	Experiential Learning in Communication Studies	1-3
COMM:2897	Independent Study	arr.
COMM:2899	Honors Thesis	3

Internships and Professional Experiences

Internships enable students to supplement their coursework with professional experiences relevant to careers in communication-related fields. The department's internship program is open only to communication studies majors.

To earn academic credit for internships, students must obtain approval for their internship experience and site before they register for COMM:2828 Experiential Learning in Communication Studies. Internship academic credit is awarded for an analytical paper and daily log submitted at the end of the internship and for the number of hours worked. Internships can be completed during fall semester, spring semester, or summer session.

Visit the department's website for information on communication studies internships.

Code	Title	Hours
COMM:2828	Experiential Learning in Communication Studies	1-3

Honors

Honors in the Major

Students majoring in communication studies have the opportunity to graduate with honors in the major. Students interested in honors in the major should consult the honors advisor as early as possible in their undergraduate career and work with a faculty member to supervise the honors project.

Students earning honors in the major must maintain a cumulative University of Iowa g.p.a. of at least 3.33, a g.p.a. set by the College of Liberal Arts and Sciences; a minimum cumulative g.p.a. of 3.33 in coursework for the major also must be maintained, a standard set by the Department of Communication Studies. Students may be required to complete COMM:2899 Honors Thesis, depending on their specific project.

Through the Global Engagement, Research, Outreach, and Work Experience (GROW) in Communication Studies initiative, there are a variety of options for honors in the major. Honors students must complete at least two authorized GROW activities and participate in a poster session.

Honors students may add an honors designation to a departmental course by completing an agreement with the course instructor.

Learn more about graduating with honors in the major; visit Honors on the department's website.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University of Iowa Honors Program.

Membership in the UI Honors Program is not required to earn honors in the communication studies major.

Academic Plans

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan. Students should consult the department for details.

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

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

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

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Iowa Degree in Three

University of Iowa majors who are strongly motivated can graduate with a degree in three years under the Iowa Degree in Three. The program is available to students who can complete more semester hours each term than they would on the Four-Year Graduation Plan.

Students sign an agreement during their first semester of enrollment; meet with an advisor at least once a semester to review their plans and progress; take courses during summer sessions, if necessary; meet specific course checkpoints; and maintain the grade-point average required for the major.

Students are allowed to bring Advanced Placement (AP), College Level Examination Program (CLEP), or transfer credit upon admission to reduce the number of semester hours required for their degree. They should consult their advisor about the program.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Communication Studies, B.A.

Course	Title	Hours
First Year		
Fall		
COMM:1174 or COMM:1168	Media and Society ^{a, b, c} or Music and Social Change	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: ^d Literary, Visual, and Performing Arts		3
Elective course ^e		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
COMM:1117 or COMM:1130	Theory and Practice of Argument ^{b,} ^{c, f, g} or The Art of Persuading Others	3 - 4

COMM:1170	Communication Theory in or Everyday Life ^{b, c, g, h}	3
COMM:1112	or Interpersonal Communication	
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: Historical Perspectives ^d		3
Elective course ^e		2
Hours		14-16

Second Year**Fall**

COMM:1305	Understanding Communication: Social Scientific Approaches ^{b, i}	3
GE CLAS Core: Natural Sciences with Lab ^d		4
GE CLAS Core: Values and Culture ^{d, j}		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^k		4 - 5
Hours		14-15

Spring

COMM:1306	Understanding Communication: Humanistic Approaches ^{b, g}	3
Major: intermediate-level communication studies course (prefix COMM numbered 1800-2799)		3
GE CLAS Core: Natural Sciences without Lab ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^k		4 - 5
GE CLAS Core: Quantitative or Formal Reasoning ^{d, l}		3
Hours		16-17

Third Year**Fall**

COMM:1898	Introduction to Latina/o/x Communication and Culture ^c	3
Major: intermediate-level communication studies course (prefix COMM numbered 1800-2799)		3
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^k		4 - 5
Elective course ^e		3
Hours		16-17

Spring

Major: intermediate-level communication studies course (prefix COMM numbered 1800-2799)		3
GE CLAS Core: Diversity and Inclusion ^{d, m}		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^k		4 - 5
GE CLAS Core: Social Sciences ^{d, n}		3
Elective course ^e		3
Hours		16-17

Fourth Year**Fall**

Major: capstone-level communication studies course (prefix COMM numbered 3000-4999)		3
Major: elective communication studies course (prefix COMM numbered 1800-4999)		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		15

Spring

Major: elective communication studies course (prefix COMM numbered 1800-4999)		3
Major: elective communication studies course (prefix COMM numbered 1800-4999)		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)		
Hours		15
Total Hours		120-127

- a Typically COMM:1174 is offered in fall semesters only and COMM:1168 is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- b Students should take foundation courses early in their studies. Foundation courses are appropriate for first- or second-year students.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Typically COMM:1117 is offered in spring semesters only and COMM:1130 is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- g Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h Typically COMM:1170 is offered in spring semesters only and COMM:1112 is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- i Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- j Students who have previously completed COMM:1174 have already satisfied the GE CLAS Core Values and Culture requirement.
- k Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- l Students who have previously completed COMM:1117 have already satisfied the GE CLAS Core Quantitative or Formal Reasoning requirement.
- m Students who have previously completed COMM:1898 have already satisfied the GE CLAS Core Diversity and Inclusion requirement.
- n Students who have previously completed COMM:1170 or COMM:1174 have already satisfied the GE CLAS Core Social Sciences requirement.
- o Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Communication studies graduates have numerous career options. The major provides solid preparation for employment in almost any job that requires effective critical thinking and communication skills. It also prepares students for graduate school by providing a strong theoretical and methodological foundation in communication research. Graduates find work in fields such as the arts, entertainment, and media industries;

consulting; sales and marketing; human resources; public advocacy; and higher education.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Communication Studies, Minor

Requirements

The undergraduate minor in communication studies requires a minimum of 15 s.h. in communication studies courses, including 12 s.h. in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Foundations of Communication

Code	Title	Hours
Two of these:		
COMM:1112	Interpersonal Communication	3
or COMM:1170	Communication Theory in Everyday Life	
COMM:1117	Theory and Practice of Argument	3-4
or COMM:1130	The Art of Persuading Others	
COMM:1168	Music and Social Change	3
or COMM:1174	Media and Society	
One of these:		
COMM:1305	Understanding Communication: Social Scientific Approaches	3
COMM:1306	Understanding Communication: Humanistic Approaches	3

Intermediate Courses

Code	Title	Hours
One of these:		
COMM:1809	Social Marketing Campaigns	3
COMM:1814	Elements of Debate	3
COMM:1816	Business and Professional Communication	3
COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
COMM:1830	Communication Skills for Community Engagement	3
COMM:1840	Introduction to Media Production	3
COMM:1845	Short-Form Media Production	3
COMM:1898	Introduction to Latina/o/x Communication and Culture	3
COMM:2010	Communication and Organizational Culture	3
COMM:2011	Group Communication	3
COMM:2020	Health Communication	3
COMM:2030	Sexual Communication in Personal Relationships	3
COMM:2040	Communication and Conflict	3
COMM:2041	Gender, Communication, and Culture	3

COMM:2042	Intercultural Communication	3
COMM:2044	Political Communication	3
COMM:2045	Gender, Sexuality, and Space	3
COMM:2048	Transforming Media: From Telegraph to Internet	3
COMM:2051	Politics of Popular Culture	3
COMM:2052	Latin American Media	3
COMM:2053	Secrets, Confidences, and Lies: Privacy Management in Interpersonal Relationships	3
COMM:2054	Movements, Protest, Resistance	3
COMM:2057	Introduction to Computer-Mediated Communication	3
COMM:2060	Public Relations, Publicity Stunts, and Pranks	3
COMM:2064	Media, Advertising, and Society	3
COMM:2065	Television Criticism	3
COMM:2069	Black Television Culture	3
COMM:2070	Social Media and Society	3
COMM:2072	African American Popular Culture	3
COMM:2075	Gender, Sexuality, and Media	3
COMM:2076	Race, Ethnicity, and Media	3
COMM:2077	Writing and Producing Television	3
COMM:2078	Audio Production/Podcast	3
COMM:2079	Digital Media and Religion	3
COMM:2080	Public Life in the U.S.: Religion and Media	3
COMM:2085	Media Industries and Organizations	3
COMM:2086	Global Media Studies	3
COMM:2087	Copyright Controversies	3
COMM:2088	Media and Democracy	3
COMM:2089	Nonverbal Communication	3
COMM:2090	Topics in Communication Studies	3
COMM:2091	Organizational Communication	3
COMM:2248	The Invention of Writing: From Cuneiform to Computers	3

Additional Course

Code	Title	Hours
One of these:		
COMM:1112	Interpersonal Communication	3
COMM:1117	Theory and Practice of Argument	4
COMM:1130	The Art of Persuading Others	3
COMM:1168	Music and Social Change	3
COMM:1170	Communication Theory in Everyday Life	3
COMM:1174	Media and Society	3

COMM:1305	Understanding Communication: Social Scientific Approaches	3
COMM:1306	Understanding Communication: Humanistic Approaches	3
COMM:1809	Social Marketing Campaigns	3
COMM:1814	Elements of Debate	3
COMM:1816	Business and Professional Communication	3
COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
COMM:1830	Communication Skills for Community Engagement	3
COMM:1840	Introduction to Media Production	3
COMM:1845	Short-Form Media Production	3
COMM:1898	Introduction to Latina/o/x Communication and Culture	3
COMM:2010	Communication and Organizational Culture	3
COMM:2011	Group Communication	3
COMM:2020	Health Communication	3
COMM:2030	Sexual Communication in Personal Relationships	3
COMM:2040	Communication and Conflict	3
COMM:2041	Gender, Communication, and Culture	3
COMM:2042	Intercultural Communication	3
COMM:2044	Political Communication	3
COMM:2045	Gender, Sexuality, and Space	3
COMM:2048	Transforming Media: From Telegraph to Internet	3
COMM:2051	Politics of Popular Culture	3
COMM:2052	Latin American Media	3
COMM:2053	Secrets, Confidences, and Lies: Privacy Management in Interpersonal Relationships	3
COMM:2054	Movements, Protest, Resistance	3
COMM:2057	Introduction to Computer-Mediated Communication	3
COMM:2060	Public Relations, Publicity Stunts, and Pranks	3
COMM:2064	Media, Advertising, and Society	3
COMM:2065	Television Criticism	3
COMM:2069	Black Television Culture	3
COMM:2070	Social Media and Society	3
COMM:2075	Gender, Sexuality, and Media	3
COMM:2076	Race, Ethnicity, and Media	3
COMM:2077	Writing and Producing Television	3
COMM:2079	Digital Media and Religion	3
COMM:2080	Public Life in the U.S.: Religion and Media	3

COMM:2085	Media Industries and Organizations	3
COMM:2086	Global Media Studies	3
COMM:2087	Copyright Controversies	3
COMM:2088	Media and Democracy	3
COMM:2089	Nonverbal Communication	3
COMM:2090	Topics in Communication Studies	3
COMM:2091	Organizational Communication	3
COMM:2248	The Invention of Writing: From Cuneiform to Computers	3
COMM:2800	Introduction to Latin American Studies	3
COMM:2813	Practicum in Debate	1
COMM:2821	Oral Interpretation	3
COMM:2828	Experiential Learning in Communication Studies	1-3
COMM:2897	Independent Study	arr.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Communication Studies, Minor

Course	Title	Hours
Academic Career		
Any Semester		
The undergraduate minor in communication studies requires a minimum of 15 s.h. in communication studies courses, including 12 s.h. in courses taken at the University of Iowa.		
Students must maintain a GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.		
Coursework for the minor may not be taken pass/nonpass.		
	Hours	0
First Year		
Any Semester		
Minor: foundations of communication course ^a		3 - 4
Minor: foundations of communication course ^a		3 - 4
	Hours	6-8
Second Year		
Any Semester		
COMM:1305	Understanding Communication: Social Scientific Approaches ^b	3
or		
COMM:1306	or Understanding Communication: Humanistic Approaches	
	Hours	3
Third Year		
Any Semester		
Minor: intermediate course ^c		3
	Hours	3

Fourth Year**Any Semester**

Minor: communication studies course ^d	3
Hours	3
Total Hours	15-17

- a Students choose two courses from COMM:1112 or COMM:1170, COMM:1117 or COMM:1130, COMM:1168 or COMM:1174.
- b COMM:1305 is typically offered in fall semesters only and COMM:1306 is typically offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- c Intermediate courses are those with prefix COMM, numbered 1800-2799.
- d Choose from COMM:1112, COMM:1117, COMM:1130, COMM:1168, COMM:1170, COMM:1174, COMM:1305, COMM:1306 (if not taken for previous requirements), or courses with prefix COMM numbered 1800-2897.

Communication Studies, M.A.

Specialization Areas

The following are specialization areas available for the M.A. program in communication studies.

Interpersonal Communication and Relationships

This area of specialization is centered on theory complemented by strength in quantitative and qualitative research methods. It focuses on scholarly issues that arise from face-to-face, everyday communication practices. It emphasizes personal relationship and family processes, identity construction, persuasion, and culture.

The goal of the program is to produce scholars who possess sophisticated knowledge of theory and methodology, who are careful consumers of theories and methods, and who can develop their own approaches to communication phenomena. The program emphasizes systematic analysis of the forms, functions, and meanings of messages within various contexts. Its broad social-scientific orientation springs from the belief that many methodological approaches are appropriate to studying and building theoretical explanations of communication.

Advisors and committee members work closely with individual students to select courses from the Department of Communication Studies and other University departments, and to plan teaching and research experiences that prepare students for the employment they seek after graduation.

Media History and Culture

This area of specialization focuses on the interplay of institutions, texts, and audiences in mediated communication systems. Its central aim is to examine modern media—radio, television, advertising, music, new media, and a wide range of other popular cultural expressions—within their historical, social, political, economic, and cultural contexts. It also uses the mass media as sites for asking basic questions about culture, society, politics, and modernity.

Like the department's other graduate programs, media studies has a strong interdisciplinary flavor. Students draw not only on allied areas in the Department of Communication Studies but on fields across the University.

Rhetoric, Culture, Engagement

This area of specialization is built on foundation courses in classical and 20th-century rhetorical theory and in an overview of 20th-century rhetorical criticism. Courses from a rhetorical perspective include rhetorical theory, rhetorical criticism, visual rhetoric and politics, public address and public culture, studies in argumentation and freedom of speech, work in science and technology as well as academic inquiry, and historical methods. Cognate work of interest to rhetoricians also can be found in interpersonal communication and relationship studies as well as media studies.

Work in related disciplines—political science, history, sociology, English, cinematic arts, anthropology, American studies, rhetoric, and journalism—complements rhetorical studies course offerings.

Requirements

The Master of Arts program in communication studies requires a minimum of 36 s.h. of graduate credit, including at least 30 s.h. earned at the University of Iowa and in courses numbered above 4999. No more than 6 s.h. that are numbered between 3000 and 4999 may be counted toward the major. Students must earn a g.p.a. of at least 3.00 in major coursework. The degree program includes specializations in interpersonal communication and relationships; media history and culture; and rhetoric, culture, engagement. For further information on the specialization areas, see the Master of Arts introductory section.

The M.A. with a major in communication studies requires the following.

Code	Title	Hours
All of these:		
COMM:5200	Introduction to Research and Teaching (taken the first semester)	2
COMM:5205	Proseminar in Communication Studies	1
COMM:5230	Introduction to Rhetorical Studies	3
COMM:5241	Theories of Mass Communication	3
COMM:6371	Communication Theory	3
In exceptional circumstances, replacement courses may be approved by the student's advisor and the Graduate Affairs Committee.		
One of these:		
COMM:5297	M.A. Research	3
COMM:5298	M.A. Thesis (must be taken twice)	6

Up to 9 s.h. in coursework may be earned in credit outside the department. Students take courses in specific topical areas as determined in their plan of study meeting.

Thesis or Comprehensive Exam

Students, with the approval of their advisor and the Graduate Affairs Committee, can elect to write a thesis or take a written four-hour master's comprehensive exam near the completion of their coursework. The master's comprehensive exam is not a duplicate of previous course examinations, but seeks to examine students on their ability to synthesize, integrate, and apply research and theory.

The master's comprehensive exam committee and the thesis committee are three-person faculty committees selected to reflect the pattern of coursework counted toward the master's degree. One of the three members of the committee must be the student's advisor. The examination or thesis is judged satisfactory or unsatisfactory, with two unsatisfactory votes necessary for a committee judgment of unsatisfactory. The thesis committee conducts an oral defense of the thesis.

The report of the master's comprehensive examination or thesis defense is due in the Graduate College no later than two weeks after the examination and by the deadline date established by the Graduate College. If the department so recommends, students who fail the examination or thesis defense may be eligible for a reexamination. The examination or thesis defense may be repeated only once.

Admission

Applicants to graduate programs in communication studies must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. For information about applying to the Master of Arts program in communication studies, visit Prospective Graduate Students on the Department of Communication Studies website.

Admission is for fall semester entry. Materials received from applicants by the application deadline of January 1 are considered for admission and financial support.

Career Advancement

M.A. communication studies graduates pursue Ph.D. academic work and alternate academic careers. Some pursue careers in the private sector, at nonprofit organizations, and as instructional faculty at postsecondary institutions.

The department is deeply engaged in university- and discipline-wide efforts to train students in both traditional and nontraditional career paths.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Communication Studies, Ph.D.

Specialization Areas

The following are specialization areas available for the Ph.D. program in communication studies.

Interpersonal Communication and Relationships

This area of specialization is centered on theory complemented by strength in quantitative and qualitative research methods. It focuses on scholarly issues that arise from face-to-face, everyday communication practices. It emphasizes personal relationship and family processes, identity construction, persuasion, and culture.

The goal of the program is to produce scholars who possess sophisticated knowledge of theory and methodology, who are careful consumers of theories and methods, and who can develop their own approaches to communication phenomena. The program emphasizes systematic analysis of the forms, functions, and meanings of messages within various contexts. Its broad social-scientific orientation springs from the belief that many methodological approaches are appropriate to studying and building theoretical explanations of communication.

Advisors and committee members work closely with individual students to select courses from the Department of Communication Studies and other University departments, and to plan teaching and research experiences that prepare students for the employment they seek after graduation.

Media History and Culture

This area of specialization focuses on the interplay of institutions, texts, and audiences in mediated communication systems. Its central aim is to examine modern media—radio, television, advertising, music, new media, and a wide range of other popular cultural expressions—within their historical, social, political, economic, and cultural contexts. It also uses the mass media as sites for asking basic questions about culture, society, politics, and modernity.

Like the department's other graduate programs, media studies has a strong interdisciplinary flavor. Students draw not only on allied areas in the Department of Communication Studies but on fields across the University.

Rhetoric, Culture, Engagement

This area of specialization is built on foundation courses in classical and 20th-century rhetorical theory and in an overview of 20th-century rhetorical criticism. Courses from a rhetorical perspective include rhetorical theory, rhetorical criticism, visual rhetoric and politics, public address and public culture, studies in argumentation and freedom of speech, work in science and technology as well as academic inquiry, and historical methods. Cognate work of interest to rhetoricians also can be found in interpersonal communication and relationship studies as well as media studies.

The Ph.D. in rhetoric and public advocacy is designed to give students a mature grasp of the specialties and perspectives embraced by the field and to develop research competence essential to a life of productive scholarship.

Work in related disciplines—political science, history, sociology, English, cinematic arts, anthropology, American studies, rhetoric, and journalism—complements rhetorical studies course offerings.

More information is available on the Department of Communication Studies website.

Requirements

The Doctor of Philosophy program in communication studies requires a minimum of 72 s.h. of graduate credit, including at least 39 s.h. earned at the University of Iowa and in courses numbered above 3000. The degree program includes specializations in interpersonal communication and relationships; media history and culture; and rhetoric, culture, engagement. For further information, see the Doctor of Philosophy introductory section.

Graduate education in communication studies focuses on the Ph.D., but doctoral students may choose to earn a Master of Arts on their way toward the Doctor of Philosophy degree. A terminal master's degree may be an option for some students already admitted to the doctoral program.

The Ph.D. with a major in communication studies requires the following.

Code	Title	Hours
These courses:		
COMM:5200	Introduction to Research and Teaching (taken the first semester)	2
COMM:5205	Proseminar in Communication Studies (taken twice for 1 s.h. each)	2
One of these in student's primary area of interest:		
COMM:5230	Introduction to Rhetorical Studies	3
COMM:5241	Theories of Mass Communication	3
COMM:6371	Communication Theory	3
All of these:		
Department of Communication Studies courses (prefix COMM)		15
COMM:6399	Ph.D. Dissertation	6

Students also must complete their plan of study, the Ph.D. comprehensive examination, the dissertation prospectus, and successfully defend their dissertation.

More information is available on the Department of Communication Studies website.

Admission

Admission decisions are based on undergraduate achievement for a B.A. applicant and graduate achievement for an M.A. applicant, letters of reference, the statement of purpose, and samples of scholarly work.

Applicants to graduate programs in communication studies must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. For information about applying to the doctoral program in

communication studies, visit Prospective Graduate Students on the Department of Communication Studies website.

Admission is for fall semester entry. Applicants whose materials are received by the application deadline of January 1 will be considered for admission and financial support.

Career Advancement

Communication studies Ph.D. graduates pursue academic and alternate academic careers. Nearly three-fourths of recent graduates teach in tenure-track academic positions. Others pursue careers in the private sector, at nonprofit organizations, and as instructional faculty at postsecondary institutions.

The department is deeply engaged in university- and discipline-wide efforts to train students in both traditional and nontraditional career paths.

Computer Science

Chair

- Alberto M. Segre

Undergraduate majors: computer science (B.A., B.S.); informatics (B.A., B.S.)

Undergraduate minors: computer science; informatics

Graduate degrees: M.C.S.; M.S. in computer science; Ph.D. in computer science

Faculty: <https://cs.uiowa.edu/people>

Website: <https://cs.uiowa.edu/>

The Department of Computer Science offers undergraduate programs in computer science and in informatics as well as graduate degree programs in computer science. It offers courses that students in all majors may use to satisfy the GE CLAS Core [p. 20] Quantitative or Formal Reasoning requirement and a First-Year Seminar designed for entering undergraduate students. For general information about the department, faculty, and research activities, visit the Department of Computer Science website or the department's office.

Related Majors

Computer Science and Engineering

The Computer Science and Engineering major combines the technical content of a computer science degree and a computer engineering degree into a single program that leads to the Bachelor of Science in Engineering (B.S.E.) degree. The curriculum is jointly offered by the Department of Computer Science and the Department of Electrical and Computer Engineering (College of Engineering). The program provides students with a strong theoretical and conceptual understanding of the principles underlying computer software and hardware along with the engineering analysis, design, and multidisciplinary teamwork skills needed to develop large and complex systems containing both software and hardware components.

Computer science majors may not earn a second major in computer science and engineering. See the B.S.E. in computer science and engineering [p. 1488] in the Catalog.

Data Science

The B.S. in data science produces graduates with the sophisticated analytical and computational skills required to thrive in a quantitative world where new problems are encountered at an ever-increasing rate. The major emphasizes the statistical/probabilistic and algorithmic methods that underlie the preparation, analysis, and communication of complex data. With focus on technical foundations, the data science program promotes skills useful for creating and implementing new or special-purpose analysis and visualization tools. It also promotes a fundamental understanding of how to best handle uncertainty when making data-driven decisions.

Computer science majors may not earn a second major in data science. The Department of Statistics and Actuarial Science [p. 1068] and the Department of Computer Science [p. 298] collaborate to offer the major in data science. The B.S. in data science is administered by the Department of Statistics and Actuarial Science; see the B.S. in data science [p. 357] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Computer Science (Bachelor of Arts) [p. 303]
- Major in Informatics (Bachelor of Arts) [p. 307]
- Major in Computer Science (Bachelor of Science) [p. 313]
- Major in Informatics (Bachelor of Science) [p. 319]

Minors

- Minor in Computer Science [p. 324]
- Minor in Informatics [p. 325]

Graduate Programs of Study

Majors

- Master of Computer Science [p. 326]
- Master of Science in Computer Science [p. 328]
- Doctor of Philosophy in Computer Science [p. 329]

Courses

Competence and exposure to computer science are not only useful, they often are prerequisite to advanced study and research in many disciplines. For most graduate students from other disciplines, an appropriate first course is CS:5110 Introduction to Informatics.

Computer Science Courses

CS:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

CS:1020 Principles of Computing 3 s.h.

Introduction to computing; broad overview of discipline; necessary skills and concepts for effective application of computing resources in student's profession. GE: Quantitative or Formal Reasoning.

CS:1110 Introduction to Computer Science 3 s.h.

Introduction to computer science and the study of algorithms; foundational ideas, computer organization, software concepts (e.g., networking, databases, security); programming concepts using Python. GE: Quantitative or Formal Reasoning.

CS:1210 Computer Science I: Fundamentals 4 s.h.

Introduction to programming using Python; programming constructs, data types, problem-solving strategies, data structures, object-oriented programming. Prerequisites: (MATH:1010 with a minimum grade of C- and MATH:1340 with a minimum grade of C-) or (ALEKS score of 45 or higher and MATH:1010 with a minimum grade of C-) or ALEKS score of 75 or higher or MATH:1020 with a minimum grade of C- or (MATH:1005 with a minimum grade of C- and MATH:1010 with a minimum grade of C-) or MPT Level 3 score of 9 or higher or MATH:1460 with a minimum grade of C- or MATH:1380 or MATH:1850. GE: Quantitative or Formal Reasoning.

- CS:2110 Programming for Informatics** 4 s.h.
Computing fundamentals for informatics students, including practical programming skills (e.g., in Perl, other scripting languages) and introduction to algorithms, data structures, databases. Prerequisites: CS:1110 with a minimum grade of C-.
- CS:2210 Discrete Structures** 3 s.h.
Mathematical methods used in computer science, including logic, proof techniques (with induction), functions, relations, algorithm analysis, recurrence relations, counting methods, combinatorics, graphs, trees. Recommendations: calculus I.
- CS:2230 Computer Science II: Data Structures** 4 s.h.
Design, implementation, and application of data structures (e.g., linked lists, stacks, queues, hash tables, trees); complexity analysis; recursion; introduction to object-oriented programming concepts; abstract data types and their realization using generic interfaces and classes; software design patterns (e.g., iterators, comparators). Prerequisites: CS:1210 with a minimum grade of C- or ENGR:2730 with a minimum grade of C-.
- CS:2420 Databases for Informatics** 3 s.h.
Design and implementation of relational database systems: introduction to the relational model, database design, database normalization, use of database query and manipulation languages such as SQL. Prerequisites: CS:2110 with a minimum grade of C-.
- CS:2520 Human-Computer Interaction** 3 s.h.
Basic theories, principles, and guidelines for design and evaluation of human-computer interactions; design methodologies (e.g., participatory design, low- and high-fidelity prototyping), user interface technologies (e.g., input and output devices, interaction styles), quantitative and qualitative evaluation of user interfaces (e.g., expert reviews, usability testing). Prerequisites: CS:1110 with a minimum grade of C-.
- CS:2620 Networking and Security for Informatics** 3 s.h.
Introduction to computer networking, overview of network organization and management; basic understanding of encryption and network security; practical experience in network programming. Prerequisites: CS:2110 with a minimum grade of C-.
- CS:2630 Computer Organization** 4 s.h.
Computing machinery at various levels of abstraction including digital logic, control units and data paths, the representation of data, computer arithmetic, register operations, memory organization, instruction sets, I/O, and assembly language; how these relate to execution of programs written in a systems-level programming language such as C. Prerequisites: CS:2230 with a minimum grade of C- and CS:2210 with a minimum grade of C-.
- CS:2800 Digital Arts: An Introduction** 3 s.h.
Introduction to potential of integrating art with technology to provide a foundation of skills and concepts through hands-on experimentation; lectures and demonstrations introduce key concepts and ideas as well as the history of digital arts; students develop skills that form a foundation for future investigation through labs; work may include using an Arduino, programming, and developing an interface to control a software project; final project is shared with the public in some way; critical discourse in the form of writing assignments allows for reflection and evaluation. GE: Engineering Be Creative. Same as ARTS:2800, CINE:2800, DANC:2800, DIGA:2800, MUS:2800, THTR:2800.
- CS:2820 Object-Oriented Software Development** 4 s.h.
Object-oriented design and software development methodology; team programming projects; GUIs, event handling, network programming, concurrency, data representation, I/O programming. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C-.
- CS:3210 Programming Languages and Tools** arr.
Varied programming languages and tools. Prerequisites: CS:1210 with a minimum grade of C- or CS:2110 with a minimum grade of C- or ENGR:2730 with a minimum grade of C-.
- CS:3330 Algorithms** 3 s.h.
Algorithm design techniques (e.g., greedy algorithms, divide-and-conquer, dynamic programming, randomization); fundamental algorithms (e.g., basic graph algorithms); techniques for efficiency analysis; computational intractability and NP-completeness. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C- and (MATH:1850 or MATH:1550 or MATH:1860 or MATH:1560).
- CS:3620 Operating Systems** 3 s.h.
Introduction to modern operating systems, including device control, memory management and addressing, process scheduling, interprocess communication, interrupts, synchronization, security. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C- and (CS:2630 with a minimum grade of C- or ECE:3350 with a minimum grade of C-).
- CS:3640 Introduction to Networks and Their Applications** 3 s.h.
Introduction to networks and the development of network applications; basic concepts of network communication common to applications such as simulation and web services. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C- and (CS:2630 with a minimum grade of C- or ECE:3350 with a minimum grade of C-).
- CS:3700 Elementary Numerical Analysis** 3 s.h.
Computer arithmetic, root finding, polynomial approximation, numerical integration, numerical linear algebra, numerical solution of differential equations; use of a higher-level computer language such as Matlab, Python, or Julia. Prerequisites: (MATH:2550 or MATH:2700) and (MATH:1560 or MATH:1860). Same as MATH:3800.
- CS:3820 Programming Language Concepts** 3 s.h.
Imperative, functional, and logical programming languages, and differences between them; syntax specification, types, control structures, recursion, data abstraction. Prerequisites: CS:2230 with a minimum grade of C- and CS:2210 with a minimum grade of C- and (CS:2630 with a minimum grade of C- or ECE:3330 with a minimum grade of C- or CS:2820 with a minimum grade of C- or ECE:3350 with a minimum grade of C-).
- CS:3910 Informatics Project** 3 s.h.
Experience designing, implementing, documenting, and testing a system using appropriate software tools (e.g., a project working with an information management tool consisting of a database system with a Web-based front end); typically done in small groups; capstone project for informatics majors. Prerequisites: CS:2110 with a minimum grade of C- and CS:2520 with a minimum grade of C- and (CS:2420 with a minimum grade of C- or CS:2620 with a minimum grade of C-).

- CS:3980 Topics in Computer Science I** 3 s.h.
Complement to material in other courses. Prerequisites: CS:1210 with a minimum grade of C- or CS:2110 with a minimum grade of C- or ENGR:2730 with a minimum grade of C-.
- CS:3990 Honors in Computer Science or Informatics arr.**
Individual projects. Requirements: computer science or informatics major, and honors standing.
- CS:3999 Computer Science or Informatics Honors Cohort** 0 s.h.
Students complete all requirements for honors in the computer science or informatics major; supervision by computer science honors director. Requirements: final semester prior to graduation with honors.
- CS:4310 Design and Implementation of Algorithms** 3 s.h.
Algorithm design techniques with emphasis on programming and implementation in the work of students; topics include data structures, graph algorithms, divide-and-conquer, dynamic programming, randomized algorithms, and dealing with intractability; primarily for master's degree students in computer science. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C-.
- CS:4330 Theory of Computation** 3 s.h.
Finite automata; regular sets and expressions; context-free and context-sensitive grammars, their properties; push-down automata; standard, universal, and linear-bounded Turing machines; relationships between formal languages and automata; undecidability and its consequences. Prerequisites: CS:3330 with a minimum grade of C-.
- CS:4350 Logic in Computer Science** 3 s.h.
Applications of symbolic logic in computer science; symbolic logic as a powerful tool for modeling computation and computational devices and reasoning formally about them; introduction to several logics (i.e., propositional, predicate, temporal, modal) differing in their expressive power and focus, their uses in computer science; how to represent knowledge in these logics, what represents a valid argument, and how to prove or disprove, possibly automatically, the validity of a logical statement. Prerequisites: CS:3330 with a minimum grade of C-. Recommendations: computer science, math, or engineering major.
- CS:4400 Database Systems** 3 s.h.
Introduction to database systems including querying using SQL, design using ER diagrams, developing relational databases, programming web applications using PHP or JDBC. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C- and CS:3330 with a minimum grade of C-.
- CS:4420 Artificial Intelligence** 3 s.h.
Introduction to artificial intelligence covering problem-solving methods, heuristic search, knowledge representation, automated reasoning, planning, game playing, machine learning, and neural networks. Prerequisites: CS:3330 with a minimum grade of C-.
- CS:4440 Web Mining** 3 s.h.
Core methods underlying development of applications on the Web; examples of relevant applications, including those pertaining to information retrieval, summarization of Web documents, and identifying social networks. Prerequisites: CS:3330 with a minimum grade of C-. Recommendations: CS:4400 strongly recommended.
- CS:4470 Health Data Analytics** 3 s.h.
Analysis of different kinds of health care data, such as patient electronic medical records, public health data, biomedical publications, social media pertaining to health, and ontologies in health care; students will read papers exploring different kinds of research and application development involving such data; course will run in distinct modules with each focused on a dataset type and related research; students must be comfortable with programming (e.g., Java, Python, Perl). Prerequisites: CS:3330 with a minimum grade of C-.
- CS:4480 Knowledge Discovery** 3 s.h.
Knowledge discovery process, including data reduction, cleansing, transformation; advanced modeling techniques from classification, prediction, clustering, association; evaluation and integration. Same as BAIS:4480, ECE:4480.
- CS:4500 Research Methods in Human-Computer Interaction** 3 s.h.
Survey of recent research in the field of human-computer interaction; research methods and current readings. Prerequisites: CS:2520 with a minimum grade of C- or (CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C-).
- CS:4630 Mobile Computing** 3 s.h.
Building mobile sensing systems requires addressing issues in sensor acquisition, wireless communication, and middleware development; hands-on projects using embedded computers and sensors; includes significant writing and presentation components; a conference-quality research paper on a novel research project in mobile computing is expected; knowledge of Java is assumed. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C- and CS:2820 with a minimum grade of C-.
- CS:4640 Computer Security** 3 s.h.
Mechanism versus policy; authentication, access control, security domains; perimeter security, defense in depth; cryptographic protocols; key management and distribution; security assessment. Prerequisites: CS:3620 with a minimum grade of C- or CS:3640 with a minimum grade of C-.
- CS:4700 High Performance and Parallel Computing** 3 s.h.
Parallel algorithms presented and implemented with different approaches and libraries (e.g., OpenMP, MPI); various platforms including Message Passing Clusters, Multicore and GPUs, MapReduce (Hadoop), and related current topics; scientific computing and large data analysis projects. Prerequisites: (CS:2210 with a minimum grade of C- or MATH:4050) and CS:2230 with a minimum grade of C-. Same as MATH:4860.
- CS:4720 Optimization Techniques** 3 s.h.
Basic theory of optimization, use of numerical algorithms in solution of optimization problems; linear and nonlinear programming, sensitivity analysis, convexity, optimal control theory, dynamic programming, calculus of variations. Prerequisites: (MATH:2700 or MATH:2550) and (ME:4111 or MATH:3800 or CS:3700) and (MATH:1560 or MATH:2850). Same as MATH:4820.

- CS:4740 Large Data Analysis** 3 s.h.
Current areas that deal with problem of big data; techniques from computer science, mathematics, statistics; high performance and parallel computing, matrix techniques, cluster analysis, visualization; variety of applications including Google PageRank, seismology, Netflix-type problems, weather forecasting; fusion of data with simulation; projects. Prerequisites: (CS:1210 with a minimum grade of C- or ENGR:2730 with a minimum grade of C-) and (MATH:3800 or CS:3700) and (STAT:3200 or ISE:3760 or IGPI:3200). Same as IGPI:4740, MATH:4740, STAT:4740.
- CS:4980 Topics in Computer Science II** 3 s.h.
Complements material in other courses. Prerequisites: CS:2210 with a minimum grade of C- and CS:2230 with a minimum grade of C-.
- CS:5110 Introduction to Informatics** 3 s.h.
Fundamentals of computer science: algorithms, complexity, relational databases, systems concepts, programming in Python. Same as IGPI:5110.
- CS:5340 Limits of Computation** 3 s.h.
Turing machines, undecidability and complexity: reductions, Cook's theorem and NP-completeness, approximation algorithms and randomized algorithms. Prerequisites: CS:3330.
- CS:5350 Design and Analysis of Algorithms** 3 s.h.
Review of design and analysis techniques; advanced data structures (binomial and Fibonacci heaps, disjoint sets); graph algorithms (network flows, matching, min-cut); NP-completeness, randomization and approximation algorithms; special topics (string matching, computational geometry, number theoretic algorithms). Prerequisites: CS:3330 or CS:5340.
- CS:5360 Randomized Algorithms** 3 s.h.
Use of randomization in the design of algorithms; focus on various fundamental principles in the design of randomized algorithms, such as first and second moment method, random sampling, hashing, probability amplification; tools for analysis, such as the tail bounds of Markov, Chebyshev, Chernoff, and Hoeffding, the Lovasz Local Lemma, Martingale tail bounds, randomized rounding of linear and semi-definite programs; applications to network routing, combinatorial optimization, random walks, social networks, data streaming, and more. Prerequisites: CS:3330.
- CS:5370 Computational Geometry** 3 s.h.
Study of data structures for geometric problems such as point location, range searching, finding nearest neighbors, and algorithms for convex hulls, Voronoi diagrams, triangulations, and quad-trees along with their uses; other topics will be determined by student interest; focus on algorithm design and an understanding of the implementation of geometric algorithms; assumes a sound understanding of the material in an undergraduate algorithms course. Prerequisites: CS:3330.
- CS:5430 Machine Learning** 3 s.h.
Fundamental machine learning techniques as well as hands-on experience applying these techniques and developing new techniques for solving problems from the real world; topics include regression (least square regression, lasso), classification (naive Bayes, nearest neighbor, support vector machines, logistic regression), kernel methods, unsupervised methods (k-means clustering, spectral clustering, dimensionality reduction), stochastic optimization, deep learning, and recent advances in big data analytics. Prerequisites: MATH:1850 and MATH:2700 and STAT:2020 and (CS:2230 or CS:2110).
- CS:5610 High Performance Computer Architecture** 3 s.h.
Problems involved in designing and analyzing current machine architectures using hardware description language (HDL) simulation and analysis, hierarchical memory design, pipeline processing, vector machines, numerical applications, multiprocessor architectures and parallel algorithm design techniques; evaluation methods to determine relationship between computer design and design goals. Prerequisites: ECE:3350 or CS:3620. Same as ECE:5320.
- CS:5620 Distributed Systems and Algorithms** 3 s.h.
Models of distributed systems, program correctness—safety and liveness properties, causality, logical and vector clocks, mutual exclusion, distributed snapshot, leader election, distributed algorithms for graph-theoretic problems, fault-tolerance—masking versus nonmasking types, checkpointing, stabilization, consensus—byzantine generals problem, fault-tolerant broadcast and multicast, management of replicated data. Prerequisites: CS:3330 and CS:3620. Requirements: some interest in networking.
- CS:5630 Cloud Computing Technology** 3 s.h.
Explores infrastructure and programming paradigms of scalable systems and databases; provides experience with popular cluster frameworks (MapReduce, Hadoop, Spark, Flink, or similar) through programming exercises, projects, and experiments; assigned readings and case studies explore themes such as replication, data sharding, looser types of consistency, virtualization, consensus, and barrier synchronization; cloud system stacks developed by Google, Amazon, Facebook, and Microsoft. Prerequisites: CS:2820 and (CS:3620 or CS:3640).
- CS:5710 Numerical Analysis: Nonlinear Equations and Approximation Theory** 4 s.h.
Root finding for nonlinear equations; polynomial interpolation; numerical approximation of functions; numerical integration. Prerequisites: MATH:2700 and (MATH:2850 or MATH:3550). Requirements: knowledge of computer programming. Same as MATH:5800.
- CS:5720 Numerical Analysis: Differential Equations and Linear Algebra** 4 s.h.
Numerical methods for initial value problems for ordinary differential equations; direct and iterative methods for linear systems of equations; eigenvalue problems for matrices. Prerequisites: MATH:2700 and MATH:5800 and (MATH:2850 or MATH:3550) and (MATH:3600 or MATH:2560). Requirements: knowledge of computer programming. Same as MATH:5810.
- CS:5800 Fundamentals of Software Engineering** 3 s.h.
Problem analysis, requirements definition, specification, design, implementation, testing/maintenance, integration, project management; human factors; management, technical communication; design methodologies; software validation, verification; group project experience. Prerequisites: CS:2820 or ECE:3330. Same as ECE:5800.
- CS:5810 Formal Methods in Software Engineering** 3 s.h.
Models, methods, and their application in all phases of software engineering process; specification methods; verification of consistency, completeness of specifications; verification using tools. Prerequisites: ECE:3330 or CS:2820. Recommendations: CS:4350. Same as ECE:5810.

CS:5820 Software Engineering Languages and Tools 3 s.h.

Modern agile software development practices for cloud and web-based applications, using state-of-the-art software engineering languages, tools, and technologies; agile software development practices, software-as-a-service (SAAS), and the Ruby on Rails Development Framework. Prerequisites: ECE:3330 or CS:2820. Same as ECE:5820.

CS:5830 Software Engineering Project 3 s.h.

Team software development project using concepts and methodologies learned in earlier software engineering classes; practical aspects of large-scale software development. Prerequisites: ECE:5820. Same as ECE:5830.

CS:5850 Programming Language Foundations 3 s.h.

Introduction to formal foundations of programming languages using a variety of models, including attribute grammars, operational, axiomatic, denotational, and algebraic techniques; proofs of program equivalence, correctness, termination. Prerequisites: CS:3330 and CS:3820.

CS:5860 Lambda Calculus and Applications 3 s.h.

Covers both typed and untyped versions of the lambda calculus in depth, including essential theoretical results like confluence for untyped lambda calculus and normalization for typed lambda calculi, as well as applications in computer science, logic, and linguistics; coursework includes both theoretical exercises and practical problems using software for manipulating lambda-calculus expressions, students devise their own final projects; no prior experience with lambda calculus, programming, logic, or linguistics is required, although ability to grasp definitions of new concepts and to follow detailed arguments is needed. Prerequisites: CS:3820.

CS:5980 Topics in Computer Science III arr.

Complements material in other courses.

CS:5990 Individualized Research or Programming Project arr.

Individualized research and/or programming projects in computer science, guided by a faculty member.

CS:6000 Research Seminar: Colloquium Series 1 s.h.

Graduate colloquium. Requirements: graduate standing in computer science.

CS:6990 Readings for Research arr.

Requirements: Ph.D. standing in computer science.

CS:7270 Computing Research Ethics 1 s.h.

Series of weekly student-led discussions moderated by supervising faculty, based on papers selected by faculty that emphasize ethical issues specific to computer science including, but not limited to, ethical issues that arise in building and testing software systems, software as intellectual property, managing sensitive electronic data, human-subjects issues in computer science research, online privacy and surveillance, online crime and hacking, computer security, problems with algorithmic bias, and computer-related research misconduct; research focus; students deal with issues pertinent to computing professionals.

CS:7604 Computing Research Ethics for Postdocs 0 s.h.

Review of responsible conduct of research policies specifically tailored to research roles computer science students are likely to play at the University of Iowa and beyond in their professional lives. Requirements: postdoctoral research scholar/fellow standing in computer science.

CS:7990 Research for Dissertation arr.

Individualized instruction for Ph.D. candidates in computer science towards thesis requirements. Requirements: Ph.D. candidacy (postcomprehensive exam) in computer science.

Computer Science, B.A.

The major in computer science provides students with the necessary training for employment in careers such as software development and information management. It provides good preparation for graduate study in a variety of disciplines.

Students may declare a major in computer science when they are admitted to the University or afterward. All students begin as Bachelor of Arts majors but may switch to the Bachelor of Science program at any time.

Undergraduates majoring in computer science develop competence in programming principles and methodologies, problem-solving techniques, mathematics, and computer systems. Computer science training is critical for many careers in science, engineering, business, and health care.

Computer science majors are advised at the Academic Advising Center until they have completed 24 s.h., at which point they are assigned a departmental advisor. Students being advised at the Academic Advising Center also can consult with a computer science faculty advisor.

Transfer students who have taken a course approved as equivalent to a required computer science or informatics course are exempt from that course. Transfer course grades are included in the computer science grade-point average.

Students should consult the Department of Computer Science website or visit the department's office for information about general policies, elective areas, and internships, scholarships, and student groups, such as the University's chapter of the Association for Computing Machinery (ACM) and Women in Computing Sciences (WiCS).

Advanced Placement

The Computer Science Advanced Placement Program test may be used to satisfy requirements. See Advanced Placement Credit Policy on the Department of Computer Science website.

Learning Outcomes

- Students understand the mathematical, logical, statistical, and theoretical foundations of computing.
- Students can analyze and compare the relative merits of alternative software designs and develop high-quality software systems.
- Students understand the fundamental principles of computer organization, system software, networks, and security.
- Students can apply computer science principles to a variety of problems, such as databases, data mining, graphics, and various fields of artificial intelligence (AI).
- Students understand social, professional, and ethical issues related to computing.

Requirements

The Bachelor of Arts with a major in computer science requires a minimum of 120 s.h., including at least 41 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. A cumulative g.p.a. of at least 2.00 is required for graduation. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The computer science major for the Bachelor of Arts is designed for students who would like to gain considerable knowledge in computer science and have flexibility in choosing electives. Students preparing for careers in the computing field are encouraged to supplement the base requirements with additional computer science courses. The program's flexibility makes it suitable for combination with other majors.

Coursework for the major includes computer science courses as well as courses in mathematics, statistics, and other supporting disciplines. Work for the major may not be taken pass/nonpass.

Bachelor of Arts students considering a switch to the Bachelor of Science program should choose their GE CLAS Core Natural Sciences courses carefully since students may be able to use the same courses to satisfy the computer science major natural science sequences requirement for the B.S. degree. See "Natural Science Sequences" under Requirements [p. 313] in the B.S. in computer science section of the Catalog.

Students majoring in computer science may not earn a second major or a minor in business analytics and information systems, computer science and engineering, data science, or informatics.

Departmental Residency Requirement

Students who earn a B.A. in computer science must complete at least five courses (minimum of 15 s.h.) at the University of Iowa from the following: CS:2630 Computer Organization or ECE:3350 Computer Architecture and Organization, CS:2820 Object-Oriented Software Development, CS:3330 Algorithms, and at least two computer science courses numbered CS:3620-CS:5899, but excluding CS:3910 Informatics Project, CS:3980 Topics in Computer Science I, and CS:4310 Design and Implementation of Algorithms; these courses are requirements for the B.A. in computer science as listed below.

Program Requirements

The B.A. with a major in computer science requires the following coursework.

Code	Title	Hours
	Computer Science Core Courses	27-28
	Mathematics Core Courses	11-12
	Advanced Computer Science Electives	3
	Total Hours	41-43

Computer Science Core

Code	Title	Hours
All of these:		
CS:1210	Computer Science I: Fundamentals	4
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
CS:2820	Object-Oriented Software Development	4
CS:3330	Algorithms	3
CS:3820	Programming Language Concepts	3

One of these:

CS:2630	Computer Organization	4
ECE:3350	Computer Architecture and Organization	3

One of these:

CS:3620	Operating Systems	3
CS:3640	Introduction to Networks and Their Applications	3

Mathematics Core

Code	Title	Hours
Calculus I		

One of these:

MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4

Calculus II

One of these:

MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:1860	Calculus II	4

Linear Algebra/Probability and Statistics

One of these:

MATH:2700	Introduction to Linear Algebra	4
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3120	Probability and Statistics	4

Students who take MATH:2550 Engineering Mathematics III: Matrix Algebra and MATH:2560 Engineering Mathematics IV: Differential Equations can use these courses together to satisfy the linear algebra requirement.

Advanced Computer Science Electives

Code	Title	Hours
At least 3 s.h. from these:		

A computer science course (prefix CS) numbered 3620-5899, except CS:3910, CS:3980, and CS:4310

A computer science course (prefix CS) numbered 5900 or above, with department approval

Students may count a maximum of 3 s.h. earned in CS:3990 Honors in Computer Science or Informatics toward the advanced computer science elective requirement.

Early Admission to the Graduate College

Undergraduate computer science students who have 6 s.h. or less to earn toward graduation may apply for early admission to the Graduate College. Early admission allows students in their final undergraduate semester to take courses for graduate credit in addition to the courses they need to complete their bachelor's degrees.

Combined Programs

B.A./M.C.S.

Qualified computer science undergraduate students who plan to earn the Master of Computer Science degree may apply for the combined Bachelor of Arts/Master of Computer Science program. The combined B.A./M.C.S. program allows students to earn both degrees in five years. The program requires a total of 140 s.h. Students are granted a B.A. when they complete all requirements for the undergraduate degree.

Students in the combined program must complete all requirements for each degree, but may count a maximum of 12 s.h. (four courses) toward both degrees. The four courses must be taken during the fourth year of undergraduate study, after admission to the combined program, and must satisfy degree requirements of both the B.A. and the M.C.S.

If students withdraw from the combined program before completing their bachelor's degree, credit earned in the four courses is counted only toward the undergraduate degree.

A version of the combined program is now available for Grinnell College undergraduate students pursuing a B.A. degree in computer science who want to earn the M.C.S. at the University of Iowa.

Students apply for admission to the combined program during their third year as an undergraduate and enter the program at the beginning of their fourth year. They typically complete the combined program in one year after completing B.A. requirements.

Applicants to the combined program must:

- be enrolled as a B.A. student majoring in computer science at the University of Iowa;

- have completed a minimum of 80 s.h. at the time of admission to the combined program, with at least 30 s.h. earned at the University of Iowa; and

- have a cumulative University of Iowa g.p.a. of at least 3.25 and a g.p.a. of at least 3.25 in the computer science major (computed on math prerequisites and core computer science coursework taken at the University of Iowa).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students must submit an application for admission to the program, a statement of purpose, three letters of recommendation, and transcripts from all colleges attended; they also must apply to the Graduate College. Graduate Record Examination (GRE) scores are not required. For more detailed information, see Prospective Students on the Department of Computer Science website.

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in computer science who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in computer science who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in computer science have the opportunity to graduate with honors in the major. They must maintain a minimum UI cumulative g.p.a. of 3.33 and a minimum major g.p.a. of 3.50; additionally, students complete 4-6 s.h. of CS:3990 Honors in Computer Science or Informatics and submit an acceptable honors thesis or project. At any time, students can communicate to the computer science professional advisor that they have an honors interest and can have that designation placed on their academic record.

A student is responsible for finding a faculty member willing to supervise the honors project. The student can register for CS:3990 Honors in Computer Science or Informatics under the project supervisor's name once the faculty member approves the proposed project and a timetable for the work. Once that is accomplished, the student must then communicate with the Department of Computer Science faculty honors director, who changes the student's status to denote the student is pursuing honors in the major. It is not necessary to have declared an honors interest before finding a thesis supervisor and beginning to pursue honors in the major, but the student must be coded as pursuing honors prior to completing the application for degree.

An honors project can be completed in one semester, but it usually takes two semesters to complete. In their final semester, a student must register for CS:3999 Computer Science or Informatics Honors Cohort (0 s.h.). The honors thesis/project must be approved by the thesis supervisor and then submitted to the faculty honors director who will give initial approval that the student can graduate with honors in the major. Final approval is given after final grades are submitted and all requirements are met. For more details regarding project requirements, see Honors on the Department of Computer Science website.

Students who pursue honors in the major may count a maximum of 3 s.h. in CS:3990 Honors in Computer Science or Informatics toward the advanced computer science elective requirement. Those in the combined B.A./M.C.S. program may register for 4-6 s.h. in CS:5990 Individualized Research or Programming Project instead of CS:3990; this allows them

to receive graduate credit for the course while satisfying the course requirements to graduate with honors.

University of Iowa Honors Program

In addition to honors in the major, students can pursue honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the computer science major. However, the semester hours earned in CS:3990 Honors in Computer Science or Informatics or CS:5990 Individualized Research or Programming Project can be used to partially satisfy the UI Honors requirement of 12 s.h. of experiential learning coursework.

For more information, contact the Department of Computer Science honors director.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available to B.A. students majoring in computer science. Students work with their advisors on individual graduation plans.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Computer Science, B.A.

Course	Title	Hours
First Year		
Fall		
MATH:1005	College Algebra ^a	4
ENGL:1200	The Interpretation of Literature	3 - 4
	or RHET:1030 or Rhetoric	
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
	Hours	16-18
Spring		
CS:1110	Introduction to Computer Science	3
ENGL:1200	The Interpretation of Literature	3 - 4
	or RHET:1030 or Rhetoric	
MATH:1010	Trigonometry	3
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
	Hours	16-18
Second Year		
Fall		
CS:1210	Computer Science I: Fundamentals	4
MATH:1850	Calculus I	4
GE CLAS Core: Social Sciences ^b		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		1
Hours		16-17
Spring		
CS:2210	Discrete Structures	3
MATH:1860	Calculus II	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Elective course ^d		2
Hours		16-17
Third Year		
Fall		
CS:2230	Computer Science II: Data Structures	4
Major: Math core course ^e		3 - 4
GE CLAS Core: Natural Sciences with Lab ^b		4
Elective course ^d		3
Elective course ^d		1
Hours		15-16
Spring		
ECE:3350 or CS:2630	Computer Architecture and Organization or Computer Organization	3 - 4
CS:2820	Object-Oriented Software Development ^f	4
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^d		2
Hours		15-16
Fourth Year		
Fall		
CS:3330	Algorithms ^f	3
CS:3640 or CS:3620	Introduction to Networks and Their Applications or Operating Systems	3
GE CLAS Core: International and Global Issues ^b		3
Elective course ^d		3
Elective course ^d		3
Hours		15
Spring		
CS:3820	Programming Language Concepts ^f	3
Major: Computer Science advanced elective ^g		3
GE CLAS Core: Values and Culture ^b		3
Elective course ^d		3
Elective course ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		15
Total Hours		124-132

- a Enrollment in math courses requires completion of a placement exam.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Choose from MATH:2700, STAT:2020, or STAT:3120.
- f Students may take CS:2820, CS:3330, and CS:3820 in any order after completing CS:1210, CS:2210, and CS:2230.
- g Students may choose a computer science course (prefix CS) numbered 3620-5890 (except CS:3910, CS:3980, CS:4310), or a CS course numbered 5900 or above with department approval. A course used to complete a core requirement cannot also be used as a major elective.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Computer science graduates work primarily in two market sectors. One sector is the software and computer industry where the words computer science are being used—those in Silicon Valley, among other areas, and that can range from start-ups to giants like Amazon, Google, Facebook, and Microsoft. The other sector allows computer science students to use their technical expertise in fields beyond computer science. Examples would be working as a user experience (UX) designer for a marketing agency or developing software for a financial group; those are computer science majors working in media, health care, the government, and even in law firms. Computer science skills are needed everywhere so students have ample opportunities to find an environment that fits their interest and strengths.

As many as one-third of computer science graduates go into research or elect to pursue graduate studies in computer science, including the University of Iowa's five-year B.A./M.C.S. program, or pursue other areas where computer science provides a strong foundation.

A recent job placement survey indicates that more than 97 percent of computer science graduates have a job, are continuing education, or are not seeking employment within six months of graduation.

View post-graduation data on the Pomerantz Career Center website that uses University of Iowa placement information to explore what recent computer science alumni are doing that includes median salaries, job titles, companies of employment, and other facts about UI graduates.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Informatics, B.A.

The major in informatics provides students with the necessary training for employment in careers such as software development, user experience, and information management. It provides good preparation for graduate study in a variety of disciplines.

Students may declare a major in informatics when they are admitted to the University or afterward. All students begin the major as Bachelor of Arts students but may switch to the Bachelor of Science programs at any time.

The informatics major combines fundamental and practical computing knowledge with a choice of cognate areas from the liberal arts and sciences, providing students with the necessary background and specialized skills to work at the interface of computing and another discipline. Students may begin the major without a chosen cognate area; they may declare a cognate at any time. Some cognates are available only with the Bachelor of Arts, others are available only with the Bachelor of Science. A student's choice of cognate determines whether the student will earn a B.A. or a B.S.

Informatics majors are advised at the Academic Advising Center until they have completed 24 s.h., at which point they are assigned a departmental advisor. Students being advised at the Academic Advising Center also can consult with an informatics faculty advisor.

Transfer students who have taken a course approved as equivalent to a required informatics or computer science course are exempt from that course. Transfer course grades are included in the informatics grade-point average.

Students should consult the Department of Computer Science website or visit the department's office for information about general policies, elective areas, and internships, scholarships, and student groups, such as the University's chapter of the Association for Computing Machinery (ACM) and Women in Computing Sciences (WiCS).

Advanced Placement

The Computer Science Advanced Placement Program test may be used to satisfy requirements. See Advanced Placement Credit Policy on the Department of Computer Science website.

Learning Outcomes

- Students have a basic grounding in computer science.
- Students have a thorough understanding of information processing tools and constructs.
- Students have a user-centric perspective on computing tools.
- Students have a thorough understanding of chosen cognate area.
- Students can apply computing tools to problem solving.

Requirements

The Bachelor of Arts with a major in informatics requires a minimum of 120 s.h., including at least 43-51 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. A cumulative g.p.a. of at least 2.00 is required for graduation. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The program combines foundational informatics coursework with coursework in a cognate area. The major offers the cognate areas of art, economics, geoinformatics, health informatics, human-computer interaction, linguistics, media, music, social informatics, and individualized cognates. Required credit for the major depends on a student's choice of cognate area.

Coursework for the major includes the informatics core, one elective, a statistics course, and a set of courses in a chosen cognate area. Work for the major may not be taken pass/nonpass. Students are expected to have taken MATH:1005 College Algebra or the equivalent.

Students majoring in informatics may not earn a second major in computer science, business analytics and information systems, or computer science and engineering. They may, however, earn a minor in computer science.

Departmental Residency Requirement

Students must complete at least four courses (minimum of 12 s.h.) at the University of Iowa from the following: CS:3910 Informatics Project and three additional courses numbered CS:2500-CS:4999; these courses are requirements for the B.A. in informatics as listed below.

Program Requirements

The B.A. with a major in informatics requires the following coursework.

Code	Title	Hours
Informatics Core Courses		19
Informatics Electives		3
Statistics Course		3-4
Cognate Courses		18-25
Total Hours		43-51

Informatics Core

The informatics core consists of six required computing courses (19 s.h.) that emphasize data manipulation, databases, and networking. It provides more applications-oriented content than the traditional computer science curriculum yet is designed to offer students a sound basis in underlying computer science themes and techniques.

Code	Title	Hours
All of these:		
CS:1110	Introduction to Computer Science	3
CS:2110	Programming for Informatics	4
CS:2420	Databases for Informatics	3
CS:2520	Human-Computer Interaction	3
CS:2620	Networking and Security for Informatics	3
CS:3910	Informatics Project	3

Informatics Electives

Students must complete at least one course (3 s.h.) from a list of approved computing informatics electives. Course selection must be approved by an informatics advisor. In addition to the courses listed below, students may have additional choices from the Department of Electrical and Computer

Engineering and the Department of Business Analytics; consult an informatics faculty advisor for additional choices.

Code	Title	Hours
BAIS:4220	Advanced Database Management and Big Data	3

A computer science course (prefix CS) numbered 3000-4999, including CS:3990 for 3 s.h., but excluding CS:3910

Statistics Course

Students must complete one introductory statistics course. Some cognates require a specific statistic course. Students should consult with their advisors to choose a statistics course appropriate for their cognate area.

Code	Title	Hours
One of these:		
PSY:2811	Research Methods and Data Analysis in Psychology I	3
SOC:2160	Applied Statistics for Social Scientists	3
STAT:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3120	Probability and Statistics	4
STAT:3510	Biostatistics	3
STAT:4143	Introduction to Statistical Methods	3

Cognates

Students must complete all requirements listed under one of the cognate areas below: art, economics, geoinformatics, health informatics, human-computer interaction, linguistics, media, music, social informatics, or an individualized cognate.

Art

The informatics major with the art cognate requires a minimum of 47 s.h. of work for the major, including 22 s.h. in cognate courses. Students learn about the design and maintenance of web services, applications of modern computerized artistic tools, and benefits and limitations of computers as a digital medium. They also gain insight into computerized tool design that is guided by knowledge of an artist's requirements. The art cognate may lead to careers in web development, technology coordination for artistic productions, development of digital artistic tools, and artistic or technical development for entertainment companies. Cognate courses are primarily in art history, design, elements of art, and photography.

Some courses listed below are open only to students majoring in art, so they are appropriate choices only for students with a double major in art and informatics. Non-art majors should work with an informatics faculty advisor to develop an individual set of art cognate courses.

Code	Title	Hours
All of these:		
ARTS:1510	Basic Drawing	3

ARTS:1520	Design Fundamentals	3
DSGN:2500	Graphic Design I	3
DSGN:2600	Graphic Design II	3
DSGN:3500	Graphic Design III	4

Any art history course (prefix ARTH) numbered at the 1000 or 2000 level

One of these, to complete 22 s.h. for the art cognate:

CS:2800	Digital Arts: An Introduction	3
DSGN:3600	Graphic Design IV	4
MUSM:3125	Museums in a Digital World	3
SCLP:3840	Robotic Art Studio	4
SCLP:4830	Motion and Mechanisms	4
SCLP:4835	Electronic Objects and Spaces	4
SCLP:4840	Air, Actuators, and Motors	4

Economics

The informatics major with the economics cognate requires a minimum of 49 s.h. of work for the major, including 24 s.h. in cognate courses, which are primarily from economics. The economics cognate is intended for students interested in working with economic, financial, or demographic data. It may lead to careers in administration, business, or government or to graduate study in management or policy areas.

Code	Title	Hours
All of these:		
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
ECON:3100	Intermediate Microeconomics	3
ECON:3150	Intermediate Macroeconomics	3
MATH:1380	Calculus and Matrix Algebra for Business	4

Additional 6 s.h. in economics courses (prefix ECON) numbered 3000 or above

Geoinformatics

The informatics major with the geoinformatics cognate requires a minimum of 48 s.h. of work for the major, including 23 s.h. in cognate courses, which are primarily from geographical and sustainability sciences. The geoinformatics cognate is intended for students interested in geographic information systems (GIS) and spatial aspects of data. It may lead to careers in business, government, or public health or to graduate study in geography, public health, or policy areas.

Code	Title	Hours
All of these:		
GEOG:1020	The Global Environment	3
GEOG:1021	The Global Environment Lab	1
GEOG:1050	Foundations of GIS	4
Two of these:		
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:2910	The Global Economy	3

One of these:

GEOG:3520	GIS for Environmental Studies	3
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3

And:

Two geographical and sustainability sciences courses (prefix GEOG) numbered 3500 or above (at least 6 s.h.)

Health Informatics

The informatics major with the health informatics cognate requires a minimum of 46 s.h. of work for the major, including 21 s.h. in cognate courses. The health informatics cognate is intended for students interested in applications of computing to health care, especially in public health. It may lead to careers in medical or health-related areas or to graduate and professional degree programs in public health, health informatics, and medical informatics. Cognate courses are selected primarily from public health, geography, and global health studies.

Once students complete the required courses in each of the four sets below, they must select additional courses from the sets to complete 21 s.h. of credit for the cognate.

Code	Title	Hours
One of these:		
CPH:1400	Fundamentals of Public Health	3
GHS:3720	Contemporary Issues in Global Health	3

At least two of these:

GEOG:1050	Foundations of GIS	4
GEOG:3110	Geography of Health	3
GEOG:4150	Health and Environment: GIS Applications	3

Any geographical and sustainability sciences course (prefix GEOG) numbered 3500 or above

At least two of these:

GHS:3720	Contemporary Issues in Global Health	3
GHS:3850	Promoting Health Globally	3
GHS:4100	Topics in Global Health	1-3
GHS:4600	Global Health and Human Rights	2-3
JMC:3150	Media and Health	3

One of these:

EPID:4400	Epidemiology I: Principles	3
HMP:4000	Introduction to the U.S. Health Care System	3

Human-Computer Interaction

The informatics major with the human-computer interaction cognate requires a minimum of 46 s.h. of work for the major, including at least 21 s.h. in cognate courses. The human-computer interaction cognate is intended for students interested in designing useful and usable technologies. It can lead to careers in interaction design, web design, implementation of user interfaces, and evaluation of human-computer interactions as well as provide valuable skills for graduate study in human-computer interaction.

The cognate's courses provide an interdisciplinary foundation including psychology, sociology, and studio arts, together with an understanding of research methods in human-computer interaction and relevant software development skills. This cognate requires more advanced courses in computer science than other cognates.

Code	Title	Hours
This course:		
CS:4500	Research Methods in Human-Computer Interaction	3
Either both psychology courses or both sociology courses:		
PSY:1001 & PSY:2601	Elementary Psychology - Introduction to Cognitive Psychology	6
SOC:1010 & SOC:2130	Introduction to Sociology - Sociological Theory	6-7
One art course from these:		
ARTS:1020	Elements of 3-D Design	3
ARTS:1070	Elements of Graphic Design (recommended)	3
ARTS:1090	Elements of Animation	3
One of these:		
ISE:3400	Human Factors	3
PSY:2401	Introduction to Developmental Science	3
PSY:2501	Introduction to Social Psychology	3
PSY:2701	Introduction to Behavioral Neuroscience	4

And:

Two additional computer science courses (prefix CS) numbered 3000 or above, except CS:5990, to complete 21 s.h. for the human-computer interaction cognate

Most courses in this list have prerequisites, which students must complete before they may register for the course. Most of the psychological and brain science courses (prefix PSY) require PSY:1001 Elementary Psychology as a prerequisite. Students should review prerequisites carefully before making their selections.

Linguistics

The informatics major with the linguistics cognate requires a minimum of 47 s.h. of work for the major, including at least 22 s.h. in cognate courses. Linguistics, the scientific study of human languages, is directly related to psychology, anthropology, and computer science as well as to more applied fields such as second language acquisition or speech and hearing science. The cognate focuses on computational representations of syntax and semantics for processing natural language. Cognate courses are drawn primarily from linguistics.

Code	Title	Hours
All of these:		
CSD:3112	Anatomy and Physiology of Speech Production	4
CSD:3116	Basic Neuroscience for Speech and Hearing	3
LING:3001	Introduction to Linguistics	3

LING:3005	Articulatory and Acoustic Phonetics	3
LING:3010	Syntactic Analysis	3
LING:3020	Phonological Analysis	3
LING:3080	History of the English Language	3

Media

The informatics major with the media cognate requires a minimum of 48 s.h. of work for the major, including 23 s.h. in cognate courses. This cognate is intended for students interested in working in media industries. Data-specific occupations in these industries include, but are not limited to, data/communication analyst, data mining expert, strategic analyst, data journalist, web developer, information graphics specialist, app developer, and multimedia journalist.

The courses, JMC:2010 Journalistic Reporting and Writing and JMC:2020 Introduction to Multimedia Storytelling, are corequisites and must be taken during the same semester. Students are responsible for completing the prerequisites for JMC:2010.

Code	Title	Hours
Both of these:		
JMC:2010	Journalistic Reporting and Writing	4
JMC:2020	Introduction to Multimedia Storytelling	4
One of these:		
JMC:1300	Principles of Strategic Communication	3
JMC:1400	Principles of Journalism	3
One of these:		
JMC:3610	Graphic Design	3-4
JMC:3640	Data Journalism	3-4

And:

At least three journalism and mass communication courses (prefix JMC) numbered 3400 or above to complete 23 s.h. for the media cognate

Music

The informatics major with the music cognate requires a minimum of 48 s.h. of work for the major, including 23 s.h. in cognate courses. The music cognate is intended for students interested in audio recording, manipulation of sound, and digital media. It may help students prepare for careers in the entertainment industry. Cognate courses are primarily from music, with some from cinematic arts and theatre arts. Entering students must possess basic musicianship skills; an audition may be required for admission.

When students begin work on this cognate, they should enroll in MUS:1201 Musicianship and Theory I and they must take the Placement Exam A, which is administered online during the summer before fall semester begins, to determine readiness for the Musicianship and Theory course sequence. See Musicianship and Theory Placement on the School of Music website for more information. Advanced placement in School of Music courses does not reduce the number of semester hours required for the cognate.

Code	Title	Hours
All of these:		
MUS:1200	Fundamentals of Music for Majors	0
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:1211	Group Instruction in Piano I	1
MUS:1212	Group Instruction in Piano II	1
MUS:3780	Audio Recording I	3
MUS:3781	Audio Recording II	3
One of these:		
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:2311	Music of Latin America and the Caribbean	3
At least one of these, to complete 23 s.h. for the music cognate:		
CS:2800	Digital Arts: An Introduction	3
CINE:4841	Film/Video Production: Sound Design	4
MUS:1007	Garage Band: The Basics	2
MUS:1010	Recital Attendance for Nonmajors	1
THTR:3260	Sound Design for the Theatre	3

Social Informatics

The informatics major with the social informatics cognate requires a minimum of 45 s.h. of work for the major, including 20 s.h. in cognate courses, all from the Department of Sociology and Criminology.

Code	Title	Hours
All of these:		
SOC:1010	Introduction to Sociology	3-4
SOC:2130	Sociological Theory	3
SOC:2170	Research Methods	3
At least 11 s.h. from these:		
CRIM:1410	Introduction to Criminology	3
CRIM:3420	Juvenile Delinquency	3
CRIM:3450	Criminal Legal System	3
CRIM:4400	Internship in Criminal Justice and Corrections	3

Any sociology course (prefix SOC) numbered 1020 or above

Individualized Cognates

Students interested in developing individualized cognates may work with an informatics faculty advisor. Individualized cognates may be drawn primarily from one department or an appropriate mix of departments; they require an approved set of cognate courses totaling 18-25 s.h.

Early Admission to the Graduate College

Undergraduate informatics students who have 6 s.h. or less to earn toward graduation may apply for early admission to the Graduate College. Early admission allows students in their

final undergraduate semester to take courses for graduate credit in addition to the courses they need to complete their bachelor's degrees.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in informatics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in informatics who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in informatics have the opportunity to graduate with honors in the major. They must maintain a minimum UI cumulative g.p.a. of 3.33 and a minimum major g.p.a. of 3.50; additionally, students complete 4-6 s.h. of CS:3990 Honors in Computer Science or Informatics and submit an acceptable honors thesis or project. At any time, students can communicate to the computer science professional advisor that they have an honors interest and can have that designation placed on their academic record.

A student is responsible for finding a faculty member willing to supervise the honors project. The student can register for CS:3990 Honors in Computer Science or Informatics under the project supervisor's name once the faculty member approves the proposed project and a timetable for the work. Once that is accomplished, the student must then communicate with the Department of Computer Science honors director, who changes the student's status to denote the student is pursuing honors in the major. It is not necessary to have declared an honors interest before finding a thesis supervisor and beginning to pursue honors in the major, but the student must be coded as pursuing honors prior to completing the application for degree.

An honors project can be completed in one semester, but it usually takes two semesters to complete. In the final semester, a student must register for CS:3999 Computer Science or Informatics Honors Cohort (0 s.h.). The honors thesis/project must be approved by the thesis supervisor and then submitted to the honors director who will give initial approval that the student can graduate with honors in the major. Final approval is given after final grades are submitted and all requirements are met. For more details regarding project requirements, see Honors on the Department of Computer Science website.

University of Iowa Honors Program

In addition to honors in the major, students can pursue honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the informatics major. However, the semester hours earned in CS:3990 Honors in Computer Science or Informatics can be used to partially satisfy the UI Honors requirement of 12 s.h. of experiential learning coursework.

For more information, contact the Department of Computer Science honors director.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available to B.A. students majoring in informatics. Students work with their advisors on individual graduation plans.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Informatics, B.A.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^a		3
GE CLAS Core: International and Global Issues ^a		3
CS:1110	Introduction to Computer Science	3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3
GE CLAS Core: Historical Perspectives ^a		3
CS:2110	Programming for Informatics	4
Major: Informatics cognate course ^b		3 - 4
Elective course ^c		2
Hours		15-16

Second Year**Fall**

GE CLAS Core: World Languages First Level Proficiency or elective course ^d	4 - 5
GE CLAS Core: Social Sciences ^a	3
CS:2520 Human-Computer Interaction	3
Major: Informatics cognate course ^b	3 - 4
Elective course ^c	3
Hours	16-18

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
GE CLAS Core: Natural Sciences with Lab ^a	4
CS:2620 Networking and Security for Informatics	3
Major: Informatics cognate course ^b	3 - 4
Elective course	2
Hours	16-18

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
GE CLAS Core: Natural Sciences without Lab ^a	3
CS:2420 Databases for Informatics	3
Major: Informatics cognate course ^b	3 - 4
Elective course ^c	3
Hours	16-18

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^a	3
Major: Informatics cognate course ^b	3 - 4
Elective course ^c	3
Elective course ^c	3
Hours	16-18

Fourth Year**Fall**

GE CLAS Core: Values and Culture ^a	3
Major: Informatics advanced elective ^e	3
Major: Introductory statistics ^{f, g}	3
Major: Informatics cognate course ^b	3 - 4
Elective course ^c	3
Hours	15-16

Spring

CS:3910 Informatics Project	3
Major: Informatics cognate course ^b	3 - 4
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^h

Hours	15-16
Total Hours	123-135

a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

- b Students must complete all requirements in one of the following cognate areas: art, economics, geoinformatics, health informatics, human-computer interaction, linguistics, media, music, social informatics or individualized. Students interested in developing individualized cognates (a grouping of 18-25 s.h. of courses drawn primarily from one department) must work with an informatics faculty advisor to create a plan of study and obtain departmental approval for their plan.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e BAIS:4220, or a computer science course (prefix CS) numbered 3000-4999, including CS:3990 for 3 s.h., but excluding CS:3910.
- f STAT:1020 or other. Some cognates require a specific statistics course. See advisor for more information.
- g Fulfills a major requirement and may fulfill a GE requirement.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Informatics graduates work in a broad range of market sectors, reflecting the interdisciplinary nature of the program and the large number of available cognates. Students will have technical skills along with a specialty area that can help them pursue a specific type of organization or interest field. Here are just a few of the areas that informatics graduates have pursued:

- software development
- database and/or web administrators
- data analyst
- software support personnel (IT)
- user interface/user experience web designers (the human-computer interaction cognate is useful for this area)
- health care information technicians (the health informatics cognate is useful for this area)

A recent job placement survey indicates that more than 90 percent of University of Iowa informatics graduates have a job, are continuing education, or are not seeking employment within six months of graduation.

View post-graduation data on the Pomerantz Career Center website that uses University of Iowa placement information to explore what recent informatics alumni are doing that includes median salaries, job titles, companies of employment, and other facts about UI graduates.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Computer Science, B.S.

The major in computer science provides students with the necessary training for employment in careers such as software development and information management. It provides good preparation for graduate study in a variety of disciplines.

Students may declare a major in computer science when they are admitted to the University or afterward. All students begin as Bachelor of Arts majors but may switch to the Bachelor of Science programs at any time.

Undergraduates majoring in computer science develop competence in programming principles and methodologies, problem-solving techniques, mathematics, and computer systems. Computer science training is critical for many careers in science, engineering, business, and health care.

Computer science majors are advised at the Academic Advising Center until they have completed 24 s.h., at which point they are assigned a departmental advisor. Students being advised at the Academic Advising Center also can consult with a computer science faculty advisor.

Transfer students who have taken a course approved as equivalent to a required computer science or informatics course are exempt from that course. Transfer course grades are included in the computer science grade-point average.

Students should consult the Department of Computer Science website or visit the department's office for information about general policies, elective areas, and internships, scholarships, and student groups, such as the University's chapter of the Association for Computing Machinery (ACM) and Women in Computing Sciences (WiCS).

Advanced Placement

The Computer Science Advanced Placement Program test may be used to satisfy requirements. See Advanced Placement Credit Policy on the Department of Computer Science website.

Learning Outcomes

- Students understand the mathematical, logical, statistical, and theoretical foundations of computing.
- Students can analyze and compare the relative merits of alternative software designs and develop high-quality software systems.
- Students understand the fundamental principles of computer organization, system software, networks, and security.
- Students can apply computer science principles to a variety of problems, such as databases, data mining, graphics, and various fields of artificial intelligence (AI).
- Students understand social, professional, and ethical issues related to computing.

Requirements

The Bachelor of Science with a major in computer science requires a minimum of 120 s.h., including at least 63 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. A cumulative g.p.a. of at least 2.00 is required for graduation. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The Bachelor of Science program is more rigorous than that of the Bachelor of Arts program; it is designed to provide in-depth training for students who would like to acquire strength in math and science in order to enhance their skills and job prospects. It also is appropriate for those who plan to pursue graduate work in computer science, although it is not required for graduate study at most universities.

Coursework for the major includes computer science courses as well as courses in mathematics, statistics, and other supporting disciplines. Work for the major may not be taken pass/nonpass.

Bachelor of Science students with a computer science major should choose their GE CLAS Core Natural Sciences courses carefully since they may be able to use the same courses to satisfy the computer science major natural science sequences requirement; see "Natural Science Sequences" below.

Students majoring in computer science may not earn a second major or minor in business analytics and information systems, computer science and engineering, data science, or informatics.

Departmental Residency Requirement

Students who earn a B.S. in computer science must complete at least seven courses (minimum of 21 s.h.) at the University of Iowa from the following: CS:2630 Computer Organization or ECE:3350 Computer Architecture and Organization, CS:2820 Object-Oriented Software Development, CS:3330 Algorithms, and at least four computer science courses numbered CS:3620-CS:5899, but excluding CS:3910 Informatics Project, CS:3980 Topics in Computer Science I, and CS:4310 Design and Implementation of Algorithms; these courses are requirements for the B.S. in computer science as listed below.

Program Requirements

The B.S. with a major in computer science requires the following coursework.

Code	Title	Hours
Computer Science Core Courses		27-28
Mathematics Core Courses		15-16
Computation Theory Course		3
Advanced Technical Electives		12
Natural Sciences Sequences Courses		6-8
Total Hours		63-67

Computer Science Core

Code	Title	Hours
All of these:		
CS:1210	Computer Science I: Fundamentals	4
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
CS:2820	Object-Oriented Software Development	4
CS:3330	Algorithms	3
CS:3820	Programming Language Concepts	3
One of these:		
CS:2630	Computer Organization	4

ECE:3350	Computer Architecture and Organization	3
One of these:		
CS:3620	Operating Systems	3
CS:3640	Introduction to Networks and Their Applications	3

Mathematics Core

Code	Title	Hours
Calculus I		
One of these:		
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
Calculus II		
One of these:		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:1860	Calculus II	4
Linear Algebra		
This course:		
MATH:2700	Introduction to Linear Algebra	4
Probability and Statistics		
One of these:		
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3120	Probability and Statistics	4
Other probability and statistics courses (prefix STAT) with a calculus prerequisite approved by the department		

Students who take MATH:2550 Engineering Mathematics III: Matrix Algebra and MATH:2560 Engineering Mathematics IV: Differential Equations can use these courses together to satisfy the linear algebra requirement.

Computation Theory

Code	Title	Hours
One of these:		
CS:4330	Theory of Computation	3
CS:4350	Logic in Computer Science	3

Advanced Technical Electives

Students must earn at least 12 s.h. (four courses) in advanced technical electives, as follows.

Code	Title	Hours
At least 6 s.h. from these:		
A computer science course (prefix CS) numbered 3620-5899, except CS:3910, CS:3980, and CS:4310; a maximum of 3 s.h. in CS:3990 will count toward the requirement		
A computer science course (prefix CS) numbered 5900 or above, with department approval		
And:		

Remaining courses may be chosen from advanced technical elective courses in computer science (prefix CS) or in other disciplines with department approval; preapproved technical electives are these:

Biology		
BIOL:2512	Fundamental Genetics	4
BIOL:3172	Evolution	4
Chemistry		
CHEM:2210	Organic Chemistry I	3
CHEM:2220	Organic Chemistry II	3
CHEM:2230	Organic Chemistry I for Majors	3
CHEM:2240	Organic Chemistry II for Majors	3
CHEM:2410	Organic Chemistry Laboratory	3
Electrical and Computer Engineering		
ECE:3600	Control Systems	3
ECE:5450	Machine Learning	3
ECE:5480	Digital Image Processing	3
ECE:5600	Control Theory	3
Geography		
GEOG:3520	GIS for Environmental Studies	3
GEOG:3540	Introduction to Geographic Visualization	3
Earth and Environmental Sciences		
EES:2410	Mineralogy	4
EES:3020	Earth Surface Processes	3
EES:3210	Principles of Paleontology	3
EES:3300	Sedimentary Geology	4
EES:3360	Soil Genesis and Geomorphology	3
EES:3380	Fluvial Geomorphology	3
EES:3390	Integrated Watershed Analysis	3
EES:3500	Igneous and Metamorphic Petrology	4
EES:3840	Structural Geology	4
EES:4800	Solid Earth Geophysics	3
Economics		
ECON:4700	Topics in Analytical Economics	3
Mathematics		
MATH:2560	Engineering Mathematics IV: Differential Equations	3
MATH:2850	Calculus III	4
MATH:3550	Engineering Mathematics V: Vector Calculus	3
MATH:3600	Introduction to Ordinary Differential Equations	2-3
MATH:3720	Introduction to Abstract Algebra I	4
MATH:3770	Fundamental Properties of Spaces and Functions I	4
MATH:4040	Matrix Theory	3
MATH:4050	Introduction to Discrete Mathematics	3

MATH:4060	Discrete Mathematical Models	3
-----------	------------------------------	---

Philosophy

PHIL:4691	Mathematical Logic	3
PHIL:4692	Modal Logic	3

Physics

PHYS:2703	Physics III	4
PHYS:2704	Physics IV	3-4

Psychology

LING:3117	Psychology of Language	3
-----------	------------------------	---

Statistics and Actuarial Science

ACTS:3080	Mathematics of Finance I	3
STAT:4100	Mathematical Statistics I	3
STAT:4101	Mathematical Statistics II	3

Natural Science Sequences

Students take two or more courses in a sequence (totaling at least 6 s.h.) in a cognate area of natural science. The natural science sequence is intended to enhance a student's perspective by providing a deeper understanding of the scientific method. Typically, it consists of a sequence of courses taken in the same science department. Students often choose courses that also fulfill the GE CLAS Core [p. 20] Natural Sciences requirement. Some possible choices are listed below; the department chair may approve others.

CLEP/APP credit may be used to satisfy part or all of the natural science requirement only if the appropriate science department at the University of Iowa accepts the credit as equivalent to one or more of the specific courses listed below.

Code	Title	Hours
Astronomy		
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy	4
ASTR:1772	Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy	4
Biology		
BIOL:1411	Foundations of Biology	4
BIOL:1412	Diversity of Form and Function	4
Chemistry		
CHEM:1110	Principles of Chemistry I	4
CHEM:1120	Principles of Chemistry II	4
Earth and Environmental Sciences		
EES:1030	Introduction to Earth Science	3-4
or EES:1050	Introduction to Geology	
EES:1080	Introduction to Environmental Science	3-4
Geographical and Sustainability Sciences		
GEOG:1020	The Global Environment	3
GEOG:1050	Foundations of GIS	4
Physics		
One of these sequences:		
PHYS:1611- PHYS:1612	Introductory Physics I-II	8
PHYS:1701- PHYS:1702	Physics I-II	8

Early Admission to the Graduate College

Undergraduate computer science students who have 6 s.h. or less to earn toward graduation may apply for early admission to the Graduate College. Early admission allows students in their final undergraduate semester to take courses for graduate credit in addition to the courses they need to complete their bachelor's degrees.

Combined Programs**B.S./M.C.S.**

Qualified computer science undergraduate students who plan to earn the Master of Computer Science degree may apply for the combined Bachelor of Science/Master of Computer Science program. The combined B.S./M.C.S. program allows students to earn both degrees in five years. The program requires a total of 140 s.h. Students are granted a B.S. when they complete all requirements for the undergraduate degree.

Students in the combined program must complete all requirements for each degree, but may count a maximum of 12 s.h. (four courses) toward both degrees. The four courses must be taken during the fourth year of undergraduate study, after admission to the combined program, and must satisfy degree requirements of both the B.S. and the M.C.S.

If students withdraw from the combined program before completing their bachelor's degree, credit earned in the four courses is counted only toward the undergraduate degree.

Students apply for admission to the combined program during their third year as an undergraduate and enter the program at the beginning of their fourth year. They typically complete the combined program comfortably in one year after completing the B.S. requirements.

Applicants to the combined program must:

- be enrolled as a B.S. student majoring in computer science at the University of Iowa;

- have completed a minimum of 80 s.h. at the time of admission to the combined program, with at least 30 s.h. earned at the University of Iowa; and

- have a cumulative University of Iowa g.p.a. of at least 3.25 and a g.p.a. of at least 3.25 in the computer science major (computed on math prerequisites and core computer science coursework taken at the University of Iowa).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students must submit an application for admission to the program, a statement of purpose, three letters of recommendation, and transcripts from all colleges attended; they also must apply to the Graduate College. Graduate Record Examination (GRE) scores are not required. For more detailed information, see Prospective Students on the Department of Computer Science website.

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in computer science who are interested in earning a master's degree in business analytics with a career

subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in computer science who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in computer science have the opportunity to graduate with honors in the major. They must maintain a minimum UI cumulative g.p.a. of 3.33 and a minimum major g.p.a. of 3.50; additionally, students complete 4-6 s.h. of CS:3990 Honors in Computer Science or Informatics and submit an acceptable honors thesis or project. At any time, students can communicate to the computer science professional advisor that they have an honors interest and can have that designation placed on their academic record.

A student is responsible for finding a faculty member willing to supervise the honors project. The student can register for CS:3990 Honors in Computer Science or Informatics under the project supervisor's name once the faculty member approves the proposed project and a timetable for the work. Once that is accomplished, the student must then communicate with the Department of Computer Science honors director, who changes the student's status to denote the student is pursuing honors in the major. It is not necessary to have declared an honors interest before finding a thesis supervisor and beginning to pursue honors in the major, but the student must be coded as pursuing honors prior to completing the application for degree.

An honors project can be completed in one semester, but it usually takes two semesters to complete. In their final semester, a student must register for CS:3999 Computer Science or Informatics Honors Cohort (0 s.h.). The honors thesis/project must be approved by the thesis supervisor and then submitted to the honors director who will give initial approval that the student can graduate with honors in the major. Final approval is given after final grades are submitted and all requirements are met. For more details regarding project requirements, see Honors on the Department of Computer Science website.

Students who pursue honors in the major may count a maximum of 3 s.h. in CS:3990 Honors in Computer Science or Informatics toward the advanced technical elective requirement. Those in the combined B.S./M.C.S. program may register for 4-6 s.h. in CS:5990 Individualized Research or Programming Project instead of CS:3990; this allows them to receive graduate credit for the course while satisfying the course requirements to graduate with honors.

University of Iowa Honors Program

In addition to honors in the major, students can pursue honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the computer science major. However, the semester hours earned in CS:3990 Honors in Computer Science or Informatics or CS:5990 Individualized Research or Programming Project can be used to partially satisfy the UI Honors requirement of 12 s.h. of experiential learning coursework.

For more information, contact the Department of Computer Science honors director.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available to B.S. students majoring in computer science. Students work with their advisors on individual graduation plans.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Computer Science, B.S.

Course	Title	Hours
First Year		
Fall		
CS:1210	Computer Science I: Fundamentals	4
MATH:1850	Calculus I ^a	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CSI:1600	Success at Iowa	2
Elective course ^b		1
Hours		14-15
Spring		
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
MATH:1860	Calculus II	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^b		1
Hours		15-16

Second Year**Fall**

CS:2630	Computer Organization ^c	4
Major: Math elective ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Diversity and Inclusion ^f		3
Elective course ^b		3
Hours		17-18

Spring

CS:2820	Object-Oriented Software Development ^c	4
Major: Math elective ^d		3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^f		3
Elective course ^b		2
Hours		16-18

Third Year**Fall**

Major: Computer Science core course ^g		3
CS:3330	Algorithms ^c	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Natural Sciences with Lab ^{f, h}		4
Elective course ^b		2
Hours		16-17

Spring

Major: Computer Science core course ^{g, i}		3
Major: Computer Science advanced elective course ^j		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Natural Sciences without Lab ^{f, h}		3
Elective course ^b		3
Hours		16-17

Fourth Year**Fall**

Major: Computer Science computational theory or logic course ^k		3
Major: Computer Science advanced elective ^j		3
GE CLAS Core: Historical Perspectives ^f		3
GE CLAS Core: International and Global Issues ^f		3
Elective course ^b		3
Hours		15

Spring

Major: Computer Science advanced or technical elective course ^l		3
Major: Computer Science advanced or technical elective course ^l		3
GE CLAS Core: Social Sciences ^f		3
GE CLAS Core: Values and Culture ^f		3
Elective course ^b		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^m

Hours		15
Total Hours		124-131

- a Enrollment in math courses requires completion of a placement exam.
- b Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- c Students may take CS:2630, CS:2820 and CS:3330 in any order after completing CS:1210, CS:2210, and CS:2230.
- d Required math electives include (1) MATH:2700 and (2) STAT:2020 or STAT:3120
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Possible courses include (1) CS:3620 or CS:3640 for systems requirement or (2) CS:3820.
- h The Computer Science B.S. degree requires a 6-8 s.h., two-semester sequence science cognate. Select courses approved to meet the major requirement may also be used to meet the GE CLAS Core Natural Science requirement. See your academic advisor for additional information.
- i Systems course must be taken after CS:2630.
- j Students may choose a computer science course (prefix CS) numbered 3620-5890, except CS:3910, CS:3980 and CS:4310, or a CS course numbered 5900 or above with department approval. A course used to complete a core requirement cannot also be used as a major elective.
- k Students may choose CS:4330 or CS:4350. Check with your advisor to see if these courses are offered in the semester you plan to take them.
- l Students may choose a computer science course (prefix CS) numbered 3620-5890, except CS:3910, CS:3980 and CS:4310, or a CS course numbered 5900 or above with department approval. A course used to satisfy a core requirement cannot also be used as an advanced major elective. Alternatively, students may take a course in other disciplines with department approval. See academic advisor for additional information.
- m Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Computer science graduates work primarily in two market sectors. One sector is the software and computer industry where the words computer science are being used—those in Silicon Valley, among other areas, and that can range from start-ups to giants like Amazon, Google, Facebook, and Microsoft. The other sector allows computer science students to use their technical expertise in fields beyond computer science. Examples would be working as a user experience (UX) designer for a marketing agency or developing software for a financial group; those are computer science majors working in media, health care, the government, and even in law firms. Computer science skills are needed everywhere so students has ample opportunities to find an environment that fits their interest and strengths.

As many as one-third of computer science graduates go into research or elect to pursue graduate studies in computer science, including the University of Iowa's five-year B.S./M.C.S. program, or pursue other areas where computer science provides a strong foundation.

A recent job placement survey indicates that more than 97 percent of computer science graduates have a job, are continuing education, or are not seeking employment within six months of graduation.

View post-graduation data on the Pomerantz Career Center website that uses University of Iowa placement information to explore what recent computer science alumni are doing that includes median salaries, job titles, companies of employment, and other facts about UI graduates.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Informatics, B.S.

The major in informatics provides students with the necessary training for employment in careers such as software development and information management. It provides good preparation for graduate study in a variety of disciplines.

Students may declare a major in informatics when they are admitted to the University or afterward. All students begin the majors as Bachelor of Arts students but may switch to the Bachelor of Science program at any time.

The informatics major combines fundamental and practical computing knowledge with a choice of cognate areas from the liberal arts and sciences, providing students with the necessary background and specialized skills to work at the interface of computing and another discipline. Students may begin the major without a chosen cognate area; they may declare a cognate at any time. Some cognates are available only with the Bachelor of Arts, others are available only with the Bachelor of Science. A student's choice of cognate determines whether the student will earn a B.A. or a B.S.

Informatics majors are advised at the Academic Advising Center until they have completed 24 s.h., at which point they are assigned a departmental advisor. Students being advised at the Academic Advising Center also can consult with an informatics faculty advisor.

Transfer students who have taken a course approved as equivalent to a required informatics or computer science course are exempt from that course. Transfer course grades are included in the informatics grade-point average.

Students should consult the Department of Computer Science website or visit the department's office for information about general policies, elective areas, and internships, scholarships, and student groups, such as the University's chapter of the Association for Computing Machinery (ACM) and Women in Computing Sciences (WiCS).

Advanced Placement

The Computer Science Advanced Placement Program test may be used to satisfy requirements. See Advanced Placement Credit Policy on the Department of Computer Science website.

Learning Outcomes

- Students have a basic grounding in computer science.
- Students have a thorough understanding of information processing tools and constructs.
- Students have a user-centric perspective on computing tools.
- Students have a thorough understanding of chosen cognate area.
- Students can apply computing tools to problem solving.

Requirements

The Bachelor of Science with a major in informatics requires a minimum of 120 s.h., including at least 55-60 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. A cumulative g.p.a. of at least 2.00 is required for graduation. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The program combines foundational informatics coursework with coursework in a cognate area. The major offers the

cognate areas of bioinformatics, medical informatics, and individualized cognates. Required credit for the major depends on a student's choice of cognate area.

Coursework for the major includes the informatics core, two electives, a statistics course, and a set of courses in the chosen cognate area. Work for the major may not be taken pass/nonpass. Students are expected to have taken MATH:1005 College Algebra or the equivalent.

Departmental Residency Requirement

Students must complete at least five courses (minimum of 15 s.h.) at the University of Iowa from the following: CS:3910 Informatics Project and four additional courses numbered CS:2500-CS:4999; these courses are requirements for the B.S. in informatics as listed below.

Program Requirements

The B.S. with a major in informatics requires the following coursework.

Code	Title	Hours
Informatics Core Courses		19
Informatics Electives		6
Statistics Course		3-4
Cognate Courses		27-31
Total Hours		55-60

Informatics Core

The informatics core consists of six required computing courses (19 s.h.) that emphasize data manipulation, databases, and networking. It provides more applications-oriented content than the traditional computer science curriculum yet is designed to offer students a sound basis in underlying computer science themes and techniques.

Code	Title	Hours
All of these:		
CS:1110	Introduction to Computer Science	3
CS:2110	Programming for Informatics	4
CS:2420	Databases for Informatics	3
CS:2520	Human-Computer Interaction	3
CS:2620	Networking and Security for Informatics	3
CS:3910	Informatics Project	3

Informatics Electives

Students must complete at least two courses (6 s.h.) from a list of approved computing informatics electives. Course selection must be approved by an informatics advisor. In addition to the courses listed below, students may have additional choices from the Department of Electrical and Computer Engineering and the Department of Business Analytics; consult an informatics faculty advisor for additional choices.

Code	Title	Hours
BAIS:4220	Advanced Database Management and Big Data	3

A computer science course (prefix CS) numbered 3000-4999, including CS:3990 for 3 s.h., but excluding CS:3910

Statistics Course

Students must complete one introductory statistics course. Some cognates require a specific statistic course. Students should consult with their advisors to choose a statistics course appropriate for their cognate area.

Code	Title	Hours
One of these:		
SOC:2160	Applied Statistics for Social Scientists	3
STAT:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3120	Probability and Statistics	4
STAT:3510	Biostatistics	3
STAT:4143	Introduction to Statistical Methods	3

Cognates

Students must complete all requirements listed under one of the cognate areas below: bioinformatics, medical informatics, or an individualized cognate.

Bioinformatics

The informatics major with the bioinformatics cognate requires a minimum of 58 s.h. of work for the major, including at least 30 s.h. in cognate courses. The bioinformatics cognate is intended for students interested in applications of computing to the biological sciences. It may lead to careers in laboratory research, biotechnology, data management, and other related areas. It also may prepare students for graduate programs in bioinformatics or genetics. Cognate courses are drawn primarily from biology and chemistry.

Students who choose the bioinformatics cognate must satisfy the major's statistics requirement with either STAT:2010 Statistical Methods and Computing or STAT:3510 Biostatistics.

Code	Title	Hours
All of these:		
BIOL:1411	Foundations of Biology	4
BIOL:1412	Diversity of Form and Function	4
CHEM:1110	Principles of Chemistry I	4
CHEM:1120	Principles of Chemistry II	4
BIOL:2512	Fundamental Genetics	4
BIOL:3172	Evolution	4
Two of these:		
BIOL:2673	Ecology	3
BIOL:3314	Genomics	3
BIOL:4213	Bioinformatics	4
BIOL:5320	Computational Genomics	3

Medical Informatics

The informatics major with the medical informatics cognate requires a minimum of 56 s.h. of work for the major, including at least 28 s.h. in cognate courses. The medical informatics cognate is intended for students interested in applications of computing to health care, especially in a clinical setting. It may lead to careers in medical or hospital settings, graduate programs in medical informatics, or professional degree programs in medicine, dentistry, nursing, or other allied health professions. Cognate courses are drawn from biology, chemistry, health and human physiology, and public health.

Students who choose the medical informatics cognate must satisfy the major's statistics requirement with either STAT:2010 Statistical Methods and Computing or STAT:3510 Biostatistics.

Code	Title	Hours
All of these:		
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210 & CHEM:2220	Organic Chemistry I-II	6
At least two of these:		
BIOL:2512	Fundamental Genetics	4
BIOL:3172	Evolution	4
CHEM:2410	Organic Chemistry Laboratory	3
HHP:1100	Human Anatomy	3
HMP:4000	Introduction to the U.S. Health Care System	3

Individualized Cognates

Individualized cognates may be drawn primarily from one department or an appropriate mix of departments; they require an approved set of cognate courses totaling 27-31 s.h. Students interested in developing individualized cognates should contact the Department of Computer Science for the name of an informatics faculty advisor.

Early Admission to the Graduate College

Undergraduate informatics students who have 6 s.h. or less to earn toward graduation may apply for early admission to the Graduate College. Early admission allows students in their final undergraduate semester to take courses for graduate credit in addition to the courses they need to complete their bachelor's degrees.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in informatics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete

their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in informatics who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in informatics have the opportunity to graduate with honors in the major. They must maintain a minimum UI cumulative g.p.a. of 3.33 and a minimum major g.p.a. of 3.50; additionally, students complete 4-6 s.h. of CS:3990 Honors in Computer Science or Informatics and submit an acceptable honors thesis or project. At any time, students can communicate to the computer science professional advisor that they have an honors interest and can have that designation placed on their academic record.

A student is responsible for finding a faculty member willing to supervise the honors project. The student can register for CS:3990 Honors in Computer Science or Informatics under the project supervisor's name once the faculty member approves the proposed project and a timetable for the work. Once that is accomplished, the student must then communicate with the Department of Computer Science honors director, who changes the student's status to denote the student is pursuing honors in the major. It is not necessary to have declared an honors interest before finding a thesis supervisor and beginning to pursue honors in the major, but the student must be coded as pursuing honors prior to completing the application for degree.

An honors project can be completed in one semester, but it usually takes two semesters to complete. In the final semester, a student must register for CS:3999 Computer Science or Informatics Honors Cohort (0 s.h.). The honors thesis/project must be approved by the thesis supervisor and then submitted to the honors director who will give initial approval that the student can graduate with honors in the major. Final approval is given after final grades are submitted and all requirements are met. For more details regarding project requirements, see Honors on the Department of Computer Science website.

University of Iowa Honors Program

In addition to honors in the major, students can pursue honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the informatics major. However, the semester hours earned in CS:3990 Honors in Computer Science or Informatics can be used to partially satisfy the UI Honors requirement of 12 s.h. of experiential learning coursework.

For more information, contact the Department of Computer Science honors director.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available to B.S. students majoring in informatics. Students work with their advisors on individual graduation plans.

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Informatics, B.S.

- Bioinformatics Track [p. 321]
- Medical Informatics Track [p. 322]

Bioinformatics Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^a		3
CHEM:1110	Principles of Chemistry I ^{b, c}	4
CS:1110	Introduction to Computer Science ^c	3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3
CS:2110	Programming for Informatics	4
CHEM:1120	Principles of Chemistry II	4
Elective course ^d		3
Hours		14
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Social Sciences ^a		3
CS:2520	Human-Computer Interaction	3
BIOL:1411	Foundations of Biology	4

Elective course ^d	2
Hours	16-17

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
GE CLAS Core: International and Global Issues ^a	3
CS:2620 Networking and Security for Informatics	3
BIOL:1412 Diversity of Form and Function	4
Elective course ^d	2
Hours	16-17

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective courses ^e	4 - 5
CS:2420 Databases for Informatics	3
Major: statistics requirement	3
GE CLAS Core: Historical Perspectives ^a	3
Elective course ^d	3
Hours	16-17

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^a	3
Major: Informatics advanced elective ^f	3
BIOL:2512 Fundamental Genetics	4
Elective course ^d	2
Hours	16-17

Fourth Year**Fall**

GE CLAS Core: Values and Culture ^a	3
Major: Informatics advanced elective ^f	3
BIOL:3172 Evolution	4
Elective course ^d	3
Elective course ^d	2
Hours	15

Spring

CS:3910 Informatics Project	3
Major: advanced Biology elective ^g	3
Major: advanced Biology elective ^g	3
Elective course ^d	3
Elective course ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	15
Total Hours	123-128

- a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f BAIS:4220, or a computer science course (prefix CS) numbered 3000-4999, including CS:3990 for 3 s.h., but excluding CS:3910.
- g Students must choose from BIOL:2673, BIOL:3314, BIOL:4213 or BIOL:5320.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Medical Informatics Track

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^a		3
CHEM:1110	Principles of Chemistry I ^{b, c}	4
CS:1110	Introduction to Computer Science ^c	3
CSI:1600	Success at Iowa	2
Hours		15-16

Spring

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CS:2110	Programming for Informatics	4
CHEM:1120	Principles of Chemistry II ^c	4
Elective course ^d		3
Hours		14-15

Second Year**Fall**

GE CLAS Core: World Languages First Level Proficiency or elective course ^e	4 - 5	
GE CLAS Core: Social Sciences ^a	3	
CS:2520	Human-Computer Interaction	3
BIOL:1411	Foundations of Biology	4
Elective course ^d	2	
Hours	16-17	

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5	
GE CLAS Core: International and Global Issues ^a	3	
CS:2620	Networking and Security for Informatics	3
BIOL:1412	Diversity of Form and Function	4
Elective course ^d	2	
Hours	16-17	

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5	
CS:2420	Databases for Informatics	3
Major: statistics requirement ^f	3	
GE CLAS Core: Historical Perspectives ^a	3	
Elective course ^d	3	
Hours	16-17	

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^a	3
Major: Informatics advanced elective ^g	3
CHEM:2210 Organic Chemistry I	3
Elective course ^d	3
Hours	16-17

Fourth Year**Fall**

GE CLAS Core: Values and Culture ^a	3
Major: Informatics advanced elective ^g	3
CHEM:2220 Organic Chemistry II	3
Elective course ^d	3
Elective course ^d	3
Hours	15

Spring

CS:3910 Informatics Project	3
Major: advanced science elective ^h	3
Major: advanced science elective ^h	3
Elective course ^d	3
Elective course ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ	
Hours	15
Total Hours	123-129

- a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Choose from STAT:2010 or STAT:3510.
- g BAIS:4220, or a computer science course (prefix CS) numbered 3000-4999, including CS:3990 for 3 s.h., but excluding CS:3910.
- h Choose from BIOL:2512, BIOL:3172, CHEM:2410, HHP:1000 or HMP:4000.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

- data analyst
- software support personnel (IT)
- user interface/user experience web designers (the human-computer interaction cognate is useful for this area)
- health care information technicians (the health informatics cognate is useful for this area)

A recent job placement survey indicates that more than 90 percent of University of Iowa informatics graduates have a job, are continuing education, or are not seeking employment within six months of graduation.

View post-graduation data on the Pomerantz Career Center website that uses University of Iowa placement information to explore what recent informatics alumni are doing that includes median salaries, job titles, companies of employment, and other facts about UI graduates.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Career Advancement

Informatics graduates work in a broad range of market sectors, reflecting the interdisciplinary nature of the program and the large number of available cognates. Students will have technical skills along with a specialty area that can help them pursue a specific type of organization or interest field. Here are just a few of the areas that informatics graduates have pursued:

- software development
- database and/or web administrators

Computer Science, Minor

Requirements

The undergraduate minor in computer science requires a minimum of 18 s.h. in computer science, including 12 s.h. in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students excused from courses required for the minor may substitute other computer science electives.

Students majoring in informatics may earn a minor in computer science. Students majoring in computer science, computer science and engineering, or data science may not earn a minor in computer science.

The minor in computer science requires the following coursework.

Code	Title	Hours
All of these:		
CS:1210	Computer Science I: Fundamentals	4
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
CS:2630	Computer Organization	4
CS:3330	Algorithms	3

Students who have completed ENGR:1300 Introduction to Engineering Computing and ENGR:2730 Computers in Engineering are considered to have satisfied the minor's requirement for CS:1210 Computer Science I: Fundamentals.

Students may declare the computer science minor on MyUI, and they may request an audit for the minor through MyUI.

Informatics, Minor

Requirements

The undergraduate minor in informatics requires a minimum of 16 s.h., including at least 12 s.h. in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students majoring in computer science, data science, computer science and engineering, or business analytics and information systems may not earn a minor in informatics.

The minor in informatics requires the following coursework.

Code	Title	Hours
Both of these:		
CS:1110	Introduction to Computer Science	3
CS:2110	Programming for Informatics	4
Two of these:		
CS:2420	Databases for Informatics	3
CS:2520	Human-Computer Interaction	3
CS:2620	Networking and Security for Informatics	3
One of these:		
PSY:2811	Research Methods and Data Analysis in Psychology I	3
STAT:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3120	Probability and Statistics	4
STAT:3510	Biostatistics	3
STAT:4143	Introduction to Statistical Methods	3

Students may declare the informatics minor on MyUI, and they may request an audit for the minor through MyUI.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Informatics, Minor

Course	Title	Hours
Academic Career		
Any Semester		

The informatics minor requires a minimum of 16 s.h. of coursework, including at least 12 s.h. of courses taken at the University of Iowa.

Students must earn a C-minus minimum grade in prerequisite courses to advance to the subsequent course.

Several informatics courses are offered only in the fall or spring terms.

For assistance sequencing the minor given the irregular course offerings and prerequisite structure, see the computer science departmental advisor.

	Hours	0
First Year		
Fall		
CS:1110	Introduction to Computer Science	3
	Hours	3
Spring		
CS:2110	Programming for Informatics	4
	Hours	4
Second Year		
Fall		
CS:2520 or CS:2420	Human-Computer Interaction ^a or Databases for Informatics	3
	Hours	3
Spring		
CS:2620	Networking and Security for Informatics ^a	3
Minor: statistics course ^b		3 - 4
	Hours	6-7
Total Hours		16-17

a Need two of these CS:2420 (fall only), CS:2520 (fall only), CS:2620 (spring only); check MyUI for course availability since offerings are subject to change.

b Choose from PSY:2811, STAT:1020, STAT:1030, STAT:2010, STAT:2020, STAT:3120, STAT:3510 or STAT:4143. Some statistics options require specific math prerequisites. See academic advisor for more information.

Master of Computer Science, M.C.S.

The Master of Computer Science (M.C.S.) is a course-based, nonresearch program for students who wish to enhance their careers with advanced knowledge of computer science.

Current and prospective graduate students should consult the Computer Science Graduate Student Handbook, available from the department's office and its website. The handbook provides detailed information about specific degree requirements, such as required courses, examinations, and dissertation requirements.

Requirements

The Master of Computer Science (M.C.S.) requires a minimum of 32 s.h. of graduate credit, including at least 24 s.h. earned at the University of Iowa. Basic requirements are as follows. Consult the Computer Science Graduate Handbook for detailed information about M.C.S. requirements and graduate study policies.

The Master of Computer Science requires the following coursework.

Theory

Code	Title	Hours
One of these:		
CS:4330	Theory of Computation	3
CS:4350	Logic in Computer Science	3
CS:4980	Topics in Computer Science II (consult advisor for approved section topic)	3
CS:5340	Limits of Computation	3
CS:5350	Design and Analysis of Algorithms	3
CS:5360	Randomized Algorithms	3
CS:5370	Computational Geometry	3
CS:5850	Programming Language Foundations	3
CS:5860	Lambda Calculus and Applications	3

Algorithms

Code	Title	Hours
This course:		
CS:4310	Design and Implementation of Algorithms	3

Colloquium

Students are graded on a satisfactory/unsatisfactory (S/U) basis. They must attend at least 80 percent of scheduled talks to earn a satisfactory grade in the course.

Code	Title	Hours
This course:		
CS:6000	Research Seminar: Colloquium Series (must enroll twice 1 s.h. each)	2

Electives

Students complete their remaining 24 s.h. (eight additional courses) with a combination of computer science graduate courses, research and project courses, and non-computer science graduate courses approved by their advisor. The choice of electives must satisfy the following constraints:

- At least six courses (18 s.h.) must be classroom-based computer science graduate courses numbered 4300 or above, excluding CS:5110 Introduction to Informatics, CS:5990 Individualized Research or Programming Project, CS:6000 Research Seminar: Colloquium Series, CS:6990 Readings for Research, and CS:7990 Research for Dissertation.
- At most, one offering of CS:5990 Individualized Research or Programming Project. This course is an excellent option for students interested in exploring an area in computer science beyond that provided by computer science classroom-based courses. Students interested in pursuing a Ph.D. usually benefit from taking CS:5990.
- At most, two technical courses (approved by the advisor) that are not computer science graduate courses. For students who want to take courses outside the department, those in mathematics, statistics, electrical engineering, industrial engineering, and management sciences are some popular options. Students also may include one computer science course taken during their first year in the M.C.S. program from these: CS:3620 Operating Systems, CS:3640 Introduction to Networks and Their Applications, or CS:3820 Programming Language Concepts.

Software Engineering Subprogram

The Department of Computer Science, with the Department of Electrical and Computer Engineering, offers a M.C.S. subprogram in software engineering. Students receive a software engineering subprogram designation on their transcript after they complete CS:5800 Fundamentals of Software Engineering, CS:5810 Formal Methods in Software Engineering, CS:5820 Software Engineering Languages and Tools, and CS:5830 Software Engineering Project, and earn their M.C.S. degree. Students should meet with the academic services coordinator to file the appropriate paperwork when they apply for degree, if they did not originally declare their intent to complete the software engineering subprogram.

Admission

Admission decisions are based on prior academic performance, letters of reference, and the applicant's statement about background and purpose. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Students pursue software design and development careers in the technology sector, including UIX, mobile, and web development. Recent graduates hold positions at technology giants such as Microsoft, Google, Yahoo, or Intel, while others have taken positions in internationally established organizations whose primary business lies in the consulting, financial, health care, insurance, or media/entertainment

sectors. A few M.C.S. students enter the start-up market or pursue additional graduate education leading to the Ph.D. at the University of Iowa or elsewhere.

Computer Science, M.S.

The Master of Science in computer science is offered only to students working toward the Ph.D. in computer science. Students who are interested primarily in a master's degree and who do not intend to pursue a more advanced degree should apply to the Master of Computer Science [p. 326] (M.C.S.) program.

Current and prospective graduate students should consult the Computer Science Graduate Student Handbook, available from the department's office and its website. The handbook provides detailed information about specific degree requirements, such as required courses, examinations, and dissertation requirements.

Requirements

Students should view the requirements for the Ph.D. in computer science [p. 329] program since the M.S. is offered only to students working toward the Ph.D. in computer science.

Admission

The Department of Computer Science does not admit students to the Master of Science degree program; only to the Master of Computer Science (M.C.S.) or Doctor of Philosophy (Ph.D.) degree programs. Students who are interested primarily in a master's degree and who do not intend to pursue a more advanced degree should apply to the Master of Computer Science [p. 326] (M.C.S.) program.

Computer Science, Ph.D.

The Doctor of Philosophy program in computer science emphasizes preparation for research and teaching in academic settings or for research in private, industrial, or government laboratories.

Current and prospective graduate students should consult the Computer Science Graduate Student Handbook, available from the department's office and its website. The handbook provides detailed information about specific degree requirements, such as required courses, examinations, and dissertation requirements.

Requirements

The Doctor of Philosophy program in computer science requires a minimum of 72 s.h. of graduate credit, three examinations (qualifying, comprehensive, and final), and a written dissertation. Consult the Computer Science Graduate Student Handbook for detailed information about Ph.D. requirements and graduate study policies.

Basic Ph.D. requirements are as follows.

Core Requirement

Code	Title	Hours
This course:		
CS:5350	Design and Analysis of Algorithms	3
And one of these:		
CS:4330	Theory of Computation	3
CS:5340	Limits of Computation	3

Breadth

Students must complete at least three of the following courses, with at least one course selected from each area (9 s.h.).

Systems and Software

Code	Title	Hours
CS:4640	Computer Security	3
CS:4980	Topics in Computer Science II (section approved by advisor)	3
CS:5610	High Performance Computer Architecture	3

Networks and Distributed Systems

Code	Title	Hours
CS:4980	Topics in Computer Science II (section approved by advisor)	3
CS:5620	Distributed Systems and Algorithms	3
CS:5630	Cloud Computing Technology	3

Programming Languages and Compilers

Code	Title	Hours
CS:4980	Topics in Computer Science II (section approved by advisor)	3
CS:5810	Formal Methods in Software Engineering	3
CS:5850	Programming Language Foundations	3
CS:5860	Lambda Calculus and Applications	3

Practice

Students must complete at least one course (3 s.h.) with significant practical or implementation-oriented content. Each semester the department designates courses that satisfy this requirement. The following are typical selections.

Code	Title	Hours
CS:4400	Database Systems	3
CS:4420	Artificial Intelligence	3
CS:4440	Web Mining	3
CS:4470	Health Data Analytics	3
CS:4480	Knowledge Discovery	3
CS:4500	Research Methods in Human-Computer Interaction	3
CS:4630	Mobile Computing	3
CS:4700	High Performance and Parallel Computing	3
CS:4720	Optimization Techniques	3
CS:4980	Topics in Computer Science II (section approved by advisor)	3
CS:5800	Fundamentals of Software Engineering	3
CS:5990	Individualized Research or Programming Project	3

Cognate Area

In consultation with their advisor, students are required to select three courses, totaling 9 s.h. or more, that constitute coherent coverage of an external cognate area; the courses need not be offered by the same department. Choices include, but are not limited to, mathematics, statistics, genetics, biology, and engineering disciplines.

Colloquium

Students must earn at least 4 s.h. in the following.

Code	Title	Hours
CS:6000	Research Seminar: Colloquium Series (must enroll at least four times for 1 s.h. each)	4

Responsible Conduct of Research Requirement

Students must complete this course within their first two years; it is offered in spring semesters.

Code	Title	Hours
This course:		
CS:7270	Computing Research Ethics	1

Electives

Students fill their remaining semester hours with a selection of computer science graduate courses numbered 4300 or above and graduate courses outside of the Department of Computer Science, approved by their advisor.

Qualifying Exam

Students are required to pass a qualifying examination by the end of their second year of graduate study. Once students select a topic in consultation with their advisor, they are assigned a three-member faculty examination panel by the department. Then they prepare a written prospectus for review by the committee, followed by an oral presentation.

Comprehensive Exam

The comprehensive examination is an evaluation of a student's mastery of a research area near completion of formal coursework, and before preparation of the dissertation. The exam may be written, oral, or both, at the department's discretion, and is administered by a faculty committee. The comprehensive exam typically should be completed by the end of a student's third year and no later than the end of the fourth year in the Ph.D. program.

Dissertation Proposal

At least six months prior to the final exam, a student must form a dissertation committee and circulate a formal thesis proposal to the committee. The proposal should describe the research performed to date, related work, and outline the expected thesis results. A student must argue the originality and significance of the expected results to the committee in a manner consistent with the advisor's counsel, which may or may not include an oral presentation.

Possible outcomes of a thesis proposal are that the committee finds the proposal satisfactory; or the committee suggests modifications, and within a few weeks after the proposal defense, the student and committee reach a consensus by email or in face-to-face meetings on a modified set of expected thesis results; or the committee asks the student to redo their proposal, likely with a fresh proposal document and oral presentation, giving the student enough time to address the committee's concerns.

Dissertation

Each student must write a dissertation, a significant, original contribution to the field of computer science. Once students obtain some preliminary results and can identify and describe the boundaries of their dissertation, they prepare a written proposal for their committee's review. The dissertation must be prepared in accordance with the format specified on the Graduate College Thesis and Dissertation website.

Final Oral Examination

Once the dissertation is complete and has been reviewed by the student's committee, a final oral examination is administered on campus. This examination must take place no sooner than the semester following successful completion of the comprehensive examination and no later than five years after completion of the comprehensive exam.

Admission

Admission decisions are based on prior academic performance, letters of reference, the applicant's statement about background and purpose, and scores on the Graduate Record Examination (GRE) General Test. Students need not have a master's degree to begin the Ph.D. program or to be granted the doctoral degree. A student admitted without a master's degree may choose to be granted an M.S. or the M.C.S. while working toward the doctorate.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Many graduates obtain positions in industry research laboratories, such as Amazon, Disney, Google, Samsung, and Yahoo, or in government research laboratories. Others pursue research and teaching careers in higher education, with some starting their careers in postdoctoral positions at universities before seeking employment in tenure-track positions, and some are employed as faculty with more teaching-oriented positions. A few recent Ph.D. graduates have founded or joined start-up companies.

Creative Writing (Iowa Writers' Workshop)

Director

- Lan Samantha Chang

Graduate degree: M.F.A. in English

Faculty: <https://writersworkshop.uiowa.edu/people>

Website: <https://writersworkshop.uiowa.edu/>

The Creative Writing Program (Iowa Writers' Workshop) is a world-renowned graduate program for fiction writers and poets. Founded in 1936, it was the first creative writing program in the United States to offer a degree, and it became a model for many contemporary writing programs. In addition to its Master of Fine Arts program, it also offers writing courses for undergraduates.

The Iowa Writers' Workshop has been home to thousands of remarkable writers, including Flannery O'Connor, Raymond Carver, Rita Dove, John Irving, James Alan McPherson, Philip Levine, Jane Smiley, Michael Cunningham, Sandra Cisneros, Denis Johnson, Jorie Graham, Ann Patchett, D.A. Powell, Nathan Englander, Yiyun Li, Eleanor Catton, Angela Flournoy, Garth Greenwell, Yaa Gyasi, and Jamel Brinkley. The program's faculty and alumni include winners of virtually every major literary award, including seventeen winners of the Pulitzer Prize (most recently Paul Harding in 2010), six recent U.S. Poets Laureate, and numerous winners of the National Book Award, MacArthur Foundation Fellowships, and other major honors. In 2003, the Iowa Writers' Workshop received a National Humanities Medal from the National Endowment for the Humanities—the first awarded to a university and only the second given to an institution rather than an individual.

The Creative Writing Program offers courses for students from other programs of study; summer courses are open to undergraduate and graduate students.

To learn more about the Creative Writing Program's history and faculty, visit the Iowa Writers' Workshop website.

Programs

Graduate Program of Study

Major

- Master of Fine Arts in English [p. 332]

Courses

Creative Writing—Writers' Workshop Courses

The Creative Writing Program offers courses for undergraduates as well as graduate students. Enrollment in some graduate-level courses requires admission to the M.F.A. program. See "Courses" in the Department of English [p. 389] section of the Catalog for course descriptions and prerequisites to enrollment.

Code	Title	Hours
CW:1800	Creative Writing Studio Workshop	3
CW:2100	Creative Writing	3

CW:2870	Fiction Writing	3
CW:2875	Poetry Writing	3
CW:3002	Writing and Reading Young Adult Fiction	0,3
CW:3003	Writing and Reading Science Fiction	3
CW:3004	Writing and Reading Fantasy Fiction	3
CW:3005	Professional and Creative Business Communication	3
CW:3107	Creative Writing for the Health Professions	3
CW:3210	Creative Writing and the Natural World	3
CW:3215	Creative Writing and Popular Culture	3
CW:3218	Creative Writing for New Media	3
CW:3870	Advanced Fiction Writing	3
CW:3875	Advanced Poetry Writing	3
CW:4745	The Sentence: Strategies for Writing	3
CW:4750	Writing and Activism	3
CW:4751	Creative Writing for the Musician	3
CW:4760	The Art of Revision: Rewriting Prose for Clarity and Impact	3
CW:4870	Undergraduate Writers' Workshop: Fiction	arr.
CW:4875	Undergraduate Writers' Workshop: Poetry	arr.
CW:4894	Undergraduate Project in Creative Writing	arr.
CW:4897	Novel Writing	3
CW:5870	Graduate Fiction Writing	3
CW:5875	Graduate Poetry Writing	3
CW:7810	Form of Fiction	3
CW:7820	Form of Poetry	3
CW:7830	Seminar: Problems in Modern Fiction	arr.
CW:7840	Seminar: Problems in Modern Poetry	arr.
CW:7870	Fiction Workshop	arr.
CW:7875	Poetry Workshop	arr.
CW:7890	Graduate Project in Creative Writing	arr.
CW:7895	M.F.A. Thesis	arr.

English, M.F.A.

The Program in Creative Writing offers a M.F.A. degree program.

Unusually well-qualified Ph.D. students in the Department of English may obtain permission to submit a creative dissertation for the doctoral degree; the Program in Creative Writing assumes responsibility for granting permission for the option of the creative dissertation and for approving the dissertation once it is completed. Contact the director of graduate studies in the Department of English for more information.

Requirements

The Master of Fine Arts degree in English (creative writing) requires 48 s.h. of graduate credit taken over four semesters in residence at the University of Iowa. Students specialize in fiction or poetry.

The program is flexible and individualized. Up to 18 s.h. of graduate transfer credit may be counted toward the degree; however, students must satisfy the residence requirement.

In addition to taking Creative Writing Program courses, many M.F.A. students can choose courses offered by other University of Iowa departments and programs, such as the interdisciplinary Center for the Book [p. 1565] (Graduate College), and the Departments of Theatre Arts [p. 1091] and English [p. 389] (College of Liberal Arts and Sciences).

Students must enroll in CW:7870 Fiction Workshop or CW:7875 Poetry Workshop during each semester of residence in the program. In each course, groups of 10-15 students read and critique each other's work.

The program's seminars provide students with a thorough knowledge of their chosen literary form and related aspects of craft. Seminars include CW:7810 Form of Fiction, CW:7820 Form of Poetry, CW:7830 Seminar: Problems in Modern Fiction, and CW:7840 Seminar: Problems in Modern Poetry. Each focuses on a single aspect of modern poetry or fiction, such as a single writer's work or a body of work with a common theme or purpose.

During the second year of the program, each student must take the M.F.A. examination, an essay exam that may be written outside of the classroom. Students enroll in CW:7895 M.F.A. Thesis and submit their graduate thesis during the last semester; the thesis is a fiction or poetry manuscript of substantial length.

Admission

Applicants to the Creative Writing Program (Iowa Writers' Workshop) must meet the program's admission requirements as well as those of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

A creative writing manuscript is the most important element of the application for admission to the workshop. Submissions for poetry should include 10-12 poems. Submissions for fiction should include two or three short stories, several sections of a novel, or a combination of those. Submissions are typically 30-80 double-spaced pages, and may not exceed 80 double-spaced pages.

Other application materials include a personal statement, official transcripts from all universities and colleges

attended, the graduate application form, three letters of recommendation, an application for graduate awards, and an application to the Graduate College.

For detailed information on application materials and procedures, see How to Apply on the Iowa Writers' Workshop website.

Financial Support

Financial assistance is available to Creative Writing Program students in the form of teaching assistantships, research assistants, and fellowships. See Financial Aid on the Iowa Writers' Workshop website.

Critical Cultural Competence

Director, School of Social Work

- Mercedes E. Bern-Klug

Coordinator, Critical Cultural Competence

- Yolanda D. Spears (Social Work)

Undergraduate certificate: critical cultural competence
Website: <https://clas.uiowa.edu/socialwork/undergraduate-program/certificate-critical-cultural-competence>

The certificate program helps students develop an appreciation for their own cultural identities. It also helps them become critically self-reflective in their orientation to differences in other people's cultural identities as defined by matters such as race, ethnicity, gender, class, abilities, age, and sexual orientation.

Certificate students build the knowledge, skills, and attitudes they will need in order to increase their effectiveness in relating to others across cultural differences and in domestic and international environments that are increasingly diverse.

Students who complete the certificate program develop:

- a greater appreciation of cultural differences;
- increased ability to interact with individuals of diverse backgrounds;
- a philosophy of treating people fairly, equitably, and thoughtfully;
- critical self-reflection and awareness of their own culture;
- ability to assess and understand culture-related privilege and disprivilege; and
- concern with issues of power and privilege, and social justice.

The Certificate in Critical Cultural Competence is administered by the School of Social Work [p. 989].

Programs

Undergraduate Program of Study Certificate

- Certificate in Critical Cultural Competence [p. 334]

Courses

Critical Cultural Competence Courses

CCCC:2220 Foundations of Critical Cultural Competence **3 s.h.**

Experiential and theoretical foundation; cultural competence as a concept and practice; conceptual frameworks and models for understanding cultural differences and similarities within, among, and between groups of people with whom others interact in their professional, personal, public, and private lives; appreciating differences while learning to be self-reflective; adjustment of perceptions, behaviors, styles for effective interaction with people from different ethnic, racial, sexual, gender, age, ability, and class groups. GE: Diversity and Inclusion.

CCCC:4490 Integrative Seminar in Critical Cultural Competence **3 s.h.**

Capstone course; application of knowledge to one's areas of study; community settings where cultural competence is required; challenges and benefits of behaving in culturally competent ways in varied contexts; review and critique of educational experiences in the certificate program; development of skills in community education related to cultural competence; group project to benefit the University and/or community; development of a plan to integrate critical cultural competence into careers. Requirements: completion of other required certificate courses.

Critical Cultural Competence, Certificate

Requirements

The undergraduate Certificate in Critical Cultural Competence requires 18 s.h. of coursework. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Ideally, students begin the certificate during their second year of undergraduate study.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

The Certificate in Critical Cultural Competence requires the following coursework.

Code	Title	Hours
CCCC:2220	Foundations of Critical Cultural Competence (taken first)	3
CCCC:4490	Integrative Seminar in Critical Cultural Competence	3
	One elective course with an immersion-learning or service-learning component	3
	Three elective courses that cover at least two diversity categories (two courses can be taken from the same department and two must be numbered 2000 or above)	9
Total Hours		18

Students begin the certificate with CCCC:2220 Foundations of Critical Cultural Competence, which is offered fall and spring semesters and is prerequisite to the coursework that follows. Students complete the certificate's requirements with the capstone course, CCCC:4490 Integrative Seminar in Critical Cultural Competence, which is offered spring semesters.

In collaboration with the certificate program's coordinator, students establish study plans while completing the foundation course. The coordinator works with the academic advisor in the student's major to ensure that the study plan complements the student's academic program and career interests. The program coordinator approves the final study plan, recommends the sequence in which coursework should be taken, schedules required courses, and keeps a record of each student's approved program and progress.

For more information, contact the School of Social Work.

Dance

Director, Division of Performing Arts

- Alan M. MacVey

Chair, Department of Dance

- Rebekah J. Kowal

Undergraduate major: dance (B.A., B.F.A.)

Undergraduate minor: dance

Graduate degree: M.F.A. in dance

Faculty: <https://dance.uiowa.edu/people>

Website: <https://dance.uiowa.edu/>

The Department of Dance provides comprehensive training in dance technique, performance, choreography, and theoretical studies while approaching scholarship, creative research, and studio-based training in the framework of a liberal arts education at the Bachelor of Arts, Bachelor of Fine Arts, and Master of Fine Arts levels. Integrating dance studies with the liberal arts and sciences, the dance degree programs promote creative and intellectual growth in an environment that develops young artists and advances the art of dance.

The undergraduate major prepares students for careers as performers, choreographers, and educators as well as for graduate studies in dance and related fields. The M.F.A. curriculum broadens and deepens the knowledge and experience of returning professionals seeking to reenter the field or to secure positions in higher education.

The Department of Dance imparts the values and knowledge necessary to make dance and intelligent moving lifelong practices. Students develop as young artists, creative thinkers, and problem solvers who may further the arts in society in diverse, urgent, and transformational ways.

The department offers up to 10 concerts each year, providing dance students with numerous opportunities to perform and/or to present their choreography; visit the Performance Opportunities web page for more information. The department's annual Dance Gala on campus, performed by dance students, presents original faculty choreography as well as work by a special distinguished guest artist. UI Dance Company, the department's student repertory company, performs across Iowa and surrounding states.

All dance faculty members regularly present and/or publish their choreography or scholarship nationally and internationally. Students have ample opportunities to work with faculty on their creative and/or scholarly research. Periodic master classes with noted guest teachers, choreographers, and touring companies introduce students to contemporary artists and provide opportunities for professionalization and networking.

Students have the opportunity to earn a major in dance and a second major in another of the University's programs, including one of the other units within the division—music or theatre arts. The dance faculty supports students pursuing a second major with the understanding that supplemental studies, in addition to a degree in dance, are preparation for a wide range of professional careers in fields such as arts administration and production, education, the health sciences, law, and engineering.

The department is one of the academic units in the Division of Performing Arts [p. 365].

Programs

Undergraduate Programs of Study

Majors

- Major in Dance (Bachelor of Arts) [p. 343]
- Major in Dance (Bachelor of Fine Arts) [p. 347]

Minor

- Minor in Dance [p. 352]

Graduate Program of Study

Major

- Master of Fine Arts in Dance [p. 354]

Facilities

The Department of Dance houses six technique studios, a movement training lab, a media classroom and library, a media laboratory, an audio recording laboratory, a costume shop, and its own 220-seat theater for dance concerts.

Courses

Dance Courses

- DANC:1000 First-Year Seminar** **1 s.h.**
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- DANC:1010 Beginning Tap** **2 s.h.**
Elementary techniques, steps, and performance skills for rhythm and show tap styles; enhancement of rhythmic ability through exercises, improvisation, creative activities; may include history of tap. Tap shoes required. GE: Literary, Visual, and Performing Arts.
- DANC:1020 Beginning Jazz** **2 s.h.**
Basic movement fundamentals, terminology, performance skills of jazz dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of jazz dance. GE: Literary, Visual, and Performing Arts.
- DANC:1025 Beginning Hip Hop Dance** **2 s.h.**
Foundations of hip hop dance and street dance culture; movement participation is central to learning; activities may include viewing videos and written assignments; students are challenged and encouraged to understand and apply foundational and historical knowledge of hip hop. GE: Literary, Visual, and Performing Arts.
- DANC:1030 Beginning Ballet** **2 s.h.**
Basic movement fundamentals, terminology, performance skills of ballet; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; barre and center combinations; terminology; may include history of ballet. GE: Literary, Visual, and Performing Arts.

- DANC:1040 Beginning Modern Dance** 2 s.h.
Basic movement fundamentals, terminology, performance skills of modern dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of modern dance. GE: Literary, Visual, and Performing Arts.
- DANC:1055 Creativity in Motion** 3 s.h.
Using foundational principles and components of movement, dance, and contact improvisation to explore questions and processes of creativity—What inspires you? How do you uniquely engage with the world? Students use readings and theories of creativity and the rigors of play and imagination to ground explorations, engage in an ongoing process of reflection and response that culminates in a final creative project, and get to know a local community partner in creative ways that are unique to individual participants. GE: Engineering Be Creative.
- DANC:1060 Introduction to Dance Studies** 1 s.h.
Introduction to dance studies in the liberal arts; breadth and diversity of contemporary scholarship on dance; dance history, criticism, ethnography, theory, choreography, and technology.
- DANC:1070 Yoga** 2 s.h.
Somatic training techniques that address conditioning needs of dancers, other performing artists, athletes, and students at large—yoga, Pilates, release techniques; other somatic studies related to injury prevention, concentration, flexibility, efficient movement, strength training.
- DANC:1071 Yoga for Dance Majors** 3 s.h.
Yoga practices related specifically to dance majors; conditioning needs of performing dancers with focus on cross-training and building strength and flexibility; possible warm-up for technique classes; weekly journal, written assignments.
- DANC:1075 Mat Pilates** 2 s.h.
Basic movement fundamentals of the Pilates system of exercises benefiting body alignment, flexibility, balance, coordination, strengthening, injury prevention, self-awareness, and efficiency of movement; somatic training techniques that achieve conditioning needs of performing artists, athletes, and students at large.
- DANC:1085 Introduction to Afro-Caribbean Dance Techniques** 2 s.h.
Exploration of African traditional dance form evolution through movement; movement vocabulary of principle dances and their musical structures; dance and cultural histories; class sessions include warm up, progressions across the floor, and execution of traditional Caribbean dances (e.g., Yanvalou from Haiti, Orisha dance from Cuba, Brazil and Soca social dance from Trinidad).
- DANC:1090 Dance Production** 3 s.h.
Scenic design, costuming, lighting, audio/video, publicity; visits by professional guest lecturers, field trips to creative shops; projects.
- DANC:1110 Continuing Tap** 1-2 s.h.
Continuation of DANC:1010. GE: Literary, Visual, and Performing Arts.
- DANC:1120 Continuing Jazz** 2 s.h.
Continuation of DANC:1020; skills for technique and performance of jazz dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of jazz dance. GE: Literary, Visual, and Performing Arts.
- DANC:1125 Continuing Hip Hop Dance** 2 s.h.
Continuation of DANC:1025; focus on hip hop and street dance foundations and origins through movement participation; activities may include viewing videos and written assignments; students are challenged and encouraged to understand and apply historical and practical knowledge of hip hop; for advanced beginning students. GE: Literary, Visual, and Performing Arts.
- DANC:1130 Continuing Ballet** 2 s.h.
Continuation of DANC:1030; skills necessary for technique and performance of ballet; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; barre and center combinations; terminology; may include history of ballet. GE: Literary, Visual, and Performing Arts.
- DANC:1140 Continuing Modern Dance** 2 s.h.
Continuation of DANC:1040; skills necessary for the technique and performance of modern dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of modern dance. GE: Literary, Visual, and Performing Arts.
- DANC:1150 Brazilian Culture and Carnival** 3 s.h.
Dance, music, historical, and social contents of Brazilian Carnival production, critical theories of performance, religious backgrounds, and theatre making in carnival parades. GE: Engineering Be Creative; Values and Culture. Same as LAS:1150.
- DANC:1170 Functional Anatomy** 1 s.h.
Introduction to human anatomy; scientific principles of movement safety and efficiency; survey of somatic practices for better kinesthetic awareness, body organization, and alignment; application of anatomical knowledge to multiple dance techniques.
- DANC:1412 The Arts in Performance** 3 s.h.
GE: Literary, Visual, and Performing Arts; Values and Culture. Same as DPA:1412, THTR:1412.
- DANC:2020 Intermediate Jazz** 2 s.h.
Low-intermediate technique and performance training in jazz dance; flexibility, strength, body alignment, and coordination as foundation for more advanced dance artistry, including mobility, musicality, style; warm-up, locomotion, center combinations; may include history of jazz dance. GE: Literary, Visual, and Performing Arts.
- DANC:2025 Intermediate Hip Hop Dance** 2 s.h.
Continuation of DANC:1125; focus on strengthening and adding to foundations and origins of hip hop and street dance culture; the journey to today's current definitions of hip hop and street dance with introduction to freestyling and groove theory; movement participation is central to learning and activities include viewing videos and written assignments; students are challenged and encouraged to understand and apply historical and practical knowledge of hip hop at an intermediate level. GE: Literary, Visual, and Performing Arts.
- DANC:2029 Intermediate Ballet for Nonmajors** 2 s.h.
Low-intermediate technique and performance training in ballet; flexibility, strength, body alignment, and coordination as a foundation for more advanced dance artistry including more difficult steps, musicality, mobility, and balance; basic ballet terminology including steps, head, body, and arm positions; variations in timing, changes of facing.

DANC:2030 Majors Intermediate Ballet 3 s.h.

Concentrated intermediate-level technical and performance training in ballet; topics include flexibility, strength, body alignment, and coordination as a foundation for more advanced dance artistry including more difficult steps, musicality, mobility, and balance; basic ballet terminology including steps, head, body, and arm positions; variations in timing; changes of facing. Requirements: placement by departmental audition. GE: Literary, Visual, and Performing Arts.

DANC:2040 Majors Intermediate Modern Dance 3 s.h.

Concentrated intermediate-level technical and performance training in modern dance; topics include flexibility, strength, body alignment, and breath as a foundation for more advanced dance artistry including musicality, mobility, balance, and improvisation; variations in timing; changes of facing. Requirements: placement by departmental audition. GE: Literary, Visual, and Performing Arts.

DANC:2050 Improvisation I 2 s.h.

Introduction to movement as research; experimental process as vehicle for invention, creative freedom, aesthetic range; development of kinesthetic imagination, awareness, creative problem solving; introduction to issues of artistic originality and authenticity; practical integration of improvisation and composition through spontaneous manipulation of time, space, and energy; knowledge of creative process supported by reading and individual research.

DANC:2060 Dance and Society in Global Contexts 3 s.h.

Dance and other physical endeavors as embodied forms of knowledge and culture; U.S. dance practices; European and African dance cultures; aesthetic and political issues raised by concert dance (i.e., performance, choreography, spectatorship, criticism); ethnographic methods to examine the function of dance in cultural formation (i.e., spiritual, celebratory, social, political contexts); lecture, discussion, viewing, movement workshops, formal and informal writing, field research, and BLOG construction. GE: Engineering Be Creative; Literary, Visual, and Performing Arts. Same as DPA:2060.

DANC:2065 Performing Power/Performing Protest: The Body, Identity, and the Image 3 s.h.

What is the relationship between Beyoncé, Jesse Owens, and Thích Quang Duc? Protest! Each of these cultural figures put their body on the line using protest as performance to challenge power structures, address social equity, and influence social change; students examine historical and contemporary issues of power, identity, and inclusion, situating protest and dissent as key parts of civic engagement through study of music and performance videos, readings, blogs and other media; students are asked to place themselves in a historical continuum where intersections of class, race, gender, and sexuality are considered. GE: Diversity and Inclusion.

DANC:2075 Teaching and Using Creative Dance for Children (K-8) in a Variety of Educational Settings 2 s.h.

Practical and creative approach to understanding and using creative dance as the art of learning by doing, involving all the senses and intelligences; language of movement (i.e., scope, possibilities, movement experiences, resources); guidance and practice in developing comprehensive lesson plans for sequencing, progression, successful presentation, objective observation, and evaluation; creative dance for children and its philosophy, theories, sound pedagogical practices, uses, and benefits; in-class teaching experience and resources for K-8 students.

DANC:2080 Dance and Social Action 3 s.h.

Exploration of dance as a means for civic engagement; readings that support theory and practice of dance as social action; practicum experience of facilitating a workshop to girls at the Iowa Juvenile Home.

DANC:2090 Lighting Design for Engineers and Dancers 3 s.h.

Introduction to artistic topics that are necessary to produce and enhance dance composition and performance; focus on student exploration of production environment with respect to artistic concerns. GE: Engineering Be Creative.

DANC:2150 Brazilian Social Dance: The Samba 2 s.h.

Unique opportunity to actively experience the Samba de Gafieira and samba rock at a low-intermediate level; detailed information and extensive practice to learn social dance skills and choreograph partnering combinations; exposure to historical, social contents, and critical theories of performance; various performative elements related to Afro-Brazilian diaspora; the origins of samba music and its relevance for Brazilian culture.

DANC:2220 Production Run Crew 1-2 s.h.

Hands-on experience in production work for live dance performance.

DANC:2800 Digital Arts: An Introduction 3 s.h.

Introduction to potential of integrating art with technology to provide a foundation of skills and concepts through hands-on experimentation; lectures and demonstrations introduce key concepts and ideas as well as the history of digital arts; students develop skills that form a foundation for future investigation through labs; work may include using an Arduino, programming, and developing an interface to control a software project; final project is shared with the public in some way; critical discourse in the form of writing assignments allows for reflection and evaluation. GE: Engineering Be Creative. Same as ARTS:2800, CINE:2800, CS:2800, DIGA:2800, MUS:2800, THTR:2800.

DANC:2981 Dance Repertory and Performance 1 s.h.

Students broaden their exposure to contemporary concert dance forms through participation in restaging of existing works by UI faculty and nationally or internationally-renowned choreographers; in-depth study of particular dance compositions from training and rehearsal process to performance, with consideration to preservation and stewardship of the work for future performances; opportunities to engage in many roles of creation and restaging process. Prerequisites: DANC:1000.

DANC:3010 Topics in Global Dance Techniques 2 s.h.

Beginning, continuing, or advanced technique of global and non-Western dance practices; topics vary, may include Asia, Latin America, Africa, Pacific Islands, or other regions in historical and cultural context, and classical, folk, traditional, or contemporary forms.

DANC:3030 Major Ballet I 1-3 s.h.

Builds on DANC:2030; intermediate technical and performance training in ballet; flexibility, strength, body alignment, and coordination as foundation for introduction of more advanced aspects of dance artistry, including steps, musicality, mobility, balance; terminology related to barre and center vocabulary including steps, head, body, and arm positions; practice of steps and combinations, variations in timing, changes of facing. Requirements: audition or promotion.

- DANC:3034 Acting for Dancers** 3 s.h.
Beginning acting for dancers; spontaneity and expression, sources of action and reaction through theater games; emotional journey in effective drama and comedy; drama, comic structure, and tension through character and script analysis.
- DANC:3039 Partnering Class** 1 s.h.
The art of partnering in dance, from salsa to Swan Lake; power sharing on the dance floor, including supported poses, balance, musical and physical timing, unity of movement, eloquence of gesture; for advanced dancers with strong coordination skills.
- DANC:3040 Major Modern Dance I** 1-3 s.h.
Builds on DANC:2040; intermediate technical and performance training in modern dance; physical and mental skills for transition to more advanced dance—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing; basic physical concepts underlying clear and efficient movement; assimilation of new movement material; center of gravity and its role in body mobilization and control; personal movement choices, and expressive range. Requirements: audition or promotion.
- DANC:3050 Body/Image: Dance and Media in Discourse and Practice** 3 s.h.
Intersection of body, image, and sound in analog and digital media; relationship to critical and practical texts; written and performative assignments that address fundamental concepts of corporeality in related fields including dance for camera, stage and film performance, and artistic, documentary, and publicity filmmaking and photography. Same as INTM:3050.
- DANC:3060 Western Concert Dance History: Romantic to Contemporary** 3 s.h.
Examination of concert dance practices in the United States and Europe from 19th to 21st centuries; changes in dance compositional, performance, viewing, technical, and training practices situated within aesthetic, cultural, social, and political contexts including the Industrial Revolution, Russian imperial court, World War I and World War II, movements for social justice, and aesthetic formations (e.g., romanticism, classicism, modernism, postmodernism); students consider the work of the historian and methodological approaches to formulating historiographic ideas, and put them into practice in individual research projects focused on historical or contemporary dance makers. Prerequisites: DANC:2060.
- DANC:3070 Dance Kinesiology** 3 s.h.
Body science related to demands of dance; structural and muscular analysis for efficient, effective dance training and prevention of injuries; investigation of skeletal and ligamentous structure for working knowledge of how the body produces movement; joint actions and restrictions, common injuries to those sites; attachments of the voluntary muscles, pathways and potential actions; neuromuscular analysis of an action; functional skeletal alignment; how individual differences may affect movement performance. Prerequisites: HHP:1100.
- DANC:3075 Yoga Teacher Training I** 3 s.h.
Exploration of in-depth knowledge of yoga in preparation for teaching through physical practice of yoga postures, study of basic yoga philosophy and texts, personal practice of meditation, yoga for various populations, anatomy of yoga postures, and practice teaching within class structure; two-semester course that results in a 200-hour yoga teacher certification. Requirements: dance major and sophomore or higher standing. Recommendations: prior yoga experience highly recommended. Same as DPA:3075.
- DANC:3076 Yoga Teacher Training II** 3 s.h.
Continuation of DANC:3075; expansion of yoga and/or teaching knowledge, in-depth physical practice of yoga postures, basic yoga philosophy and texts, personal practice of meditation, yoga for various populations, anatomy of yoga postures, and practice teaching within class structure. Prerequisites: DANC:3075. Corequisites: DANC:3070. Requirements: dance major and sophomore or higher standing. Recommendations: experience and knowledge of yoga practice highly recommended.
- DANC:3080 Music Essentials for Dance** 3 s.h.
Evolution of music and dance forms from early history times to the present; rhythmic analysis and fundamental music theory for dance students.
- DANC:3150 Choreography I** 2 s.h.
Introduction to theories and practices of creating choreography; locating varied sources for movement; elementary considerations of choreographic form; development of ideas, impulses, and initial inspirations into short works; fundamentals of giving and receiving critical feedback; articulation of thoughts and experience as composers and watchers of choreography; exposure to choreographic concerns supported by video and reading. Prerequisites: DANC:2050.
- DANC:3250 Choreography II** 2 s.h.
Continuation of DANC:3150; development of intermediate choreographic skills; emphasis on cultivation of individual choreographic voice through expansion of vocabulary, discovery of complex ways to form and arrange, and use of widening range of methods and types of resources. Prerequisites: DANC:2050 and DANC:3150.
- DANC:3251 Choreography II Rehearsal Lab** 1-4 s.h.
Participation in rehearsals, showings, adjudication, and concert rehearsals and performances; for undergraduate dancers who have been selected through audition for roles in creative research conducted by students enrolled in DANC:3250. Requirements: audition and selection by a student choreographer.
- DANC:3525 The Business of the Performing Arts** 3 s.h.
Use of live performing arts—theatre, dance, performance art—to explore methods for starting and maintaining students' professional lives; topics and issues include understanding arts structures, producing and presenting, networking, and transitioning to various aspects of the arts and job market; how students as artists or producers fit into the arts ecosystem in the United States, how that ecosystem might be changing, and what students might do to change it. Prerequisites: DPA:3510 and ENTR:2000. Same as DPA:3525, ENTR:3525, THTR:3525.
- DANC:3530 Major Ballet II** 1-2 s.h.
High-intermediate training in ballet technique and performance; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body. Requirements: audition or promotion to determine placement.

- DANC:3540 Major Modern Dance II** 1-2 s.h.
High-intermediate technical and performance training in modern dance; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body, consciousness of personal movement choices and expressive range. Requirements: audition or promotion to determine placement.
- DANC:3600 Art, Feminist Practice, and Social Justice** 3 s.h.
Issues specifically related to gender, women's, and sexuality studies through the arts; exploration of a theme—a broad social issue such as violence, sexual assault, incarceration, reproduction, immigration, labor—and work with community partners to address the theme through social practice in the arts. Recommendations: prior courses in gender, women's, and sexuality studies or social work or art education or studio arts.
- DANC:3850 Introduction to Laban Movement Studies** 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and wellness. Same as DPA:3850, MUS:3850, THTR:3850.
- DANC:3851 Introduction to the Alexander Technique** 3 s.h.
The Alexander Technique and "self-use"—how movement choices affect results achieved; improvement of physical skills and presence; principles in support of performing arts (e.g., speaking, singing, playing an instrument, dancing, acting); application to skills in daily life, addressing underpinnings of movement; physical participation (e.g., lying down, rolling, sitting, standing, locomotion). Same as DPA:3851, MUS:3851.
- DANC:3852 Introduction to the Feldenkrais Method: Posture, Perception, and Pain Relief** 2 s.h.
Introduction to the Feldenkrais Method of Awareness Through Movement; refinement of physical organization and coordination applied toward ordinary actions and functions, as well as athletics and performing arts; non-repetitive lessons on the floor, sitting in a chair, and standing; lessons communicated via auditory cues, no demonstration and imitation of idealized positions; improving awareness toward uncovering postural habits; expanding options for new and more efficient movement; exploring developmental patterns, joint, muscle and postural relationships; cultivating multiple possibilities for achieving the same action; conscious integration of sensing, feeling, thinking, and action.
- DANC:3853 Introduction to Klein Technique** 2 s.h.
Introduction to principles and practice of Klein Technique to reeducate the body and offer tools for aligning bones, accessing the breath, and working with gravity to find more efficiency and articulation in movement; experiential design supplemented with readings and discussions on founder Susan Klein's writings.
- DANC:3875 Topics in Digital Performing Arts** 3 s.h.
Advanced techniques in performing with established and new technologies including live cameras in performance, controlling digital avatars, motion capture, virtual and augmented reality, and more. Same as THTR:3875.
- DANC:3876 Video for Performance** 3 s.h.
Introduction to aesthetics and practical applications of digital media and video design for live performance including content creation, system design, and content optimization for media servers; students create digital video and animations and integrate them into live performance and entertainment events via projections, media servers, and digital displays using QLab Media Server and Adobe Creative Cloud (e.g., Illustrator, Photoshop, Premiere Pro, Audition, After Effects); for those with an interest in designing, creating, and displaying digital media for theatre, dance, concerts, corporate events, gallery installations, VJ sets, and architectural projections. Prerequisites: THTR:3890 or CINE:1834. GE: Engineering Be Creative. Same as CINE:3876, DIGA:3876, INTM:3876, THTR:3876.
- DANC:3880 Installations and Interactive Performance** 3 s.h.
Introduction to aesthetics, techniques, and practical possibilities of fusing together theatre, dance, music/sound, art, design, cinema, gaming, human computer interaction, and engineering; foundations of creating interactive experiences that use digital photos, video, text, real-world objects, sensor data, live bodies moving in space, Kinect 2 sensors, cameras, and multiple video outputs (e.g., projectors, LED displays); use of Isadora, an interactive, node-based programming software, to create immersive mediated performances, interactive installations, embodied user-based experiences, and user-manipulated virtual environments. GE: Engineering Be Creative. Same as DIGA:3880, INTM:3880, THTR:3880.
- DANC:3885 Repertory Dance Company** 1-3 s.h.
Advanced repertory studies; learning and performing multiple works by professional guest artists, faculty, and invited graduate students; collaborative creation and performing in community outreach lecture-demonstration throughout Iowa and the region. Requirements: audition.
- DANC:3890 Producing and Directing Digital Video** 3 s.h.
Introduction to the basic concepts, theories, and practical applications of digital video production for multiple distribution streams, with a focus on aesthetic and technical principles; focus on developing proficiency in contemporary approaches to digital media production by understanding the production pipeline, from ideation to preproduction, production, postproduction, and through to distribution. GE: Engineering Be Creative. Same as DIGA:3890, INTM:3890, THTR:3890.
- DANC:3895 Performance, Art, and New Technologies in Society** 3 s.h.
Survey of major technological innovations that have deeply impacted society and live performance in the late 20th and early 21st century, and the future of the rapidly evolving technological world; students examine theoretical texts and performances that address the impact of technology on the human condition, as well as create original applied live performances and installations; a variety of technologies are explored and adapted for live performance as they relate to the following five categories of original human experience—telepresence, liveness, artificial intelligence, augmented and virtual reality, and transhumanism. Prerequisites: MUS:2800 or THTR:3880 or CS:1110 or CS:1210 or SCLP:4835. Same as DIGA:3895, INTM:3895, THTR:3895.

- DANC:4030 Major Ballet III** 1-2 s.h.
Advanced training in ballet technique and performance; physical and mental skills necessary for professional work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body. Requirements: audition or promotion to determine placement.
- DANC:4034 Ballet Pointe I** 1 s.h.
Intermediate/advanced techniques and training for ballet pointe work; barre and center exercises to strengthen feet/legs/back and ensure proper alignment; review of basic ballet vocabulary; pirouettes and turns commonly performed *en pointe*; learning and performing variations drawn from repertory. Requirements: DANC:3030.
- DANC:4035 Ballet Pointe II** 1-2 s.h.
Intermediate/advanced techniques and training for ballet pointe work; repetition and analysis of steps and combinations, assimilation of new material; barre and center exercises, pirouettes and turns commonly performed *en pointe*, learning and performing variations drawn from repertory. Requirements: DANC:3030.
- DANC:4040 Major Modern Dance III** 1-2 s.h.
Advanced technical and performance training in modern dance; physical and mental skills necessary for professional work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body, consciousness of personal movement choices and expressive range; may include partnering exercises for investigation of weight exchange, timing, expressivity. Requirements: audition or promotion to determine placement.
- DANC:4060 The Contemporary Dance Scene** 3 s.h.
Historical, theoretical, and practical elements of contemporary dance; the term "postmodern" and its associations with dance, performing arts, contemporary culture; relationships between process and product, identity and subjectivity, artistic intent and authorship, meaning and intertextuality; possibility of art as a form of dissent; theory and practice placed in a dialectic; analysis and synthesis of previous research. Same as DPA:4060.
- DANC:4350 Choreography III** 2 s.h.
Continuation of DANC:3250; increased emphasis on invention, clarity, sophistication, and development of complete works; creation of sharply defined mature movement worlds; increasingly thorough consideration of sources and methods, responsibility for applying coursework to self-defined artistic concerns and emerging individual aesthetic; advanced theories and methods through video, reading, choreographic research. Prerequisites: DANC:2050 and DANC:3250.
- DANC:4451 Choreography IV Rehearsal Lab** 1-4 s.h.
Participation in rehearsals, showings, and concert rehearsals and performances; for undergraduate dancers who have been selected through audition for roles in creative research. Requirements: audition and selection by a student choreographer.
- DANC:4452 M.F.A. Independent Project Research Lab** arr.
Participation in rehearsals, showings, adjudication, concert rehearsals and performances; for undergraduate dancers who have been selected through audition for graduate independent projects conducted by graduate students enrolled in DANC:6990. Requirements: audition and selection by a M.F.A. student creating a piece for adjudication, showing, and/or performances.
- DANC:4453 M.F.A. Thesis Research Lab** arr.
Participation in rehearsals, showings, adjudication, and concert rehearsals and performances; for undergraduate dancers who have been selected through audition for roles in M.F.A. thesis concerts conducted by graduate students. Requirements: audition and selection by M.F.A. student creating a piece for thesis concert.
- DANC:4454 Faculty Creative Research Lab** arr.
Participation in rehearsals, showings, and concert rehearsals and performances; for students who have been selected through audition for roles in creative research conducted by faculty members. Requirements: audition or selection by faculty member.
- DANC:4535 Elementary Ballet Pedagogy** 3 s.h.
Methods, materials, concepts for teaching ballet techniques.
- DANC:4540 Major Contemporary Dance IV** 1 s.h.
Professional technique and performance training in contemporary dance. Requirements: two semesters of DANC:4030 with a minimum grade of A- or two semesters of DANC:4040 with a minimum grade of A-.
- DANC:4545 Teaching of Modern and Contemporary Dance Forms** 3 s.h.
Practices of teaching modern dance; information and experience for developing an individualized approach to teaching; educational methodology for defining essential elements of a modern class, approaches for planning and structuring classes.
- DANC:4880 Dance Gala Performance** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concerts. Requirements: audition and/or concert adjudication.
- DANC:4881 Collaborative Dance Performance Concert** 1 s.h.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: audition and selection for Collaborative Dance Performance Concert.
- DANC:4882 Graduate/Undergraduate Concert** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: audition and/or concert adjudication.
- DANC:4883 Faculty/Graduate Concert** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: selection by audition and/or concert adjudication.
- DANC:4884 Undergraduate Event** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: audition and/or concert adjudication.
- DANC:4885 M.F.A. Thesis Concert** 0-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert.

- DANC:4886 B.F.A. Concert** 0-4 s.h.
Rehearsal hours and performance of dance works in produced concert. Requirements: audition and/or concert adjudication.
- DANC:4887 M.F.A. Event** 1-3 s.h.
Participation in rehearsals, concert rehearsals, and performances; for graduate dancers who have been selected through audition for roles in the M.F.A. event held during spring semesters. Requirements: selection by audition and/or concert adjudication.
- DANC:4888 Special Project Student Performance** arr.
Rehearsal hours and performance of dance works created by faculty outside of traditional performance cycle. Requirements: audition or selection by faculty member.
- DANC:4980 Senior Seminar in Dance** 2 s.h.
Designed to foster current and future pursuits and helps students make the transition from college to careers in the professional dance world; résumé building and personal marketing; how to make the most of auditions, internships, and company intensives; artist portfolios, grant writing skills, arts administration strategies; opportunities for graduate study; instructors mentor independent projects in students' areas of specialization; for advanced B.A. and B.F.A. students who are interested in professional dance careers as artists/educators. Requirements: B.F.A. major and senior standing.
- DANC:4981 B.F.A. Devising Ensemble** 1 s.h.
Students create a devised ensemble work to perform in B.F.A. event at end of semester; each student co-creates work with the ensemble and content is derived from personal experiences, interests, and research; rehearsal process includes exercises in improvisation, storytelling, writing, choreographing, and directing; for senior B.F.A. dance students.
- DANC:4990 Independent Study** arr.
Credit for an individual student-designed project coordinated with a faculty advisor. Requirements: sophomore or higher standing.
- DANC:4991 Independent Choreography** arr.
Credit for creation of independent choreographic project, developed under guidance of faculty advisor, that results in production of a dance work.
- DANC:4995 Honors Studies in Dance** arr.
Choreography, performance, production, Labanotation, dance history, or pedagogy. Prerequisites: a minimum g.p.a. of 3.33. Requirements: g.p.a. of 3.33 or higher.
- DANC:4998 B.F.A. Senior Project in Dance** arr.
Senior year choreographic/performance capstone to complete B.F.A. in dance under supervision of faculty advisor; culminates in public showing or produced concert. Requirements: admitted to B.F.A. program in dance and senior standing.
- DANC:4999 Honors Project in Dance** arr.
Research, choreographic, reconstruction, or performance project under guidance of a faculty advisor. Requirements: senior standing.
- DANC:5050 Graduate Improvisation I** 1-2 s.h.
Dance improvisation.
- DANC:5055 Embodying Voice/Performing Persona** 3 s.h.
Creation and performance of text from body-based perspectives; working in a spectrum from casual conversation to formal presentation, students research verbal and written language habits, personal access to vocal range in volume and tone, communication through body and gesture, performance of personas, how breath relates to the voice, how voice expresses a sense of self, and how listening relates to speaking; projects include creative research presentations, storytelling, solo/group songs, improvisational scene studies, nonverbal physical theater, and personal performative essay writing.
- DANC:5060 Theories of Dance and the Body** 3 s.h.
Theoretical trends in studies of dance and physical bodies; performative and choreographic aspects of being. Recommendations: M.F.A. major in dance or advanced dance standing. Same as DPA:5060.
- DANC:5530 Graduate Majors Ballet II** 1-3 s.h.
High intermediate technique and performance training; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body.
- DANC:5540 Graduate Majors Modern II** 1-3 s.h.
High intermediate technical and performance training in modern dance; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body, consciousness of personal movement choices and expressive range.
- DANC:5550 Collaborative Performance** 3-4 s.h.
Collaborative process with advanced dance artists and creative, design, and technical practitioners from varied disciplines that culminates in a devised performance for the general public; emphasis on sharing and investigating ideas, artistic intent, personal vision, and practical application. Same as DPA:5550, THTR:5610.
- DANC:6030 Graduate Majors Ballet III** 1-3 s.h.
Advanced ballet technique and performance training for proficient dancers; physical and mental skills necessary for professional work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, understanding of basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body.
- DANC:6040 Graduate Majors Modern III** 1-3 s.h.
Advanced technical and performance training in modern dance; physical and mental skills necessary for professional work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, understanding of basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body, consciousness of personal movement choices and expressive range.

- DANC:6050 Graduate Improvisation II** 2 s.h.
Advanced concepts in compositional improvisation; students practice through individual exploration and ensemble collaboration; multiple structures and entry points to develop embodied imagination; diverse materials including movement, text, site, objects, and music; creative process as physical research applied to choreographic thinking and spontaneous performance; integration of conceptual and experiential in dancing and dance-making; examination of aesthetic and political frameworks and harmonies with other spontaneous practices.
- DANC:6060 Graduate Seminar in Dance** 2 s.h.
Introduction to areas of study in dance to encourage rigorous research; preparation for artistic, academic, administrative, and socially engaged careers; topics address role of dance in society and higher education, issues of dance administration, and areas of concern to dance artists, educators, and audiences; investigation of cultural, economic, political, and historical role of dance and dance artists in Western and other social contexts; brief history of dance in higher education; current issues and trends of dance programs in higher education.
- DANC:6080 Graduate Production Practicum** 1 s.h.
Scenery and costume design, lighting, audio/video, publicity.
- DANC:6350 Graduate Choreography III** 2 s.h.
Advanced choreography as research; students ask and answer questions through a creative process to produce original choreography and address complex concepts, methods, and applications to produce multiple works; experimentation with movement and structure to formulate artistic questions and produce innovative treatments of generic concepts; exploration of choreography as a directorial process; establishment of context and point-of-view to frame developing and editing processes; individual research within larger choreographic, aesthetic, theoretical, and/or sociocultural contexts; practice of advanced critical response. Requirements: M.F.A. major in dance.
- DANC:6450 Graduate Choreography IV** 3 s.h.
Advanced theories, practices, directing, and arranging of choreography; collaborative process with performers and co-choreographers utilizing analytical and creative connections with bodies of knowledge across the liberal arts and sciences; theorizing through compositional studies; development of multiple works; advanced practice in critical feedback and articulation of ideas about process and product; students turn assignments into research questions that produce original/innovative treatments of generic concept development; independent research to advance individual goals and utilize course content.
- DANC:6540 Graduate Contemporary IV** 1 s.h.
Professional technique and performance training in modern dance.
- DANC:6880 Dance Gala Performance** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concerts. Requirements: audition and/or concert adjudication.
- DANC:6881 Collaborative Dance Performance Concert** arr.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: audition and selection for Collaborative Dance Performance Concert.
- DANC:6882 Graduate/Undergraduate Concert** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: audition and/or concert adjudication.
- DANC:6883 Faculty/Graduate Concert** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: selection by audition and/or concert adjudication.
- DANC:6884 Undergraduate Event** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert. Requirements: audition and/or concert adjudication.
- DANC:6885 M.F.A. Thesis Concert** 1-4 s.h.
Rehearsal hours and performance of dance works in produced dance concert.
- DANC:6887 M.F.A. Event** 1-2 s.h.
Participation in rehearsals, concert rehearsals, and performances; for graduate dancers who have been selected through audition for roles in the M.F.A. event held during spring semesters. Requirements: selection by audition and/or concert adjudication.
- DANC:6888 Special Project Student Performance** arr.
Rehearsal hours and performance of dance works created by faculty outside traditional performance cycle. Requirements: graduate standing in dance.
- DANC:6990 Graduate Independent Choreography** arr.
Credit for creation of an independent choreographic project, developed under guidance of faculty advisor, that results in production of a dance work.
- DANC:6991 Graduate Independent Study** arr.
Credit for individually designed project coordinated with a faculty advisor.
- DANC:6992 Graduate Independent Performance Project** arr.
Credit for creative participation as a performer in a choreography project, developed under guidance of a faculty advisor, that results in the performance of a dance work.
- DANC:7550 Graduate Modern Dance Technique Practicum** 2-3 s.h.
Advanced, in-depth understanding of teaching dance technique at the college level; emphasis on studio practice of technique through active participation in technique class; individualized research on technical and pedagogical approaches to dance; taken with a faculty member during student's teaching rotation to gain understanding of the teacher's pedagogical approach across three levels of the majors-level technique curriculum. Requirements: completion of one semester of M.F.A. program and good standing.
- DANC:7560 Graduate Ballet Technique Practicum** 2-3 s.h.
Advanced, in-depth understanding of teaching dance technique at the college level; emphasis on studio practice of technique through active participation in technique class; individualized research on technical and pedagogical approaches to dance; taken with a faculty member during student's teaching rotation to gain understanding of the teacher's pedagogical approach across three levels of the majors-level technique curriculum. Requirements: completion of one semester of M.F.A. program and good standing.
- DANC:7990 Thesis** arr.

Dance, B.A.

Integrating studies in dance and the liberal arts, the Bachelor of Arts degree program establishes foundations for creative and intellectual development, and cultivates multiple approaches to dance, career, and citizenship. Students take daily technique classes in Western classical and concert dance, complemented by courses in improvisation, choreography, dance history and theory, multicultural movement practices, global dance studies, digital performing arts, kinesiology, pedagogy, and community engagement.

Auditions for B.A. Admission

An audition is required to be considered for the B.A. program, as well as for placement in dance classes. An online application is required in order to audition; visit Undergraduate Auditions on the Department of Dance website. Contact the Department of Dance for more information or questions about auditions.

Learning Outcomes

Students will:

- achieve proficiency in contemporary concert dance techniques, especially in forms derived from ballet, modern dance, postmodern dance, and somatic movement practices, while developing stylistic versatility, expressive range, and efficient body mechanics;
- learn to think critically about the historical, cultural, and social contexts of dance as an art form and cultural practice while developing strong writing skills and effective oral expression;
- master formal compositional elements and improvisational techniques toward the creation of original choreographic work, and learn to articulate and render their creative intentions with clarity, with opportunities to present these works in public performances;
- acquire performance skills, such as interpretation, expressivity, physical agility, and refinement, by participating in auditions, rehearsals, and studio and public performances;
- acquire knowledge of anatomical and kinesiological principles and injury prevention for effective dance training and career longevity; and
- attain an understanding of digital arts tools currently practiced in contemporary dance.

Requirements

The Bachelor of Arts with a major in dance requires a minimum of 120 s.h., including 57 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

In planning coursework, especially electives, students may apply a maximum of 61 s.h. in Department of Dance courses (prefix DANC) toward the minimum 120 s.h. required for the B.A. degree. At least 28 s.h. in major coursework must be earned at the University of Iowa. Any grades earned for coursework are calculated in the grade-point average.

The B.A. with a major in dance requires the following coursework.

Code	Title	Hours
Core Courses		20
Studio Courses		6
Performance and Creative Research Courses		2
Dance Technique Courses		22
Distribution Areas		7-9
Dance Electives		0-3
Total Hours		57-62

Core Courses

Code	Title	Hours
All of these:		
DANC:1000	First-Year Seminar	1
DANC:1060	Introduction to Dance Studies	1
DANC:1090	Dance Production	3
DANC:1170	Functional Anatomy	1
DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3
DANC:2220	Production Run Crew (2 s.h. required)	2
DANC:3060	Western Concert Dance History: Romantic to Contemporary	3
DANC:3070	Dance Kinesiology	3
DANC:3080	Music Essentials for Dance	3

Studio Courses

Code	Title	Hours
All of these:		
DANC:2050	Improvisation I	2
DANC:3150	Choreography I	2
DANC:3250	Choreography II	2

Performance and Creative Research Courses

Code	Title	Hours
2 s.h. from these:		
DANC:3885	Repertory Dance Company	1-3
DANC:4880	Dance Gala Performance	1-4
DANC:4881	Collaborative Dance Performance Concert	1
DANC:4882	Graduate/Undergraduate Concert	1-4
DANC:4883	Faculty/Graduate Concert	1-4
DANC:4884	Undergraduate Event	1-4
DANC:4885	M.F.A. Thesis Concert	1-4
DANC:4886	B.F.A. Concert	1-4
DANC:4887	M.F.A. Event	1-3
DANC:4888	Special Project Student Performance	arr.

Dance Technique Courses

Students must complete 22 s.h. from the following.

Code	Title	Hours
10 s.h. of ballet and 10 s.h. of modern dance from these:		

DANC:2020	Intermediate Jazz	2
DANC:2030	Majors Intermediate Ballet	3
DANC:2040	Majors Intermediate Modern Dance	3
DANC:3030	Major Ballet I	1-3
DANC:3040	Major Modern Dance I	1-3
DANC:3530	Major Ballet II	1-2
DANC:3540	Major Modern Dance II	1-2
DANC:4030	Major Ballet III	1-2
DANC:4034	Ballet Pointe I	1
DANC:4035	Ballet Pointe II	1-2
DANC:4040	Major Modern Dance III	1-2
DANC:4540	Major Contemporary Dance IV	1

At least two semesters of one of these with grades of B-minus or higher:

DANC:3530	Major Ballet II	1-2
DANC:3540	Major Modern Dance II	1-2
DANC:4030	Major Ballet III	1-2
DANC:4040	Major Modern Dance III	1-2
DANC:4540	Major Contemporary Dance IV	1

Distribution Areas

Students must complete at least one course from each of the following three areas. These courses may satisfy multiple requirements for the major.

Dance Somatics

Code	Title	Hours
One of these:		
DANC:3850/ DPA:3850/ MUS:3850/ THTR:3850	Introduction to Laban Movement Studies	2-3
DANC:3851/ DPA:3851/ MUS:3851	Introduction to the Alexander Technique	3
DANC:3852	Introduction to the Feldenkrais Method: Posture, Perception, and Pain Relief	2
DANC:3853	Introduction to Klein Technique	2

Global Dance Studies

Code	Title	Hours
One of these:		
DANC:1085	Introduction to Afro-Caribbean Dance Techniques	2
DANC:1150/ LAS:1150	Brazilian Culture and Carnival	3
DANC:2065	Performing Power/ Performing Protest: The Body, Identity, and the Image	3
DANC:2150	Brazilian Social Dance: The Samba	2

DANC:3010	Topics in Global Dance Techniques	2
-----------	-----------------------------------	---

Digital Performing Arts

Code	Title	Hours
One of these:		
DANC:2800/ ARTS:2800/ CINE:2800/CS:2800/ DIGA:2800/ MUS:2800/ THTR:2800	Digital Arts: An Introduction	3
DANC:3050/ INTM:3050	Body/Image: Dance and Media in Discourse and Practice	3
DANC:3875/ THTR:3875	Topics in Digital Performing Arts	3
DANC:3876/ CINE:3876/ DIGA:3876/ INTM:3876/ THTR:3876	Video for Performance	3
DANC:3880/ DIGA:3880/ INTM:3880/ THTR:3880	Installations and Interactive Performance	3
DANC:3895/ DIGA:3895/ INTM:3895/ THTR:3895	Performance, Art, and New Technologies in Society	3

Dance Electives

The required number of semester hours in dance electives varies depending on whether a student completes the core with dance courses or with cross-listed courses from another department, or has a core requirement waived.

Honors

Honors in the Major

Majors who maintain a Department of Dance g.p.a. of at least 3.50 and a UI g.p.a. of at least 3.33 are encouraged to pursue honors in dance. It is not necessary for students pursuing honors in dance to be members of the University Honors Program, although honors in dance does satisfy the experiential learning component ("learning by doing") of the University Honors Program.

Students who graduate with honors in their major receive special recognition during commencement, and their transcript and diploma reflect honors designations.

Graduation with honors in dance requires:

- successful completion of 8-10 s.h. of University of Iowa honors courses or honors contract courses in Department of Dance classes, and

- successful completion of an honors project.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the

University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the dance major.

Academic Plans

Four-Year Graduation Plan

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

Department of Dance coursework beyond 61 s.h. for B.A. students does not apply toward semester hours required for graduation.

Before the third semester begins: 12 s.h. of coursework in the major

Before the fifth semester begins: 24-32 s.h. of coursework in the major

Before the seventh semester begins: 36-48 s.h. of coursework in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 42-50 s.h. of coursework in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Dance, B.A.

Course	Title	Hours
First Year		
Fall		
Audition: An audition is required to be considered for the B.A. program. An audition form is required in order to audition.		
DANC:1000	First-Year Seminar	1
DANC:1060	Introduction to Dance Studies	1
DANC:1090	Dance Production	3
DANC:1170	Functional Anatomy	1
Major: ballet course ^a		3
Major: modern dance course ^a		3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CSI:1600	Success at Iowa	2
Hours		17-18
Spring		
DANC:2060	Dance and Society in Global Contexts ^b	3
Major: ballet course ^a		3
Major: modern dance course ^a		3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4

GE CLAS Core: Diversity and Inclusion ^{c, d}	3
Hours	15-16

Second Year

Fall		
DANC:3080	Music Essentials for Dance	3
Major: ballet/modern dance course ^a		2
Major: global dance studies course ^c		2 - 3
BIOL:1140	Human Biology ^e	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Hours		15-17

Spring

DANC:2050	Improvisation I	2
DANC:2220	Production Run Crew	1
DANC:2981	Dance Repertory and Performance	1
Major: ballet/modern dance course ^a		2
GE CLAS Core: Natural Sciences without Lab		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^g		3
Hours		16-17

Third Year

Fall		
Major: digital performing arts course ^h		3
Major: ballet/modern dance course ^a		2
GE CLAS Core: Values and Culture ^{d, i}		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^g		3
Hours		15-16

Spring

DANC:3060	Western Concert Dance History: Romantic to Contemporary	3
DANC:3070	Dance Kinesiology	3
Major: ballet/modern dance course ^a		2
GE CLAS Core: Quantitative or Formal Reasoning ^d		3 - 4
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Hours		18-20

Fourth Year

Fall		
DANC:2220	Production Run Crew	1 - 2
DANC:3150	Choreography I	2
Major: dance somatics course ^h		2 - 3
Major: ballet/modern dance course ^a		2
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Social Sciences ^d		3
Elective course ^g		3
Hours		16-18

Spring

DANC:3250	Choreography II	2
Major: ballet/modern dance course ^a		2
Major: elective courses (prefix DANC)		3
Major: dance performance and creative research requirement		2
Elective course ^g		3

Elective course ^g	3
Elective course ^g	2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j	
Hours	17
Total Hours	129-139

- a Students must complete 22 s.h. dance technique courses, including 10 s.h. of ballet, 10 s.h. of modern dance, and at least two semesters of DANC:3530, DANC:3540, DANC:4030, DANC:4040, or DANC:4540.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c DANC:2065 meets both the GE CLAS Core Diversity and Inclusion requirement and the global dance studies requirement for the major.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Recommended course for GE CLAS Core Natural Sciences with Lab, not a major requirement.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h See General Catalog for list of approved courses.
- i DANC:1150 and DANC:1412 meet the GE CLAS Core Values and Culture requirement.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Careers for dance majors include professional work as performers, choreographers, dance educators, and involvement in related areas such as arts management, technical theater, dance scholarship, or dance and physical therapy. Many graduates from the UI dance program are currently working in arts organizations throughout the United States.

The discipline and creative challenges of dance training transfer well to other careers. Students have combined dance with a second major in another field such as business or communication.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Dance, B.F.A.

The Bachelor of Fine Arts degree program provides students with a conservatory-like studio experience that is enriched by studies in the liberal arts and sciences. Students train daily in Western classical and concert dance techniques, and are afforded ample opportunities to perform in faculty and student creative research and to produce their own choreographic works in the department's concert season. A preprofessional degree, the B.F.A. in dance establishes a strong foundation for creative and intellectual development, and cultivates multiple approaches to dance, career, and citizenship. Studies in dance technique, performance, and choreography are complemented by courses in improvisation, dance history and theory, multicultural movement practices, global dance studies, digital performing arts, kinesiology, pedagogy, and community engagement.

Auditions for B.F.A. Admission

An audition is required to be considered for the B.F.A. program, as well as for placement in advanced dance classes. Audition materials required include a B.F.A. audition application, two letters of recommendation (one academic, one dance), and current transcripts; visit Undergraduate Auditions on the Department of Dance website.

Students who audition will be required to perform a two minute solo on audition day; it may be self-choreographed or be choreographed by someone else, usually a teacher or mentor.

Contact the Department of Dance for more information or questions about auditions.

Learning Outcomes

Students will:

- achieve proficiency in contemporary concert dance techniques, especially in forms derived from ballet, modern dance, postmodern dance, and somatic movement practices, while developing stylistic versatility, expressive range, and efficient body mechanics;
- learn to think critically about the historical, cultural, and social contexts of dance as an art form and cultural practice while developing strong writing skills and effective oral expression;
- master formal compositional elements and improvisational techniques toward the creation of original choreographic work, and learn to articulate and render their creative intentions with clarity, with opportunities to present these works in public performances;
- acquire performance skills, such as interpretation, expressivity, physical agility, and refinement, by participating in auditions, rehearsals, and studio and public performances;
- acquire knowledge of anatomical and kinesiological principles and injury prevention for effective dance training and career longevity; and
- attain an understanding of digital arts tools currently practiced in contemporary dance.

Requirements

The Bachelor of Fine Arts with a major in dance requires a minimum of 120 s.h., including 84 s.h. of work for the major. Students must maintain a g.p.a. of at least 3.50 in all courses

for the major and in all UI courses for the major. Students must earn at least half of their semester hours in the major at the University of Iowa. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

In planning coursework, especially electives, students may apply a maximum of 84 s.h. in Department of Dance courses (prefix DANC) toward the minimum 120 s.h. required for the B.F.A. degree. Any grades earned for coursework are calculated in the grade-point average.

In contrast to the B.A. in dance, the B.F.A. program emphasizes choreography and performance. It requires an additional 18 s.h. of choreography, performance, and technique. Students who did not audition for the B.F.A. program prior to entrance to the University of Iowa may subsequently apply for admission to the program. The strongest candidates are those who have achieved the equivalent of major II technique and show academic and professional promise.

The B.F.A. with a major in dance requires the following coursework.

Code	Title	Hours
Core Courses		24
Studio Courses		8
Performance and Creative Research Courses		8
Dance Technique Courses		32
Distribution Areas		7-9
Dance Specialization Area		3-4
Dance Electives (semester hours could vary depending on previous coursework)		0-1
Senior Project (semester hours could vary)		2
Total Hours		84-88

Core Courses

Code	Title	Hours
All of these:		
DANC:1000	First-Year Seminar	1
DANC:1060	Introduction to Dance Studies	1
DANC:1090	Dance Production	3
DANC:1170	Functional Anatomy	1
DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3
DANC:2220	Production Run Crew (must complete this requirement by the end of the second year)	2
DANC:2981	Dance Repertory and Performance	1
DANC:3060	Western Concert Dance History: Romantic to Contemporary	3
DANC:3070	Dance Kinesiology	3
DANC:3080	Music Essentials for Dance	3
DANC:4980	Senior Seminar in Dance	2
DANC:4981	B.F.A. Devising Ensemble	1

Studio Courses

Code	Title	Hours
All of these:		
DANC:2050	Improvisation I	2
DANC:3150	Choreography I	2
DANC:3250	Choreography II	2
DANC:4350	Choreography III	2

Performance and Creative Research Courses

Code	Title	Hours
8 s.h. from these (no more than 3 s.h. of DANC:3885 will count toward the requirement):		
DANC:3885	Repertory Dance Company	1-3
DANC:4880	Dance Gala Performance	1-4
DANC:4881	Collaborative Dance Performance Concert	1
DANC:4882	Graduate/Undergraduate Concert	1-4
DANC:4883	Faculty/Graduate Concert	1-4
DANC:4884	Undergraduate Event	1-4
DANC:4885	M.F.A. Thesis Concert	1-4
DANC:4886	B.F.A. Concert	1-4
DANC:4887	M.F.A. Event	1-3
DANC:4888	Special Project Student Performance	arr.

Dance Technique Courses

Students must complete 32 s.h. of dance technique courses, including two semesters of either DANC:4030 Major Ballet III or DANC:4040 Major Modern Dance III, and two semesters of DANC:4540 Major Contemporary Dance IV with a grade of B-plus or higher, 14 s.h. of ballet, and 14 s.h. of modern dance (eligible students may petition to take either DANC:4030 or DANC:4040 concurrently with DANC:4540 for two semesters during their final two semesters in order to satisfy technique requirements; the petition must originate with a student's advisor and be approved by the assigned course instructors.

Code	Title	Hours
32 sh. from these:		
DANC:3030	Major Ballet I	1-3
DANC:3040	Major Modern Dance I	1-3
DANC:3530	Major Ballet II	1-2
DANC:3540	Major Modern Dance II	1-2
DANC:4030	Major Ballet III	1-2
DANC:4034	Ballet Pointe I	1
DANC:4035	Ballet Pointe II	1-2
DANC:4040	Major Modern Dance III	1-2
DANC:4540	Major Contemporary Dance IV	1

Distribution Areas

Students must complete at least one course from each of the following three areas. These courses may satisfy other requirements for the major.

Dance Somatics

Code	Title	Hours
One of these:		
DANC:3850/ DPA:3850/ MUS:3850/ THTR:3850	Introduction to Laban Movement Studies	2-3
DANC:3851/ DPA:3851/ MUS:3851	Introduction to the Alexander Technique	3
DANC:3852	Introduction to the Feldenkrais Method: Posture, Perception, and Pain Relief	2
DANC:3853	Introduction to Klein Technique	2

Global Dance Studies

Code	Title	Hours
One of these:		
DANC:1085	Introduction to Afro-Caribbean Dance Techniques	2
DANC:1150/ LAS:1150	Brazilian Culture and Carnival	3
DANC:2065	Performing Power/Performing Protest: The Body, Identity, and the Image	3
DANC:2150	Brazilian Social Dance: The Samba	2
DANC:3010	Topics in Global Dance Techniques	2

Digital Performing Arts

Code	Title	Hours
One of these:		
DANC:2800/ ARTS:2800/ CINE:2800/CS:2800/ DIGA:2800/ MUS:2800/ THTR:2800	Digital Arts: An Introduction	3
DANC:3050/ INTM:3050	Body/Image: Dance and Media in Discourse and Practice	3
DANC:3875/ THTR:3875	Topics in Digital Performing Arts	3
DANC:3876/ CINE:3876/ DIGA:3876/ INTM:3876/ THTR:3876	Video for Performance	3
DANC:3880/ DIGA:3880/ INTM:3880/ THTR:3880	Installations and Interactive Performance	3
DANC:3890/ DIGA:3890/ INTM:3890/ THTR:3890	Producing and Directing Digital Video	3

DANC:3895/ DIGA:3895/ INTM:3895/ THTR:3895	Performance, Art, and New Technologies in Society	3
---	--	---

Dance Specialization Areas

Students choose advanced-level elective coursework by selecting one of the following three options.

Option 1—Pedagogy

Code	Title	Hours
One of these:		
DANC:4535	Elementary Ballet Pedagogy	3
DANC:4545	Teaching of Modern and Contemporary Dance Forms	3

Option 2—Advanced History or Theory

Code	Title	Hours
One of these:		
DANC:4060/ DPA:4060	The Contemporary Dance Scene	3
DANC:5060/ DPA:5060	Theories of Dance and the Body	3

Option 3—Choreography

Code	Title	Hours
Both of these:		
DANC:4991	Independent Choreography	1
DANC:6450	Graduate Choreography IV	3

Dance Electives

The required number of semester hours in dance electives varies depending on whether a student completes the core with dance courses or with cross-listed courses from another department, or has a core requirement waived.

Senior Project

Students culminate their experience with senior projects in choreography or performance. They may earn honors credit for this project by enrolling in DANC:4999 Honors Project in Dance (enrollment requires membership in the University of Iowa Honors Program or special permission from the instructor). Other students must complete DANC:4998 B.F.A. Senior Project in Dance.

Code	Title	Hours
One of these:		
DANC:4998	B.F.A. Senior Project in Dance	2
DANC:4999	Honors Project in Dance	2

Honors

Honors in the Major

Majors who maintain a Department of Dance g.p.a. of at least 3.50 and a UI g.p.a. of at least 3.33 are encouraged to pursue honors in dance. It is not necessary for students pursuing honors in dance to be members of the University Honors Program, although honors in dance does satisfy the experiential learning component (“learning by doing”) of the University Honors Program.

Students who graduate with honors in their major receive special recognition during commencement, and their transcript and diploma reflect honors designations.

Graduation with honors in dance requires:

successful completion of 8-10 s.h. of University of Iowa honors courses or honors contract courses in Department of Dance classes, and

successful completion of an honors project.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the dance major.

Academic Plans

Four-Year Graduation Plan

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

Department of Dance coursework beyond 82 s.h. for B.F.A. students does not apply toward semester hours required for graduation.

Before the third semester begins: 16 s.h. of coursework in the major

Before the fifth semester begins: 25-40 s.h. of coursework in the major

Before the seventh semester begins: 45-60 s.h. of coursework in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 57-75 s.h. of coursework in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Dance, B.F.A.

Course	Title	Hours
Academic Career		
Any Semester		

Students must maintain a GPA of at least 3.50 in all courses for the major and in all UI courses for the major.

Hours 0

First Year**Fall**

Audition: An audition is required to be considered for the B.F.A. program. An audition form is required in order to audition.

DANC:1000	First-Year Seminar	1
DANC:1060	Introduction to Dance Studies	1
DANC:1090	Dance Production	3
DANC:1170	Functional Anatomy	1
Major: ballet course ^a		3
Major: modern course ^a		3
Major: performance and creative research ^b		1
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
CSI:1600	Success at Iowa	2
Hours		18-19

Spring

DANC:2060	Dance and Society in Global Contexts ^c	3
DANC:2220	Production Run Crew ^d	1
Major: ballet course ^a		3
Major: modern course ^a		3
Major: performance and creative research ^b		1
ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	
GE CLAS Core: Diversity and Inclusion ^{e, f}		3
Hours		17-18

Second Year**Fall**

DANC:3080	Music Essentials for Dance	3
Major: modern course ^a		2
Major: ballet course ^a		2
Major: performance and creative research ^b		1
Major: dance elective course ^g		2
BIOL:1140	Human Biology ^h	4
GE CLAS Core: World Languages First Level Proficiency or elective course ⁱ		4 - 5
Hours		18-19

Spring

DANC:2050	Improvisation I	2
DANC:2220	Production Run Crew ^d	1
DANC:2981	Dance Repertory and Performance	1
Major: ballet course ^a		2
Major: modern course ^a		2
Major: performance and creative research ^b		1
GE CLAS Core: Natural Sciences without Lab		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ⁱ		4 - 5
Elective course ^j		3
Hours		19-20

Third Year**Fall**

DANC:3150	Choreography I	2
Major: digital performing arts course ^k		3
Major: ballet course ^a		2
Major: modern dance course ^a		2
Major: global dance studies course ^{e, l}		2 - 3

Major: performance and creative research ^b	1	
GE CLAS Core: Quantitative or Formal Reasoning ^f	3	
GE CLAS Core: Values and Culture ^{f, l}	3	
GE CLAS Core: World Languages Second Level Proficiency or elective course ⁱ	4 - 5	
Hours		22-24

Spring

DANC:3060	Western Concert Dance History: Romantic to Contemporary	3
DANC:3070	Dance Kinesiology ^m	3
DANC:3250	Choreography II	2
Major: ballet course ^a		2
Major: modern dance or other technique course ^a		2
Major: performance and creative research ^b		1
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ⁱ		4 - 5
Hours		17-18

Fourth Year**Fall**

DANC:4350	Choreography III	2
DANC:4540	Major Contemporary Dance IV ^a	1
DANC:4980	Senior Seminar in Dance	2
Major: specialization area/advanced elective course		3
Major: ballet course ^a		2
Major: performance and creative research ^b		1
Major: dance somatics course ^k		2 - 3
GE CLAS Core: Historical Perspectives ^f		3
Hours		16-17

Spring

DANC:4540	Major Contemporary Dance IV ^a	1
DANC:4981	B.F.A. Devising Ensemble	1
DANC:4998	B.F.A. Senior Project in Dance	3
or DANC:4999	or Honors Project in Dance	
Major: ballet course ^a		2
Major: performance and creative research ^b		1
GE CLAS Core: Social Sciences ^f		3
GE CLAS Core: International and Global Issues ^f		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)		
Hours		14

Total Hours		141-149
-------------	--	---------

- a Students must complete 32 s.h. dance technique courses, including two semesters of either DANC:4030 or DANC:4040, and two semesters of DANC:4540 with a grade of B+ or higher, 14 s.h. of ballet, and 14 s.h. of modern dance.
- b Students must complete 8 s.h. performance and creative research courses. No more than 3 s.h. of DANC:3885 will count toward this requirement.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students must complete 2 s.h. of DANC:2220 by the end of the second year.
- e DANC:2065 meets both the GE CLAS Core Diversity and Inclusion requirement and the global dance studies requirement for the major.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g The required number of semester hours in dance electives varies depending on whether a student completes the core with dance courses or with cross-listed courses from another department, or has a core requirement waived.

- h Recommended course for GE CLAS Core Natural Sciences with Lab, not a major requirement.
- i Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- j Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- k See General Catalog for list of approved courses.
- l DANC:1150 meets both the GE CLAS Core Values and Culture requirement and the global dance studies requirement for the major.
- m Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- n Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Careers for dance majors include professional work in performing, choreography, education, private teaching, and related areas such as arts management, technical theater, or dance and physical therapy. Many graduates from the UI dance program are currently working in arts organizations throughout the United States.

The discipline and creative challenges of dance training transfer well to other careers. Students have combined dance with a second major in another field such as business or communication.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Dance, Minor

Requirements

The undergraduate minor in dance requires a minimum of 15 s.h. in University of Iowa Department of Dance courses. Students must maintain a cumulative g.p.a. of 3.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Auditions for Admission to the Minor

An audition is required to be considered for the minor in dance, as well as for placement in dance classes. An online application is required in order to audition; visit Undergraduate Auditions on the Department of Dance website. Contact the Department of Dance for more information or questions about auditions.

The minor in dance requires the following coursework. Students must complete all prerequisites for the courses they choose for the minor. In order to enroll in DANC:3530 Major Ballet II, students must have taken at least two semesters of DANC:3030 Major Ballet I; to enroll in DANC:3540 Major Modern Dance II, students must have taken at least two semesters of DANC:3040 Major Modern Dance I.

Code	Title	Hours
This course:		
DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3
One of these:		
DANC:1150/ LAS:1150	Brazilian Culture and Carnival	3
DANC:2065	Performing Power/ Performing Protest: The Body, Identity, and the Image	3
Students select the remaining dance courses for the minor from these, to total 15 s.h.:		
DANC:1055	Creativity in Motion	3
DANC:1170	Functional Anatomy	1
DANC:2020	Intermediate Jazz (maximum of 6 s.h. of all intermediate-level coursework will count toward the minor)	2
DANC:2029	Intermediate Ballet for Nonmajors (maximum of 6 s.h. of all intermediate-level coursework will count toward the minor)	2
DANC:2030	Majors Intermediate Ballet (maximum of 6 s.h. of all intermediate-level coursework will count toward the minor)	3
DANC:2040	Majors Intermediate Modern Dance (maximum of 6 s.h. of all intermediate-level coursework will count toward the minor)	3
DANC:2050	Improvisation I	2

DANC:3010	Topics in Global Dance Techniques	2
DANC:3030	Major Ballet I (mandatory Department of Dance audition; enrollment is limited to the fall semester)	1-3
DANC:3039	Partnering Class	1
DANC:3040	Major Modern Dance I (mandatory Department of Dance audition; enrollment is limited to the fall semester)	1-3
DANC:3050/ INTM:3050	Body/Image: Dance and Media in Discourse and Practice	3
DANC:3060	Western Concert Dance History: Romantic to Contemporary	3
DANC:3070	Dance Kinesiology	3
DANC:3150	Choreography I	2
DANC:3530	Major Ballet II (mandatory Department of Dance audition; enrollment is limited to the fall semester)	1-2
DANC:3540	Major Modern Dance II (mandatory Department of Dance audition; enrollment is limited to the fall semester)	1-2
DANC:3850/ DPA:3850/ MUS:3850/ THTR:3850	Introduction to Laban Movement Studies	2-3
DANC:3851/ DPA:3851/ MUS:3851	Introduction to the Alexander Technique	3
DANC:3852	Introduction to the Feldenkrais Method: Posture, Perception, and Pain Relief	2
DANC:4030	Major Ballet III	1-2
DANC:4034	Ballet Pointe I	1
DANC:4035	Ballet Pointe II	1-2
DANC:4040	Major Modern Dance III	1-2
DANC:4452	M.F.A. Independent Project Research Lab	arr.
DANC:4453	M.F.A. Thesis Research Lab	arr.
DANC:4454	Faculty Creative Research Lab	arr.
DANC:4540	Major Contemporary Dance IV	1
DANC:4880	Dance Gala Performance	1-4
DANC:4881	Collaborative Dance Performance Concert	1
DANC:4882	Graduate/Undergraduate Concert	1-4
DANC:4883	Faculty/Graduate Concert	1-4
DANC:4884	Undergraduate Event	1-4
DANC:4885	M.F.A. Thesis Concert	1-4
DANC:4886	B.F.A. Concert	1-4
DANC:4887	M.F.A. Event	1-2

DANC:4888	Special Project Student Performance	arr.
-----------	--	------

Dance, M.F.A.

The Master of Fine Arts program in dance is offered with a choice of choreography or performance emphasis. Students must audition on campus in order to be admitted to the M.F.A. program.

Requirements

The Master of Fine Arts program in dance requires a minimum of 60 s.h. of graduate credit. The program is designed to be completed in four to six semesters in residence.

Students who demonstrate accomplishment in dance performance and/or choreography may apply for admission to the M.F.A. program. Applicants select the choreography or the performance emphasis before they are admitted.

The M.F.A. with a major in dance requires the following coursework.

Dance Core

A total of 22 s.h. of core coursework is required for both the choreography and the performance emphasis.

Code	Title	Hours
One of these:		
DANC:4535	Elementary Ballet Pedagogy	3
DANC:4545	Teaching of Modern and Contemporary Dance Forms	3
All of these:		
DANC:4060/ DPA:4060	The Contemporary Dance Scene	3
DANC:5060/ DPA:5060	Theories of Dance and the Body	3
DANC:6050	Graduate Improvisation II	2
DANC:6060	Graduate Seminar in Dance	2
DANC:6080	Graduate Production Practicum	1
DANC:7990	Thesis (8 s.h. required)	8

Dance Technique

Choreography emphasis students select 9 s.h. from the following; performance emphasis students select 16 s.h.

Code	Title	Hours
DANC:3030	Major Ballet I	1-3
DANC:3040	Major Modern Dance I	1-3
DANC:5530	Graduate Majors Ballet II	1-3
DANC:5540	Graduate Majors Modern II	1-3
DANC:6030	Graduate Majors Ballet III	1-3
DANC:6040	Graduate Majors Modern III	1-3
DANC:6540	Graduate Contemporary IV	1
DANC:7550	Graduate Modern Dance Technique Practicum	2-3
DANC:7560	Graduate Ballet Technique Practicum	2-3

Emphasis Courses

As indicated below, choreography emphasis students select 17 s.h. from the following; performance emphasis students select 16 s.h. from the following.

Choreography Emphasis

Code	Title	Hours
2 s.h. from these (1 s.h. for each performance):		
DANC:6880	Dance Gala Performance	1-4
DANC:6881	Collaborative Dance Performance Concert	1
DANC:6882	Graduate/Undergraduate Concert	1-4
DANC:6883	Faculty/Graduate Concert	1-4
DANC:6884	Undergraduate Event	1-4
DANC:6885	M.F.A. Thesis Concert	1-4
DANC:6887	M.F.A. Event	1-2
DANC:6888	Special Project Student Performance	arr.
All of these:		
DANC:5550/ DPA:5550/ THTR:5610	Collaborative Performance	4
DANC:6350	Graduate Choreography III	2
DANC:6450	Graduate Choreography IV	3
DANC:6990	Graduate Independent Choreography (6 s.h. required; 2 s.h. for each choreography project)	6

Performance Emphasis

Code	Title	Hours
One of these:		
DANC:6350	Graduate Choreography III	2
DANC:6450	Graduate Choreography IV	3
Both of these:		
DANC:5055	Embodying Voice/Performing Persona	3
DANC:6992	Graduate Independent Performance Project (taken twice, 2 s.h. for each project)	4
Minimum of 7 s.h. from these:		
DANC:3885	Repertory Dance Company	1-3
DANC:6880	Dance Gala Performance	1-4
DANC:6881	Collaborative Dance Performance Concert	1-4
DANC:6882	Graduate/Undergraduate Concert	1-4
DANC:6883	Faculty/Graduate Concert	1-4
DANC:6884	Undergraduate Event	1-4
DANC:6885	M.F.A. Thesis Concert	1-4
DANC:6887	M.F.A. Event	1-2
DANC:6888	Special Project Student Performance	arr.

Electives

Choreography emphasis students select 12 s.h. of electives, including one course from the digital performing arts area; performance students select 6 s.h., including one course from the digital performing arts area. All dance elective courses must be numbered 3000 or above and are subject to graduate advisor approval.

Digital Performing Arts

Code	Title	Hours
One of these:		
DANC:3050/ INTM:3050	Body/Image: Dance and Media in Discourse and Practice	3
DANC:3875/ THTR:3875	Topics in Digital Performing Arts	3
DANC:3880/ DIGA:3880/ INTM:3880/ THTR:3880	Installations and Interactive Performance	3
DANC:3890/ DIGA:3890/ INTM:3890/ THTR:3890	Producing and Directing Digital Video	3
DANC:3895/ DIGA:3895/ INTM:3895/ THTR:3895	Performance, Art, and New Technologies in Society	3
THTR:3876/ CINE:3876/ DANC:3876/ DIGA:3876/ INTM:3876	Video for Performance	3

Additional Electives

Code	Title	Hours
Dance courses numbered 3000 or above (consult advisor)		

Admission

Admission is based on a review of recorded choreographic and performance work, letters of recommendation, application materials, and an on-campus audition in which applicants perform a solo dance, teach one or more classes, and take advanced classes in ballet and modern technique to determine class placement level.

Advanced technique (ballet and/or modern) and demonstrated accomplishment in performance or choreography are prerequisites for admission to the M.F.A. program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Graduates of the M.F.A. program are successful in pursuing professional careers in performance, choreography, and teaching in secondary and/or higher education.

Data Science

Chair, Department of Statistics and Actuarial Science

- Kung-Sik Chan

Director of Undergraduate Studies, Data Science

- Rhonda R. DeCook

Undergraduate major: data science (B.S.)

Website: <https://stat.uiowa.edu>

The B.S. in data science produces graduates with the sophisticated analytical and computational skills required to thrive in a quantitative world where new problems are encountered at an ever-increasing rate. The major emphasizes the statistical/probabilistic and algorithmic methods that underlie the preparation, analysis, and communication of complex data. With focus on technical foundations, the data science program promotes skills useful for creating and implementing new or special-purpose analysis and visualization tools. It also promotes a fundamental understanding of how to best handle uncertainty when making data-driven decisions.

Students develop data preparation skills including writing software to obtain, extract, merge, clean, and/or transform the raw data. Analysis or information extraction methods include machine and statistical learning, statistical modeling and inference, and algorithm efficiency analysis. Data visualization, report writing, and oral presentations are important communication methods. The major includes two capstone courses that emphasize communication, ethics, and teamwork.

The Department of Statistics and Actuarial Science [p. 1068] and the Department of Computer Science [p. 298] collaborate to offer the major in data science. The B.S. in data science is administered by the Department of Statistics and Actuarial Science.

Programs

Undergraduate Program of Study Major

- Major in Data Science (Bachelor of Science) [p. 357]

Data Science, B.S.

Learning Outcomes

- Data Curation Skills

Graduates will be able to:

understand issues associated with data collection, management, provenance, storage, merging, sharing, and preparation;

work with multiple-source, multiple-format data;

investigate the quality of the data; and

have a basic understanding of ethical and confidentiality issues associated with data collection, storage, merging, and sharing.

- Computational Skills

Graduates will be able to:

use critical thinking skills to translate substantive questions into well-defined computational problems and choose appropriate computational techniques for a given problem;

understand the foundational software skills and associated algorithmic and computational problem-solving methods used in computer science;

be proficient in computational methods for collecting, managing, storing, preparing, sharing, and describing data numerically and graphically from a variety of sources to design and carry out basic simulation studies; and

use professional statistical software and understand the principles of programming and algorithmic problem solving that underlie these packages.

- Statistical/Probabilistic Skills

Graduates will be able to:

use critical thinking skills to translate substantive questions into well-defined statistical or probability problems and choose the appropriate graphical or numerical descriptive and/or inferential statistical techniques for a given problem;

understand the importance of, and issues related to, the choice of the study design, such as designed experiment versus probability sample versus convenience sample, used to produce data;

understand that uncertainty, variability, and randomness play significant roles in data-driven decision making;

understand how to measure and display uncertainty, the effect of randomness, confidence/credibility, and the likelihood of incorrect inferences;

understand and be able to explain common misperceptions, paradoxes, and fallacies of probability and statistics; and

understand basic regression, prediction, simulation, and visualization methods.

- Mathematical Skills

Graduates will:

have a firm grasp of the mathematical tools underlying statistical and computational methods which are primarily based on ideas in calculus, linear algebra, and discrete mathematics, including distribution theory, uncertainty quantification (e.g., probability theory), the probabilistic basis of formal statistical inference, models, and algorithms, and combinatorial analysis and recursion, which are used for algorithmic analysis, design, and for distribution theory.

- Communication Skills

Graduates will be able to:

clearly justify and communicate study results to a nontechnical audience;

write accurate and meaningful reports that describe the statistical and computational analyses and summarize important findings; and

work effectively as part of a team to address substantive questions that can be handled using statistical and computational methods.

Requirements

The Bachelor of Science with a major in data science requires a minimum of 120 s.h., including at least 59 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Data science majors may not earn a major or minor in computer science or statistics, a major in computer science and engineering, or the Certificate in Social Science Analytics.

The B.S. with a major in data science requires the following coursework.

Code	Title	Hours
Prerequisite Courses		12-16
Core Courses		26
Advanced Courses		9
Advanced Electives		9
Capstone Courses		3
Total Hours		59-63

Prerequisite Courses

Students choose one of the following sequences.

Code	Title	Hours
These:		
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:2700	Introduction to Linear Algebra	4
Or these:		
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4

Core Courses

Code	Title	Hours
All of these:		
CS:1210	Computer Science I: Fundamentals	4
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
CS:3330	Algorithms	3
STAT:2010	Statistical Methods and Computing	3
STAT:3100/ IGPI:3100	Introduction to Mathematical Statistics I	3
STAT:3101/ IGPI:3101	Introduction to Mathematical Statistics II	3
STAT:3200/ IGPI:3200/ISE:3760	Applied Linear Regression	3

Advanced Courses

Code	Title	Hours
Both of these:		
CS:4400	Database Systems	3
STAT:4580/ IGPI:4580	Data Visualization and Data Technologies	3
One of these:		
CS:5430	Machine Learning	3
STAT:4540/ IGPI:4540	Statistical Learning	3

Advanced Electives

Code	Title	Hours
Three of these, with at least one computer science course and one statistics course:		
CS:4440	Web Mining	3
CS:4470	Health Data Analytics	3
CS:4700/ MATH:4860	High Performance and Parallel Computing	3
CS:5630	Cloud Computing Technology	3
STAT:3210	Experimental Design and Analysis	3
STAT:4520/ IGPI:4522/ PSQF:4520	Bayesian Statistics	3
STAT:4560	Statistics for Risk Modeling	3
STAT:5810/ BIOS:5310/ IGPI:5310	Research Data Management	3

Other advanced computer science or statistics courses approved by advisor

Capstone Courses

Code	Title	Hours
Both of these:		
STAT:4880	Data Science Creative Component	1
STAT:4890	Data Science Practicum	2

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in data science who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in data science who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in data science have the opportunity to graduate with honors in the major. They must maintain a g.p.a. of at least 3.67 in their major and a cumulative University of Iowa g.p.a. of at least 3.33. Students must complete an honors thesis.

Students are responsible for finding a faculty member willing to supervise their honors project. The faculty member must approve the proposed project and a timetable for the work. Credit for thesis work must be earned in either CS:3990 Honors in Computer Science or Informatics for work supervised by a computer science faculty member or an honors course supervised by a statistics and actuarial science faculty member.

Honors in data science also satisfies the 12 s.h. experiential learning requirement for University of Iowa honors students.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the data science major.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available to students majoring in data science. Students work with their advisors on individual graduation plans.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Data Science, B.S.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^{a, b}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CS:1210	Computer Science I: Fundamentals	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
Hours		17-19
Spring		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
STAT:2010	Statistical Methods and Computing	3
CS:2210	Discrete Structures	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Hours		17-19
Second Year		
Fall		
STAT:3200	Applied Linear Regression	3
CS:2230	Computer Science II: Data Structures	4
GE CLAS Core: Natural Sciences without Lab ^d		3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Hours		17-18
Spring		
CS:3330	Algorithms	3
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Elective course ^e		3
Hours		17-18
Third Year		
Fall		
STAT:3100	Introduction to Mathematical Statistics I ^f	3

CS:4400	Database Systems	3
GE CLAS Core: Natural Sciences with Lab ^d		4
GE CLAS Core: Social Sciences ^d		3
Elective course ^e		3
Hours		16
Spring		
CS:5430 or STAT:4540	Machine Learning ^g or Statistical Learning	3
STAT:3101	Introduction to Mathematical Statistics II ^h	3
STAT:4580	Data Visualization and Data Technologies ^h	3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Elective course ^e		3
Hours		15

Fourth Year

Fall		
Major: advanced elective I course ⁱ		3
Major: advanced elective II course ⁱ		3
GE CLAS Core: Diversity and Inclusion ^d		3
STAT:4880	Data Science Creative Component	1
Elective course ^e		3
Hours		13
Spring		
Major: advanced elective III course ⁱ		3
GE CLAS Core: Values and Culture ^d		3
STAT:4890	Data Science Practicum	2
Elective course ^e		1
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		12
Total Hours		124-130

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in math courses requires completion of a placement exam.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- g Typically STAT:4540 is offered in fall semesters only and CS:5430 is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- i Students should select at least one computer science course and one statistics course for their advanced electives.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Today, nearly every business, government, social media platform, and educational institution collects and analyzes data about its users, logistics and operations, and media presence in the hope of extracting valuable insights and utilizing the resulting efficiencies.

As an example, Amazon is the company most closely identified with a data-driven business model. Starting just over 20 years ago as an online book seller with a relatively crude crowdsourced book review platform and simple recommender system technology, it was subsequently augmented with extensive tracking of customer page views, advertising hits, data about prior purchases, and an aggressive emphasis on data-driven operational efficiencies. Amazon has become the major player in U.S. retail and a prime example of the strategic value of big data.

Data science graduates may pursue careers as data scientists. This position allows them to apply their understanding of statistics, as well as algorithm and software design, to create and develop the next generation of data analysis tools.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Disability Studies

Chair, Department of Health and Human Physiology

- Warren G. Darling

Coordinator, Disability Studies

- Kenneth E. Mobily (Health and Human Physiology)

Undergraduate certificate: disability studies

Website: <https://clas.uiowa.edu/hhp/undergraduate/disability-studies-certificate>

Disability studies examines disability as a social, cultural, historical, and political phenomenon rather than focusing on its clinical, medical, or therapeutic aspects. It is an interdisciplinary and multidisciplinary field that draws on scholarship from diverse disciplines, including anthropology, architecture, the arts, communication and media studies, cultural studies, economics, gender studies, geography, global studies, history, law, literature, medicine, nursing, philosophy, policy studies, political science, religious studies, social work, and sociology.

The certificate program helps students expand their knowledge and awareness of disability issues and prepare for careers in a variety of fields. Its multidisciplinary nature makes disability studies a good complement to a broad range of undergraduate majors.

Students who complete the certificate develop:

- understanding of the history of disabilities in America;
- awareness of how culture and society define disability;
- the ability to interact with individuals from diverse backgrounds;
- a personal philosophy of treating people fairly, equitably, and thoughtfully; and
- greater understanding of and concern for public policy issues and active citizenship.

The certificate program in disability studies is administered by the Department of Health and Human Physiology [p. 598].

Programs

Undergraduate Program of Study Certificate

- Certificate in Disability Studies [p. 362]

Courses

Disability Studies Courses

DST:1101 Introduction to Disability Studies 3 s.h.

Introduction and overview of important topics and discussions that pertain to the experience of being disabled; contrast between medical and social models of disability; focus on how disability has been constructed historically, socially, and politically in an effort to distinguish myth and stigma from reality; perspective that disability is part of human experience and touches everyone; interdisciplinary with many academic areas that offer narratives about experience of disability. GE: Diversity and Inclusion.

DST:1200 Disabilities and Inclusion in Writing and Film Around the World 3 s.h.

Exploration of human experiences of dis/ability and exclusion/inclusion as represented in recent international film and popular writing from Europe, Latin America, Asia, Africa, and the Middle East; how these experiences contribute to and reflect awareness of the challenges of disabilities as well as public policy; strategies that filmmakers and authors deploy to contain, complicate, and challenge cultural preconceptions of the disabled body; how disability intersects with other major identity categories (i.e., sexuality, nationality, race); tools for researching history, policy, and activism. Taught in English. GE: Diversity and Inclusion. Same as GHS:1200, GRMN:1200, WLLC:1200.

DST:3102 Culture and Community in Human Services 2-3 s.h.

Influence of social issues (e.g., diversity, equity) on human services; values, beliefs, lifestyles, and attitudes of individuals and diverse groups found in a pluralistic society; recognition of dehumanizing biases and their impact on interpersonal relations; translation of knowledge of culture into attitudes, skills, and techniques that result in favorable experiences for human services consumers; recognition of ways in which dehumanizing biases may be reflected in everyday encounters and understanding how these interactions may influence populations served by human service practitioners.

DST:3103 Eugenics 3 s.h.

The eugenics movement specifically is part of disability studies to the extent that it was an influential "scientific" approach to determining who was and was not disabled (inferior) during the Progressive Era (1880-1920) although its influence extended through WWII; vestiges of eugenics remain today, though no longer identified as eugenics; how eugenics was quickly adopted by the United States where it found a receptive and well-financed audience of aristocrats, scientists, and philanthropists; many negative eugenic practices resulted —marriage restriction, sterilization, euthanasia, immigration restriction, and segregation/institutionalization.

DST:3200 Bioethics, Health, and Disability arr.

There is always room for learning to think more carefully about any ethical dilemmas that might be encountered in potential future roles as health care or social service professionals; students take a more fundamental look at issues affecting health care and social services access for people with disabilities than presently occurs.

Disability Studies, Certificate

Requirements

The undergraduate Certificate in Disability Studies requires a minimum of 19 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

The Certificate in Disability Studies requires the following coursework.

Core Courses

Students earn 11-12 s.h. by taking the following four core courses.

Code	Title	Hours
Both of these:		
DST:1101	Introduction to Disability Studies	3
A relevant course (consult advisor)		
One of these:		
EDTL:2073	Finding Your Comfort Zone: Secrets to Success	3
EDTL:4967	Integrated Disability Studies Practicum	2-3
And one of these:		
CSD:1200	Intellectual and Developmental Disabilities	3
EDTL:4940	Characteristics of Disabilities	3
TR:3162	Therapeutic Recreation: Clientele	3

Focused Electives

Students earn a minimum of 7-8 s.h. in focused electives to earn a total of at least 19 s.h. for the certificate, which they select from courses in at least two of the following lists (maximum of 6 s.h. from any one list). They may count a maximum of 3 s.h. earned in courses numbered below 3000 toward this requirement.

Code	Title	Hours
Aging and Longevity Studies		
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
ASP:3150	Psychology of Aging	3
American Sign Language		
ASL:3200	Topics in Deaf Studies	3
ASL:3300	American Deaf Culture	3
ASL:3400	Issues in ASL and Deaf Studies	3
ASL:3500	Deafness in the Media	3

ASL:3600	American Sign Language Literature	3
ASLE:3905/ EDTL:3905	Teaching Deaf and Hard of Hearing Students	3-4
American Studies		
AMST:2025	Diversity in American Culture	3
Anthropology		
ANTH:3102/ CBH:3102/ GHS:3102	Medical Anthropology	3
Communication Sciences and Disorders		
CSD:1015	Introduction to Speech and Hearing Processes and Disorders	2
CSD:3185	Hearing Loss and Audiometry	3
CSD:4145	Developmental Language Disorders	3
CSD:4148	Developmental Speech Disorders	3
Computer Science		
CS:4980	Topics in Computer Science II (when topic is research and development of accessible computing technologies)	3
Disability Studies		
DST:1200/ GHS:1200/ GRMN:1200/ WLLC:1200	Disabilities and Inclusion in Writing and Film Around the World	3
DST:3102	Culture and Community in Human Services	2-3
DST:3103	Eugenics	3
DST:3200	Bioethics, Health, and Disability	arr.
Education		
EDTL:3130	Adaptive Physical Education for the Elementary Classroom Teacher	2
EDTL:4900	Foundations of Special Education	3
EDTL:4921	Transition and Related Issues	3
EDTL:4950	Behavioral and Social Interventions	3
EDTL:4990	Interdisciplinary Issues in Disabilities	1-3
EPLS:4180	Human Relations for the Classroom Teacher	3
RCE:4195	Ethics in Human Relations and Counseling	3
RCE:4197	Citizenship in a Multicultural Society	3
RHET:2135	Rhetorics of Diversity and Inclusion	3
Geography		
GEOG:3110/ GHS:3111	Geography of Health	3
Health and Human Physiology		
HHP:2200	Physical Activity and Health	3

History

HIST:4201/ ASL:4201	History of the American Deaf Community	3-4
HIST:4203	Disability in American History	3

Music

MUS:1687	Orientation to Music Therapy	2
----------	------------------------------	---

Nursing

NURS:1030	Human Development and Behavior	3
NURS:3712/ SSW:3712	Human Sexuality, Diversity, and Society	3

Psychological and Brain Sciences

PSY:2301	Introduction to Clinical Psychology	3
PSY:2930	Abnormal Psychology: Health Professions	3
PSY:3320	Abnormal Psychology	3

Social Work

SSW:3847	Discrimination, Oppression, and Diversity	3
----------	--	---

Therapeutic Recreation

TR:3261	Inclusive Recreation	3
TR:4197	Practicum in Therapeutic Recreation	1-3

Division of Interdisciplinary Programs

Interim Director

- Kristy Nabhan-Warren

Website: <https://clas.uiowa.edu/interdisciplinary-programs/>

The Division of Interdisciplinary Programs includes seven academic units: Enterprise Leadership, Global Health Studies, Interdepartmental Studies, International Studies, Latin American Studies, Latina/o/x Studies, and the Magid Center for Undergraduate Writing.

Of all the academic units within the division, four offer B.A. degrees, one offers a B.S. degree, four offer a minor, and three offer a certificate.

Enterprise Leadership [p. 434] provides an option for students who want to focus on entrepreneurial business leadership. The major presents a unique blend of skills, theory, and content, encouraging students to apply their knowledge and skills to entrepreneurial and growing organizations. It is designed to prepare students for career success—whether they desire to be an innovator inside a large organization or aspire to be an entrepreneur and launch their own business one day. The program offers a combination of business and liberal arts approaches and allows students to hone their skills in innovation, entrepreneurship, communication, critical thinking, problem solving, and leadership. Enterprise Leadership offers a B.A. degree.

The Global Health Studies [p. 578] Program builds upon the humanities, social sciences, and health sciences to help students understand underlying forces—such as history, culture, gender and sexuality, economics, politics, race and ethnicity, the environment, law, and technology—which lead to health disparities worldwide. This program offers a B.A. degree, a B.S. degree, a minor, and an undergraduate and graduate certificate.

Interdepartmental Studies [p. 667] provides an alternative to traditional undergraduate majors. It gives students the opportunity to design an individualized plan of study or to choose a preapproved plan in applied human services, business studies, or health science. Each track includes coursework from a variety of departments. Interdepartmental Studies offers a B.A. degree.

The engaged social innovation track combines coursework and experiential learning with a student-designed capstone internship. By focusing on coursework with a strong hands-on component, the track prepares students to bring social change through innovation to communities. Admission to the track is selective. Applicants must show evidence of commitment to community engagement and service.

International Studies [p. 705] is designed to help students learn to appreciate world cultures and to focus on themes of global significance. It offers a multidisciplinary approach to international issues and global connections. The program complements a wide range of academic degree programs and is an appropriate choice for many students who plan to pursue a double major. International Studies offers a B.A. degree and an undergraduate minor.

The Latin American Studies [p. 746] Program focuses on the history, politics, social organization, economy, geography, music, religion, art, and literature of Central and South America, Mexico, and the Caribbean, drawing on faculty expertise in a range of academic areas. This program offers a minor and an undergraduate certificate.

Latina/o/x Studies [p. 753] offers an interdisciplinary perspective on the history, culture, politics, and experiences of Latina/o/x populations in the United States. Latina/o/x Studies introduces the peoples that have a long-term presence in the United States and in the Midwest and who are increasingly neighbors, classmates, and coworkers. This program offers an undergraduate minor.

The Magid Center for Undergraduate Writing [p. 773] offers the undergraduate Certificate in Writing. The certificate program allows students to explore writing and develop their skills in a wide range of genres and for varied purposes, including creative writing (fiction, nonfiction, poetry); writing for the professions, such as the arts, business, journalism, or science; writing for organizations; and writing related to personal interests. The certificate is available online and on campus. The literary publishing track, which provides students the opportunity to prepare for work in the field of publishing, is only available on campus.

Division of Performing Arts

Director

- Alan M. MacVey

Website: <https://dpa.uiowa.edu/>

The Division of Performing Arts includes the Department of Dance [p. 335], the School of Music [p. 817], the Department of Theatre Arts [p. 1091], and the Certificate in Arts Entrepreneurship [p. 141]. The division fosters interdisciplinary collaboration among these units, coordinates artistic and academic activities, and sponsors a full array of performances and symposia. Performances are supported by professional staff in the division's Performing Arts Production Unit.

Each of the division's individual academic units offers undergraduate and graduate courses and degree programs in creative, performance, scholarly, and theoretical areas. Together they present an extensive schedule of dance productions, faculty and student recitals, ensemble concerts, and mainstage and gallery theater productions. The division also collaborates with the arts outreach program, Arts Share.

For information about the division and its programs and events, visit the Division of Performing Arts website.

Courses

Division of Performing Arts Courses

- DPA:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.
- DPA:1412 The Arts in Performance** 3 s.h.
GE: Literary, Visual, and Performing Arts; Values and Culture. Same as DANC:1412, THTR:1412.
- DPA:1800 World of the Beatles** 3 s.h.
How the Beatles' music was influenced by American pop music, the drug culture, and the avant-garde, nonwestern instruments and philosophy, anti-war sentiments, world politics, and so forth; Beatlemania's impact on British and American cultures and its role in opening Eastern Europe to the West. GE: Literary, Visual, and Performing Arts. Same as MUS:1800.
- DPA:2060 Dance and Society in Global Contexts** 3 s.h.
Dance and other physical endeavors as embodied forms of knowledge and culture; U.S. dance practices; European and African dance cultures; aesthetic and political issues raised by concert dance (i.e., performance, choreography, spectatorship, criticism); ethnographic methods to examine the function of dance in cultural formation (i.e., spiritual, celebratory, social, political contexts); lecture, discussion, viewing, movement workshops, formal and informal writing, field research, and BLOG construction. GE: Engineering Be Creative; Literary, Visual, and Performing Arts. Same as DANC:2060.
- DPA:3075 Yoga Teacher Training I** 3 s.h.
Exploration of in-depth knowledge of yoga in preparation for teaching through physical practice of yoga postures, study of basic yoga philosophy and texts, personal practice of meditation, yoga for various populations, anatomy of yoga postures, and practice teaching within class structure; two-semester course that results in a 200-hour yoga teacher certification. Requirements: dance major and sophomore or higher standing. Recommendations: prior yoga experience highly recommended. Same as DANC:3075.
- DPA:3210 Makeup Design for the Stage** 3 s.h.
GE: Engineering Be Creative. Same as THTR:3210.
- DPA:3221 Technology for the Entertainment Industry** 3 s.h.
Introduction to technology skills that are at the center of the entertainment industry; programming and operating digital lighting and sound consoles, intelligent lighting systems, projection hardware and software; outdoor event rigging, metal construction, and fabrication. Same as THTR:3221.
- DPA:3510 Introduction to Arts Management** 3 s.h.
Nonprofit performing arts management and administrative principles; practical applications, trends in the field; focus on arts organizations and their key administrative positions. Same as INTD:3510, THTR:3510.
- DPA:3520 Starting Up the Arts Start-up** 3 s.h.
Arts administration principles and trends as applied to creation of an arts-related enterprise; case studies; students create business plan for a new arts organization. Duplicates ENTR:2000 and MGMT:3100. Corequisites: ENTR:1350 or (ACCT:2100 and MKTG:3000). Same as ENTR:3520, INTD:3520, THTR:3520.
- DPA:3525 The Business of the Performing Arts** 3 s.h.
Use of live performing arts— theatre, dance, performance art —to explore methods for starting and maintaining students' professional lives; topics and issues include understanding arts structures, producing and presenting, networking, and transitioning to various aspects of the arts and job market; how students as artists or producers fit into the arts ecosystem in the United States, how that ecosystem might be changing, and what students might do to change it. Prerequisites: DPA:3510 and ENTR:2000. Same as DANC:3525, ENTR:3525, THTR:3525.
- DPA:3526 The Business of Writing** 3 s.h.
Students learn how to hone their writing skills and successfully transition into the workforce; objectives include developing the ability to pitch articles, establish personal brands, and navigate the world of freelance writing and editing; students network with professionals and explore writing-centric jobs. Same as WRIT:3526.
- DPA:3850 Introduction to Laban Movement Studies** 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and wellness. Same as DANC:3850, MUS:3850, THTR:3850.

DPA:3851 Introduction to the Alexander Technique **3 s.h.**

The Alexander Technique and "self-use"—how movement choices affect results achieved; improvement of physical skills and presence; principles in support of performing arts (e.g., speaking, singing, playing an instrument, dancing, acting); application to skills in daily life, addressing underpinnings of movement; physical participation (e.g., lying down, rolling, sitting, standing, locomotion). Same as DANC:3851, MUS:3851.

DPA:4060 The Contemporary Dance Scene **3 s.h.**

Historical, theoretical, and practical elements of contemporary dance; the term "postmodern" and its associations with dance, performing arts, contemporary culture; relationships between process and product, identity and subjectivity, artistic intent and authorship, meaning and intertextuality; possibility of art as a form of dissent; theory and practice placed in a dialectic; analysis and synthesis of previous research. Same as DANC:4060.

DPA:4510 Arts Leadership Seminar **3 s.h.**

Performing arts management and administrative principles, practical applications, trends in arts leadership and advocacy. Prerequisites: THTR:3510 or ENTR:2000 or THTR:3520. Same as ENTR:4510, INTD:4510, THTR:4510.

DPA:5060 Theories of Dance and the Body **3 s.h.**

Theoretical trends in studies of dance and physical bodies; performative and choreographic aspects of being. Recommendations: M.F.A. major in dance or advanced dance standing. Same as DANC:5060.

DPA:5550 Collaborative Performance **3-4 s.h.**

Collaborative process with advanced dance artists and creative, design, and technical practitioners from varied disciplines that culminates in a devised performance for the general public; emphasis on sharing and investigating ideas, artistic intent, personal vision, and practical application. Same as DANC:5550, THTR:5610.

Division of World Languages, Literatures and Cultures

Director

- Jill N. Beckman

Faculty: <https://dwlilc.uiowa.edu/people>

Website: <https://dwlilc.uiowa.edu/>

The Division of World Languages, Literatures and Cultures includes several academic units: the Departments of Asian and Slavic Languages and Literatures, French and Italian, German, Linguistics, and Spanish and Portuguese, and the programs in American Sign Language, Literary Translation, and Second Language Acquisition. An undergraduate minor is offered in translation for global literacy and a graduate certificate in literary translation, as well as an M.F.A. In addition to providing administrative leadership for all of its units, the division fosters interdisciplinary scholarship in languages, literatures, and cultures. It encourages synergy and collaboration among its faculty and enhances opportunities for cross-cultural course development and research.

Undergraduate and graduate programs in the division serve students with varied interests and career aspirations. Students are educated to become global citizens who understand and are understood by diverse populations. They are trained to be critical thinkers and problem solvers who are also capable scholars, lucid writers, and proficient speakers.

The division offers instruction in numerous fields related to language, literature, and culture.

- American Sign Language [p. 50] Program: American Sign Language
- Department of Asian and Slavic Languages and Literatures [p. 143]: Chinese, Japanese, Korean, Russian, Sanskrit
- Department of French and Italian [p. 481]: Arabic, French, Italian, Swahili
- Department of German [p. 566]: German
- Department of Linguistics [p. 756]: Linguistics
- Department of Spanish and Portuguese [p. 1040]: Portuguese, Spanish

The Division of World Languages, Literatures and Cultures also serves as the administrative home for Literary Translation [p. 767] and Second Language Acquisition [p. 982].

The Department of Linguistics [p. 756] provides scientific study of familiar languages, as well as less well-known languages. The division's Second Language Acquisition [p. 982] Program brings multidisciplinary resources together to examine the processes that underlie non-native-language learning. The Translation Program explores the literary, cultural, and historical contexts of work and their linguistic, aesthetic, and ideological dimensions while it builds skills for translating works from one language to another. The minor in Translation for Global Literacy [p. 1106] introduces undergraduate students to the exploration of translation both as a practical application and as a tool for global literacy. The graduate Certificate in Literary Translation [p. 772] offers students the opportunity to develop stronger competencies in translation as a method of scholarly inquiry and pedagogy, and the advantage of the ongoing synergy

between creative writing and literary translation. The M.F.A. in literary translation [p. 770] also is offered by the division. Translators in the M.F.A. program focus on creating works that can convey the distinctness of the original languages and the immediacy of contemporary languages.

Facilities

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Courses

Most Division of World Languages, Literatures and Cultures courses are offered by the division's departments and programs. They are listed and described in the corresponding General Catalog sections.

World Languages, Literatures and Cultures Courses

CL:1240 World Literature: Antiquity to 1700 **3 s.h.**

Reading and analysis of major literary texts from writing's origins to 1700 in the Mediterranean, Asia, and Africa; interrelationship of literature and history. GE: Literary, Visual, and Performing Arts. Same as CLSA:1040.

CL:1241 World Literature: 1700 to Present **3 s.h.**

Reading and analysis of major literary texts from 18th century to present in chronological sequence; emphasis on interrelationship of literature and history. Requirements: completion of GE CLAS Core Rhetoric. GE: Literary, Visual, and Performing Arts.

CL:2248 The Invention of Writing: From Cuneiform to Computers **3 s.h.**

Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CLSA:2048, COMM:2248, GRMN:2248, HIST:2148, IS:2248, LING:2248, TRNS:2248, WLLC:2248.

- CL:3131 Undergraduate Reading Workshop** 3 s.h.
Analysis of different types of texts—theoretical, cultural, political, philosophical, literary, poetic—and exploration of varying ways to frame and read them. Same as WLLC:3131.
- CL:3222 City as Text/Text as City** 3 s.h.
Ways of reading cities: how built environments are shaped by history; how European cities differ from American or postcolonial cities; how to map, inhabit, remember, touch, smell, and experience a city; what is a global city; what is a sustainable city; how city spaces are felt in terms of gender, class, race, and ethnicity; models that architects, planners, politicians, and designers use to create habitable spaces; how to think of texts as cities (i.e., as spaces where people congregate, meet, live); research paper that combines class readings with independent research on a city of students' choice.
- CL:4100 Approaches to Critical Theory** 3 s.h.
Introduction to major critical approaches in literary and cultural theory from a variety of traditions; studying existing models, students learn to think theoretically about language and society, and to orient themselves among existing theoretical discourses, interrogating the latter critically in terms of their own perspectives and theoretical needs; selections from influential works, shared class discussion, and presentations; no prior knowledge in the area of critical theory is presumed. Same as TRNS:4100.
- CL:4800 Seminar in Comparative Literature** 3 s.h.
Focus on comparative, interdisciplinary, theoretical, and/or inter-arts topic; topics vary; required for comparative literature major. Taught in English. Same as GRMN:4800, TRNS:4800, WLLC:4801.
- CL:4900 Independent Study** arr.
- WLLC:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first-semester standing.
- WLLC:1016 Classical Chinese Short Fiction** 1 s.h.
Reading and discussion of classical Chinese short fiction in English translation. Taught in English. Recommendations: completion of required ESL courses. Same as ASIA:1016.
- WLLC:1100 Contraception Across Time and Cultures** 3 s.h.
Methods and history of contraception and abortion; issues of unwanted pregnancy and birth control in fiction, film, and media around the world. Taught in English. Same as CLSA:1100, GHS:1100, GRMN:1100, GWSS:1100.
- WLLC:1131 Introduction to Russian Culture** 3 s.h.
Development of cultural history in Russia during the Romanov period (1613-1917); painting, music, architecture, and literature viewed against their political, historical, and social settings. Taught in English. GE: Values and Culture. Same as RUSS:1131.
- WLLC:1200 Disabilities and Inclusion in Writing and Film Around the World** 3 s.h.
Exploration of human experiences of dis/ability and exclusion/inclusion as represented in recent international film and popular writing from Europe, Latin America, Asia, Africa, and the Middle East; how these experiences contribute to and reflect awareness of the challenges of disabilities as well as public policy; strategies that filmmakers and authors deploy to contain, complicate, and challenge cultural preconceptions of the disabled body; how disability intersects with other major identity categories (i.e., sexuality, nationality, race); tools for researching history, policy, and activism. Taught in English. GE: Diversity and Inclusion. Same as DST:1200, GHS:1200, GRMN:1200.
- WLLC:1355 Approaches to Global Cultural Studies** 3 s.h.
Framework for thinking about global perspectives on culture; examination of themes within a transnational context; analysis of cultural expression from national and linguistic contexts.
- WLLC:1510 Ghost Stories and Tales of the Weird in Premodern Chinese Literature** 3 s.h.
Reading of Chinese literature concerning ghosts, marvels, and supernatural from the first millennium B.C.E. through the 1800s; readings analyzed against changing historical and religious contexts. Taught in English. GE: Interpretation of Literature. Same as ASIA:1510.
- WLLC:1600 Wonder Woman Unleashed: A Hero for Our Times** 3 s.h.
Development of the woman warrior archetype in mythology (Athena/Minerva and Artemis/Diana), literature (Camilla from *The Aeneid* by Virgil), and history (Artemisia and Joan of Arc); focus on the development of Amazon narratives in *Metamorphoses* by Ovid, *The Book of the City of Ladies* by Christine de Pizan, and *On Famous Women* by Boccaccio; students read *Wonder Woman Chronicles* and one or two critical studies on the subject, which may include *The Secret History of Wonder Woman* by Jill Lepore. Same as GWSS:1600.
- WLLC:2001 Global Science Fiction** 3 s.h.
Science fiction from around the world; spanning poetry, fiction, drama, film, television, comics, mobile phone games, and music; produced on six continents. Taught in English. Same as ASIA:2001, FREN:2010, RUSS:2001, SPAN:2001, TRNS:2001.
- WLLC:2050 Women from an Unknown Land: The Fight for Independence** 3 s.h.
Exploration of past and current issues related to the Caucasus—a mountainous region located where Europe, the Middle East, and Asia meet—forming a geographical and cultural crossroad; topics include those related to women's rights, causes of poverty and ethnic conflicts, and foreign policy including terrorism in the region, the fight for freedom, and the struggle over natural resources. Taught in English. GE: International and Global Issues. Same as RUSS:2050.
- WLLC:2222 Women in Premodern East Asian Literature** 3 s.h.
Reading of East Asian literature portraying women from the first millennium B.C.E. through the 1800s; discussion of issues related to representations of women and conventional social, familial roles in premodern China, Korea, and Japan; cross-cultural comparison of different perceptions and portrayals of women in premodern East Asian literary traditions. Taught in English. Recommendations: completion of all ESL courses. GE: Diversity and Inclusion. Same as ASIA:2222, GWSS:2222.

- WLLC:2248 The Invention of Writing: From Cuneiform to Computers** 3 s.h.
Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, CLSA:2048, COMM:2248, GRMN:2248, HIST:2148, IS:2248, LING:2248, TRNS:2248.
- WLLC:2550 Mardi Gras and More: Cultures of Carnival** 3-4 s.h.
Literature and customs associated with carnival from antiquity through present day; readings on theories of carnivalesque (Mikhail Bakhtin, Peter Burke, and others); materials from three distinct carnival cultures—Renaissance Europe (Francois Rabelais, German carnival plays), 19th-century New Orleans, and present day Rio de Janeiro. Taught in English. GE: Values and Culture. Same as GRMN:2550.
- WLLC:2618 The Third Reich and Literature** 3-4 s.h.
Nazi literature, literature of the Holocaust and the Opposition, and exile literature in English translation. Taught in English. GE: Values and Culture. Same as GRMN:2618.
- WLLC:2620 Anne Frank and Her Story** 3-4 s.h.
Analysis of the *Diary of Anne Frank*, its media adaptations, and related materials (e.g., fictionalizations, additional first-hand accounts); examination of Holocaust in the Netherlands, Belgium, and other countries outside Germany; anti-Semitism, discrimination, tolerance, resistance, identity formation, human aspiration and belief. Taught in English. GE: Diversity and Inclusion. Same as GRMN:2620.
- WLLC:2666 Pact with the Devil** 3-4 s.h.
Since early modern times, the pact with the devil has served as a metaphor for humankind's desire to surpass the limits of knowledge and power; students explore a variety of works from German, British, and Russian literature and culture from early modern time to the present, and critique different twists that fascination with the forbidden takes in regard to women. Taught in English. GE: Literary, Visual, and Performing Arts. Same as GRMN:2666, RUSS:2666.
- WLLC:3000 Big Ten Academic Alliance: Division of World Languages, Literatures and Cultures CourseShare** 0-5 s.h.
Opportunity for students from universities across the Big Ten to participate in courses together; this course is a part of the Big Ten Academic Alliance (BTAA) CourseShare program.
- WLLC:3090 Autonomous Language Learning Network (ALLNet)** 0 s.h.
Autonomous language learning through learner goal driven instruction, and autonomous study through web-based and print resources; focus on development of language (e.g., speaking, listening, reading, writing) and cultural competency skills in target language.
- WLLC:3122 Tolstoy and Dostoevsky** 3-4 s.h.
Tolstoy's *War and Peace* and *Anna Karenina*; Dostoevsky's *Crime and Punishment*, *The Demons*, and short stories. Taught in English. Same as RUSS:3122, TRNS:3122.
- WLLC:3131 Undergraduate Reading Workshop** 3 s.h.
Analysis of different types of texts—theoretical, cultural, political, philosophical, literary, poetic—and exploration of varying ways to frame and read them. Same as CL:3131.
- WLLC:3185 Global Women's Cinema** 3 s.h.
Introduction to contemporary women's cinema and feminist filmmaking from around the world; emphasis on post-1968 period and cinema produced outside the United States. Same as GWSS:3185.
- WLLC:3191 International Literature Today** 1,3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3595, IWP:3191.
- WLLC:3202 Russian Literature in Translation 1860-1917** 3 s.h.
Survey of major works, figures, and trends of 19th- and early 20th-century Russian literature; age of the Russian novel; works of Turgenev (*Fathers and Sons*), Tolstoy (*Confession*), Dostoevsky (*The Idiot*, *The Brothers Karamazov*), and Chekhov (plays). Taught in English. Same as RUSS:3202, TRNS:3203.
- WLLC:3208 Classical Chinese Literature Through Translation** 3 s.h.
Reading of English translations of classical Chinese literature; discussion of special features of classical Chinese as a source language for translation; issues in translation practice and theory with focus on trends in translation of Classical Chinese literary works to English. Taught in English. Recommendations: completion of required ESL courses. Same as ASIA:3208, TRNS:3208.
- WLLC:3210 Comparative Arts** 3 s.h.
Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Taught in English. Same as ASIA:3210, FREN:3210, IWP:3210, RUSS:3210, SPAN:3211.
- WLLC:3700 Topics in Global Cinema** 3 s.h.
Identification of new models and methods to investigate cinema's relationship to current global issues beyond traditional scholarly focus in Western Europe and the United States; exploration of an emerging field, moving away from the paradigm of national cinema and bringing together shared theoretical frameworks while acknowledging different historical and cultural contexts. Taught in English. Same as ASIA:3700, JPNS:3700, TRNS:3700.
- WLLC:4210 Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South** 3-4 s.h.
Comparative study of museums, memorials, statues, performances, and artistic works that encapsulate the entangled history and memory of transoceanic slave trades and slavery in the United States, the Caribbean, the Indian Ocean, Sub-Saharan Africa, and Europe (France and the United Kingdom); critical tools to analyze public debates over politically charged monuments; exploration of transnational and political predicaments of the contemporary world; approaches include trauma theories, memory studies, history, postcolonial ecocriticism, cultural anthropology, heritage studies and museology, and Francophone cultural critique. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. Same as FREN:4210, MUSM:4310.

WLLC:4512 Topics in Global and Transnational Culture 3-4 s.h.

In-depth look at a theme in cultural expression arising from interactions between countries and regions; focus on contemporary or historical issues; use of materials ranging from literature and the visual arts to music, mass media, and more; general processes through which cultures are formed in mutual and uneven relationships; research project. Taught in English. Recommendations: completion of a GE CLAS Core International and Global Issues course. Same as ARAB:4512, GRMN:4512.

WLLC:4800 Topics in Global and Transnational Culture arr.

In-depth look at a theme in cultural expression arising from interactions between countries and regions; focus on contemporary or historical issues; material from literature, visual arts, music, mass media, and more; general process through which cultures are formed in mutual and uneven relationships; original research project. Requirements: GE CLAS Core International and Global Issues course.

WLLC:4801 Seminar in Comparative Literature 3 s.h.

Focus on comparative, interdisciplinary, theoretical, and/or inter-arts topic; topics vary; required for comparative literature major. Taught in English. Same as CL:4800, GRMN:4800, TRNS:4800.

WLLC:4990 Independent Study arr.

Special work arranged with faculty advisor.

WLLC:5000 Teaching and Learning Languages 3 s.h.

Readings in pedagogical theory and practice, second language acquisition; experience designing activities for teaching and assessment with critiques based on current theories and approaches; development of reflective practices toward one's language teaching. Taught in English. Same as FREN:5000, GRMN:5001, SLA:5000, SPAN:5000.

WLLC:6320 Topics in Contemporary Critical Theory 3 s.h.

Focused discussion of critical discourses and paradigms that have contributed to development of contemporary literary and cultural theory.

Earth and Environmental Sciences

Chair

- David W. Peate

Undergraduate major: geoscience (B.A., B.S.)

Undergraduate minor: geoscience

Graduate degrees: M.S. in geoscience; Ph.D. in geoscience

Faculty: <https://clas.uiowa.edu/ees/people>

Website: <https://clas.uiowa.edu/ees/>

Faculty and students in the Department of Earth and Environmental Sciences study the physical, chemical, and biological systems of Earth. Using modern observational, analytical, and computational methods, they examine how the planet's interior, surface, hydrosphere, biosphere, and atmosphere have evolved since Earth was born in the solar system 4.6 billion years ago. Topics commonly studied in the department include how plate movements cause earthquakes, volcanoes, and mountain building; global climate change and how climate change and catastrophic events cause changes in biodiversity; mass extinctions and patterns of evolution through Earth history; how and where economic resources are generated on Earth; and how these resources are located and used in modern society.

The earth and environmental sciences curriculum provides students with hands-on experience analyzing rocks, minerals, fossils, soils, and waters, generally in a small classroom setting. Much of this experience is obtained in laboratory and field courses. Field courses include travel to other states or countries to view Earth's materials and fossils in the context of their natural surroundings.

The department offers a variety of courses appropriate for nonmajors, including several approved for the Natural Sciences requirement of the GE CLAS Core [p. 20]; see "Courses for Nonmajors" below.

Courses for Nonmajors

Each year more than 1,800 students enroll in Department of Earth and Environmental Sciences introductory courses that are approved for GE CLAS Core; look for courses with the prefix EES under "Natural Sciences" in the GE CLAS Core [p. 20] section of the Catalog.

The department also offers the following upper-level courses with few or no prerequisites.

Code	Title	Hours
EES:3020	Earth Surface Processes	3
EES:3070	Marine Ecosystems and Conservation	3
EES:3080	Introduction to Oceanography	2
EES:3100	Introduction to Applied Remote Sensing	4
EES:3210	Principles of Paleontology	3

Cooperative Activities

The department does collaborative work with the Iowa Geological Survey and the Office of the State Archaeologist of Iowa. Earth and environmental sciences students sometimes work on projects for the survey.

The Departments of Anthropology, Biology, Chemistry, Civil and Environmental Engineering, Earth and Environmental Sciences, and Geographical and Sustainability Sciences share services, expertise, joint instruction, and equipment. The Department of Earth and Environmental Sciences is an important participant in the Iowa Quaternary Studies group, an interdisciplinary program that promotes projects combining work in anthropology, biology, geography, geology, and statistics. Coursework, degree programs, and facilities are shared among departments. The Department of Earth and Environmental Sciences and its faculty also support and actively participate in the interdisciplinary Environmental Sciences [p. 453] Program, which offers two undergraduate majors and a minor, and a number of the department's courses satisfy requirements of the undergraduate Certificate in Sustainability [p. 2020].

Field Trips

Field trips are integral parts of several courses in earth and environmental sciences. The geology of the Iowa City region is characterized by Quaternary glacial sediments on a largely Paleozoic sedimentary section a few hundred meters thick, overlying a Precambrian crystalline basement. Marine and terrestrial fossil assemblages, extensive reefs, and unique geode sites are located within a few hours' drive. Numerous Pleistocene glaciations are represented in Iowa, and field studies of landforms, exposures, and cores continue to yield information on sedimentology, stratigraphy, soil formation, paleopedology, and fossil biotas from both glacial and interglacial deposits.

Spring break and summer provide time for longer trips, which are open to all earth and environmental sciences students. In recent years, students have traveled to the southern Appalachians, Arizona, China, Death Valley, the Dominican Republic, the Florida Keys, Hawaii, New Mexico, the Ozarks, Puerto Rico, and Texas. Advanced classes have visited California, Colorado, Kansas, Montana, Oklahoma, Wisconsin, and Ontario, Canada.

Programs

Undergraduate Programs of Study

Majors

- Major in Geoscience (Bachelor of Arts) [p. 378]
- Major in Geoscience (Bachelor of Science) [p. 381]

Minor

- Minor in Geoscience [p. 386]

Graduate Programs of Study

Majors

- Master of Science in Geoscience [p. 387]
- Doctor of Philosophy in Geoscience [p. 388]

Facilities

Resources and equipment available for research in the Department of Earth and Environmental Sciences include the following.

Computer facilities: three teaching classrooms with 10-12 networked PC workstations; a computing classroom with

20 PCs and 10 Mac workstations with GIS, GMS, remote sensing, image analysis, and specialized computational software packages; a student computer room with six PCs and two Macs; and a number of multiprocessor workstations in research laboratories.

Electron microprobe: JOEL JXA-8230 electron probe microanalyzer with five wavelength-dispersive spectrometers capable of quantitatively analyzing a full spectrum of elements in solid materials to a spot size as small as one micron.

Environmental and Hydrogeology Laboratory: permeameters and tensionometers; pumping and slug/bail test units with transducers and data-loggers; water-quality analysis facility; advanced groundwater modeling and geostatistics software; advanced data logging systems for field research; 3-D sensor arrays (wind and water systems); and facilities for field instrumentation design and construction.

Environmental instrumentation laboratories: storage, testing, and teaching facility focusing on field instrumentation; assembly, housing, and testing of climatic, meteorological, fluvial, water quality and associated environmental instrumentation data recording systems and sampling systems.

Geomorphic Computing Laboratory: high-end visualization, digitizing, remote sensing and GIS systems; and high-end multiprocessor workstations.

Mineral Separation and Geochronology Preparation Facility: jaw crushers, disk pulverizer, shaker table, electromagnetic separators and heavy liquid separation equipment for mineral separation; core drill apparatus and saws for removing grains from thin sections and slabs; microscopes and digital imaging for grain selection and characterization; polishing equipment for slabs, thin section stubs, and grain mounts; natural standards for co-mounting with unknowns prior to analysis at a variety of geochronology facilities.

Morphometric laboratories: reflex microscope and microscope for capturing 3-D data; high-resolution digital cameras and microscopes for 2-D image analysis; and laboratories for micro- and macro-fossil preparation.

Paleontological Repository: more than a million specimens, including some 25,000 type and referred specimens, with 6,000-7,000 primary types; invertebrate, vertebrate, and plant fossils of all geologic ages, and more than 90 percent Paleozoic invertebrates; one of the largest university collections in North America.

Petrology and geochemistry laboratories: laser-ablation inductively coupled plasma mass spectrometer (LA-ICPMS); clean laboratory for preparation of samples for elemental and isotopic analysis; alpha- and gamma-spectrometry laboratories; image analysis; petrographic microscopes; photo microscopy; wet-chemistry facilities; rock preparation and mineral separation; UNIX, Windows, and Mac workstations for data analysis and modeling; and one atm gas-mixing furnace for melt inclusion homogenization.

Quaternary Materials Laboratory: pipette grain-size analysis apparatus; chittick apparatus; Sedigraph 5100 X-ray particle-size analyzer; Horiba Camsizer L digital image particle analyzer; wet-chemistry facilities; C-H-N element analyzer; a Flotech flotation system; and a Giddings drill rig.

Scanning electron microscope: Hitachi S-3400N, a variable-pressure scanning electron microscope (SEM) equipped with a motorized stage, large chamber, and digital

image capture; capable of imaging specimens with no metal coating, or specimens that are slightly hydrated or porous, as well as conventionally processed specimens; equipped with a Bruker AXS Quantax 400 X-ray microanalysis system; XFlash silicon drift detector with excellent energy resolution and light element detection, providing ultra-fast acquisition of line scans and elemental maps; and a Gatan ChromaCL cathodoluminescence detector system for imaging grain textures.

Sedimentary geology laboratories: water ion chromatograph; image analysis; Sedigraph X-ray particle-size analyzer; Horiba Camsizer L digital image particle analyzer; and a soil/sediment characterization laboratory.

Thin-Section and Rock Preparation Laboratory: diamond saws and specialized grinding equipment used to prepare ultrathin slices (30 microns thick) of rocks and fossils for microscopic and electron microprobe analysis.

Courses

Not all courses are offered every year.

Earth and Environmental Sciences Courses

EES:1000 First-Year Seminar 1-2 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

EES:1021 Spring Break Service Learning Trip 1 s.h.
Special topics, directed research.

EES:1030 Introduction to Earth Science 3-4 s.h.
Relationships between plate tectonics, geologic time, and the rock cycle with volcanoes and igneous, sedimentary, metamorphic rocks; fossils; radioactive isotopes; landscape evolution; mountain building; natural resources; their impacts on civilization. GE: Natural Sciences with Lab; Natural Sciences without Lab. Same as CEE:1030.

EES:1031 Introduction to Earth Science Laboratory 1 s.h.
Laboratory component of EES:1030. Requirements: completion of 3 s.h. in EES:1030 or CEE:1030. GE: Natural Sciences Lab only. Same as CEE:1031.

EES:1040 Evolution and the History of Life 3-4 s.h.
Fossils over the past 3.5 billion years, origin and evolution of life, evolutionary radiations and mass extinctions, the invasion of land, dinosaurs, the age of mammals, relationship between biological systems and environmental change in earth history. GE: Natural Sciences with Lab; Natural Sciences without Lab.

EES:1050 Introduction to Geology 4 s.h.
Minerals, rocks, and rock-forming processes (including volcanoes and sedimentary environments); surface processes (rivers, groundwater, glaciers, deserts, ocean shorelines), major earth processes (continental drift, plate tectonics, earthquakes, mountain building); impact on civilization. Offered fall semesters. GE: Natural Sciences with Lab.

EES:1060 Big Ideas: Origins of the Universe, Earth, and Life 3 s.h.
Origin of the universe, the biochemistry of life, and the origin of life on Earth; for non-science majors. Recommendations: first-year or sophomore standing. GE: Natural Sciences without Lab. Same as ASTR:1060, BIOL:1060.

EES:1061 Big Ideas: Evolution of Life on Earth and the Search for Life in the Universe 4 s.h.

Evolution of life on Earth, origins of plants and animals, origins of humans and humanity, and the search for life in the universe; for non-science majors. GE: Natural Sciences with Lab. Same as ANTH:1061, ASTR:1061.

EES:1070 Age of Dinosaurs 4 s.h.

Origin and evolutionary history of dinosaurs; diversity of dinosaurian groups, their geographic distributions and paleoecology; origins of flight among dinosaurs; environmental context, including other animals and plants that lived alongside dinosaurs; the so-called extinction of dinosaurs and radiation of modern forms; the role dinosaurs play in the interaction between science and the popular media. Offered fall semesters. GE: Natural Sciences with Lab.

EES:1080 Introduction to Environmental Science 3-4 s.h.

Biological and physical character of the Earth; interaction of humans with the environment, including impacts on ecosystems, climate, natural processes, resources; alternative options, including sustainability, waste management, energy, land reform. GE: Natural Sciences with Lab; Natural Sciences without Lab. Same as ENVS:1080.

EES:1081 Introduction to Environmental Sciences Laboratory 1 s.h.

Laboratory component of EES:1080. Requirements: completion of 3 s.h. in EES:1080 or ENVS:1080; or 3 s.h. of transfer equivalent. GE: Natural Sciences Lab only. Same as ENVS:1081.

EES:1085 Fundamentals of Environmental Science 4 s.h.

Interdisciplinary study of how Earth's natural systems interact, how these systems affect society, and how they respond to human activity; how environmental problems can be solved and avoided by drawing upon knowledge in disciplines as diverse as ecology, anthropology, economics, chemistry, and political science; blended instructional environment, including traditional lectures, discussions in TILE classrooms, laboratory, online learning, peer-reviewed writing exercises, and service learning. Offered fall semesters. GE: Natural Sciences with Lab. Same as ENVS:1085.

EES:1086 Fundamentals of Environmental Science Lab 1 s.h.

Laboratory component of EES:1085. Prerequisites: EES:1085 or ENVS:1085.

EES:1115 The History and Science of Oil 3 s.h.

Historical perspective on business, science, geology, technology, politics, environment, and culture of the global oil industry; the rise of oil as the most influential international business of the last 150 years, the material foundation of economies, a major force in world politics, a shaper of daily life, and a guide to understanding Earth's deep history. Offered fall semesters. GE: Historical Perspectives. Same as ENVS:1115, GEOG:1115, HIST:1115.

EES:1170 Geology of the U.S. National Parks 2 s.h.

Geologic features, geologic history, important biological and archaeological characteristics, with emphasis on features that caused certain areas to be included in national park system.

EES:1180 Geology Field Trip: Selected National Parks 2 s.h.

Observation, interpretation of prominent geologic, geomorphic, biological features; semester-break or semester-end visits to different parks or groups of parks each year. Offered spring semesters.

EES:1290 Energy and the Environment 3 s.h.

Scientific concepts related to potentially significant energy sources of the 21st century; environmental impacts, positive and negative, of each energy source as well as geologic and geographical distributions and applications. GE: Natural Sciences without Lab.

EES:1400 Natural Disasters 3 s.h.

How earth-atmosphere-hydrosphere-space systems produce events catastrophic to humans on the scale of individual lives to civilizations; root causes of earthquakes, landslides, volcanic eruptions, floods, hurricanes, tsunamis, tornadoes, and asteroid impact, and their local, national, and global impact; spatial and temporal occurrences of these hazards; methods and processes for hazard preparedness, response, and recovery; social, economic, and policy aspects that affect and compound the magnitude of disasters associated with natural phenomena; case studies drawn from contemporary and ancient societies. GE: Natural Sciences without Lab.

EES:2001 Second-Year Field Trip for Earth and Environmental Sciences 1 s.h.

Opportunity for students to begin developing an appreciation of earth system and earth history scales; application of classroom learning to field-based inquiry; real-world examples of introductory course material in an outdoor classroom setting. Prerequisites: EES:1030 or EES:1050 or EES:1080 or ENVS:1080. Requirements: geoscience or environmental sciences major. Same as ENVS:2001.

EES:2010 Interdisciplinary Environmental Seminar 1 s.h.

Discover research, explore careers, and build connections. Requirements: first- or second-year standing. Same as ENVS:2010, GEOG:2010.

EES:2190 Directed Study arr.

Special topics, independent research.

EES:2200 Historical Geology 4 s.h.

Framework of earth history that is essential to understand how the earth system works; investigation of physical, biological, atmospheric, oceanographic, and chemical history of the earth to prepare for further earth and environmental science courses. Prerequisites: EES:1030 or EES:1050 or EES:1080 or ENVS:1080 or EES:1085 or ENVS:1085. Same as ENVS:2200.

EES:2310 Introduction to Climatology 3 s.h.

Introduction to atmospheric processes that determine weather and climate; flow of energy through the atmosphere, distribution and movement of moisture and air, and atmospheric disturbances such as cyclones, hurricanes and tornadoes, and climate change. Recommendations: GEOG:1020 or similar earth systems science course. Same as GEOG:2310.

EES:2410 Mineralogy 4 s.h.

Physical, chemical, and optical properties of minerals; phase relations; structures; associations; diagnostic features for identification. Offered fall semesters. Prerequisites: (CHEM:1110 or CHEM:1070) and (EES:1050 or EES:1030).

EES:2831 Geologic Field Methods 3 s.h.

Introduction to basic methods of geologic fieldwork in southwest Montana using topographic maps and GPS to locate oneself, identifying geologic map units (including superficial deposits), recognizing geologic contacts, constructing stratigraphic sections, measuring planar structures, and making geologic maps complete with a legend and cross-section. Offered summer session. Prerequisites: EES:1400 or EES:1080 or EES:1030 or EES:1050.

- EES:3000 Geologic Training Assignment** 1-3 s.h.
Practical experience.
- EES:3001 Third-Year Field Trip for Earth and Environmental Sciences** 1 s.h.
Opportunity for students to apply their major coursework to real-world problems; field trip to visit parks, mines, and/or quarries in Missouri and Arkansas that illustrate many of the lessons learned in EES:2410 and EES:3500. Prerequisites: EES:1030 or EES:1050 or EES:1080 or ENVS:1080 or EES:2410. Requirements: geoscience or environmental sciences major, and junior standing. Same as ENVS:3001.
- EES:3003 Natural History Research Collections** 3 s.h.
Techniques, methods, and issues specific to natural history research collections; practice in preparing and cleaning specimens; role of natural history specimens in modern scientific research. Recommendations: basic understanding of the diversity of plants and animals and natural history museum collections, MUSM:3001 or MUSM:3200, and BIOL:1411 or BIOL:1412; or other experience. Same as MUSM:3003.
- EES:3010 Interdisciplinary Environmental Seminar** 1 s.h.
Role of sciences in environmental issues and problems; progression from observation to evaluation to design of better questions and experiments. Requirements: third- or fourth-year standing. Same as ENVS:3010, GEOG:3003.
- EES:3020 Earth Surface Processes** 3 s.h.
Basic geomorphic and environmental processes that shape the earth's surface; emphasis on erosion, transport, deposition by land mass movement (creep, landslides, earth flow), fluid agents (wind, water, ice); methods used to study these processes. Recommendations: EES:1050 or EES:1080 or ENVS:1080 or GEOG:1020 or EES:1085 or ENVS:1085. Same as ENVS:3020, GEOG:3020.
- EES:3030 Conservation Paleobiology** 4 s.h.
Exploration of how near- and deep-time geologic record pertains to conservation; restoration targets; best practices for conservation of ecosystems; human impacts. Same as ENVS:3030.
- EES:3050 Geology of Iowa** 2 s.h.
Exploration of geologic history responsible for landscape, soil, rocks, fossils, water, and natural resources of Iowa; background of Iowa's natural history; preparation for K-12 educators to deliver earth and environmental science content in their own classrooms, utilizing natural landscapes in Iowa. Same as ENVS:3050.
- EES:3051 Geology of Iowa Field Trip** 1 s.h.
Exploration of the geologic history responsible for landscape, soil, rocks, fossils, water, and natural resources of Iowa; field-based examples of Iowa's natural history; preparation for K-12 educators to deliver earth and environmental science content in their own classrooms utilizing the natural landscapes in Iowa. Recommendations: EES:3050. Same as ENVS:3051.
- EES:3060 Ecology and Natural History of Iowa** 3 s.h.
Plant and animal communities, landforms, and geologic history of Iowa; local area fieldwork; students learn identification and survey techniques, and interact with local naturalists.
- EES:3070 Marine Ecosystems and Conservation** 3 s.h.
Introduction to ocean ecosystems, including coral reefs, mangroves, estuaries and salt marshes, sandy and rocky shores, seagrass and kelp beds, the deep sea, plankton; biodiversity of each ecosystem; interrelationship of biota and physical/chemical environment; interactions among organisms, including food webs and symbiosis; local and global threats such as overfishing, pollution, ocean acidification, global warming, sea level change; ongoing biodiversity crisis, solutions for conservation problems.
- EES:3080 Introduction to Oceanography** 2 s.h.
Descriptive, chemical, physical, biological, geological aspects of oceans; impact on weather, climate, shorelines, food supply, other aspects of civilization. Offered spring semesters. Recommendations: knowledge of basic chemistry, biology, physics, earth science.
- EES:3090 Topics in Museum Studies** 1 s.h.
Systematic and analytic methods used for research in physical collections; tutorials in collection building, curation, and preservation; designed by members of the University of Iowa Collections Coalition. Same as MUSM:3090.
- EES:3100 Introduction to Applied Remote Sensing** 4 s.h.
Remote sensing of the earth's surface from aircraft, satellites; aerial photograph interpretation; remote sensing systems, methods, data analysis using electromagnetic spectrum and digital processing techniques, including visible, infrared, microwave radiation; remote sensing applied to geologic and environmental problems. Prerequisites: EES:1030 or EES:1050 or EES:1080 or EES:1085. Same as ENVS:3100.
- EES:3110 Chemical Evolution of the Oceans** 3 s.h.
Investigation of various physicochemical states oceans have assumed over the past four billion years of Earth history; use of isotope geochemistry as a proxy for ancient ocean conditions; focus on integrated Earth system science, paleoceanographic and paleoclimate modeling, role of chemical stratigraphy in deciphering past climate states of ocean-atmosphere system; relationship between chemical changes in ocean/atmosphere and biological systems of the Earth. Same as ENVS:3110.
- EES:3130 Career Path Planning for Earth and Environmental Sciences** 1 s.h.
Opportunity to cultivate a sense of what employers deem as important skills beyond the technical requirements, develop a set of polished application materials and practice interviewing skills, and investigate a wide variety of potential career paths through interaction with department alumni.
- EES:3150 Sustainability Project** arr.
Individual or collective project related to sustainability under the direction and supervision of a faculty member; involves regularly scheduled meetings, data collection and interpretation, and a final project report.
- EES:3160 Field Trip** 1-3 s.h.
Field trip to an area of geologic interest, such as localities in the Midwest, Hawaii, Grand Canyon (Arizona), Rio Grande Rift (New Mexico), Death Valley (California, Nevada), Appalachian Mountains (Virginia), as well as international destinations such as the Caribbean and China; preceded by weekly discussions of destination's geology.
- EES:3190 Directed Study** arr.
Special topics, independent research.

- EES:3200 Collection Care and Management** 3 s.h.
How a museum's management policy relates to its administrative, legal, and ethical obligations to its collections; acquisitions, deaccessions, collection use, data standards, storage environment, health, safety, documentation. Same as MUSM:3200.
- EES:3210 Principles of Paleontology** 3 s.h.
Patterns of evolution in fossil record; species and analysis of their evolutionary relationships; paleoecology, paleocommunity evolution; evolutionary radiation and mass extinctions; large-scale relationships between biodiversity and climatic change. Offered fall semesters.
- EES:3220 Evolution of the Vertebrates** 4 s.h.
Evolutionary history of vertebrates revealed by fossils and information from living animals; biogeographic, stratigraphic, paleoecological aspects of selected groups, especially mammals and dinosaurs; transitions from aquatic to terrestrial life, origins of flight, major events in vertebrate history (including mass extinctions and explosive radiations). Requirements: introductory course in geoscience, bioscience, or physical anthropology.
- EES:3260 Wetlands: Function, Geography, and Management** 3 s.h.
Hydrological, geomorphological, and ecological processes and their interaction in wetlands; geographic differences in wetlands based on climate and hydrology; wetlands, lakes, and rivers; role of wetlands in drainage basin hydrology and flooding; values and valuation of wetlands; wetland law and wetland delineation; wetlands and water resources. Prerequisites: GEOG:2310 or GEOG:2374. Same as GEOG:3320.
- EES:3300 Sedimentary Geology** 4 s.h.
Basic concepts of sedimentology, stratigraphy, depositional environments, sedimentary petrology; hands-on analyses of sediments and sedimentary rocks, including thin-section petrography; lecture/laboratory. Offered fall semesters.
- EES:3350 Active Tectonics** 3 s.h.
Exploration of current topics in active tectonics and earthquake research through applications of earthquake physics, earthquake seismology, geodesy, paleoseismology, tectonic geomorphology, and earthquake hazards assessment.
- EES:3360 Soil Genesis and Geomorphology** 3 s.h.
Introduction to soil genesis, soil geomorphology, and classification including the basics of soil profile description and soil-landscape, soil-vegetation, and soil-climate relationships; emphasis on study of soils as the interface between living and non-living Earth systems and the role of soils in sustaining ecosystems and human societies; short field excursions and a weekend field trip. Requirements: college earth science and chemistry. Same as GEOG:3360.
- EES:3380 Fluvial Geomorphology** 3 s.h.
Hydrologic principles, stream channel processes, and fluvial geomorphology within drainage basin systems; spatial and temporal variations in water distribution, analysis of hydrological data, flow mechanisms, sediment transport, forecasting procedures, hydrograph construction, modeling. Requirements: EES:3020 or another 3000-level geology or hydraulics course. Same as CEE:3328.
- EES:3390 Integrated Watershed Analysis** 3 s.h.
Integration of existing knowledge of physical, hydrological, and environmental processes with management issues and challenges in water resources and environmental management; aspects of water quantity and quality, water use and treatment; basin management issues related to forestry, agriculture, urbanization, floods, droughts.
- EES:3500 Igneous and Metamorphic Petrology** 4 s.h.
Nature, origin, and petrography of igneous and metamorphic rocks in hand specimen and thin-section. Offered spring semesters. Prerequisites: (MATH:1010 or MATH:0300 or MATH:0100) and (EES:1050 or EES:1030) and (CHEM:1110 or CHEM:1070) and EES:2410.
- EES:3770 Global Stratigraphy** 3 s.h.
Types of stratigraphy (e.g., biostratigraphy, lithostratigraphy, sequence stratigraphy, chemostratigraphy, magnetostratigraphy, cyclostratigraphy, chronostratigraphy) that share a number of procedures and practices and how differences cloud understanding of Earth history; central role of stratigraphy in modern geoscience pursuits; issue of time in stratigraphic record as an organizing theme for investigation of comparative stratigraphy.
- EES:3840 Structural Geology** 4 s.h.
Rock deformation; description, classification of geologic structures such as faults and folds; processes that generate geologic structures; solution of structural problems; interpretation of geologic maps. Prerequisites: EES:1030 or EES:1050.
- EES:4001 Fourth-Year Field Trip for Earth and Environmental Sciences** 2 s.h.
Application of core course learning to real-world examples; students develop a broader understanding of interrelated aspects of earth and environmental sciences as truly integrated scientific endeavors; field trip to Big Bend National Park to highlight a wide range of geoscience and environmental science studies and provide students an opportunity to apply all aspects of their training to the amazing geologic landscape of southwest Texas; capstone field experience for students heading into their senior year. Prerequisites: EES:2831. Requirements: geoscience or environmental sciences major, and senior standing. Same as ENVS:4001.
- EES:4156 Scanning Electron Microscopy and X-Ray Microanalysis** arr.
Microscopy methods for research; all aspects of research, from sample preparation to imaging to data analysis; when to use a particular microscopy procedure; theory, operation, and application of scanning electron microscopy, scanning probe microscopy, laser scanning microscopy, X-ray microanalysis. Requirements: a physical science course. Same as ACB:4156, CBE:4156.
- EES:4200 Museum Object Preservation** 3 s.h.
Detailed study of specific types of museum objects, their materials, and care; topics include care, storage, and preservation of paper, books, photographs, works of art, electronic media, textiles, furniture, archaeological artifacts, and natural history specimens; students complete a curatorial project and gain hands-on practice in basic object cleaning and making enclosures and supports; for students planning museum careers or taking care of collections as part of their professional responsibilities. Same as MUSM:4200.
- EES:4230 Special Topics** 1-3 s.h.
Contemporary issues in earth sciences.

- EES:4300 Quantitative Methods in the Geosciences** 3 s.h.
Quantitative data analysis and introduction to scientific computing in the geosciences.
- EES:4410 Analytical Methods Seminar** 2 s.h.
Theory and practice of analyzing chemical, isotopic, and mineralogical compositions of rocks, inorganic materials, and waters; use of modern analytical instruments. Offered spring semesters. Prerequisites: (PHYS:1512 or PHYS:1702) and CHEM:1070.
- EES:4420 Vertebrate Osteology and Phylogeny** 3 s.h.
Anatomy of the vertebrate skeleton from developmental, functional, and phylogenetic perspectives; relationship between skeletal, muscular, and nervous systems; history of the skeleton through modern forms; lecture and laboratory. Prerequisites: EES:3220 or ANTH:3305.
- EES:4490 Elements of Geochemistry** 3 s.h.
Introduction to application of chemical principles to solution of geologic problems concerning earth and environmental processes; origin of elements, chemical differentiation of Earth and the solar system, geochronology, application of radiogenic and stable isotopes, chemical equilibrium, elementary thermodynamics and kinetics, carbonate and silicate stability relationships, chemical weathering, adsorption, trace element behavior, oxidation-reduction reactions, characterization of surface and ground waters, and ocean chemistry. Prerequisites: (EES:1030 or EES:1050) and (CHEM:1070 or CHEM:1110).
- EES:4520 Isotope Geochemistry** 3 s.h.
Radiogenic and stable isotope systematics, applications to geological, cosmological, and environmental problems. Prerequisites: (EES:1030 or EES:1050) and (CHEM:1070 or CHEM:1110). Recommendations: EES:2410.
- EES:4530 Volcanology** 3 s.h.
Comprehensive overview of the process of volcanism; principles of physical volcanology. Prerequisites: EES:2410 and EES:3500.
- EES:4630 Hydrogeology** 4 s.h.
Foundational concepts of physical hydrogeology including water cycle and hydrologic balance, hydrogeologic properties of porous media and fractured rock, Darcy's law, flow systems, and hydrogeologic characterization methods; students practice quantitatively evaluating groundwater flow problems through regular problem sets and hands-on labs. Prerequisites: (MATH:1860 or MATH:1560) and (PHYS:1612 or PHYS:1512) and CHEM:1120.
- EES:4640 Contaminant Hydrogeology** 3 s.h.
Introduction to controls on contaminant transport in groundwater systems (e.g., advection, dispersion, diffusion, reaction/transformation); variety of models used to practice quantitatively evaluating contaminant behavior; survey of common contaminants in groundwater through discussion of published case studies; overview of standard and leading edge characterization and remediation methods.
- EES:4660 Groundwater Modeling** 3 s.h.
Groundwater flow and contaminant transport modeling; numerical methods, applications of groundwater modeling to water supply, groundwater resources evaluation, remediation design using software; GMS (MODFLOW, MODPATH, and MT3D). Prerequisites: MATH:1860 and (EES:4630 or CEE:4103). Same as CEE:4104.
- EES:4680 Field Methods in Hydrologic Science** 3 s.h.
Collection and interpretation of physical hydrology and hydraulics field measurements; basic data quality assurance and quality control; hands-on experience with field equipment and data collection. Prerequisites: EES:4720 or EES:2831 or EES:3020 or EES:3360 or EES:3300 or EES:3380 or ENGR:2510 or EES:4800 or EES:4630 or CEE:3371 or EES:4790 or EES:3390.
- EES:4700 Evolution of Ecosystems** 3 s.h.
Evolutionary history of terrestrial and marine ecosystems; ecological processes from population to ecosystem levels; community assembly, trophic levels, networks, biodiversity dynamics; practical aspects of paleoecological data collection, statistical analysis, modeling. Requirements: two courses in geoscience, biology, environmental sciences, anthropology, or geography. Same as ENVS:4700.
- EES:4710 Evolution of Plants** 3 s.h.
Evolutionary history of plants over geologic time: relationships, morphology, and fossil record of major plant lineages; patterns and processes in evolution of plant morphology and diversity; ecological innovations and evolution of terrestrial ecosystems; relationships between biotic and environmental change; paleobotanical tools in stratigraphy, paleoclimatology, sedimentology; practical aspects of paleobotanical data collection, statistical analysis, modeling; field trip. Requirements: two courses in geoscience, anthropology, biology, environmental science, or geography.
- EES:4720 Glacial and Pleistocene Geology** 3 s.h.
Introduction to glaciers and glacial and interglacial Earth systems; linkages among glacial, oceanic, and atmospheric systems and their effects on landscapes and biota over the past two million years; how oceans, atmosphere, and glaciers interact and landscape effects of past glacial and interglacial cycles. Requirements: physical geology or physical geography or anthropology.
- EES:4750 Mineral and Petroleum Exploration Geology** 3 s.h.
Fundamentals of resource exploration philosophy and methods, with project-based presentation of techniques and strategies for mineral exploration and petroleum exploration; integration and evaluation of geological, geochemical, and geophysical techniques for mineral exploration; hydrocarbon systems and seismic interpretation for petroleum exploration. Corequisites: EES:3500 and EES:3840.
- EES:4790 Applied Environmental Geology** 3 s.h.
Application of geology, water, and earth processes to civil and environmental engineering practice; physical properties of rock and soil, geologic mapping and surveying, groundwater supplies and wells, stream engineering, watershed management, site investigations for environmental assessment, and geologic hazards. Prerequisites: EES:1030 or EES:1080 or EES:1050.
- EES:4800 Solid Earth Geophysics** 3 s.h.
Geophysics is the broad geoscience field interested in discovering the unseen characteristics of the Earth and other planets, including the internal structure of the Earth, the current motions of tectonic plates, the sources and causes of geological disasters, and the locations of economic resources; methods to accomplish these goals include seismology, gravity and magnetic studies, geodesy, and measurements of heat; course offers a broad introduction to these topics that is rooted in current and growing fields of active research. Requirements: introductory geology or physics.

- EES:4820 Tectonics and Basin Analysis** 3 s.h.
Dynamic processes responsible for crustal genesis, plate movements, mountain building; plate boundary zones; sedimentologic, structural, petrologic, geophysical characteristics of major tectonic settings; multidisciplinary approach; week-long field trip. Corequisites: EES:3840.
- EES:4832 Geologic Field Analysis** 3 s.h.
Structural, stratigraphic, and regional analysis of geology in the Rocky Mountains of Montana; emphasis on making reasonable geologic interpretations from field relationships; mapping projects in vicinity of Dillon, Montana that build on experience gained in EES:2831; capstone experience dedicated to synthesizing the geology of a fold-and-thrust belt near Glacier National Park. Offered summer session. Prerequisites: EES:2831 and EES:3840.
- EES:4990 Senior Thesis in Geoscience** arr.
Independent research resulting in a senior thesis. Requirements: senior standing.
- EES:4999 Honors Thesis in Geoscience** arr.
Independent research resulting in an honors thesis. Requirements: honors standing.
- EES:5010 Geoscience Seminar Series** 1 s.h.
Scholarly work and research in geoscience.
- EES:5015 American Association of Petroleum Geologists Fall Field Trip** 1 s.h.
Resource-related topics in mineral and hydrocarbon exploration; tectonic settings for resources. Requirements: AAPG student chapter member or graduate standing, and basic understanding of mineralogy, petrology, and structural geology.
- EES:5070 Geologic Orientation** arr.
Department degree requirements, programs; field survey of local geology; tips for TAs; introduction to specialized facilities; for new graduate students.
- EES:5330 Carbonate Petrology** 2 s.h.
Identification of constituents and interpretation of genesis, structures, environments of formation, and patterns and processes of diagenesis in limestones; laboratory-based. Requirements: familiarity with optical microscope and sedimentation principles.
- EES:5350 Depositional Environments** 3-4 s.h.
Modern patterns of sedimentation; emphasis on interpreting depositional environments of ancient sedimentary rocks and deciphering resulting stratigraphic patterns. Requirements: knowledge of basic sedimentary geology and paleontology.
- EES:5380 Process Geomorphology Seminar** 1-3 s.h.
Topics in process geomorphology ranging from fluvial dynamics to mass movement to sediment transport and related environmental processes.
- EES:5530 Geochronology** 3 s.h.
How to evaluate published ages, and assumptions/errors involved; how to select and sample suitable materials for dating, and choose a suitable dating method and analytical technique; opportunity to develop skills for research and professional careers. Prerequisites: EES:4490 or EES:4520.
- EES:5550 Metamorphic Petrology** 3 s.h.
Interpretation of metamorphic rocks using hand specimens, thin sections, field relationships, mineralogical composition, texture, geochronology, isotope geochemistry, thermodynamics, kinetics, and tectonic setting; phase equilibria in pelitic, mafic, and carbonate rocks; thermobarometry, petrogenetic grids, P-T-X relationships, and pseudosections; kinetic models of metamorphic textures, heat-flow modeling, P-T-t paths, and tectonic evolution of metamorphic rocks. Prerequisites: EES:3500.
- EES:6190 Directed Study** arr.
Independent research.
- EES:6230 Special Topics** 1-3 s.h.
Contemporary issues in earth sciences.
- EES:6250 Paleontology Seminar** 1-3 s.h.
Current controversial issues in paleontology. Recommendations: EES:3210.
- EES:6390 Advanced Watershed Analysis Seminar** 1-3 s.h.
Integration of existing knowledge of physical, hydrological, and environmental processes with management issues and challenges in water resources and environmental management; aspects of water quantity and quality, water use and treatment, and basin management issues related to forestry, agriculture, urbanization, floods, droughts.
- EES:6570 Tectonics and Petrology Seminar** 1-2 s.h.
Topics in tectonics, structural geology, petrology.
- EES:7270 Geologic Orientation, Scholarly Integrity, and Responsible Conduct of Research** 1 s.h.
Department degree requirements, programs; field survey of local geology; scholarly integrity; responsible conduct of research; tips for TAs; introduction to specialized facilities; for new graduate students.
- EES:7604 Principles of Scholarly Integrity** 0 s.h.
Training in responsible conduct of research and scholarly activities; student/mentor responsibilities, authorship, plagiarism/falsification/fabrication of data, intellectual property, conflict of interest; fiscal, institutional, and societal; data handling. Requirements: postdoctoral standing in geoscience.
- EES:7990 Research: Geoscience** arr.
Independent research related to theses or dissertations in geoscience.

Geoscience, B.A.

The B.A. in geoscience offers students a background in the Earth sciences and related scientific disciplines, and is designed for flexibility in potential career paths. The department focuses training in the areas of environmental geology, geochemistry, geophysics, paleontology, stratigraphy, tectonics, basin analysis, surficial processes, petrology, and volcanology. Students gain field experience along with classroom learning.

Learning Outcomes

Geoscience B.A. graduates will:

- understand the structure, composition, and physical processes of the Earth;
- understand the coevolution of the Earth-Life System;
- have experience interpreting the geologic record in the field;
- understand natural resources and resource sustainability; and
- develop a quantitative analytical skill set to integrate the diverse array of Earth sciences and related disciplines.

Requirements

The Bachelor of Arts with a major in geoscience requires a minimum of 120 s.h., including at least 56 s.h. of work for the major (at least 37 s.h. in earth and environmental sciences courses, at least 16 s.h. in supporting disciplines, and a field requirement course). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must complete a minimum of 15 s.h. of coursework in the Department of Earth and Environmental Sciences.

The geoscience major for the B.A. is designed to provide students with a varied background in geology and a broader choice of electives than is practical in the Bachelor of Science program. It is intended for students who are interested in the fundamentals of geology or earth science teaching (see "Teacher Licensure" below). Completing the minimum requirements for this degree may not adequately prepare a student for an entry-level professional job in geology.

The department recommends that students fulfill the GE CLAS Core World Languages requirement with French, German, Russian, or Spanish and the Social Sciences requirement with approved coursework in economics, geography, or anthropology.

The B.A. with a major in geoscience requires the following coursework.

Code	Title	Hours
	Earth and Environmental Sciences Required Courses	25-28
	Earth and Environmental Sciences Electives	12
	Mathematics Courses	10
	Chemistry Courses	6-8
	Field Requirement	3-4
	Total Hours	56-62

Earth and Environmental Sciences Required Courses

Code	Title	Hours
These two:		
EES:2200	Historical Geology	4
EES:2410	Mineralogy	4
One of these:		
EES:1030	Introduction to Earth Science	4
EES:1050	Introduction to Geology	4
One or both of these:		
EES:1040	Evolution and the History of Life	4
EES:3210	Principles of Paleontology	3
At least three of these:		
EES:3300	Sedimentary Geology	4
EES:3360	Soil Genesis and Geomorphology	3
EES:3380	Fluvial Geomorphology	3
EES:3500	Igneous and Metamorphic Petrology	4
EES:3840	Structural Geology	4
EES:4630	Hydrogeology	4
And:		
	Earth and environmental sciences electives numbered EES:3000 or above	12

Mathematics

Students must complete the following coursework in mathematics.

Code	Title	Hours
	College-level mathematics (may include computer science and statistics)	10

Chemistry

Students must complete at least two college-level chemistry courses as a sequence, as follows. Chemistry courses numbered below CHEM:1070 General Chemistry I do not count toward this requirement.

Code	Title	Hours
One of these sequences:		
CHEM:1070 & CHEM:1080	General Chemistry I-II	6
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8

Field Requirement

To complete the major, students must have field experience. They may take at least 4 s.h. of EES:1180 Geology Field Trip: Selected National Parks and/or EES:3160 Field Trip to satisfy this requirement. Either course may be repeated and/or combined to fulfill the necessary semester hours. Or they may take one semester of EES:2831 Geologic Field Methods or the Iowa Lakeside Laboratory [p. 1985] session.

Code	Title	Hours
EES:1180	Geology Field Trip: Selected National Parks	2
EES:2831	Geologic Field Methods	3

EES:3160 Field Trip 2

One natural science session at Iowa Lakeside Laboratory for a minimum of 3 s.h.

Independent Research Option for Geoscience Majors

A junior or senior who is ready to pursue independent research for credit in geoscience may assist a faculty member or graduate student with a current research project in EES:2190 Directed Study or may initiate a small-scale project involving a combination of field, laboratory, and library investigation in EES:3190 Directed Study. Independent study is encouraged and may lead to an honors thesis in EES:4999 Honors Thesis in Geoscience or a senior thesis in EES:4990 Senior Thesis in Geoscience that may be published subsequently.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative g.p.a. of at least 3.33 in all University of Iowa coursework and in all geoscience courses. Students must complete a senior thesis, registering in EES:4999 Honors Thesis in Geoscience. They must obtain approval of their honors thesis contract from their advisor and the department's undergraduate committee, and they must earn a grade of B or higher in EES:4999.

National Honor Society

The department sponsors a chapter of Sigma Gamma Epsilon National Honor Society for the Earth Sciences. Students with an overall g.p.a. of at least 2.80 and at least 3.20 in geoscience courses are considered for membership after they have completed a minimum of 16 s.h. of coursework in geoscience. Consult the departmental honors advisor for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the geoscience major.

Academic Plans

Four-Year Graduation Plan

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

These checkpoints show the range of required coursework. The major requires field trip experiences, many of which take place during breaks in or between semesters or during the summer session. These checkpoints do not include the field trip requirements.

Before the third semester begins: competence in math through trigonometry and the first required chemistry course

Before the fifth semester begins: three to five courses in the major, including the remainder of the chemistry requirement and continuation of the mathematics requirement

Before the seventh semester begins: 7-11 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 10-14 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Geoscience, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Research: students are strongly encouraged to be active participants in research within the department.		
While only one field course is required, students are encouraged to participate in additional field experiences, whenever possible.		
	Hours	0
First Year		
Fall		
EES:1030 or EES:1050	Introduction to Earth Science ^a or Introduction to Geology	4
CHEM:1070	General Chemistry I ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: math/statistics/computer science course ^{a, b}		3 - 4
CSI:1600	Success at Iowa	2
	Hours	15-17
Spring		
EES:2200	Historical Geology	4
CHEM:1080	General Chemistry II	3

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: math/statistics/computer science course ^b		3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
Hours		16-18

Second Year**Fall**

EES:2410	Mineralogy	4
EES:3210 or EES:1040	Principles of Paleontology ^d or Evolution and the History of Life	4
Major: math/statistics/computer science course ^b		4
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		16-17

Spring

Major: geoscience "choose three" course ^f		3 - 4
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: Values and Culture ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
EES:2001	Second-Year Field Trip for Earth and Environmental Sciences ^g	1
Hours		14-16

Summer

EES:2831	Geologic Field Methods ^h	3
Hours		3

Third Year**Fall**

Major: geoscience "choose three" course ^f		3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ⁱ		3
Elective course ⁱ		1 - 3
EES:3001	Third-Year Field Trip for Earth and Environmental Sciences ^g	1
Hours		15-19

Spring

Major: geoscience "choose three" course ^f		3 - 4
GE CLAS Core: Social Sciences ^c		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Elective course ⁱ		3
Elective course ⁱ		1 - 3
EES:3130	Career Path Planning for Earth and Environmental Sciences	1
Hours		15-19

Fourth Year**Fall**

Major: geoscience elective course prefix EES numbered 3000 or above		3 - 4
Major: geoscience elective course prefix EES numbered 3000 or above		3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3
Elective course ⁱ		3
Elective course ⁱ		1 - 3

EES:4001	Fourth-Year Field Trip for Earth and Environmental Sciences ^g	2
Hours		15-19

Spring

Major: geoscience elective course prefix EES numbered 3000 or above		3 - 4
Major: geoscience elective course prefix EES numbered 3000 or above		3 - 4
Elective course ⁱ		3
Elective course ⁱ		3
Elective course ⁱ		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		15-17
Total Hours		124-145

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students must complete 10 s.h. in college-level mathematics courses (may include computer science and statistics). Students should choose at least one course that will also complete the Quantitative or Formal Reasoning GE CLAS Core requirement.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d If EES:1040 is chosen, it must be taken with the lab for 4 s.h.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Choose from EES:3300, EES:3360, EES:3380, EES:3500, EES:3840, or EES:4630.
- g Recommended but not required to complete Geoscience BA degree requirements.
- h To complete the major, students must have field experience. They may take at least 4 s.h. of EES:1180 and/or EES:3160 to satisfy this requirement. Either course may be repeated and/or combined to fulfill the necessary semester hours. Or they may take one semester of EES:2831 or the Iowa Lakeside Laboratory session.
- i Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The B.A. in geoscience is designed to prepare students for employment after graduation or for admission to graduate study in an allied field of earth and environmental sciences, such as public policy, environmental engineering, law, business, archaeology, or science education. Nearly all University of Iowa geoscience graduates gain employment or move on to graduate programs following completion of their degree.

Graduates are typically employed in environmental corporations or consulting agencies; nongovernmental organizations; law firms; and local, state, and federal agencies, in career fields that include education, conservation, urban planning, natural resources, and water resource management.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Geoscience, B.S.

The B.S. in geoscience offers students an extensive and comprehensive background in the Earth sciences and related scientific disciplines, and is geared toward a career in the geosciences. Strengths of the department include environmental geology, geochemistry, geophysics, paleontology, stratigraphy, tectonics, basin analysis, surficial processes, petrology, and volcanology. Students gain extensive field experience and training, and are able to integrate field studies and analytical research, with knowledge gained in the classroom. Opportunities are provided for local, regional, and international field experiences as well as for individual research projects.

Learning Outcomes

Geoscience B.S. graduates will:

- understand the structure, composition, and physical processes of the Earth;
- understand the coevolution of the Earth-Life System;
- have the ability to interpret the geologic record in the field;
- understand how to assess and utilize our natural resources in a sustainable manner; and
- develop a quantitative analytical skill set to integrate the diverse array of Earth sciences and related disciplines.

Requirements

The Bachelor of Science with a major in geoscience requires a minimum of 120 s.h., including at least 76 s.h. of work for the major (at least 45 s.h. in earth and environmental sciences courses and at least 31 s.h. in supporting disciplines). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must complete a minimum of 15 s.h. of coursework in the Department of Earth and Environmental Sciences.

The department recommends that students fulfill the GE CLAS Core World Languages requirement with French, German, Russian, or Spanish and the Social Sciences requirement with approved coursework in economics, geography, or anthropology.

The B.S. with a major in geoscience requires the following coursework.

Code	Title	Hours
	Earth and Environmental Sciences Courses	45-50
	Mathematics Courses	11-12
	Chemistry Courses	8
	Physics Courses	8
	Biology Course	4
	Independent Research Option	
Total Hours		76-82

Earth and Environmental Sciences

Code	Title	Hours
One of these:		
EES:1030	Introduction to Earth Science	4
EES:1050	Introduction to Geology (preferred)	4
All of these:		
EES:1040	Evolution and the History of Life	4
EES:2200	Historical Geology	4
EES:2410	Mineralogy	4
EES:2831	Geologic Field Methods	3
EES:3300	Sedimentary Geology	4
EES:3500	Igneous and Metamorphic Petrology	4
EES:3840	Structural Geology	4
EES:4832	Geologic Field Analysis	3
One of these:		
EES:3210	Principles of Paleontology	3
EES:4490	Elements of Geochemistry	3
EES:4630	Hydrogeology	4
EES:4790	Applied Environmental Geology	3
EES:4800	Solid Earth Geophysics	3
And:		
Three earth and environmental sciences electives numbered EES:3000 or above, except for the field trip courses EES:3001, EES:3160, or EES:4001; see "Recommended Electives" below		8-12

Mathematics

Code	Title	Hours
One of these:		
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
One of these:		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:1860	Calculus II	4
And:		
An additional mathematics course numbered MATH:2000 or above, or a computer science course numbered CS:1110 or above, or a statistics course numbered STAT:2010 or above, or EES:3100, or EES:4300 (if the EES courses are not used to satisfy the earth and environmental sciences electives requirement)		3-4

Chemistry

Students must complete at least 8 s.h. of college-level chemistry, including the following sequence or equivalent courses or more advanced courses. Chemistry courses numbered below CHEM:1110 Principles of Chemistry I do not count toward this requirement.

Code	Title	Hours
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8

Physics

Students must complete at least 8 s.h. of college-level physics, as follows. Physics courses numbered below PHYS:1511 College Physics I do not count toward this requirement.

Code	Title	Hours
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II	8
PHYS:1611- PHYS:1612	Introductory Physics I-II	8

Biology

Students must complete at least one biology course that includes a laboratory (4 s.h.). Students with an interest in paleontology are encouraged to take BIOL:1411 Foundations of Biology and BIOL:1412 Diversity of Form and Function.

Code	Title	Hours
One biology course (includes a lab)		4

Recommended Electives

All students should take elective courses from the following groups in order to broaden their undergraduate experience and prepare themselves for graduate study or professional employment. Students who have clear career goals are advised to take three or more elective courses from the group that fits their needs most closely. Students also may seek a broad education in geoscience by choosing elective courses from a number of groups.

Quaternary Geology

Code	Title	Hours
EES:3020	Earth Surface Processes	3
EES:3060	Ecology and Natural History of Iowa	3
EES:3100	Introduction to Applied Remote Sensing	4
EES:3360	Soil Genesis and Geomorphology	3
EES:3380	Fluvial Geomorphology	3
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4630	Hydrogeology	4
EES:4640	Contaminant Hydrogeology	3
EES:4720	Glacial and Pleistocene Geology	3
EES:4790	Applied Environmental Geology	3

Environmental Geology

Code	Title	Hours
EES:3060	Ecology and Natural History of Iowa	3
EES:3070	Marine Ecosystems and Conservation	3

EES:3080	Introduction to Oceanography	2
EES:3100	Introduction to Applied Remote Sensing	4
EES:3380	Fluvial Geomorphology	3
EES:3390	Integrated Watershed Analysis	3
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4630	Hydrogeology	4
EES:4640	Contaminant Hydrogeology	3
EES:4680	Field Methods in Hydrologic Science	3
EES:4790	Applied Environmental Geology	3
EES:4800	Solid Earth Geophysics	3

Geochemistry

Code	Title	Hours
EES:4410	Analytical Methods Seminar	2
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4630	Hydrogeology	4
EES:4640	Contaminant Hydrogeology	3
EES:4820	Tectonics and Basin Analysis	3

Tectonics/Petrology

Code	Title	Hours
EES:3350	Active Tectonics	3
EES:4410	Analytical Methods Seminar	2
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4530	Volcanology	3
EES:4750	Mineral and Petroleum Exploration Geology	3
EES:4800	Solid Earth Geophysics	3
EES:4820	Tectonics and Basin Analysis	3

Sedimentary Geology

Code	Title	Hours
EES:3080	Introduction to Oceanography	2
EES:3300	Sedimentary Geology	4
EES:3380	Fluvial Geomorphology	3
EES:3770	Global Stratigraphy	3
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4750	Mineral and Petroleum Exploration Geology	3
EES:4820	Tectonics and Basin Analysis	3

Paleobiology

Code	Title	Hours
EES:3030	Conservation Paleobiology	4
EES:3070	Marine Ecosystems and Conservation	3
EES:3080	Introduction to Oceanography	2
EES:3210	Principles of Paleontology	3

EES:3220	Evolution of the Vertebrates	4
EES:3300	Sedimentary Geology	4
EES:3770	Global Stratigraphy	3
EES:4420	Vertebrate Osteology and Phylogeny	3
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4700	Evolution of Ecosystems	3
EES:4710	Evolution of Plants	3
EES:4820	Tectonics and Basin Analysis	3

Independent Research Option

A junior or senior who is ready to pursue independent research for credit in geoscience may assist a faculty member or graduate student with a current research project EES:2190 Directed Study or may initiate a small-scale project involving a combination of field, laboratory, and library investigation in EES:3190 Directed Study. Independent study is encouraged and may lead to an honors thesis in EES:4999 Honors Thesis in Geoscience or a senior thesis in EES:4990 Senior Thesis in Geoscience that may be published subsequently.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative g.p.a. of at least 3.33 in all University of Iowa coursework and in all geoscience courses. Students must complete a senior thesis, registering in EES:4999 Honors Thesis in Geoscience. They must obtain approval of their honors thesis contract from their advisor and the department's undergraduate committee, and they must earn a grade of B or higher in EES:4999.

National Honor Society

The department sponsors a chapter of Sigma Gamma Epsilon National Honor Society for the Earth Sciences. Students with an overall g.p.a. of at least 2.80 and at least 3.20 in geoscience courses are considered for membership after they have completed a minimum of 16 s.h. of coursework in geoscience. Consult the departmental honors advisor for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the

University of Iowa Honors Program; visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the geoscience major.

Academic Plans

Four-Year Graduation Plan

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

These checkpoints show the range of required coursework. The major requires field trip experiences, many of which take place during breaks in or between semesters or during the summer session. These checkpoints do not include the field trip requirements.

Before the third semester begins: competence in math through trigonometry and the first required chemistry course

Before the fifth semester begins: three to five courses in the major, including the remainder of the chemistry requirement and continuation of the mathematics requirement

Before the seventh semester begins: 7-11 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 10-14 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Geoscience, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Research: students are strongly encouraged to be active participants in research within the department.		
While only two field courses are required (EES:2831 Geologic Field Methods and EES:4832 Geologic Field Analysis), students are encouraged to participate in additional field experiences, whenever possible.		
Hours		0
First Year		
Fall		
EES:1050	Introduction to Geology ^{a, b}	4
or EES:1030	or Introduction to Earth Science	
CHEM:1110	Principles of Chemistry I ^{b, c}	4
MATH:1850	Calculus I ^{b, d}	4
ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	

CSI:1600	Success at Iowa	2
	Hours	17-18
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
EES:2200	Historical Geology	4
CHEM:1120	Principles of Chemistry II	4
MATH:1860	Calculus II	4
	Hours	15-16
Second Year		
Fall		
EES:2410	Mineralogy	4
EES:1040	Evolution and the History of Life	4
PHYS:1611	Introductory Physics I	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
	Hours	16-17
Spring		
EES:3500	Igneous and Metamorphic Petrology	4
PHYS:1612	Introductory Physics II	4
GE CLAS Core: Values and Culture ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
EES:2001	Second-Year Field Trip for Earth and Environmental Sciences ^g	1
	Hours	16-17
Summer		
EES:2831	Geologic Field Methods	3
	Hours	3
Third Year		
Fall		
EES:3300	Sedimentary Geology	4
Major: geoscience elective course prefix EES numbered 3000 or above		3 - 4
GE CLAS Core: Historical Perspectives ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
EES:3001	Third-Year Field Trip for Earth and Environmental Sciences ^g	1
	Hours	15-17
Spring		
EES:3840	Structural Geology	4
Major: biology lab science course (prefix BIOL)		4
GE CLAS Core: Social Sciences ^f		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
EES:3130	Career Path Planning for Earth and Environmental Sciences ^g	1
	Hours	16-17
Summer		
EES:4832	Geologic Field Analysis	3
	Hours	3
Fourth Year		
Fall		
Major: math/statistics/computer science course ^h		3 - 4
Major: geoscience elective course prefix EES numbered 3000 or above		3 - 4

GE CLAS Core: Literary, Visual, and Performing Arts ^f	3
GE CLAS Core: International and Global Issues ^f	3
EES:4001	Fourth-Year Field Trip for Earth and Environmental Sciences ^g
	Hours
	14-16
Spring	
Major: geoscience "select one" course ⁱ	3 - 4
GE CLAS Core: Diversity and Inclusion ^f	3
Elective course ^j	3
Elective course ^j	3
Elective course ^j	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	
	Hours
	15-16
Total Hours	
130-140	

- a EES:1050 is preferred.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d Enrollment in math courses requires completion of a placement exam.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Recommended but not required to complete Geoscience BS degree requirements.
- h Choose from a MATH course numbered 2000 or above, a CS course numbered 1110 or above, a STAT course numbered 2100 or above, or EES:3100 or EES:4300 (if the EES courses are not used to satisfy the earth and environmental sciences electives requirement).
- i Choose from EES:3210, EES:4490, EES:4630, EES:4790, or EES:4800.
- j Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The B.S. in geoscience is designed to prepare students for immediate employment after graduation or for admission to graduate study in earth and environmental sciences. Degree recipients also have been employed in the ancillary fields of public policy, environmental engineering, law, business, archaeology, science education, museum curation, and other allied fields. Nearly all University of Iowa geoscience graduates gain employment or move on to graduate programs following completion of their degree.

Employment opportunities for graduates are typically in environmental corporations and consulting agencies; natural resource corporations; local, state, and federal agencies, such as geological surveys, educational institutions, conservation agencies, museums, and departments of urban planning, natural resources, and water resource management; nonprofit organizations; research institutions; and ecotourism.

Companies such as ExxonMobil recruit Iowa graduates on campus.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Geoscience, Minor

Requirements

The undergraduate minor in geoscience requires a minimum of 15 s.h. in earth and environmental sciences courses, including 12 s.h. in courses considered advanced for the minor offered by the Department of Earth and Environmental Sciences at the University of Iowa. EES:2410 Mineralogy, EES:2831 Geologic Field Methods, and all earth and environmental sciences courses numbered 3000 or above are considered advanced for the minor. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

College-level courses in mathematics, physics, chemistry, and biology usually are required as collateral work for geoscience students. Those seeking a minor in geoscience should be sufficiently prepared in the areas of supporting sciences before they take advanced courses in geoscience.

Recommended advanced courses in earth and environmental sciences that deal with important areas of earth materials and earth processes are as follows.

Code	Title	Hours
EES:2410	Mineralogy	4
EES:2831	Geologic Field Methods	3
EES:3020	Earth Surface Processes	3
EES:3060	Ecology and Natural History of Iowa	3
EES:3070	Marine Ecosystems and Conservation	3
EES:3080	Introduction to Oceanography	2
EES:3100	Introduction to Applied Remote Sensing	4
EES:3210	Principles of Paleontology	3
EES:3300	Sedimentary Geology	4
EES:3350	Active Tectonics	3
EES:3360	Soil Genesis and Geomorphology	3
EES:3380	Fluvial Geomorphology	3
EES:3390	Integrated Watershed Analysis	3
EES:3500	Igneous and Metamorphic Petrology	4
EES:3840	Structural Geology	4
EES:4490	Elements of Geochemistry	3
EES:4530	Volcanology	3
EES:4790	Applied Environmental Geology	3
EES:4800	Solid Earth Geophysics	3
EES:4820	Tectonics and Basin Analysis	3

Geoscience, M.S.

The M.S. degree in geoscience is regarded by most hiring agencies as the working degree. The master's program in geoscience prepares students for employment in industry or for doctoral study.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Requirements

The Master of Science program in geoscience requires a minimum of 30 s.h. of graduate credit. Students may count up to 8 s.h. of research credit toward the 30 s.h. required for the degree. They must earn at least 24 s.h. toward the degree in University of Iowa courses taken after they enroll in the program. Throughout their graduate study, students must maintain a g.p.a. of at least 3.00 in all coursework required for their degree and in all graduate-level geoscience coursework. Students whose grade-point average drops below 3.00 are placed on academic probation.

All entering students are required to enroll in EES:5070 Geologic Orientation during the fall semester of their first year in the graduate program. Students also must complete EES:5010 Geoscience Seminar Series each semester until they defend their thesis.

During the second semester of study, each student should propose an advisory committee of at least three faculty members to the department chair for approval. Thesis students are responsible for obtaining their advisory committee's approval of a suitable program of coursework and for satisfactory development of research plans as outlined in a thesis proposal, which should be completed and approved by the department chair before the end of the second semester of full-time study. The thesis typically has depth and breadth similar to those of a published research paper. Thesis students must deliver a half-hour public presentation of their thesis, followed by an oral defense.

Students are encouraged to present their research at local, regional, national, or international meetings. The department provides partial funding for travel to such meetings.

Detailed information about graduate degree requirements and timelines for making satisfactory progress toward a degree is available under "Graduate Student Guidelines" on the Department of Earth and Environmental Sciences Graduate Program web page.

Admission

All geoscience graduate students must meet the admission and degree requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website (particularly sections IX, X, and XII). They also should acquaint themselves with the University calendar, for deadline dates and so forth.

Career Advancement

Career opportunities are readily available for geoscience graduates. Professional geologists work in resource companies, environmental corporations, educational institutions, conservation agencies, urban planning, state and federal geological surveys, and government resource and research organizations. Companies such as ExxonMobil routinely recruit Iowa graduates on campus.

Geoscience, Ph.D.

A Ph.D. degree in geoscience is designed to bring students to the forefront of a specialized area of geoscience for future employment in higher education or in industry or government research.

Requirements

The Doctor of Philosophy program in geoscience requires a minimum of 72 s.h. of graduate credit. The Ph.D. requires a dissertation, which has the approximate research content of three published papers. Throughout their graduate study, Ph.D. students must maintain a g.p.a. of at least 3.00 in all coursework required for their degree and in all graduate-level geoscience coursework. Students whose grade-point average drops below 3.00 are placed on academic probation.

Students usually enter the program with established fields of interest and a research advisor already selected. Under exceptional circumstances, a student may be admitted to the Ph.D. program without an established field of interest.

Entering students must consult with a research advisor or the department's director of graduate study before they enroll in courses. By the first month of their second semester of doctoral study, all students must select an advisor. Each student also must select a thesis topic and forward it to the department chair for approval by the end of the first month of the second semester of doctoral study.

Within broad limits, students should select courses that reflect their individual needs, interests, and talents; their advisor and advisory committee must approve their course selections.

During the second semester of doctoral study, each student should propose an advisory committee of at least five faculty members to the department chair for approval. Before the end of the second semester, students must obtain their committee's approval of a suitable plan of study to be submitted to the department chair for approval. In consultation with the advisor and other faculty members, each doctoral candidate prepares a formal dissertation proposal approved by their committee and submitted to the department chair for approval by the end of the candidate's third semester of doctoral study.

Students are required to include in their plan of study at least 18 s.h. of regular coursework taught by tenured or tenure-track faculty members in the Department of Earth and Environmental Sciences. Students must earn the 18 s.h. after being admitted to and enrolling in the Ph.D. program. Directed study and research credit do not count toward the required 18 s.h.

All entering students are required to enroll in EES:5070 Geologic Orientation during the fall semester of their first year in the graduate program. Students must enroll in EES:5010 Geoscience Seminar Series each semester they are registered until they successfully defend their dissertation, or for two consecutive semesters after the semester in which they pass their comprehensive examination, whichever comes first.

After earning their first 24 s.h. of graduate credit, students must be enrolled at least two consecutive semesters in full-time study (at least 9 s.h. per semester) at the University of Iowa; or they must be enrolled three consecutive semesters for at least 6 s.h. per semester at the University, during which time they hold at least a one-quarter-time assistantship that

is certified by the department as contributing to their doctoral program.

Students should complete most of their coursework before taking the comprehensive examination, which consists of both written and oral portions and which must be passed before the end of the fourth semester of doctoral study.

Once candidates have passed the comprehensive examination, they are required to register each semester until they receive the degree. Those who have completed their plan of study may register for GRAD:6002 Doctoral Continuous Registration or GRAD:6003 Doctoral Final Registration.

Students must submit their written dissertation to the committee at least two weeks before the final examination. All candidates must deliver a one-hour public presentation associated with the dissertation defense. They also are required to submit a manuscript presenting the results of their graduate research to a refereed journal or other publication approved by the department chair before they may defend their dissertation.

Students are encouraged to present their research at local, regional, national, or international meetings. The department provides partial funding for travel to such meetings.

Detailed information about graduate degree requirements and timelines for making satisfactory progress toward a degree is available under "Graduate Student Guidelines" on the Department of Earth and Environmental Sciences Graduate Program web page.

Admission

All geoscience graduate students must meet the admission and degree requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website (particularly sections IX, X, and XII). They also should acquaint themselves with the University calendar, for deadline dates and so forth.

Career Advancement

The doctoral degree is required for college and university faculty positions and for some research positions in industry.

Career opportunities are readily available for geoscience graduates. Professional geologists work in resource companies, environmental corporations, educational institutions, conservation agencies, urban planning, state and federal geological surveys, and government resource and research organizations.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

English

Chair

- Loren D. Glass

Undergraduate majors: English (B.A.); English and creative writing (B.A.)

Undergraduate minor: English

Graduate degrees: M.A. in English; M.F.A. in English (creative writing, nonfiction writing); Ph.D. in English

Faculty: <https://english.uiowa.edu/people>

Website: <https://english.uiowa.edu>

The Department of English offers courses in literature, cultural studies, language, and critical and creative writing. In these courses, students read poetry, fiction, essays, criticism, and theory to acquire methods for understanding literature and culture and respond creatively to the texts. In addition to providing these essential elements of a liberal arts and sciences education, the department's courses can augment students' specialized interests in other fields. Visit the Department of English website to learn more about courses and upcoming events.

Many undergraduate and graduate students enroll in the department's degree programs. Most Ph.D. students in English are preparing for careers as teachers and scholars, and many M.F.A. students in the creative writing program and the nonfiction writing program are preparing for lives as published writers. The B.A. and M.A. programs provide valuable training for careers in a variety of fields. Students who have earned English degrees from the University of Iowa write for advertising firms, newspapers, the entertainment industry and book publishers; teach in primary and secondary schools; practice law and medicine; work in business, industry, and nonprofits; and participate in state and federal government. Many students who earn a B.A. go on to pursue a M.F.A. in creative writing fields. As much as possible, each student's course of study is arranged to meet individual needs and objectives.

The Department of English participates in several of the University's interdisciplinary units: the Departments of American Studies, Cinematic Arts, and Gender, Women's, and Sexuality Studies; the African American Studies Program; the Native American and Indigenous Studies Program; and the Center for the Book.

Creative Writing Programs

For the past 75 years, the University of Iowa has been a national leader in all areas of creative writing. The University offers graduate degrees in creative writing, with specializations in fiction, nonfiction, and poetry. Undergraduate students may declare a major in English and creative writing or in English with a writing specialization. All qualified undergraduates in other majors may enroll in many of the creative writing courses offered by the Department of English.

View creative writing courses (prefixes CW, CNW, and ENGL) under Courses [p. 390] in this section of the Catalog. See which ones are offered in certain semesters by searching for course subjects CW, CNW, and ENGL on the MyUI Courses page.

GE CLAS Core

All students earning a degree from the College of Liberal Arts and Sciences, except English majors, must take ENGL:1200

The Interpretation of Literature in the GE CLAS Core [p. 20]. English majors should substitute a course from the Literary, Visual, and Performing Arts area of the GE CLAS Core, excluding MUS:1001 Group Piano I: Non-Music Majors, MUS:1020 Performance Instruction for Nonmajors, and DANC:1010 Beginning Tap through DANC:2040 Majors Intermediate Modern Dance.

The Interpretation of Literature (ENGL:1200), or its equivalent by examination or as a transfer course, is prerequisite for courses ENGL:1320 Heroes and Villains through ENGL:1350 Literature and Sexualities. The pass/nonpass option is available only for students in the Colleges of Nursing and Engineering with consent of a student's advisor and the instructor.

Department of English Opportunities

Several periodicals are published under the department's aegis. The Iowa Review, Walt Whitman Quarterly Review, and Philological Quarterly offer opportunities for especially qualified graduate students to work as research assistants or editorial associates, and pursue some undergraduate volunteer opportunities.

The Department of English, the Nonfiction Writing Program, and the Iowa Writers' Workshop sponsor a rich and extensive series of readings and lectures by poets, fiction writers, and scholars, all open to students in the department.

The English Society, a student organization for those interested in English literature, creative writing, and related areas, is open to all students and organizes events of interest throughout the year. The Department of English also collaborates with Alpha Tau Iota, the University of Iowa chapter of Sigma Tau Delta, the International English Honors Society. Sigma Tau Delta's central purpose is to confer distinction for high achievement in English language, literature, and writing.

The Association of Graduate Students in English sponsors social and intellectual events during the year and provides a forum for student opinion. All graduate students in the department are members.

Programs

Undergraduate Programs of Study

Majors

- Major in English (Bachelor of Arts) [p. 405]
- Major in English and Creative Writing (Bachelor of Arts) [p. 415]

Minor

- Minor in English [p. 421]

Graduate Programs of Study

Majors

- Master of Arts in English [p. 422]
- Master of Fine Arts in English (creative writing) [p. 424]
- Master of Fine Arts in English (nonfiction writing) [p. 425]
- Doctor of Philosophy in English [p. 427]

Facilities

The University of Iowa Libraries collection is strong in all areas of English and American literature. Partly because of the influence of the Iowa Writers' Workshop, University Libraries has particular strengths in 20th-century fiction and poetry, including manuscript collections of 20th-century authors.

Courses

- English Courses [p. 390]
- Creative Nonfiction Writing Courses [p. 400]
- Creative Writing—Writers' Workshop Courses [p. 402]

Individual descriptions for most English courses are not included because content and emphasis may vary considerably from one semester to the next. For detailed descriptions of each semester's courses, visit the University's MyUI website.

English department courses are open to all undergraduates who have satisfied the rhetoric requirement. Undergraduates are encouraged to complete the required course ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures as soon as they declare the English major. Students also are encouraged to take a required course in reading and writing about a genre (ENGL:2012-ENGL:2016) at an early stage in their studies.

Courses ENGL:4000 English Honors Seminar, ENGL:4040 Undergraduate Honors Project, and ENGL:4010 Special Project for Undergraduates may be repeated. Most courses with the prefix ENGL may not be repeated. Occasionally, with written consent from the department's Undergraduate Advising Office, a student may repeat a course if the course's subject matter is different from that of a course the student already has taken.

English Courses

- ENGL:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- ENGL:1100 City of Literature** 3 s.h.
Literary history of Iowa City from the founding of Writers' Workshop to its designation as a UNESCO City of Literature. GE: Literary, Visual, and Performing Arts.
- ENGL:1150 Flashwrite: Young Writers, No Borders** 1 s.h.
Opportunity for aspiring writers to engage in the study and practice of poetry and prose under the guidance of University of Iowa faculty.
- ENGL:1200 The Interpretation of Literature** 3 s.h.
Ways of reading; focus on reader, text, contexts; poetry, short fiction, drama, novels. GE: Interpretation of Literature.
- ENGL:1320 Heroes and Villains** 3 s.h.
Heroes, heroines, and villains as products of the imagination; literary representations of heroes, heroines, and villains in varied social and historical situations; how their representation shapes our understanding of heroism and of villainy. Prerequisites: ENGL:1200. Requirements: successful completion of GE CLAS Core Rhetoric and then ENGL:1200. GE: Literary, Visual, and Performing Arts.

ENGL:1330 The Art of Storytelling 3 s.h.
Selected masterpieces and recent developments in the art of storytelling in poetry and prose. Prerequisites: ENGL:1200. Requirements: successful completion of GE CLAS Core Rhetoric and then ENGL:1200. GE: Literary, Visual, and Performing Arts.

ENGL:1345 American Lives 3 s.h.
Major works of American literature. Prerequisites: ENGL:1200. Requirements: successful completion of GE CLAS Core Rhetoric and then ENGL:1200. GE: Literary, Visual, and Performing Arts.

ENGL:1350 Literature and Sexualities 3 s.h.
Works from various genres, time periods, cultures that reflect and construct a wide range of sexual identities. Prerequisites: ENGL:1200. Requirements: successful completion of GE CLAS Core Rhetoric and then ENGL:1200. GE: Literary, Visual, and Performing Arts.

ENGL:1410 Sex and Popular Culture in America 3 s.h.
Critical and historical introduction to representation of human sexuality in American popular culture from World War II to the present. GE: Values and Culture. Same as AMST:1060, GWSS:1060.

ENGL:1420 Technologies and Literatures of the Future 3 s.h.
Introduction to discourses of futurology; dramatic advances in machine intelligence, promise of nanotechnology, and future of biological research that have blurred long-held distinctions between science and science fiction; issues and controversies prominent in this futurological discourse. GE: Values and Culture.

ENGL:1510 Introduction to Environmental Literature 3 s.h.
Introduction to diverse ways writers have conveyed humans' interaction with the environment.

ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures 3 s.h.
History and practice of English as a discipline; four central aspects of literary study.

ENGL:2012 Reading and Writing About the Novel 3 s.h.
Introduction to literary genre that teaches close reading, analytical writing, and literary criticism; one of a series required for English majors. English majors may apply this course to the Reading and Writing About a Genre requirement.

ENGL:2013 Reading and Writing About Poetry 3 s.h.
Introduction to literary genre that teaches close reading, analytical writing, and literary criticism; one of a series required for English majors. English majors may apply this course to the Reading and Writing About a Genre requirement.

ENGL:2014 Reading and Writing About the Short Story 3 s.h.
Introduction to literary genre that teaches close reading, analytical writing, and literary criticism; one of a series required for English majors. English majors may apply this course to the Reading and Writing About a Genre requirement.

ENGL:2015 Reading and Writing About Drama 3 s.h.
Introduction to literary genre that teaches close reading, analytical writing, and literary criticism; one of a series required for English majors. English majors may apply this course to the Reading and Writing About a Genre requirement.

- ENGL:2016 Reading and Writing About the Essay 3 s.h.**
Introduction to literary genre that teaches close reading, analytical writing, and literary criticism; one of a series required for English majors. English majors may apply this course to the Reading and Writing About a Genre requirement.
- ENGL:2020 Foundations of Creative Writing: Craft, Practice, Pleasure 3 s.h.**
Introduction to discipline of creative writing: fiction, poetry, and creative nonfiction; required course for English and Creative Writing majors.
- ENGL:2030 Literary Readings Attendance 1 s.h.**
Attendance at diverse literary readings and scholarly presentations on the University of Iowa campus and in Iowa City, featuring visiting, local, and University of Iowa writers and scholars.
- ENGL:2040 English at Work 1 s.h.**
What can be done with an English degree; knowledge and skills gained as an English major that are in high demand among a wide variety of employers; important steps taken as a student that translate unique career dreams into reality; work with Pomerantz Career Center staff.
- ENGL:2100 Introduction to Criticism and Theory 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2105 Disability in Literature and Cultural Theory 3 s.h.**
Introduction to disability studies; examination of disability in cultural and literary contexts; core course for the Certificate in Disability Studies. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2130 Introduction to the Novel 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester.
- ENGL:2140 Introduction to Poetry 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester.
- ENGL:2150 Introduction to the Short Story 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2160 Introduction to Drama 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2170 Introduction to the Essay 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2191 Modern Fiction 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2192 Postmodern Fiction 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2193 Literature, Culture, and Women 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as GWSS:2193.
- ENGL:2194 Lyric Structures 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2206 Classical and Biblical Literature 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:2216 Selected Works of the Middle Ages 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:2236 Selected Early Authors 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:2309 Selected British Authors Before 1900 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:2310 Selected British Authors After 1900 3 s.h.**
English majors and English and Creative Writing majors may apply the following course to the area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:2329 Topics in Modern British Literature Before 1900 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:2330 Topics in Modern British Literature After 1900 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:2338 Eighteenth-Century British Literature 3 s.h.**
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British literature and Culture. PERIOD: 18th/19th-Century Literature.

- ENGL:2348 British Romanticism** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:2359 Victorian Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:2360 Twentieth-Century British Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:2361 Twenty-first-Century British Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:2369 Topics in British Culture and Identity** 3 s.h.
How culture and identity of British society are created and reflected through literature and other discursive systems; focus on a specific topic and area. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: Varies by semester.
- ENGL:2409 Selected American Authors Before 1900** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:2410 Selected American Authors After 1900** 2-3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:2420 American Literary Classics** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester.
- ENGL:2425 American Poetry** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester.
- ENGL:2438 American Novel Before 1900** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:2440 American Novel After 1900** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:2450 American Short Story** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester.
- ENGL:2463 Topics in African American Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement.
- ENGL:2465 Selected African American Authors** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as AFAM:2465.
- ENGL:2475 Asian American Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement.
- ENGL:2505 Introduction to Postcolonial Studies** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2510 Selected Transnational Authors** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:2560 Topics in Culture and Identity** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: Varies by semester.
- ENGL:2570 Love, War, Activism: Stories About Women from Across the World** 3 s.h.
Literary and cinematic representations of gender in works by authors and directors from the Global South; development of historical and cultural lines of inquiry to examine artistic representations of love, sexuality, friendship, and parenting; shifts in gender identities and relations that result from social and political crises. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as GWSS:2500, SJUS:2500.
- ENGL:2571 Visualizing Human Rights** 3 s.h.
Cinematic representations of human rights issues in films by directors from the Global South; development of historical and cultural lines of inquiry to examine artistic representations of race relations in colonial and postcolonial societies; public health issues, specifically women's and children's rights in context of the HIV/AIDS pandemic. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as GWSS:2571, SJUS:2571.

- ENGL:2900 Book Design for Publishing** 3 s.h.
Introduction to the major aspects of book design, including typography, layout, standard industry software, discussion of trends in the field. Same as ARTS:2900, UICB:2900, WRIT:2900.
- ENGL:3010 Children's Literature** 3 s.h.
Classic children's literature and contemporary critical approaches to the genre. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies, or Modern British Literature. PERIOD: Varies by semester.
- ENGL:3100 Topics in Criticism and Theory** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3102 Topics in Poetry and Poetics** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester.
- ENGL:3105 Topics in Popular Culture** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3107 Literature and Anthropology** 3 s.h.
Topics vary. Same as ANTH:3107.
- ENGL:3130 Topics in Film and Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3135 Narrative and the Cinema** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3140 Literature and the Book** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as UICB:3140.
- ENGL:3142 Topics in Book History** 3 s.h.
Authorship, publishing, and so forth within specific historical and cultural contexts. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as UICB:3142.
- ENGL:3145 Editorial Practice** 3 s.h.
Exploration of literary practice in relation to contemporary literature. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3148 Literary Editing** 3 s.h.
Exploration of history and practice of editing. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester.
- ENGL:3150 Literature and Philosophic Thought** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3152 Literature and Society** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3155 Literature and Art** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester.
- ENGL:3160 Literary Genres and Modes** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester.
- ENGL:3165 Literature and the Environment** 3 s.h.
Literary studies within the contexts of environmental history and ecological concerns. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Early Literatures Through 17th Century, or 18th/19th-Century Literature, or 20th/21st-Century Literature.
- ENGL:3170 Literature and Social Justice** 3 s.h.
How literature from various time periods—American and global—has enacted, represented, depicted, or encouraged forms and acts of social justice; students study various genres (e.g., essay, poem, autobiography, short story, fiction) and learn how literature has been used to conceptualize social justice, address national and global inequities, and take up complex and intersecting issues of power and privilege. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as SJUS:3250.
- ENGL:3171 Higher Education and Social Justice** 3 s.h.
Reflection of students' place within educational systems; development of rhetorical tools for successful advocacy; advocacy through writing for change within higher education and the UI; student loans, racial segregation, social and economic immobility, free speech, data insecurity, sexual assault. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as GWSS:3171, SJUS:3171.
- ENGL:3173 Gender, Sexuality, and Literature** 3 s.h.
Representations of gender, class, and sexuality in British, American, or postcolonial literature. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as GWSS:3173.

- ENGL:3180 Media Studies** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as THTR:3180.
- ENGL:3181 Digital Media and Poetics** 3 s.h.
Theory and practice of one or more varieties of digital composition; digital art analyzed and created in specific forms—radio drama, interactive fiction, procedural and constructivist poetics. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3182 Digital Cultures and Literacies** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3186 Science Fiction** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:3190 Language and Learning** 2-3 s.h.
How language reflects and constructs learners' identities and cultures; readings related to oral and written language, native and second language development, linguistic diversity; discussion of the relationship of language theory to schools of language instruction. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as EDTL:3382.
- ENGL:3191 Reading and Teaching Adolescent Literature** 3 s.h.
Reading and evaluation of literature suitable for junior and senior high school students. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as EDTL:3393.
- ENGL:3216 Topics in Medieval and Renaissance Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3226 Literature and Culture of the Middle Ages** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as MDVL:3226.
- ENGL:3228 Literature and Culture of the Restoration** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3236 Literature and the Culture of the Renaissance** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3237 Literature and Culture of Seventeenth-Century England** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3246 16th- and 17th-Century Poetry** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3247 The English Bible** 3 s.h.
Study of the Hebrew Bible and Christian New Testament; students become familiar with its legacies in English language and literature. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3256 Old English Language and Literature** 3 s.h.
Reading knowledge of Old English; introduction to Anglo-Saxon literature and culture. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3257 Old English Beowulf** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Prerequisites: ENGL:3256.
- ENGL:3266 Medieval Celtic Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3267 Medieval Norse Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3276 Medieval Drama** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as THTR:3276.
- ENGL:3277 English Renaissance Drama** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as THTR:3277.
- ENGL:3286 Chaucer** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

- ENGL:3287 Shakespeare** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3288 Shakespeare's Romans: The Ancient World Meets the Elizabethan Stage** arr. 3 s.h.
London was a distant outpost of the Roman empire, but the Romans had an outsized influence on Shakespeare's plays and poems; students explore those works and their sources in classical authors, including Ovid and Plutarch. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as CLSA:3288.
- ENGL:3296 Milton** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.
- ENGL:3320 Modern British Drama** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: Varies by semester.
- ENGL:3329 Literature and Culture of Eighteenth-Century Britain** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3338 Literature and Culture of the Romantic Period** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3339 Literature and Culture of Nineteenth-Century Britain** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3348 Literature and Culture of Nineteenth-Century Scotland** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3350 Literature and Culture of 20th- and 21st-Century Britain** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:3355 British Poetry** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: Varies by semester.
- ENGL:3360 British Fiction** 3 s.h.
British fiction written since 1700. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: Varies by semester.
- ENGL:3418 Literature and Culture of America Before 1800** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3419 Literature and Culture of Nineteenth-Century America** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3420 Literature and the Culture of Twentieth-Century America** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:3429 Topics in American Literature Before 1900** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3430 Topics in American Literature After 1900** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:3431 American Novel Since 1945** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.
- ENGL:3439 American Drama Before 1900** 3 s.h.
American playwrights and plays before 1900. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.
- ENGL:3440 American Drama Since 1900** 3 s.h.
American playwrights and plays after 1900. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as THTR:3440.
- ENGL:3441 Native American Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as NAIS:3441.

ENGL:3444 Literatures of the American Peoples 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement.

ENGL:3450 American Regional Literatures 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester.

ENGL:3455 Jewish American Literature 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement.

ENGL:3459 African American Literature Before 1900 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as AFAM:3459.

ENGL:3460 African American Literature After 1900 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as AFAM:3460.

ENGL:3461 Twenty-First Century African American Literature 3 s.h.

African American literature from 20th- and 21st-century writers; African American experience(s) of race, sexuality, gender, class, and privilege in contemporary era; various ways poets, rappers, authors tackle these themes within literary forms (i.e., fiction, creative nonfiction, autobiography, poems, songs); societal structures of power. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English majors and English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as AFAM:3461.

ENGL:3462 African American Drama 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as AFAM:3462, THTR:3462.

ENGL:3465 African American Autobiography 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as AFAM:3465.

ENGL:3467 Latina/o/x Literatures and Cultures 3 s.h.

Exploration of major themes and research topics in Latina/o/x literatures and cultures. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as LATS:3467.

ENGL:3470 Gender, Sexuality, and American Literature 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.

ENGL:3489 Contemporary American Women Writers 3 s.h.

Interdisciplinary study of contemporary American women writers whose works depict the shaping force of race, class, gender, and sexuality on individuals, families, and communities.

ENGL:3510 Topics in Transnational Literature 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

ENGL:3515 Topics in Postcolonial Studies 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

ENGL:3520 Literature and Culture of the 20th and 21st Century 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

ENGL:3525 Literature and Culture of the Americas 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Culture. PERIOD: 20th/21st-Century Literature.

ENGL:3530 Caribbean Literature and Culture 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Culture. PERIOD: 20th/21st-Century Literature.

ENGL:3532 Modernist Women Writers 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

ENGL:3535 Topics in Literature and Culture of the Americas 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as LAS:3535.

ENGL:3540 Literature of the Indian Subcontinent 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

- ENGL:3550 African Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as AFAM:3550.
- ENGL:3555 Topics in African Cinema** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as AFAM:3555.
- ENGL:3570 Transnational and Postcolonial Writing by Women** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as GWSS:3570.
- ENGL:3580 Identity and Social Issues** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: Varies by semester.
- ENGL:3595 International Literature Today** 1,3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as IWP:3191, WLLC:3191.
- ENGL:3721 Writers' Seminar: Fiction** 3 s.h.
In-depth exploration and analysis of creative works in fiction. Requirements: English major, admission to Undergraduate Creative Writing track, or English and Creative Writing major.
- ENGL:3722 Writers' Seminar: Poetry** 3 s.h.
In-depth exploration and analysis of creative works in poetry. Requirements: English major, admission to Undergraduate Creative Writing track, or English and Creative Writing major.
- ENGL:3723 Writers' Seminar: Nonfiction** 3 s.h.
Rigorous exploration and analysis of a range of nonfiction creative works. Requirements: English major, admission to Undergraduate Creative Writing track, or English and Creative Writing major.
- ENGL:3724 Writers' Seminar: Literary Translation** 3 s.h.
Rigorous exploration and analysis of a range of creative works in literary translation. Requirements: English major, admission to Undergraduate Creative Writing track, or English and Creative Writing major.
- ENGL:3725 Writers' Seminar: Playwriting** 3 s.h.
Rigorous exploration and analysis of a range of creative works in drama. Requirements: English major, admission to Undergraduate Creative Writing track, or English and Creative Writing major.
- ENGL:3820 Writing About Girls** 3 s.h.
Examination of a wide range of critical and creative works by contemporary women writers on girlhood; common use of the word "girls" to describe adult women; representations of girls in film and television; role of media in sexualization of girls; impact of gender, race, and class in girls' lives; nature of girls' relationships with one another; ways in which girlhood traumas can continue into adult life; contemporary issues of body image and sexuality (e.g., pressures to be thin, disparagement of sexually active girl as "slut"); poverty, hunger, and homelessness; resistance and rebellion. Same as GWSS:3450.
- ENGL:3850 Undergraduate Translation Workshop** 3 s.h.
Translation exercises, discussion of translation works in progress; alternative strategies for translation projects. Same as CLSA:3979, TRNS:3179.
- ENGL:4000 English Honors Seminar** 3 s.h.
English majors and English and Creative Writing majors may apply this course to varied area and/or period requirements. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4001 Honors Seminar: American Literature, 20th/21st Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4002 Honors Seminar: British Literature, 20th/21st Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4003 Honors Seminar: Literary Theory and Interdisciplinary Studies, 20th/21st Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4004 Honors Seminar: Transnational and Postcolonial Literature, 20th/21st Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4005 Honors Seminar: American Literature, 18th/19th Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4006 Honors Seminar: British Literature, 18th/19th Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.

- ENGL:4007 Honors Seminar: Literary Theory and Interdisciplinary Studies, 18th/19th Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4008 Honors Seminar: Transnational and Postcolonial Literature, 18th/19th Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 18th/19th-Century Literature. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4009 Honors Seminar: Medieval and Early Modern Literature, Early Literature/17th Century** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4010 Special Project for Undergraduates** arr.
- ENGL:4011 Honors Seminar: Creative Writing** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. PERIOD: Varies by semester. English and Creative Writing majors may apply this course to the advanced creative writing requirement. Requirements: undergraduate standing and English major g.p.a. of 3.33.
- ENGL:4012 Honors Seminar in Fiction** 3 s.h.
English and Creative Writing majors may apply this course to the advanced creative writing requirement. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: undergraduate standing, English and Creative Writing major, and submission of portfolio.
- ENGL:4013 Honors Seminar in Poetry** 3 s.h.
English and Creative Writing majors may apply this course to the advanced creative writing requirement. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: undergraduate standing, English and Creative Writing major, and submission of portfolio.
- ENGL:4014 Honors Seminar in Creative Nonfiction** 3 s.h.
English and Creative Writing majors may apply this course to the advanced creative writing requirement. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: undergraduate standing, English and Creative Writing major, and submission of portfolio.
- ENGL:4020 Honors Thesis Workshop** 3 s.h.
Requirements: English major or English and Creative Writing major, and g.p.a. of 3.33.
- ENGL:4030 Undergraduate Honors Project in Creative Writing** 1-3 s.h.
Independent study under faculty guidance for the creation of an honors project in creative writing. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: admission to English honors program.
- ENGL:4040 Undergraduate Honors Project** 1-3 s.h.
Requirements: admission to English honors program.
- ENGL:4150 Introduction to Book Studies** 3 s.h.
Theory and practice of book studies; meanings of word and image in the book format; comparative study of other media, applied study of the codex as physical artifact. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as SLIS:4150, UICB:4150.
- ENGL:4172 London Performance Study** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as THTR:4630.
- ENGL:4195 Interdisciplinary Studies** 3 s.h.
Exploration of how readings of theory can be evaluated through discussions and readings in literature. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
- ENGL:4720 Advanced Creative Writing: Special Topic** 3 s.h.
Reading and writing; topics vary; advanced creative writing elective for English and Creative Writing majors. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: English major, admission to Undergraduate Creative Writing track, or English and Creative Writing major.
- ENGL:4721 Advanced Writers' Seminar: Fiction** 3 s.h.
In-depth exploration and analysis of creative works in fiction. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: English and Creative Writing major.
- ENGL:4722 Advanced Writers' Seminar: Poetry** 3 s.h.
In-depth exploration and analysis of creative works in poetry. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: English and Creative Writing major.
- ENGL:4723 Advanced Writers' Seminar: Nonfiction** 3 s.h.
In-depth exploration and analysis of creative works in nonfiction. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: English and Creative Writing major.
- ENGL:4724 Advanced Writers' Seminar: Literary Translation** 3 s.h.
Rigorous exploration and analysis of a range of creative works in literary translation. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: English and Creative Writing major.
- ENGL:4725 Advanced Writers' Seminar: Playwriting** 3 s.h.
Rigorous exploration and analysis of a range of creative works in drama. Prerequisites: ENGL:2010 and ENGL:2020. Requirements: English and Creative Writing major.
- ENGL:4810 Learning to Teach Secondary English/Language Arts and Field Experience** 3 s.h.
Organizational techniques, methods, materials for teaching high school English; experience in simulated teaching situations during laboratory sessions, integrated with lectures and discussions. Prerequisites: EDTL:4314. Same as EDTL:4315.
- ENGL:5000 Introduction to Graduate Study** 1 s.h.

- ENGL:5050 Professional Development Practicum** 1 s.h.
Navigation of academic job market and exploration of professional development and career planning; writing cover letters, curriculum vitae, dissertation abstracts, and teaching statements; application strategies for various jobs in research, liberal arts, community colleges, and outside academia; opportunity to practice interviews and other hands-on coaching; for advanced English department Ph.D., M.A., and M.F.A. students.
- ENGL:5990 M.A. Portfolio in Literary Studies** arr.
- ENGL:5999 M.A. Thesis in Literary Studies** arr.
- ENGL:6000 Introduction to Contemporary Theory** 3 s.h.
- ENGL:6020 Literature as Letters** 3 s.h.
- ENGL:6030 Gender, Sexuality, and Literature** 3 s.h.
Representations of gender, class, race, and sexuality in British, American, or Anglophonic/world literatures; role of gender in its intersection with class, race, and sexuality in authorship, text, print cultures, reading, aesthetics, criticism, theory, and the literary marketplace.
- ENGL:6080 New Media Poetics** 3 s.h.
- ENGL:6090 Topics in Interdisciplinary Studies** 3 s.h.
Interdisciplinary approaches to literature and culture.
- ENGL:6100 Readings in Medieval Literature and Culture** 3 s.h.
- ENGL:6104 Literature for Children II** 3 s.h.
Current theory, research, and practice in reading and responding to children's literature; genre and topic vary. Same as EDTL:6104.
- ENGL:6110 Medieval Authors** 3 s.h.
- ENGL:6200 Sixteenth- and Seventeenth-Century Authors** 3 s.h.
- ENGL:6210 Readings in Sixteenth- and Seventeenth-Century Genres** 3 s.h.
- ENGL:6220 Shakespeare** 3 s.h.
- ENGL:6300 Restoration and Eighteenth-Century Literature** 3 s.h.
- ENGL:6315 M.A. Seminar: English Education** arr.
Significant developments in English education; primary and collateral readings. Same as EDTL:6315.
- ENGL:6400 Romantic Literature** 3 s.h.
- ENGL:6500 Victorian Literature** 3 s.h.
- ENGL:6601 Readings in American Literature** 3 s.h.
American literature of the 18th century.
- ENGL:6602 Readings in American Literature II** 3 s.h.
Nineteenth-century American literature.
- ENGL:6603 Readings in American Literature III** 3 s.h.
Twentieth- and twenty-first-century American literature.
- ENGL:6610 Studies in African American Literature** 3 s.h.
- ENGL:6620 Readings in Native American Literatures** 3 s.h.
Same as NAIS:6620.
- ENGL:6630 Readings in Latina/o/x Literary and Cultural Studies** 3 s.h.
Survey of Latina/o/x literature and criticism to prepare for comprehensive exam; organized by thematic units that stress canonical and emerging research areas in Latina/o/x literary and cultural studies.
- ENGL:6635 Crossing Borders Seminar** 2-3 s.h.
Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.
- ENGL:6640 Readings in American Literary Genres** 3 s.h.
- ENGL:6670 American Literary Magazines** 3 s.h.
Aspects of American literary magazines, from city journals to monthly periodicals, historical moment to marketplace demand.
- ENGL:6720 Twentieth-Century Literatures** 3 s.h.
Literatures of 20th century; varied topics (e.g., transnational approach, focus on particular theme, genre, or critical perspective).
- ENGL:6730 Modernist Studies** 3 s.h.
- ENGL:6760 Topics in Contemporary Literature** 3 s.h.
- ENGL:6765 Literature, Culture, and Environment** 3 s.h.
Introduction to theories and practices articulating relationship among literature, other cultural production, and environmental issues.
- ENGL:6770 Writing and Revolution** 3 s.h.
- ENGL:6800 Readings in Postcolonial Literature and Theory** 3 s.h.
Introduction to central concerns and questions of postcolonial theory; impact of imperial ideologies on formation of racial and ethnic identities; nationalist and pan-nationalist challenges to colonialism; postcolonial revisions of Western history; representations of gender and sexuality; diasporic and transnational cultural production; alternative versions of modernity; relationship between past and contemporary forms of globalization.
- ENGL:6850 Topics in Creative Writing** 3 s.h.
Engagement with different topics in creative writing.
- ENGL:6900 Doctoral Workshop in English** 1-2 s.h.
- ENGL:6950 Colloquium: Teaching Foundations of the English Major** 1 s.h.
- ENGL:6960 Colloquium: Teaching Literature** 2 s.h.
Professional development program for new ENGL:1200 teachers, including three-day pre-semester workshop.
- ENGL:7000 Seminar: Cultural Studies** arr.
- ENGL:7010 Seminar: Literary Criticism and Theory** 3 s.h.
Analysis of issues in current literary criticism and theory and of texts from related fields, such as aesthetics, cultural studies, political science, psychology, and philosophy.
- ENGL:7050 Seminar: Performance Theory and Practice** 3 s.h.
Foundational and recent work in interdisciplinary field of performance studies; focus on intersections of performance theory and theater and drama studies; production and reception of visual and participatory art, dance, music, and various forms of embodied activity.
- ENGL:7100 Seminar: Medieval Literature and Culture** arr.
- ENGL:7200 Seminar: Early Modern Literature and Culture** arr.
- ENGL:7300 Seminar: Restoration and Eighteenth-Century Literature** arr.
- ENGL:7400 Seminar: Romantic Literatures** arr.
- ENGL:7500 Seminar: Victorian Literature** arr.

ENGL:7560 Seminar: Walt Whitman Walt Whitman's writings and career.	3 s.h.
ENGL:7600 Seminar: American Literature and Culture	arr.
ENGL:7700 Seminar: Studies in the 20th and 21st Century	arr.
ENGL:7800 Seminar: Postcolonial Studies	3 s.h.
ENGL:7900 Advanced Studies in an Author	arr.
ENGL:7910 Advanced Studies in a Literary Period	arr.
ENGL:7920 Advanced Studies in a Literary Form	arr.
ENGL:7930 Advanced Studies in a Literary Genre	arr.
ENGL:7940 Advanced Studies in a Literary Mode	arr.
ENGL:7950 Advanced Studies in a Literary Movement	arr.
ENGL:7960 Advanced Studies in a Literary Theme	arr.
ENGL:7970 Advanced Studies in Literary Criticism	arr.
ENGL:7980 Advanced Studies in an Interdisciplinary Subject	arr.
ENGL:7990 Special Project for Graduate Students	arr.
ENGL:7999 Ph.D. Thesis	arr.

Creative Nonfiction Writing Courses

Courses CNW:6654 Forms of the Essay, CNW:6650 Readings in Nonfiction, CNW:6610 Essay Writing Workshop, and CNW:6620 Nonfiction Writing Workshop may be repeated. Others may be repeated with consent of the instructor and the director of graduate studies.

Course CNW:1620 Introduction to Creative Nonfiction does not count toward the English major or minor.

Course CNW:3630 Advanced Nonfiction Writing has a prerequisite.

Course CNW:4631 Advanced Essay Workshop requires consent of instructor (see course description on MyUI).

CNW:1620 Introduction to Creative Nonfiction 3 s.h.
Exploration of creative nonfiction genres through readings, discussion, and writing exercises; introduction to workshop environment. GE: Engineering Be Creative; Literary, Visual, and Performing Arts.

CNW:2680 The Art and Craft of Creative Nonfiction 3 s.h.
How we tell stories—every time people talk about themselves, someone they know, places visited or events experienced; creation of a story with intention to entertain and inform a particular audience; how to create compelling, thought-provoking, and resonant texts from raw material of daily life; exploration of three fundamentals of great storytelling—taking emotional and intellectual risks, being imaginatively rigorous, and revising, revising, revising. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2690 The Art and Craft of Writing About Business 3 s.h.

Preparation for real world writing situations; techniques for revision; creation of texts that are clear, persuasive, and coherent; practice techniques by revising many kinds of transactional documents, from letters and memos to procedures and reports; examples from actual business transactions; enhancement of writing, editing, job search, and managerial skills. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:2700 The Art and Craft of Personal Writing 3 s.h.

Moments of wonder, confusion, and blips in memory that can reveal deep and complicated truths in life; different kinds of personal writing with focus on strategies that writers employ to create rich and compelling stories; character, scene, voice, point of view, suspense, and timing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2710 The Art and Craft of Food Writing 3 s.h.

Vivid prose that evokes memories, moods, places, and events; creating a visceral bond with readers as powerful as in any other art form; basics of food writing; how to heighten awareness of physical world through exercises that focus on sensory details. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:2720 The Art and Craft of Writing About Culture 3 s.h.

Writing about the culture surrounding us—literature, songs, movies, magazines, television, food, concerts, theater, commercials, billboards, comic books, internet, museums, sports, architecture; readings, field trips, and multiple approaches to writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2730 The Art and Craft of Science Writing 3 s.h.

Introduction to science writing; development of a clear and engaging prose style through readings and workshops. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2740 The Art and Craft of Writing about the Environment 3 s.h.

Tradition of nature writing and how it has inspired writers, artists, and activists to find more complicated and daring interpretations of what constitutes an environment; reading and writing that challenges assumptions and pushes boundaries of environmental writing and nonfiction. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2760 The Art and Craft of Writing for Social Change 3 s.h.

How nonfiction writers have responded to tumultuous social, political, and cultural topics of their day through reading and writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:2770 The Art and Craft of Writing for New Media**3 s.h.**

Fundamental elements of new media; readings that celebrate and challenge today's newest experiments in podcasts, video games, internet, Twitter feeds, and Tumblr narratives; crafting and critiquing texts in these media. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2780 The Art and Craft of Writing About Sports**3 s.h.**

Introduction to sports writing through reading and writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2790 The Art and Craft of Humor Writing**3 s.h.**

How comedy functions as one of many tools writers have at their disposal through reading and writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2800 The Art and Craft of Writing Across Genres**3 s.h.**

Hybrid texts that defy classification—graphic books, stand-up comedy, lists, letters, poems, freestyle rap—engaged through reading and writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:2810 The Art and Craft of Writing with Emotion**3 s.h.**

Role of emotion in creative writing through readings and writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:2820 The Art and Craft of the Literary Essay**3 s.h.**

Different forms of the essay—reviews, memoirs, profiles, travelogues, journalism, cultural criticism—through readings and writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:2830 The Art and Craft of Immersion Journalism**3 s.h.**

Immersion in fieldwork, leading to nonfiction writing; writer-in-residence for a particular place, institution, or organization; observation and exploration of everything that happens within those boundaries. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2840 The Art and Craft of Travel Writing**3 s.h.**

How to capture a journey's details and sensations through explorations of character, scene, point of view, and timing; why a person does not need to be a world traveler to become a compelling "writer about place"; readings, field trips, multiple approaches to workshoping. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2850 The Art and Craft of Writing About Politics**3 s.h.**

How to observe and reveal complex personalities, relationships, beliefs, and histories that underlie political events and races; strong emphasis on how to gather field research and shape it into compelling literary prose; Iowa's unique role in political theater. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2900 The Essay Prize**3 s.h.**

Discussion and evaluation of a variety of essays nominated by an independent committee of writers, editors, filmmakers, sound designers, performance artists, and readers for the Essay Prize; selection of winner. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:2910 Writing for Applications and Awards**3 s.h.**

Practical exploration of how to prepare applications for fellowships, awards, grants, and graduate schools; emphasis on composing and revising personal statements, project narratives, funding proposals; fundamentals of how to clearly, concisely, and compellingly present ideas to specialized and general audiences. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

CNW:2991 Publishing I: Introduction to Literary Publishing**3 s.h.**

Introduction to major aspects of book and literary publishing, including evaluating submissions, copy editing, production calendars, and planning marketing campaigns; discussion of industry trends. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Same as WRIT:2991.

CNW:2992 Publishing II: Advanced Literary Publication**3 s.h.**

Hands-on experience of entire literary publishing process including reading submissions, selecting texts, editing, layout and design, marketing and promotion, and book release. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Prerequisites: CNW:2991. Same as WRIT:2992.

CNW:3600 Issues in Creative Nonfiction**3 s.h.**

Exploration and discussion of a single topic in creative nonfiction through a variety of reading assignments and creative writing exercises. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CNW:3630 Advanced Nonfiction Writing**3 s.h.**

Essay writing; focus on workshop environment. Prerequisites: CNW:2830 or CNW:2720 or CNW:2840 or CNW:2710 or CNW:2700 or CNW:2900 or CNW:2760 or CNW:2800 or CNW:2910 or CNW:2810 or CNW:2780 or CNW:2850 or CNW:2730 or CNW:2740 or CNW:2770 or CNW:2820 or CNW:2680 or CNW:2790 or CNW:2690. Requirements: undergraduate standing.

CNW:3632 Prose Style**3 s.h.**

Sentences: how they work, what they do; how sentences can help writing, expand understanding of prose style, stretch options. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative. Same as WRIT:3632.

CNW:3633 Personal Writing**3 s.h.**

- CNW:3640 Writing for Business** 3 s.h.
Foundational skills for careers in the humanities including building portfolios, résumés, cover letters, and interview skills for job searches; professional communication and protocol; and exploring career opportunities. GE: Engineering Be Creative.
- CNW:3644 Dublin Writing Workshop** 3 s.h.
Intensive writing workshops for aspiring creative writers; study abroad in Dublin, Ireland. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.
- CNW:3660 Multimedia Writing** 3 s.h.
Multidisciplinary sessions mixing media production, creative nonfiction, and literary theory; topics ranging from hypertext authoring and electronic magazine publishing to sound art and digital video; principles and practices of writing for alternative media, theoretical understanding of how various media frame the situation; radio essay, video essay, interactive animation, web authoring, electronic magazine publishing.
- CNW:3661 Film and Writing** 3 s.h.
Writers' introduction to digital video; compelling forms of nonfiction filmmaking from the film essay to the environmental documentary; how to convert texts into film, conduct interviews, and shoot and edit digital video; emphasis on careful analysis and making of whitely films.
- CNW:3662 Graphic Writing** 3 s.h.
The photo essay and the graphic memoir, two modes of nonfiction that have steadily increased in prominence and popularity; key texts in both genres (i.e., Dorothea Lange's *American Exodus*, Marjane Satrapi's *Persepolis*, or Art Spiegelman's *Maus*); writing and producing photo essays and short graphic memoirs.
- CNW:3663 Radio and Writing** 3 s.h.
Writing with sound; introduction to radio essays and documentaries with focus on digital audio; analyze key radio works and essayists; produce voiceovers, record interviews, mix music, edit sound and spoken texts in making radio art.
- CNW:3664 Writing About Science** 3 s.h.
Writing about science and technology from neurobiology to astrophysics; exploration of classic literary nonfiction on the sciences; focus on various stylistic practices for making complex topics compelling for a general audience and developing a clear and readable prose style.
- CNW:4355 Approaches to Teaching Writing** 3 s.h.
Theories, practices, strategies, and history of writing and teaching writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative. Same as EDTL:4355.
- CNW:4631 Advanced Essay Workshop** 3 s.h.
Experience working on new nonfiction projects, drafting and preparing one piece throughout a semester; individualized work to promote understanding of and creation in genres of nonfiction writing. Requirements: undergraduate standing and successful completion of one CNW course.
- CNW:4635 Advanced Creative Nonfiction Writing** 3 s.h.
Close work with faculty and peers on advanced creative nonfiction writing projects. Requirements: one 2000- or 3000-level CNW course.
- CNW:4690 Undergraduate Project in Nonfiction Writing** arr.
- CNW:5375 Teaching in a Writing Center** 3 s.h.
Seminar/practicum to prepare graduate students to teach in the University of Iowa Writing Center or similar settings; seminar component on writing and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in the Writing Center. Same as RHET:5375.
- CNW:6600 Teaching Nonfiction** 3 s.h.
Theories and practices of teaching nonfiction writing; writing workshop approaches, strategies to encourage response and revision, connections between reading and writing, diversity of form, language, and assessment.
- CNW:6610 Essay Writing Workshop** 4 s.h.
- CNW:6620 Nonfiction Writing Workshop** arr.
Intensive workshop focusing on student work; students will have an essay critiqued and a conference with the advisor; wide-ranging discussion dealing with various aspects of this multi-faceted genre and new trends in contemporary nonfiction.
- CNW:6630 Graduate Thesis Workshop** 4 s.h.
Thesis work in supportive workshop environment. Prerequisites: CNW:6610 and CNW:6620.
- CNW:6650 Readings in Nonfiction** 3 s.h.
- CNW:6654 Forms of the Essay** arr.
- CNW:6656 Approaches to Nonfiction** 3 s.h.
Investigation into forms of nonfiction writing.
- CNW:6660 Twenty-first-Century Nonfiction** arr.
- CNW:6666 Performance and Profession** 3 s.h.
Making and maintaining a writing career, with lessons on navigating the writer's job market; developing cover letters and curriculum vitae, interviewing, finding an agent, negotiating with publishers, handling social media, and delivering a reading.
- CNW:6670 Overseas Writing Workshop** arr.
- CNW:7900 Special Project in Nonfiction Writing** arr.
- CNW:7950 Thesis in Nonfiction Writing** arr.

Creative Writing—Writers' Workshop Courses

Course CW:1800 Creative Writing Studio Workshop does not count toward the English major or minor.

- CW:1200 Creative Writing for Non-Native English Speakers** 3 s.h.
Designed to help non-native English speakers who would like to learn more about creative writing; guided readings and creative writing exercises in fiction, poetry, and creative nonfiction, with special emphasis on the interests of writers from diverse backgrounds; creative writing as a means of self-expression, while improving writing and speaking skills in a friendly, supportive environment.
- CW:1800 Creative Writing Studio Workshop** 3 s.h.
Experience reading and writing fiction, poetry, and personal narrative in a workshop setting; study of published work and critical discussion from a writer's standpoint; critique of class members' work. GE: Literary, Visual, and Performing Arts.

- CW:2100 Creative Writing** 3 s.h.
Guidance in the process of writing fiction and poetry; writing as exploration; development of students' critical skills as readers; application of new knowledge and skills to students' own writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.
- CW:2870 Fiction Writing** 3 s.h.
Analysis of works of accomplished fiction writers; critique of class members' short stories, in writing and in class; discussion of how class members use language, characterization, point of view, other elements of fiction in their work. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.
- CW:2875 Poetry Writing** 3 s.h.
Careful writing of poems, reading of poetry by class members as well as established poets; supportive workshop context. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.
- CW:3002 Writing and Reading Young Adult Fiction** 0,3 s.h.
Constraints and parameters in which young adult fiction is created and a useful lens through which to explore the layers of craft and technique that underlie all great creative writing; opportunity for students to hone their understanding of genre, explore specific craft techniques, and develop a broader understanding of the fiction landscape.
- CW:3003 Writing and Reading Science Fiction** 3 s.h.
Science fiction literature as an ongoing conversation about the possible; exploration of world boundaries we have by imagining worlds that we don't (yet); alien encounters that consider ways we react to beings we see as unlike ourselves; alternate histories to illuminate what might have been; transhumanist fiction to explore what we may become; issues of composition and craft that underlie all effective fiction; students write and revise works of science fiction and engage in constructive discussion of each other's work. GE: Engineering Be Creative.
- CW:3004 Writing and Reading Fantasy Fiction** 3 s.h.
Exploration of rules and boundaries of fantasy writing; interrogation of strategies and approaches that make writing fantasy distinct from other genres of fiction.
- CW:3005 Professional and Creative Business Communication** 3 s.h.
Solid foundation for creative and professional communication in today's modern work world; exploration of techniques, strategies, and craft of writing résumés, letters of interest, email and its related etiquette, and organization of ideas into presentable form; semester-long creative project that builds a bridge between office and the world using modern technology and social media; readings and discussions of literature to better understand issues of ethics, leadership, conflict, moral judgment, decision making, and human nature; how to navigate and succeed in business or any professional field. GE: Engineering Be Creative. Same as INTD:3005, WRIT:3005.
- CW:3107 Creative Writing for the Health Professions** 3 s.h.
GE: Engineering Be Creative. Same as INTD:3107.
- CW:3210 Creative Writing and the Natural World** 3 s.h.
How humans tether to their environment through stories; students write stories and through writing explore if there is a new tie to sustainable history. GE: Engineering Be Creative. Same as INTD:3210.
- CW:3215 Creative Writing and Popular Culture** 3 s.h.
Creative writing through the lens of popular culture; topics include television, film writing, adaptations, commercials, advertising, magazines, newspapers, comic books, song lyrics, billboards, and backs of cereal boxes. GE: Engineering Be Creative. Same as INTD:3300.
- CW:3218 Creative Writing for New Media** 3 s.h.
Prepares creative writers for evolving marketplace of electronic text and media; experience writing in varied media (e.g., internet, e-books, video games, mobile devices, emergent social narratives). GE: Engineering Be Creative. Same as INTD:3200.
- CW:3870 Advanced Fiction Writing** 3 s.h.
Analysis of accomplished fiction writers' work; critique of class members' short stories, in writing and in class; discussion of how class members use language, characterization, point of view, other elements of fiction in their work. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Prerequisites: CW:2870.
- CW:3875 Advanced Poetry Writing** 3 s.h.
Writing poems, reading poetry by class members and established poets; workshop context. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Prerequisites: CW:2875.
- CW:4745 The Sentence: Strategies for Writing** 3 s.h.
Writing dynamic, cogent, and grammatically correct sentences; effectively communicating ideas; writing with clarity and confidence; review of grammar and various types of sentences; building complexity by adding adverbial, subordinate, and connective clauses to simple sentences; how rhythm, syntax, and word order expand the meaning of a sentence; application and appreciation. GE: Engineering Be Creative. Same as WRIT:4745.
- CW:4750 Writing and Activism** 3 s.h.
Exploration of writing as a political act; examination of texts that focus on activism (e.g., environment, social inequality, racism, war); best practices for literary advocacy and social/political persuasion/instruction; improving dexterity with written persuasion; argumentation, and personal statements; application of study of writing to broader world.
- CW:4751 Creative Writing for the Musician** 3 s.h.
Better writing by focused appreciation of classical and popular music; musical forms and storytelling; music as a source of inspiration, performance of free-form writing exercises set to different soundtracks; what music can teach about language; scansion; methods for applying musical techniques in word form; how punctuation and grammar create rhythm; tone and diction used to create and modify dynamics of prose; multimedia project incorporating written, visual, and audio storytelling techniques. GE: Engineering Be Creative.

CW:4760 The Art of Revision: Rewriting Prose for Clarity and Impact 3 s.h.

Writing and rewriting of short stories and essays; specific choices to help writing reach its full potential; examination of first drafts and making strategic or radical decisions on what needs to happen in subsequent drafts in order for writing to better match original intentions; students gain insight from peers on where first drafts are succeeding or falling short, and write second and third drafts of short stories and personal narratives; structural and aesthetic choices. GE: Engineering Be Creative. Same as WRIT:4760.

CW:4870 Undergraduate Writers' Workshop: Fiction arr.

English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CW:4875 Undergraduate Writers' Workshop: Poetry arr.

English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CW:4885 Undergraduate Writers' Seminar arr.

Exploration of literature to develop substance and craft; craft sessions designed around topic chosen by instructor; modeled after Iowa Writers' Workshop graduate reading seminars. Prerequisites: ENGL:2020.

CW:4894 Undergraduate Project in Creative Writing arr.

English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

CW:4897 Novel Writing 3 s.h.

Introduction to the process of writing a novel through focused lessons on character, perspective, plot, scene, and dialogue; organizing a longer work; creating notes and sections of a novel with progression towards completing a draft. Requirements: creative writing or fiction writing course.

CW:5870 Graduate Fiction Writing 3 s.h.

Reading and discussion of published stories and those written by class members, with the aim of improving writing through careful reading and reflection, spirited discussion, and written comments.

CW:5875 Graduate Poetry Writing 3 s.h.

Careful writing and reading of poems by students as well as by established poets; thorough discussion in a supportive context.

CW:7810 Form of Fiction 3 s.h.**CW:7820 Form of Poetry** 3 s.h.**CW:7830 Seminar: Problems in Modern Fiction** arr.**CW:7840 Seminar: Problems in Modern Poetry** arr.**CW:7870 Fiction Workshop** arr.**CW:7875 Poetry Workshop** arr.**CW:7880 Teaching Assistant Pedagogy Colloquium** 1-2 s.h.

Training and support for graduate students in the Creative Writing Program. Corequisites: CW:7870 or CW:7875. Requirements: enrollment in creative writing graduate program.

CW:7890 Graduate Project in Creative Writing arr.**CW:7895 M.F.A. Thesis** arr.

English, B.A.

The Department of English challenges students to strive for excellence as writers. It provides instruction in and opportunities for writing in all of its classes. Students in the English major pursue a concentration in one of six areas, which may include a historical period, a theoretical focus, or creative and nonfiction writing. The department also offers an honors program in which students work closely with a faculty member to complete a major critical or creative project. See Honors [p. 412] in this section of the Catalog.

Students who plan to teach English in secondary schools should consult with an advisor in the College of Education as early as possible; contact the Office of Student Services. The B.A. in English education [p. 1375] requires that students choose particular courses in the English major in order to meet all related requirements.

Students interested in the English major should consult the academic advisor in the English undergraduate advising office.

Learning Outcomes

The goal is for students who graduate from the Department of English to demonstrate the skills of reflective reading, critical thinking, effective speaking, compelling writing, and engaged citizenship.

- Reflective readers:
 - analyze literary and cultural texts through close reading;
 - gain broad knowledge of several fields of literature;
 - grasp formal elements of key literary genres; and
 - learn to read comparatively to illuminate aesthetic, social, and cultural contributions of texts.
- Critical thinkers:
 - approach texts with a spirit of critical inquiry and flexibility;
 - formulate productive questions;
 - use textual evidence to support individual interpretations; and
 - draw upon several different critical approaches to literature in English.
- Effective speakers:
 - express opinions about the texts they read through discussion and written assignments;
 - listen respectfully to others' opinions; and
 - work in class—whether through active listening or discussion—to learn by synthesizing a range of texts, insights, and opinions.
- Compelling writers:
 - express their ideas in clear, fluent, and lively prose;
 - organize their ideas effectively;
 - use textual evidence to illustrate and support their insights and arguments;
 - demonstrate the ability to write in different modes that are appropriate to particular contexts;
- engage properly with relevant scholarship and creative work; and
- use research skills that include understanding of methods, technology, and conventions.
- Engaged world citizens:
 - communicate respect and understanding for the literatures and cultures of diverse historical periods, geographical regions, and cultures;
 - explore ethical issues raised by literature;
 - reflect on the ways that literature addresses issues of social justice; and
 - use reading, speaking, and writing skills to engage with the ethical concerns raised by literature in their daily and professional lives.

Requirements

The Bachelor of Arts with a major in English requires a minimum of 120 s.h., including at least 36 s.h. (usually 12 courses) of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students must earn at least 21 s.h. of credit for the major at the University of Iowa. Transfer students may count a maximum of 15 s.h. of approved transfer credit toward the major.

Students majoring in English should not use ENGL:1200 The Interpretation of Literature to fulfill the GE CLAS Core Interpretation of Literature requirement. They may substitute a course from the Literary, Visual, and Performing Arts area of the GE CLAS Core, excluding these: DANC:1010 through DANC:2040, MUS:1001 Group Piano I: Non-Music Majors, and MUS:1020 Performance Instruction for Nonmajors.

Only courses numbered above 2000 count toward the English major. The following courses do not count toward the English major.

Code	Title	Hours
CNW:1620	Introduction to Creative Nonfiction	3
CW:1800	Creative Writing Studio Workshop	3

Courses numbered ENGL:1000-ENGL:1999

Students may count up to 6 s.h. earned in courses with prefix CW toward the English major.

All English majors must complete ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures, as well as one course in reading and writing about a genre (ENGL:2012-ENGL:2016).

Other coursework for the major is divided into six areas and three historical periods. Along with two introductory courses, students must complete a total of six area courses (see "Areas" below) and six historical period courses (see "Historical Periods" below). Most courses (except those in the creative writing and nonfiction writing list) satisfy both an area and a historical period requirement, so students generally fulfill the historical period requirements as they complete the area requirements. This allows them to choose additional elective coursework to complete the major.

Each course's area and period designations are included in its course description, which is provided in the comprehensive list of Department of English courses; see Courses [p. 390] in this section of the Catalog. A course's area and/or period designation may vary by semester; consult MyUI for semester-specific course information. Additional information about courses is available on the Department of English website and from the academic advisor.

Students also must complete at least one multiethnic literature and culture course.

For more information about teaching English in elementary and/or secondary schools, see "Teacher Licensure" below.

Students pursuing the B.A. in English can choose to complete requirements for the publishing track; see "Publishing Track" below for information.

The B.A. with a major in English requires the following coursework.

Code	Title	Hours
Introductory Courses		6
Area/Historical Period Courses		21
Multiethnic Literature and Culture Requirement (can be satisfied with a 3 s.h. course from another area)		
Electives		9
Total Hours		36

Introductory Courses

All English majors must complete two introductory courses and are encouraged to enroll in them as soon as they declare the major. Students must take ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures as well as one reading and writing about a genre course (ENGL:2012-ENGL:2016).

Code	Title	Hours
This course:		
ENGL:2010	Foundation of the English Major: Histories, Literatures, Pleasures	3
One of these:		
ENGL:2012	Reading and Writing About the Novel	3
ENGL:2013	Reading and Writing About Poetry	3
ENGL:2014	Reading and Writing About the Short Story	3
ENGL:2015	Reading and Writing About Drama	3
ENGL:2016	Reading and Writing About the Essay	3

Areas

Students must complete at least one course (3 s.h.) from each of the following six areas.

- Literary Theory and Interdisciplinary Studies [p. 406]
- Medieval and Early Modern Literature and Culture [p. 407]
- Modern British Literature and Culture [p. 407]
- American Literature and Culture [p. 407]

- Transnational Literature and Postcolonial Studies [p. 408]
- Nonfiction and Creative Writing [p. 408]

Literary Theory and Interdisciplinary Studies

Code	Title	Hours
ENGL:2100	Introduction to Criticism and Theory	3
ENGL:2105	Disability in Literature and Cultural Theory	3
ENGL:2130	Introduction to the Novel	3
ENGL:2140	Introduction to Poetry	3
ENGL:2150	Introduction to the Short Story	3
ENGL:2160	Introduction to Drama	3
ENGL:2170	Introduction to the Essay	3
ENGL:2191	Modern Fiction	3
ENGL:2192	Postmodern Fiction	3
ENGL:2193	Literature, Culture, and Women	3
ENGL:2194	Lyric Structures	3
ENGL:3100	Topics in Criticism and Theory	3
ENGL:3102	Topics in Poetry and Poetics	3
ENGL:3105	Topics in Popular Culture	3
ENGL:3130	Topics in Film and Literature	3
ENGL:3135	Narrative and the Cinema	3
ENGL:3140	Literature and the Book	3
ENGL:3142	Topics in Book History	3
ENGL:3145	Editorial Practice	3
ENGL:3148	Literary Editing	3
ENGL:3150	Literature and Philosophic Thought	3
ENGL:3152	Literature and Society	3
ENGL:3155	Literature and Art	3
ENGL:3160	Literary Genres and Modes	3
ENGL:3165	Literature and the Environment	3
ENGL:3170	Literature and Social Justice	3
ENGL:3173	Gender, Sexuality, and Literature	3
ENGL:3180	Media Studies	3
ENGL:3181	Digital Media and Poetics	3
ENGL:3182	Digital Cultures and Literacies	3
ENGL:3186	Science Fiction	3
ENGL:3190	Language and Learning	2-3
ENGL:3191	Reading and Teaching Adolescent Literature	3
ENGL:4003	Honors Seminar: Literary Theory and Interdisciplinary Studies, 20th/21st Century	3
ENGL:4007	Honors Seminar: Literary Theory and Interdisciplinary Studies, 18th/19th Century	3
ENGL:4150	Introduction to Book Studies	3
ENGL:4172	London Performance Study	3
ENGL:4195	Interdisciplinary Studies	3

Medieval and Early Modern Literature and Culture

Code	Title	Hours
ENGL:2206	Classical and Biblical Literature	3
ENGL:2216	Selected Works of the Middle Ages	3
ENGL:2236	Selected Early Authors	3
ENGL:3216	Topics in Medieval and Renaissance Literature	3
ENGL:3226	Literature and Culture of the Middle Ages	3
ENGL:3228	Literature and Culture of the Restoration	3
ENGL:3236	Literature and the Culture of the Renaissance	3
ENGL:3237	Literature and Culture of Seventeenth-Century England	3
ENGL:3246	16th- and 17th-Century Poetry	3
ENGL:3256	Old English Language and Literature	3
ENGL:3257	Old English Beowulf	3
ENGL:3266	Medieval Celtic Literature	3
ENGL:3267	Medieval Norse Literature	3
ENGL:3276	Medieval Drama	3
ENGL:3277	English Renaissance Drama	3
ENGL:3286	Chaucer	3
ENGL:3287	Shakespeare	3
ENGL:3296	Milton	3
ENGL:4009	Honors Seminar: Medieval and Early Modern Literature, Early Literature/17th Century	3

Modern British Literature and Culture

Code	Title	Hours
ENGL:2309	Selected British Authors Before 1900	3
ENGL:2310	Selected British Authors After 1900	3
ENGL:2329	Topics in Modern British Literature Before 1900	3
ENGL:2330	Topics in Modern British Literature After 1900	3
ENGL:2338	Eighteenth-Century British Literature	3
ENGL:2348	British Romanticism	3
ENGL:2359	Victorian Literature	3
ENGL:2360	Twentieth-Century British Literature	3
ENGL:2361	Twenty-first-Century British Literature	3
ENGL:2369	Topics in British Culture and Identity	3
ENGL:3320	Modern British Drama	3
ENGL:3329	Literature and Culture of Eighteenth-Century Britain	3

ENGL:3338	Literature and Culture of the Romantic Period	3
ENGL:3339	Literature and Culture of Nineteenth-Century Britain	3
ENGL:3348	Literature and Culture of Nineteenth-Century Scotland	3
ENGL:3350	Literature and Culture of 20th- and 21st-Century Britain	3
ENGL:3355	British Poetry	3
ENGL:3360	British Fiction	3
ENGL:4002	Honors Seminar: British Literature, 20th/21st Century	3
ENGL:4006	Honors Seminar: British Literature, 18th/19th Century	3

American Literature and Culture

Code	Title	Hours
ENGL:2409	Selected American Authors Before 1900	3
ENGL:2410	Selected American Authors After 1900	3
ENGL:2420	American Literary Classics	3
ENGL:2425	American Poetry	3
ENGL:2438	American Novel Before 1900	3
ENGL:2440	American Novel After 1900	3
ENGL:2450	American Short Story	3
ENGL:2463	Topics in African American Literature	3
ENGL:2465	Selected African American Authors	3
ENGL:2475	Asian American Literature	3
ENGL:3418	Literature and Culture of America Before 1800	3
ENGL:3419	Literature and Culture of Nineteenth-Century America	3
ENGL:3420	Literature and the Culture of Twentieth-Century America	3
ENGL:3429	Topics in American Literature Before 1900	3
ENGL:3430	Topics in American Literature After 1900	3
ENGL:3431	American Novel Since 1945	3
ENGL:3439	American Drama Before 1900	3
ENGL:3440	American Drama Since 1900	3
ENGL:3441	Native American Literature	3
ENGL:3444	Literatures of the American Peoples	3
ENGL:3450	American Regional Literatures	3
ENGL:3455	Jewish American Literature	3
ENGL:3459	African American Literature Before 1900	3
ENGL:3460	African American Literature After 1900	3
ENGL:3461	Twenty-First Century African American Literature	3
ENGL:3462	African American Drama	3

ENGL:3465	African American Autobiography	3
ENGL:3467	Latina/o/x Literatures and Cultures	3
ENGL:3470	Gender, Sexuality, and American Literature	3
ENGL:3489	Contemporary American Women Writers	3
ENGL:4001	Honors Seminar: American Literature, 20th/21st Century	3
ENGL:4005	Honors Seminar: American Literature, 18th/19th Century	3

Transnational Literature and Postcolonial Studies

Code	Title	Hours
ENGL:2505	Introduction to Postcolonial Studies	3
ENGL:2510	Selected Transnational Authors	3
ENGL:2560	Topics in Culture and Identity	3
ENGL:2570	Love, War, Activism: Stories About Women from Across the World	3
ENGL:2571	Visualizing Human Rights	3
ENGL:3510	Topics in Transnational Literature	3
ENGL:3515	Topics in Postcolonial Studies	3
ENGL:3520	Literature and Culture of the 20th and 21st Century	3
ENGL:3525	Literature and Culture of the Americas	3
ENGL:3530	Caribbean Literature and Culture	3
ENGL:3532	Modernist Women Writers	3
ENGL:3535	Topics in Literature and Culture of the Americas	3
ENGL:3540	Literature of the Indian Subcontinent	3
ENGL:3550	African Literature	3
ENGL:3555	Topics in African Cinema	3
ENGL:3570	Transnational and Postcolonial Writing by Women	3
ENGL:3580	Identity and Social Issues	3
ENGL:3595	International Literature Today	1-3
ENGL:4004	Honors Seminar: Transnational and Postcolonial Literature, 20th/21st Century	3
ENGL:4008	Honors Seminar: Transnational and Postcolonial Literature, 18th/19th Century	3

Nonfiction and Creative Writing

Code	Title	Hours
ENGL:3721	Writers' Seminar: Fiction	3
ENGL:3722	Writers' Seminar: Poetry	3
ENGL:3723	Writers' Seminar: Nonfiction	3
ENGL:3724	Writers' Seminar: Literary Translation	3
ENGL:3725	Writers' Seminar: Playwriting	3
ENGL:4011	Honors Seminar: Creative Writing	3
ENGL:4720	Advanced Creative Writing: Special Topic	3
CNW:2680	The Art and Craft of Creative Nonfiction	3
CNW:2690	The Art and Craft of Writing About Business	3
CNW:2700	The Art and Craft of Personal Writing	3
CNW:2710	The Art and Craft of Food Writing	3
CNW:2720	The Art and Craft of Writing About Culture	3
CNW:2730	The Art and Craft of Science Writing	3
CNW:2740	The Art and Craft of Writing about the Environment	3
CNW:2760	The Art and Craft of Writing for Social Change	3
CNW:2770	The Art and Craft of Writing for New Media	3
CNW:2780	The Art and Craft of Writing About Sports	3
CNW:2790	The Art and Craft of Humor Writing	3
CNW:2800	The Art and Craft of Writing Across Genres	3
CNW:2810	The Art and Craft of Writing with Emotion	3
CNW:2820	The Art and Craft of the Literary Essay	3
CNW:2830	The Art and Craft of Immersion Journalism	3
CNW:2840	The Art and Craft of Travel Writing	3
CNW:2850	The Art and Craft of Writing About Politics	3
CNW:2900	The Essay Prize	3
CNW:2910	Writing for Applications and Awards	3
CNW:2991	Publishing I: Introduction to Literary Publishing	3
CNW:2992	Publishing II: Advanced Literary Publication	3
CNW:3600	Issues in Creative Nonfiction	3
CNW:3630	Advanced Nonfiction Writing	3
CNW:3632	Prose Style	3
CNW:3633	Personal Writing	3
CNW:3640	Writing for Business	3
CNW:3644	Dublin Writing Workshop	3
CNW:3660	Multimedia Writing	3

CNW:3661	Film and Writing	3
CNW:3662	Graphic Writing	3
CNW:3663	Radio and Writing	3
CNW:3664	Writing About Science	3
CNW:4355	Approaches to Teaching Writing	3
CNW:4631	Advanced Essay Workshop	3
CNW:4635	Advanced Creative Nonfiction Writing	3
CNW:4690	Undergraduate Project in Nonfiction Writing	1-2
CW:2100	Creative Writing	3
CW:2870	Fiction Writing	3
CW:2875	Poetry Writing	3
CW:3002	Writing and Reading Young Adult Fiction	3
CW:3107	Creative Writing for the Health Professions	3
CW:3210	Creative Writing and the Natural World	3
CW:3215	Creative Writing and Popular Culture	3
CW:3218	Creative Writing for New Media	3
CW:3870	Advanced Fiction Writing	3
CW:3875	Advanced Poetry Writing	3
CW:4870	Undergraduate Writers' Workshop: Fiction	arr.
CW:4875	Undergraduate Writers' Workshop: Poetry	arr.
CW:4894	Undergraduate Project in Creative Writing	arr.

Area Determined by Course Content

The following course's area is designated either as literary theory and interdisciplinary studies or as modern British literature and culture, depending on course context, which varies by semester. Consult MyUI for the semester-specific area designation.

Code	Title	Hours
ENGL:3010	Children's Literature	3

Historical Periods

Students must complete at least two courses from each of the following three historical periods.

- Early Literatures Through the 17th Century [p. 409]
- Literature of the 18th/19th Century [p. 409]
- Literature of the 20th/21st Century [p. 410]

Early Literatures Through the 17th Century

Code	Title	Hours
ENGL:2206	Classical and Biblical Literature	3
ENGL:2216	Selected Works of the Middle Ages	3
ENGL:2236	Selected Early Authors	3
ENGL:3216	Topics in Medieval and Renaissance Literature	3

ENGL:3226	Literature and Culture of the Middle Ages	3
ENGL:3228	Literature and Culture of the Restoration	3
ENGL:3236	Literature and the Culture of the Renaissance	3
ENGL:3237	Literature and Culture of Seventeenth-Century England	3
ENGL:3246	16th- and 17th-Century Poetry	3
ENGL:3256	Old English Language and Literature	3
ENGL:3257	Old English Beowulf	3
ENGL:3266	Medieval Celtic Literature	3
ENGL:3267	Medieval Norse Literature	3
ENGL:3276	Medieval Drama	3
ENGL:3277	English Renaissance Drama	3
ENGL:3286	Chaucer	3
ENGL:3287	Shakespeare	3
ENGL:3296	Milton	3
ENGL:4009	Honors Seminar: Medieval and Early Modern Literature, Early Literature/17th Century	3

Literature of the 18th/19th Century

Code	Title	Hours
ENGL:2309	Selected British Authors Before 1900	3
ENGL:2329	Topics in Modern British Literature Before 1900	3
ENGL:2338	Eighteenth-Century British Literature	3
ENGL:2348	British Romanticism	3
ENGL:2359	Victorian Literature	3
ENGL:2409	Selected American Authors Before 1900	3
ENGL:2438	American Novel Before 1900	3
ENGL:3329	Literature and Culture of Eighteenth-Century Britain	3
ENGL:3338	Literature and Culture of the Romantic Period	3
ENGL:3339	Literature and Culture of Nineteenth-Century Britain	3
ENGL:3348	Literature and Culture of Nineteenth-Century Scotland	3
ENGL:3418	Literature and Culture of America Before 1800	3
ENGL:3419	Literature and Culture of Nineteenth-Century America	3
ENGL:3429	Topics in American Literature Before 1900	3
ENGL:3439	American Drama Before 1900	3
ENGL:3459	African American Literature Before 1900	3
ENGL:4005	Honors Seminar: American Literature, 18th/19th Century	3

ENGL:4006	Honors Seminar: British Literature, 18th/19th Century	3
ENGL:4007	Honors Seminar: Literary Theory and Interdisciplinary Studies, 18th/19th Century	3
ENGL:4008	Honors Seminar: Transnational and Postcolonial Literature, 18th/19th Century	3

Literature of the 20th/21st Century

Code	Title	Hours
ENGL:2100	Introduction to Criticism and Theory	3
ENGL:2105	Disability in Literature and Cultural Theory	3
ENGL:2150	Introduction to the Short Story	3
ENGL:2160	Introduction to Drama	3
ENGL:2170	Introduction to the Essay	3
ENGL:2191	Modern Fiction	3
ENGL:2192	Postmodern Fiction	3
ENGL:2194	Lyric Structures	3
ENGL:2310	Selected British Authors After 1900	3
ENGL:2330	Topics in Modern British Literature After 1900	3
ENGL:2360	Twentieth-Century British Literature	3
ENGL:2361	Twenty-first-Century British Literature	3
ENGL:2410	Selected American Authors After 1900	3
ENGL:2440	American Novel After 1900	3
ENGL:2463	Topics in African American Literature	3
ENGL:2465	Selected African American Authors	3
ENGL:2475	Asian American Literature	3
ENGL:2505	Introduction to Postcolonial Studies	3
ENGL:2510	Selected Transnational Authors	3
ENGL:2570	Love, War, Activism: Stories About Women from Across the World	3
ENGL:2571	Visualizing Human Rights	3
ENGL:3100	Topics in Criticism and Theory	3
ENGL:3105	Topics in Popular Culture	3
ENGL:3130	Topics in Film and Literature	3
ENGL:3135	Narrative and the Cinema	3
ENGL:3145	Editorial Practice	3
ENGL:3150	Literature and Philosophic Thought	3
ENGL:3152	Literature and Society	3
ENGL:3173	Gender, Sexuality, and Literature	3
ENGL:3180	Media Studies	3
ENGL:3181	Digital Media and Poetics	3

ENGL:3182	Digital Cultures and Literacies	3
ENGL:3186	Science Fiction	3
ENGL:3350	Literature and Culture of 20th- and 21st-Century Britain	3
ENGL:3420	Literature and the Culture of Twentieth-Century America	3
ENGL:3430	Topics in American Literature After 1900	3
ENGL:3431	American Novel Since 1945	3
ENGL:3440	American Drama Since 1900	3
ENGL:3441	Native American Literature	3
ENGL:3455	Jewish American Literature	3
ENGL:3460	African American Literature After 1900	3
ENGL:3461	Twenty-First Century African American Literature	3
ENGL:3465	African American Autobiography	3
ENGL:3467	Latina/o/x Literatures and Cultures	3
ENGL:3470	Gender, Sexuality, and American Literature	3
ENGL:3489	Contemporary American Women Writers	3
ENGL:3510	Topics in Transnational Literature	3
ENGL:3515	Topics in Postcolonial Studies	3
ENGL:3520	Literature and Culture of the 20th and 21st Century	3
ENGL:3525	Literature and Culture of the Americas	3
ENGL:3530	Caribbean Literature and Culture	3
ENGL:3532	Modernist Women Writers	3
ENGL:3535	Topics in Literature and Culture of the Americas	3
ENGL:3540	Literature of the Indian Subcontinent	3
ENGL:3550	African Literature	3
ENGL:3555	Topics in African Cinema	3
ENGL:3570	Transnational and Postcolonial Writing by Women	3
ENGL:3595	International Literature Today	1, 3
ENGL:4001	Honors Seminar: American Literature, 20th/21st Century	3
ENGL:4002	Honors Seminar: British Literature, 20th/21st Century	3
ENGL:4003	Honors Seminar: Literary Theory and Interdisciplinary Studies, 20th/21st Century	3
ENGL:4004	Honors Seminar: Transnational and Postcolonial Literature, 20th/21st Century	3

ENGL:4172	London Performance Study	3
ENGL:4195	Interdisciplinary Studies	3

Historical Period Determined by Course Content

The historical period of each of the following courses may be designated as early literatures through the 17th century, 18th/19th-century, or 20th/21st-century, depending on course content, which varies by semester. Consult MyUI for semester-specific period designations.

Code	Title	Hours
ENGL:2130	Introduction to the Novel	3
ENGL:2140	Introduction to Poetry	3
ENGL:2193	Literature, Culture, and Women	3
ENGL:2369	Topics in British Culture and Identity	3
ENGL:2420	American Literary Classics	3
ENGL:2425	American Poetry	3
ENGL:2450	American Short Story	3
ENGL:2560	Topics in Culture and Identity	3
ENGL:3010	Children's Literature	3
ENGL:3102	Topics in Poetry and Poetics	3
ENGL:3140	Literature and the Book	3
ENGL:3142	Topics in Book History	3
ENGL:3148	Literary Editing	3
ENGL:3155	Literature and Art	3
ENGL:3160	Literary Genres and Modes	3
ENGL:3165	Literature and the Environment	3
ENGL:3170	Literature and Social Justice	3
ENGL:3320	Modern British Drama	3
ENGL:3355	British Poetry	3
ENGL:3360	British Fiction	3
ENGL:3444	Literatures of the American Peoples	3
ENGL:3450	American Regional Literatures	3
ENGL:3462	African American Drama	3
ENGL:3580	Identity and Social Issues	3
ENGL:4000	English Honors Seminar	3
ENGL:4011	Honors Seminar: Creative Writing	3
ENGL:4150	Introduction to Book Studies	3

Multiethnic Literature and Culture Requirement

Students must complete at least one course (3 s.h.) from the following.

Code	Title	Hours
ENGL:2463	Topics in African American Literature	3
ENGL:2465	Selected African American Authors	3
ENGL:2475	Asian American Literature	3
ENGL:3441	Native American Literature	3

ENGL:3444	Literatures of the American Peoples	3
ENGL:3455	Jewish American Literature	3
ENGL:3459	African American Literature Before 1900	3
ENGL:3460	African American Literature After 1900	3
ENGL:3461	Twenty-First Century African American Literature	3
ENGL:3462	African American Drama	3
ENGL:3465	African American Autobiography	3
ENGL:3467	Latina/o/x Literatures and Cultures	3

The following courses may fulfill the Multiethnic Literature and Culture requirement depending on course content, which varies by semester; consult MyUI for semester-specific information:

Code	Title	Hours
ENGL:2409	Selected American Authors Before 1900	3
ENGL:2410	Selected American Authors After 1900	2-3
ENGL:3160	Literary Genres and Modes	3
ENGL:3431	American Novel Since 1945	3
ENGL:3440	American Drama Since 1900	3
ENGL:3450	American Regional Literatures	3
ENGL:4150	Introduction to Book Studies	3
ENGL:4720	Advanced Creative Writing: Special Topic	3

Publishing Track

The world of publishing includes many different careers: editors, designers, agents, even sales representatives. Students who are interested in these careers may wish to pursue the publishing track. By selecting courses carefully, students may complete the track without adding additional semester hours to their total credit required for graduation.

Courses range across print and digital media, exposing students to the history and practice of literary publishing while developing their skills in editing, proofreading, and writing with clarity and purpose. Internships and hands-on class learning offer students the opportunity to produce their own publications and gain practical experience.

Students in the publishing track must complete the following.

Literary Publishing

Code	Title	Hours
Both of these (6 s.h.):		
CNW:2991	Publishing I: Introduction to Literary Publishing	3
CNW:2992	Publishing II: Advanced Literary Publication	3

Editing, Book Design, or Revision

Code	Title	Hours
One of these (3 s.h.):		
ENGL:2900	Book Design for Publishing	3
ENGL:3145	Editorial Practice	3

ENGL:3148	Literary Editing	3
CNW:3632	Prose Style	3

History of the Book and the Publishing Industry

Code	Title	Hours
One of these (3 s.h.):		
ENGL:3140	Literature and the Book	3
ENGL:3142	Topics in Book History	3
ENGL:3180	Media Studies	3
ENGL:3181	Digital Media and Poetics	3
ENGL:3182	Digital Cultures and Literacies	3
ENGL:4150	Introduction to Book Studies	3

Career Preparation

Code	Title	Hours
One of these (1-3 s.h.):		
ENGL:2040	English at Work	1
ENGL:4010	Special Project for Undergraduates	arr.
CCP:1201	Academic Internship	1-3

Students should consult the department's advisor for information about completing the English major with the publishing track.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in English who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in English who are interested in earning a master's degree in finance may apply to the combined

B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the English major and to enhance their course of study through honors seminars. All students interested in taking honors coursework are encouraged to join the English Honors Program as soon as they qualify. Students may join online; visit English Honors Programs on the Department of English website.

Students must take three honors seminars, submit a portfolio of work from the seminars, and maintain a University of Iowa g.p.a. of at least 3.33 and an English major g.p.a. of at least 3.50.

Each year the department offers between four and six scholarship and criticism seminars covering a wide range of subjects, authors, methods, and eras. These honors seminars are limited to 18 students, carry 3 s.h. of credit, and meet three hours each week. These courses require substantial reading and research and culminate in a 15-20 page essay. Students register for ENGL:4001 Honors Seminar: American Literature, 20th/21st Century through ENGL:4009 Honors Seminar: Medieval and Early Modern Literature, Early Literature/17th Century. The honors seminars cover different areas and historical periods, from the Medieval era to the 21st century, and with possible focal points in American literature, British literature, literary theory, or transnational studies.

The third of the three required honor seminars may be replaced with ENGL:4040 Undergraduate Honors Project, an independent project. For this option, interested students should seek out possible mentors in their junior year.

To register for a seminar, students are encouraged to have a University of Iowa g.p.a. of at least 3.33 and they must have completed three English courses (not including introductory courses in nonfiction or creative writing) with an English major g.p.a. of at least 3.33. Students also must complete ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures, and ENGL:2012 Reading and Writing About the Novel through ENGL:2016 Reading and Writing About the Essay before enrolling in an honors seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the English major.

Academic Plans

Four-Year Graduation Plan

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

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

Before the seventh semester begins: at least four more courses (total of six) in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two more courses (total of eight) in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Iowa Degree in Three

University of Iowa majors who are strongly motivated can graduate with a degree in three years under the Iowa Degree in Three. The program is available to students who can complete more semester hours each term than they would on the Four-Year Graduation Plan.

Students sign an agreement during their first semester of enrollment; meet with an advisor at least once a semester to review their plans and progress; take courses during summer sessions, if necessary; meet specific course checkpoints; and maintain the grade-point average required for the major.

Students are allowed to bring Advanced Placement (AP), College Level Examination Program (CLEP), or transfer credit upon admission to reduce the number of semester hours required for their degree. They should consult their advisor about the program.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

English, B.A.

Course	Title	Hours
First Year		
Fall		
GE CLAS Core: Literary, Visual, and Performing Arts ^{a, b}		3
RHET:1030	Rhetoric	4
GE CLAS Core: Diversity and Inclusion ^b		3
Major: "Reading and Writing About" course numbered ENGL:201X		3
CSI:1600	Success at Iowa	2
Hours		15
Spring		
ENGL:2030	Literary Readings Attendance	1
ENGL:2010	Foundation of the English Major: Histories, Literatures, Pleasures ^c	3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GE CLAS Core: Historical Perspectives ^b		3

GE CLAS Core: World Languages First Level Proficiency or elective course ^d	4 - 5
Elective course ^e	3
Hours	
17-18	

Second Year

Fall

Major: transnational literature course numbered ENGL:25XX or ENGL:35XX	3	
WRIT:1600	Fast Fixes: Improving Your Writing in Six Short Weeks	1
GE CLAS Core: Natural Sciences with Lab ^b	4	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5	
Elective course ^e	3	
Elective course ^e	1	
Hours		
16-17		

Spring

Major: American 18th/19th-century multi-ethnic literature course numbered ENGL:24XX or ENGL:34XX	3
Major: creative nonfiction or fiction writing course ^f	3
Major: literary theory course numbered ENGL:21XX or ENGL:31XX	3
GE CLAS Core: Natural Sciences without Lab ^b	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
Hours	
16-17	

Third Year

Fall

Major: elective course or English honors seminar #1 (prefix ENGL numbered 4000-4009)	3	
Major: medieval literature course numbered ENGL:22XX or ENGL:32XX	3	
ENGL:2040	English at Work	1
GE CLAS Core: Literary, Visual, and Performing Arts ^{a, b}	3	
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5	
Elective course ^e	3	
Hours		
17-18		

Spring

Study Abroad (optional)	
Major: British 18th/19th-century literature course numbered ENGL:23XX or ENGL:33XX	3
GE CLAS Core: International and Global Issues ^b	3
GE CLAS Core: Social Sciences ^b	3
Elective course ^e	3
Elective course ^e	3
Hours	
15	

Fourth Year

Fall

Major: early literature/17th-century literature course numbered ENGL:22XX or ENGL:32XX	3
Major: elective course or English honors seminar #2 (prefix ENGL numbered 4000-4009)	3
Major: elective course	3
GE CLAS Core: Values and Culture ^b	3
Elective course ^e	2
Hours	
14	

Spring

Major: internship or English honors seminar #3 (prefix ENGL numbered 4000-4009) or alternative independent project ^g	3
Major: elective course	3
Major: elective course	3
Elective course ^e	3
Elective course ^e	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	

Hours	15
Total Hours	125-129

- a Students majoring in English are not required to fulfill the GE CLAS Core Interpretation of Literature requirement but instead may substitute a Literary, Visual, and Performing Arts course excluding: DANC:1010 through DANC:2040, DANC:4880, and MUS:1020.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Major courses can be taken in any order as long as ENGL:2010 is taken before any 3000-level-course.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students may count up to 6 s.h. earned in courses with prefix CW toward the major.
- g Students may consult with their advisor if they wish to complete an independent study or special project.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The English major prepares students for a wide variety of career paths including teaching, medicine, law, graduate school, and jobs in the private and nonprofit sector where writing, organization, research, and communication is highly valued. Within a year of graduation, over 92 percent of Department of English students are employed or in graduate programs.

The department's advisor helps guide students in their career path. The Department of English partners with the Pomerantz Career Center to introduce career development strategies and offer resources to help students find internships and jobs. For more information, students are encouraged to explore Career Planning for English Majors on the Department of English website or enroll in the 1 s.h. course, ENGL:2040 English at Work.

English and Creative Writing, B.A.

The major enables students to experience the historical, traditional, and innovative aspects of literature in English and the relationship between critical reading and creative writing. The major provides the transferable skills important for a liberal arts major, including the ability to think deeply and creatively, read complex texts with comprehension, and master writing and speaking skills at an advanced level.

The English and creative writing major introduces students to the wealth of resources associated with the University of Iowa and the Iowa City writing communities. For over 75 years, the Department of English and the University of Iowa Writers' Workshop have been leaders in the area of writing. The M.F.A. offered by the Nonfiction Writing Program and administered by the Department of English has been voted the top M.F.A. program in creative nonfiction in the United States. Likewise, the M.F.A. program in the Writers' Workshop is annually noted as the top graduate program in the country.

The international reputation of writing at Iowa is boosted by synergy across colleges, with the International Writing Program hosting published writers each fall from countries around the world and each spring traveling to other countries, taking Iowa writing on the road. This synergy helps the University and Iowa City draw writers of all ages and nationalities to its writing community. The community is bolstered by the strong readings series offered by the Nonfiction Writing Program, the Writers' Workshop, and Prairie Lights Books, with hundreds of readings archived by the Iowa Digital Library, creating a resource for future writers and scholars.

The status of Iowa City as a UNESCO City of Literature also has enriched the writing community, with people from across the Midwest visiting the city during the annual Book Festival. The new Massive Open Online Courses (MOOCs) offered by the Department of English, "Every Atom: Walt Whitman's Song of Myself," and by the International Writing Program's series called "How Writers Write" have enrolled thousands of students and adult learners, enhancing the reputation of the University of Iowa as the "Writing University." The Iowa Summer Writing Festival, Iowa Young Writers' Studio, the Certificate in Writing, the Center for the Book, the Iowa Playwrights Workshop, and the Iowa Youth Writing Project all help to turn Iowa City into a destination for writers, who are drawn to the city for its heritage and for its current community of writers.

Learning Outcomes

The goal is for students who graduate from the Department of English to demonstrate the skills of reflective reading, critical thinking, effective speaking, compelling writing, and engaged citizenship.

- Reflective readers:
 - analyze literary and cultural texts through close reading;
 - gain broad knowledge of several fields of literature;
 - grasp formal elements of key literary genres; and
 - learn to read comparatively to illuminate aesthetic, social, and cultural contributions of texts.
- Critical thinkers:

approach texts with a spirit of critical inquiry and flexibility;

formulate productive questions;

use textual evidence to support individual interpretations; and

draw upon several different critical approaches to literature in English.

- Effective speakers:
 - express opinions about the texts they read through discussion and written assignments;
 - listen respectfully to others' opinions; and
 - work in class—whether through active listening or discussion—to learn by synthesizing a range of texts, insights, and opinions.
- Compelling writers:
 - express their ideas in clear, fluent, and lively prose;
 - organize their ideas effectively;
 - use textual evidence to illustrate and support their insights and arguments;
 - demonstrate the ability to write in different modes that are appropriate to particular contexts;
 - engage properly with relevant scholarship and creative work; and
 - use research skills that include understanding of methods, technology, and conventions.
- Engaged world citizens:
 - communicate respect and understanding for the literatures and cultures of diverse historical periods, geographical regions, and cultures;
 - explore ethical issues raised by literature;
 - reflect on the ways that literature addresses issues of social justice; and
 - use reading, speaking, and writing skills to engage with the ethical concerns raised by literature in their daily and professional lives.

Requirements

The Bachelor of Arts in English and creative writing requires a minimum of 120 s.h., including at least 42 s.h. of work for the major. Of the 42 s.h., at least 36 s.h. must be selected from the Department of English courses (prefix ENGL, CNW, CW). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn at least 30 s.h. work for the major at the University of Iowa.

Students earning a major in English and creative writing may not earn a major in English.

Students pursuing the B.A. in English and creative writing can choose to complete requirements for the publishing track; see "Publishing Track" below for information.

Only courses numbered above 2000 count toward the English and creative writing major. The following courses do not count toward the major.

Code	Title	Hours
CNW:1620	Introduction to Creative Nonfiction	3
CW:1800	Creative Writing Studio Workshop	3
Courses numbered ENGL:1000-ENGL:1999		

The B.A. with a major in English and creative writing requires the following coursework.

Code	Title	Hours
Introductory Courses		6
Literature Core Courses		15
Multiethnic Literature and Culture Requirement (can be satisfied with a course from another area; 3 s.h.)		
Creative Writing Core Courses		18
Electives (prefix ENGL, CNW, or CW courses)		3
Total Hours		42

Introductory Courses

Students complete both of the following.

Code	Title	Hours
ENGL:2010	Foundation of the English Major: Histories, Literatures, Pleasures	3
ENGL:2020	Foundations of Creative Writing: Craft, Practice, Pleasure	3

Literature Core Courses

Core courses help students to learn and practice critical reading and analysis, to understand the relation of literature to history and culture, and introduce students to the context and tradition of literature written in English.

The area and historical periods for English courses are identified under English Courses [p. 390] in this section of the Catalog and in the MyUI Courses descriptions. Since most courses satisfy both an area requirement and a historical period requirement, most students complete these requirements with the same courses.

Area Requirement

A minimum of 3 s.h. must be completed from each of the following five areas of English literary study for a minimum total of 15 s.h. of coursework.

- American literature and culture
- Literary theory and interdisciplinary studies
- Medieval and early modern literature and culture
- Modern British literature and culture
- Transnational literature and postcolonial studies

Historical Period Requirement

A minimum of 3 s.h. from each of the following three historical periods in English literary study (total of 9 s.h.) must be completed.

- Early literature through the 17th century
- 18th/19th-century literature
- 20th/21st-century literature

Multiethnic Literature and Culture Requirement

Students must complete at least one course (3 s.h.) from the following.

Code	Title	Hours
ENGL:2463	Topics in African American Literature	3
ENGL:2465	Selected African American Authors	3
ENGL:2475	Asian American Literature	3
ENGL:3441	Native American Literature	3
ENGL:3444	Literatures of the American Peoples	3
ENGL:3455	Jewish American Literature	3
ENGL:3459	African American Literature Before 1900	3
ENGL:3460	African American Literature After 1900	3
ENGL:3461	Twenty-First Century African American Literature	3
ENGL:3462	African American Drama	3
ENGL:3465	African American Autobiography	3
ENGL:3467	Latina/o/x Literatures and Cultures	3

The following courses may fulfill the Multiethnic Literature and Culture requirement depending on course content, which varies by semester; consult MyUI for semester-specific information:

Code	Title	Hours
ENGL:2409	Selected American Authors Before 1900	3
ENGL:2410	Selected American Authors After 1900	2-3
ENGL:3160	Literary Genres and Modes	3
ENGL:3431	American Novel Since 1945	3
ENGL:3440	American Drama Since 1900	3
ENGL:3450	American Regional Literatures	3
ENGL:4150	Introduction to Book Studies	3
ENGL:4720	Advanced Creative Writing: Special Topic	3

Creative Writing Core Courses

The creative writing core provides courses in a range of literary genres. Students choose a minimum of 9 s.h. in electives and a minimum of 9 s.h. in advanced courses, as listed below. Students also can count any course from the "Advanced Requirements" list below as an elective (where appropriate) if they take more than the three required advanced courses.

Creative Writing Electives

The creative writing electives give students flexible choices to focus on fiction, nonfiction, poetry, or other genres of writing, and allow students to experiment across genres. Courses focus on the particulars of craft, tradition, and innovation. Many of the courses are repeatable, enabling students to

further develop in a particular writing form. Some of these courses have prerequisites.

Students must select a minimum of 9 s.h. from the following.

Code	Title	Hours
Courses numbered CNW:2680-4999		
Courses numbered CW:2000-4999		
CINE:3361	Screenwriting: Short Form	3
CINE:3367	Screenwriting: Long Form	3
THTR:2301	Playwriting I	3
THTR:3301	Playwriting II	3
THTR:3310	Undergraduate Playwriting Workshop	1-3
THTR:3320	Writing for Film	3
TRNS:3179	Undergraduate Translation Workshop	3
WLLC:3208	Classical Chinese Literature Through Translation	3

Advanced Requirements

Students must first complete the two introductory courses—ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures and ENGL:2020 Foundations of Creative Writing: Craft, Practice, Pleasure—before they enroll in advanced courses. Advanced courses give students flexible choices so they can focus on fiction, nonfiction, poetry, or other genres of writing, and provide the opportunity to experiment across genres. Courses focus on the particulars of craft, tradition, and innovation. Most of the advanced courses are repeatable and most have prerequisites.

Students must select a minimum of 9 s.h. in advanced creative writing courses from the following.

Code	Title	Hours
ENGL:4011	Honors Seminar: Creative Writing	3
ENGL:4012	Honors Seminar in Fiction	3
ENGL:4013	Honors Seminar in Poetry	3
ENGL:4014	Honors Seminar in Creative Nonfiction	3
ENGL:4020	Honors Thesis Workshop	3
ENGL:4030	Undergraduate Honors Project in Creative Writing	1-3
ENGL:4720	Advanced Creative Writing: Special Topic	3
ENGL:4721	Advanced Writers' Seminar: Fiction	3
ENGL:4722	Advanced Writers' Seminar: Poetry	3
ENGL:4723	Advanced Writers' Seminar: Nonfiction	3
ENGL:4724	Advanced Writers' Seminar: Literary Translation	3
ENGL:4725	Advanced Writers' Seminar: Playwriting	3
CNW:4631	Advanced Essay Workshop	3
CNW:4635	Advanced Creative Nonfiction Writing	3
CW:4870	Undergraduate Writers' Workshop: Fiction	arr.
CW:4875	Undergraduate Writers' Workshop: Poetry	arr.

CW:4885	Undergraduate Writers' Seminar	arr.
CINE:4378	Advanced Screenwriting II	4
SPAN:4950	Advanced Workshop on Creative Writing in Spanish	3
THTR:3310	Undergraduate Playwriting Workshop	1-3

Publishing Track

The world of publishing includes many different careers: editors, designers, agents, even sales representatives. Students who are interested in these careers may wish to pursue the publishing track. By selecting courses carefully, students may complete the track without adding additional semester hours to their total credit required for graduation.

Courses range across print and digital media, exposing students to the history and practice of literary publishing while developing their skills in editing, proofreading, and writing with clarity and purpose. Internships and hands-on class learning offer students the opportunity to produce their own publications and gain practical experience.

Students in the publishing track must complete the following.

Literary Publishing

Code	Title	Hours
Both of these (6 s.h.):		
CNW:2991	Publishing I: Introduction to Literary Publishing	3
CNW:2992	Publishing II: Advanced Literary Publication	3

Editing, Book Design, or Revision

Code	Title	Hours
One of these (3 s.h.):		
ENGL:2900	Book Design for Publishing	3
ENGL:3145	Editorial Practice	3
ENGL:3148	Literary Editing	3
CNW:3632	Prose Style	3

History of the Book and the Publishing Industry

Code	Title	Hours
One of these (3 s.h.):		
ENGL:3140	Literature and the Book	3
ENGL:3142	Topics in Book History	3
ENGL:3180	Media Studies	3
ENGL:3181	Digital Media and Poetics	3
ENGL:3182	Digital Cultures and Literacies	3
ENGL:4150	Introduction to Book Studies	3

Career Preparation

Code	Title	Hours
One of these (1-3 s.h.):		
ENGL:2040	English at Work	1
ENGL:4010	Special Project for Undergraduates	arr.
CCP:1201	Academic Internship	1-3

Students should consult the department's advisor for information about completing the English and creative writing major with the publishing track.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in English and creative writing who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in English and creative writing who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the English and creative writing major and to enhance their course of study through honors seminars. All students interested in taking honors coursework are encouraged to join the English Honors Program as soon as they qualify. Students may join online; visit English Honors Programs on the Department of English website.

Students must take three honors seminars, submit a portfolio of work from the seminars, and maintain a University of Iowa g.p.a. of at least 3.33 and an English major g.p.a. of at least 3.50.

Two of the three required honors seminars are selective admission English and creative writing courses chosen from courses numbered ENGL:4011 Honors Seminar: Creative Writing through ENGL:4014 Honors Seminar in Creative Nonfiction. Students must apply for admission to these seminars and successfully complete two as part of their honors coursework. One of the two required English and creative writing honors seminars may be replaced by ENGL:4030 Undergraduate Honors Project in Creative Writing, an independent project. For this option, interested students should seek out possible mentors in their junior year.

The third required honors seminar is a scholarship and criticism course chosen from courses numbered ENGL:4001 Honors Seminar: American Literature, 20th/21st Century through ENGL:4009 Honors Seminar: Medieval and Early Modern Literature, Early Literature/17th Century.

Each year the department offers approximately four English and creative writing honors seminars covering a wide range of genres, modes, and styles. English and creative writing honors seminars are limited to 16 students, carry 3 s.h. of credit, and meet three hours each week. These courses entail intensive reading and writing assignments, close work with the instructor, and engaged peer feedback.

Admission to the English and creative writing honors seminars is selective. Students apply early in the previous semester, prior to when the course is offered, with decisions made in time for preregistration. Successful applicants then register for ENGL:4011 Honors Seminar: Creative Writing through ENGL:4014 Honors Seminar in Creative Nonfiction. Students apply for only one seminar per semester.

To register for a seminar, students are encouraged to have a University of Iowa g.p.a. of at least 3.33 and they must have completed three English courses (not including introductory courses in nonfiction or creative writing) with an English major g.p.a. of at least 3.33. Students also must complete ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures and ENGL:2020 Foundations of Creative Writing: Craft, Practice, Pleasure before taking an honors seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the English and creative writing major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: at least six courses in the major, including ENGL:2010 Foundation of the English Major: Histories, Literatures, Pleasures; ENGL:2020 Foundations of Creative Writing: Craft, Practice, Pleasure; and an approved introduction to creative writing course (consult advisor)

Before the seventh semester begins: at least four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

English and Creative Writing, B.A.

Course	Title	Hours
First Year		
Fall		
ENGL:2020	Foundations of Creative Writing: Craft, Practice, Pleasure	3
RHET:1030	Rhetoric	4
GE CLAS Core: Diversity and Inclusion ^a		3
GE CLAS Core: Literary, Visual, and Performing Arts ^{a, b}		3
CSI:1600	Success at Iowa	2
Hours		15
Spring		
Major: creative writing elective		3
ENGL:2030	Literary Readings Attendance	1
GE CLAS Core: Historical Perspectives ^a		3
GE CLAS Core: Quantitative or Formal Reasoning ^a		3
Elective course ^c		3
Elective course ^c		2 - 3
Hours		15-16
Second Year		
Fall		
ENGL:2010	Foundation of the English Major: Histories, Literatures, Pleasures ^d	3
Major: creative writing elective		
GE CLAS Core: Natural Sciences without Lab ^a		3
GE CLAS Core: Values and Culture ^a		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		13-14
Spring		
Major: ENGL:4720 Advanced Creative Writing: Special Topic or ENGL course numbered 4721-4725 or English CW honors seminar (ENGL:401X)		3
Major: literary theory course numbered ENGL:21XX, ENGL:31XX, or ENGL:41XX		3
GE CLAS Core: Natural Sciences with Lab ^a		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^c		2 - 3
Hours		16-18
Third Year		
Fall		
Major: multiethnic American literature and culture course numbered ENGL:24XX or ENGL:34XX		3
Major: ENGL:4720 Advanced Creative Writing: Special Topic or ENGL course numbered 4721-4725 or English CW honors seminar (ENGL:401X) or other advanced writing course		3
GE CLAS Core: Literary, Visual, and Performing Arts ^{a, f}		3
GE CLAS Core: Social Sciences ^a		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5	
Elective course ^c	1	
Hours		17-18

Spring

Study Abroad (optional)		
Major: British 18th/19th-century literature course numbered ENGL:23XX or ENGL:33XX or ENGL:4006 Honors Seminar: British Lit, 18/19 C	3	
Major: ENGL:4720 Advanced Creative Writing: Special Topic or ENGL course numbered 4721-4725 or English CW honors seminar (ENGL:401X) or other advanced writing course	3	
GE CLAS Core: International and Global Issues ^a	3	
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5	
Elective course ^c	3	
Elective course ^c	1	
Hours		17-18

Fourth Year

Fall		
ENGL:2040	English at Work	1
Major: advanced writing elective or creative writing honors course or approved independent study project (see advisor)		3
Major: early literature/17th-century literature course numbered ENGL:22XX or ENGL:32XX		3
Major: elective writing or literature course		3
Elective course ^c		3
Elective course ^c		2
Hours		15
Spring		
Major: transnational literature course numbered ENGL:25XX or ENGL:35XX		3
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		12
Total Hours		120-126

- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Recommended courses to fulfill this requirement: THTR:2301 or CW:1800
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Major courses can be taken in any order as long as ENGL:2010 is taken before any 3000-level course.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students majoring in English are not required to fulfill the GE CLAS Core Interpretation of Literature requirement but instead may substitute a Literary, Visual, and Performing Arts course excluding: DANC:1010 through DANC:2040, DANC:4880, and MUS:1020.

- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The English and creative writing major prepares students for a wide variety of career paths including teaching, medicine, law, graduate school, and jobs in the private and nonprofit sector where writing, organization, research, and communication is highly valued. Within a year of graduation, over 92 percent of Department of English students are employed or in graduate programs.

The department's advisor helps guide students in their career path. The Department of English partners with the Pomerantz Career Center to introduce career development strategies and offer resources to help students find internships and jobs. For more information, students are encouraged to explore Career Planning for English Majors on the Department of English website, or enroll in the 1 s.h. course, ENGL:2040 English at Work.

English, Minor

Requirements

The undergraduate minor in English requires a minimum of 15 s.h. in English courses, including 12 s.h. in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students may count a maximum of 3 s.h. of approved transfer credit toward the minor. Before taking courses for the minor, students must complete the GE CLAS Core [p. 20] requirement, ENGL:1200 The Interpretation of Literature.

The minor must include at least 6 s.h. in literature courses numbered ENGL:2100 through ENGL:4810; the remaining 9 s.h. may be selected from additional courses in literature and from most courses in writing (prefixes CNW and CW), with a maximum of 6 s.h. earned in courses with the prefix CW.

Only courses numbered above 2000 count toward the English minor. The following courses do not count toward the English minor.

Code	Title	Hours
CNW:1620	Introduction to Creative Nonfiction	3
CW:1800	Creative Writing Studio Workshop	3

Courses numbered ENGL:1000-ENGL:1645

Students may declare the English minor on MyUI. In order for the minor to be recorded, students must indicate completion of the minor on their degree application.

Students who would like help declaring the minor or in planning how to meet its requirements may stop by the Department of English advising office or schedule an appointment with an advisor by contacting the English department's front desk administrator.

English, Master of Arts

The Master of Arts program in English introduces students to the professional study of literature.

The M.A. is appropriate for students who would like graduate training in English and who may have an undergraduate major in a different field or who may intend to earn a Ph.D. at another institution. Students interested in careers in any area of book studies (professional writing, editing, web design, or publishing) may wish to earn the M.A. as a terminal degree, as may teachers seeking to enhance their credentials or students pursuing intellectual growth unrelated to a specific career.

M.A. and Ph.D. students in English mix freely in graduate courses, share the same access to faculty, and meet the same standards of quality in their work.

Exam for the Master of Arts in Teaching

The department administers the English component of the exam for the Master of Arts in Teaching (M.A.T.) in coordination with the College of Education. M.A.T. students should contact the Department of Teaching and Learning (College of Education) for information.

Requirements

The Master of Arts program in English requires a minimum of 31 s.h. of graduate credit. The program's focus is literary studies. Students may receive credit for up to 6 s.h. of transfer courses toward the M.A. degree. They must maintain a University of Iowa g.p.a. of at least 3.00. Students who wish to transfer to Iowa's Ph.D. program must complete two semesters or 15 s.h. of coursework in literature (whichever is completed first) before applying for admission to the doctoral program.

Coursework

Each student must take seven English courses numbered 5000 or above as indicated below. Applicable transfer courses must be approved by the director of graduate study in English.

Code	Title	Hours
All of these:		
ENGL:5000	Introduction to Graduate Study	1
One course in criticism and theory numbered 5000 or above		
Four readings or seminar courses numbered 5000 or above, chosen from the following five eras of British, American, and/or Anglophone literature and culture: pre-1500, 1500-1660, 1660-1800, 1800-1900, 20th and 21st centuries		
One of these:		
ENGL:5990	M.A. Portfolio in Literary Studies	arr.
ENGL:5999	M.A. Thesis in Literary Studies	arr.

Elective courses constitute less than half of the total credit for the degree and may be chosen from graduate courses both in and outside the English department. Students may wish to explore opportunities for interdisciplinary study,

language study, experience in theory and practice of writing, or specialization in a field of literary scholarship.

Department of English graduate courses are repeatable with the written approval of the department's director of graduate studies.

Completion of the M.A. requires either a thesis or a portfolio. Students submit a written description of their choice to the director of the program before the semester in which they plan to graduate.

M.A. Thesis

Students who choose to write a thesis must submit a brief prospectus approved by a thesis director before they register for thesis credit and at least one semester before they submit the thesis. The thesis committee consists of the thesis director, the director of the M.A. program, and one other faculty member. The thesis is evaluated by the committee as either satisfactory or unsatisfactory.

A copy of the thesis must be presented to the Graduate College for approval. For detailed information about Graduate College deadlines and policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Portfolio

Near the end of their coursework, students who do not choose the thesis option must submit a portfolio of work to the M.A. examination committee, which consists of the director of the M.A. program and two other English faculty members. All three read the full portfolio. To pass, the candidate must have a majority vote of the committee members.

Students take the first step toward preparing to submit a portfolio by meeting with the director of the M.A. program to discuss the portfolio, early during the semester in which they plan to graduate. After fulfilling all distribution and eligibility requirements and clearing all incomplete grades, students present the director with a draft of the portfolio's introductory statement. Students planning to graduate at the end of fall semester should present the statement by the first week of October; those who plan to graduate at the end of spring semester should present the statement by the first week of March. Once the director approves the statement, the student must submit three copies of the full portfolio; the submission deadline is November 1 for students planning to graduate at the end of fall semester and April 1 for those who will graduate at the end of spring semester.

The work in the portfolio should demonstrate the student's knowledge of literature as a broad historical and theoretical inquiry. Students submit approximately 50 pages (12,500 words) of their best work, along with a self-reflective introductory statement of five to seven pages. The body of the portfolio should contain revised versions of papers originally produced for classes. The introduction should detail the student's trajectory in the program and the literary-critical or methodological skills gained. It also should explain the contents of the portfolio, contextualize each paper, and give a brief overview of the writing. Students are expected to describe the research methods used in assembling their portfolios and the critical practices that ground their work.

Admission

Applications and all supporting documents for graduate admission must be submitted electronically by December 14.

Applicants should submit their applications and supporting materials to the University of Iowa Office of Admissions website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

English, M.A.

Course	Title	Hours
Academic Career		
Any Semester		
31 s.h. of graduate level coursework must be completed; up to 6 s.h. of graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website.		
a		
Maintain a cumulative GPA of at least 3.00.		
Hours		0
First Year		
Fall		
ENGL:5000	Introduction to Graduate Study	1
Criticism and Theory course ^b		3
Historical Period course ^c		3
Elective course ^{d, e}		3
Hours		10
Spring		
Historical Period course ^c		3
Historical Period course ^c		3
Elective course ^{d, e}		3
Hours		9
Second Year		
Fall		
Historical Period course ^c		3
Elective course ^{d, e}		3
Elective course ^{d, e}		3
Hours		9
Spring		
ENGL:5990	M.A. Portfolio in Literary Studies ^f	1 - 3
Elective course ^{d, e}		3
Hours		4-6
Total Hours		32-34

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b Numbered 5000 or above; ENGL:6000 Introduction to Contemporary Theory recommended.

c English readings or seminar course numbered 5000 or above, chosen from the following five eras of British, American, and/or Anglophone literature and culture: pre-1500, 1500-1660, 1660-1800, 1800-1900, 20th and 21st centuries.

d Students may wish to explore opportunities for interdisciplinary study, language study, experience in theory and practice of writing, or specialization in a field of literary scholarship. Work with faculty advisor to determine appropriate coursework and sequence.

e May be chosen from graduate coursework in English (numbered 5000 or above), or outside the department (numbered 3000 or above).

f Submit portfolio to the MA examination committee.

Career Advancement

The Master of Arts in English degree helps prepare students for careers in professional writing, editing, web design, and publishing. It also is desirable for teachers seeking to enhance their credentials.

English (creative writing), M.F.A.

The Master of Fine Arts in English with a creative writing subprogram features advanced courses in writing fiction and poetry. Students in creative writing study at the Iowa Writers' Workshop, renowned as a pioneer in teaching writers since its founding in 1936.

Requirements

The Master of Fine Arts program in English with a creative writing subprogram requires a minimum of 48 s.h. of graduate credit. The degree is offered through the Creative Writing Program (Iowa Writers' Workshop), a two-year residency program that culminates in a creative thesis, such as a novel, a collection of stories, or a book of poetry.

Throughout the program, workshop students craft their manuscripts and engage in an exchange of ideas about writing and reading with each other and with the renowned teacher-authors who make up the workshop's faculty.

Admission to the program is competitive.

For details about the M.F.A. in English (creative writing) and about the Iowa Writers' Workshop, see Creative Writing (Iowa Writers' Workshop) [p. 331] in the Catalog.

English (nonfiction writing), M.F.A.

The Master of Fine Arts in English with a nonfiction writing subprogram, known as the Nonfiction Writing Program, is one of the few programs in the nation that offers a full range of graduate courses in nonfiction.

Requirements

The Master of Fine Arts program in English with a nonfiction writing subprogram requires a minimum of 48 s.h. of graduate credit taken at the University of Iowa. It is designed for accomplished students and writers of literary nonfiction; most complete it in three years.

In addition to coursework, students are required to complete a thesis. The thesis may be a single extended piece of nonfiction, a collection of shorter nonfiction pieces, or a collection of essays. Whatever the project, the thesis is expected to be of publishable quality. The program culminates in a thesis of at least 75 pages. Students have plentiful room in their schedules to take advantage of a variety of electives offered by the English department and all other University of Iowa departments.

Department of English graduate courses are repeatable with the written approval of the department's director of graduate studies.

The M.F.A. in English with a nonfiction writing subprogram requires the following.

Code	Title	Hours
All of these:		
Workshops numbered CNW:6610 to CNW:6630		20
Seminars numbered CNW:6650 to CNW:6660		15
Two courses numbered 3000 or above from any department		6
CNW:6666	Performance and Profession	3
CNW:7950	Thesis in Nonfiction Writing	4-8

For more information, consult the director of the Nonfiction Writing Program.

Admission

Applications and all supporting documents for graduate admission must be submitted electronically by December 14. Applicants should submit their applications and supporting materials to the University of Iowa Office of Admissions website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

English (nonfiction writing), M.F.A.

Course	Title	Hours
Academic Career		
Any Semester		
48 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^{a, b}		
Maintain a cumulative GPA of at least 3.00.		
Hours		0
First Year		
Fall		
CNW:6620 or CNW:6610	Nonfiction Writing Workshop ^c or Essay Writing Workshop	4
CNW:6654	Forms of the Essay ^{d, e}	3
CNW:5375	Teaching in a Writing Center ^{e, f}	3
Hours		10
Spring		
CNW:6620 or CNW:6610	Nonfiction Writing Workshop ^c or Essay Writing Workshop	4
Seminar Elective ^e		3
Seminar Elective ^e		3
Hours		10
Second Year		
Fall		
CNW:6620 or CNW:6610	Nonfiction Writing Workshop ^c or Essay Writing Workshop	4
Seminar Elective ^e		3
Seminar Elective ^e		3
Hours		10
Spring		
CNW:6620 or CNW:6610	Nonfiction Writing Workshop ^c or Essay Writing Workshop	4
CNW:6666	Performance and Profession ^e	3
Seminar Elective ^e		3
Hours		10
Third Year		
Fall		
CNW:7950	Thesis in Nonfiction Writing ^g	2
CNW:6630	Graduate Thesis Workshop ^c	4
Hours		6
Spring		
CNW:7950	Thesis in Nonfiction Writing ^g	2
Hours		2
Total Hours		48

a Work with faculty advisor to determine appropriate graduate coursework and sequence of workshops, seminars, and electives.

b Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

c Total of five workshops (20 s.h.) from courses numbered CNW:6610 to CNW:6630 is required.

d Required first year fall semester course; counts towards seminar requirement.

e Total of eight seminar courses is required. At least six courses (18 s.h.) must be from courses numbered CNW:6650 to CNW:6666 (CNW:6666 required during second year spring semester); two courses numbered 3000 or above (maximum of 6 s.h.) may be from any department.

- f Note: CNW:5375 is optional but required for future appointments in Writing Center; counts towards seminar requirement.
- g Complete a total of 4-8 s.h. of thesis credit with a maximum of 2 s.h. each semester; select your director from list when registering for CNW:7950.

Financial Support

Graduate scholarships, fellowships, and teaching and research assistantships are awarded on a competitive basis. The department strives to provide three years of support for students who maintain good standing, which requires a University of Iowa g.p.a. of at least 3.00, full-time enrollment, and satisfactory progress through the program.

Financial aid applications are considered only from students who have applied or been admitted to a degree program in the Graduate College. Applications and all necessary supporting material must be submitted by the end of January for the following academic year. Forms are available from the Department of English Graduate Studies Office.

Career Advancement

An Our Alum page on the Department of English website provides information about Nonfiction Writing Program graduates.

English, Ph.D.

The Doctor of Philosophy program in English is designed as preparation for the teaching, publishing, and administrative service required of a career in academia or academic-adjacent fields, and to provide depth of study in the field of English. Concentrations are offered in areas such as literary history and critical theory, as well as interdisciplinary areas such as cultural studies, pedagogy, and the digital humanities.

The department now offers a streamlined version of the Ph.D. that incorporates book studies, including a certificate from the Center for the Book [p. 1565]. For further information, see **English literary studies** and the specialization in book studies on the department website.

Requirements

The Doctor of Philosophy program in English requires a minimum of 72 s.h. of graduate credit. Students may receive credit for up to 18 s.h. of transfer courses. Concentrations are offered in areas such as literary history and critical theory, as well as interdisciplinary areas such as cultural studies and transnational studies.

Of the minimum 72 s.h. required for the degree, at least 51 s.h. must be in graded coursework numbered 3000 or above. Of those, at least 30 s.h. must be in English courses numbered 5000 or above; 21 s.h. in courses numbered 3000 or above may be taken in the Department of English or in another unit; and 9 s.h. taken in independent studies related to a comprehensive exam. The remaining 12 s.h. of post-comprehensive courses numbered 3000 or above may be taken as graded or independent study coursework.

The book studies specialization requires 72 s.h. in courses numbered 3000 or above. Of those, at least 24 s.h. must be in English courses numbered 5000 or above; 15 s.h. must be in Center for the Book courses numbered 4000 or above (see Center for the Book [p. 1565] in the Catalog); 12 s.h. in courses numbered 3000 or above may be taken in the Department of English or in another unit; and 9 s.h. taken in independent studies related to a comprehensive exam. The remaining 12 s.h. of post-comprehensive courses numbered 3000 or above may be taken as graded or independent study coursework.

Students must gain formal admission to Ph.D. candidacy by a vote of the Graduate Steering Committee, usually during the third semester of doctoral study.

Students complete coursework in literature and culture of any four of these historical periods, as expressed in texts of the English-speaking and -writing world (usually but not always British or American): pre-1500, 1500-1660, 1660-1800, 1800-1900, 20th and 21st centuries. They also complete three seminars in the Department of English at the University of Iowa.

Students also must fulfill the program's foreign language requirement, usually by taking a standardized test or completing an advanced undergraduate course numbered 3000 or above in a language other than English.

The comprehensive examination consists of the following: a portfolio of five scholarly questions based on a period of literary history (usually British or American); a review essay and annotated bibliography in a special area of interest; two course syllabi or alternate materials pertaining to an academic-adjacent career; an article to be submitted

for publication; and an introduction to the portfolio that synthesizes its parts in preparation for a two-hour oral exam.

A dissertation is required. Students present their prospectus formally to a faculty committee and must undergo a final exam defending the dissertation.

All doctoral candidates are strongly advised to gain teaching experience, preferably in the College of Liberal Arts and Sciences **Department of Rhetoric** and in **GE CLAS Core** literature courses.

For application forms and a complete description of the Ph.D. program, contact the department's graduate program academic coordinator.

Admission

Applications and all supporting documents for graduate admission must be submitted electronically by December 14. Applicants should submit their applications and supporting materials to the University of Iowa Office of Admissions website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

English, Ph.D.

Course	Title	Hours
Academic Career		
Any Semester		
72 s.h. of graduate level coursework must be completed; up to 18 s.h. of graduate transfer credits from an accredited institution allowed upon approval. More information is included in the General Catalog and on department website. ^{a, b, c}		
Maintain a cumulative GPA of at least 3.00.		
Hours		0
First Year		
Fall		
ENGL:5000	Introduction to Graduate Study ^d	1
ENGL:6000	Introduction to Contemporary Theory	3
Seminar course ^e		3
Historical Period course ^f		3
ENGL:6950	Colloquium: Teaching Foundations of the English Major	1
Hours		11
Spring		
Seminar course ^e		3
Elective course ^g		3
Historical Period course ^f		3
ENGL:6950	Colloquium: Teaching Foundations of the English Major	1

Foreign Language requirement ^h		
	Hours	10
Second Year		
Fall		
Historical Period course ^f		3
Elective course ^g		3
Seminar course ^e		3
RHET:5350 Colloquium: Teaching Rhetoric		3
	Hours	12
Spring		
Historical Period course ^f		3
Elective course ^g		3
English Elective course (numbered 5000 or above) ^g		3
	Hours	9
Third Year		
Fall		
Elective course ^g		3
Elective course ^g		3
English Elective course (numbered 5000 or above)		3
	Hours	9
Spring		
Elective course ^g		3
	Hours	3
Fourth Year		
Fall		
ENGL:7910 Advanced Studies in a Literary Period ⁱ		3
ENGL:7960 Advanced Studies in a Literary Theme ^j		3
ENGL:7970 Advanced Studies in Literary Criticism ^k		3
ENGL:6960 Colloquium: Teaching Literature ^l		2
Comprehensive Exam ^m		
	Hours	11
Spring		
ENGL:7999 Ph.D. Thesis ⁿ		2
	Hours	2
Fifth Year		
Fall		
ENGL:7999 Ph.D. Thesis ⁿ		2
	Hours	2
Spring		
ENGL:7999 Ph.D. Thesis ⁿ		1
	Hours	1
Sixth Year		
Fall		
ENGL:7999 Ph.D. Thesis ⁿ		1
	Hours	1
Spring		
ENGL:7999 Ph.D. Thesis ⁿ		1
Final Oral Exam (Dissertation Defense) ^o		
	Hours	1
	Total Hours	72

a A minimum of 51 s.h. must be graded coursework numbered 3000 or above with at least 30 s.h. in English courses numbered 5000 or above.

- b Students may pursue certificates, including Book Studies/Book Arts and Technologies CER, in conjunction with completing the degree requirements for the Ph.D. For more information check with the Graduate Program Coordinator.
- c Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- d Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- e Prior to Comprehensive Exam, complete three seminars (ENGL:7000 level) in the department.
- f Prior to Comprehensive Exam, complete coursework in literature and culture of any four of these historical periods, as expressed in texts of the English-speaking and -writing world (usually but not always British or American): pre-1500, 1500-1660, 1660-1800, 1800-1900, 20th and 21st centuries.
- g Work with faculty advisor to determine appropriate graduate coursework and sequence; graduate transfer credits allowed upon approval.
- h Prior to Comprehensive Exam, take a standardized test or complete an advanced undergraduate course numbered 3000 or above in a language other than English.
- i Independent studies with historical Comprehensive Exam faculty members.
- j Independent studies with special area Comprehensive Exam faculty members.
- k Independent studies with article Comprehensive Exam faculty members.
- l Required for TA employment.
- m Requires a portfolio of five scholarly questions based on a period of literary history (usually British or American); a review essay and annotated bibliography in a special area of interest; two course syllabi; an article to be submitted for publication; and an introduction to the portfolio that synthesizes its parts in preparation for a two-hour oral exam. See the General Catalog and department website for specifics.
- n Post-Comprehensive Exam registration for thesis credit is required every fall and spring semester until graduation.
- o Students present their prospectus formally to a faculty committee and must undergo a final exam defending the dissertation.

Financial Support

Graduate scholarships, fellowships, and teaching and research assistantships are awarded on a competitive basis. The department strives to provide five years of support for students who enter with an M.A. and six years of support for students who enter with a B.A. Students must be in good standing, which requires a University of Iowa g.p.a. of at least 3.00, full-time enrollment, and satisfactory progress through the program.

Financial aid applications are considered only from students who have applied or been admitted to a degree program in the Graduate College. Applications and all necessary supporting material must be submitted by the end of January for the following academic year. Forms are available from the Department of English Graduate Studies Office.

Career Advancement

Most Ph.D. graduates seek employment at colleges and universities. Although the Department of English cannot guarantee such employment, it does supply vigorous assistance. Because there is no certainty that all doctoral graduates in English will find continuing academic employment, it is valuable to remain open to the opportunity of jobs outside the profession of teaching. A number of graduates are finding employment in academic administration, the digital humanities, business, and government.

See Ph.D. Placement for information about Ph.D. job placement within and without academia on the department's website.

English as a Second Language

Director

- Melissa Meisterheim

Assistant Director

- Jeffrey D. Knowling

Faculty: <https://clas.uiowa.edu/esl/people>

Website: <https://clas.uiowa.edu/esl/>

The University of Iowa offers English as a Second Language (ESL) instruction in three distinct, but related, programs: ESL credit classes, the Iowa Intensive English Program (IIEP), and the Teaching Assistant Preparation in English program (TAPE).

These programs meet the needs of students whose first language is not English. ESL credit classes help students raise their English proficiency so they can complete a degree successfully. IIEP provides intensive instruction for students who must raise their English proficiency to gain admission to a university or college. TAPE helps students improve their oral competence in English so they may assume classroom teaching responsibilities.

Programs

ESL Credit Program

English as a Second Language credit classes bridge the gap between full-time language instruction and full-time academic work, serving students who have taken the English Proficiency Evaluation (EPE) and who have been found to need additional English language support. ESL courses are offered to help students increase their proficiency in four skill areas: reading, writing, speaking, and listening. A course in grammar also is available. Each course offers 3 s.h. of credit, which undergraduates may count as elective credit toward graduation. Courses are taught by ESL lecturers and by teaching assistants pursuing advanced degrees in linguistics.

Courses taken to meet the College of Liberal Arts and Sciences English proficiency requirement must be completed with a grade of C or higher. If a student earns a grade of C-minus or lower in an ESL course, the course must be retaken in order for the student to fulfill the ESL course requirement. An ESL course must be taken for a letter grade and may not be taken pass/nonpass or satisfactory/unsatisfactory. Students are not allowed to drop ESL courses once the semester begins. A student held for ESL courses may not enroll in a rhetoric course until the ESL requirement is completed.

Visit the ESL Credit Program website for more information.

Iowa Intensive English Program (IIEP)

The Iowa Intensive English Program (IIEP) serves students who have not yet achieved the language proficiency needed to compete successfully in a degree program. The program welcomes international students preparing to enter universities and colleges in the United States as well as other adults who want to improve their English skills. Conditional admission to the University of Iowa is possible for undergraduate students. For more details regarding conditional admission, visit International Students on the Office of Admissions website.

IIEP offers intensive English instruction and a cultural, social, and academic orientation to the United States. Instruction emphasizes proficiency in spoken and written English, which is crucial to college and university work. Grammar and the basic language skills of writing, reading, listening comprehension, and speaking are taught each day at all levels, from beginning through advanced. Instruction is by full-time professional ESL instructors.

Each IIEP student receives 20 hours of classroom instruction each week (27 hours per week in summer) plus individual work in the language laboratory. IIEP students have full access to all University facilities. Field trips and cultural and social experiences are integral parts of the program.

International students admitted to the IIEP receive a certificate of eligibility (Form I-20), which enables them to apply for a student visa at the nearest U.S. consulate or embassy. Application materials are available from the ESL Programs Office and on the Iowa Intensive English Program website.

Teaching Assistant Preparation in English (TAPE)

The Teaching Assistant Preparation in English program (TAPE) is designed for graduate students whose first language is not English, who need additional work on English communication, and who will hold teaching assistantships while enrolled at the University of Iowa. Only students who need the program and who have sufficient competence in English to profit from it are eligible. TAPE courses are open to graduate students who have been evaluated for TA certification and to others if space is available. Students are taught by full-time professional ESL instructors.

Courses

- English as a Second Language Courses [p. 430]
- Iowa Intensive English Program Courses [p. 431]
- Teaching Assistant Preparation in English Courses [p. 433]

English as a Second Language Courses

The following courses are for students whose first language is not English. Courses taken to meet the College of Liberal Arts and Sciences English proficiency requirement may not be taken pass/nonpass. English as a Second Language (ESL) courses may not be taken as satisfactory/unsatisfactory. In order to enroll in ESL courses, students must take the English Proficiency Evaluation (EPE) or receive consent from the ESL office.

ESL:0050 ESL: Transitional Communication Skills 0 s.h.
Foundational speaking skills (pronunciation, grammar, vocabulary); development of foundational listening skills for the U.S. academic setting and society.

ESL:0100 ESL: Transitional Oral Skills 0 s.h.
Speaking skills for the U.S. academic setting and society; pronunciation, grammar, vocabulary; structured opportunity to develop foundational fluency.

ESL:0130 ESL: Transitional Listening 0 s.h.
Development of foundational listening skills; focus on listening skills necessary for success in a U.S. academic setting.

ESL:0160 ESL: Transitional Grammar 0 s.h.
English structure; troublesome grammar patterns.

ESL:0190 ESL: Transitional Writing 0 s.h.
Foundational grammatical constructions; vocabulary use expected of university students; organization styles, coherence, and analytic methods used in academic writing.

ESL:0200 ESL: Transitional Reading 0 s.h.
Increase reading speed and comprehension of academic-style writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.

ESL:1000 First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

ESL:1005 ESL Special Topics 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings). Same as CLAS:1005.

ESL:1650 College Success for International Students 1 s.h.
Skills and resources to help international students achieve academic success; reflection on academic habits and experiences; exploration of study skills and strategies; cultural expectations in U.S. academic settings including academic integrity; culture shock and immigration issues that can impact international students at the UI; development of techniques for time management and goal setting; techniques to stay motivated and manage stress; overcoming barriers to student success; discussions and assignments emphasize self-reflection on class topics including time management, study skills, and cultural identity. Same as CLAS:1650, CSI:1650.

ESL:4100 English as a Second Language: Academic Oral Skills 3 s.h.
Speaking skills for the U.S. academic setting and society; pronunciation, grammar, vocabulary; structured opportunity to develop fluency.

ESL:4130 English as a Second Language: Academic Listening Skills 3 s.h.
Development of listening skills for students whose first language is not English; focus on listening skills necessary for success in a U.S. academic setting; academic lectures, note-taking skills, fast-paced classroom discussions. Requirements: undergraduate standing.

ESL:4160 English as a Second Language Grammar 3 s.h.
English structure; troublesome grammar patterns.

ESL:4190 English as a Second Language: Academic Writing 3 s.h.
Complex grammatical constructions, discourse considerations, formal vocabulary use expected of university students; organization styles, types of argumentation, analytic methods used in academic writing. Requirements: undergraduate standing.

ESL:4200 English as a Second Language: Academic Reading Skills 3 s.h.
Increasing reading speed and comprehension of university-level writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.

ESL:6000 English as a Second Language: Writing Skills for Graduate Students 3 s.h.
Discourse considerations; styles of organization, types of argumentation, methods of analysis expected of graduate students. Requirements: TOEFL score of at least 550 (paper-based) or 81 (internet-based).

Iowa Intensive English Program Courses

These courses are for students whose first language is not English. The Iowa Intensive English Program (IIEP) primarily serves students on conditional admission, those who have not yet been admitted to the University, and those who score below 80 (internet-based) on the Test of English as a Foreign Language (TOEFL).

IIEP:0001 Iowa Intensive English Program Orientation 0 s.h.
Acquaint new intensive English students with Iowa City, the University, and the intensive English program; policies and procedures, classroom expectations, and cultural differences. Requirements: enrollment in intensive English program.

IIEP:0115 Iowa Intensive English Communication Skills: Beginning 0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

IIEP:0135 Iowa Intensive English Reading: Beginning 0 s.h.
Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

IIEP:0145 Iowa Intensive English Grammar: Beginning 0 s.h.
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

IIEP:0155 Iowa Intensive English Writing: Beginning 0 s.h.
Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.

IIEP:0170 Iowa Intensive English: Communication Skills for Professionals 0 s.h.
Listening and speaking skills for international professionals; conversational fluency, language for professional interactions (e.g., discussions and presentations).

IIEP:0215 Iowa Intensive English Communication Skills: Low Intermediate 0 s.h.

Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

IIEP:0235 Iowa Intensive English Reading: Low Intermediate 0 s.h.

Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

IIEP:0245 Iowa Intensive English Grammar: Low Intermediate 0 s.h.

Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

IIEP:0255 Iowa Intensive English Writing: Low Intermediate 0 s.h.

Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.

IIEP:0315 Iowa Intensive English Communication Skills: Intermediate 0 s.h.

Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

IIEP:0335 Iowa Intensive English Reading: Intermediate 0 s.h.

Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

IIEP:0345 Iowa Intensive English Grammar: Intermediate 0 s.h.

Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

IIEP:0355 Iowa Intensive English Writing: Intermediate 0 s.h.

Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.

IIEP:0415 Iowa Intensive English Communication Skills: High Intermediate 0 s.h.

Spoken English and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

IIEP:0435 Iowa Intensive English Reading: High Intermediate 0 s.h.

Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

IIEP:0455 Iowa Intensive English Writing: High Intermediate 0 s.h.

Personal and formal writing; varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.

IIEP:0465 IIE Listening Skills: High Intermediate 0 s.h.

Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

IIEP:0515 Iowa Intensive English Communication Skills: Advanced 0 s.h.

Spoken English and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

IIEP:0535 Iowa Intensive English Reading: Advanced 0 s.h.

Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

IIEP:0555 Iowa Intensive English Writing: Advanced 0 s.h.

Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.

IIEP:0565 IIE Listening Skills: Advanced 0 s.h.

Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

**IIEP:0915 Special Program Iowa Intensive English
Program Communication Skills 0 s.h.**

Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

**IIEP:0935 Special Program Iowa Intensive English
Program Reading 0 s.h.**

Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

**IIEP:0955 Special Program Iowa Intensive English
Program Writing 0 s.h.**

Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other's writing, and in the process become more aware of their own strengths and weaknesses as writers.

**IIEP:0965 Special Program Iowa Intensive English
Program Listening 0 s.h.**

Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

Teaching Assistant Preparation in English Courses

The Teaching Assistant Preparation in English (TAPE) program is designed for prospective teaching assistants whose first language is not English and who need additional work on English communication skills. Entry to the program is determined by a test.

TAPE:5100 Pronunciation, Fluency Building, and Culture 0 s.h.

Attain greater fluency for teaching by making short presentations and participating in natural interactions about U.S. culture; intensive work on pronunciation to help future teaching assistants attain maximum intelligibility.

TAPE:5220 TA Preparation in English: Pronunciation 0 s.h.

Intensive work toward maximum intelligibility; emphasis on stress, timing, intonation.

TAPE:5300 TA Preparation in English: Presentation Skills 0 s.h.

Intelligibility of speech and clarity of expression in presenting and responding; practice in videotaped lectures.

TAPE:5330 TA Preparation in English: Orientation 0 s.h.
Student expectations, typical teacher/student relationships, basic classroom management at the University.

Enterprise Leadership

Interim Director, Division of Interdisciplinary Programs

- Kristy Nabhan-Warren

Codirectors, Enterprise Leadership

- Helena R. Dettmer (Classics), David K. Hensley (Management and Entrepreneurship)

Undergraduate major: enterprise leadership (B.A.)

Website: <https://www.iowajpec.org/students/academics/ba-enterprise-leadership>

The enterprise leadership major provides an option for students who want to focus on entrepreneurial business leadership. The major presents a unique blend of skills, theory, and content, encouraging students to apply their knowledge and skills to entrepreneurial and growing organizations. It is designed to prepare students for career success—whether they desire to be an innovator inside a large organization or aspire to be an entrepreneur and launch their own business. The program offers a combination of business and liberal arts approaches and allows students to hone their skills in innovation, entrepreneurship, communication, critical thinking, problem solving, and leadership.

The major in enterprise leadership is offered jointly by the College of Liberal Arts and Sciences and the John Pappajohn Entrepreneurial Center in the Tippie College of Business. The degree is awarded by the College of Liberal Arts and Sciences.

Enterprise Leadership is one of the academic units in the Division of Interdisciplinary Programs [p. 364].

Programs

Undergraduate Program of Study Major

- Major in Enterprise Leadership (Bachelor of Arts) [p. 435]

Enterprise Leadership, B.A.

Enterprise leadership is an interdisciplinary major that focuses on developing entrepreneurial management, leadership, and communication skills. The major promotes problem solving, critical thinking, creativity, and innovation through understanding how to strategically address complex issues to meet consumer and organizational needs. Students also learn how to effectively communicate, build and lead diverse teams, and understand how social and cultural issues impact organizational effectiveness.

Learning Outcomes

Students will:

- develop an entrepreneurial mindset to successfully identify, evaluate, and seize upon opportunities throughout their professional careers;
- understand the role of creativity, innovation, and management practices across the functional areas of businesses and organizations;
- develop a personal leadership approach that promotes effective teamwork, encourages diverse perspectives, and yields ethical solutions that create sustainable social and economic value;
- demonstrate critical thinking and problem-solving skills to strategically address complex issues and develop innovative, holistic, and sustainable solutions;
- demonstrate effective written and oral communication skills to professionally communicate and present information and recommendations in a clear, logical, and persuasive manner;
- understand the value and impact of contributions from diverse populations on businesses, organizations, and communities; and
- develop a global mindset by understanding the key economic, social, and cultural issues that impact local, national, and international entrepreneurship.

Requirements

The Bachelor of Arts with a major in enterprise leadership requires a minimum of 120 s.h., including a minimum of 48 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The B.A. in enterprise leadership may be earned at the Iowa City campus or online; more online courses are added each year. Students who wish to enroll in an online course should register in an EX section.

Students may use transfer coursework to fulfill Entrepreneurship and Business Core requirements in place of ENTR:1350 Foundations in Entrepreneurship and ENTR:2000 Entrepreneurship and Innovation. A minimum of 27 s.h. toward the major must be taken at the University of Iowa.

Students may double count a maximum of 6 s.h. earned for another major or minor toward the B.A. in enterprise leadership, with the exception of the business administration minor. Enterprise leadership majors may double count a

maximum of three courses toward their major and a business minor.

Enterprise leadership majors may not earn the Certificate in Entrepreneurial Management.

The B.A. with a major in enterprise leadership requires the following coursework.

Code	Title	Hours
Foundation Courses		14-19
Entrepreneurship and Business Core		16-19
Leadership: Personal Leadership and Social Context of Leadership Courses		6-7
U.S. Cultural Diversity Course		3-4
Communication Courses		6-7
Capstone Experience		3
Total Hours		48-59

Foundation Courses

Foundation courses introduce students to the basic skills, tools, and concepts they will need for the major.

Code	Title	Hours
Mathematics		
Both of these:		
MATH:1005	College Algebra	4
MATH:1010	Trigonometry	3
Or one of these:		
MATH:1020	Elementary Functions (section EX)	4
MATH:1340	Mathematics for Business (section EX)	4
MATH:1350	Quantitative Reasoning for Business	4
MATH:1380	Calculus and Matrix Algebra for Business (section EX)	4
MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus (section EX)	4
MATH:1850	Calculus I	4
Economics		
One of these:		
ECON:1100	Principles of Microeconomics (section EX)	4
ECON:1200	Principles of Macroeconomics (section EX)	4
Statistics		
One of these:		
STAT:1020/ PSQF:1020	Elementary Statistics and Inference (section EX)	3
STAT:1030	Statistics for Business (section EX)	4
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3510/ IGPI:3510	Biostatistics	3

STAT:4143/ PSQF:4143	Introduction to Statistical Methods (section EX)	3
-------------------------	---	---

Sociology

This course:

SOC:1010	Introduction to Sociology (section EX)	3-4
----------	---	-----

Entrepreneurship and Business Core

The entrepreneurship and business core supports students' understanding of the essence and operation of entrepreneurial enterprises.

Code	Title	Hours
This course:		
ENTR:1350	Foundations in Entrepreneurship (section EX)	3

Or both of these:

ACCT:2100	Introduction to Financial Accounting (section EX)	3
-----------	--	---

MKTG:3000	Introduction to Marketing Strategy (section EX)	3
-----------	--	---

And all of these:

ENTR:2000	Entrepreneurship and Innovation (section EX)	3
-----------	---	---

ENTR:3050	Professional Preparation for Enterprise Leadership and Entrepreneurship (section EX)	1
-----------	---	---

ENTR:3100	Entrepreneurial Finance (section EX)	3
-----------	---	---

ENTR:3200	Entrepreneurial Marketing (section EX)	3
-----------	---	---

ENTR:4400	Managing the Growth Business (section EX)	3
-----------	--	---

Leadership

Personal Leadership

These courses help students reflect on the importance of leadership while developing their own leadership style and skills.

Code	Title	Hours
At least 3 s.h. from these:		
LS:1020	Introduction to Leadership	3
LS:1024	Hawkeye Service Breaks	1-3
LS:2002	Career Leadership Academy Part 1: Leadership in Practice (section EX)	3
LS:3004	Perspectives on Leadership: Principles and Practices (section EX)	3

Social Context of Leadership

Courses introduce students to the impact of social constructs on leadership and organizational effectiveness, such as economic class and cultural and social differences.

Code	Title	Hours
One of these:		
LS:3002	Career Leadership Academy Part 2: Leadership in Action (section EX)	3
SOC:1220	Principles of Social Psychology	3-4
SOC:3610	Organizations and Modern Society	3
SOC:3880	The Sociology of Networks	3
SOC:4210	Social Psychology of Small Groups	3
SOC:4225	The Social Psychology of Leadership (section EX)	3
SOC:4230	Sociology of Self- Improvement	3

U.S. Cultural Diversity

The following courses provide an overview of the complexity of diversity in the United States, and a comprehensive introduction to related issues.

Code	Title	Hours
One of these:		
AFAM:1020/ AMST:1030	Introduction to African American Culture	3
AFAM:1030	Introduction to African American Society	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
AFAM:2267/ HIST:2267	African American History to 1877: From Slave Cabin to Senate Floor	3
AFAM:3500/ HIST:3160/ RELS:3808	Malcolm X, King, and Human Rights	3
AMST:2025	Diversity in American Culture	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America (section EX)	3
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies (section EX)	3
GWSS:1002	Diversity and Power in the U.S.	3
HIST:1040	Diversity in History	3
HIST:3275/ AFAM:3275	History of Slavery in the U.S.A.	3-4
LATS:2280/ HIST:2280/ SPAN:2280	Introduction to Latina/o/x Studies	3
SOC:2810	Social Inequality (section EX)	3
SPST:1074/ AMST:1074/ GWSS:1074	Inequality in American Sport	3

Communication

The following courses help students develop an understanding of contemporary communication theory and how it is applied.

Communication Theory

Code	Title	Hours
At least 3 s.h. from these:		
COMM:1112	Interpersonal Communication (section EX)	3
COMM:1117	Theory and Practice of Argument	4
COMM:1130	The Art of Persuading Others	3
COMM:1170	Communication Theory in Everyday Life	3
COMM:1174	Media and Society	3
JMC:1100	Media Uses and Effects	3
JMC:1200	Media History and Culture	3
JMC:1500	Social Media Today (section EX)	3

Applied Communication

Code	Title	Hours
At least 3 s.h. from these:		
BUS:3800	Business Writing	3
CNW:3640	Writing for Business	3
CW:3218/ INTD:3200	Creative Writing for New Media	3
INTD:3005/ CW:3005/ WRIT:3005	Professional and Creative Business Communication (section EX)	3
MGMT:4100	Dynamics of Negotiations (section EX)	3
RHET:2055/ GWSS:2055	Persuasion and Advocacy	3
RHET:2065	Persuading Different Audiences: Launching a Successful Career	3
RHET:2085	Speaking Skills	3
THTR:2610/ RHET:2610	Acting for Success	3

Capstone Experience

Students engage in an entrepreneurial leadership experience and apply their knowledge and skills through a business consulting/field study project or internship with an external business or nonprofit organization. The capstone experience should be related to a student's career goals and involve the development and application of professional business skills such as project management; market research, analysis and planning; financial management and forecasting; operations management; sales; organizational leadership; or professional business communications. Students also may choose to plan and launch their own business to meet the capstone requirement.

Students are encouraged to complete multiple capstone courses to enhance their professional development.

Students also may choose an experiential learning course not listed below from another College of Liberal Arts and Sciences major, with prior approval from the John Pappajohn Entrepreneurial Center.

Code	Title	Hours
One of these (3 s.h.):		
ENTR:3000	Practicum in Entrepreneurship	3

ENTR:4100	International Entrepreneurship and Culture (may be taken more than once)	1-3
ENTR:4200	Entrepreneurship: Business Consulting (section EX)	3
ENTR:4300	Entrepreneurship: Advanced Business Planning (section EX)	3
ENTR:4900	Academic Internship	3

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in enterprise leadership who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in enterprise leadership who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Students must earn a minimum of 49 s.h. of work for the major. They must maintain a University of Iowa cumulative g.p.a. of 3.50 and a g.p.a. of at least 3.50 in all coursework for the major. Students must earn at least 6 s.h. of honors or honors-designated coursework for the major. They also must complete an honors thesis in ENTR:4999 Honors Thesis in Entrepreneurial Studies by creating original research in partnership with a full-time faculty member. In addition, students must complete the capstone experience required for the major.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the enterprise leadership major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: six courses in the major

Before the seventh semester begins: four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: four more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Enterprise Leadership, B.A.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
SOC:1010	Introduction to Sociology ^a	3
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Values and Culture ^b		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
ENTR:1350	Foundations in Entrepreneurship	3
Major: mathematics requirement ^c		3
GE CLAS Core: Natural Sciences with Lab ^b		4
Elective course ^d		3
Hours		16-17
Second Year		
Fall		
ENTR:2000	Entrepreneurship and Innovation	3
Major: statistics requirement ^c		3 - 4
GE CLAS Core: Historical Perspectives ^b		3

GE CLAS Core: World Languages First Level Proficiency or elective course ^e	4 - 5
Elective course ^d	3
Hours	16-18

Spring

ENTR:3100 Entrepreneurial Finance or ENTR:3200 Entrepreneurial Marketing	3
ECON:1200 Principles of Macroeconomics ^a or ECON:1100 Principles of Microeconomics	4
GE CLAS Core: International and Global Issues ^b	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
ENTR:3050 Professional Preparation for Enterprise Leadership and Entrepreneurship	1
Hours	15-16

Summer

ENTR:4900 Academic Internship ^f	0 - 3
Hours	0-3

Third Year

Fall

ENTR:3200 Entrepreneurial Marketing or ENTR:3100 Entrepreneurial Finance	3
Major: entrepreneurial elective course ^f	3
GE CLAS Core: Natural Sciences without Lab ^b	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
Hours	16-17

Spring

ENTR:4200 Entrepreneurship: Business Consulting	3
Major: U.S. cultural diversity course	3
Major: personal leadership course ^g	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
Elective course ^d	3
Hours	16-17

Summer

ENTR:4900 Academic Internship ^f	0 - 3
Hours	0-3

Fourth Year

Fall

ENTR:4400 Managing the Growth Business	3
Major: communication theory course ^h	3 - 4
Major: entrepreneurial elective course ^f	3
Major: social context of leadership course	3
Elective course ^d	3
Hours	15-16

Spring

ENTR:4200 Entrepreneurship: Business Consulting	3
Major: applied communication course ^f	3
Major: entrepreneurial elective course ^f	3
Elective course ^d	3 - 5

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ

Hours	12-14
Total Hours	120-136

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students should choose a mathematics or statistics requirement that will also complete the GE: Quantitative or Formal Reasoning requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f This course or experience is recommended not required.
- g Students must complete at least 3 s.h. in personal leadership courses.
- h Students must complete at least 3 s.h. in communication theory courses.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Enterprise leadership students develop a solid foundation in entrepreneurial management, leadership, and professional communication skills that prepare them for a variety of career opportunities or to start their own business. Students are able to apply their innovative problem-solving and critical thinking skills to contemporary issues, to develop strategies to seize upon opportunities, and to build and lead successful teams.

Graduates find rewarding careers in general management, business analysis, marketing and professional communications, management consulting, project management, and as founders or executives in start-up businesses. Students are prepared to become entrepreneurial-minded leaders in large corporations, small- to medium-sized businesses, and nonprofit organizations.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Environmental Policy and Planning

Chair, Department of Geographical and Sustainability Sciences

- David A. Bennett

Coordinator, Environmental Policy and Planning

- Heather A. Sander (Geographical and Sustainability Sciences)

Undergraduate major: environmental policy and planning (B.A., B.S.)

Undergraduate minor: environmental policy and planning

Faculty: <https://clas.uiowa.edu/geography/people/faculty>

Website: <https://clas.uiowa.edu/geography/undergraduate-program/environmental-policy-and-planning-ba-bs>

As a society, we depend on and value the environment for basic services such as food production, climate regulation, and recreation. In turn, societies have a significant impact on the environment, which can have significant economic and quality of life impacts. Environmental problems are, therefore, often difficult to resolve because they are embedded in a complex mesh of economics, politics, culture, and behavior. In order to address environmental problems in the future, society needs citizens who understand the human dimensions of these issues. The purpose of the major and minor in environmental policy and planning is to provide students with an opportunity to concentrate on the related social science and policy dimensions of environmental problems.

Environmental policy and planning programs integrate a group of courses to comprise a coherent approach to the study of the human dimensions of environmental problems.

The undergraduate programs of study in environmental policy and planning are administered by the Department of Geographical and Sustainability Sciences [p. 531].

Programs

Undergraduate Programs of Study

Majors

- Major in Environmental Policy and Planning (Bachelor of Arts) [p. 441]
- Major in Environmental Policy and Planning (Bachelor of Science) [p. 446]

Minor

- Minor in Environmental Policy and Planning [p. 451]

Environmental Policy and Planning, B.A.

Learning Outcomes

Students who earn a degree in environmental policy and planning will be able to:

- critically analyze complex environmental problems to identify how they result from interactions among the physical environment and human societies, economies, and political systems;
- identify ways in which humans impact and are impacted by the environment;
- identify key stakeholders and sources of information in the natural and social sciences to consider in developing solutions to environmental problems;
- explain the role of policy and planning in addressing environmental issues locally, regionally, and globally;
- work collaboratively in interdisciplinary teams to design approaches to managing environmental problems; and
- identify and implement key tools and methods for environmental planning and policy making.

Requirements

The Bachelor of Arts with a major in environmental policy and planning requires a minimum of 120 s.h., including at least 49-56 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must complete at least 21 s.h. of work for the major in residence at the University of Iowa.

The major in environmental policy and planning concentrates on the social science and policy dimensions of environmental problems, which often are caused by people and may have significant economic effects. Environmental issues are embedded in an array of complex issues. Planners and policy makers must understand the human dimensions of these factors in order to solve environmental problems.

The environmental policy and planning major is interdisciplinary; it draws courses from geographical and sustainability sciences, anthropology, economics, political science, history, and other disciplines. Work for the major includes introductory courses, methods courses, intermediate courses, and one of two tracks: the planning track or the policy track.

Students who earn a second major in anthropology, geography, political science, or history must complete a minimum of 12 s.h. of coursework in the second major that they do not also count toward the major in environmental policy and planning. The 12 s.h. of courses must be offered by the second major's administrative home: anthropology (prefix ANTH), geographical and sustainability sciences (prefix GEOG), or political science (prefix POLI). This requirement applies whether students earn the same degree (B.A. or B.S.) with both majors or earn a B.A. with one major and a B.S. with the other. However, honors students in environmental policy and planning may count their honors thesis credit toward this 12 s.h. requirement.

Students may not use a course to satisfy more than one requirement of the major.

The B.A. with a major in environmental policy and planning requires the following coursework.

Code	Title	Hours
Introductory Courses		17-18
Intermediate Courses		12
Methods Courses		7-8
Capstone Course/Research Project		1-6
Track Courses		12
Total Hours		49-56

Introductory Courses

Code	Title	Hours
These courses (11 s.h.):		
ECON:1100	Principles of Microeconomics	4
ENVS:2010/ EES:2010/ GEOG:2010	Interdisciplinary Environmental Seminar	1
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2013/ BUS:2013/ SUST:2013/ URP:2013	Introduction to Sustainability	3
One of these:		
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2261	Human Impacts on the Environment	3
One of these:		
EES:1080/ ENVS:1080	Introduction to Environmental Science	3-4
ENVS:1085/ EES:1085	Fundamentals of Environmental Science	4
GEOG:1020	The Global Environment	3

Intermediate Courses

Code	Title	Hours
This course:		
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
One of these:		
ANTH:3103	Environment and Culture	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
One of these:		
GEOG:3400	Iowa Environmental Policy in Practice	3
HIST:3230	American Environmental History	3

POLI:1400	Introduction to Comparative Politics	3
POLI:3111	American Public Policy	3
One of these:		
CNW:2740	The Art and Craft of Writing about the Environment	3
JMC:1800	Twenty-first-Century Science: Environmental Communication in the Digital Age	3
RHET:3560/ POLI:3560/ SJUS:3560	Public Policy and Persuasion	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3

Methods Courses

Code	Title	Hours
This course:		
GEOG:1050	Foundations of GIS	4
One of these:		
GEOG:1065	Introduction to Spatial Analysis: Patterns and Processes	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Capstone Course/Research Project

Students complete a capstone course or research project requirement. Capstone or research project courses are typically taken by students during their senior year. Students who choose GEOG:3992 Undergraduate Research must make arrangements with a faculty advisor.

Code	Title	Hours
One of these:		
ENVS:3010/ EES:3010/ GEOG:3003	Interdisciplinary Environmental Seminar	1
GEOG:3992	Undergraduate Research (consult advisor)	1
Honors students choose from the following options.		
One of these:		
ANTH:4995	Honors Research Seminar	2
GEOG:4995	Honors Thesis	3
POLI:4601	Honors Senior Thesis	3
Or, both of these:		

HIST:3995	History Honors Research Seminar	3
HIST:3996	Honors Thesis	3

Tracks

Students choose either the planning track or the policy track and complete their track's required coursework.

Planning Track

The planning track requires 12 s.h. Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course or seek permission of the instructor.

Code	Title	Hours
One of these:		
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
GEOG:3800	Environmental Economics and Policy	3
Three of these:		
ECON:3640/ URP:3134	Regional and Urban Economics	3
GEOG:2410	Environment and Development	3
GEOG:2930	Water Resources	3
GEOG:3210/ CPH:3400	Health, Work, and the Environment	3
GEOG:3315	Ecosystem Ecology	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3350	Urban Ecology	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:4770/ GHS:4770	Environmental Justice	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways (if not taken as an intermediate course)	3
URP:3001/ GEOG:3920	Planning Livable Cities	3
URP:3350/ ECON:3750/ GEOG:3940	Transportation Economics	3

Policy Track

The policy track requires 12 s.h. Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course.

Code	Title	Hours
One of these:		
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
POLI:2417	Comparative Environmental Policy	3
Three of these:		
ANTH:3237/ MUSM:3237	Politics of the Archaeological Past	3

ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
GEOG:3331	Human Dimensions of Climate	3
GEOG:3400	Iowa Environmental Policy in Practice	3
HIST:3230	American Environmental History	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways (if not taken as an intermediate course)	3
POLI:3100	American State Politics	3
POLI:3102	The U.S. Congress	3
POLI:3110	Local Politics	3
POLI:3111	American Public Policy	3
POLI:3117	Bureaucratic Politics and Public Administration	3
POLI:3118	Interest Groups	3
POLI:3123	State Politics in Iowa (section EX)	3
POLI:3126	Environmental Policy	3
POLI:3204/ SOC:3525	Public Opinion	3
POLI:3408	Chinese Politics and Society	3
POLI:3424	Global Development	3

Combined Programs

B.A./M.S. in Urban and Regional Planning

Students majoring in environmental policy and planning who are interested in earning a master's degree in urban and regional planning may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the School of Planning and Public Affairs. The program enables students to begin the study of urban and regional planning before they complete their bachelor's degree. Students are able to complete both degrees in less time than if they were to complete the two degrees separately.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information about the urban and regional planning program, see the M.S. in urban and regional planning [p. 1622] in the Graduate College section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students in the program must maintain a cumulative UI g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major. They must be admitted to the major's honors program by the first semester of their senior year or earlier.

Honors students pursue study beyond the typical undergraduate level. They work under the direction of a faculty member to conduct original research and then prepare and present an honors thesis based on their research. The thesis is reviewed by a committee of at least three faculty members. Students earn credit for the thesis by registering for ANTH:4995 Honors Research Seminar, GEOG:4995 Honors Thesis or POLI:4601 Honors Senior Thesis; or HIST:3995 History Honors Research Seminar and HIST:3996 Honors Thesis.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the environmental policy and planning major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: one introductory course in the major

Before the fifth semester begins: four courses in the major

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

Before the eighth semester begins: 11 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Environmental Policy and Planning, B.A.

- Planning Track [p. 443]
- Policy Track [p. 444]

Planning Track

Course	Title	Hours
First Year		
Fall		
GEOG:1070	Contemporary Environmental Issues ^a	3

EES:1080 or ENVS:1085 or GEOG:1020	Introduction to Environmental Science ^a or Fundamentals of Environmental Science or The Global Environment	3 - 4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Elective course ^b		3
CSI:1600	Success at Iowa	2
Hours		14-16

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
ECON:1100	Principles of Microeconomics ^a	4
Major: statistics course ^c		3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^b		3
Hours		16-18

Second Year**Fall**

SJUS:1046 or ANTH:2261	Environmental Politics in India ^a or Human Impacts on the Environment	3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
GEOG:2013	Introduction to Sustainability	3
ENVS:2010	Interdisciplinary Environmental Seminar	1
Hours		14-15

Spring

GEOG:1050	Foundations of GIS	4
Major: intermediate political science or history or geography course ^f		3
GE CLAS Core: Literary, Visual, and Performing Arts ^g		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^b		1 - 3
Hours		15-18

Third Year**Fall**

NAIS:1290 or ANTH:3103 or GEOG:3300	Native American Foods and Foodways or Environment and Culture or Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
Major: intermediate communication course ^g		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Quantitative or Formal Reasoning ^{d, h}		3
Elective course ^b		1
Hours		14-15

Spring

GEOG:3800 or ECON:3625	Environmental Economics and Policy or Environmental and Natural Resource Economics	3
GEOG:3780	U.S. Energy Policy in Global Context	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Natural Sciences with Lab ^d		4
Hours		14-15

Fourth Year**Fall**

Major: planning track elective course		3
GE CLAS Core: Values and Culture ^d		3
Major: planning track elective course		3
Elective course ^b		3
Elective course ^b		3
Hours		15

Spring

Major: planning track elective course		3
Major: senior capstone research project ⁱ		1 - 3
Elective course ^b		3
Elective course ^b		3
Elective course ^b		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		13-15
Total Hours		115-127

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- c Consider choosing a course that also fulfills the GE CLAS Core Quantitative or Formal Reasoning requirement.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Choose from GEOG:3400, HIST:3230, POLI:1400, or POLI:3111.
- g Choose from CNW:2740, JMC:1800, RHET:3560, or RHET:3700.
- h If not previously completed through EPPL major statistics requirement.
- i Choose from ENVS:3010 or GEOG:3992. Honors students choose from GEOG:4995, POLI:4601, or both ANTH:4995 and ANTH:4996.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Policy Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4

GEOG:1070	Contemporary Environmental Issues ^a	3
EES:1080 or GEOG:1020 or ENVS:1085	Introduction to Environmental Science ^a or The Global Environment or Fundamentals of Environmental Science	3 - 4
Elective course ^b		3
CSI:1600	Success at Iowa	2
Hours		14-16

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
ECON:1100	Principles of Microeconomics ^a	4
Major: statistics course ^c		3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^b		3
Hours		16-18

Second Year**Fall**

GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
ANTH:2261 or SJUS:1046	Human Impacts on the Environment ^a or Environmental Politics in India	3
GEOG:2013	Introduction to Sustainability	3
GE CLAS Core: Historical Perspectives ^d		3
ENVS:2010	Interdisciplinary Environmental Seminar	1
Hours		14-15

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Major: intermediate political science or history or geography course ^f		3
GEOG:1050	Foundations of GIS	4
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Hours		14-15

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
GEOG:3300 or ANTH:3103 or NAIS:1290	Envisioning Future Worlds: Sustainable Development and Its Alternatives or Environment and Culture or Native American Foods and Foodways	3
GEOG:4750 or POLI:2417	Environmental Impact Analysis or Comparative Environmental Policy	3
GE CLAS Core: Quantitative or Formal Reasoning ^{d, g}		3
Elective course ^b		1
Hours		14-15

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
--	--	-------

GEOG:3780	U.S. Energy Policy in Global Context	3
Major: intermediate communication course ^h		3
GE CLAS Core: Natural Sciences with Lab ^d		4
Hours		14-15

Fourth Year**Fall**

Major: policy track elective course		3
GE CLAS Core: Values and Culture ^d		3
Major: policy track elective course		3
Elective course ^b		3
Elective course ^b		3
Hours		15

Spring

Major: policy track elective course		3
Major: senior capstone research project ⁱ		1 - 3
Elective course ^b		3
Elective course ^b		3
Elective course ^b		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		13-15
Total Hours		114-124

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- c Consider choosing a course that also fulfills the GE CLAS Core Quantitative or Formal Reasoning requirement.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Choose from GEOG:3400, HIST:3230, POLI:1400, or POLI:3111.
- g If not previously completed through EPPL major statistics requirement.
- h Choose from CNW:2740, JMC:1800, RHET:3560, or RHET:3700.
- i Choose from ENVS:3010 or GEOG:3992. Honors students choose from GEOG:4995, POLI:4601, or both ANTH:4995 and ANTH:4996.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Environmental Policy and Planning, B.S.

Learning Outcomes

Students who earn a degree in environmental policy and planning will be able to:

- critically analyze complex environmental problems to identify how they result from interactions among the physical environment and human societies, economies, and political systems;
- identify ways in which humans impact and are impacted by the environment;
- identify key stakeholders and sources of information in the natural and social sciences to consider in developing solutions to environmental problems;
- explain the role of policy and planning in addressing environmental issues locally, regionally, and globally;
- work collaboratively in interdisciplinary teams to design approaches to managing environmental problems; and
- identify and implement key tools and methods for environmental planning and policy making.

Requirements

The Bachelor of Science with a major in environmental policy and planning requires a minimum of 120 s.h., including at least 55-62 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must complete at least 21 s.h. of work for the major in residence at the University of Iowa.

The major in environmental policy and planning concentrates on the social science and policy dimensions of environmental problems, which often are caused by people and may have significant economic effects. Environmental issues are embedded in an array of complex issues. Planners and policy makers must understand the human dimensions of these factors in order to solve environmental problems.

The environmental policy and planning major is interdisciplinary; it draws courses from geographical and sustainability sciences, anthropology, economics, political science, history, and other disciplines. Work for the major includes introductory courses, methods courses, intermediate courses, and one of two tracks: the planning track or the policy track.

Students who earn a second major in anthropology, geography, political science, or history must complete a minimum of 12 s.h. of coursework in the second major that they do not also count toward the major in environmental policy and planning. The 12 s.h. of courses must be offered by the second major's administrative home: anthropology (prefix ANTH), geographical and sustainability sciences (prefix GEOG), or political science (prefix POLI). This requirement applies whether students earn the same degree (B.A. or B.S.) with both majors or earn a B.A. with one major and a B.S. with the other. However, honors students in environmental policy and planning may count their honors thesis credit toward this 12 s.h. requirement.

Students may not use a course to satisfy more than one requirement of the major.

The B.S. with a major in environmental policy and planning requires the following coursework.

Code	Title	Hours
Introductory Courses		17-18
Intermediate Courses		12
Methods Courses		13-14
Capstone Course/Research Project		1-6
Track Courses		12
Total Hours		55-62

Introductory Courses

Code	Title	Hours
These courses (11 s.h.):		
ECON:1100	Principles of Microeconomics	4
ENVS:2010/ EES:2010/ GEOG:2010	Interdisciplinary Environmental Seminar	1
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2013/ BUS:2013/ SUST:2013/ URP:2013	Introduction to Sustainability	3

One of these:

ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2261	Human Impacts on the Environment	3

One of these:

EES:1080/ ENVS:1080	Introduction to Environmental Science	3-4
ENVS:1085/ EES:1085	Fundamentals of Environmental Science	4
GEOG:1020	The Global Environment	3

Intermediate Courses

Code	Title	Hours
This course:		
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
One of these:		
ANTH:3103	Environment and Culture	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
One of these:		
GEOG:3400	Iowa Environmental Policy in Practice	3
HIST:3230	American Environmental History	3

POLI:1400	Introduction to Comparative Politics	3
POLI:3111	American Public Policy	3
One of these:		
CNW:2740	The Art and Craft of Writing about the Environment	3
JMC:1800	Twenty-first-Century Science: Environmental Communication in the Digital Age	3
RHET:3560/ POLI:3560/ SJUS:3560	Public Policy and Persuasion	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3

Methods Courses

Code	Title	Hours
These courses:		
GEOG:1050	Foundations of GIS	4
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
STAT:2010	Statistical Methods and Computing	3
One of these:		
STAT:3120/ IGPI:3120	Probability and Statistics	4
POLI:3000	Analyzing Political Data	3
ANTH:5110	Anthropological Data Analysis	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Capstone Course/Research Project

Students complete a capstone course or a research project requirement. Capstone or research project courses are typically taken by students during their senior year. Students who choose GEOG:3992 Undergraduate Research must make arrangements with a faculty advisor.

Code	Title	Hours
One of these:		
ENVS:3010/ EES:3010/ GEOG:3003	Interdisciplinary Environmental Seminar	1
GEOG:3992	Undergraduate Research (consult advisor)	1
Honors students choose from the following options.		
One of these:		
ANTH:4995	Honors Research Seminar	2
GEOG:4995	Honors Thesis	3
POLI:4601	Honors Senior Thesis	3
Or, both of these:		
HIST:3995	History Honors Research Seminar	3
HIST:3996	Honors Thesis	3

Tracks

Students choose either the planning track or the policy track and complete their track's required coursework.

Planning Track

The planning track requires 12 s.h. Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course or seek permission of the instructor.

Code	Title	Hours
One of these:		
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
GEOG:3800	Environmental Economics and Policy	3
Three of these:		
ECON:3640/ URP:3134	Regional and Urban Economics	3
GEOG:2410	Environment and Development	3
GEOG:2930	Water Resources	3
GEOG:3210/ CPH:3400	Health, Work, and the Environment	3
GEOG:3315	Ecosystem Ecology	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3350	Urban Ecology	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:4770/ GHS:4770	Environmental Justice	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways (if not taken as an intermediate course)	3
URP:3001/ GEOG:3920	Planning Livable Cities	3
URP:3350/ ECON:3750/ GEOG:3940	Transportation Economics	3

Policy Track

The policy track requires 12 s.h. Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course.

Code	Title	Hours
One of these:		
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
POLI:2417	Comparative Environmental Policy	3
Three of these:		
ANTH:3237/ MUSM:3237	Politics of the Archaeological Past	3
ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3

CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
GEOG:3331	Human Dimensions of Climate	3
GEOG:3400	Iowa Environmental Policy in Practice	3
HIST:3230	American Environmental History	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways (if not taken as an intermediate course)	3
POLI:3100	American State Politics	3
POLI:3102	The U.S. Congress	3
POLI:3110	Local Politics	3
POLI:3111	American Public Policy	3
POLI:3117	Bureaucratic Politics and Public Administration	3
POLI:3118	Interest Groups	3
POLI:3123	State Politics in Iowa (section EX)	3
POLI:3126	Environmental Policy	3
POLI:3204/ SOC:3525	Public Opinion	3
POLI:3408	Chinese Politics and Society	3
POLI:3424	Global Development	3

Combined Programs

B.S./M.S. in Urban and Regional Planning

Students majoring in environmental policy and planning who are interested in earning a master's degree in urban and regional planning may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the School of Planning and Public Affairs. The program enables students to begin the study of urban and regional planning before they complete their bachelor's degree. Students are able to complete both degrees in less time than if they were to complete the two degrees separately.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information about the urban and regional planning program, see the M.S. in urban and regional planning [p. 1622] in the Graduate College section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students in the program must maintain a cumulative UI g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major. They must be admitted to the major's honors program by the first semester of their senior year or earlier.

Honors students pursue study beyond the typical undergraduate level. They work under the direction of a faculty member to conduct original research and then prepare and present an honors thesis based on their research. The thesis is reviewed by a committee of at least three faculty

members. Students earn credit for the thesis by registering for ANTH:4995 Honors Research Seminar, GEOG:4995 Honors Thesis or POLI:4601 Honors Senior Thesis; or HIST:3995 History Honors Research Seminar and HIST:3996 Honors Thesis.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the environmental policy and planning major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: one introductory course in the major

Before the fifth semester begins: five courses in the major

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

Before the eighth semester begins: 12 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Environmental Policy and Planning, B.S.

- Planning Track [p. 448]
- Policy Track [p. 449]

Planning Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:1070	Contemporary Environmental Issues ^a	3
ENVS:1085 or EES:1080 or GEOG:1020	Fundamentals of Environmental Science ^a or Introduction to Environmental Science or The Global Environment	3 - 4
Elective course ^b		3

CSI:1600	Success at Iowa	2
Hours		14-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
ECON:1100	Principles of Microeconomics ^a	4
STAT:2010	Statistical Methods and Computing ^a	3
GE CLAS Core: Diversity and Inclusion ^c		3
Elective course ^b		3
Hours		16-17

Second Year**Fall**

GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
Major: upper-level statistics course		3
ANTH:2261 or SJUS:1046	Human Impacts on the Environment ^a or Environmental Politics in India	3
GEOG:2013	Introduction to Sustainability	3
ENVS:2010	Interdisciplinary Environmental Seminar	1
Hours		14-15

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3
GEOG:1050	Foundations of GIS	4
Major: intermediate political science or history or geography course ^e		3
Hours		14-15

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
GEOG:3520	GIS for Environmental Studies	3
ANTH:3103 or NAIS:1290 or GEOG:3300	Environment and Culture or Native American Foods and Foodways or Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
Major: planning track elective course		3
Major: intermediate communication course ^f		3
Hours		16-17

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d		4 - 5
GEOG:3780	U.S. Energy Policy in Global Context	3
GEOG:3800 or ECON:3625	Environmental Economics and Policy or Environmental and Natural Resource Economics	3
GE CLAS Core: Natural Sciences with Lab ^c		4
Hours		14-15

Fourth Year**Fall**

Major: planning track elective course		3
---------------------------------------	--	---

GE CLAS Core: Values and Culture ^c		3
GE CLAS Core: Historical Perspectives ^c		3
Elective course ^b		3
Elective course ^b		3
Hours		15

Spring

Major: planning track elective course		3
Major: senior capstone research project ^g		1 - 3
Elective course ^b		3
Elective course ^b		3
Elective course ^b		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	13-15
Total Hours	116-125

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Choose from GEOG:3400, HIST:3230, POLI:1400, or POLI:3111.
- f Choose from CNW:2740, JMC:1800, RHET:3560, or RHET:3700.
- g Choose from ENVS:3010 or GEOG:3992. Honors students choose from GEOG:4995, POLI:4601, or both ANTH:4995 and ANTH:4996.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Policy Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:1070	Contemporary Environmental Issues ^a	3
ENVS:1085 or GEOG:1020 or EES:1080	Fundamentals of Environmental Science ^a or The Global Environment or Introduction to Environmental Science	3 - 4
Elective course ^b		3
CSI:1600	Success at Iowa	2
Hours		14-16

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
ECON:1100	Principles of Microeconomics ^a	4
STAT:2010	Statistical Methods and Computing ^a	3

GE CLAS Core: Diversity and Inclusion ^c	3
Elective course ^b	3
Hours	16-17

Second Year

Fall

GE CLAS Core: World Languages First Level Proficiency or elective course ^d	4 - 5
Major: upper-level statistics course	3
ANTH:2261 Human Impacts on the Environment or SJUS:1046 Environmental Politics in India	3
GEOG:2013 Introduction to Sustainability	3
ENVS:2010 Interdisciplinary Environmental Seminar	1
Hours	14-15

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^c	3
GEOG:1050 Foundations of GIS	4
Major: intermediate political science or history or geography course ^e	3
Hours	14-15

Third Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
GEOG:3520 GIS for Environmental Studies	3
NAIS:1290 Native American Foods and Foodways or ANTH:3103 or GEOG:3300 Environment and Culture or Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:4750 Environmental Impact Analysis or POLI:2417 or Comparative Environmental Policy	3
Major: intermediate communication course ^f	3
Hours	16-17

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
GEOG:3780 U.S. Energy Policy in Global Context	3
Major: policy track elective course	3
GE CLAS Core: Natural Sciences with Lab ^c	4
Hours	14-15

Fourth Year

Fall

Major: policy track elective course	3
GE CLAS Core: Values and Culture ^c	3
GE CLAS Core: Historical Perspectives ^c	3
Elective course ^b	3
Elective course ^b	3
Hours	15

Spring

Major: policy track elective course	3
Major: senior capstone research project ^g	1 - 3

Elective course ^b	3
Elective course ^b	3
Elective course ^b	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	13-15
Total Hours	116-125

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Choose from GEOG:3400, HIST:3230, POLI:1400, or POLI:3111.
- f Choose from CNW:2740, JMC:1800, RHET:3560, or RHET:3700.
- g Choose from ENVS:3010 or GEOG:3992. Honors students choose from GEOG:4995, POLI:4601, or both ANTH:4995 and ANTH:4996.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Environmental Policy and Planning, Minor

Requirements

The undergraduate minor in environmental policy and planning requires a minimum of 18 s.h., including 12 s.h. in University of Iowa courses numbered 3000 or above. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

For help in selecting courses, students should contact the department secretary to request an advisor for the minor. Students may apply a maximum of 6 s.h. toward both the minor in environmental policy and planning and any major or minor in the Departments of Anthropology, Geographical and Sustainability Sciences, or Political Science.

The minor in environmental policy and planning requires three core courses plus three courses from the student's choice of track: the planning track or the policy track. Students may not use a course to satisfy more than one requirement of the minor.

Core Courses

All students complete three core courses.

Code	Title	Hours
This course:		
GEOG:1070	Contemporary Environmental Issues	3
One of these:		
ANTH:2261	Human Impacts on the Environment	3
ANTH:3103	Environment and Culture	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
One of these:		
POLI:1400	Introduction to Comparative Politics	3
POLI:3111	American Public Policy	3

Students also complete coursework in a single track, choosing three courses from either the planning track list or the policy track list below.

Planning Track

Code	Title	Hours
GEOG:2410	Environment and Development	3
GEOG:2930	Water Resources	3
GEOG:3210/ CPH:3400	Health, Work, and the Environment	3
GEOG:3315	Ecosystem Ecology	3

GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3350	Urban Ecology	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:4770/ GHS:4770	Environmental Justice	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
URP:3001/ GEOG:3920	Planning Livable Cities	3
URP:3134/ ECON:3640	Regional and Urban Economics	3
URP:3135/ ECON:3625	Environmental and Natural Resource Economics	3
URP:3350/ ECON:3750/ GEOG:3940	Transportation Economics	3

Policy Track

Code	Title	Hours
ANTH:3237/ MUSM:3237	Politics of the Archaeological Past	3
ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
GEOG:3331	Human Dimensions of Climate	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
HIST:3230	American Environmental History	3
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
POLI:2417	Comparative Environmental Policy	3
POLI:3100	American State Politics	3
POLI:3102	The U.S. Congress	3
POLI:3110	Local Politics	3
POLI:3111	American Public Policy	3
POLI:3117	Bureaucratic Politics and Public Administration	3
POLI:3118	Interest Groups	3
POLI:3123	State Politics in Iowa (section EX)	3

POLI:3204/ SOC:3525	Public Opinion	3
POLI:3408	Chinese Politics and Society	3
POLI:3424	Global Development	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Environmental Policy and Planning, Minor

Course	Title	Hours
Academic Career		
Any Semester		
Students pursuing the Environmental Policy and Planning minor must choose either the planning or the policy track.		
12 semester hours of advanced courses for the Environmental Policy and Planning minor must be taken at the University of Iowa.		
6 semester hours of coursework can double-count between the Environmental Policy and Planning minor and the Anthropology, Geography, and/or Political Science majors and minors.		
	Hours	0
First Year		
Spring		
GEOG:1070	Contemporary Environmental Issues	3
	Hours	3
Second Year		
Fall		
ANTH:4130 or ANTH:2261 or ANTH:3103	Religion and Environmental Ethics or Human Impacts on the Environment or Environment and Culture	3
	Hours	3
Spring		
POLI:3111 or POLI:1400	American Public Policy or Introduction to Comparative Politics	3
	Hours	3
Third Year		
Fall		
	Minor: policy or planning track elective course	3
	Hours	3
Spring		
	Minor: policy or planning track elective course	3
	Hours	3
Fourth Year		
Fall		
	Minor: policy or planning track elective course	3
	Hours	3
	Total Hours	18

Environmental Sciences

Chair, Department of Earth and Environmental Sciences

- David W. Peate

Coordinators, Environmental Sciences

- Emily Finzel, Andrew A. Forbes

Undergraduate major: environmental sciences (B.A., B.S.)

Undergraduate minor: environmental sciences

Faculty: <https://clas.uiowa.edu/envsci/people>

Website: <https://clas.uiowa.edu/envsci/>

The Environmental Sciences Program provides rigorous interdisciplinary training in the scientific study of the environment. It promotes an understanding of the earth as a complex network of interacting organic and inorganic systems. The program's undergraduate curricula reflect the diversity in the broad field of environmental sciences and draw upon the College of Liberal Arts and Sciences' disciplinary strengths, giving students the opportunity to develop particular areas of expertise.

Hands-on field experience is a crucial component of the program. Students are strongly encouraged to engage in research and study abroad.

The Department of Earth and Environmental Sciences [p. 371] is the administrative home for the Environmental Sciences Program.

Programs

Undergraduate Programs of Study

Majors

- Major in Environmental Sciences (Bachelor of Arts) [p. 455]
- Major in Environmental Sciences (Bachelor of Science) [p. 460]

Minor

- Minor in Environmental Sciences [p. 470]

Facilities

Depending on their choice of track and/or course selection, students majoring in environmental sciences may have the opportunity to take courses at Iowa Lakeside Laboratory, a field station located on West Lake Okoboji, in northwestern Iowa. Run cooperatively by the University of Iowa, Iowa State University, and the University of Northern Iowa, the laboratory offers courses at the undergraduate and graduate levels and provides excellent conditions for summer study in several disciplines. See Iowa Lakeside Laboratory [p. 1985] (University College) in the Catalog or visit the Lakeside Laboratory website.

Courses

Environmental Sciences Courses

ENVS:1080 Introduction to Environmental Science **3-4 s.h.**

Biological and physical character of the Earth; interaction of humans with the environment, including impacts on ecosystems, climate, natural processes, resources; alternative options, including sustainability, waste management, energy, land reform. GE: Natural Sciences with Lab; Natural Sciences without Lab. Same as EES:1080.

ENVS:1081 Introduction to Environmental Sciences Laboratory **1 s.h.**

Laboratory component of EES:1080. Requirements: completion of 3 s.h. in EES:1080 or ENVS:1080; or 3 s.h. of transfer equivalent. GE: Natural Sciences Lab only. Same as EES:1081.

ENVS:1085 Fundamentals of Environmental Science **4 s.h.**

Interdisciplinary study of how Earth's natural systems interact, how these systems affect society, and how they respond to human activity; how environmental problems can be solved and avoided by drawing upon knowledge in disciplines as diverse as ecology, anthropology, economics, chemistry, and political science; blended instructional environment, including traditional lectures, discussions in TILE classrooms, laboratory, online learning, peer-reviewed writing exercises, and service learning. Offered fall semesters. GE: Natural Sciences with Lab. Same as EES:1085.

ENVS:1115 The History and Science of Oil **3 s.h.**

Historical perspective on business, science, geology, technology, politics, environment, and culture of the global oil industry; the rise of oil as the most influential international business of the last 150 years, the material foundation of economies, a major force in world politics, a shaper of daily life, and a guide to understanding Earth's deep history. Offered fall semesters. GE: Historical Perspectives. Same as EES:1115, GEOG:1115, HIST:1115.

ENVS:2001 Second-Year Field Trip for Earth and Environmental Sciences **1 s.h.**

Opportunity for students to begin developing an appreciation of earth system and earth history scales; application of classroom learning to field-based inquiry; real-world examples of introductory course material in an outdoor classroom setting. Prerequisites: EES:1030 or EES:1050 or EES:1080 or ENVS:1080. Requirements: geoscience or environmental sciences major. Same as EES:2001.

ENVS:2010 Interdisciplinary Environmental Seminar **1 s.h.**

Discover research, explore careers, and build connections. Requirements: first- or second-year standing. Same as EES:2010, GEOG:2010.

ENVS:2200 Historical Geology **4 s.h.**

Framework of earth history that is essential to understand how the earth system works; investigation of physical, biological, atmospheric, oceanographic, and chemical history of the earth to prepare for further earth and environmental science courses. Prerequisites: EES:1030 or EES:1050 or EES:1080 or ENVS:1080 or EES:1085 or ENVS:1085. Same as EES:2200.

- ENVS:2673 Ecology** **3 s.h.**
Adaptations of organisms to their physical and biological environments; organism-environment interactions; population biology; interactions between species; ecology of communities, ecosystems; human impact on ecosystems. Prerequisites: BIOL:1411 and BIOL:1412. Recommendations: a basic statistics or calculus course. Same as BIOL:2673.
- ENVS:3001 Third-Year Field Trip for Earth and Environmental Sciences** **1 s.h.**
Opportunity for students to apply their major coursework to real-world problems; field trip to visit parks, mines, and/or quarries in Missouri and Arkansas that illustrate many of the lessons learned in EES:2410 and EES:3500. Prerequisites: EES:1030 or EES:1050 or EES:1080 or ENVS:1080 or EES:2410. Requirements: geoscience or environmental sciences major, and junior standing. Same as EES:3001.
- ENVS:3010 Interdisciplinary Environmental Seminar** **1 s.h.**
Role of sciences in environmental issues and problems; progression from observation to evaluation to design of better questions and experiments. Requirements: third- or fourth-year standing. Same as EES:3010, GEOG:3003.
- ENVS:3020 Earth Surface Processes** **3 s.h.**
Basic geomorphic and environmental processes that shape the earth's surface; emphasis on erosion, transport, deposition by land mass movement (creep, landslides, earth flow), fluid agents (wind, water, ice); methods used to study these processes. Recommendations: EES:1050 or EES:1080 or ENVS:1080 or GEOG:1020 or EES:1085 or ENVS:1085. Same as EES:3020, GEOG:3020.
- ENVS:3030 Conservation Paleobiology** **4 s.h.**
Exploration of how near- and deep-time geologic record pertains to conservation; restoration targets; best practices for conservation of ecosystems; human impacts. Same as EES:3030.
- ENVS:3050 Geology of Iowa** **2 s.h.**
Exploration of geologic history responsible for landscape, soil, rocks, fossils, water, and natural resources of Iowa; background of Iowa's natural history; preparation for K-12 educators to deliver earth and environmental science content in their own classrooms, utilizing natural landscapes in Iowa. Same as EES:3050.
- ENVS:3051 Geology of Iowa Field Trip** **1 s.h.**
Exploration of the geologic history responsible for landscape, soil, rocks, fossils, water, and natural resources of Iowa; field-based examples of Iowa's natural history; preparation for K-12 educators to deliver earth and environmental science content in their own classrooms utilizing the natural landscapes in Iowa. Recommendations: EES:3050. Same as EES:3051.
- ENVS:3095 Field Ecology** **4 s.h.**
Analysis and interpretation of patterns and underlying physical and biotic basis for regional and local distributions of plants and animals of eastern Iowa; field observation, sampling, and laboratory analysis; conduction of several field research projects requiring collection, statistical analysis, and interpretation of data in short reports; field-oriented course. Recommendations: advanced undergraduate standing or graduate standing in ecology, environmental sciences, or geoscience.
- ENVS:3096 Winter Ecology** **2 s.h.**
How seasons occur, thermoregulation, microhabitats, what animals are active, and winter plant identification; local area fieldwork.
- ENVS:3097 Introduction to Bird Study** **2 s.h.**
Basic identification skills, bird banding, and bird ecology; Hageboeck Hall of Birds at the UI Museum of Natural History; local field study.
- ENVS:3100 Introduction to Applied Remote Sensing** **4 s.h.**
Remote sensing of the earth's surface from aircraft, satellites; aerial photograph interpretation; remote sensing systems, methods, data analysis using electromagnetic spectrum and digital processing techniques, including visible, infrared, microwave radiation; remote sensing applied to geologic and environmental problems. Prerequisites: EES:1030 or EES:1050 or EES:1080 or EES:1085. Same as EES:3100.
- ENVS:3110 Chemical Evolution of the Oceans** **3 s.h.**
Investigation of various physicochemical states oceans have assumed over the past four billion years of Earth history; use of isotope geochemistry as a proxy for ancient ocean conditions; focus on integrated Earth system science, paleoceanographic and paleoclimate modeling, role of chemical stratigraphy in deciphering past climate states of ocean-atmosphere system; relationship between chemical changes in ocean/atmosphere and biological systems of the Earth. Same as EES:3110.
- ENVS:3230 Special Topics** **0-4 s.h.**
Contemporary issues in environmental science.
- ENVS:4001 Fourth-Year Field Trip for Earth and Environmental Sciences** **2 s.h.**
Application of core course learning to real-world examples; students develop a broader understanding of interrelated aspects of earth and environmental sciences as truly integrated scientific endeavors; field trip to Big Bend National Park to highlight a wide range of geoscience and environmental science studies and provide students an opportunity to apply all aspects of their training to the amazing geologic landscape of southwest Texas; capstone field experience for students heading into their senior year. Prerequisites: EES:2831. Requirements: geoscience or environmental sciences major, and senior standing. Same as EES:4001.
- ENVS:4700 Evolution of Ecosystems** **3 s.h.**
Evolutionary history of terrestrial and marine ecosystems; ecological processes from population to ecosystem levels; community assembly, trophic levels, networks, biodiversity dynamics; practical aspects of paleoecological data collection, statistical analysis, modeling. Requirements: two courses in geoscience, biology, environmental sciences, anthropology, or geography. Same as EES:4700.

Environmental Sciences, B.A.

Learning Outcomes

Environmental Sciences Program students will:

- synthesize scientific knowledge and methods across disciplines,
- comprehend and evaluate primary findings in published scientific articles,
- gain experience conducting independent research and/or reviewing scientific areas of interest, and
- effectively communicate scientific findings in written and/or oral form.

Requirements

The Bachelor of Arts with a major in environmental sciences requires a minimum of 120 s.h., including a minimum of 63 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]; some courses required for the major in environmental sciences may be used to satisfy GE CLAS Core requirements.

Students complete requirements in four areas: the science and mathematics foundation, the environmental sciences foundation, environmental sciences field study, and environmental sciences track courses.

The science and mathematics foundation develops fundamental skills and comprehension in biology, chemistry, geology, mathematics, and statistics. The environmental sciences foundation includes an introductory course in environmental science and additional courses that focus on the geomorphic and environmental processes that shape the Earth's surface, the ecological factors that influence the distribution and abundance of organisms, and a choice of one course that deals with remote sensing techniques or with the use of geographic information technologies. The environmental sciences field study gives students hands-on experience with methods of analysis and interpretation of natural systems/organisms.

Each of the program's four tracks focuses on areas of specialization within environmental sciences:

- biosciences (green) track—biological systems and ecological approaches;
- chemical sciences (yellow) track—environmental systems and chemistry;
- geosciences (brown) track—earth materials and surficial geologic processes; and
- hydrosciences (blue) track—hydrogeology and hydrogeologic systems, and water chemistry.

Students select one course from each of the four tracks in order to develop breadth of understanding and skill in these areas.

The B.A. in environmental sciences requires the following coursework.

Code	Title	Hours
	Science and Mathematics Foundation Courses	27
	Environmental Sciences Foundation Courses	15-16
	Environmental Sciences Field Study Course	3-4
	Environmental Sciences Policy Courses	6
	Environmental Sciences Track Courses	12-15
	Total Hours	63-68

Science and Mathematics Foundation

Students must complete at least 27 s.h. of coursework, as follows.

Code	Title	Hours
All of these:		
BIOL:1411	Foundations of Biology	4
BIOL:1412	Diversity of Form and Function	4
CHEM:1110	Principles of Chemistry I	4
CHEM:1120	Principles of Chemistry II	4
EES:1050	Introduction to Geology	4
One of these:		
MATH:1460	Calculus for the Biological Sciences	4
MATH:1850	Calculus I	4
One of these:		
CHEM:2021	Fundamentals of Chemical Measurements	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4200/ IGPI:4200	Statistical Methods and Computing	3

Environmental Sciences Foundation

Students must complete at least 15 s.h. of coursework, as follows.

Code	Title	Hours
All of these:		
ENVS:1085/ EES:1085	Fundamentals of Environmental Science	4
ENVS:2010/ EES:2010/ GEOG:2010	Interdisciplinary Environmental Seminar	1
ENVS:2673/ BIOL:2673	Ecology	3
ENVS:3010/ EES:3010/ GEOG:3003	Interdisciplinary Environmental Seminar	1
ENVS:3020/ EES:3020/ GEOG:3020	Earth Surface Processes	3
One of these:		
ENVS:3100/ EES:3100	Introduction to Applied Remote Sensing	4
GEOG:1050	Foundations of GIS	4
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3

Environmental Sciences Field Study

Students must complete at least 3 s.h. from the following.

Code	Title	Hours
EES:2831	Geologic Field Methods	3
EES:4680	Field Methods in Hydrologic Science	3
ENVS:3095	Field Ecology	4
ENVS:3096	Winter Ecology	2
ENVS:3097	Introduction to Bird Study	2
ENVS:3230	Special Topics (must include field component)	1-4
GEOG:4010	Field Methods in Physical Geography	3
IALL:3103	Aquatic Ecology	4
IALL:3117	Ecology and Systematics of Diatoms	4
IALL:3126	Ornithology	4

Other Lakeside Laboratory courses (prefix IALL) may be approved in consultation with an environmental sciences advisor

Environmental Sciences Policy

Students must complete at least 6 s.h. from the following list.

Code	Title	Hours
ENVS:1115/ EES:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3
BIOL:1260	Plants and Human Affairs	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2910	The Global Economy	3
GEOG:2930	Water Resources	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Environmental Sciences Track Courses

Students must complete one course from each of the following four lists (at least 12 s.h.). They may not use any course to satisfy more than one requirement.

Biosciences (Green) Track

Code	Title	Hours
BIOL:1261	Introduction to Botany	4
BIOL:2246	Entomology Lab	4

BIOL:4373/ IGPI:4373	Molecular Evolution: Genes, Genomes, and Organisms	3
EES:3030/ ENVS:3030	Conservation Paleobiology	4
EES:3070	Marine Ecosystems and Conservation	3
EES:3220	Evolution of the Vertebrates	4
GEOG:2374/ BIOL:2374	Biogeography	3
GEOG:2950	Environmental Conservation	3
GEOG:3315	Ecosystem Ecology	3
GEOG:3350	Urban Ecology	3
IALL:3117	Ecology and Systematics of Diatoms	4

Chemical Sciences (Yellow) Track

Code	Title	Hours
BIOC:3110	Biochemistry	3
CEE:5440	Foundations of Environmental Chemistry and Microbiology	3
CHEM:2210	Organic Chemistry I	3
CHEM:3120	Analytical Chemistry II	3
CHEM:3250	Inorganic Chemistry	3
CHEM:4431	Physical Chemistry I	3
CHEM:4873	Atmospheric and Environmental Chemistry	3

Geosciences (Brown) Track

Code	Title	Hours
ENVS:3110/ EES:3110	Chemical Evolution of the Oceans	3
EES:2200/ ENVS:2200	Historical Geology	4
EES:2310/ GEOG:2310	Introduction to Climatology	3
EES:2410	Mineralogy	4
EES:3070	Marine Ecosystems and Conservation	3
EES:3300	Sedimentary Geology	4
EES:3350	Active Tectonics	3
EES:3360/ GEOG:3360	Soil Genesis and Geomorphology	3
EES:3380/CEE:3328	Fluvial Geomorphology	3
EES:3390	Integrated Watershed Analysis	3
EES:3500	Igneous and Metamorphic Petrology	4
EES:3840	Structural Geology	4
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4720	Glacial and Pleistocene Geology	3
EES:4790	Applied Environmental Geology	3
EES:4800	Solid Earth Geophysics	3

Hydrosciences (Blue) Track

Code	Title	Hours
CEE:3371	Principles of Hydraulics and Hydrology	3
EES:3300	Sedimentary Geology	4
EES:3350	Active Tectonics	3
EES:3390	Integrated Watershed Analysis	3
EES:4490	Elements of Geochemistry	3
EES:4630	Hydrogeology	4
EES:4640	Contaminant Hydrogeology	3
EES:4790	Applied Environmental Geology	3
EES:4800	Solid Earth Geophysics	3
ENVS:3110/ EES:3110	Chemical Evolution of the Oceans	3
GEOG:3320/ EES:3260	Wetlands: Function, Geography, and Management	3
GEOG:4470	Ecological Climatology	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.A.T. (Science Education Subprogram)

B.A. students who are interested in pursuing a graduate degree in teaching may apply to the combined Bachelor of Arts/Master of Arts in Teaching with a science education subprogram offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduates majoring in biology, chemistry, environmental sciences, or physics, the combined program enables students to earn a B.A. and M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see "B.A./M.A.T." under Science Education [p. 1405] in the Master of Arts in Teaching (College of Education) section of the Catalog. Interested students should consult an advisor.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors study provides students with opportunities to engage in independent research under the guidance of a faculty sponsor chosen from affiliated faculty of the Environmental Sciences Program. The program draws faculty

members from the Departments of Anthropology, Biology, Chemistry, Civil and Environmental Engineering, Earth and Environmental Sciences, and Geographical and Sustainability Sciences. Honors students learn how to write the results of their research in the format of a scientific paper, and they have the experience of formally presenting their research as either a short seminar or a poster.

The College of Liberal Arts and Sciences requires that students who earn honors in the major maintain a minimum University of Iowa cumulative g.p.a. of 3.33. Additional grade-point average standards and requirements are set by each department or program.

Students must fulfill the following requirements:

- complete a B.A. with a major in environmental sciences with a g.p.a. of at least 3.33 in all work for the major;

- submit a research proposal to the honors director within two months of the beginning of the semester in which the research is initiated;

- complete a minimum of 6 s.h. of honors research taken over two semesters in BIOL:4999 Honors Research in Biology, CHEM:3994 Undergraduate Research, EES:3190 Directed Study, or GEOG:3992 Undergraduate Research, depending on the departmental affiliation of the faculty sponsor;

- prepare a thesis presenting the research in the format of a scientific paper with abstract, introduction, methods, results, discussion, and conclusions; the thesis must include a title page and an abstract formatted according to the specifications of the honors program and must be submitted to the honors director at least one week before the honors program deadline for submission; and

- present either a short seminar or a poster about the research at a professional meeting and/or at the University of Iowa.

Beginning in their sophomore or junior year, students should identify potential faculty sponsors by conducting a web-based survey of the research interests of the program's affiliated faculty. The student should contact potential sponsors to determine who would be willing to sponsor an honors student and what research projects the student might undertake. Students who choose a sponsor whose faculty appointment is not in the College of Liberal Arts and Sciences (CLAS) must choose a cosponsor who has a faculty appointment in CLAS.

After the student has identified a sponsor and the two have agreed on a project, the sponsor guides the student in the preparation of a research proposal that identifies the background, goals, methods, and significance of the research project. The proposal serves as the foundation of the honors thesis, which the student prepares under the sponsor's supervision upon completion of the research. Once the thesis is nearing completion or is completed, the student presents a short seminar or a poster detailing the purpose of the research.

For examples of honors projects in environmental sciences, see Honors Projects on the Environmental Sciences Program website.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the

University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the environmental sciences major.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available for the environmental sciences major. Students work with their advisors on individual graduation plans.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Environmental Sciences, B.A.

Course	Title	Hours
First Year		
Fall		
ENVS:1085	Fundamentals of Environmental Science ^a	4
CHEM:1110	Principles of Chemistry I ^{a, b}	4
EES:1050	Introduction to Geology	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CSI:1600	Success at Iowa	2
Hours		17-18
Spring		
ENVS:2010	Interdisciplinary Environmental Seminar	1
CHEM:1120	Principles of Chemistry II	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1850 or MATH:1460	Calculus I ^{a, c} or Calculus for the Biological Sciences	4
GE CLAS Core: Diversity and Inclusion ^d		3
Hours		15-16
Second Year		
Fall		
ENVS:3020	Earth Surface Processes	3
BIOL:1411	Foundations of Biology	4
GEOG:1050 or ENVS:3100 or GEOG:3500	Foundations of GIS or Introduction to Applied Remote Sensing or Introduction to Environmental Remote Sensing	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		14-16
Spring		
BIOL:1412	Diversity of Form and Function	4

CHEM:2021 or STAT:4200 or STAT:3510	Fundamentals of Chemical Measurements or Statistical Methods and Computing or Biostatistics	3
Major: environmental sciences policy course		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Third Year

Fall

ENVS:2673	Ecology	3
Major: environmental sciences policy course		3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		13-14

Spring

Major: biosciences track course		3 - 4
Major: geosciences track course		3 - 4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Hours		13-16

Summer

Major: environmental sciences field study course		3 - 4
Hours		3-4

Fourth Year

Fall

Major: chemical sciences track course		3 - 4
GE CLAS Core: Values and Culture ^d		3
GE CLAS Core: International and Global Issues ^d		3
Elective course ^f		3
Elective course ^f		1 - 3
Hours		13-16

Spring

ENVS:3010	Interdisciplinary Environmental Seminar	1
Major: hydrosciences track course		3 - 4
GE CLAS Core: Social Sciences ^d		3
Elective course ^f		3
Elective course ^f		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		13-14
Total Hours		115-129

- Fulfills a major requirement and may fulfill a GE requirement.
- Enrollment in chemistry courses requires completion of a placement exam.
- Enrollment in math courses requires completion of a placement exam.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

- f Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Graduates are prepared for careers in conservation, environmental assessment, hazardous waste management, park inspection and compliance, or pollution control and monitoring.

The undergraduate degree program also prepares students for graduate study in disciplines such as biology, chemistry, ecosystem sciences, environmental engineering, environmental law, environmental science, environmental sustainability, geoscience, hydrologic sciences, natural resource management, remote sensing and landscape modeling, renewable energy, and urban and regional planning.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Environmental Sciences, B.S.

Learning Outcomes

Environmental Sciences Program students will:

- synthesize scientific knowledge and methods across disciplines,
- comprehend and evaluate primary findings in published scientific articles,
- gain experience conducting independent research and/or reviewing scientific areas of interest, and
- effectively communicate scientific findings in written and/or oral form.

Requirements

The Bachelor of Science with a major in environmental sciences requires a minimum of 120 s.h., including 76-80 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]; some courses required for the major in environmental sciences may be used to satisfy GE CLAS Core requirements.

Bachelor of Science students majoring in environmental sciences must complete requirements in three areas: the science and mathematics foundation, the environmental sciences foundation, and one of four environmental sciences tracks. During their third year of study, students are assigned a faculty advisor who specializes in their track.

The science and mathematics foundation develops fundamental skills and comprehension in biology, chemistry, geology, mathematics, and statistics. The environmental sciences foundation includes an introductory course in environmental science and additional courses that focus on remote sensing techniques, design and use of geographic information technologies, the geomorphic and environmental processes that shape the earth's surface, and ecological factors that influence the distribution and abundance of organisms.

Each of the program's four tracks focuses on areas of specialization within environmental sciences:

biosciences (green) track—biological systems and ecological approaches;

chemical sciences (yellow) track—environmental systems and chemistry;

geosciences (brown) track—earth materials and surficial geologic processes; and

hydrosiences (blue) track—hydrogeology and hydrogeologic systems, and water chemistry.

The tracks aim to prepare scientists who can tackle problems that require particular areas of expertise, and to help students develop the skills needed for future employment or graduate study.

The B.S. with a major in environmental sciences requires the following coursework.

Code	Title	Hours
	Science and Mathematics Foundation Courses	27
	Environmental Sciences Foundation Courses	16
	Environmental Sciences Track Courses	33-37
	Total Hours	76-80

Science and Mathematics Foundation

Students must complete at least 27 s.h. of coursework, as follows.

Code	Title	Hours
All of these:		
BIOL:1411	Foundations of Biology	4
BIOL:1412	Diversity of Form and Function	4
CHEM:1110	Principles of Chemistry I	4
CHEM:1120	Principles of Chemistry II	4
EES:1050	Introduction to Geology	4
MATH:1850	Calculus I	4
One of these:		
CHEM:2021	Fundamentals of Chemical Measurements (must be taken by chemical sciences track students)	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4200/ IGPI:4200	Statistical Methods and Computing	3

Environmental Sciences Foundation

Students must complete 16 s.h. of coursework, as follows.

Code	Title	Hours
All of these:		
ENVS:1085/ EES:1085	Fundamentals of Environmental Science	4
ENVS:2010/ EES:2010/ GEOG:2010	Interdisciplinary Environmental Seminar	1
ENVS:2673/ BIOL:2673	Ecology	3
ENVS:3010/ EES:3010/ GEOG:3003	Interdisciplinary Environmental Seminar	1
ENVS:3020/ EES:3020/ GEOG:3020	Earth Surface Processes	3
GEOG:1050	Foundations of GIS	4

Environmental Sciences Track Courses

Students majoring in environmental sciences must choose one of the following four tracks. Each track includes required general sciences courses, track foundation courses, field study courses, and elective courses.

Biosciences (Green) Track

The biosciences track provides the essential skills for entry-level positions that require a good knowledge of biotic systems and the ability to inventory biologic resources. The track's aim is to produce scientists who are capable of tackling environmental problems in which links and interactions with life sciences are crucial and in which a substantial knowledge of biological/ecological sciences is required. The track also provides a strong foundation for graduate or professional training in disciplines such as ecology, wildlife management, and natural resource management.

Students must complete at least 33 s.h., including one field study course, as follows.

Biosciences Track: Foundation

Code	Title	Hours
These three courses:		
BIOL:2512	Fundamental Genetics	4
BIOL:3172	Evolution	4
GEOG:2374/ BIOL:2374	Biogeography	3
At least 9 s.h. from these:		
BIOL:2246	Entomology Lab	4
BIOL:4373/ IGPI:4373	Molecular Evolution: Genes, Genomes, and Organisms	3
EES:3030/ ENVS:3030	Conservation Paleobiology	4
EES:3070	Marine Ecosystems and Conservation	3
EES:3220	Evolution of the Vertebrates	4
ENVS:3100/ EES:3100	Introduction to Applied Remote Sensing	3-4
or GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	
GEOG:2950	Environmental Conservation	3
GEOG:3315	Ecosystem Ecology	3
GEOG:3350	Urban Ecology	3
GEOG:4470	Ecological Climatology	3

Iowa Lakeside Laboratory courses (prefix IALL) may be approved in consultation with an environmental sciences advisor

Biosciences Track: Field Study

Code	Title	Hours
At least 3 s.h. from these:		
ENVS:3095	Field Ecology	4
ENVS:3096	Winter Ecology	2
ENVS:3097	Introduction to Bird Study	2
ENVS:3230	Special Topics (must include field component)	1-4
IALL:3034	Topics in Ecology and Sustainability	2
IALL:3103	Aquatic Ecology	4
IALL:3109	Ecology and Systematics of Algae	4
IALL:3117	Ecology and Systematics of Diatoms	4
IALL:3122	Prairie Ecology	4
IALL:3126	Ornithology	2

Other Iowa Lakeside Laboratory courses (prefix IALL) may be approved in consultation with an environmental sciences advisor

Biosciences Track: Electives

Code	Title	Hours
Biosciences track students must complete at least 6 s.h. of elective coursework; additional field study and foundation courses may be approved for elective credit:		
BIOL:1261	Introduction to Botany	4
BIOL:2663	Plant Response to the Environment	3
BIOL:3244	Animal Behavior	3
BIOL:3676	Evolution Lab	4
BIOL:3994	Introduction to Research (no more than 6 s.h. of research credit may count toward the major)	2-3
BIOL:4999	Honors Research in Biology (no more than 6 s.h. of research credit may count toward the major)	arr.
CEE:5440	Foundations of Environmental Chemistry and Microbiology	3
CHEM:2210	Organic Chemistry I	3
CHEM:3110	Analytical Chemistry I	3
CHEM:3120	Analytical Chemistry II	3
EES:2200/ ENVS:2200	Historical Geology	4
EES:3080	Introduction to Oceanography	2
EES:3110/ ENVS:3110	Chemical Evolution of the Oceans	3
EES:3210	Principles of Paleontology	3
ENVS:3230	Special Topics	1-4
GEOG:2310/ EES:2310	Introduction to Climatology	3
GEOG:3310	Landscape Ecology	3
GEOG:3320/ EES:3260	Wetlands: Function, Geography, and Management	3
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
STAT:6513/ PSQF:6243	Intermediate Statistical Methods	4

Biosciences Track: Policy

Code	Title	Hours
Biosciences track students must complete one of the following courses:		
BIOL:1260	Plants and Human Affairs	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
EES:1115/ ENVS:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3
GEOG:1070	Contemporary Environmental Issues	3

GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Chemical Sciences (Yellow) Track

The chemical sciences track provides the essential skills for entry-level positions that require a basic understanding of chemical principles and a working knowledge of basic chemical concepts as applied in the environment. The track's aim is to produce scientists who are capable of tackling environmental problems in which chemical and molecular processes play an important role. The track also provides a strong foundation for graduate or professional training in environmental chemistry.

Students must complete at least 33 s.h. of coursework, as follows.

Chemical Sciences Track: Foundation

Code	Title	Hours
These three courses:		
CHEM:2210	Organic Chemistry I	3
CHEM:3120	Analytical Chemistry II	3
CHEM:3250	Inorganic Chemistry	3
And 9 s.h. from this list (at least 3 s.h. must be lab hours):		
CEE:5153	Fundamentals of Environmental Sampling and Analysis	3
CHEM:2220	Organic Chemistry II	3
CHEM:2410	Organic Chemistry Laboratory	3
CHEM:3110	Analytical Chemistry I	3
CHEM:3440	Physical Measurements	3
CHEM:3530	Inorganic Chemistry Laboratory	3
CHEM:4430	Principles of Physical Chemistry	3
CHEM:4431	Physical Chemistry I	3
CHEM:4432	Physical Chemistry II	3
CHEM:4450	Synthesis and Measurement	3

Chemical Sciences Track: Lab and Field Study

Code	Title	Hours
This course:		
CHEM:3430	Analytical Measurements	3

Chemical Sciences Track: Electives

Code	Title	Hours
Chemical sciences track students must complete at least 9 s.h. of elective coursework chosen from the following lists; students may petition the chemistry department's environmental sciences advisor to use appropriate Department of Chemistry courses numbered 3000 and above as electives; additional foundation courses may be approved for elective credit:		
ENVS:3110/ EES:3110	Chemical Evolution of the Oceans	3
ENVS:3230	Special Topics (no more than 6 s.h. may count toward the major)	1-4
BIOC:3110	Biochemistry	3
CEE:4150/CBE:4420	Environmental Chemistry	3
CEE:4158/ OEH:4920	Solid and Hazardous Wastes	3
CHEM:3994	Undergraduate Research (no more than 6 s.h. of research credit may count toward the major)	1-4
CHEM:4760	Radiochemistry: Energy, Medicine, and the Environment	3
CHEM:4873	Atmospheric and Environmental Chemistry	3
EES:2200/ ENVS:2200	Historical Geology	4
EES:3100/ ENVS:3100	Introduction to Applied Remote Sensing	4
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4640	Contaminant Hydrogeology	3
GEOG:2310/ EES:2310	Introduction to Climatology	3
GEOG:2950	Environmental Conservation	3
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3

Chemical Sciences Track: Policy

Code	Title	Hours
Chemical sciences track students must complete at least one of the following courses:		
BIOL:1260	Plants and Human Affairs	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
EES:1115/ ENVS:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2930	Water Resources	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3400	Iowa Environmental Policy in Practice	3

GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Geosciences (Brown) Track

The geosciences track provides the essential skills for entry-level positions that require a basic understanding of geologic principles and a working knowledge of basic geologic concepts applied in the environmental industry. The track's aim is to produce scientists who are capable of tackling environmental problems in which earth materials and surficial geologic processes are of primary importance. The track also lays a strong foundation for graduate study in environmental geology, engineering geology, and natural hazards assessment.

Students must complete at least 35 s.h. of coursework, as follows.

Geosciences Track: General Sciences

Code	Title	Hours
These two courses:		
MATH:1860	Calculus II	4
PHYS:1400	Basic Physics	4

Students are strongly encouraged to take additional coursework in physics

Geosciences Track: Foundation

Code	Title	Hours
These two courses:		
EES:2410	Mineralogy	4
EES:3300	Sedimentary Geology	4
And 7 s.h. from these:		
EES:2200/ ENVS:2200	Historical Geology	4
EES:3360/ GEOG:3360	Soil Genesis and Geomorphology	3
EES:3500	Igneous and Metamorphic Petrology	4
EES:3840	Structural Geology	4
EES:4630	Hydrogeology	4
EES:4790	Applied Environmental Geology	3

Geosciences Track: Field Study

Code	Title	Hours
One of these:		
EES:2831	Geologic Field Methods	3
EES:4680	Field Methods in Hydrologic Science	3
EES:4832	Geologic Field Analysis	3
GEOG:4010	Field Methods in Physical Geography	3

Geosciences Track: Electives

Code	Title	Hours
Geosciences track students must complete at least 6 s.h. of elective coursework chosen from the following list; additional field study or foundation courses may be approved for elective credit:		
ENVS:3100/ EES:3100	Introduction to Applied Remote Sensing	4
ENVS:3110/ EES:3110	Chemical Evolution of the Oceans	3
ENVS:3230	Special Topics	1-4
CEE:4158/ OEH:4920	Solid and Hazardous Wastes	3
EES:1290	Energy and the Environment	3
EES:1400	Natural Disasters	3
EES:3030/ ENVS:3030	Conservation Paleobiology	4
EES:3070	Marine Ecosystems and Conservation	3
EES:3080	Introduction to Oceanography	2
EES:3190	Directed Study (no more than 6 s.h. may count toward the major)	arr.
EES:3350	Active Tectonics	3
EES:3380/CEE:3328	Fluvial Geomorphology	3
EES:3390	Integrated Watershed Analysis	3
EES:3770	Global Stratigraphy	3
EES:4490	Elements of Geochemistry	3
EES:4520	Isotope Geochemistry	3
EES:4630	Hydrogeology	4
EES:4640	Contaminant Hydrogeology	3
EES:4720	Glacial and Pleistocene Geology	3
EES:4800	Solid Earth Geophysics	3
EES:4820	Tectonics and Basin Analysis	3
GEOG:2310/ EES:2310	Introduction to Climatology	3
GEOG:2950	Environmental Conservation	3
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3

Geosciences Track: Policy

Code	Title	Hours
Geosciences track students must complete at least one of the following courses:		
ENVS:1115/ EES:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3
BIOL:1260	Plants and Human Affairs	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3

GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Hydrosciences (Blue) Track

The hydrosciences track provides the essential skills for entry-level positions that require a basic understanding of geologic principles and a working knowledge of hydrogeology and hydrogeochemistry. The track's aim is to produce scientists who are capable of tackling environmental problems that emphasize hydrogeologic systems and for which substantial knowledge of hydrogeology and water chemistry are essential. The track also lays a strong foundation for graduate education in hydrogeology, hydrology, geochemistry, and aqueous chemistry.

Students must complete at least 37 s.h. of coursework, as follows.

Hydrosciences Track: General Sciences

Code	Title	Hours
These three courses:		
MATH:1860	Calculus II	4
PHYS:1511	College Physics I	4
PHYS:1512	College Physics II	4

Hydrosciences Track: Foundation

Code	Title	Hours
These two courses:		
EES:4630	Hydrogeology	4
EES:4790	Applied Environmental Geology	3

And 6 s.h. from these:

ENVS:3110/ EES:3110	Chemical Evolution of the Oceans	3
EES:3380/CEE:3328	Fluvial Geomorphology	3
EES:3390	Integrated Watershed Analysis	3
EES:4490	Elements of Geochemistry	3
EES:4640	Contaminant Hydrogeology	3
EES:4800	Solid Earth Geophysics	3

Hydrosciences Track: Field Study

Code	Title	Hours
This course:		
EES:4680	Field Methods in Hydrologic Science	3

Hydrosciences Track: Electives

Code	Title	Hours
Hydrosciences track students must complete at least 6 s.h. of elective coursework chosen from the following list; additional field study and foundation courses may be approved for elective credit:		

CEE:3371	Principles of Hydraulics and Hydrology	3
CEE:4103	Water Quality	3
CEE:4378	Hydrometeorology	3
CEE:5153	Fundamentals of Environmental Sampling and Analysis	3
CEE:5440	Foundations of Environmental Chemistry and Microbiology	3
EES:2200/ ENVS:2200	Historical Geology	4
EES:3080	Introduction to Oceanography	2
EES:3190	Directed Study (no more than 6 s.h. may count toward the major)	arr.
EES:3300	Sedimentary Geology	4
EES:3350	Active Tectonics	3
EES:3360/ GEOG:3360	Soil Genesis and Geomorphology	3
EES:4660/CEE:4104	Groundwater Modeling	3
EES:4800	Solid Earth Geophysics	3
ENVS:3100/ EES:3100	Introduction to Applied Remote Sensing	4
ENVS:3230	Special Topics	1-4
GEOG:2310/ EES:2310	Introduction to Climatology	3
GEOG:2950	Environmental Conservation	3
GEOG:3320/ EES:3260	Wetlands: Function, Geography, and Management	3
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
GEOG:4470	Ecological Climatology	3

Hydrosciences Track: Policy

Code	Title	Hours
Hydrosciences track students must complete at least one of the following courses:		
ENVS:1115/ EES:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3
BIOL:1260	Plants and Human Affairs	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2930	Water Resources	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3

GEOG:4770/ Environmental Justice 3
GHS:4770

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors study provides students with opportunities to engage in independent research under the guidance of a faculty sponsor chosen from affiliated faculty of the Environmental Sciences Program. The program draws faculty members from the Departments of Anthropology, Biology, Chemistry, Civil and Environmental Engineering, Earth and Environmental Sciences, and Geographical and Sustainability Sciences. Honors students learn how to write the results of their research in the format of a scientific paper, and they have the experience of formally presenting their research as either a short seminar or a poster.

The College of Liberal Arts and Sciences requires that students who earn honors in the major maintain a minimum University of Iowa cumulative g.p.a. of 3.33. Additional grade-point average standards and requirements are set by each department or program.

Students must fulfill the following requirements:

complete a B.S. with a major in environmental sciences with a g.p.a. of at least 3.33 in all work for the major;

submit a research proposal to the honors director within two months of the beginning of the semester in which the research is initiated;

complete a minimum of 6 s.h. of honors research taken over two semesters in BIOL:4999 Honors Research in Biology, CHEM:3994 Undergraduate Research, EES:3190 Directed Study, or GEOG:3992 Undergraduate Research, depending on the departmental affiliation of the faculty sponsor;

prepare a thesis presenting the research in the format of a scientific paper with abstract, introduction, methods, results, discussion, and conclusions; the thesis must include a title page and an abstract formatted according to the specifications of the honors program and must be submitted to the honors director at least one week before the honors program deadline for submission; and

present either a short seminar or a poster about the research at a professional meeting and/or at the University of Iowa.

Beginning in their sophomore or junior year, students should identify potential faculty sponsors by conducting a web-based survey of the research interests of the program's affiliated faculty. The student should contact potential sponsors to

determine who would be willing to sponsor an honors student and what research projects the student might undertake. Students who choose a sponsor whose faculty appointment is not in the College of Liberal Arts and Sciences (CLAS) must choose a cosponsor who has a faculty appointment in CLAS.

After the student has identified a sponsor and the two have agreed on a project, the sponsor guides the student in the preparation of a research proposal that identifies the background, goals, methods, and significance of the research project. The proposal serves as the foundation of the honors thesis, which the student prepares under the sponsor's supervision upon completion of the research. Once the thesis is nearing completion or is completed, the student presents a short seminar or a poster detailing the purpose of the research.

For examples of honors projects in environmental sciences, see Honors Projects on the Environmental Sciences Program website.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the environmental sciences major.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available for the environmental sciences major. Students work with their advisors on individual graduation plans.

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Environmental Sciences, B.S.

- Biosciences (Green) Track [p. 465]
- Chemical Sciences (Yellow) Track [p. 466]
- Geosciences (Brown) Track [p. 467]
- Hydrosociences (Blue) Track [p. 468]

Biosciences (Green) Track

Course	Title	Hours
First Year		
Fall		
ENVS:1085	Fundamentals of Environmental Science ^a	4
CHEM:1110	Principles of Chemistry I ^{a, b}	4
EES:1050	Introduction to Geology	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CSI:1600	Success at Iowa	2
	Hours	17-18

Spring

ENVS:2010	Interdisciplinary Environmental Seminar	1
CHEM:1120	Principles of Chemistry II	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1850	Calculus I ^{a, c}	4
GE CLAS Core: Values and Culture ^d		3
Hours		15-16

Second Year**Fall**

ENVS:3020	Earth Surface Processes	3
BIOL:1411	Foundations of Biology	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Historical Perspectives ^d		3
Hours		14-15

Spring

BIOL:1412	Diversity of Form and Function	4
GEOG:1050	Foundations of GIS	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Social Sciences ^d		3
Hours		15-16

Summer

Major: biosciences field study course		4
Hours		4

Third Year**Fall**

ENVS:2673	Ecology	3
BIOL:2512	Fundamental Genetics	4
Major: biosciences policy course ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
BIOL:3172	Evolution	4
CHEM:2021 or STAT:4200	Fundamentals of Chemical Measurements	3
or STAT:3510	or Statistical Methods and Computing or Biostatistics	
GE CLAS Core: Diversity and Inclusion ^d		3
Hours		14-15

Fourth Year**Fall**

GEOG:2374	Biogeography	3
Major: biosciences "select 9 s.h." foundation course ^f		3
Major: biosciences "select 9 s.h." foundation course ^f		3
Major: biosciences elective course ^f		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Hours		15

Spring

ENVS:3010	Interdisciplinary Environmental Seminar	1
-----------	---	---

Major: biosciences "select 9 s.h." foundation course ^f	3
Major: biosciences elective course ^f	3
GE CLAS Core: International and Global Issues ^d	3
Elective course ^g	3
Elective course ^g	1 - 3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	
<hr/>	
Hours	14-16
<hr/>	
Total Hours	122-130

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Refer to the General Catalog for course options.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Chemical Sciences (Yellow) Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
ENVS:1085	Fundamentals of Environmental Science ^a	4
CHEM:1110	Principles of Chemistry I ^{a, b}	4
EES:1050	Introduction to Geology	4
CSI:1600	Success at Iowa	2
Hours		17-18

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
CHEM:1120	Principles of Chemistry II	4
ENVS:2010	Interdisciplinary Environmental Seminar	1
MATH:1850	Calculus I ^{a, c}	4
GE CLAS Core: Values and Culture ^d		3
Hours		15-16

Second Year**Fall**

GE CLAS Core: World Languages First Level Proficiency or elective course ^e	4 - 5	
BIOL:1411	Foundations of Biology	4

CHEM:2021	Fundamentals of Chemical Measurements ^f	3
CHEM:2210	Organic Chemistry I	3
Hours		14-15

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
BIOL:1412	Diversity of Form and Function	4
Major: chemical sciences "select 9 s.h." foundation course ^g		3
GE CLAS Core: International and Global Issues ^d		3
Hours		14-15

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
ENVS:3020	Earth Surface Processes	3
Major: chemical sciences "select 9 s.h." foundation course ^h		3
Major: chemical sciences elective course ⁱ		3
Elective course ^j		1 - 3
Hours		14-17

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
CHEM:3120	Analytical Chemistry II	3
CHEM:3250	Inorganic Chemistry	3
Major: chemical sciences policy course ⁱ		3
Hours		13-14

Fourth Year**Fall**

ENVS:2673	Ecology	3
Major: chemical sciences "select 9 s.h." foundation course ^k		3
Major: chemical sciences elective course ⁱ		3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Social Sciences ^d		3
Hours		15

Spring

ENVS:3010	Interdisciplinary Environmental Seminar	1
CHEM:3430	Analytical Measurements	3
GEOG:1050	Foundations of GIS	4
Major: chemical sciences elective course ⁱ		3
GE CLAS Core: Literary, Visual, and Performing Arts		3
GE CLAS Core: Diversity and Inclusion ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		17
Total Hours		119-127

a Fulfills a major requirement and may fulfill a GE requirement.

b Enrollment in chemistry courses requires completion of a placement exam.

c Enrollment in math courses requires completion of a placement exam.

d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

f This course is required for the statistics requirement in the major for all chemical sciences track students.

g The department recommends taking CHEM:2220.

h The department recommends taking CHEM:3110.

i Refer to the General Catalog for course options.

j Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

k This course must be a lab course. See the General Catalog for options.

l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Geosciences (Brown) Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
ENVS:1085	Fundamentals of Environmental Science ^a	4
CHEM:1110	Principles of Chemistry I ^{a, b}	4
EES:1050	Introduction to Geology	4
CSI:1600	Success at Iowa	2
Hours		17-18
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CHEM:1120	Principles of Chemistry II	4
ENVS:2010	Interdisciplinary Environmental Seminar	1
MATH:1850	Calculus I ^{a, c}	4
GE CLAS Core: Values and Culture ^d		3
Hours		15-16
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
BIOL:1411	Foundations of Biology	4
MATH:1860	Calculus II	4
EES:2410	Mineralogy	4
Hours		16-17
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
BIOL:1412	Diversity of Form and Function	4
GEOG:1050	Foundations of GIS	4
GE CLAS Core: Historical Perspectives ^d		3
Hours		15-16
Summer		
Major: geosciences field study course ^f		3 - 4
Hours		3-4

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
ENVS:3020 Earth Surface Processes	3
PHYS:1400 Basic Physics	4
EES:3300 Sedimentary Geology	4
Hours	15-16

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
STAT:4200 Statistical Methods and Computing or STAT:3510 or Biostatistics or CHEM:2021 or Fundamentals of Chemical Measurements	3
Major: geosciences "select 7 s.h." foundation course ^g	3 - 4
GE CLAS Core: Diversity and Inclusion ^d	3
Hours	13-15

Fourth Year**Fall**

ENVS:2673 Ecology	3
Major: geosciences "select 7 s.h." foundation course ^g	3 - 4
Major: geosciences elective course ^h	3
GE CLAS Core: Literary, Visual, and Performing Arts ^d	3
Hours	12-13

Spring

ENVS:3010 Interdisciplinary Environmental Seminar	1
Major: geosciences policy course ^h	3
Major: geosciences elective course ^h	3
GE CLAS Core: International and Global Issues ^d	3
GE CLAS Core: Social Sciences ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ	
Hours	13
Total Hours	119-128

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f It is recommended that students take EES:2831 whenever possible.
- g Choose from EES:2200, EES:3360, EES:3500, EES:3840, EES:4630, EES:4790.
- h Refer to the General Catalog for course options.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Hydrosciences (Blue) Track

Course	Title	Hours
--------	-------	-------

First Year**Fall**

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
ENVS:1085	Fundamentals of Environmental Science ^a	4
CHEM:1110	Principles of Chemistry I ^{a, b}	4
EES:1050	Introduction to Geology	4
CSI:1600	Success at Iowa	2
Hours		17-18

Spring

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
ENVS:2010	Interdisciplinary Environmental Seminar	1
CHEM:1120	Principles of Chemistry II	4
MATH:1850	Calculus I ^{a, c}	4
GE CLAS Core: Values and Culture ^d		3
Hours		15-16

Second Year**Fall**

GE CLAS Core: World Languages First Level Proficiency or elective course ^e	4 - 5	
BIOL:1411	Foundations of Biology	4
MATH:1860	Calculus II	4
GE CLAS Core: Historical Perspectives ^d		3
Hours		15-16

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5	
BIOL:1412	Diversity of Form and Function	4
PHYS:1511	College Physics I	4
Major: hydrosciences elective course ^f		3 - 4
Hours		15-17

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5	
PHYS:1512	College Physics II	4
EES:4790	Applied Environmental Geology	3
ENVS:3020	Earth Surface Processes	3
Hours		14-15

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5	
EES:4630	Hydrogeology	4
CHEM:2021 or STAT:4200 or STAT:3510	Fundamentals of Chemical Measurements or Statistical Methods and Computing or Biostatistics	3
GE CLAS Core: International and Global Issues ^d		3
Elective course ^g		1 - 3
Hours		15-18

Summer

EES:4680	Field Methods in Hydrologic Science ^h	3
Hours		3

Fourth Year**Fall**

Major: hydrosiences "select 6 s.h." foundation course ⁱ		3
Major: hydrosiences elective course ^f		3 - 4
ENVS:2673	Ecology	3
GEOG:1050	Foundations of GIS	4
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Hours		16-17

Spring

Major: hydrosiences "select 6 s.h." foundation course ⁱ		3
Major: hydrosiences policy course ^f		3
ENVS:3010	Interdisciplinary Environmental Seminar	1
GE CLAS Core: Social Sciences ^d		3
GE CLAS Core: Diversity and Inclusion ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		13
Total Hours		123-133

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Refer to the General Catalog for course options.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h This course is offered every other summer. Check MyUI for course availability since offerings are subject to change.
- i Choose from EES:3110, EES:3380, EES:3390, EES:4490, EES:4640, EES:4800.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

resource management, remote sensing and landscape modeling, renewable energy, and urban and regional planning.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Career Advancement

Graduates are prepared for careers in conservation, environmental assessment, hazardous waste management, park inspection and compliance, or pollution control and monitoring.

The undergraduate degree program also prepares students for graduate study in disciplines such as biology, chemistry, ecosystem sciences, environmental engineering, environmental law, environmental science, environmental sustainability, geoscience, hydrologic sciences, natural

Environmental Sciences, Minor

Requirements

The undergraduate minor in environmental sciences requires a minimum of 15 s.h. in University of Iowa environmental sciences coursework. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/pass.

The minor in environmental sciences requires the following coursework.

Code	Title	Hours
One of these:		
ENVS:1080/ EES:1080	Introduction to Environmental Science	4
ENVS:1085/ EES:1085	Fundamentals of Environmental Science	4

One environmental sciences foundation course, chosen from these:

ENVS:2673/ BIOL:2673	Ecology	3
ENVS:3020/ EES:3020/ GEOG:3020	Earth Surface Processes	3
ENVS:3100/ EES:3100	Introduction to Applied Remote Sensing	4
GEOG:1050	Foundations of GIS	4
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3

And:

Courses in one of the four environmental sciences tracks below	7-8
--	-----

Tracks

Track courses must include one 3-4 s.h. track foundation course and 3-4 s.h. in track field study coursework. The tracks are biosciences, chemical sciences, geosciences, and hydrosciences.

Biosciences Track

Foundation Courses

Code	Title	Hours
BIOL:2246	Entomology Lab	4
BIOL:2346	Vertebrate Zoology	4
BIOL:3172	Evolution	4
EES:3030/ ENVS:3030	Conservation Paleobiology	4
EES:3070	Marine Ecosystems and Conservation	3
EES:3220	Evolution of the Vertebrates	4
GEOG:2374/ BIOL:2374	Biogeography	3
GEOG:2950	Environmental Conservation	3
GEOG:3350	Urban Ecology	3
GEOG:4470	Ecological Climatology	3

Iowa Lakeside Laboratory courses (prefix IALL) may be approved in consultation with an environmental sciences advisor

Field Study Courses

Code	Title	Hours
4 s.h. from these:		
ENVS:3095	Field Ecology	4
ENVS:3096	Winter Ecology	2
ENVS:3097	Introduction to Bird Study	2
ENVS:3230	Special Topics (must include field component)	1-4
IALL:3103	Aquatic Ecology	4
IALL:3109	Ecology and Systematics of Algae	4
IALL:3117	Ecology and Systematics of Diatoms	4
IALL:3122	Prairie Ecology	4
IALL:3126	Ornithology	4

Chemical Sciences Track

Foundation Courses

Code	Title	Hours
CEE:4150/CBE:4420	Environmental Chemistry	3
CEE:5153	Fundamentals of Environmental Sampling and Analysis	3
CHEM:2210	Organic Chemistry I	3
CHEM:2220	Organic Chemistry II	3
CHEM:2230	Organic Chemistry I for Majors	3
CHEM:2240	Organic Chemistry II for Majors	3
CHEM:3110	Analytical Chemistry I	3
CHEM:3120	Analytical Chemistry II	3
CHEM:3250	Inorganic Chemistry	3
CHEM:4431	Physical Chemistry I	3
CHEM:4432	Physical Chemistry II	3

Field Study Courses

Code	Title	Hours
CHEM:2410	Organic Chemistry Laboratory	3
CHEM:3430	Analytical Measurements	3

Geosciences Track

Foundation Courses

Code	Title	Hours
EES:2200/ ENVS:2200	Historical Geology	4
EES:2410	Mineralogy	4
EES:3300	Sedimentary Geology	4
EES:3360/ GEOG:3360	Soil Genesis and Geomorphology	3
EES:3500	Igneous and Metamorphic Petrology	4
EES:3840	Structural Geology	4
EES:4630	Hydrogeology	4

EES:4790	Applied Environmental Geology	3
----------	----------------------------------	---

Field Study Courses

Code	Title	Hours
EES:2831	Geologic Field Methods	3
EES:4680	Field Methods in Hydrologic Science	3
EES:4832	Geologic Field Analysis	3
GEOG:4010	Field Methods in Physical Geography	3

Hydrosciences Track

Foundation Courses

Code	Title	Hours
EES:3110/ ENVS:3110	Chemical Evolution of the Oceans	3
EES:3380/CEE:3328	Fluvial Geomorphology	3
EES:3390	Integrated Watershed Analysis	3
EES:4490	Elements of Geochemistry	3
EES:4630	Hydrogeology	4
EES:4790	Applied Environmental Geology	3
EES:4800	Solid Earth Geophysics	3

Field Study Course

Code	Title	Hours
EES:4680	Field Methods in Hydrologic Science	3

Ethics and Public Policy

Chair, Department of Philosophy

- David Cunning

Codirectors, Ethics and Public Policy

- Richard Fumerton (Philosophy), Diane Jeske (Philosophy)

Undergraduate major: ethics and public policy (B.A.)

Faculty: <https://clas.uiowa.edu/ethics/steering-committee>

Website: <https://clas.uiowa.edu/ethics/>

Ethics and public policy is an interdisciplinary major that presents perspectives on intersecting issues that connect the study of philosophy, economics, law, political science, and sociology. All of these disciplines involve a focus on practical questions concerning how individuals ought to behave and how they ought to regulate the behavior of others.

For example, law exists in order to regulate human behavior, enforce human ideals, and resolve human conflict. And, most people agree that what society should do depends in part on the actual or potential consequences of its actions, and some of the most important consequences of actions and policies are economic. So it is folly to try to reason clearly about how to rectify injustice without thinking long and hard about the economic impact of one's plans. But law and social policy affect more than economics; they have a role in constructing the very fabric of society and the nature of the political state in which we want to live.

Students choose one field of specialization for the major and may find it easy to pursue a second major in another of the major's specialization fields, thus broadening their prospects for choosing graduate schools or beginning professional careers.

The Departments of Economics, Philosophy, Political Science, and Sociology and Criminology collaborate to present the major in ethics and public policy; the major is administered by the Department of Philosophy [p. 867].

Programs

Undergraduate Program of Study

Major

- Major in Ethics and Public Policy (Bachelor of Arts)
[p. 473]

Ethics and Public Policy, B.A.

Learning Outcomes

The general goals of the major in ethics and public policy (EPP) are to:

- give students familiarity with the subject matter and methods of four closely related, but distinct disciplines—philosophy, economics, sociology, and political science—acquaintance with which is particularly important for those entering law, government and public service, and related fields;
- teach students to think critically, understand important distinctions, and present and defend positions;
- allow students to see the connections between problems that arise in the four fields that make up the cross-disciplinary major;
- encourage students to solve problems by drawing insights from different fields; and
- prepare students for postgraduate work in one or more of the fields, law school, or any of the indefinitely many careers where the skills fostered in the major will be invaluable.

Ethics and Public Policy Initiatives

- Increase interactions among majors through events such as clubs and movie nights cosponsored by the Department of Philosophy and EPP.
- Encourage promising students to work individually with faculty on honors projects.
- Continue to improve advising.
- Continue to offer a 1 s.h. course that gives credit to students for participation in some of the programmed lectures, clubs, film screenings, among others.
- Advertise and encourage students to enroll in a 2-3 s.h. course that involves relevant internships.
- Review the department's current survey that can provide more useful and fine-grained advice to improve the ethics and public policy major.

Requirements

The Bachelor of Arts with a major in ethics and public policy requires a minimum of 120 s.h., including at least 37 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The curriculum includes foundation courses and the work for one field of specialization.

The B.A. with a major in ethics and public policy requires the following coursework.

Code	Title	Hours
	Philosophy Foundation Courses	6
	Economics Foundation Courses	7
	Political Science Foundation Courses	6
	Sociology and Criminology Foundation Courses	6-7

Fields of Specialization Courses	12
Total Hours	37-38

Foundation Courses

Foundation courses introduce students to each of the disciplines that participate in the major: philosophy, economics, political science, and sociology. These courses provide students with the basic reasoning skills they will need for advanced study. The foundation courses also help students make an informed selection of their specialization field.

All students are required to take PHIL:1636 Principles of Reasoning: Argument and Debate or PHIL:2603 Introduction to Symbolic Logic in order to gain facility with abstract, formal reasoning.

Some courses may be listed in both a foundation area and a specialization field; students may use a course to fulfill only one requirement for the major.

Philosophy Foundation

Reasoning

Code	Title	Hours
One of these:		
PHIL:1636	Principles of Reasoning: Argument and Debate	3
PHIL:2603	Introduction to Symbolic Logic	3

Value Theory

Code	Title	Hours
One of these:		
PHIL:1034	Liberty and the Pursuit of Happiness	3
PHIL:1401	Matters of Life and Death	3
PHIL:2402	Introduction to Ethics	3
PHIL:2422	Feminist Ethics	3
PHIL:2432	Introduction to Political Philosophy	3
PHIL:2435	Philosophy of Law	3
PHIL:2436	The Nature of Evil	3

Economics Foundation

Code	Title	Hours
This course:		
ECON:1100	Principles of Microeconomics	4
One of these:		
ECON:3380	Business and Government	3
ECON:3650	Policy Analysis	3
ECON:3800	Law and Economics	3

Political Science Foundation

Foundation

Code	Title	Hours
One of these:		
POLI:1100	Introduction to American Politics	3
POLI:1300	Introduction to Political Thought and Action	3
POLI:1400	Introduction to Comparative Politics	3

POLI:1700	Introduction to Political Analysis	3
-----------	------------------------------------	---

Policy

Code	Title	Hours
One of these:		
POLI:1501	Introduction to American Foreign Policy	3
POLI:3111	American Public Policy	3

Sociology and Criminology Foundation

Theory

Code	Title	Hours
One of these:		
SOC:1010	Introduction to Sociology	3-4
SOC:1030	Contemporary Social Problems	3-4

Law, Sociology and Criminology

Code	Title	Hours
One of these:		
CRIM:1410	Introduction to Criminology	3
CRIM:1447	Introduction to the Criminal Justice System	3
CRIM:2430	Comparative Criminal Justice Systems	3
CRIM:2460	Policing in Modern Society	3
CRIM:3425	Women, Crime, and Justice	3
SOC:1219	Big Ideas: Equality, Opportunity, and Public Policy in America	3
SOC:1420	Law and Society	3
SOC:2130	Sociological Theory	3
SOC:2810	Social Inequality	3
SOC:3510	Medical Sociology	3

Fields of Specialization

Students select one of the following fields of specialization: philosophy, economics, political science, or sociology and criminology. Students must complete four courses in their field (12 s.h.), selected from the appropriate list below.

Some courses may be listed in both a foundation area and a specialization field; students may use a course to fulfill only one requirement for the major.

Philosophy

Code	Title	Hours
PHIL:2402	Introduction to Ethics	3
PHIL:2415	Bioethics	3
PHIL:2422	Feminist Ethics	3
PHIL:2429	War, Terrorism, and Torture	3
PHIL:2432	Introduction to Political Philosophy	3
PHIL:2435	Philosophy of Law	3
PHIL:2436	The Nature of Evil	3
PHIL:3342	Multiculturalism and Toleration	3
PHIL:3430	Philosophy of Human Rights	3
PHIL:3510	Neuroethics	3

PHIL:3604	Introduction to Philosophy of Science	3
PHIL:3902	Workshop: Analytical Skills for the LSAT	3
PHIL:3920	Philosophy in Public	1-3
PHIL:4375	Rawls's Political Philosophy	3
PHIL:4480	Analytic Ethics	3
PHIL:4481	Issues in Philosophy of Law	3
PHIL:4482	Early Modern Ethics	3
PHIL:4485	Political Philosophy	3

Economics

Code	Title	Hours
ECON:3100	Intermediate Microeconomics	3
ECON:3345	Global Economics and Business	3
ECON:3350	Industry Analysis	3
ECON:3620	Economic Growth and Development	3
ECON:3625	Environmental and Natural Resource Economics	3
ECON:3640	Regional and Urban Economics	3
ECON:3650	Policy Analysis	3
ECON:3760	Health Economics	3
ECON:3800	Law and Economics	3
ECON:4160	Public Sector Economics	3

Political Science

Code	Title	Hours
POLI:2417	Comparative Environmental Policy	3
POLI:3101	American Constitutional Law and Politics	3
POLI:3102	The U.S. Congress	3
POLI:3104	Immigration Politics	3
POLI:3110	Local Politics	3
POLI:3111	American Public Policy	3
POLI:3114	Women and Politics in the United States	3
POLI:3116	The Presidency	3
POLI:3117	Bureaucratic Politics and Public Administration	3
POLI:3118	Interest Groups	3
POLI:3120	The Criminal Justice System	3
POLI:3121	The Judicial Process	3
POLI:3126	Environmental Policy	3
POLI:3127	Legislative Policy Seminar	3
POLI:3128	Politics of the U.S. National Park System	3
POLI:3160	Research Task Force: Solving Policy Problems Through Research	3
POLI:3204	Public Opinion	3
POLI:3300	Postmodern Political Theory	3
POLI:3302	Current Political Theory	3
POLI:3305	Modern Political Theory	3
POLI:3306	Problems of Democracy	3

POLI:3350	Games of Politics	3
POLI:3400	Political Economy	3
POLI:3410	Russian Foreign Policy	3
POLI:3411	Democracy: Global Trends and Struggles	3
POLI:3423	The Middle East: Policy and Diplomacy	3
POLI:3424	Global Development	3
POLI:3425	South Asia: Politics, Identity, and Conflict	3
POLI:3503	Politics of Terrorism	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
POLI:3512	International Conflict	3
POLI:3516	The Politics of International Economics	3
POLI:3517	Global Justice	3
POLI:3518	Water Wars: Conflict and Cooperation	3
POLI:3519	Politics of Aging	3
POLI:3522	Ending Wars and Keeping Peace	3
POLI:3530	Diplomacy Lab	3
POLI:3560	Public Policy and Persuasion	3
POLI:3601	Politics of Film	3

Sociology and Criminology

Code	Title	Hours
CRIM:3415	Global Criminology	3
CRIM:3416	Race, Crime, and Justice	3
CRIM:3417	Community Corrections	3
CRIM:3420	Juvenile Delinquency	3
CRIM:3437	American Crime	3
CRIM:3450	Criminal Legal System	3
CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4420	Criminal Punishment	3
CRIM:4430	Interpersonal Violence in Society	3
CRIM:4440	Sociology of White-Collar Crime	3
CRIM:4450	Juvenile Justice: A Sociolegal Perspective	3
CRIM:4460	Sociology of Law	3
SOC:3171	Drugs and Society	3
SOC:3510	Medical Sociology	3
SOC:3525	Public Opinion	3
SOC:3610	Organizations and Modern Society	3
SOC:3650	Education, Schools, and Society	3
SOC:3880	The Sociology of Networks	3
SOC:4540	Political Sociology and Social Movements	3

Student-Designed Field

In rare circumstances, a student may be given permission to design a specialization field. The student specifies four

courses (12 s.h.) numbered 3000 or above, or as considered advanced by the department offering the course. Courses should be interconnected and must suggest a coherent interest. The student-designed field may not duplicate any of the established specialization fields for the major. It also may not include a course that satisfies another requirement for the major.

Students interested in designing their own specialization field should speak with an advisor as early as possible. They must obtain approval from their advisor and from the steering committee of the major in ethics and public policy as soon as possible after they declare the major and before they complete the designated coursework.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in ethics and public policy who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in ethics and public policy who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Honors students must maintain a g.p.a. of at least 3.50 in work for the major and a cumulative University of Iowa g.p.a. of at least 3.33; the UI cumulative g.p.a. is set by the College of Liberal Arts and Sciences. In order to graduate with honors in the major, they must complete all work for the major and write an acceptable honors thesis on a significant topic related to the major. Students who write their honors thesis in philosophy should consider preparing for the thesis by taking PHIL:3950 Readings in Philosophy; students who write in economics should consult the coordinator of the Ethics and Public Policy program for an appropriate course; students who write in political science should take POLI:4000 Honors

Seminar on the Study of Politics; and students who write in sociology and criminology should consider taking SOC:4997 Honors Seminar. Contact the coordinator of the Ethics and Public Policy program for more information.

University of Iowa Honors Program

In addition to honors in the major, students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the ethics and public policy major.

Academic Plans

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan. Courses in the major are those required to complete the major.

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

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

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

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

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Ethics and Public Policy, B.A.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
SOC:1030 or SOC:1010	Contemporary Social Problems ^a or Introduction to Sociology	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
Elective course ^c		3
CSI:1600	Success at Iowa	2
Hours		14-16
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: political science foundation course		3

GE CLAS Core: International and Global Issues ^b	3	
GE CLAS Core: Natural Sciences with Lab ^b	4	
Elective course ^c	2	
Hours		15-16

Second Year		
Fall		
POLI:1501 or POLI:3111	Introduction to American Foreign Policy ^a or American Public Policy	3
Major: sociology foundation (law and sociology) course		3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
Elective course ^c		3
Hours		16-17

Spring		
ECON:1100	Principles of Microeconomics ^a	4
Major: philosophy foundation (value theory) course		3
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Elective course ^c		2 - 3
Hours		16-18

Third Year		
Fall		
ECON:3800 or ECON:3650 or ECON:3380	Law and Economics ^{e, f} or Policy Analysis or Business and Government	3
Major: philosophy foundation (reasoning) course		3
GE CLAS Core: Natural Sciences without Lab ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Elective course ^c		3
Hours		16-17

Spring		
ECON:3380 or ECON:3800 or ECON:3650	Business and Government ^{e, f} or Law and Economics or Policy Analysis	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d		4 - 5
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3
Hours		16-17

Fourth Year		
Fall		
Major: field of specialization course		3
Major: field of specialization course		3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring		
Major: field of specialization course		3
Major: field of specialization course		3
GE CLAS Core: Values and Culture ^b		3

Elective course ^c	3
Elective course ^c	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	
<hr/>	
Hours	15
<hr/>	
Total Hours	123-131

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Choose from ECON:3380 or ECON:3650 or ECON:3800 for the second economics foundation requirement.
- f ECON:1100 is a prerequisite for ECON:3380, ECON:3650, and ECON:3800.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The ethics and public policy major provides an ideal background for law school. It brings an important background to legal studies in fields that will both explicitly and implicitly arise in the context of pursuing a J.D. degree. The study of reasoning, an important component of the major, is useful in preparing for the Law School Admission Test (LSAT), the Graduate Management Admission Test (GMAT), and the Medical College Admission Test (MCAT). The major also prepares students to bring a sophisticated, cross-disciplinary perspective to diverse fields such as government, urban and regional planning, social work, and business.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Event Management

Director, School of Journalism and Mass Communication

- David Ryfe

Coordinator, Event Management

- Heather J. Spangler (Journalism and Mass Communication)

Undergraduate certificate: event management

Website: <https://clas.uiowa.edu/sjmc/undergraduate-programs/certificates/event-management-certificate>

Nearly every kind of organization has a need to create and manage events, from corporations to recreational centers, from hotels to sports teams. The Certificate in Event Management is designed to serve the career goals of a growing number of students who want to learn about the profession and wish to enter the field. It combines experiential learning with academic coursework, preparing students with the practical and intellectual skills necessary to succeed in the industry. The certificate is both interdisciplinary and intercollegiate.

Students who earn the Certificate in Event Management will know and be able to demonstrate the basic principles of organizing a successful event. They will gain a robust understanding of the diverse field of event management and careers in the event management industry.

In addition to these core competencies, students gain proficiency in:

- strategic and professional communication (oral, written, visual/design, interpersonal, group, professional, social media, and marketing);
- project management (goal setting, time management, financial, risk management, site and staff management, event design, and technology); and
- cultural and social awareness (religious, cultural, physical, and social nuances that impact event management choices; best practices for safe, inclusive events; and legal and ethical issues).

The School of Journalism and Mass Communication [p. 728] and the Departments of Communication Studies [p. 278], Health and Human Physiology [p. 598] (College of Liberal Arts and Sciences), and the Department of Marketing [p. 1214] (Tippie College of Business) collaborate to offer the certificate. The Certificate in Event Management is administered by the School of Journalism and Mass Communication.

Programs

Undergraduate Program of Study Certificate

- Certificate in Event Management [p. 479]

Courses

Event Management Courses

EVNT:2110 Internship in Event Management 3 s.h.
Internship for event management certificate. Prerequisites: (EVNT:3154 or SRM:3154) and (EVNT:3260 or SRM:3147).

EVNT:3154 Foundations of Event Management 3 s.h.
Large, major special events, professional meetings, and conferences; development and planning, implementation of events, management and evaluation of events; development requirements of planning events, development strategies, budgeting, staffing requirements, resource allocation, site planning, basic risk management requirements, emergency procedures; event implementation policy and procedures; relationship to elements within development stages; event management and evaluation procedures.

EVNT:3160 Crisis Management 3 s.h.
Exploration of crisis management through research, speakers, and hands-on experience.

EVNT:3170 Venue Management 3 s.h.
Exploration of venue management field through speakers, research, and hands-on experiences.

EVNT:3185 Topics in Event Management 3 s.h.
Focus on particular area, issue, approach, or body of knowledge in the world of event planning; topics may include political campaign events, social media events, diversity issues, and risk management.

EVNT:3260 Event Management Workshop 3 s.h.
Hands-on experience in event planning; working with clients, conceptualizing events, lining up small and large details, promoting events via social media and other means, carrying out events, and reflecting on outcomes; meet with event planning professionals; complete individual and group projects.

EVNT:3280 Digital Event Management Workshop 3 s.h.
Hands-on experience in event planning in a digital environment; working with clients, conceptualizing events, lining up small and large details, promoting events via social media and other means, carrying out events, and reflecting on outcomes; individual and group projects.

Event Management, Certificate

Requirements

The undergraduate Certificate in Event Management requires a minimum of 21 s.h. of credit, including at least 6 s.h. in event management coursework (prefix EVNT). Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students take EVNT:3154 Foundations of Event Management or SRM:3154 Foundations of Event Management prior to registering for EVNT:3260 Event Management Workshop or SRM:3147 Sport Event Management. Both core courses must be completed before students register for their internship.

Some of the certificate courses have prerequisites not included in the certificate requirements. Students should select courses for which they have met the prerequisites.

The Certificate in Event Management requires the following coursework.

Core Courses

Code	Title	Hours
One of these:		
EVNT:3154	Foundations of Event Management	3
SRM:3154	Foundations of Event Management	3
And one of these:		
EVNT:3260	Event Management Workshop	3
SRM:3147	Sport Event Management	3

Internship

The core courses must be completed prior to enrollment in the internship.

Code	Title	Hours
One of these:		
EVNT:2110	Internship in Event Management	3
SRM:4197	Sport and Recreation Field Experience (must enroll in at least 3 s.h.)	arr.

Focused Electives

Code	Title	Hours
A minimum of 12 s.h. chosen from these (6 s.h. of focused elective coursework must be numbered 2000 or above with no more than two courses at the 1000 level):		
EVNT:3160	Crisis Management	3
EVNT:3170	Venue Management	3
EVNT:3185	Topics in Event Management (repeatable)	3

EVNT:3260	Event Management Workshop (if not used to satisfy core requirement)	3
ARTS:1070	Elements of Graphic Design	3
BUS:3000	Business Communication and Protocol	3
COMM:1809	Social Marketing Campaigns	3
COMM:1816	Business and Professional Communication	3
COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
COMM:1830	Communication Skills for Community Engagement	3
COMM:2044	Political Communication	3
ENTR:1350	Foundations in Entrepreneurship	3
ENTR:3595/ MGMT:3500/ MUSM:3500/ NURS:3595/ RELS:3700/ SSW:3500	Nonprofit Organizational Effectiveness I	3
JMC:1300	Principles of Strategic Communication	3
JMC:3530	Social Media Marketing	3
JMC:3540/ SPST:3181	The Business of Sport Communication	3
JMC:3710	Fundraising Fundamentals	3
JMC:3720	Nonprofit Communication	3
MKTG:3000	Introduction to Marketing Strategy	3
MKTG:4101	Integrated Marketing Communications	3
POLI:3202	Political Psychology	3
SRM:2065	The Experience Economy	3
SRM:3147	Sport Event Management (if not used to satisfy core requirement)	3
SRM:3158	Sport and Recreation Promotion	3
SRM:3175	Sales in Sport	3
SRM:3178	Communications and Public Relations in Sports	3
SRM:4197	Sport and Recreation Field Experience (if not used to satisfy internship requirement)	1-3
THTR:3270	Entertainment Design	3
UICB:4415/ ARTS:4415	Calligraphy I: Foundational Hands	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Event Management, Certificate

Course	Title	Hours
Academic Career		
Any Semester		
Students are welcome to begin the Event Management certificate any year.		
Hours		0
Second Year		
Any Semester		
SRM:3154 or EVNT:3154	Foundations of Event Management ^a or Foundations of Event Management	3
Certificate: event management focused elective course ^b		3
Certificate: event management focused elective course ^b		3
Hours		9
Third Year		
Any Semester		
SRM:3147 or EVNT:3260	Sport Event Management or Event Management Workshop	3
Certificate: event management focused elective course numbered 2000 or above ^b		3
Hours		6
Fourth Year		
Any Semester		
EVNT:2110 or SRM:4197	Internship in Event Management ^c or Sport and Recreation Field Experience	3
Certificate: event management focused elective course numbered 2000 or above ^b		3
Hours		6
Total Hours		21

- a The certificate recommends taking this course as early as possible and before EVNT:3260 Event Planning Workshop.
- b See General Catalog for a list of approved courses.
- c EVNT:3154 (or SRM:3154) and EVNT:3260 (or SRM:3147) are prerequisites for EVNT:2110.

French and Italian

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Interim Chair, Department of French and Italian

- Ana M. Rodriguez-Rodriguez

General Education Language Coordinators

- Cinzia Blum (Italian), Emilie Destruel-Johnson (French), Blandina K. Giblin (Swahili), Yasmine A. Ramadan (Arabic)

Undergraduate majors: French (B.A.); Italian (B.A.)

Undergraduate minors: Arabic language; French; Italian

Graduate degrees: M.A. in French and Francophone world studies; Ph.D. in French and Francophone world studies

Faculty: <https://french-italian.uiowa.edu/people>

Website: <https://french-italian.uiowa.edu/>

The Department of French and Italian introduces students to the cultures of France, the Francophone world, Italy, and parts of the Middle East and Africa, providing an understanding of those countries' historical and contemporary importance. It also facilitates development of proficiency in the French, Italian, Arabic, and Swahili languages and fosters critical appreciation of French, Francophone, Italian, and Arabic literatures and cultures.

Faculty expertise enables the department to offer courses in the traditionally recognized historical periods of French literature, various literary genres, and critical theories as well as the Francophone literatures of Canada, North and Sub-Saharan Africa, the Caribbean, and the Indian Ocean. The department has particular strengths in interdisciplinary studies, notably in the areas of comparative arts, film studies, history, and second language acquisition.

Undergraduate students in all majors may satisfy the World Languages requirement of the GE CLAS Core with courses in Arabic, French, Italian, or Swahili; see "Language for GE CLAS Core" below. The department offers other GE CLAS Core courses, and entering students may take the department's First-Year Seminars.

The Department of French and Italian is one of the academic units in the Division of World Languages, Literatures and Cultures [p. 367].

Language for GE CLAS Core

The Department of French and Italian provides course sequences in four languages—Arabic, French, Italian, and Swahili—that students in all majors may use to fulfill the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. It also offers a variety of language courses that nonmajors may take to satisfy their own educational goals and interests.

Arabic

The department is the administrative home for Arabic language and culture courses. It offers elementary, intermediate, and advanced Arabic as well as conversational Arabic, for which ARAB:1002 Elementary Modern Standard Arabic II is prerequisite. Students without background in Arabic should begin with ARAB:1001 Elementary Modern Standard Arabic I. Students who have a background in

Arabic should contact the general education coordinator to determine the level at which they should begin Arabic language study at the University of Iowa. See Courses [p. 482] in this section of the Catalog for a list of departmental courses.

Students who wish to fulfill the GE CLAS Core World Languages requirement with Arabic should complete the following course sequence.

Code	Title	Hours
ARAB:1001	Elementary Modern Standard Arabic I	5
ARAB:1002	Elementary Modern Standard Arabic II	5
ARAB:2001	Intermediate Modern Standard Arabic I	5
ARAB:2002	Intermediate Modern Standard Arabic II	5

French

Students who have a background in French should take the online placement test, which helps determine the level at which a student could begin French language study at the University of Iowa. Students without background in French should begin with FREN:1001 Elementary French I.

Students who wish to fulfill the GE CLAS Core World Languages requirement with French should complete the following sequence.

Code	Title	Hours
FREN:1001	Elementary French I	4-5
FREN:1002	Elementary French II	4-5
FREN:2001	Intermediate French I	5
FREN:2002	Intermediate French II	5

Those with previous knowledge of French may be able to fulfill the World Languages requirement with this sequence.

Code	Title	Hours
FREN:1010	First-Year French Review	4-5
FREN:2001	Intermediate French I	5
FREN:2002	Intermediate French II	5

Italian

Students who have a background in Italian should contact the general education coordinator to determine the level at which they should begin Italian language study at the University of Iowa. Students without background in Italian should begin with ITAL:1101 Elementary Italian I.

Students who wish to fulfill the GE CLAS Core World Languages requirement with Italian should complete the following course sequence.

Code	Title	Hours
ITAL:1101	Elementary Italian I	5
ITAL:1102	Elementary Italian II	5
ITAL:2203	Intermediate Italian I	4
ITAL:2204	Intermediate Italian II	4

Those with strong language-learning abilities or background in another Romance language may be able to substitute ITAL:3002 Intensive Elementary Italian for ITAL:1101 Elementary Italian I and ITAL:1102 Elementary Italian II and fulfill the World Languages requirement with this sequence.

Code	Title	Hours
ITAL:3002	Intensive Elementary Italian	4,6
ITAL:2203	Intermediate Italian I	4
ITAL:2204	Intermediate Italian II	4

Swahili

The department is the administrative home for Swahili courses. Students may fulfill the GE CLAS Core World Languages requirement by taking the following four-semester sequence. Students who have a background in Swahili should contact the general education coordinator to determine the level at which they should begin Swahili language study at the University of Iowa.

Code	Title	Hours
SWAH:1001	Elementary Swahili I	4
SWAH:1002	Elementary Swahili II	4
SWAH:2001	Intermediate Swahili I	4
SWAH:2002	Intermediate Swahili II	4

Study Abroad

The department participates in several study abroad programs. Some of them are the University Study Abroad Consortium (USAC) French Studies in Pau and Lyon; University of Minnesota/Paul Valery University Study Abroad in Montpellier; and the Committee on Institutional Cooperation (CIC) Summer French Program in Quebec at the Université Laval. For information about these and other programs abroad, contact International Programs Study Abroad and use its programs search; or see Study Abroad [p. 2001] (University College) in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in French (Bachelor of Arts) [p. 489]
- Major in Italian (Bachelor of Arts) [p. 493]

Minors

- Minor in Arabic Language [p. 496]
- Minor in French [p. 497]
- Minor in Italian [p. 498]

Graduate Programs of Study

- Master of Arts in French and Francophone World Studies [p. 499]
- Doctor of Philosophy in French and Francophone World Studies [p. 500]

Facilities

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Courses

- French Courses [p. 482]
- Italian Courses [p. 485]
- Arabic Courses [p. 486]
- Swahili Courses [p. 487]

The department offers courses in French, Italian, Arabic, and Swahili. For a detailed description of courses offered each semester, contact the Department of French and Italian. French courses are conducted in French, and Italian courses are conducted in Italian, unless otherwise indicated. Students may not receive credit for a course that is prerequisite to, or whose equivalent is prerequisite to, a higher-level course they have already completed.

French courses numbered 4000-4999 are intended primarily for advanced undergraduates; graduate students should consult with their advisors before registering for these courses.

Undergraduates may count a maximum of one course taught in English toward requirements for the major in French. This restriction does not apply to courses taught in English with an additional semester hour in French. Students should consult with their advisors before registering.

Students who have had significant experience with French through living or studying abroad should consult with the department before enrolling in any French course.

French Courses

FREN:1000 First-Year Seminar **1-2 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Taught in English. Requirements: first- or second-semester standing.

FREN:1001 Elementary French I **4-5 s.h.**

Introduction to reading, writing, listening, and speaking; for students who have no knowledge of French. GE: World Languages First Level Proficiency.

FREN:1002 Elementary French II **4-5 s.h.**

Continuation of FREN:1001; introduction to reading, writing, listening, and speaking. Prerequisites: FREN:1001 or French Placement score of 176 or higher. GE: World Languages Second Level Proficiency.

FREN:1005 Texts and Contexts: French-Speaking World **3 s.h.**

Development of skills in reading, understanding, and critically engaging with literary texts, and of research skills for informed inquiry; sense of oneself as a situated reader; range of texts reflecting diversity of French and Francophone writers. Taught in English. GE: Interpretation of Literature.

- FREN:1006 Global Sports and National Cultures** 3 s.h.
Overview of the relationship between sports and national cultures in countries around the world; focus on how athletic competitions play a role in the formation of collective identities; includes the Olympic Games in ancient Greece, hockey in Canada, cycling in France, traditional wrestling in Senegal, cricket in England and India, and soccer in Europe, Africa, and Latin America. GE: International and Global Issues.
- FREN:1007 Nature/Ecology French Philosophy and Fiction** 3 s.h.
Representations of the natural world in literary works from 16th to 20th centuries and in film; readings in English translation. Taught in English. GE: Interpretation of Literature.
- FREN:1010 First-Year French Review** 4-5 s.h.
FREN:1001 and FREN:1002 combined in one intensive course. GE: World Languages Second Level Proficiency.
- FREN:1040 French for Travelers** 2 s.h.
Basic language skills for tourists wanting to increase their French language skills.
- FREN:1510 Cultural Misunderstandings: France and U.S.A.** 3 s.h.
Key moments in the history of relations between the United States and France, from similarities underlying democratic principles to recent divergent worldviews. Taught in English. GE: International and Global Issues.
- FREN:1600 French and Francophone Cultural Activities** 1 s.h.
Credit for attendance and participation at French and Francophone cultural events, including scholarly talks, film screenings, art exhibits, literary readings, conversation hours, French Culture Club meetings, and volunteering as a translator for a medical clinic.
- FREN:2001 Intermediate French I** 5 s.h.
Prerequisites: FREN:1010 or FREN:1002 or French Placement score of 176 or higher. Requirements: completion of prerequisites or two years of high school French. GE: World Languages Second Level Proficiency.
- FREN:2002 Intermediate French II** 5 s.h.
Continuation of FREN:2001. Prerequisites: FREN:2001 or French Placement score of 231 or higher. Requirements: completion of prerequisites or three years of high school French. GE: World Languages Fourth Level Proficiency.
- FREN:2010 Global Science Fiction** 3 s.h.
Science fiction from around the world; spanning poetry, fiction, drama, film, television, comics, mobile phone games, and music; produced on six continents. Taught in English. Same as ASIA:2001, RUSS:2001, SPAN:2001, TRNS:2001, WLLC:2001.
- FREN:3000 Third-Year French** 3 s.h.
Development of reading skills in French; composition and review of basic grammar structures. Prerequisites: FREN:2002 or French Placement score of 311 or higher.
- FREN:3007 French Phonetics** 3 s.h.
Introduction to French phonetics; sounds of French in isolation and in context to improve pronunciation; audio exercises that emphasize sounds (nasal vowels, [u]-[y] contrast) and prosodic features (intonation, syllabification, liaison). Requirements: FREN:2002.
- FREN:3020 Oral Expression in French I** 3 s.h.
First in a two-course sequence. Prerequisites: FREN:2001 or French Placement score of 231 or higher. Requirements: FREN:2001 or three years of high school French.
- FREN:3060 Introduction to Reading and Writing in Literature** 3 s.h.
Development of analytical, organizational skills for interpretation of literature; readings in prose, poetry, drama, criticism; emphasis on reading and essay writing. Prerequisites: FREN:2002 or French Placement score of 311 or higher. Requirements: completion of prerequisites or four years of high school French.
- FREN:3120 French Civilization** 3 s.h.
From Renaissance to Revolution. Requirements: prior or concurrent enrollment in FREN:3060 or FREN:3300. GE: Historical Perspectives.
- FREN:3130 French-Speaking Cultures** 3 s.h.
Study of cultures in which French is spoken: North Africa, Sub-Saharan Africa, the Indian Ocean, Southeast Asia, the Caribbean, Canada, Louisiana, and Europe; approaches include literature, cinema, music, the arts, and media; introduction to field of Francophone studies and promotion of linguistic and cultural diversity. Requirements: prior or concurrent enrollment in FREN:3060 or FREN:3300.
- FREN:3160 Study Abroad: Culture** 3 s.h.
Geography, history, architecture, painting, music of France; readings, slides, video and audio cassettes, visits to sites of cultural significance. Prerequisites: FREN:2002.
- FREN:3190 Psycholinguistic Aspects of Bilingualism** 3-4 s.h.
Interaction of two languages in a bilingual in terms of sound system, words, and grammar; different meanings of bilingualism, how bilingualism and multilingualism can change across lifespan. Taught in English. Requirements: linguistics or language acquisition course. Same as LING:3190, SPAN:3190.
- FREN:3195 French Linguistics Lab I** 3 s.h.
Hands-on research experience collecting and analyzing linguistic data. Requirements: at least one linguistics course.
- FREN:3210 Comparative Arts** 3 s.h.
Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Taught in English. Same as ASIA:3210, IWP:3210, RUSS:3210, SPAN:3211, WLLC:3210.
- FREN:3225 Studies in Modern France** 3 s.h.
Introduction to the study of Modern France (1815-present); history, literature, politics, and culture of the period; emphasis on interdisciplinary investigation of diverse cultural forms. Requirements: prior or concurrent enrollment in FREN:3060 or FREN:3300.
- FREN:3232 French Literary Translation Workshop** 3 s.h.
Workshop in literary translation from French to English; practical, ethical, and theoretical questions about translation; focus on specific complication of French-English language pair; mapping style, genre, and literary influences of French authors for purpose of translation. Taught in French. Requirements: FREN:2001 or three years of high school French. Same as TRNS:3232.
- FREN:3250 Topics in French Studies I** 3 s.h.
Requirements: prior or concurrent enrollment in FREN:3060 or FREN:3300.
- FREN:3300 French Grammar** 3 s.h.
Study of word forms, sentence patterns for more accurate use of French. Prerequisites: FREN:2002 or French Placement score of 311 or higher. Requirements: completion of prerequisites or four years of high school French.

- FREN:3360 Study Abroad: Language** 3 s.h.
Written and spoken French; listening, speaking, reading, writing in cultural contexts. Prerequisites: FREN:2002.
- FREN:3410 Business French** 3 s.h.
Language of economics and business; practice in business correspondence and communication, active use of business vocabulary. Offered fall semesters. Prerequisites: FREN:3300.
- FREN:4007 Topics in French Linguistics** 3 s.h.
Concepts to aid in understanding how the French language works; major areas of linguistics—pronunciation (phonetics and phonology), the structure of words (morphology), the structure of sentences (syntax) and meaning (semantics). Prerequisites: FREN:3300.
- FREN:4015 Francophone Cinema** 3-4 s.h.
Introduction to the cinema of French-speaking countries outside of France; history, production, distribution; issues of colonialism, postcolonial identities, gender, social realism, diasporas, popular culture. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300.
- FREN:4017 Global Comics** 3-4 s.h.
Study of comics and graphic novels from all over the world; focus on gender, sexuality, race, language, migration, and culture; sustained reflection on questions of translation and the global circulation of the medium. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300.
- FREN:4020 Oral Expression in French II** 3 s.h.
Last in a two-course sequence. Prerequisites: FREN:3020 or FREN:2002 or French Placement score of 311 or higher.
- FREN:4026 French Women Writers** 3-4 s.h.
Survey of 20th- and 21st-century French women's literature; introduction to French feminist thought. Taught in English. Requirements: for 4 s.h. option—FREN:3060 and FREN:3300. Same as GWSS:4026.
- FREN:4030 Aspects of Poetry** 3-4 s.h.
Introduction to study of French poetry through genres, versification (metrics and rhythms), sounds, themes, styles, poetics, and significant movements; may include additional instruction in English to allow work on translations and practice perceiving forms in French different from English/American verse traditions. Prerequisites: FREN:3060 and FREN:3300.
- FREN:4070 Introduction to the Study of Meaning** 3 s.h.
Introduction to the study of meanings and language use in context; meaning outside the literal semantic interpretation of words used including presuppositions and goals of speaker, expectation of listener, speech acts, conversational implicatures, deixis, discourse functions, and other relevant topics. Taught in English. Prerequisites: LING:3001. Same as LING:4070.
- FREN:4080 Post-Colonial Literature in France** 3 s.h.
Literatures and cultures of Arabo-French (Beur) and Afro-French immigrations. Taught in English. Prerequisites: FREN:3300 and FREN:3060.
- FREN:4090 Quebecois Literature** 3 s.h.
Introduction to Francophone literature and culture of Canada; 19th- and 20th-century novels and other cultural practices (e.g., theater, chansons, films). Prerequisites: FREN:3300 and FREN:3060.
- FREN:4100 French Cinema** 3-4 s.h.
Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. GE: Literary, Visual, and Performing Arts.
- FREN:4110 Francophone Literature of the African Diaspora** 3 s.h.
Cultures, literatures, and visual arts of Francophone Africa, the Caribbean, and the Indian Ocean. Taught in French. Prerequisites: FREN:3060 and FREN:3300.
- FREN:4195 French Linguistics Lab II** 3 s.h.
Hands-on research experience collecting and analyzing linguistic data. Requirements: at least one linguistics course.
- FREN:4210 Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South** 3-4 s.h.
Comparative study of museums, memorials, statues, performances, and artistic works that encapsulate the entangled history and memory of transoceanic slave trades and slavery in the United States, the Caribbean, the Indian Ocean, Sub-Saharan Africa, and Europe (France and the United Kingdom); critical tools to analyze public debates over politically charged monuments; exploration of transnational and political predicaments of the contemporary world; approaches include trauma theories, memory studies, history, postcolonial ecocriticism, cultural anthropology, heritage studies and museology, and Francophone cultural critique. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. Same as MUSM:4310, WLLC:4210.
- FREN:4433 France Under Nazi Occupation, 1940-1944** 3-4 s.h.
Political, economic, social, and cultural conditions that prevailed following the Nazi conquest of France in 1940; examination of this period of upheaval through work of prominent historians of France; representations of occupied France in literary works, documentary, and fictional films produced during the war and in the politically fraught culture of collective memorialization that formed in aftermath of this national trauma. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. Same as HIST:4433.
- FREN:4520 Versailles Under the Sun King** 3-4 s.h.
Survey of culture and literature related to the court of King Louis XIV at Versailles, France. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300.
- FREN:4540 Gender and Sexuality in French Cinema** 3-4 s.h.
Cultural, historical, semiotic approach to studying construction of gender identity and sexual codes in French cinema from 1920s to present. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. Same as GWSS:4540.
- FREN:4750 Topics in French Studies II** 3 s.h.
French and/or Francophone literature or culture. Prerequisites: FREN:3060 and FREN:3300.
- FREN:4890 Techniques of Translation** 3 s.h.
Taught in French. Prerequisites: FREN:3300. Same as TRNS:4497.
- FREN:4911 French for Reading/Research** 2 s.h.
- FREN:4912 French for Reading/Research** 2 s.h.
- FREN:4990 Independent Study** arr.
Prerequisites: FREN:3300 and FREN:3060.

- FREN:4995 Honors Research and Thesis** 3 s.h.
Prerequisites: FREN:3300 and FREN:3060.
- FREN:5000 Teaching and Learning Languages** 3 s.h.
Readings in pedagogical theory and practice, second language acquisition; experience designing activities for teaching and assessment with critiques based on current theories and approaches; development of reflective practices toward one's language teaching. Taught in English. Same as GRMN:5001, SLA:5000, SPAN:5000, WLLC:5000.
- FREN:5001 Introduction to Graduate Study** 2 s.h.
Expectations, resources, and opportunities of graduate study; introduction to coursework, development of preprofessional competencies. Taught in English. Same as SPAN:5001.
- FREN:5020 Comparative Stylistics** 3 s.h.
Translation from English to French, including literary texts. Taught in English.
- FREN:5031 Topics in French Linguistics** 3 s.h.
Basics of French language; main areas of linguistics—phonetics and phonology, morphology, semantics, pragmatics, and syntax; introduction to sociolinguistics and language variation; concepts and basic tools needed for linguistic analysis of language; brief historical overview; standard variety of French and its role in linguistic study of language; exploration of subdisciplines with practical exercises that implement principles presented in class and readings.
- FREN:6020 Studies in the Seventeenth Century** 3 s.h.
- FREN:6025 Studies in the Eighteenth Century** 3 s.h.
Studies of French and/or Francophone literature and culture of the 18th century. Taught in French.
- FREN:6080 Modern French Novel** 3 s.h.
- FREN:6130 Francophone Thought** 3 s.h.
Comparative study of intellectual, literary, cultural, social, and historical developments that have taken place in Francophone Sub-Saharan Africa, the Caribbean, and the Indian Ocean; approaches include cultural theory, literary criticism, cinema, visual arts, women's studies, popular culture, history, and cultural anthropology; examination of key conceptual paradigms and cultivation of skills in critical thinking methodologies; students acquire the appropriate theoretical tools to explore an interdisciplinary scholarly field and learn to establish connections between the main components of the course and their own research interests. Taught in French. Same as GWSS:6130.
- FREN:6142 Crossing Borders Seminar** 2-3 s.h.
Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.
- FREN:6750 Topics in French Studies** 3 s.h.
- FREN:6755 French Literature of the 20th/21st Centuries** 3 s.h.
Advanced survey of French Literature 1900-present in areas of novel, theater, poetry, and essay.
- FREN:6901 Second Language Acquisition Research and Theory** 3 s.h.
Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Taught in English. Same as ASIA:6901, JPNS:6901, SLA:6901, SPAN:6901.
- FREN:6920 Multimedia and Second Language Acquisition** 3 s.h.
Combination of theory and practice regarding use of multimedia and technology to enhance foreign language teaching and second language acquisition research. Taught in English. Same as GRMN:6920, SLA:6920, SPAN:6920.
- FREN:6950 Topics in Second Language Acquisition: Speaking** 3 s.h.
Theory, pedagogy, research, and assessment in second language speaking. Taught in English. Same as SLA:6950, SPAN:6950.
- FREN:7000 Thesis** arr.
- FREN:7990 Independent Study** arr.
- ## Italian Courses
- ITAL:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Taught in English. Requirements: first- or second-semester standing.
- ITAL:1030 Italian for Travelers** 2 s.h.
Basic language skills for tourists; for students with no previous Italian.
- ITAL:1050 Italy Live** 3 s.h.
Introduction to Italian language and culture designed for students whose first contact with the language is in Italy; offered through Consortium of Universities for International Studies study abroad program (CUIS/CIMBA) in Paderno del Grappa, Italy.
- ITAL:1101 Elementary Italian I** 5 s.h.
Beginning instruction in Italian for students with no prior experience in speaking, reading, or understanding Italian. GE: World Languages First Level Proficiency.
- ITAL:1102 Elementary Italian II** 5 s.h.
Continuation of ITAL:1101; beginning instruction in speaking, reading, and understanding Italian. Prerequisites: ITAL:1101. GE: World Languages Second Level Proficiency.
- ITAL:1540 Topics in Italian** 2 s.h.
Topics in Italian language, culture, and literature; may include Italian cinema, studies of specific Italian cities, thematic approaches to Italian studies.
- ITAL:2203 Intermediate Italian I** 4 s.h.
Improvement of skills in writing, speaking, and comprehension beyond the level of elementary Italian. Prerequisites: ITAL:1102 or ITAL:3002. GE: World Languages Second Level Proficiency.
- ITAL:2204 Intermediate Italian II** 4 s.h.
Improvement of skills in writing, speaking, and comprehension beyond the level of elementary Italian. Prerequisites: ITAL:2203. GE: World Languages Fourth Level Proficiency.
- ITAL:2440 Italian Arts for Business** 3 s.h.
Exploration of Italy's centuries-old artistic tradition; students become familiar with some of the most important manifestations of Italian culture and reflect on how the arts have been informing business initiatives. Taught in English. GE: Literary, Visual, and Performing Arts.
- ITAL:2550 Images of Modern Italy** 3-4 s.h.
Survey of Italy's history since Unification; diverse aspects of modern Italian culture and society through visual and textural materials. Requirements: for students earning 4 s.h.—ITAL:2204. GE: Historical Perspectives; Values and Culture.

ITAL:2660 The Italian American Experience 3 s.h.

Exploration of Italian American presence in the U.S. by investigating historical background, multifaceted reality, heritage, and contribution to national culture; examination of Italian American ethnicity as portrayed in American literature, film, and television through an interdisciplinary approach; analysis of how Italian American writers and filmmakers have represented their community and contributed to shape their own cultural identity. Taught in English. GE: Diversity and Inclusion.

ITAL:2770 The Mafia and the Movies 3 s.h.

Exploration of the myth of the Mafia and mobsters and examination of its function through a selection of Italian films; students investigate the multifaceted nature of Italian organized crime, and consider its historical, geographical, social, and economical dimensions. Taught in English. GE: International and Global Issues.

ITAL:2880 Italian Food Culture 3 s.h.

Introduction to Italian food culture; students explore how Italian culinary tradition was born and evolved over time, often reflecting historical and economic developments in the country; the different geographical regions of Italy and how each region established its own food culture, while at the same time being part of a national food culture; how Italian food has become a defining element of Italianness in the world, with focus on the birth of Italian-American foodways. Taught in English. GE: Values and Culture.

ITAL:2990 Independent Study arr.**ITAL:3002 Intensive Elementary Italian 4,6 s.h.**

ITAL:1101 and ITAL:1102 combined in one semester; fundamentals of Italian language and culture including reading, writing, comprehension, and speaking skills. Requirements: two years of another foreign language. GE: World Languages Second Level Proficiency.

ITAL:3305 Advanced Italian 3-4 s.h.

Improvement of skills in writing, speaking, and comprehension beyond the level of intermediate Italian; activities include class discussions, oral presentations, compositions, readings of modern texts, review and expansion of grammar. Prerequisites: ITAL:2204.

ITAL:3306 Advanced Italian II 3-4 s.h.

Improvement of skills in writing, speaking, and comprehension beyond the level of intermediate Italian; activities include class discussions, oral presentations, compositions, readings of modern texts, review and expansion of grammar. Prerequisites: ITAL:2204.

ITAL:4550 Topics in Italian Studies 3 s.h.

Varied topics. Requirements: at least one course taught in Italian at the 2000 level or above.

ITAL:4633 Dante's Inferno 3-4 s.h.

A virtual poetic journey through Hell; critical reading of Dante's *Inferno*, the first volume of *The Divine Comedy*, and the many ways this text has been interpreted and reinterpreted; while primary focus is on Dante's work, other texts and media are introduced to enhance the reading. Taught in English; discussion sessions in Italian. Requirements: for Italian majors taking 4 s.h. option—ITAL:2204.

ITAL:4634 The Italian Renaissance 3 s.h.

Introduction to literature and culture of the Italian Renaissance; readings address various aspects of late medieval and renaissance culture including mysticism, humanism, women's position vis-à-vis literary tradition, and the relationship between literature and the arts. Taught in Italian. Prerequisites: ITAL:2204.

ITAL:4667 Modern Italian Fiction 3 s.h.

Survey of major developments in Italian fiction, from birth of the modern novel in the 19th century to present-day transcultural narratives. Taught in Italian. Prerequisites: ITAL:2204.

ITAL:4668 Modern Italian Poetry and Theater 3 s.h.

Survey of major developments in modern Italian poetry and theater in relation to historical and cultural context. Taught in Italian. Prerequisites: ITAL:2204.

ITAL:4990 Independent Study arr.**ITAL:4998 Honors Research and Thesis 3 s.h.**

Arabic Courses

ARAB:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Taught in English. Requirements: first- or second-semester standing.

ARAB:1001 Elementary Modern Standard Arabic I 5 s.h.

Speaking, listening, reading, and writing skills. GE: World Languages First Level Proficiency.

ARAB:1002 Elementary Modern Standard Arabic II 5 s.h.

Continuation of ARAB:1001. Requirements: ARAB:1001. GE: World Languages Second Level Proficiency.

ARAB:1020 Study Abroad: Language (Elementary) 5 s.h.

Modern Standard Arabic (MSA); speaking, reading, listening and writing skills. Requirements: non-native speaker of Arabic; heritage speaker of Arabic should contact the course supervisor for appropriate placement.

ARAB:1050 Topics in Middle East/Muslim World Studies I 3 s.h.

Contemporary cultural questions and debates in the Muslim and Arabic-speaking world. Taught in English.

ARAB:2001 Intermediate Modern Standard Arabic I 5 s.h.

Communication in speaking and writing; cultural topics. Requirements: ARAB:1002. GE: World Languages Second Level Proficiency.

ARAB:2002 Intermediate Modern Standard Arabic II 5 s.h.

Continuation of ARAB:2001. Requirements: ARAB:2001. GE: World Languages Fourth Level Proficiency.

ARAB:2020 Study Abroad: Language (Intermediate) 6 s.h.

Modern Standard Arabic (MSA); speaking, reading, listening and writing. Requirements: non-native speaker of Arabic; heritage speaker of Arabic should contact the course supervisor for appropriate placement. Recommendations: one year of Arabic study.

ARAB:2025 Study Abroad: Culture and Society 1 s.h.

Introduction to Moroccan culture and society through direct observation and interaction; intensive orientation, cultural exchange activities, learning excursions outside Fez, homestay with a Moroccan family.

ARAB:2030 Formal Spoken Arabic 2-3 s.h.

Conversational practice with a native speaker; for students who have completed fourth-semester Arabic. Requirements: ARAB:1002 or ARAB:2002; non-native or non-heritage speaker of Arabic.

ARAB:2050 Topics in Middle East/Muslim World Studies II 3 s.h.

Contemporary cultural questions and debates in the Muslim and Arabic-speaking world. Taught in English.

ARAB:3005 Culture and Resistance: The Modern Middle East 3-4 s.h.

Introduction to literature, cinema, and music of the Modern Middle East; how artists from Arab world, Turkey, and Iran explore their political terrain; how they depict issues of gender and sexuality; impact of the Arab Spring; exploration of art as expression and resistance; intersection between cultural and political; short stories, graphic novels, film, music, and visual arts. Taught in English.

ARAB:3011 Advanced Modern Standard Arabic I 3 s.h.

Advanced Arabic grammar and syntax, composition writing, formal conversation (similar to conversations on Arabic mass media); classical Arabic texts, other materials written for persons whose first or official language is Arabic. Requirements: ARAB:2002.

ARAB:3012 Advanced Modern Standard Arabic II 3 s.h.

Continuation of ARAB:3011; advanced Arabic grammar and syntax, composition writing, formal conversation (similar to conversations on Arabic mass media); classical Arabic texts, other materials written for persons whose first or official language is Arabic. Requirements: ARAB:3011.

ARAB:3020 Study Abroad: Language (Advanced) 6 s.h.

Modern Standard Arabic (MSA); speaking, reading, listening, and writing. Requirements: non-native speaker of Arabic; heritage speaker of Arabic should contact the course supervisor for appropriate placement. Recommendations: two or more years of Arabic language.

ARAB:3050 Arab Culture Through Dialects 3 s.h.

Communication in dialectal Arabic, Arabic dialectology, cultural topics, music and film in dialectal Arabic. Requirements: ARAB:1001; non-native or non-heritage speaker of Arabic.

ARAB:3498 Translate Iowa Project arr.

Internship with the Translate Iowa Project. Taught in English. Requirements: TRNS:2000 or TRNS:3179 or TRNS:3202 or ENGL:3724 or JPNS:3201 or FREN:4890 or SPAN:3030 or SPAN:3050 or SPAN:4980. Same as TRNS:3498.

ARAB:4512 Topics in Global and Transnational Culture 3-4 s.h.

In-depth look at a theme in cultural expression arising from interactions between countries and regions; focus on contemporary or historical issues; use of materials ranging from literature and the visual arts to music, mass media, and more; general processes through which cultures are formed in mutual and uneven relationships; research project. Taught in English. Recommendations: completion of a GE CLAS Core International and Global Issues course. Same as GRMN:4512, WLLC:4512.

ARAB:4990 Independent Study arr.

Material not covered in regularly offered courses; independent study guided by an instructor.

Swahili Courses**SWAH:1000 First-Year Seminar** 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Taught in English. Requirements: first- or second-semester standing.

SWAH:1001 Elementary Swahili I 4 s.h.

Development of basic Swahili conversations; introduction to Kiswahili culture, grammar, and vocabulary necessary for communication; asking and responding to simple and short questions. GE: World Languages First Level Proficiency.

SWAH:1002 Elementary Swahili II 4 s.h.

Builds on fundamentals of Kiswahili learned in SWAH:1002; students increase their proficiency in the language; introduction to Swahili language and culture through reading and listening to Swahili authentic materials. Requirements: SWAH:1001. GE: World Languages Second Level Proficiency.

SWAH:1010 Introduction to Swahili Language and Culture 2 s.h.

Introduction to Swahili language, history, and culture for anyone who would like to learn more about East Africa, Swahili language, and culture; multidisciplinary sources include texts, newspapers, booklets, films, music videos, pictures, handouts, websites, and a taste of Swahili cuisine; provides a bird's eye view of East African culture; previous knowledge of Swahili not required.

SWAH:2001 Intermediate Swahili I 4 s.h.

Development of language skills and intercultural understanding; use simple conversation for everyday life topics, language use for daily basis needs using familiar topics, maintain conversation on simple and relevant topics, and exchange information about subjects of interest; students compare discussions and conversations to their own experiences, read literary texts and biographies, and watch video clips, movies, and documentaries to compare and relate the culture to their own backgrounds. Requirements: SWAH:1002. GE: World Languages Second Level Proficiency.

SWAH:2002 Intermediate Swahili II 4 s.h.

Continuation of SWAH:2001; students increase competence in speaking the language and cultural understanding; general Swahili grammar and cultural studies; using the language to talk about job careers, lifestyles, basic rules/policies, complicated situations, purchasing and negotiating prices; development of communicative skills and intercultural understanding by reading a wide variety of texts and types. Requirements: SWAH:2001. GE: World Languages Fourth Level Proficiency.

SWAH:3006 Conversational Swahili 3 s.h.

Extensive practice in production and comprehension of spoken Swahili; students read and interpret simple texts, and write sentences and/or paragraphs about various topics; use of online resources to develop topics of discussion; students improve their Swahili grammar and vocabulary skills through conversations and discussions. Requirements: SWAH:2002 with a minimum grade of D.

SWAH:3007 Advanced Swahili 3 s.h.

Advanced speaking, listening, reading, and writing skills. Requirements: grade of D+ or higher in SWAH:2002.

SWAH:3010 Kiswahili for Business 3 s.h.

World of Swahili business; role of Swahili-speaking countries in world trade; particular focus on business in East Africa. Taught in Swahili. Prerequisites: SWAH:1001.

SWAH:3090 Topics in Swahili **3 s.h.**

Varied topics in Swahili studies. Taught in Swahili.
Prerequisites: SWAH:2002.

SWAH:4050 Kiswahili in Cyberspace **3 s.h.**

First-hand experience in the Kiswahili cyberworld; how to text in Kiswahili; what is in the Kiswahili blogosphere; where to find news, job and business opportunities, and discussions of health and environmental issues in Kiswahili on the internet; why and how do residents of the Kiswahili-speaking nations of East Africa, from farmers and school teachers to health professionals and business entrepreneurs, use cyberspace; taught primarily in Kiswahili. Prerequisites: SWAH:1002.

SWAH:4070 Swahili in the Modern World **3 s.h.**

Deep insight into intercultural connections of Swahili and other parts of the world. Taught in Swahili. Prerequisites: SWAH:2001.

SWAH:4090 Swahili Independent Study **1-3 s.h.**

Material not covered in regularly offered courses; independent study guided by an instructor.

French, B.A.

Learning Outcomes

At time of graduation, majors will have reached the equivalent of the intermediate high/advanced low level on the American Council on the Teaching of Foreign Languages (ACTFL) scale in the four areas of speaking, listening, reading, and writing with a special emphasis on literature and culture, language, or French and Arabic, depending on their track.

- **Interpersonal Communication.** Ability to interact orally and in writing at a level sufficient for effective communication on a wide range of topics with French-speaking interlocutors from the Francophone world and across cultures.
- **Written Communication.** Ability to analyze, synthesize, engage critically, and effectively present written information and argumentation on what is heard, read, or viewed on the literatures and cultures of the Francophone world—France, North-and sub-Saharan Africa, the Indian Ocean, the Caribbean, and the French-speaking communities of North America.
- **Cross/Intercultural Communication.** Ability to gain knowledge on the various Francophone cultures of the world, and to reflect upon and deal appropriately with their linguistic, cultural, and artistic history and diversity.

Requirements

The Bachelor of Arts with a major in French requires a minimum of 120 s.h., including 33-37 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Furthering Language Incentive Program (FLIP) credit may not be counted toward the major.

The French Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be the equivalent to FREN:3000 Third-Year French.

Students majoring in French complete a set of four foundation courses plus the requirements for one of four tracks: the French and Arabic track; the language track; the literature and culture track; or the teaching track.

The B.A. with a major in French requires the following coursework.

Code	Title	Hours
Foundation Courses		12
Track Courses		21-25
Total Hours		33-37

Foundation Courses

Code	Title	Hours
All of these:		
FREN:3060	Introduction to Reading and Writing in Literature	3
FREN:3300	French Grammar	3
FREN:4020	Oral Expression in French II	3
One of these:		
FREN:3007	French Phonetics	3
FREN:3020	Oral Expression in French I	3

Students must maintain portfolios documenting their progress toward attaining the objectives of the French major.

A maximum of one course taught in English may be counted toward the major, except with the French and Arabic track; courses taught in English with an additional semester hour in French are exempt from this rule. Students should consult with their advisors before registering.

Transfer credit may be accepted, and students are encouraged to participate in study abroad, but the last two courses in the major ordinarily must be completed at the University of Iowa. Transfer credit is evaluated on an individual basis by the faculty in charge of study abroad.

Students choose an emphasis in one of the following four tracks when they declare the major (or later, but before their fourth year).

Tracks

French and Arabic Track

The French and Arabic track is designed for students interested in combining study of the French and Arabic languages with history, politics, and religions of Middle Eastern cultures and with a major in another area, such as political science, geography, or history.

Requirements for the French and Arabic track include seven or eight courses (25 s.h.) in addition to the foundation coursework in French. Refer to "Literature and Culture, Language Courses" below for French courses that will satisfy that requirement.

Code	Title	Hours
Three courses in French language, or literature and culture, taught in French, with at least one numbered above 4000		9
Two or three courses in Arabic language beyond first year		10
Two courses on Middle Eastern cultures (prefix FREN), taught in French or English, or approved courses from other departments		6

Language Track

The language track is designed for students with an interest in language and translation, as well as French and Francophone literature and culture. Students work in specific areas such as international business, comparative stylistics, and translation.

Requirements for the language track include seven courses (21 s.h.) in addition to the foundation coursework in French. Refer to "Literature and Culture, Language Courses" below for French courses that will satisfy that requirement.

Code	Title	Hours
FREN:3410	Business French	3
FREN:4007	Topics in French Linguistics	3
Five courses in French language, or literature and culture		15

All language track students take FREN:3410 Business French and FREN:4007 Topics in French Linguistics. Of the remaining five courses, only one may be taught in English under the French department (prefix FREN). This restriction does not apply to courses taught in English with an additional semester hour in French. Students must complete at least one course numbered above 4000, in addition to the required course FREN:4007.

Courses in French stylistics and textual analysis, another language, economics, political science, and/or business are recommended as adjunct electives.

Literature and Culture Track

The literature and culture track is designed for students who are interested in combining study of French and Francophone literatures and cultures with a major in another area, such as cinema, communication studies, history, international studies, political science, or journalism.

Requirements for the literature and culture track include seven courses (21 s.h.) in addition to the foundation coursework in French. Refer to "Literature and Culture, Language Courses" below for French courses that will satisfy that requirement.

Code	Title	Hours
	Five courses in literature and culture	15
	Two courses in language, or literature and culture	6

Only one of these courses may be taught in English under the French department (prefix FREN). This restriction does not apply to courses taught in English with an additional semester hour in French. At least two courses must be numbered above 4000.

Teaching Track

The teaching track is designed for students who intend to earn licensure to teach in elementary and/or secondary schools. Students must successfully complete the requirements for the major in French with the teaching track and must complete the College of Education's Teacher Education Program (TEP), which requires education courses and student teaching (see "Teacher Licensure" below).

Requirements for the French major's teaching track include seven courses (21 s.h.) in addition to the foundation coursework in French. Refer to "Literature and Culture, Language Courses" below for French courses that will satisfy that requirement.

Code	Title	Hours
	Four courses in literature and culture	12
	Three courses from these areas: language, literature and culture	9

Only one of these courses may be taught in English under the French department (prefix FREN). This restriction does not apply to courses taught in English with an additional semester hour in French. At least two courses must be numbered above 4000.

Literature and Culture, Language Courses

Students can select courses from the following to satisfy track requirements. All courses are taught in French unless otherwise indicated.

Literature and Culture

Code	Title	Hours
FREN:3000	Third-Year French	3
FREN:3120	French Civilization	3
FREN:3130	French-Speaking Cultures	3
FREN:3160	Study Abroad: Culture	3
FREN:3225	Studies in Modern France	3

FREN:3232	French Literary Translation Workshop	3
FREN:3250	Topics in French Studies I	3
FREN:4015	Francophone Cinema (taught in English)	3-4
FREN:4017	Global Comics (taught in English)	3-4
FREN:4026	French Women Writers (taught in English)	3-4
FREN:4030	Aspects of Poetry	3
FREN:4080	Post-Colonial Literature in France	3
FREN:4090	Quebecois Literature	3
FREN:4100	French Cinema (taught in English)	3-4
FREN:4110	Francophone Literature of the African Diaspora	3
FREN:4210	Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South (taught in English)	3-4
FREN:4433	France Under Nazi Occupation, 1940-1944 (taught in English)	3-4
FREN:4520	Versailles Under the Sun King (taught in English)	3-4
FREN:4540	Gender and Sexuality in French Cinema (taught in English)	3-4
FREN:4750	Topics in French Studies II	3

Language Courses

Code	Title	Hours
FREN:3000	Third-Year French	3
FREN:3007	French Phonetics	3
FREN:3190	Psycholinguistic Aspects of Bilingualism (taught in English)	3-4
FREN:3360	Study Abroad: Language	3
FREN:3410	Business French	3
FREN:4007	Topics in French Linguistics	3
FREN:4070	Introduction to the Study of Meaning (taught in English)	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Majors who want to earn teacher licensure should choose the French teaching track. See "Teaching Track" above.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must have a g.p.a. of at least 3.50 for work undertaken in the department and a cumulative University of Iowa g.p.a. of at least 3.33.

To graduate with honors in the major, departmental honors students must register for FREN:4995 Honors Research and Thesis or one honors-designated course numbered above 4000. They must complete an honors thesis or the equivalent (e.g., translation, comparative stylistics, cultural studies, or research) in French and must present their work to a faculty committee.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the French major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: competence in first-year French

Before the fifth semester begins: second-year French (FREN:2002 Intermediate French II)

Before the seventh semester begins: three of the four requirements for the major, FREN:3007 French Phonetics or FREN:3020 Oral Expression in French I, FREN:3060 Introduction to Reading and Writing in Literature, FREN:3300 French Grammar, one or two other courses in the major, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: FREN:4020 Oral Expression in French II and three more courses in the major; for the French language track, FREN:3410 Business French and FREN:4007 Topics in French Linguistics

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

French, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
A maximum of one course taught in English may be counted toward the major, except in the French and Arabic track. ^a		
Hours		0
First Year		
Fall		
FREN:1001	Elementary French I ^{b, c, d}	5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Values and Culture ^e		3
Elective course ^f		1
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
FREN:1002	Elementary French II ^{b, c, d}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^e		3
GE CLAS Core: Historical Perspectives ^e		3
Elective course ^f		1
Hours		15-16
Second Year		
Fall		
FREN:2001	Intermediate French I ^{b, c, d}	5
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
Elective course ^f		3
Elective course ^f		1
Hours		15
Spring		
FREN:2002	Intermediate French II ^{b, c, d}	5
Major: French track course ^g		3 - 4
GE CLAS Core: International and Global Issues ^e		3
GE CLAS Core: Natural Sciences with Lab ^e		4
Elective course ^f		1
Hours		16-17
Third Year		
Fall		
FREN:3060	Introduction to Reading and Writing in Literature	3
FREN:3300	French Grammar	3
FREN:3020 or FREN:3007	Oral Expression in French I or French Phonetics	3
GE CLAS Core: Natural Sciences without Lab ^e		3
Elective course ^f		3
Hours		15
Spring		
FREN:4020	Oral Expression in French II	3
Major: French track course ^g		3 - 4
Major: French track course ^g		3 - 4
Elective course ^f		3

Elective course ^f	3
Elective course ^f	1
Hours	16-18

Fourth Year**Fall**

Major: French track course ^g	3 - 4
Major: French track course ^g	3 - 4
Major: French track course (if needed) ^g	3 - 4
Elective course ^f	3
Elective course ^f	3
Hours	15-18

Spring

Major: French track course ^g	3 - 4
Major: French track course ^g	3 - 4
Major: French track course (if needed) ^g	3 - 4
GE: Social Sciences ^e	3
Elective course ^f	3

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall)
^h

Hours	15-18
Total Hours	121-132

- a Courses taught in English with an additional semester hour in French are exempt from this rule. Students should consult with their advisors before registering.
- b FREN:1001, FREN:1002, FREN:2001, and FREN:2002 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- g Students complete 21-25 s.h. in track courses. Required coursework varies by track.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Career Advancement

Students majoring in French may combine their studies with courses in education to prepare for jobs in high school teaching. They may go on to graduate study in areas such as French, comparative literature, and other interdisciplinary areas as preparation for college-level teaching. Or they may combine other skills and studies with their major in French to prepare for challenging career opportunities in international government, business, finance, travel, communications, and other fields where the knowledge of more than one language is essential.

Italian, B.A.

Why Study Italian?

Italian is the gateway to one of the world's richest cultures. Italy has the most United Nations Educational, Scientific and Cultural Organization (UNESCO) world heritage sites—artistic treasures considered to be of universal value—of any country in the world, due to its history as the birthplace of the Roman Empire and the Renaissance. In addition to an internationally recognized cultural patrimony, the country also possesses one of the world's largest economies. Italy is a world leader in design, fashion, art restoration, the culinary arts, robotics, shipbuilding, electromechanical machinery, machine tool manufacturing, construction machinery, space engineering, pharmaceuticals, and genetic mapping. Music, cinema, and sports also speak Italian. The video, *Italy the Extraordinary Commonplace*, highlights Italy's important contributions.

Students pursue Italian studies for cultural reasons, for travel and study plans in Italy, and because it enhances their competitiveness in today's marketplace. Since an estimated 950 Italian companies have offices in the U.S., and the U.S. is the third-ranked country of destinations for Italian export, many employers are seeking people who speak both Italian and English. A major in Italian opens doors to careers in a variety of fields; see Career Advancement [p. 495] in this section of the Catalog.

Italian: Languages, Culture, and Creativity

The major in Italian provides ample opportunities for growth in the language and for increased cultural fluency through dynamic, in-class learning experiences and extracurricular activities such as the Italian Table (weekly conversation hours) and the film series, Italian Movie Nights.

Learning Outcomes

The goal is for students who graduate with a major in Italian to be able to:

- understand any kind of spoken language even when delivered at fast native speed;
- communicate effectively, in both oral and written discourse, taking into account varying registers and cultural contexts;
- read with ease virtually all forms of the written language, including complex texts such as specialized articles and literary works;
- reflect with critical insight on a range of topics in Italian literature, history, and contemporary culture;
- explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the target language-speaking world;
- recognize and reflect in an informed way on cultural differences as well as shared values between Italian culture and their native cultures; and
- develop an intellectual engagement and reflective sensibility that will contribute to their lifelong learning.

Requirements

The Bachelor of Arts with a major in Italian requires a minimum of 120 s.h., including 32-33 s.h. of work for the

major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students may count a maximum of 9 s.h. (three courses) of approved upper-level transfer or study abroad credit toward the major in Italian, but they must take either ITAL:3305 Advanced Italian or ITAL:3306 Advanced Italian II at the University of Iowa. The Italian Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be the equivalent to ITAL:2203 Intermediate Italian I and ITAL:2204 Intermediate Italian II. Furthering Language Incentive Program (FLIP) credit may not be counted toward the major.

The B.A. with a major in Italian requires the following coursework.

Code	Title	Hours
All of these:		
ITAL:2203	Intermediate Italian I	4
ITAL:2204	Intermediate Italian II	4
ITAL:3305	Advanced Italian	4
ITAL:3306	Advanced Italian II	4
ITAL:4550	Topics in Italian Studies	3
ITAL:4633	Dante's Inferno	4
ITAL:4634	The Italian Renaissance	3
ITAL:4667	Modern Italian Fiction	3
One of these:		
ITAL:2550	Images of Modern Italy	4
An additional course taught in Italian numbered above ITAL:3002		3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Majors who want to earn teacher licensure should include an additional 2 s.h. in their work for the major. They should consult the director of undergraduate studies.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must have a g.p.a. of at least 3.50 for work undertaken in the department and a cumulative University of Iowa g.p.a. of at least 3.33.

To graduate with honors in the major, students must register for ITAL:4998 Honors Research and Thesis and one honors-designated course numbered above ITAL:3002. They must complete an honors thesis or the equivalent (e.g., translation, comparative stylistics, cultural studies, or research) in Italian and must present their work to a faculty committee.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the Italian major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: competence in first-year Italian

Before the fifth semester begins: competence in second-year Italian (ITAL:2204 Intermediate Italian II)

Before the seventh semester begins: four courses in the major numbered above ITAL:3002 Intensive Elementary Italian and at least 90 s.h. earned toward the degree

Before the eighth semester begins: a total of at least five courses in the major numbered above ITAL:3002

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Italian, B.A.

Course	Title	Hours
First Year		
Fall		
ITAL:1101	Elementary Italian I ^{a, b, c}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Values and Culture ^d		3
Elective course ^e		2
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
ITAL:1102	Elementary Italian II ^{a, b, c}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: Natural Sciences with Lab ^d		4
Elective course ^e		1
Hours		16-17

Second Year

Fall

ITAL:2203	Intermediate Italian I ^{b, c}	4
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
GE CLAS Core: Social Sciences ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		16

Spring

ITAL:2204	Intermediate Italian II ^{b, c}	4
Major: course taught in Italian (prefix ITAL) numbered above 3002 or ITAL:2550 Images of Modern Italy ^{c, f}		3 - 4
GE CLAS Core: International and Global Issues ^d		3
Elective course ^e		3
Elective course ^e		3
Hours		16-17

Third Year

Fall

ITAL:3305	Advanced Italian ^f	4
ITAL:4667	Modern Italian Fiction	3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Natural Sciences without Lab ^d		3
Elective course ^e		3
Hours		16

Spring

ITAL:3306	Advanced Italian II ^f	4
ITAL:4550	Topics in Italian Studies	3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		16

Fourth Year

Fall

ITAL:4633	Dante's Inferno ^f	4
GE CLAS Core: Literary, Visual, and Performing Arts ^g		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		16

Spring

ITAL:4634	The Italian Renaissance	3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15
Total Hours		126-129

a ITAL:1101 and ITAL:1102 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.

- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students pursuing the Italian major must take this course for 4 s.h.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

A background in Italian is advantageous for students planning careers in international business, tourism, and teaching, as well as for opera singers, musicians, art and art history majors, and for those who study architecture, fashion, and design. With more than a thousand Italian companies doing business in the United States, the major in Italian combines well with career options in a wide variety of fields.

Students majoring in Italian may combine their studies with courses in education to prepare for jobs in high school teaching. They may go on to graduate study in areas such as Italian, comparative literature, and other interdisciplinary areas as preparation for college-level teaching. A number of Italian majors go on to law school. Or they may combine other skills and studies with their major in Italian to prepare for challenging career opportunities in international government, business, finance, public relations, journalism, education, archaeology, arts administration, nongovernmental organizations, publishing, library science, politics, travel and tourism, hospitality management, communications, the culinary arts, and in other fields where the knowledge of more than one language is essential.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Arabic Language, Minor

Requirements

The undergraduate minor in Arabic language requires a minimum of 15 s.h. earned in Arabic courses (prefix ARAB) considered intermediate (2000 level) or advanced (3000 level) for the minor, including 12 s.h. taken at the University of Iowa. All courses for the minor must be taught in Arabic. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Arabic Language, Minor

Course	Title	Hours
Academic Career		
Any Semester		
The undergraduate minor in Arabic language requires a minimum of 15 s.h. earned in Arabic courses considered intermediate (2000 level) or advanced (3000 level) for the minor.		
12 s.h. must be taken at the University of Iowa.		
Students must maintain a GPA of at least 2.00 in all courses for the minor.		
Coursework in the minor may not be taken pass/non-pass.		
All courses for the minor must be taught in Arabic.		
	Hours	0
First Year		
Fall		
ARAB:1001	Elementary Modern Standard Arabic I ^{a, b}	5
	Hours	5
Spring		
ARAB:1002	Elementary Modern Standard Arabic II ^{a, b}	5
	Hours	5
Second Year		
Fall		
ARAB:2001	Intermediate Modern Standard Arabic I ^b	5
	Hours	5
Spring		
ARAB:2002	Intermediate Modern Standard Arabic II ^b	5
	Hours	5
Third Year		
Fall		
ARAB:3011	Advanced Modern Standard Arabic I	3
	Hours	3

Spring

ARAB:3012	Advanced Modern Standard Arabic II	3
	Hours	3
	Total Hours	26

- This course is a prerequisite for the required minor courses.
- Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.

French, Minor

Requirements

The undergraduate minor in French requires a minimum of 15 s.h. earned in advanced French courses (prefix FREN) numbered 3000 or above, including at least 9 s.h. taken at the University of Iowa. All courses for the minor must be taught in French. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The French Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be the equivalent to FREN:3000 Third-Year French. Furthering Language Incentive Program (FLIP) credit may not be counted toward the minor.

Credit from the University Studies Abroad Consortium (USAC) programs in Pau and Lyon, France, and the Study in Montpellier program in France counts as University of Iowa credit for the minor; 6 s.h. earned in other study abroad programs may be counted toward the minor.

Those who plan to use their work toward a minor in French as academic background for earning teacher licensure should contact the Office of Student Services in the College of Education about requirements.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

French, Minor

Course	Title	Hours
Academic Career		
Any Semester		
	The undergraduate minor in French requires a minimum of 15 s.h. in courses considered advanced for the minor (3000 level or above). 9 s.h. must be taken at the University of Iowa. All courses for the minor must be taught in French.	
	Students must maintain a GPA of 2.00 in all courses for the minor and in all UI courses for the minor.	
	Coursework in the minor may not be taken pass/non-pass.	
	Furthering Language Incentive Program (FLIP) credit may not be counted toward the minor.	
	The French Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be the equivalent to FREN:3000 Third-Year French.	
	Study Abroad: credit from the University Studies Abroad Consortium and the Study in Montpellier programs in France counts as University of Iowa credit for the minor; 6 s.h. earned in other study abroad programs may be counted toward the minor.	
	Hours	0

First Year

Fall

FREN:1001	Elementary French I ^{a, b}	4 - 5
	Hours	4-5

Spring

FREN:1002	Elementary French II ^{a, b}	4 - 5
	Hours	4-5

Second Year

Fall

FREN:2001	Intermediate French I ^{a, b}	5
	Hours	5

Spring

FREN:2002	Intermediate French II ^b	5
	Hours	5

Third Year

Fall

Minor: advanced French course (prefix FREN, numbered 3000 or above)		3
	Hours	3

Spring

Minor: advanced French course (prefix FREN, numbered 3000 or above)		3
	Hours	3

Fourth Year

Fall

Minor: advanced French course (prefix FREN, numbered 3000 or above)		3
	Hours	3

Spring

Minor: advanced French course (prefix FREN, numbered 3000 or above)		3
Minor: advanced French course (prefix FREN, numbered 3000 or above)		3
	Hours	6

Total Hours	33-35
-------------	-------

a This course is a prerequisite for the required minor courses.

b Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.

Italian, Minor

Requirements

The undergraduate minor in Italian requires a minimum of 15 s.h., including 12 s.h. earned in advanced Italian courses (prefix ITAL) numbered above ITAL:3002 taken at the University of Iowa. All courses for the minor must be taught in Italian. Images of Modern Italy (ITAL:2550) and Dante's Inferno (ITAL:4633), if taken for 4 s.h. (includes discussion section in Italian), will count toward the 12 s.h. of advanced courses required for the minor. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The Italian Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be the equivalent to ITAL:2203 Intermediate Italian I and ITAL:2204 Intermediate Italian II. Furthering Language Incentive Program (FLIP) credit may not be counted toward the minor.

Those who plan to use their work toward a minor in Italian as academic background for earning teacher licensure should contact the Office of Student Services in the College of Education about requirements.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Italian, Minor

Course	Title	Hours
Academic Career		
Any Semester		
The undergraduate minor in Italian requires a minimum of 15 s.h., including 12 s.h. earned in advanced courses (prefix ITAL) numbered above ITAL:3002 Intensive Elementary Italian taken at the University of Iowa.		
Students must maintain a GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.		
Coursework in the minor may not be taken pass/non-pass.		
The Italian Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be the equivalent to ITAL:2203 Intermediate Italian I and ITAL:2204 Intermediate Italian II.		
Furthering Language Incentive Program (FLIP) credit may not be counted toward the minor.		
	Hours	0
First Year		
Fall		
ITAL:1101	Elementary Italian I ^{a, b}	5
	Hours	5

Spring		
ITAL:1102	Elementary Italian II ^{a, b}	5
	Hours	5
Second Year		
Fall		
ITAL:2203	Intermediate Italian I ^{a, b}	4
	Hours	4
Spring		
ITAL:2204	Intermediate Italian II ^{a, c}	4
	Hours	4
Third Year		
Fall		
	Minor: advanced Italian course (prefix ITAL, numbered above 3002) ^d	3
	Hours	3
Spring		
	Minor: advanced Italian course (prefix ITAL, numbered above 3002) ^d	3
	Hours	3
Fourth Year		
Fall		
	Minor: advanced Italian course (prefix ITAL, numbered above 3002) ^d	3
	Hours	3
Spring		
	Minor: advanced Italian course (prefix ITAL, numbered above 3002) ^d	3
	Hours	3
	Total Hours	30

- a Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- b This course is a prerequisite for the required minor courses.
- c Students may also take an Italian elective course
- d All courses for the minor must be taught in Italian; ITAL:2550 and ITAL:4633, if taken for 4 s.h. (includes discussion section in Italian), will count towards the 12 s.h. of advanced courses required for the minor.

French and Francophone World Studies, M.A.

The Master of Arts in French and Francophone world studies is offered with an optional French education emphasis.

For more detailed information on graduate degrees in French and Francophone world studies, contact the Department of French and Italian or visit its website. The department also publishes the Guide for Graduate Students and Assistants.

Requirements

The Master of Arts program in French and Francophone world studies requires a minimum of 30 s.h. of graduate credit and is offered with or without thesis.

Thesis students may apply up to 6 s.h. of thesis credit toward the 30 s.h. required for the degree. They must take a written and oral examination on their areas of study and must defend their thesis at the time of the comprehensive examination. The thesis prospectus must be accepted one year before a student defends the thesis.

Nonthesis students must pass a written and oral examination. With permission of the director of graduate studies and the department chair, nonthesis students may earn up to 6 s.h. of the required 30 s.h. outside the department or transfer up to 6 s.h. of coursework completed at another institution.

All M.A. students must complete the following coursework.

Code	Title	Hours
FREN:5001	Introduction to Graduate Study	2
FREN:5020	Comparative Stylistics	3
At least four graduate-level literature or culture courses numbered 5000 or above		

French Education Emphasis

The Master of Arts program with French education emphasis requires a minimum of 38 s.h. of graduate credit in French. The program is intended primarily for prospective secondary school and community college teachers. Candidates must pass a final written and oral examination.

All French education emphasis students must complete the following coursework.

Code	Title	Hours
FREN:5001	Introduction to Graduate Study	2
FREN:5020	Comparative Stylistics	3
Courses in French literature numbered 5000 or above (minimum requirement)		

Admission

Applicants must have completed the equivalent of the University of Iowa undergraduate major in French. They also must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants for fall semester whose application materials are received in the department by January 15 have the best chance to be admitted and receive financial aid. They must

submit academic transcripts, letters of recommendation from three persons familiar with their past academic work, Graduate Record Examination (GRE) General Test results, a statement of purpose in taking graduate work, and one or more samples of original writing, one of which should be in French, that show their ability to pursue graduate work in French (an honors thesis, term paper, seminar paper, or other course papers).

Financial Support

Teaching assistantships are offered through the department, and University fellowships and scholarships are available through the Graduate College. Contact the Department of French and Italian for details.

Exchange assistantship agreements with the University of Pau and the University of Poitiers provide one year of residence at these universities in France for graduate students.

French and Francophone World Studies, Ph.D.

For more detailed information on graduate degrees in French and Francophone world studies, contact the Department of French and Italian or visit its website. The department also publishes the Guide for Graduate Students and Assistants.

Requirements

The Doctor of Philosophy program in French and Francophone world studies requires a minimum of 72 s.h. of graduate credit, including credit earned for the M.A.

The Ph.D. takes at least three years of graduate study, including at least one year spent in residence at the University of Iowa. Students must pass a comprehensive examination and make a successful oral defense of their dissertation.

Requirements for the Ph.D. with a major in French and Francophone world studies include the following.

Code	Title	Hours
FREN:5001	Introduction to Graduate Study	2
FREN:7000	Thesis (6 s.h. minimum)	6
	Three graduate courses in a related field, such as another in literature, history, or philosophy (8 s.h. minimum)	8
	A 5000-level course in critical theory approved by the director of graduate studies or faculty advisor	3

Students must possess fifth-semester or equivalent proficiency in a foreign language other than French. They are required to spend at least one year teaching as graduate assistants in the department.

Admission

An M.A. in French is prerequisite to admission to the Ph.D. program in French and Francophone world studies. However, successful completion of an M.A. in French does not necessarily qualify a student for doctoral study.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants for fall semester whose application materials are received in the department by January 15 have the best chance to be admitted and receive financial aid. They must submit academic transcripts, letters of recommendation from three persons familiar with their past academic work, Graduate Record Examination (GRE) General Test results, a statement of purpose in taking graduate work, and one or more samples of original writing, one of which should be in French, that show their ability to pursue graduate work in French (an honors thesis, term paper, seminar paper, or other course papers).

Financial Support

Teaching assistantships are offered through the department, and University fellowships and scholarships are available

through the Graduate College. Contact the Department of French and Italian for details.

Exchange assistantship agreements with the University of Pau and the University of Poitiers provide one year of residence at these universities in France for graduate students.

Career Advancement

The Ph.D. program is designed to prepare students for research, teaching, and professional service normally required of college and university faculty members.

Gender, Women's, and Sexuality Studies

Chair

- Leslie A. Schwalm

Director, Graduate Studies

- Naomi Greyser

Director, Undergraduate Studies

- Aniruddha Dutta

Undergraduate majors: gender, women's, and sexuality studies (B.A.); social justice (B.A.)

Undergraduate minors: gender, health, and healthcare equity; gender, women's, and sexuality studies; social justice

Graduate certificate: gender, women's, and sexuality studies

Faculty: <https://clas.uiowa.edu/gwss/people>

Website: <https://clas.uiowa.edu/gwss/>

Gender, women's, and sexuality studies (GWSS) is an interdisciplinary field that promotes social justice and full citizenship by asking when and how gender intersects with sexuality, class, race, ethnicity, nationality, globalization, and physical ability in ways that can exclude and oppress but that also can enrich cultures and expand opportunities. GWSS trains students to investigate how gender and sexuality shape challenges people face in areas such as the environment, culture and the media, education, health, violence, and the economy. Critical thinking and analysis and development of expertise in writing, research, and presentation provide the program's graduates with the professional skills they will need to pursue careers or graduate study in a wide variety of fields or academic disciplines.

Programs

Undergraduate Programs of Study

Majors

- Major in Gender, Women's, and Sexuality Studies (Bachelor of Arts) [p. 512]
- Major in Social Justice (Bachelor of Arts) [p. 518]

Minors

- Minor in Gender, Health, and Healthcare Equity [p. 525]
- Minor in Gender, Women's, and Sexuality Studies [p. 526]
- Minor in Social Justice [p. 527]

Graduate Program of Study

Certificate

- Certificate in Gender, Women's, and Sexuality Studies [p. 530]

Courses

- Gender, Women's, and Sexuality Studies Courses [p. 501]
- Social Justice Courses [p. 509]

Gender, Women's, and Sexuality Studies Courses

GWSS:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

GWSS:1001 Introduction to Gender, Women's, and Sexuality Studies 3 s.h.

Introduction to feminist interdisciplinary study of women's lives, with emphasis on race, class, sexual orientation; work, family, culture, political and social change. GE: Diversity and Inclusion.

GWSS:1002 Diversity and Power in the U.S. 3 s.h.

How the intersection of gender, race, class affects individual experience, national ideology, social institutions; interdisciplinary perspective. GE: Diversity and Inclusion.

GWSS:1003 Introduction to Social Justice 3 s.h.

Introduction to principles and theories of social justice; students examine the history of influential social movements in the United States and the world in the last century; how intersectionality can create tensions between and among members of social movements; how race, class, gender, age, geography, and our bodies play a role in the application of theories of social justice. GE: Diversity and Inclusion. Same as SJUS:1001.

GWSS:1046 Environmental Politics in India 3 s.h.

How resources, commodities, people, and ideas cross borders; examination of globalization through issues of technology, social justice, environment; perspectives from anthropology, gender studies, geography, energy science, and development. GE: International and Global Issues. Same as ANTH:1046, GEOG:1046, SJUS:1046.

GWSS:1060 Sex and Popular Culture in America 3 s.h.

Critical and historical introduction to representation of human sexuality in American popular culture from World War II to the present. GE: Values and Culture. Same as AMST:1060, ENGL:1410.

GWSS:1070 Asian American Women Writers 3 s.h.

Introduction to major Asian American women writers of 20th and 21st centuries; construction of gender within Asian American communities and diverse experiences of Asians in America; novels, short stories, memoirs, films, and historical and critical texts.

GWSS:1074 Inequality in American Sport 3 s.h.

Cultural meanings of sport in contemporary U.S. culture; American dream as promoted, challenged in sport; sport experiences, inclusion, and exclusion as affected by gender and sexuality, race and ethnicity, social class, age, physical ability/disability, and nationalism. GE: Diversity and Inclusion. Same as AMST:1074, SPST:1074.

GWSS:1100 Contraception Across Time and Cultures 3 s.h.

Methods and history of contraception and abortion; issues of unwanted pregnancy and birth control in fiction, film, and media around the world. Taught in English. Same as CLSA:1100, GHS:1100, GRMN:1100, WLLC:1100.

GWSS:1310 Gender and Society 3 s.h.

Role and status of women in society; sex differences, sex role socialization, theories about origin and maintenance of sexual inequalities, changes in social life cycle of women, implications for social institutions and processes; focus on contemporary United States. GE: Values and Culture. Same as SOC:1310.

GWSS:1600 Wonder Woman Unleashed: A Hero for Our Times 3 s.h.

Development of the woman warrior archetype in mythology (Athena/Minerva and Artemis/Diana), literature (Camilla from *The Aeneid* by Virgil), and history (Artemisia and Joan of Arc); focus on the development of Amazon narratives in *Metamorphoses* by Ovid, *The Book of the City of Ladies* by Christine de Pizan, and *On Famous Women* by Boccaccio; students read *Wonder Woman Chronicles* and one or two critical studies on the subject, which may include *The Secret History of Wonder Woman* by Jill Lepore. Same as WLLC:1600.

GWSS:1725 Gender and Religion in Korean Visual Culture 3 s.h.

Students draw creatively on visual materials to illuminate complex experience of Korean women in various religious traditions of Korea. Taught in English. Same as ASIA:1725, KORE:1725, RELS:1725.

GWSS:2000 Desire, Consent, and Sex in U.S. Culture(s): Replacing Coercion and Violence with Respect 3 s.h.

Exploration of desire, sex, consent, and sexual violence in practical and theoretical dimensions; recent demands by students to change the way sexual violence is addressed; lectures by scholars, activists, and professionals; sexual violence, rape culture, and sexuality-based oppression confronted with academic/therapeutic/political knowledge; real world strategies to help better understand and combat sexual violence, theories. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as RHET:2031.

GWSS:2041 Gender, Communication, and Culture 3 s.h.

Social construction of gender and gendered identities across a range of communicative settings in contemporary U.S. society, including relationships, schools, organizations, media, and social movements; how communication creates, reproduces, sustains, and sometimes challenges and changes the meaning of gender and, with that, cultural structures and practices. Same as COMM:2041.

GWSS:2045 Working for Social Justice 1-3 s.h.

Identification and pursuit of careers in a wide range of fields where people advocate for and engage issues of social justice; writing self-assessments, résumés, sample employment application letters, statements of purpose; development of e-portfolios that highlight areas of student research and expertise; mock interview practice; Pomerantz Career Center resources; interviewing professionals in careers focused on social justice and feminist issues; local internship and volunteer possibilities; national and international educational and career opportunities for making a difference in the world.

GWSS:2046 Gender, Sexuality, and Space 3 s.h.

Introduction to feminist and queer theories of social space; material and symbolic construction of gender and sexuality; communicating gender and sexuality in different social spaces and scales in historical and contemporary contexts. Same as COMM:2045.

GWSS:2050 Jews, Judaism, and Social Justice 3 s.h.

Jewish frameworks for grappling with justice and ethics from ancient world to present day; emphasis on internal diversity of Jewish experience as well as interactions with dominant and other minority cultures. Same as SJUS:2050.

GWSS:2052 Women in Islam and the Middle East 3 s.h.

Women in the Islamic community and in non-Muslim Middle Eastern cultures; early rise of Islam to modern times; references to women in the Qur'an and Sunnah, stories from Islamic history; women and gender issues. GE: International and Global Issues; Values and Culture. Same as RELS:2852.

GWSS:2055 Persuasion and Advocacy 3 s.h.

Strategies of prominent women rhetors analyzed from antiquity to present; how our own historical moment constrains, shapes, and enables women's public speaking and writing today; projects that take advantage of multimodal presentation platforms and apply insights from class to causes of interest to UI students. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as RHET:2055.

GWSS:2075 Gender, Sexuality, and Media 3 s.h.

Mediated representations of gender and sexuality (television, film, and internet) to understand how these complex and complicated codes influence meaning of sex, sexuality, and gender; contemporary and historical examples used to engage texts that illuminate cultural conceptions of femininity, masculinity, heterosexuality, and homosexuality; cases that confuse and trouble the stability of these categories. Same as COMM:2075.

GWSS:2078 Women, Sport, and Culture 3 s.h.

Feminist analysis of girls' and women's sports experiences, including reproduction of gender through sport, recent changes in women's intercollegiate athletics, media representations of women's sport, feminist critiques, alternatives to sport. Same as SPST:2078.

GWSS:2080 The Cultural Politics of HIV-AIDS 3 s.h.

Complex historical shifts in cultural perceptions about HIV-AIDS in the U.S. and transnationally; controversies around HIV-AIDS and their links with questions of gender and sexuality; how HIV-AIDS subsequently became the basis of a transnational industry comprising nongovernmental organizations, donors, and activists across the global north and south, starting from 1980s in the U.S. when HIV-AIDS first emerged into public sphere as a gay disease; link between HIV-AIDS and ideologies of development or progress, neocolonialism, and emergence of lesbian, gay, bisexual, transgender, intersex, and questioning (LGBTIQ) movements in many parts of world. Recommendations: background in gender studies, and completion of rhetoric or at least one social sciences course. Same as GHS:2080.

GWSS:2102 Anthropology of Marriage and Family 3 s.h.

Classic anthropological theories of kinship and marriage, including topics such as cousin marriage and incest; recent work on new reproductive technologies and transnational marriage. Same as ANTH:2102.

GWSS:2108 Gendering India 3 s.h.

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

GWSS:2110 Diversity in American Religious History: Experimenting with Gender and Sexuality 3 s.h.

Introduction to select popular, alternative, and communal religious groups from the 19th and 20th centuries that have challenged society's norms for gender and sexuality. Same as HIST:2210, RELS:2110.

GWSS:2120 Gender and Technology 3 s.h.

Study of the technology field as it relates to gender in global perspective; core topics may include gender and STEM fields, gender in technology workplaces, and gender in the design and use of technological products such as mobile technology, artificial intelligence, and video games. Same as ANTH:2120.

GWSS:2151 Global Migration in the Contemporary World 3 s.h.

Examination of social, economic, and cultural dimensions of global migration in the contemporary world from a transnational and anthropological perspective; primary focus is on Asian migration to the United States, but in comparison to other migration trajectories. Recommendations: an introductory course in cultural anthropology is useful, but not required. GE: Diversity and Inclusion. Same as ANTH:2151, IS:2151.

GWSS:2160 Love and Romance in America 3 s.h.

Exploration of the role of love and romance in the American experience; linking love and romance with American ideals—pursuit of happiness, upward mobility, and liberation of self, nation, and the world; history of romance as a popular genre in film, text, digital, and material culture; love as a social ritual in the context of the nation state, consumerism and gender, race and class; picket fences, free love, bromance, green cards, greeting cards, desperate housewives, break-ups, hook-ups, and happily-ever-after. Same as AMST:2160.

GWSS:2172 The History of African American Women from Slavery to Freedom 3 s.h.

Survey of African American women's history from its beginnings through emancipation and Reconstruction; expansion of slavery in the South and its gendered implications, ways Black women influenced antebellum slave culture, female modes of resistance, abolition of slavery in the North, and ways Northern emancipation shaped Black women's experiences in the region; development of a free Black community and Black women's roles in these new social configurations; African American female body under slavery; impact of war and revolution on African American women's lives; Black women's experiences during Reconstruction.

GWSS:2190 Love Rules: Law and the Family Across Cultures 3 s.h.

Recent debates over legalizing gay marriage remind us that the law is not an abstract concept, it is a social creation that emphasizes certain cultural norms over others, both powerful and changeable; family law outlines what one cultural vision of relationships—those between lovers, parent and child, and between kin—supposedly should look like in a given society, a vision always marked by gendered, racial, and sexual divisions of power; students consider what happens when legal norms intersect with diverse ways that people make families through topics including marriage, divorce, custody, and surrogacy across the world. Same as ANTH:2190, IS:2190.

GWSS:2193 Literature, Culture, and Women 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as ENGL:2193.

GWSS:2200 The Racial and Gender Construction of Identity, Citizenship, and Rights in America 3 s.h.

Survey of how race and gender has affected notions of identity and inclusion/exclusion in the social and political sphere, and access to citizenship rights. Same as SJUS:2200.

GWSS:2222 Women in Premodern East Asian Literature 3 s.h.

Reading of East Asian literature portraying women from the first millennium B.C.E. through the 1800s; discussion of issues related to representations of women and conventional social, familial roles in premodern China, Korea, and Japan; cross-cultural comparison of different perceptions and portrayals of women in premodern East Asian literary traditions. Taught in English. Recommendations: completion of all ESL courses. GE: Diversity and Inclusion. Same as ASIA:2222, WLLC:2222.

GWSS:2250 The History of Social Justice Movements 3 s.h.

History of contemporary social movements in the U.S. and how these movements have directly affected policies related to environment, food, reproductive justice, civil rights, immigration, labor, race, and gender; students read, explore, discuss, and write about the history of contemporary social movements in the U.S. that had lasting effects on policies related to environment, agriculture, health, reproductive justice, civil rights, labor, race, gender, and immigration; exploration of multiple modes of representation and resistance including protests, boycotts, strikes, music, art, writing, riots, civil disobedience, theater, poetry, dance, and poetry. Same as HIST:2250, SJUS:2250.

GWSS:2300 Race, Class, Gender, and Labor: Worker Struggles for Legal Rights in the United States 3 s.h.

Students familiar with the gig economy and the "Fight for \$15" examine historical tensions between the working class, middle class, poor, and the one percent—at the intersections of race and gender—and how these diverse groups wielded their influence on the legal system in order to gain power; students examine how workers in the United States joined together, put their bodies on the line for social justice, and created radical, legal change. Same as SJUS:2300.

GWSS:2400 Health Disparities and Intersectionality with U.S. Latina/o/x Peoples 3 s.h.

Exploration of intersectionality—related to gender, immigration status, and more—and U.S. health disparities, particularly as they impact U.S. Latina/o/x peoples; Latina/o/x as a heterogeneous group originating from a variety of countries, with families that may have mixed immigration, education, class, and/or nationality status; public health approaches and concepts; intersectionality, social determinants of health, the Social Ecological Model, Ecosocial Theory, and Critical Race Theory; examination of various levels of racism, sexism, and other forms of intersectional discrimination. Same as CPH:2240, LATS:2400.

GWSS:2500 Love, War, Activism: Stories About Women from Across the World 3 s.h.

Literary and cinematic representations of gender in works by authors and directors from the Global South; development of historical and cultural lines of inquiry to examine artistic representations of love, sexuality, friendship, and parenting; shifts in gender identities and relations that result from social and political crises. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:2570, SJUS:2500.

GWSS:2571 Visualizing Human Rights 3 s.h.

Cinematic representations of human rights issues in films by directors from the Global South; development of historical and cultural lines of inquiry to examine artistic representations of race relations in colonial and postcolonial societies; public health issues, specifically women's and children's rights in context of the HIV/AIDS pandemic. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:2571, SJUS:2571.

GWSS:2600 Men, Masculinity, Identity, and Health 3 s.h.

Impact of male gender roles, masculine identity, and biology on men's health throughout the life course; focus on description, causes, and possible solutions for health related disparities for men in general and for men of color; concepts including machismo, caballerismo, John Henryism, Man Points, hegemonic, and other gender roles related to promoting and reducing quality of health and well-being of U.S. males.

GWSS:2650 Global Reproduction 3 s.h.

History of birth control and work of activists and organizations that emerged to promote it; troubling connections that spawned between reproductive rights and population control movements. Same as GHS:2650.

GWSS:2651 Gender and Sexuality in the Ancient World 3 s.h.

Survey of gender and sexuality issues in the social, political, and religious life of ancient Greece and Rome; evidence from literature, the visual arts, archaeology. Requirements: completion of GE CLAS Core Rhetoric and sophomore standing. GE: Values and Culture. Same as CLSA:2651.

GWSS:2700 Transgender People, Politics, and Cultures 3 s.h.

How people live across and beyond social differentiation of sex and gender; how practices of identity building and political resistance transform or negotiate with social structures of gender, race, and class; burgeoning field of transgender studies which pushes to interrogate some fundamental aspects of human societies and question how supposedly "natural" categories of sex and gender are constructed and transformed; exploration of lives, politics, and subcultures of people who differ from gender norms in the United States and across the world; how transgender cultures and politics negotiate with structures of race and class. Recommendations: background in gender studies or social sciences.

GWSS:2800 African American Women, Health, Hair, and Sexuality 3 s.h.

From the exotic to the erotic, African American women's bodies have been constructed to fulfill a variety of personal and cultural fantasies as well as social functions that are "killing us softly"; how cultural icons and myths of Black women—Jezebel, Mammy, Tragic Mulatto, Aunt Jemima, Sapphire, Matriarch, Welfare Queen, and more recently, the overachieving Black woman—shape and create restrictions and visions of the self that contribute to health disparities; engaging Black feminist/womanist theory to explore how larger images influence everyday acts of self-care and pleasure, such as hair and sexuality, on the health of African American women. Same as AFAM:2800.

GWSS:2900 Love, Sex, and Money: Sexuality and Exchange Across Cultures 3 s.h.

Everything from pop songs to advertisements warn us of the evils of gold diggers, "blingsexuals," or "buyfriends"; in America, money is seen to corrupt the purity and authenticity of love and desire, but money also is an inevitable part of sex, love, and intimacy; cross-cultural examination of how relationships between love, money, and sexuality are organized in different places; different ways people form relationships with lovers, spouses, and persons who enable childbearing; rethinking gender roles, work, value, and power. Same as ANTH:2191.

GWSS:3005 Gender, Women's, and Sexuality Studies Practicum 3-4 s.h.

Experience in volunteer work for organizations that provide services for women. Prerequisites: GWSS:1001.

GWSS:3010 Transnational Sexualities 3 s.h.

How ideas about normative and nonnormative sexuality, gender/sexual identities, and related social movements travel across geographical, political, and cultural boundaries; potentials and limits of using conceptual frameworks (i.e., sexuality, gender, LGBT, queer) across the west and global south; how sexuality always intersects with race, class, nationhood, and transnational systems of power; power structures that shape gender/sexuality through a transnational approach; connection of inequalities within the United States with those across the world. Same as GHS:3015.

GWSS:3050 Topics in Gender, Women's, and Sexuality Studies 1,3 s.h.

Representative topics: American Indian/First Nations Women; population and the environment; feminism and the family; women, health, and healing; women of color.

GWSS:3100 LGBTQ/Queer Studies 3 s.h.

Overview of queer theory and queer studies; development of critical thinking skills in relation to cultural constructions of gender, sexuality, race, and other identity categories.

GWSS:3101 Anthropology of Sexuality 3 s.h.

Practice, definition, and regulation of sex in different cultures and times; use of anthropological tools, including cross-cultural comparison and social constructionist analysis; how social and historical forces shape sex; how a range of topics relate to sexuality, including science, love, work, globalization, ethnicity, health, aging, pornography, and deviance; focus on ways that dynamics (i.e., class, race, gender norms) shape people's culturally and historically specific ways of having and thinking about sex. Same as ANTH:3101.

GWSS:3118 Politics of Reproduction 3 s.h.

Debates over women's reproductive experience, including its medicalization. Same as ANTH:3118.

GWSS:3121 Love, Marriage, and Family in India 3 s.h.

Anthropological understandings of love in India and the region of South Asia more broadly; emphasis on contemporary society; filial and motherly love, arranged marriage and romantic love, devotional and artistic expressions, love between siblings. Same as ANTH:3121.

GWSS:3130 Blacks and Jews: Race, Ethnicity, and Culture in America 3 s.h.

Examination of the historical relationship between Blacks and Jews from antebellum era to present. Same as HIST:3252, SJUS:3130.

- GWSS:3131 Gender and Sexuality in Asia** 3 s.h.
Conceptions of sex, gender, and sexuality in the religions of China, Korea, and Japan; asceticism and celibacy; sexual alchemy; the difference between male and female bodies and souls; intersexed persons; female saints and immortals; transgressive sexuality; gender and sexuality in colonial Asia; East Asian religions and postcolonial feminism. Same as RELS:3431.
- GWSS:3133 Anthropology of Race** 3 s.h.
Anthropological perspectives on race: history of race in anthropology; social, cultural, and political dimensions of race; intersections with gender; biology of human diversity. Recommendations: introductory course in social sciences. Same as ANTH:3133, SJUS:3133.
- GWSS:3138 Writing to Change the World** 3 s.h.
Writers who can frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as RHET:3138, SJUS:3138.
- GWSS:3150 Feminist Readings of History** 3 s.h.
Feminist analysis has revolutionized the writing of history—not only on gender and sexuality, but also on topics as diverse as politics, economics, international relations, and social hierarchies (e.g., race, class, ability, religion); students examine feminist transformations of history with specific topics chosen by instructor. Same as HIST:3150.
- GWSS:3154 Sexuality in the United States** 3 s.h.
- GWSS:3157 Gender, Sexuality, and Human Rights** 3 s.h.
History of gender and sexuality as components in international human rights activism and law; current debates, representative topics. Same as HIST:3157.
- GWSS:3171 Higher Education and Social Justice** 3 s.h.
Reflection of students' place within educational systems; development of rhetorical tools for successful advocacy; advocacy through writing for change within higher education and the UI; student loans, racial segregation, social and economic immobility, free speech, data insecurity, sexual assault. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3171, SJUS:3171.
- GWSS:3173 Gender, Sexuality, and Literature** 3 s.h.
Representations of gender, class, and sexuality in British, American, or postcolonial literature. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3173.
- GWSS:3177 Women and Their Bodies in Health and Illness** 3 s.h.
Basic facts about structure and functioning of female body; particular attention to adjustments the body makes during normal physiological events (menstruation, sexuality, reproduction, menopause) and during illness processes; women's mental and physical health issues in relation to women's lives and roles in society; relationship of women as consumers, practitioners, and activists to health system; achievements and limitations of women's health movements; anti-oppression, intersectionalities, and cross-cultural perspectives. Same as NURS:3739.
- GWSS:3185 Global Women's Cinema** 3 s.h.
Introduction to contemporary women's cinema and feminist filmmaking from around the world; emphasis on post-1968 period and cinema produced outside the United States. Same as WLLC:3185.
- GWSS:3190 Tell Magazine Writing and Publishing Workshop** 3 s.h.
Students serve as editorial, writing, and production staff for *Tell*, the Department of Gender, Women's, and Sexuality Studies' digital magazine; *Tell* explores issues of race, class, gender, sexuality, ability, national identity, and other differences of power and privilege often absent in mainstream publications; students learn technical aspects of digital publication management, write their own stories and columns for the magazine and its ongoing blog, create digital and graphic materials, organize outreach events and manage social media outlets for the magazine, and work as editors and collaborative partners with one another and with writers and artists who submit work for publication. Requirements: gender, women's, and sexuality studies or social justice major or advanced minor.
- GWSS:3200 Theories for Gender, Women's, and Sexuality Studies** 3 s.h.
Historical and contemporary theoretical approaches to the study of gender and sexuality; emphasis on interdisciplinary methods of analysis and interpretation.
- GWSS:3280 Women and Power in U.S. History Through the Civil War** 3 s.h.
Exploration of how women, as political actors, shaped the outcome of familiar events (the American Revolution, the Civil War); how they organized social movements around important issues of their lives such as the abolition of slavery and the right to consent to sexual intimacy; how women's inequality was established in law and social practice; how women thought about and challenged inequality, both as individuals and in social movements. Same as HIST:3280.
- GWSS:3282 Women and Power in U.S. History Since the Civil War** 3 s.h.
Major events and themes in U.S. women's history from late 19th century to present; how women's experiences have differed from men's; exploration of distinct, but interconnected histories of different groups of women; changing ideals of femininity; women's experience of industrialization, immigration, depression, war, and sexual revolution; women's activism for social reform, women's rights, labor, civil rights, peace, and the New Right. Same as HIST:3282.
- GWSS:3300 Mothers and Motherhood** 3 s.h.
Treatment of motherhood; role of motherhood and devaluation of social status. Same as ANTH:3300.

GWSS:3326 The Politics of Progress: NGOs, Development, and Sexuality 3 s.h.

How nonprofit sector increasingly plays a significant role in countering socioeconomic inequalities in the United States and global south; role of nonprofit organizations in relation to governmental policies of development, transnational funders, and ideas of sexual progress; critics of development institutions' arguments that western ideas of progress impose and adversely affect groups they claim to empower, yet also may foster struggles for social justice that go beyond development policy; examination of transnational nonprofit sector in relation to gender/sexuality and how it impacts women and gender/sexual minorities around the world. Recommendations: background in gender studies or social sciences. Same as GHS:3327.

GWSS:3350 Transnational Feminism 3 s.h.

Exploration of feminist perspectives from the United States and outside of the United States; how geopolitics shapes understanding of familiar feminist issues (e.g., reproduction, cultural practices, sexualities, poverty); emphasis on global south regions and populations. Same as ANTH:3125, IS:3350.

GWSS:3375 Women and Poverty 3 s.h.

Examination of women's experiences of poverty in the U.S.; scholarship that seeks to better understand the complex intersections of gender and class, with specific emphasis on poverty; students meet and interact with professionals working in Iowa, addressing poverty and related issues, and engage in an ongoing dialogue about the causes, consequences, and possible solutions to poverty in communities and beyond; coursework and discussions focus specifically on unique challenges women encounter as they navigate their way through and/or out of poverty using an intersectional approach.

GWSS:3400 Gender, Women's, and Sexuality Studies Advocacy and Engagement Colloquium 1-3 s.h.

How to capitalize on volunteer experience; how experience can lead to careers in health care, law, advocacy, social work, social justice, education; issues related to domestic violence, community education, sexual assault; health care for women, youth, and LGBTQ populations; health care inequities, social justice; field journal. Recommendations: active volunteer work at feminist-centered organizations in Iowa, completion of 40-hour training, plan to serve organization for up to ten or more hours each month, and attendance at regularly scheduled volunteer meetings. Same as SJUS:3400.

GWSS:3421 Performing Autobiography 3 s.h.

Advanced seminar and workshop; immersive readings in genre of contemporary autobiographical work, scholarship and criticism, and performance texts and videos as established artists have developed them; students write and perform their own original pieces stemming from personal experiences and interests. Recommendations: RHET:1030. Same as THTR:3421.

GWSS:3425 Women, Crime, and Justice 3 s.h.

Overview of women's experiences with crime and criminal justice system, with reference to experiences of men for purposes of comparison; role of race, ethnicity, and poverty in women's experiences; causes of crime, inequalities in police-citizen interactions, imprisonment, and other aspects of criminal justice system experience. Same as CRIM:3425.

GWSS:3427 Family, Gender, and Society in Early Modern Europe 3 s.h.

Social and gender ideologies as inscribed in patterns of authority (household, church, state); ranges of human endeavor (intellectual, psychological, biological); community organization (social, economic, legal, sexual); their influence on concept of community. Same as HIST:3427.

GWSS:3430 Women on Stage 3 s.h.

Examination of how and why women in the United States have expressed themselves through theatre and performance from 1776 to present; students study plays as performed events in specific times and places for specific audiences through works by African American, Asian American, European American, Latina, Native American, and lesbian/queer writers; what the theater—as a public, embodied art form—offers female writers; how stakes differ for women of diverse backgrounds in using this often suspect and uniquely powerful medium in particular historical moments; how changing definitions of gender and sexuality come into play; prior background in theater not required. Same as AMST:3430, THTR:3430.

GWSS:3450 Writing About Girls 3 s.h.

Examination of a wide range of critical and creative works by contemporary women writers on girlhood; common use of the word "girls" to describe adult women; representations of girls in film and television; role of media in sexualization of girls; impact of gender, race, and class in girls' lives; nature of girls' relationships with one another; ways in which girlhood traumas can continue into adult life; contemporary issues of body image and sexuality (e.g., pressures to be thin, disparagement of sexually active girl as "slut"); poverty, hunger, and homelessness; resistance and rebellion. Same as ENGL:3820.

GWSS:3459 Making Change, Making History: Iowa's Black Activists and Digital History 3 s.h.

From the 1830s through the end of the 19th century, African Americans formed local, state, and national meetings called "Colored Conventions," where they strategized about how to achieve social justice; students explore Iowa's connections to this history of political activism. Same as HIST:3259, SJUS:3459.

GWSS:3460 Girls' Studies 3 s.h.

Introduction to the interdisciplinary field of girls' studies; examination of social constructions of girlhood with focus on contemporary girls in the U.S. and globally; media and popular culture representations of girls; girl culture and psychology; girls' lived experiences of sexism, racism, classism, and homophobia; topics include body, sexuality and identity, education, differences of race, class and nationality, and forms of girls' political activism.

GWSS:3550 Social Justice, Religion, and Spirituality: Faith and Belief Ignited 3 s.h.

Examination of some distinctively American traditions of religion, spirituality, and social justice, including women and men who have channeled their religio-spiritual beliefs into social justice in their communities; historical and anthropological focus; examination of U.S. movements (e.g., the Catholic Worker movement, the United Farm Workers movement, the civil rights movement, iterations of the feminist movement); direct involvement with the communities. Same as RELS:3550, SJUS:3550.

GWSS:3570 Transnational and Postcolonial Writing by Women 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3570.

GWSS:3600 Art, Feminist Practice, and Social Justice 3 s.h.

Issues related specifically to gender, women's, and sexuality studies through the arts; themes include broad social issues such as violence, sexual assault, incarceration, reproduction, immigration, and labor; students explore a theme and work with community partners to address the theme through social practice in the arts. Recommendations: prior courses in gender, women's, and sexuality studies, or courses in social work, art education, or studio arts.

GWSS:3650 Freedom, Democracy, and Revolution 3 s.h.

Investigation of the relationship between freedom, democracy, and revolution in American history; beginning with primary founding documents that grew out of the American Revolution, students explore the ideological and concrete expressions of these ideas, particularly as they affect race and gender; meaning, significance, and boundaries of revolution; space between slavery and freedom; considerations of women's inclusion in the body politic; relationship between political and economic democracy; and questions about whose voices should define the terms of the debate.

GWSS:3700 Narratives of Gender and Masculinity 3 s.h.

Engaging with and deconstructing the stories men and women tell about what it means to be a man in the 21st century; topics may include cultural differences in the construction of gender and masculinity, queer masculinity, masculinity and social justice movements (especially feminism), history of the present moment in masculinity, masculinity from a nonbinary perspective, literary representations of masculinity, and masculinity in mass culture. Requirements: completion of GE CLAS Core Rhetoric. Same as RHET:3150.

GWSS:3750 Born in the USA: Fertility and Reproduction 3 s.h.

Exploration of when, why, how, and with whom Americans bear children; comparison to other developed and developing countries in the world; infertility and its treatments; ethics of surrogacy; voluntary childlessness; rapid rise of nonmarital childbearing in the U.S. and other countries; politics of childbirth; declining populations; rapid aging of rich where women have basically stopped having children. Same as SOC:3750.

GWSS:3900 Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project 3 s.h.

Opportunity to plan and begin work on capstone senior research projects in gender, women's, and sexuality studies and social justice; capstone project builds on coursework, knowledge, and academic skills; activism and engagement in the community; personal experiences and interests; topics include how to choose a subject area and focus, develop key questions, define a problem, find and use sources, evaluate arguments, identify research archives, employ different methodologies and forms of writing, and link research to creative work. Prerequisites: GWSS:1002 and (GWSS:1001 or GWSS:1003).

GWSS:3950 Academic Internship 1-3 s.h.

Work under supervision of a faculty member on a scholarly or creative project related to the department or campus, or work with the director of undergraduate studies as a media, digital publishing, or teaching intern; students receive credit for the internship depending on the number of hours they work, learning objectives they develop, and meetings, written reports, and other research-related or self-evaluative writing they contract to do with the supervising faculty member. Prerequisites: GWSS:1001 or SJUS:1001. Requirements: gender, women's, and sexuality studies or social justice major or minor. Same as SJUS:3950.

GWSS:3990 Independent Readings and Research in Gender, Women's, and Sexuality Studies arr.

Topics not covered in regular curriculum.

GWSS:4000 Sex/Text: Engendering the Essay 3 s.h.

Analyze and discuss significant essays that have engaged and articulated sexuality and gender in contemporary societies, in the U.S. as well as other cultures; students write and workshop on these topics: bodies are battlegrounds, gender is convoluted, sex is serious; gender and sexuality are emotionally charged, politically volatile, and socially complex issues. Recommendations: major or minor in writing-intensive disciplines, or previous writing classes.

GWSS:4026 French Women Writers 3-4 s.h.

Survey of 20th- and 21st-century French women's literature; introduction to French feminist thought. Taught in English. Requirements: for 4 s.h. option—FREN:3060 and FREN:3300. Same as FREN:4026.

GWSS:4090 Senior Research Seminar 3 s.h.

Design and development of individual creative or scholarly projects in the field of gender, women's and sexuality studies; emphasis on strengthening students' research and writing skills; synthesizing and extending work already completed in the major. Prerequisites: GWSS:1001 or GWSS:1002 and GWSS:3900. Requirements: two women's studies courses numbered above GWSS:1001.

GWSS:4095 Honors Senior Thesis arr.

Supervised research, writing. Requirements: honors standing and completion of coursework for minor in women's studies.

GWSS:4140 Feminist Activism and Global Health 3 s.h.

How female gender intersects with culture, environment, and political economy to shape health and illness; reproductive health, violence, drug use, cancer; readings in anthropology, public health. Prerequisites: ANTH:1101. Same as ANTH:4140, CBH:4140, GHS:4140.

- GWSS:4169 Feminist Rhetorics** 3 s.h.
Exploration of multiple, varied, and complex histories of U.S. feminisms from rhetorical perspectives; focus on primary documents, the letters, speeches, essays, and manifesto/as that shaped women's movements and inspire social change from late 18th century to present; social, political, and personal issues that feminists sought to address and transform, communicative and rhetorical methods utilized, and implications of these efforts for women's lives and broader U.S. American culture. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2020, COMM:2030, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248). Same as COMM:4169.
- GWSS:4180 Gender and Sexuality in Comics** 3 s.h.
Critical and historical examination of how gender and sexual identities have been represented in comics and graphic novels including nonfiction and popular genres. Same as INTM:4780.
- GWSS:4540 Gender and Sexuality in French Cinema** 3-4 s.h.
Cultural, historical, semiotic approach to studying construction of gender identity and sexual codes in French cinema from 1920s to present. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. Same as FREN:4540.
- GWSS:4820 Sociology of Sexuality** 3 s.h.
Sociological perspectives on sexuality, including theoretical and conceptual developments, empirical regularities, and social implications; sexual expression in the United States. Prerequisites: SOC:1010 or SOC:1030. Same as SOC:4820.
- GWSS:5000 Foundations for Feminist Inquiry I** 3 s.h.
Theory, critique, methodology, practice.
- GWSS:5120 Reading Transnational Feminist Theory** 3 s.h.
Issues in transnational feminist scholarship, including colonialism, globalization, the nation-state, religion, cultural traditions, and human rights, in global and U.S. domestic contexts; interdisciplinary readings with focus on anthropology, other social sciences. Same as ANTH:5120.
- GWSS:6050 Topics in Gender, Women's, and Sexuality Studies** 3 s.h.
Special topics in women's studies.
- GWSS:6125 Seminar: Feminist Ethnography** 3 s.h.
Feminist critiques of traditional ethnographies; informed by contemporary feminisms. Same as ANTH:6125.
- GWSS:6130 Francophone Thought** 3 s.h.
Comparative study of intellectual, literary, cultural, social, and historical developments that have taken place in Francophone Sub-Saharan Africa, the Caribbean, and the Indian Ocean; approaches include cultural theory, literary criticism, cinema, visual arts, women's studies, popular culture, history, and cultural anthropology; examination of key conceptual paradigms and cultivation of skills in critical thinking methodologies; students acquire the appropriate theoretical tools to explore an interdisciplinary scholarly field and learn to establish connections between the main components of the course and their own research interests. Taught in French. Same as FREN:6130.
- GWSS:6238 Gender and Education in Historical Perspective** 3 s.h.
Gender in context of history of education in the United States; coeducation in common schools, academies, and high schools; women's arrival and experiences as college students; masculinity in higher education; single-sex versus coeducation; emphasis on conflicting historical interpretations. Same as EPLS:6238.
- GWSS:6239 LGBTQ History in Education** 3 s.h.
Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) issues in context of history of education in United States; LGBTQ teachers, students, and studies in K-12 and higher education; emphasis on differences in historical interpretations. Same as EPLS:6239.
- GWSS:6300 Writing for Learned Journals** 1-4 s.h.
Seminar that supports graduate students in bringing written work to publishable form; analysis of target journals' audiences, interests, and citation politics; submission and the publication process; response to reader reports and criticism; best writing and research practices; discussion of knowledge cultures and discourses in disciplines and the contemporary academy. Same as AMST:6300, GRAD:6300, RHET:6330.
- GWSS:6345 New Materialisms** 3 s.h.
Exploration of new strategies for rupturing persistent dichotomies of subject/object, representation/real, culture/nature, and active humans/passive things offered by theories of the vitality and agency of matter; introduction to origins of and developments in new materialisms; oriented to interdisciplinary inquiry and application to research in the humanities, broadly conceived; particular attention to actor-network theory, feminism, queer theory, infrastructuralism, and materialist theories of media. Same as COMM:6345.
- GWSS:6350 Gender and Religion** 3 s.h.
What contemporary religious and spiritual groups and their members believe about sex, sexuality, and gender; how they define and redefine what it means to be a "man" and a "woman"; exploration of contemporary "conservative" and "progressive" cosmologies and theologies; underlying beliefs that construct these perspectives and the impact on individual and group practices; broader implications of individual and group beliefs and practices on national and global policies. Same as RELS:6350.
- GWSS:6415 Seminar: Language, Gender, and Sexuality** 3 s.h.
Role of language and discourse in cultural constructions of gender identities and relations, including domination and subordination; theoretical perspective and methodological approaches that have shaped thought on the language/gender nexus. Same as ANTH:6415, LING:6415.
- GWSS:6990 Independent Study** arr.

GWSS:7122 Readings: History of Gender and Sexuality arr.

Topics in international and transnational history of gender and sexuality. Same as HIST:7122.

GWSS:7205 Gender and Race in Nineteenth-Century United States arr.

Same as AFAM:7205, HIST:7205.

GWSS:7214 Readings: African American Women's History arr.

Same as AFAM:7214, HIST:7214.

GWSS:7220 Readings: History of Sexuality in the United States arr.

History of sexuality within the family, its move into the marketplace; social customs and taboos, methods of birth control and abortion, religion, medical and psychological writings, state policies. Same as HIST:7220.

GWSS:7275 Readings in the History of Women and Gender in the U.S.A. arr.

Same as HIST:7275.

GWSS:7400 Graduate Research Conference Presentation 1 s.h.

Presentation of conference paper based on current research activities; for students pursuing the Certificate in Gender, Women's, and Sexuality Studies. Requirements: gender, women's, and sexuality studies graduate certificate standing.

GWSS:7435 Readings: Women, Men, and Gender in Modern Europe arr.

Same as HIST:7435.

GWSS:7805 Readings in Middle East History arr.

Global perspective on major topics in modern history of the Middle East and North Africa including gender, sexuality, race, and empire. Same as HIST:7805.

Social Justice Courses

SJUS:1001 Introduction to Social Justice 3 s.h.

Introduction to principles and theories of social justice; students examine the history of influential social movements in the United States and the world in the last century; how intersectionality can create tensions between and among members of social movements; how race, class, gender, age, geography, and our bodies play a role in the application of theories of social justice. GE: Diversity and Inclusion. Same as GWSS:1003.

SJUS:1046 Environmental Politics in India 3 s.h.

How resources, commodities, people, and ideas cross borders; examination of globalization through issues of technology, social justice, environment; perspectives from anthropology, gender studies, geography, energy science, and development. GE: International and Global Issues. Same as ANTH:1046, GEOG:1046, GWSS:1046.

SJUS:2000 Theories of Social Justice 3 s.h.

Introduction to important theories of intersectional feminist social justice. Prerequisites: RHET:1030. Recommendations: prior or concurrent enrollment in SJUS:1001 strongly recommended for social justice majors or minors.

SJUS:2050 Jews, Judaism, and Social Justice 3 s.h.

Jewish frameworks for grappling with justice and ethics from ancient world to present day; emphasis on internal diversity of Jewish experience as well as interactions with dominant and other minority cultures. Same as GWSS:2050.

SJUS:2135 Rhetorics of Diversity and Inclusion 3 s.h.

How language is at the root of oppression while also being a powerful tool to enact social justice; students explore the roles of rhetoric in constructing diversity and examine how different bodies and minds are ascribed value based on their alignment with cultural attitudes toward normalcy, ability, race, gender, sexuality, and more; students use written, spoken, and/or signed language and digital forms of expression to create a more inclusive environment in and beyond the classroom. GE: Diversity and Inclusion. Same as RHET:2135.

SJUS:2200 The Racial and Gender Construction of Identity, Citizenship, and Rights in America 3 s.h.

Survey of how race and gender has affected notions of identity and inclusion/exclusion in the social and political sphere, and access to citizenship rights. Same as GWSS:2200.

SJUS:2250 The History of Social Justice Movements 3 s.h.

History of contemporary social movements in the U.S. and how these movements have directly affected policies related to environment, food, reproductive justice, civil rights, immigration, labor, race, and gender; students read, explore, discuss, and write about the history of contemporary social movements in the U.S. that had lasting effects on policies related to environment, agriculture, health, reproductive justice, civil rights, labor, race, gender, and immigration; exploration of multiple modes of representation and resistance including protests, boycotts, strikes, music, art, writing, riots, civil disobedience, theater, poetry, dance, and poetry. Same as GWSS:2250, HIST:2250.

SJUS:2294 Indigenous Art Activism and Social Justice 3 s.h.

Examination of the Native and political aspects of Native arts in the 19th and 20th centuries, from drawings and material culture produced for tourists and collectors to works that explicitly address Native oppression through federal policies, popular cultural appropriations, and colonial representations of Indigenous peoples; emphasis on Indigenous interpretations of colonial and settler history and culture through various media and representations of Indigenous identity and politics. Same as HIST:2294, NAIS:2294.

SJUS:2300 Race, Class, Gender, and Labor: Worker Struggles for Legal Rights in the United States 3 s.h.

Students familiar with the gig economy and the "Fight for \$15" examine historical tensions between the working class, middle class, poor, and the one percent—at the intersections of race and gender—and how these diverse groups wielded their influence on the legal system in order to gain power; students examine how workers in the United States joined together, put their bodies on the line for social justice, and created radical, legal change. Same as GWSS:2300.

SJUS:2500 Love, War, Activism: Stories About Women from Across the World 3 s.h.

Literary and cinematic representations of gender in works by authors and directors from the Global South; development of historical and cultural lines of inquiry to examine artistic representations of love, sexuality, friendship, and parenting; shifts in gender identities and relations that result from social and political crises. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:2570, GWSS:2500.

SJUS:2571 Visualizing Human Rights 3 s.h.

Cinematic representations of human rights issues in films by directors from the Global South; development of historical and cultural lines of inquiry to examine artistic representations of race relations in colonial and postcolonial societies; public health issues, specifically women's and children's rights in context of the HIV/AIDS pandemic. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:2571, GWSS:2571.

SJUS:3005 Gender, Women's, and Sexuality Studies Practicum 3-4 s.h.

Experience in volunteer work for organizations that provide services for women. Prerequisites: GWSS:1001. Same as GWSS:3005.

SJUS:3130 Blacks and Jews: Race, Ethnicity, and Culture in America 3 s.h.

Examination of the historical relationship between Blacks and Jews from antebellum era to present. Same as GWSS:3130, HIST:3252.

SJUS:3133 Anthropology of Race 3 s.h.

Anthropological perspectives on race: history of race in anthropology; social, cultural, and political dimensions of race; intersections with gender; biology of human diversity. Recommendations: introductory course in social sciences. Same as ANTH:3133, GWSS:3133.

SJUS:3138 Writing to Change the World 3 s.h.

Writers who can frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as GWSS:3138, RHET:3138.

SJUS:3171 Higher Education and Social Justice 3 s.h.

Reflection of students' place within educational systems; development of rhetorical tools for successful advocacy; advocacy through writing for change within higher education and the UI; student loans, racial segregation, social and economic immobility, free speech, data insecurity, sexual assault. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3171, GWSS:3171.

SJUS:3190 Global Debt 3 s.h.

Economies as cultural systems that emphasize the role of worldviews and "meaning-making" in organizing economies; debt as a key mechanism in creation and maintenance of relationships; focus on how exchange, distribution, and obligation serve to shore up or sever various social institutions and links between debt, inequality, and power; debt in various forms, from a round of drinks to student loans, and from the U.S. mortgage crisis to development aid; diverse array of economies—from gift exchange to ceremonial destruction of wealth, and from Melanesia to Wall Street—to evaluate assumptions that undergird different systems of debt and credit. Requirements: introductory course in anthropology or international studies or gender, women's, and sexuality studies. Same as ANTH:3190, IS:3190.

SJUS:3250 Literature and Social Justice 3 s.h.

How literature from various time periods—American and global—has enacted, represented, depicted, or encouraged forms and acts of social justice; students study various genres (e.g., essay, poem, autobiography, short story, fiction) and learn how literature has been used to conceptualize social justice, address national and global inequities, and take up complex and intersecting issues of power and privilege. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as ENGL:3170.

SJUS:3400 Gender, Women's, and Sexuality Studies Advocacy and Engagement Colloquium 1-3 s.h.

How to capitalize on volunteer experience; how experience can lead to careers in health care, law, advocacy, social work, social justice, education; issues related to domestic violence, community education, sexual assault; health care for women, youth, and LGBTQ populations; health care inequities, social justice; field journal. Recommendations: active volunteer work at feminist-centered organizations in Iowa, completion of 40-hour training, plan to serve organization for up to ten or more hours each month, and attendance at regularly scheduled volunteer meetings. Same as GWSS:3400.

SJUS:3459 Making Change, Making History: Iowa's Black Activists and Digital History 3 s.h.

From the 1830s through the end of the 19th century, African Americans formed local, state, and national meetings called "Colored Conventions," where they strategized about how to achieve social justice; students explore Iowa's connections to this history of political activism. Same as GWSS:3459, HIST:3259.

SJUS:3510 Topics in Social Justice 3 s.h.

Students deep dive into a specific topic that invites research and debate about the ways cultures understand social justice—human rights in relation to gender and sexuality, race and ethnicity, generations, class religion, species, and environment.

SJUS:3550 Social Justice, Religion, and Spirituality: Faith and Belief Ignited 3 s.h.

Examination of some distinctively American traditions of religion, spirituality, and social justice, including women and men who have channeled their religio-spiritual beliefs into social justice in their communities; historical and anthropological focus; examination of U.S. movements (e.g., the Catholic Worker movement, the United Farm Workers movement, the civil rights movement, iterations of the feminist movement); direct involvement with the communities. Same as GWSS:3550, RELS:3550.

SJUS:3560 Public Policy and Persuasion 3 s.h.

Students build a professional skill set in the area of public policy; creation of a portfolio of professional materials including a policy briefing to an actual client; assignments geared toward developing concise and effective writing as well as presentational styles adapted to different audiences. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as POLI:3560, RHET:3560.

SJUS:3950 Academic Internship 1-3 s.h.

Work under supervision of a faculty member on a scholarly or creative project related to the department or campus, or work with the director of undergraduate studies as a media, digital publishing, or teaching intern; students receive credit for the internship depending on the number of hours they work, learning objectives they develop, and meetings, written reports, and other research-related or self-evaluative writing they contract to do with the supervising faculty member.

Prerequisites: GWSS:1001 or SJUS:1001. Requirements: gender, women's, and sexuality studies or social justice major or minor. Same as GWSS:3950.

SJUS:3990 Independent Study in Social Justice arr.

Topics not covered in regular social justice curriculum.

SJUS:4080 Advocacy and Engagement Capstone 3 s.h.

Design and development of individual creative or scholarly projects in the field of social justice; emphasis on strengthening student's research and writing skills; synthesizing and extending work already completed in the social justice major. Prerequisites: SJUS:1001 and GWSS:1002 and GWSS:3138 and PHIL:1034 and SOC:2810.

Gender, Women's, and Sexuality Studies, B.A.

Students who major in gender, women's, and sexuality studies explore gender and sexuality as they intersect with class, race, ethnicity, nationality, and transnational movements. Students develop interdisciplinary research and writing skills, the ability to address structural inequalities from the local to global level, and the critical tools necessary to work toward social transformation and social justice. Students participate in two high impact experiences that prepare them for careers in a wide range of fields. They participate in a practicum at a community-based site where they learn to integrate feminist theory and practice; and during their senior year, students do rigorous, original research for critical or creative projects on topics of their own choosing.

Learning Outcomes

Students graduating with a major in gender, women's, and sexuality studies (GWSS) will demonstrate how to:

- use feminist intersectional theory in scholarly and creative practice;
- evaluate issues, research problems, and construct arguments using GWSS tools and concepts;
- communicate effectively with diverse communities through speech, writing, and other forms of expression; and
- work collaboratively with others in diverse communities using core GWSS strengths and skills.

Requirements

The Bachelor of Arts with a major in gender, women's, and sexuality studies (GWSS) requires a minimum of 120 s.h., including at least 39 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students may declare the major at any time. They are advised by the Academic Advising Center until they have earned 24 s.h. of credit. Transfer credit is evaluated case by case; a maximum of 12 s.h. of transfer credit may be counted toward the degree. Students may count a maximum of 9 s.h. completed for another major, minor, or certificate toward the gender, women's, and sexuality studies major.

Work for the major consists of the undergraduate core, distribution requirements, and electives. The undergraduate core includes a practicum and culminates in a research seminar.

The B.A. with a major in gender, women's, and sexuality studies requires the following coursework.

Code	Title	Hours
	Undergraduate Core	15
	Distribution Requirements	12-14
	Electives	12-13
	Total Hours	39-42

Undergraduate Core

The undergraduate core consists of five courses. GWSS:1001 Introduction to Gender, Women's, and Sexuality Studies

examines cultural and social beliefs about sex, gender, race, class, and sexuality; GWSS:1002 Diversity and Power in the U.S. explores the intersections of race, class, and gender in the United States. GWSS:3005 Gender, Women's, and Sexuality Studies Practicum teaches students how to apply feminist intersectional concepts in a practicum experience organized in collaboration with community partners.

Two courses help students to develop and create their capstone senior projects. Students first take GWSS:3900 Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project in the fall semester, which focuses on developing advanced research, reading, and writing skills and choosing capstone topics. In the spring of their senior year, students take GWSS:4090 Senior Research Seminar, a research and writing workshop in which students work collaboratively with their classmates to complete their creative or scholarly capstone work, including creating a poster for the end of the semester Senior Research Poster Show.

GWSS students who write honors theses enroll in GWSS:4095 Honors Senior Thesis for 3 s.h. in the spring semester.

The undergraduate core includes the following coursework.

Code	Title	Hours
All of these:		
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies	3
GWSS:1002	Diversity and Power in the U.S.	3
GWSS:3005	Gender, Women's, and Sexuality Studies Practicum	3
GWSS:3900	Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project	3
One of these:		
GWSS:4090	Senior Research Seminar	3
GWSS:4095	Honors Senior Thesis	3

Distribution Requirements

The distribution requirements (total of at least 12 s.h.) are chosen from the following lists. They include one GWSS theory course, one transnational theory course, one GWSS course with a global/comparative focus, and one GWSS or other course with a race/ethnicity focus. Students may request permission from the director of undergraduate studies to use courses not on these lists; ideally, these courses should be offered by the Department of Gender, Women's, and Sexuality Studies (prefix GWSS). At least half of the material in global/comparative topics courses must have a non-U.S. context.

Theory

Code	Title	Hours
One of these:		
GWSS:3100	LGBTQ/Queer Studies	3
GWSS:3200	Theories for Gender, Women's, and Sexuality Studies	3

Transnational Theory

Code	Title	Hours
One of these:		
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3

Global/Comparative Focus

Code	Title	Hours
One of these:		
GWSS:1725/ ASIA:1725/ KORE:1725/ RELS:1725	Gender and Religion in Korean Visual Culture	3
GWSS:2052/ RELS:2852	Women in Islam and the Middle East	3
GWSS:2108/ ANTH:2108	Gendering India	3
GWSS:2151/ ANTH:2151/IS:2151	Global Migration in the Contemporary World	3
GWSS:2222/ ASIA:2222/ WLLC:2222	Women in Premodern East Asian Literature	3
GWSS:2500/ ENGL:2570/ SJUS:2500	Love, War, Activism: Stories About Women from Across the World	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:2700	Transgender People, Politics, and Cultures	3
GWSS:2900/ ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
GWSS:3101/ ANTH:3101	Anthropology of Sexuality	3
GWSS:3121/ ANTH:3121	Love, Marriage, and Family in India	3
GWSS:3131/ RELS:3431	Gender and Sexuality in Asia	3
GWSS:3157/ HIST:3157	Gender, Sexuality, and Human Rights	3
GWSS:3185/ WLLC:3185	Global Women's Cinema	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GWSS:3427/ HIST:3427	Family, Gender, and Society in Early Modern Europe	3
GWSS:4026/ FREN:4026	French Women Writers	3-4
GWSS:4140/ ANTH:4140/ CBH:4140/ GHS:4140	Feminist Activism and Global Health	3
GWSS:4540/ FREN:4540	Gender and Sexuality in French Cinema	3-4
SJUS:1046/ ANTH:1046/	Environmental Politics in India	3

GEOG:1046/ GWSS:1046		
ANTH:2190/ GWSS:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3

Race/Ethnicity in the U.S. Focus

Code	Title	Hours
One of these:		
GWSS:2172	The History of African American Women from Slavery to Freedom	3
GWSS:2800/ AFAM:2800	African American Women, Health, Hair, and Sexuality	3
GWSS:3133/ ANTH:3133/ SJUS:3133	Anthropology of Race	3
GWSS:3177/ NURS:3739	Women and Their Bodies in Health and Illness	3
GWSS:3459/ HIST:3259/ SJUS:3459	Making Change, Making History: Iowa's Black Activists and Digital History	3
SJUS:1001/ GWSS:1003	Introduction to Social Justice	3
SJUS:2200/ GWSS:2200	The Racial and Gender Construction of Identity, Citizenship, and Rights in America	3
SJUS:2250/ GWSS:2250/ HIST:2250	The History of Social Justice Movements	3
SJUS:3130/ GWSS:3130/ HIST:3252	Blacks and Jews: Race, Ethnicity, and Culture in America	3
SJUS:3250/ ENGL:3170	Literature and Social Justice	3
ENGL:3459/ AFAM:3459	African American Literature Before 1900	3
ENGL:3460/ AFAM:3460	African American Literature After 1900	3
HIST:2266/ AFAM:2266	Civil War and Emancipation	3
HIST:2267/ AFAM:2267	African American History to 1877: From Slave Cabin to Senate Floor	3
HIST:3275/ AFAM:3275	History of Slavery in the U.S.A.	3-4
SSW:3847	Discrimination, Oppression, and Diversity	3

A Native American and Indigenous studies course (prefix NAIS) numbered 2000 or above that does not fulfill a GE CLAS Core requirement

A Latina/o/x studies course (prefix LATS) numbered 2000 or above that does not fulfill a GE CLAS Core requirement

Electives

Students must complete at least four electives (minimum of 12 s.h.), including at least 6 s.h. in courses numbered 3000 or above. Students can count GWSS distribution area requirement courses as electives if they were not used to fulfill their area requirements. With the instructor's permission, honors students may count a graduate-level

course numbered 5000 or above toward the electives requirement.

In choosing electives, students are encouraged to pursue a course of study that emphasizes breadth and depth in a specific discipline (anthropology, English, and history, among others) or a focus area (art, writing, literature, sexuality, media, global and transnational studies, race and ethnicity, health, and so on).

Students must select electives from the following list.

Code	Title	Hours
GWSS:1000	First-Year Seminar	1
GWSS:1046/ ANTH:1046/ GEOG:1046/ SJUS:1046	Environmental Politics in India	3
GWSS:1060/ AMST:1060/ ENGL:1410	Sex and Popular Culture in America	3
GWSS:1074/ AMST:1074/ SPST:1074	Inequality in American Sport	3
GWSS:1100/ CLSA:1100/ GHS:1100/ GRMN:1100/ WLLC:1100	Contraception Across Time and Cultures	3
GWSS:1310/ SOC:1310	Gender and Society	3
GWSS:1600/ WLLC:1600	Wonder Woman Unleashed: A Hero for Our Times	3
GWSS:1725/ ASIA:1725/ KORE:1725/ RELS:1725	Gender and Religion in Korean Visual Culture	3
GWSS:2000/ RHET:2031	Desire, Consent, and Sex in U.S. Culture(s): Replacing Coercion and Violence with Respect	3
GWSS:2041/ COMM:2041	Gender, Communication, and Culture	3
GWSS:2045	Working for Social Justice	1
GWSS:2052/ RELS:2852	Women in Islam and the Middle East	3
GWSS:2055/ RHET:2055	Persuasion and Advocacy (when topic is cowgirl stories)	3
GWSS:2075/ COMM:2075	Gender, Sexuality, and Media	3
GWSS:2078/ SPST:2078	Women, Sport, and Culture	3
GWSS:2080/ GHS:2080	The Cultural Politics of HIV-AIDS	3
GWSS:2102/ ANTH:2102	Anthropology of Marriage and Family	3
GWSS:2108/ ANTH:2108	Gendering India	3
GWSS:2151/ ANTH:2151/IS:2151	Global Migration in the Contemporary World	3
GWSS:2172	The History of African American Women from Slavery to Freedom	3

GWSS:2193/ ENGL:2193	Literature, Culture, and Women	3
GWSS:2222/ ASIA:2222/ WLLC:2222	Women in Premodern East Asian Literature	3
GWSS:2250/ HIST:2250/ SJUS:2250	The History of Social Justice Movements	3
GWSS:2300/ SJUS:2300	Race, Class, Gender, and Labor: Worker Struggles for Legal Rights in the United States	3
GWSS:2400/ CPH:2240/ LATS:2400	Health Disparities and Intersectionality with U.S. Latina/o/x Peoples	3
GWSS:2500/ ENGL:2570/ SJUS:2500	Love, War, Activism: Stories About Women from Across the World	3
GWSS:2600	Men, Masculinity, Identity, and Health	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:2651/ CLSA:2651	Gender and Sexuality in the Ancient World	3
GWSS:2700	Transgender People, Politics, and Cultures	3
GWSS:2800/ AFAM:2800	African American Women, Health, Hair, and Sexuality	3
GWSS:2900/ ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3050	Topics in Gender, Women's, and Sexuality Studies	1,3
GWSS:3100	LGBTQ/Queer Studies	3
GWSS:3101/ ANTH:3101	Anthropology of Sexuality	3
GWSS:3118/ ANTH:3118	Politics of Reproduction	3
GWSS:3121/ ANTH:3121	Love, Marriage, and Family in India	3
GWSS:3131/ RELS:3431	Gender and Sexuality in Asia	3
GWSS:3133/ ANTH:3133/ SJUS:3133	Anthropology of Race	3
GWSS:3138/ RHET:3138/ SJUS:3138	Writing to Change the World	3
GWSS:3154	Sexuality in the United States	3
GWSS:3157/ HIST:3157	Gender, Sexuality, and Human Rights	3
GWSS:3173/ ENGL:3173	Gender, Sexuality, and Literature	3
GWSS:3177/ NURS:3739	Women and Their Bodies in Health and Illness	3
GWSS:3185/ WLLC:3185	Global Women's Cinema	3
GWSS:3190	Tell Magazine Writing and Publishing Workshop	3

GWSS:3200	Theories for Gender, Women's, and Sexuality Studies	3
GWSS:3280/ HIST:3280	Women and Power in U.S. History Through the Civil War	3
GWSS:3282/ HIST:3282	Women and Power in U.S. History Since the Civil War	3
GWSS:3300/ ANTH:3300	Mothers and Motherhood	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
GWSS:3400/ SJUS:3400	Gender, Women's, and Sexuality Studies Advocacy and Engagement Colloquium	1-3
GWSS:3421/ THTR:3421	Performing Autobiography	3
GWSS:3425/ CRIM:3425	Women, Crime, and Justice	3
GWSS:3427/ HIST:3427	Family, Gender, and Society in Early Modern Europe	3
GWSS:3450/ ENGL:3820	Writing About Girls	3
GWSS:3459/ HIST:3259/ SJUS:3459	Making Change, Making History: Iowa's Black Activists and Digital History	3
GWSS:3600	Art, Feminist Practice, and Social Justice	3
GWSS:3700/ RHET:3150	Narratives of Gender and Masculinity	3
GWSS:3750/ SOC:3750	Born in the USA: Fertility and Reproduction	3
GWSS:3950/ SJUS:3950	Academic Internship	1-3
GWSS:3990	Independent Readings and Research in Gender, Women's, and Sexuality Studies	arr.
GWSS:4026/ FREN:4026	French Women Writers	3-4
GWSS:4140/ ANTH:4140/ CBH:4140/ GHS:4140	Feminist Activism and Global Health	3
GWSS:4169/ COMM:4169	Feminist Rhetorics	3
GWSS:4180/ INTM:4780	Gender and Sexuality in Comics	3
GWSS:4540/ FREN:4540	Gender and Sexuality in French Cinema	3
GWSS:4820/ SOC:4820	Sociology of Sexuality	3
SJUS:1001/ GWSS:1003	Introduction to Social Justice	3
SJUS:2000	Theories of Social Justice	3
SJUS:2200/ GWSS:2200	The Racial and Gender Construction of Identity, Citizenship, and Rights in America	3
SJUS:3130/ GWSS:3130/ HIST:3252	Blacks and Jews: Race, Ethnicity, and Culture in America	3

SJUS:3250/ ENGL:3170	Literature and Social Justice	3
SJUS:3550/ GWSS:3550/ RELS:3550	Social Justice, Religion, and Spirituality: Faith and Belief Ignited	3
ANTH:2190/ GWSS:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3
RELS:2986	Religion and Women	3

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in the major. Students must write an honors thesis that requires two semesters of work during the senior year: fall (thesis research) and spring (thesis writing).

Students who intend to graduate with honors in the major should meet with the gender, women's, and sexuality studies (GWSS) director of undergraduate study before the end of their junior year. They also must select a faculty member to serve as their honors thesis supervisor before they begin their thesis work. The department recommends that students consider faculty members from whom they have taken GWSS courses.

Students have three options for conducting honors research. They can work with a faculty member in GWSS:3990 Independent Readings and Research in Gender, Women's, and Sexuality Studies for 3 s.h.; create an honors contract for a GWSS course numbered 3000 or above taught by the honors thesis supervisor; or complete a graduate readings course or seminar related to their thesis subject.

In the fall semester, students enroll in GWSS:3900 Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project. Students write their honors theses during the spring semester in GWSS:4095 Honors Senior Thesis. While enrolled in this class, honors students work with the students in GWSS:4090 Senior Research Seminar. Participation allows students to take part in a workshop-style class where their research and writing receive extensive review from classmates and instructors, and they partake in the department's end of the year Senior Research Poster Show.

A GWSS student earning honors in more than one major may choose to complete a single thesis that satisfies the honors requirements of both departments. Students must have thesis advisors in both departments, and both advisors must approve the final project.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the gender, women's, and sexuality studies major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: GWSS:1001 Introduction to Gender, Women's, and Sexuality Studies

Before the fifth semester begins: GWSS:1002 Diversity and Power in the U.S. and two GWSS electives

Before the seventh semester begins: one GWSS distribution course (theory or comparative/non-U.S. focus) and at least 90 s.h. earned toward the degree

Before the eighth semester begins: GWSS:3005 Gender, Women's, and Sexuality Studies Practicum; GWSS:3900 Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project; one more GWSS distribution course (theory or comparative/non-U.S. focus); and at least one more GWSS elective

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Gender, Women's, and Sexuality Studies, B.A.

Course	Title	Hours
First Year		
Fall		
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Values and Culture ^a		3
Elective course ^b		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
GWSS:1002	Diversity and Power in the U.S.	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Natural Sciences with Lab ^a		4
GE CLAS Core: Social Sciences ^a		3
Elective course ^b		2
Hours		15-16
Second Year		
Fall		
Major: Elective course ^c		3
Major: race and ethnicity course		3
GE CLAS Core: Quantitative or Formal Reasoning ^a		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5

Elective course ^b	3
Hours	16-17

Spring

Major: global and comparative course	3
Major: Elective course ^c	3
GE CLAS Core: International and Global Issues ^a	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
Elective course ^b	3
Hours	16-17

Third Year

Fall

GWSS:3005	Gender, Women's, and Sexuality Studies Practicum	3
Major: theory course		3
GE CLAS Core: Historical Perspectives ^a		3
GE CLAS Core: Natural Sciences without Lab ^a		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Hours		16-17

Spring

Major: transnational theory		3
Major: 3000-level or above elective course ^c		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d		4 - 5
Elective course ^b		3
Elective course ^b		3
Hours		16-17

Fourth Year

Fall

Major: 3000-level or above elective course ^c		3
GWSS:3900	Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project ^{e, f}	3
GE CLAS Core: Literary, Visual, and Performing Arts ^a		3
Elective course ^b		3
Elective course ^b		2
Hours		14

Spring

GWSS:4095 or GWSS:4090	Honors Senior Thesis ^{e, g} or Senior Research Seminar	3
Elective course ^b		3
Elective course ^b		3
Elective course ^b		3
Elective course ^b		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	122-128

- a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- b Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- c Students select at least 12 s.h. in major electives with a minimum of 6 s.h. numbered 3000 or above.

- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Prerequisites exist for this course. Check MyUI for prerequisites.
- f Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- g Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Gender, women's, and sexuality studies (GWSS) majors develop the critical skills and problem-solving abilities needed for engaging the challenges of contemporary life. Graduates work in diverse settings, such as government and nonprofit agencies, newspaper offices, human resource departments, museums, theaters, international human rights organizations, schools, and hospitals. They do fund raising, political organizing, teaching, writing, research, advocacy work, counseling, diversity training, and marketing. They become social workers, nurse midwives and doctors, editors, librarians, business managers, grant writers, campaign directors, educational administrators, program coordinators, lawyers, and professors.

A GWSS undergraduate education provides a solid foundation for pursuing graduate degrees from schools of social work, public health, law, education, international relations, public affairs and public policy, and medicine. The major also prepares students for a wide range of graduate programs, including gender and women's studies, history, anthropology, urban education, creative writing, political science, human rights, human sexuality, and counseling.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Social Justice, B.A.

Students who major in social justice expand their knowledge by integrating theory and engagement with real world field experiences. They approach social justice through the arts, history, literature, comparative religious studies, political science, philosophy, health education, and gender, women's, and sexuality studies.

Social justice students:

explore how the intersections of geography, race, class, gender, sexuality, health, economics, and history create networks of privilege and oppression across the globe through coursework and reflect on situations they encounter in the field;

read, write, listen, and act through coursework and fieldwork in order to understand how conditions are created for change on the local, regional, and national level historically, ethically, politically, and personally;

learn about selected history of social movements, how those movements emerged, and the impacts those movements had on policy, populations, the environment, and culture through engagement in a core course;

develop a deeper understanding of issues, practice, research, and theory related to social justice in one or more areas of study within the traditional disciplines of the liberal arts through 9 s.h. of coursework in an area of specialization; and

prepare for employment and/or for graduate study in various fields through high quality internships and educational experiences, including anthropology, political science, law, criminology, health, the cultural sector, social services, business, nonprofit management, or public history projects.

Learning Outcomes

Students graduating with a degree in social justice will:

- explore how an intersectional lens can magnify the tensions within constructed identities based on race, ethnicity, gender and gender expression, geography, language, citizenship, sexuality, class, age, ability, and religion to practices of oppression and discrimination;
- learn about historical moments when oppression and discrimination have influenced policy, culture, law, and corporeal practices and find recurring patterns in current events, culture, and policy; and
- express ways their personal experiences and scholarly ideas connect to larger political, environmental, social, and geographical contexts, issues, and problems.

Requirements

The Bachelor of Arts with a major in social justice requires a minimum of 120 s.h., including at least 39 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students may declare the major at any time. They are advised by the Academic Advising Center until they have earned 24 s.h. of credit. Transfer credit is evaluated case by case; a maximum of 6 s.h. of transfer credit may be counted toward the degree. Foundation courses must be completed at the

University of Iowa. Students may count a maximum of 9 s.h. completed for another major, minor, or certificate toward the social justice major.

Work for the major consists of foundation coursework, core courses, an emphasis area, and a capstone experience.

The B.A. with a major in social justice requires the following coursework.

Code	Title	Hours
Foundation Courses		12
Core Courses		12
Social Justice Emphasis Area		9
Capstone		6
Total Hours		39

Foundation Courses

The foundation consists of four courses (minimum of 12 s.h.). Two introductory courses, SJUS:1001 Introduction to Social Justice and GWSS:1002 Diversity and Power in the U.S., orient students to the major conceptual areas that constitute social justice as an interdisciplinary field; SJUS:2250 The History of Social Justice Movements explores past and present social justice movements in the U.S. and their impact on policy and culture; and GWSS:3138 Writing to Change the World provides students with opportunities to enhance their writing skills to effect change.

Code	Title	Hours
All of these:		
SJUS:1001/ GWSS:1003	Introduction to Social Justice	3
SJUS:2250/ GWSS:2250/ HIST:2250	The History of Social Justice Movements	3
GWSS:1002	Diversity and Power in the U.S.	3
GWSS:3138/ RHET:3138/ SJUS:3138	Writing to Change the World	3

Core Courses

Human Rights, Diversity, Activism

Code	Title	Hours
Two of these:		
SJUS:2050/ GWSS:2050	Jews, Judaism, and Social Justice	3
SJUS:2200/ GWSS:2200	The Racial and Gender Construction of Identity, Citizenship, and Rights in America	3
SJUS:2500/ ENGL:2570/ GWSS:2500	Love, War, Activism: Stories About Women from Across the World	3
SJUS:2571/ ENGL:2571/ GWSS:2571	Visualizing Human Rights	3
SJUS:3130/ GWSS:3130/ HIST:3252	Blacks and Jews: Race, Ethnicity, and Culture in America	3
SJUS:3133/ ANTH:3133/ GWSS:3133	Anthropology of Race	3

GWSS:2045	Working for Social Justice	3	SJUS:2300/ GWSS:2300	Race, Class, Gender, and Labor: Worker Struggles for Legal Rights in the United States	3
GWSS:2080/ GHS:2080	The Cultural Politics of HIV-AIDS	3			
GWSS:2172	The History of African American Women from Slavery to Freedom	3	SJUS:3171/ ENGL:3171/ GWSS:3171	Higher Education and Social Justice	3
GWSS:2800/ AFAM:2800	African American Women, Health, Hair, and Sexuality	3	SJUS:3250/ ENGL:3170	Literature and Social Justice	3
GWSS:3157/ HIST:3157	Gender, Sexuality, and Human Rights	3	SJUS:3459/ GWSS:3459/ HIST:3259	Making Change, Making History: Iowa's Black Activists and Digital History	3
GWSS:3177/ NURS:3739	Women and Their Bodies in Health and Illness	3	SJUS:3550/ GWSS:3550/ RELS:3550	Social Justice, Religion, and Spirituality: Faith and Belief Ignited	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3	GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:4140/ ANTH:4140/ CBH:4140/ GHS:4140	Feminist Activism and Global Health	3	GWSS:2700	Transgender People, Politics, and Cultures	3
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3	GWSS:3280/ HIST:3280	Women and Power in U.S. History Through the Civil War	3
HIST:3232	History of American Inequality	3	GWSS:3282/ HIST:3282	Women and Power in U.S. History Since the Civil War	3
HIST:3275/ AFAM:3275	History of Slavery in the U.S.A.	3-4	GWSS:3600	Art, Feminist Practice, and Social Justice	3
HIST:4101	History of Human Rights	3	AFAM:3053/ AMST:3053/ HIST:3253	The Civil Rights Movement	3
HIST:4478	Holocaust in History and Memory	3	COMM:2054	Movements, Protest, Resistance	3
HRTS:2115/IS:2115	Introduction to Human Rights	3	ENGL:2463	Topics in African American Literature (when topic is the Harlem Renaissance)	3
HRTS:3910/IS:3910	Human Rights Advocacy	3	ENGL:3515	Topics in Postcolonial Studies (when topic is revolutionary Caribbean: Cuba and Puerto Rico)	3
HRTS:3906	Global Crises and Human Rights	3	HIST:3232	History of American Inequality	3
LATS:3104/ LAS:3104/ POLI:3104	Immigration Politics	3	HIST:4260	The Sixties in America	3
NAIS:2292/ HIST:2292	Introduction to American Indian History and Policy	3	IS:3200	Sustainable Development	3
PHIL:3430	Philosophy of Human Rights	3	LATS:3550	Topics in Latina/o/x Studies: History and Culture	3
POLI:1900	Introduction to the Politics of Race	3			
RELS:3855/IS:3855	Human Rights and Islam	3			
RHET:3560/ POLI:3560/ SJUS:3560	Public Policy and Persuasion	3			
SOC:2810	Social Inequality	3			
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	3			
SSW:3847	Discrimination, Oppression, and Diversity	3			

Social Justice Movements: Politics, History, Culture, Art

Code	Title	Hours
Two of these:		
SJUS:2000	Theories of Social Justice	3
SJUS:2294/ HIST:2294/ NAIS:2294	Indigenous Art Activism and Social Justice	3

Social Justice Emphasis Area

Students choose one emphasis area from the following lists and complete three or more courses for 9 s.h.; two of the courses must be numbered 3000 or above. A course used to satisfy the core requirement cannot be taken to satisfy an emphasis area requirement. Students may substitute courses with approval of the social justice advisor. They also may include one study abroad course related to social justice, including the India Winterim Program; see Study Abroad [p. 2001] in the Catalog. In addition, students may create their own emphasis area in collaboration with the social justice advisor.

The Arts and Social Change

Code	Title	Hours
SJUS:3171/ ENGL:3171/ GWSS:3171	Higher Education and Social Justice	3

SJUS:3250/ ENGL:3170	Literature and Social Justice	3
GWSS:3190	Tell Magazine Writing and Publishing Workshop	3
GWSS:3450/ ENGL:3820	Writing About Girls	3
GWSS:3600	Art, Feminist Practice, and Social Justice	3
AFAM:3245/ RELS:3745	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3
ARTS:3400	Grant Writing in the Arts	3
ASIA:2450	India Beat: The Aesthetics and Politics of India Today	3
DANC:2065	Performing Power/ Performing Protest: The Body, Identity, and the Image	3
EDTL:3204	Art Education Studio and Field Components	3
MUS:1687	Orientation to Music Therapy	2
THTR:2605/ EDTL:2963	Monsters, Victims, and Villains: Changing Perceptions	3
THTR:3421/ GWSS:3421	Performing Autobiography	3
THTR:3520/ DPA:3520/ ENTR:3520/ INTD:3520	Starting Up the Arts Start-up	3
THTR:4510/ DPA:4510/ ENTR:4510/ INTD:4510	Arts Leadership Seminar	3
WRIT:2100	Writing and Community Outreach	3
WRIT:2101	Writers in the Community	1
WRIT:4100	Iowa Youth Writing Project Mentorship Practicum	1-3

The Environment and Ecological Justice

Code	Title	Hours
GWSS:1046/ ANTH:1046/ GEOG:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2261	Human Impacts on the Environment	3
ANTH:3103	Environment and Culture	3
ANTH:4130/ RELS:4730	Religion and Environmental Ethics	3
CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2
CPH:4200	Agriculture, Food Systems, and Sustainability	3
EES:3070	Marine Ecosystems and Conservation	3

GEOG:2013/ BUS:2013/ SUST:2013/ URP:2013	Introduction to Sustainability	arr.
GEOG:2410	Environment and Development	3
GEOG:2930	Water Resources	3
GEOG:2950	Environmental Conservation	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3920/ URP:3001	Planning Livable Cities	3
GEOG:4770/ GHS:4770	Environmental Justice	3
RELS:3976/ NAIS:3276	American Indian Environmentalism	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3

Gender, Women's, and Sexuality Studies

Code	Title	Hours
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies	3
GWSS:1046/ ANTH:1046/ GEOG:1046/ SJUS:1046	Environmental Politics in India	3
GWSS:2000/ RHET:2031	Desire, Consent, and Sex in U.S. Culture(s): Replacing Coercion and Violence with Respect	3
GWSS:2108/ ANTH:2108	Gendering India	3
GWSS:2160/ AMST:2160	Love and Romance in America	3
GWSS:2190/ ANTH:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3
GWSS:2500/ ENGL:2570/ SJUS:2500	Love, War, Activism: Stories About Women from Across the World	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:2900/ ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
GWSS:3005	Gender, Women's, and Sexuality Studies Practicum	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3100	LGBTQ/Queer Studies	3
GWSS:3118/ ANTH:3118	Politics of Reproduction	3

GWSS:3200	Theories for Gender, Women's, and Sexuality Studies	3	GWSS:2900/ ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
GWSS:3280/ HIST:3280	Women and Power in U.S. History Through the Civil War	3	GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3300/ ANTH:3300	Mothers and Motherhood	3	GWSS:3121/ ANTH:3121	Love, Marriage, and Family in India	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3	GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3	GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
GWSS:3450/ ENGL:3820	Writing About Girls	3	GWSS:4140/ ANTH:4140/ CBH:4140/ GHS:4140	Feminist Activism and Global Health	3
GWSS:3750/ SOC:3750	Born in the USA: Fertility and Reproduction	3	ASIA:2450	India Beat: The Aesthetics and Politics of India Today	3
AMST:3430/ GWSS:3430/ THTR:3430	Women on Stage	3	COMM:2086	Global Media Studies	3
ANTH:4140/ CBH:4140/ GHS:4140/ GWSS:4140	Feminist Activism and Global Health	3	COMM:4131/ IS:4131	Globalization and Culture	3
COMM:2041/ GWSS:2041	Gender, Communication, and Culture	3	HIST:3126	History of Globalization	3
COMM:2075/ GWSS:2075	Gender, Sexuality, and Media	3	HIST:4640	Imperialism and Modern India	3
COMM:4169/ GWSS:4169	Feminist Rhetorics	3	POLI:3104/ LAS:3104/ LATS:3104	Immigration Politics	3
HIST:3282/ GWSS:3282	Women and Power in U.S. History Since the Civil War	3	POLI:3512	International Conflict	3
JMC:3175	Gender and Mass Media	3	RELS:3431/ GWSS:3131	Gender and Sexuality in Asia	3
POLI:3114	Women and Politics in the United States	3	RELS:3855/IS:3855	Human Rights and Islam	3
RELS:3431/ GWSS:3131	Gender and Sexuality in Asia	3	SPAN:2200	Introduction to Spanish American Cultures	3
SPST:1074/ AMST:1074/ GWSS:1074	Inequality in American Sport	3	SPAN:3230	Modern Mexico	3
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	3			

Global and Transnational Studies

Code	Title	Hours
GWSS:1725/ ASIA:1725/ KORE:1725/ RELS:1725	Gender and Religion in Korean Visual Culture	3
GWSS:2108/ ANTH:2108	Gendering India	3
GWSS:2151/ ANTH:2151/IS:2151	Global Migration in the Contemporary World	3
GWSS:2500/ ENGL:2570/ SJUS:2500	Love, War, Activism: Stories About Women from Across the World	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:2700	Transgender People, Politics, and Cultures	3

Health

Code	Title	Hours
GWSS:2080/ GHS:2080	The Cultural Politics of HIV-AIDS	3
GWSS:2400/ CPH:2240/ LATS:2400	Health Disparities and Intersectionality with U.S. Latina/o/x Peoples	3
GWSS:2600	Men, Masculinity, Identity, and Health	3
GWSS:2800/ AFAM:2800	African American Women, Health, Hair, and Sexuality	3
GWSS:3177/ NURS:3739	Women and Their Bodies in Health and Illness	3
ANTH:2164/ GHS:2164	Culture and Healing for Future Health Professionals	3
ANTH:2181/ ASP:2181/ GHS:2181	The Anthropology of Aging	3
ANTH:2182/ GHS:2182	Africa: Health and Society	3
ANTH:3110/ GHS:3110/ NAIS:3110	Health of Indigenous Peoples	3
ANTH:3151/ ASP:3151/ GHS:3151	The Anthropology of the Beginnings and Ends of Life	3

ANTH:3152/ ASP:3152/ GHS:3152	Anthropology of Caregiving and Health	3
ASP:3150	Psychology of Aging	3
CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2
CPH:2400	The U.S. Health System in a Global Context	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
CPH:3500/ GHS:3500	Global Public Health	3
ENGL:2560	Topics in Culture and Identity (when topic is stories about HIV/AIDS)	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:4600	Global Health and Human Rights	3
HIST:4162/ GHS:4162	History of Global Health	3
JMC:3150/ CBH:3150/ GHS:3150	Media and Health	3
PSY:2930	Abnormal Psychology: Health Professions	3
PSY:3065	The Aging Mind and Brain	3
PSY:3240	Motivation, Addiction, and the Brain	3
RELS:3580/ ANTH:3113/ ASIA:3561/ GHS:3113	Religion and Healing	3

Race and Ethnicity in the U.S.

Code	Title	Hours
SJUS:3130/ GWSS:3130/ HIST:3252	Blacks and Jews: Race, Ethnicity, and Culture in America	3
GWSS:3133/ ANTH:3133/ SJUS:3133	Anthropology of Race	3
GWSS:3459/ HIST:3259/ SJUS:3459	Making Change, Making History: Iowa's Black Activists and Digital History	3
AMST:2700/ AFAM:2700	The Black Image in Sequential Art: Comics, Graphic Novels, and Anime	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America	3
COMM:2076/ AFAM:2076	Race, Ethnicity, and Media	3
ENGL:2463	Topics in African American Literature	3
ENGL:2465/ AFAM:2465	Selected African American Authors	3
ENGL:3444	Literatures of the American Peoples	3

ENGL:3459/ AFAM:3459	African American Literature Before 1900	3
ENGL:3460/ AFAM:3460	African American Literature After 1900	3
HIST:2267/ AFAM:2267	African American History to 1877: From Slave Cabin to Senate Floor	3
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3
HIST:4216/ LAS:4216	Mexican American History	3
POLI:1900	Introduction to the Politics of Race	3
RELS:3745/ AFAM:3245	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3
SOC:2830	Race and Ethnicity	3
SPAN:3400/ LATS:3400	Chicano Literature and Culture	3
SPAN:3440/ LATS:3440	Topics in Latina/o/x Literature and Culture	3
SPAN:4820/ LATS:4800	Latina/o/x Popular Culture	3
SSW:3847	Discrimination, Oppression, and Diversity	3

An African American studies course (prefix AFAM) numbered 2000 or above that does not fulfill a GE CLAS Core requirement

A Latina/o/x studies course (prefix LATS) numbered 2000 or above that does not fulfill a GE CLAS Core requirement

A Native American and Indigenous studies course (prefix NAIS) numbered 2000 or above that does not fulfill a GE CLAS Core requirement

Capstone

Students complete all of the requirements for either Option A or Option B.

Option A

Students complete a senior project and the following two courses.

Students prepare for the capstone by completing GWSS:3900 Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project during the fall semester which focuses on developing advanced research, reading, and writing skills and choosing their capstone topics. Senior Research Seminar (GWSS:4090), taken during the spring semester of their final year, provides a platform for students to share their capstone research and writing. Students create either extended essays that document their research using the style manual of their choice or produce creative work alongside an annotated research bibliography. At the end of the semester, students make posters that represent the subject, content, and significance of their research and present them at the Senior Research Seminar Poster Show.

Code	Title	Hours
Both of these:		
GWSS:3900	Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project	3
GWSS:4090	Senior Research Seminar	3

Option B

In the fall semester of their final year, students complete SJUS:3400 Gender, Women's, and Sexuality Studies Advocacy and Engagement Colloquium which requires community service work at a social justice-related organization. In the spring, students complete SJUS:4080 Advocacy and Engagement Capstone, in which they develop an individual creative or scholarly project that pulls together their lived and community experiences, their academic learning, and significant research. The project culminates with a poster shown at the Senior Research Poster Show.

Code	Title	Hours
Both of these:		
SJUS:3400/ GWSS:3400	Gender, Women's, and Sexuality Studies Advocacy and Engagement Colloquium	3
SJUS:4080	Advocacy and Engagement Capstone	3

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major. Honors students must complete a yearlong thesis project and meet the Capstone Option A requirements.

Capstone Option A

Code	Title	Hours
All of these:		
GWSS:3900	Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project	3
GWSS:3990	Independent Readings and Research in Gender, Women's, and Sexuality Studies (fall)	arr.
GWSS:4095	Honors Senior Thesis (spring)	arr.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the social justice major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: SJUS:1001 Introduction to Social Justice, GWSS:1002 Diversity and Power in the U.S., SJUS:2250 The History of Social Justice Movements, and GWSS:3138 Writing to Change the World.

Before the seventh semester begins: two social justice movement courses; two courses in human rights, diversity, activism; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 9 s.h. in the emphasis area and plan a capstone option with advisor

During the eighth semester: capstone requirement, all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Social Justice, B.A.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
SJUS:1001	Introduction to Social Justice ^a	3
GE CLAS Core: Natural Sciences with Lab ^b		4
Elective course ^c		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GWSS:1002	Diversity and Power in the U.S. ^a	3
GE CLAS Core: Social Sciences ^b		3
Elective course ^c		3
Hours		15-16
Second Year		
Fall		
SJUS:3138	Writing to Change the World	3
SJUS:2250	The History of Social Justice Movements	3
GE CLAS Core: Values and Culture ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
Elective course ^c		3
Hours		16-17

Spring

Major: core course in human rights, diversity, activism	3
Major: emphasis area course ^e	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
GE CLAS Core: Natural Sciences without Lab ^b	3
Elective course ^c	3
Hours	16-17

Third Year**Fall**

Major: core course in social justice movements: politics, culture, art	3
Major: emphasis area course (3000 level or above) ^e	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
Elective course ^c	3
Hours	16-17

Spring

Major: emphasis area course (3000 level or above) ^e	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
Major: core course in social justice movements: politics, culture, art	3
GE CLAS Core: Historical Perspectives ^b	3
Elective course ^c	3
Hours	16-17

Fourth Year**Fall**

GWSS:3900 or SJUS:3400	Creative and Critical Practice: Theories, Methods, and Skills for the Capstone Senior Project ^f or Gender, Women's, and Sexuality Studies Advocacy and Engagement Colloquium	3
Major: core course in human rights, diversity, activism		3
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring

SJUS:4080 or GWSS:4090	Advocacy and Engagement Capstone ^f or Senior Research Seminar	3
GE CLAS Core: International and Global Issues ^b		3
Major: emphasis area course (3000 level or above) ^e		3
Elective course ^c		3
Elective course ^c		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15
Total Hours		124-130

a Fulfills a major requirement and may fulfill a GE requirement.

b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

e A course used to satisfy the core requirement cannot be taken to satisfy an emphasis area requirement.

f Students who choose capstone Option A complete GWSS:3900 and GWSS:4090. Students who choose capstone Option B complete SJUS:3400 and SJUS:4080.

g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The social justice major prepares students for careers in diverse fields. Graduates may work in nonprofit and governmental agencies, international organizations, think tanks, research and policy institutes, foundations, religious and cultural institutions, schools, universities, businesses, and health care settings. Their positions may relate to the emphasis areas they developed in the major, addressing issues such as human rights, the environment and ecological justice, racial and ethnic diversity, poverty, improving the lives of women and girls, sustainability, education, public health, and the arts and social change.

Students also are well prepared to continue their studies in a wide range of graduate programs and professional schools.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Gender, Health, and Healthcare Equity, Minor

Health care evolves continually and capable professionals will be in high demand. In order to meet the national and international challenges posed by a rapidly changing field, people must be knowledgeable, able to innovate, and willing to learn. Upon completion of the minor in gender, health, and healthcare equity, students will possess the knowledge and skills necessary to think critically about the complex intersections of gender, race, sexuality, and class in relation to health, illness, and health care.

Requirements

The undergraduate minor in gender, health, and healthcare equity (GHHE) requires a minimum of 15 s.h. of coursework, including at least 12 s.h. completed at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework for the minor may not be taken pass/nonpass.

Students may count a maximum of 3 s.h. from another University of Iowa major, minor, or certificate toward the GHHE minor.

The minor in gender, health, and healthcare equity requires the following coursework.

Code	Title	Hours
Core Courses		6
Health Equity Courses		9-10
Total Hours		15-16

Core Courses

Code	Title	Hours
Two of these:		
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies	3
GWSS:1002	Diversity and Power in the U.S.	3
SJUS:1001/ GWSS:1003	Introduction to Social Justice	3

Health Equity Courses

Code	Title	Hours
Three of these:		
GWSS:2080/ GHS:2080	The Cultural Politics of HIV-AIDS	3
GWSS:2400/ CPH:2240/ LATS:2400	Health Disparities and Intersectionality with U.S. Latina/o/x Peoples	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:2700	Transgender People, Politics, and Cultures	3
GWSS:2800/ AFAM:2800	African American Women, Health, Hair, and Sexuality	3

GWSS:3005	Gender, Women's, and Sexuality Studies Practicum (when the topic is end of life, hospice, and palliative care)	3-4
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3154	Sexuality in the United States	3
GWSS:3177/ NURS:3739	Women and Their Bodies in Health and Illness	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GWSS:4140/ ANTH:4140/ CBH:4140/ GHS:4140	Feminist Activism and Global Health	3
CPH:1400	Fundamentals of Public Health	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
ENGL:2560	Topics in Culture and Identity (when topic is stories about HIV/AIDS)	3
GHS:3036	Ethics, Politics, and Global Health	3
GHS:3070/ GEOG:3070	Hungry Planet: Global Geographies of Food	3
GHS:3110/ ANTH:3110/ NAIS:3110	Health of Indigenous Peoples	3
GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
GHS:4600	Global Health and Human Rights	3
HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
HIST:3755/ GHS:3555/IS:3555	Understanding Health and Disease in Africa	3
SOC:3750/ GWSS:3750	Born in the USA: Fertility and Reproduction	3

Gender, Women's, and Sexuality Studies, Minor

Requirements

The undergraduate minor in gender, women's, and sexuality studies (GWSS) requires a minimum of 15 s.h. of coursework, including at least 12 s.h. completed at the University of Iowa. Students must take GWSS:1001 Introduction to Gender, Women's, and Sexuality Studies and 12 s.h. in courses numbered 2000 or above. They may count GWSS:1002 Diversity and Power in the U.S. toward the 12 s.h. requirement. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework for the minor may not be taken pass/nonpass.

Students may count a maximum of 3 s.h. from another University of Iowa major, minor, or certificate toward the GWSS minor.

Social Justice, Minor

Requirements

The undergraduate minor in social justice requires a minimum of 15 s.h. of coursework, including at least 12 s.h. completed at the University of Iowa. Students must take SJUS:1001/GWSS:1003 Introduction to Social Justice and 12 s.h. in courses numbered 2000 or above. They may count GWSS:1002 Diversity and Power in the U.S. toward the 12 s.h. requirement. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students may count a maximum of 3 s.h. from another University of Iowa major, minor, or certificate toward the social justice minor.

The minor in social justice requires the following coursework.

Code	Title	Hours
Foundation Courses		6
Human Rights, Diversity, Activism Course		3
Social Justice Movements: Politics, History, Culture, Art Course		3
Elective		3
Total Hours		15

Foundation Courses

Code	Title	Hours
This course:		
SJUS:1001/ GWSS:1003	Introduction to Social Justice	3
One of these:		
SJUS:2250/ GWSS:2250/ HIST:2250	The History of Social Justice Movements	3
GWSS:1002	Diversity and Power in the U.S.	3
GWSS:3138/ RHET:3138/ SJUS:3138	Writing to Change the World	3

Human Rights, Diversity, Activism

Code	Title	Hours
One of these:		
SJUS:2050/ GWSS:2050	Jews, Judaism, and Social Justice	3
SJUS:2200/ GWSS:2200	The Racial and Gender Construction of Identity, Citizenship, and Rights in America	3
SJUS:2500/ ENGL:2570/ GWSS:2500	Love, War, Activism: Stories About Women from Across the World	3
SJUS:2571/ ENGL:2571/ GWSS:2571	Visualizing Human Rights	3

SJUS:3130/ GWSS:3130/ HIST:3252	Blacks and Jews: Race, Ethnicity, and Culture in America	3
SJUS:3133/ ANTH:3133/ GWSS:3133	Anthropology of Race	3
GWSS:1002	Diversity and Power in the U.S. (if not used as a Foundation course)	3
GWSS:2045	Working for Social Justice	3
GWSS:2080/ GHS:2080	The Cultural Politics of HIV-AIDS	3
GWSS:2172	The History of African American Women from Slavery to Freedom	3
GWSS:2800/ AFAM:2800	African American Women, Health, Hair, and Sexuality	3
GWSS:3138/ RHET:3138/ SJUS:3138	Writing to Change the World (if not used as a Foundation course)	3
GWSS:3157/ HIST:3157	Gender, Sexuality, and Human Rights	3
GWSS:3177/ NURS:3739	Women and Their Bodies in Health and Illness	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GWSS:4140/ ANTH:4140/ CBH:4140/ GHS:4140	Feminist Activism and Global Health	3
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3
HIST:3232	History of American Inequality	3
HIST:3275/ AFAM:3275	History of Slavery in the U.S.A.	3-4
HIST:4101	History of Human Rights	3
HIST:4478	Holocaust in History and Memory	3
HRTS:2115/IS:2115	Introduction to Human Rights	3
HRTS:3906	Global Crises and Human Rights	3
HRTS:3910/IS:3910	Human Rights Advocacy	3
LATS:3104/ LAS:3104/ POLI:3104	Immigration Politics	3
NAIS:2292/ HIST:2292	Introduction to American Indian History and Policy	3
PHIL:3430	Philosophy of Human Rights	3
POLI:1900	Introduction to the Politics of Race	3
RELS:3855/IS:3855	Human Rights and Islam	3
RHET:3560/ POLI:3560/ SJUS:3560	Public Policy and Persuasion	3
SOC:2810	Social Inequality	3
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	3

SSW:3847 Discrimination, Oppression, and Diversity 3

Social Justice Movements: Politics, History, Culture, Art

Code	Title	Hours
One of these:		
SJUS:2000	Theories of Social Justice	3
SJUS:2250/ GWSS:2250/ HIST:2250	The History of Social Justice Movements (if not used as a Foundation course)	3
SJUS:2294/ HIST:2294/ NAIS:2294	Indigenous Art Activism and Social Justice	3
SJUS:3250/ ENGL:3170	Literature and Social Justice	3
SJUS:3459/ GWSS:3459/ HIST:3259	Making Change, Making History: Iowa's Black Activists and Digital History	3
SJUS:3550/ GWSS:3550/ RELS:3550	Social Justice, Religion, and Spirituality: Faith and Belief Ignited	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:2700	Transgender People, Politics, and Cultures	3
GWSS:3280/ HIST:3280	Women and Power in U.S. History Through the Civil War	3
GWSS:3282/ HIST:3282	Women and Power in U.S. History Since the Civil War	3
GWSS:3600	Art, Feminist Practice, and Social Justice	3
AFAM:3053/ AMST:3053/ HIST:3253	The Civil Rights Movement	3
COMM:2054	Movements, Protest, Resistance	3
ENGL:2463	Topics in African American Literature (when topic is the Harlem Renaissance)	3
ENGL:3515	Topics in Postcolonial Studies (when topic is revolutionary Caribbean: Cuba and Puerto Rico)	3
HIST:3232	History of American Inequality	3
HIST:4260	The Sixties in America	3
IS:3200	Sustainable Development	3
LATS:3550	Topics in Latina/o/x Studies: History and Culture	3

Elective

Courses used to satisfy the Foundation Courses requirement; the Human Rights, Diversity, Activism requirement; or the Social Justice Movements: Politics, History, Culture, Art requirement listed above may not be used to satisfy the elective requirement.

Code	Title	Hours
One of these:		
GWSS:2571/ ENGL:2571/ SJUS:2571	Visualizing Human Rights	3
GWSS:3005	Gender, Women's, and Sexuality Studies Practicum	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3100	LGBTQ/Queer Studies	3
GWSS:3118/ ANTH:3118	Politics of Reproduction	3
GWSS:3200	Theories for Gender, Women's, and Sexuality Studies	3
GWSS:3300/ ANTH:3300	Mothers and Motherhood	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GWSS:3450/ ENGL:3820	Writing About Girls	3
AFAM:3500/ HIST:3160/ RELS:3808	Malcolm X, King, and Human Rights	3
ANTH:2190/ GWSS:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3
ANTH:3103	Environment and Culture	3
ANTH:3110/ GHS:3110/ NAIS:3110	Health of Indigenous Peoples	3
ANTH:3151/ ASP:3151/ GHS:3151	The Anthropology of the Beginnings and Ends of Life	3
ANTH:3152/ ASP:3152/ GHS:3152	Anthropology of Caregiving and Health	3
ANTH:4130/ RELS:4730	Religion and Environmental Ethics	3
ANTH:4140/ CBH:4140/ GHS:4140/ GWSS:4140	Feminist Activism and Global Health	3
ASP:3150	Psychology of Aging	3
COMM:4131/ IS:4131	Globalization and Culture	3
COMM:4169/ GWSS:4169	Feminist Rhetorics	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
CPH:3500/ GHS:3500	Global Public Health	3
EES:3070	Marine Ecosystems and Conservation	3
ENGL:3444	Literatures of the American Peoples	3
ENGL:3555/ AFAM:3555	Topics in African Cinema (when topic is visualizing human rights)	3
ENGL:3580	Identity and Social Issues	3

GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3	SPAN:3400/ LATS:3400	Chicano Literature and Culture	3
GEOG:3400	Iowa Environmental Policy in Practice	3	SPAN:3440/ LATS:3440	Topics in Latina/o/x Literature and Culture	3
GEOG:3760/ GHS:3760	Hazards and Society	3	SPAN:4820/ LATS:4800	Latina/o/x Popular Culture	3
GEOG:4770/ GHS:4770	Environmental Justice	3	SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	3
GHS:3720	Contemporary Issues in Global Health	3	SSW:3796	Family Violence	3
GHS:4600	Global Health and Human Rights	3			
HIST:3126	History of Globalization	3			
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3			
HIST:3282/ GWSS:3282	Women and Power in U.S. History Since the Civil War	3			
HIST:4101	History of Human Rights	3			
HIST:4162/ GHS:4162	History of Global Health	3			
HIST:4216/ LAS:4216	Mexican American History	3			
HIST:4260	The Sixties in America	3			
HIST:4640	Imperialism and Modern India	3			
HRTS:3910/IS:3910	Human Rights Advocacy	3			
JMC:3150/ CBH:3150/ GHS:3150	Media and Health	3			
NAIS:2292/ HIST:2292	Introduction to American Indian History and Policy	3			
POLI:3104/ LAS:3104/ LATS:3104	Immigration Politics	3			
POLI:3111	American Public Policy	3			
POLI:3114	Women and Politics in the United States	3			
POLI:3150	Problems in American Politics	3			
POLI:3512	International Conflict	3			
PSY:3065	The Aging Mind and Brain	3			
PSY:3240	Motivation, Addiction, and the Brain	3			
PSY:3560	Psychology of Gender	3			
RELS:3431/ GWSS:3131	Gender and Sexuality in Asia	3			
RELS:3580/ ANTH:3113/ ASIA:3561/ GHS:3113	Religion and Healing	3			
RELS:3745/ AFAM:3245	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3			
RELS:3855/IS:3855	Human Rights and Islam	3			
RELS:3976/ NAIS:3276	American Indian Environmentalism	3			
SOC:2830	Race and Ethnicity	3			
SPAN:3230	Modern Mexico	3			

Gender, Women's, and Sexuality Studies, Graduate Certificate

Requirements

The graduate Certificate in Gender, Women's, and Sexuality Studies (GWSS) requires 16 s.h., including a foundations course and a capstone course. Students attend the annual Jakobsen Conference and present their own GWSS research project in GWSS:7400 Graduate Research Conference Presentation. They frequently receive advising assistance from the director of graduate studies. All students must maintain a g.p.a. of at least 3.00 in work for the certificate.

The certificate program is open to University of Iowa graduate students working toward a degree; interested students should contact the director of graduate studies to discuss the program's parameters and how the certificate might best support and enhance their course of study.

Students may not use the same course to satisfy more than one certificate requirement.

The Certificate in Gender, Women's, and Sexuality Studies requires the following coursework.

Code	Title	Hours
GWSS:5000	Foundations for Feminist Inquiry I	3
GWSS:7400	Graduate Research Conference Presentation	1
Electives		12
Total Hours		16

Electives

Certificate students complete four elective courses (12 s.h.). Students are strongly encouraged to include at least one course with a transnational focus; one course with a focus on U.S. diversity; and one course on theories of gender, women, feminism, and/or sexuality. Where appropriate, GWSS courses offered in a student's home department may count toward the certificate as elective coursework; however, students are encouraged to take at least one GWSS course outside their home department for the purpose of interdisciplinary breadth. The director of graduate studies can advise and discuss coursework options and parameters with students.

Geographical and Sustainability Sciences

Chair

- David A. Bennett

Director, Undergraduate Studies

- Marc A. Linderman

Director, Graduate Studies

- Heather A. Sander

Undergraduate majors: geography (B.A., B.S.); sustainability science (B.S.)

Undergraduate minors: geographic information science; geography

Undergraduate certificate: geographic information science

Graduate degrees: M.A. in geography; Ph.D. in geography

Faculty: <https://clas.uiowa.edu/geography/people/faculty>

Website: <https://clas.uiowa.edu/geography/>

The importance of geographical and sustainability sciences is rooted in the complexity of social and environmental problems. We live on a dynamic planet, one that is constantly changing in response to human and natural processes that are highly interconnected. Geographers study the interactions of people and their environment to better understand these intricately related processes. At the University of Iowa, the department teaches and conducts research on human and natural systems and how interactions between these systems shape the world we live in. Cutting edge technologies, such as geographic information systems (GIS), satellite imagery, and Global Positioning System (GPS), are used to help inform decision making at geographic scales and to analyze and visualize geographic processes.

The Department of Geographical and Sustainability Sciences offers undergraduate programs leading to a Bachelor of Arts or Bachelor of Science degree. Undergraduate students with a major in geography select from three tracks: environmental studies, geographic information science (GISci), and health and society. Each track requires introductory and upper-level geography and sustainability courses, as well as coursework from other departments. The department also offers the B.S. with a major in sustainability science. In addition, the department offers a minor in geography and a minor and certificate in geographic information science. It administers the interdisciplinary environmental policy and planning major and collaborates with other departments to offer the undergraduate Certificates in Social Science Analytics and Sustainability (see below). The department also participates in the University's internship program for students; see Career Center Programs [p. 1971] (University College) in the Catalog.

Geography and sustainability courses provide a background for many related professions including law, health care, planning (urban, regional, environmental, or transportation), conservation, sustainability, environmental or transportation engineering, and international business, and are commonly required for students preparing to teach at elementary and secondary levels.

Geographical and sustainability science students acquire valuable skills in computer-based geographic information systems (GIS) software used to investigate and solve many environmental and social problems. Opportunities for graduates with GIS training are growing rapidly in both private

and governmental organizations. To gain related knowledge, get hands-on experience, and conduct independent research, students have access to the department's state-of-the-art Geographical Information Systems Instructional Lab (GISIL). For more information, see Facilities [p. 532] in this section of the Catalog.

The Department of Geographical and Sustainability Sciences offers Master of Arts and Doctor of Philosophy degrees. Graduate programs focus on studies that extend understanding of the environmental consequences of human decisions at local, regional, and global scales; processes that lead to geographic patterns in health and disease; technologies that help capture, represent, visualize, and analyze geographic patterns and processes; and processes that produce ecosystem services and sustainable futures. Within this broad domain, the department has strengths in environmental justice, environmental modeling, urban ecology, GIScience and GIS, land use/land cover change, and health geography. The mission of the graduate program is to empower graduates with the ability to conduct significant research. In addition to offering graduate degree programs, the department administers the geoinformatics subprogram of the graduate informatics certificate; see the Certificate in Informatics [p. 1597] (Graduate College) in the Catalog.

GE CLAS Core Courses

The Department of Geographical and Sustainability Sciences offers a number of courses that students in other majors may use to satisfy requirements of the College of Liberal Arts and Sciences GE CLAS Core. Look for courses with the prefix GEOG under "Natural Sciences," "Social Sciences," and "International and Global Issues" in the GE CLAS Core [p. 20] section of the Catalog. Nonmajors also may choose geographical and sustainability sciences courses as electives.

Related Certificates

Social Science Analytics

The Department of Geographical and Sustainability Sciences collaborates with the Departments of Political Science, Sociology and Criminology, and Statistics and Actuarial Science (College of Liberal Arts and Sciences) to offer the undergraduate program in social science analytics. The Department of Political Science administers the certificate; see the Certificate in Social Science Analytics [p. 987] in the Catalog.

Sustainability

The Department of Geographical and Sustainability Sciences collaborates with the Departments of Biology, Earth and Environmental Science (College of Liberal Arts and Sciences), Civil and Environmental Engineering (College of Engineering), and Planning and Public Affairs (Graduate College) as well as the Tippie College of Business to offer the undergraduate program in sustainability. The certificate is administered by University College; see the Certificate in Sustainability [p. 2021] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Geography (Bachelor of Arts) [p. 538]
- Major in Geography (Bachelor of Science) [p. 546]
- Major in Sustainability Science (Bachelor of Science) [p. 554]

Minors

- Minor in Geographic Information Science [p. 558]
- Minor in Geography [p. 559]

Certificate

- Certificate in Geographic Information Science [p. 560]

Graduate Programs of Study

Majors

- Master of Arts in Geography [p. 562]
- Doctor of Philosophy in Geography [p. 564]

Facilities

The department houses three geographic information computational laboratories. They support a variety of geographic information system (GIS) software packages, including the latest software from Esri (ArcGIS) and Erdas (Imagine) as well as a suite of other commercial and open-source software. All lab computers are regularly updated to ensure that they are capable of running the latest software at peak performance.

The Geographical Information Systems Instructional Lab (GISIL) is the department's center for GIS teaching as well as a place where students conduct geographic and GIS-related projects. It is equipped with 27 networked student workstations, instructional support technology (e.g., CRT projection), and a suite of peripherals, including a LiDAR 3-D scanner, high-end global positioning system (GPS) units, and a large-format printer.

The environmental modeling and GIS research laboratories contain state-of-the-art machines (Windows and Linux platforms), geoprocessing and statistical software, and an array of software development tools. Projects requiring massive storage or high-performance computing have access to additional resources managed by the University's Information Technology Services research support group. The University of Iowa is a charter member of Internet2, with a high-performance network link to the Department of Geographical and Sustainability Sciences. The University also is a member of the University Consortium on Geographic Information Science.

To aid studies of water resources and physical geography, the department has a laboratory for the analysis of vegetation, soil, and water quality. The laboratory has a variety of field equipment, including soil probes, portable meteorological stations, GPS, ground-based 3-D LiDAR, anemometers, spectrometers, light sensors, and data loggers.

Faculty and graduate students participate in multidisciplinary working groups through the University's Program in Applied

Mathematical and Computational Sciences [p. 1547], the Center for Global and Regional Environmental Research, the Center for Health Effects of Environmental Contamination, International Programs, the Institute for Rural and Environmental Health, the Iowa Quaternary Studies Group, and the Public Policy Center. Participation in multidisciplinary working groups also is available through interdisciplinary research grants with investigators from other University of Iowa academic units, for example, the College of Engineering, the Carver College of Medicine, and the College of Public Health.

Geographic researchers also have access to other University of Iowa resources, such as the University's Main Library, whose collections include more than 115,500 maps; 3,600 atlases and reference works; and around 100,000 aerial photographs, primarily of Iowa.

Courses

- Geography Courses [p. 532]
- Sustainability Science Courses [p. 537]

Geography Courses

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

GEOG:1020 The Global Environment **3 s.h.**
Underlying processes driving human/environment interaction, including climate change, deforestation, and natural disasters; environmental challenges, including declining biological diversity; human response to more frequent severe climate events; production of a more sustainable future. GE: Natural Sciences without Lab.

GEOG:1021 The Global Environment Lab **1 s.h.**
Laboratory application of concepts discussed in GEOG:1020; computer-based and traditional approaches to the investigation of earth's processes, including earthquakes, water and energy balances, climate and weather, and soil development. Corequisites: GEOG:1020, if not taken as a prerequisite. GE: Natural Sciences Lab only.

GEOG:1030 Our Digital Earth **3 s.h.**
New technologies that have revolutionized how people navigate in unfamiliar places, locate friends and colleagues, manage cities, and confront environmental problems during the past decade; fundamental concepts related to how geographic information is used to better understand and manage the world and our everyday lives.

GEOG:1046 Environmental Politics in India **3 s.h.**
How resources, commodities, people, and ideas cross borders; examination of globalization through issues of technology, social justice, environment; perspectives from anthropology, gender studies, geography, energy science, and development. GE: International and Global Issues. Same as ANTH:1046, GWSS:1046, SJUS:1046.

GEOG:1050 Foundations of GIS **4 s.h.**
Introduction to concepts and methods associated with geographical information systems (GIS) technology; remote sensing, map making, data collection, and application of GIS to real-world problem solving.

- GEOG:1060 Geography of Asia: From Japan to Pakistan** 3 s.h.
Varied cultures and environments of Asia; different geographic regions and processes in Asian development. GE: International and Global Issues.
- GEOG:1065 Introduction to Spatial Analysis: Patterns and Processes** 3 s.h.
Fundamental concepts and applications of spatial analysis; how clusters of crime in a community are identified; how patterns of disease are described within a community.
- GEOG:1070 Contemporary Environmental Issues** 3 s.h.
Global environmental challenges; ecological, economical, cultural, and geographical causes and effects; underlying science and potential solutions to global issues of sustainability. GE: International and Global Issues; Social Sciences.
- GEOG:1090 Globalization and Geographic Diversity** 3 s.h.
World regions including their physical environment, culture, economy, politics, and relationships with other regions; students learn about conflicts within and between regions. GE: International and Global Issues; Social Sciences.
- GEOG:1115 The History and Science of Oil** 3 s.h.
Historical perspective on business, science, geology, technology, politics, environment, and culture of the global oil industry; the rise of oil as the most influential international business of the last 150 years, the material foundation of economies, a major force in world politics, a shaper of daily life, and a guide to understanding Earth's deep history. Offered fall semesters. GE: Historical Perspectives. Same as EES:1115, ENVS:1115, HIST:1115.
- GEOG:2010 Interdisciplinary Environmental Seminar** 1 s.h.
Discover research, explore careers, and build connections. Requirements: first- or second-year standing. Same as EES:2010, ENVS:2010.
- GEOG:2013 Introduction to Sustainability** arr.
Introduction to sustainability knowledge, skills, and habits as a means to shape one's vision of a sustainable citizen; emphasis on basic skills of literacy, applied math, and finding information; traditional sustainability knowledge areas related to society, economy, and environment; intersecting themes (e.g., informed consumerism, eco-economics, and livable environments). Same as BUS:2013, SUST:2013, URP:2013.
- GEOG:2110 Seven Billion and Counting: Introduction to Population Dynamics** 3 s.h.
How dramatic changes to the size of population has changed fundamental characteristics of populations and processes, such as food and water scarcity, climate change and biodiversity, rise of megacities, health and disease, migration, social networks, economics, environment, and household structure. GE: Social Sciences. Same as GHS:2110.
- GEOG:2130 World Cities** 3 s.h.
Important urban centers, past and present, with focus on why cities exist and how they are organized; examination of different historical eras, including ancient, medieval, and modern; analysis of urban physical structures.
- GEOG:2310 Introduction to Climatology** 3 s.h.
Introduction to atmospheric processes that determine weather and climate; flow of energy through the atmosphere, distribution and movement of moisture and air, and atmospheric disturbances such as cyclones, hurricanes and tornadoes, and climate change. Recommendations: GEOG:1020 or similar earth systems science course. Same as EES:2310.
- GEOG:2374 Biogeography** 3 s.h.
Introduction to processes that lead to the patterns of plant and animal distributions we see across the globe; processes of focus include plate tectonics, climate, and human-ecological interactions; species management and conservation in relationship to climate and change in human patterns of environment. Prerequisites: BIOL:1141 or BIOL:1370 or BIOL:1261 or GEOG:1020 or BIOL:1412. Same as BIOL:2374.
- GEOG:2410 Environment and Development** 3 s.h.
Investigation of questions that surround human-environment interactions; case studies highlight approaches (e.g., political economy, gender, sustainability) to addressing and understanding human relationship to environmental change.
- GEOG:2910 The Global Economy** 3 s.h.
Examination of contemporary economic geography; types of national economies, uneven development, role of government in shaping economy, multinational corporations; foundation for understanding national economies and economic statistics; contemporary issues including economic globalization, commodification of nature, de-industrialization. GE: International and Global Issues; Social Sciences.
- GEOG:2930 Water Resources** 3 s.h.
Introduction to science and policy issues affecting water resources management in the U.S.; how the intersection of people, climate, technology, and geography affects the quality, availability, and demand for freshwater resources.
- GEOG:2950 Environmental Conservation** 3 s.h.
Scientific foundations of biological conservation; strategies used to better connect conservation practice with needs of a growing human population. Prerequisites: EES:1080 or GEOG:1020 or GEOG:1070.
- GEOG:2990 Readings for Undergraduates** arr.
Supervised readings in geography.
- GEOG:3001 Special Topics** arr.
Contemporary fields of inquiry, such as biophysical systems, GIS, locational analysis, water resources, economic geography, demographic analysis, environment, urbanization, transportation, and regional development.
- GEOG:3003 Interdisciplinary Environmental Seminar** 1 s.h.
Role of sciences in environmental issues and problems; progression from observation to evaluation to design of better questions and experiments. Requirements: third- or fourth-year standing. Same as EES:3010, ENVS:3010.
- GEOG:3010 Geographic Information Systems and Science** 3 s.h.
Solid foundation and introduction to GIS and digital map making; what GIS is and how GIS can contribute to research, careers, and everyday life; fundamentals that underlie GIS, including methods for GIS data collection and georeferencing, spatial modeling, spatial data analysis, and visualization; GIS trends including mobile GIS and the Web. Same as IGPI:3010.

- GEOG:3020 Earth Surface Processes** 3 s.h.
Basic geomorphic and environmental processes that shape the earth's surface; emphasis on erosion, transport, deposition by land mass movement (creep, landslides, earth flow), fluid agents (wind, water, ice); methods used to study these processes. Recommendations: EES:1050 or EES:1080 or ENVS:1080 or GEOG:1020 or EES:1085 or ENVS:1085. Same as EES:3020, ENVS:3020.
- GEOG:3050 Introduction to Geospatial Programming** 3 s.h.
Introduction to geospatial programming with Python; programming basics, data structures, and algorithms; spatial data models and structures; vector-based and raster-based geoprocessing; automating GIS tasks and models; spatial libraries (e.g., ArcPy, GeoPandas, GDAL, PySAL). Prerequisites: GEOG:1050.
- GEOG:3070 Hungry Planet: Global Geographies of Food** 3 s.h.
Societal and environmental implications of past, current, and future global food supply examined from a geographical perspective; focus on questions of who eats what, where, and why; transformative history of agriculture, modern agribusiness and alternative food supplies, geopolitical implications of food production, food scarcity and rising food costs, urban versus rural agriculture, the obesity epidemic versus malnutrition, and the future of food. Same as GHS:3070.
- GEOG:3110 Geography of Health** 3 s.h.
Provision of health care in selected countries, with particular reference to the Third World; focus on problems of geographical, economic, cultural accessibility to health services; disease ecology, prospective payment systems, privatization, medical pluralism. Same as GHS:3111.
- GEOG:3210 Health, Work, and the Environment** 3 s.h.
Survey of environmental and occupational health hazards and the associated health risks of exposure; how public health protects society from these hazards; how public health policy can be influenced by science. Same as CPH:3400.
- GEOG:3300 Envisioning Future Worlds: Sustainable Development and Its Alternatives** 3 s.h.
Sociocultural, geopolitical, and environmental implications of sustainable development and its alternatives investigated from a geographic perspective; geopolitical history of sustainable development; measures of sustainability in development; major critiques of sustainable development; alternative visions of development from different geographical contexts including ecofeminism, Buen Vivir, food sovereignty, degrowth, commoning, and the People's Health Movement. Same as GHS:3300.
- GEOG:3310 Landscape Ecology** 3 s.h.
Landscapes as complex systems that arise from interactions among physical environments and species, including humans; exploration of how these interactions shape landscape ecosystems and influence landscape change through lecture, computer and field labs, and research discussion; key topics include causes and consequences of landscape pattern, techniques used to quantify and model landscape pattern, the role of humans in determining landscape structure and function, and conservation and management of species and landscapes. Prerequisites: GEOG:2374 or BIOL:2673. Requirements: ecology course numbered 1000-4999.
- GEOG:3315 Ecosystem Ecology** 3 s.h.
Terrestrial ecosystems as integrators of biological, physical, and ecological processes; flows of energy, carbon, water, and nutrients within ecosystems; spatial and temporal patterns and processes of Earth's ecosystems; sustaining ecosystems in the face of global change. Prerequisites: GEOG:2374 or BIOL:2374 or BIOL:2673.
- GEOG:3320 Wetlands: Function, Geography, and Management** 3 s.h.
Hydrological, geomorphological, and ecological processes and their interaction in wetlands; geographic differences in wetlands based on climate and hydrology; wetlands, lakes, and rivers; role of wetlands in drainage basin hydrology and flooding; values and valuation of wetlands; wetland law and wetland delineation; wetlands and water resources. Prerequisites: GEOG:2310 or GEOG:2374. Same as EES:3260.
- GEOG:3331 Human Dimensions of Climate** 3 s.h.
How climate shapes human societies; focus on how climate and climate variability affects food production, water use, energy use, and human disease systems (e.g., influenza, malaria, air pollution, diarrheal disease); climate change impacts (e.g., sea level rise, droughts, wildfires, famine); societal impact, adaptation and vulnerability, mitigation strategies; policy.
- GEOG:3340 Ecosystem Services: Human Dependence on Natural Systems** 3 s.h.
Ecosystem services—valuable goods and services produced by ecosystems (e.g., flood control, food production, water purification)—from an interdisciplinary perspective centering on geographic techniques used to measure, map, and model ecosystem services; methods used to incorporate ecosystem services into decision and policy making; how human activities alter these services. Prerequisites: GEOG:1050 and (GEOG:2374 or GEOG:3310 or EES:1080 or BIOL:2673 or BIOL:1370 or GEOG:1070 or GEOG:1020).
- GEOG:3350 Urban Ecology** 3 s.h.
Urban ecology as an interdisciplinary field that investigates relationships between natural and the systems in urban environments; students explore urban ecosystems through lecture, discussion of current research, and field-based research projects; and identify how cities can become more sustainable systems. Prerequisites: BIOL:2673 or GEOG:2374. Requirements: GEOG:2374 or ENVS:2673 or introductory course in ecology, and junior standing.
- GEOG:3360 Soil Genesis and Geomorphology** 3 s.h.
Introduction to soil genesis, soil geomorphology, and classification including the basics of soil profile description and soil-landscape, soil-vegetation, and soil-climate relationships; emphasis on study of soils as the interface between living and non-living Earth systems and the role of soils in sustaining ecosystems and human societies; short field excursions and a weekend field trip. Requirements: college earth science and chemistry. Same as EES:3360.
- GEOG:3400 Iowa Environmental Policy in Practice** 3 s.h.
How Iowa government addresses environmental policy development and implementation; policy process and current environmental issues; students attend meetings with Iowa State legislators and relevant agency personnel in Des Moines, Iowa, to observe how policies move into practice in agency offices. Prerequisites: GEOG:1070 or POLI:3111 or GEOG:3780 or ANTH:3102. Requirements: junior or higher standing.

- GEOG:3420 Sustainable and Green Building Concepts** 3 s.h.
Green building and sustainable development trends and theories: water policy, ecosystem services, climate change, and public health; LEED certified building process and each of the associated credit categories (i.e., sustainable sites, energy and atmosphere, water efficiency); how knowledge of green building and sustainable development can help lessen the environmental impact of built environments, improve the bottom line, and better plan for great communities.
- GEOG:3500 Introduction to Environmental Remote Sensing** 3 s.h.
Basic concepts and principles of remote sensing; sources of data; georegistration; digital processing and classification of remotely sensed images for extraction of environmental information; linkage of remote sensing techniques with GIS analysis. Same as IGPI:3500.
- GEOG:3520 GIS for Environmental Studies** 3 s.h.
Students learn new, more advanced techniques for the representation and study of human and natural systems using geographic information systems (GIS); application of this new knowledge to environmental management and problem solving. Prerequisites: GEOG:1050. Same as IGPI:3520.
- GEOG:3540 Introduction to Geographic Visualization** 3 s.h.
Introduction of basic concepts and techniques that underlie cartographic representation, interaction, and geovisualization; map symbolization and visual variables; spatiotemporal visualization, multivariate mapping, interactive cartography, animation, geovisual analytics, 3-D visualization, virtual and augmented reality. Prerequisites: GEOG:1050. Same as IGPI:3540.
- GEOG:3560 Spatial Analyses of Wind Energy** 3 s.h.
Underlying processes, measurement methods, and spatial analyses related to wind energy; students explore techniques for data collection and analysis; GIS-based approaches to renewable energy siting.
- GEOG:3570 Light Detection and Ranging (LiDAR): Principles and Applications** 3 s.h.
Basic principles and applications of Light Detection and Ranging (LiDAR); LiDAR as an essential technology for mapping and analyzing a vast range of topics, including hydrology flooding, transportation planning, and 3-D modeling. Recommendations: GEOG:3500 or EES:3100.
- GEOG:3760 Hazards and Society** 3 s.h.
Examination of the impact and societal responses to natural and technological hazards; using case studies from around the world, students explore relationships between extreme events, human behavior, disaster management, public policy, and technology to understand what makes people and places vulnerable to hazards. Same as GHS:3760.
- GEOG:3780 U.S. Energy Policy in Global Context** 3 s.h.
Historical and contemporary aspects of U.S. governmental planning and policy on a wide range of energy issues in global context. Same as GHS:3780, HIST:3240.
- GEOG:3800 Environmental Economics and Policy** 3 s.h.
Reasons why markets fail in environmental realm (e.g., externalities, common pool resources, club goods, public goods); ecosystem services and techniques used for their valuation; revealed and stated preferences; cost-benefit analysis and role in policy-making process; tools to address environmental market failures, particularly command and control, taxes and subsidies, and mitigation markets; focus on air pollution, climate change, and water-related policies.
- GEOG:3920 Planning Livable Cities** 3 s.h.
Development of livable cities in the United States; economic, physical, environmental, and political forces that shape their growth; impact of planning, how it shapes the future of cities. Same as URP:3001.
- GEOG:3940 Transportation Economics** 3 s.h.
Overview of transportation markets—intercity, rural, urban; transportation modes—rail, highway, air, water, pipeline, transit; issues in finance, policy, planning, management, physical distribution, and environmental, economic, and safety regulation. Recommendations: ECON:1100 and ECON:1200. Same as ECON:3750, URP:3350.
- GEOG:3992 Undergraduate Research** arr.
Opportunity for undergraduate students to participate in faculty-led research projects.
- GEOG:4010 Field Methods in Physical Geography** 3 s.h.
Introduction to basic approaches to research design and of sampling environmental variables commonly used in environmental sciences; basic methods of sampling and lab analyses of vegetation, land cover, soils, and more.
- GEOG:4020 Field Methods: Mapping and Mobile Computing** 3 s.h.
Mapping techniques and mobile computing applications associated with GPS, wireless technologies, and data sampling techniques.
- GEOG:4030 Senior Project Seminar** 3 s.h.
Development of an independent research project, preparation of a research report, and presentation of the associated outcomes. Offered spring semesters.
- GEOG:4150 Health and Environment: GIS Applications** 3 s.h.
Introduction to how geographic information systems (GIS) and spatial statistics are used in the study of patterns of health and disease in space and time. Same as GHS:4150, IGPI:4150.
- GEOG:4200 Sustainability as a System Science** 3 s.h.
Investigation of social, environmental, and economic sustainability in systems across the planet with a focus on food, energy, and water nexus; geographical and temporal trade-offs, unintended consequences, impacts quantification, role of public and private sectors, conceptual modeling of key system drivers and their interactions, nested systems, and system relations. Same as SUST:4200.
- GEOG:4470 Ecological Climatology** 3 s.h.
Introduction to global energy, water, and carbon cycles; biosphere-atmosphere interactions across scales ranging from leaf to globe. Prerequisites: GEOG:2310 or GEOG:2374.
- GEOG:4500 Applications in Environmental Remote Sensing** 4 s.h.
Theory and practice of remote sensing and digital image processing; practical applications to human-environment interactions. Recommendations: GEOG:3500 or EES:3110 or ENVS:3110. Same as IGPI:4500.
- GEOG:4520 GIS for Environmental Studies: Applications** 3 s.h.
Project-driven course to advance student knowledge of geographic information systems (GIS); application of GIS to environmental change analysis, environmental assessment, hazard/risk analysis, and environmental decision making. Prerequisites: GEOG:3520. Same as IGPI:4520.

GEOG:4570 Spatial Analysis and Location Models 3 s.h.

Application of location models within GIS environments to support decision making; small area demographic forecasting, location-allocation models, regionalization problems, shortest path models, other spatial analysis methods used to support spatial decisions. Prerequisites: GEOG:1050.

GEOG:4580 Introduction to Geographic Databases 3 s.h.

Introduction to basic building blocks of spatial database design, spatial data models, structures, relationships, queries (SQL), indexing, and geoprocessing; design and construction of various types of spatial databases, including relational and big data approaches such as ArcGIS geodatabase, PostGIS/PostgreSQL, and MongoDB. Prerequisites: GEOG:1050. Same as IGPI:4581.

GEOG:4650 Simulation in Environmental Geography 3 s.h.

Exploration of how computer simulations are used in environmental studies, with focus on landscape ecology; students learn the basics of performing simulations and the principles and applications of simulation through readings and labs. Requirements: advanced courses in environmental geography or environmental science and senior standing.

GEOG:4750 Environmental Impact Analysis 3 s.h.

In-depth exposure to the history and evolution of the U.S. Environmental Impact Assessment (EIA) process; discussion of major court cases; ecological, economic, and political aspects of current environmental controversies; exposure to real-world scenarios that are crucial to understanding the EIA process in action; field trips to six or seven environmental control facilities in Iowa City and neighboring areas. Prerequisites: GEOG:1070. Same as URP:4750.

GEOG:4770 Environmental Justice 3 s.h.

Introduction to the field of environmental justice; understanding and addressing the processes that lead poor and marginalized communities to face a disproportionate degree of environmental risks and hazards. Same as GHS:4770.

GEOG:4990 Senior Thesis 3 s.h.

Original research. Requirements: senior standing.

GEOG:4995 Honors Thesis arr.

Original research. Requirements: honors standing.

GEOG:5001 Readings arr.

Supervised readings by graduate students in topics of their choice.

GEOG:5010 Fundamentals of Geography 3 s.h.

Geography as an academic discipline; history, advances, epistemology, common themes.

GEOG:5050 Research and Writing in Geography 3 s.h.

Identification of research areas; research questions and hypotheses; responsible conduct of research; methodological decisions; research proposal and paper writing.

GEOG:5055 Introduction to Geospatial Programming 3 s.h.

Introduction to geospatial programming with Python; programming basics, data structures, and algorithms; spatial data models and structures; vector- and raster-based geoprocessing; automating GIS tasks and models; spatial libraries (e.g., ArcPy, GeoPandas, GDAL, PySAL). Same as IGPI:5055.

GEOG:5070 Special Topics arr.

Contemporary fields of inquiry, such as biophysical systems, GIS, locational analysis, water resources, economic geography, demographic analysis, environment, urbanization, transportation, and regional development.

GEOG:5300 Envisioning Future Worlds: Sustainable Development and Its Alternatives 3 s.h.

Sociocultural, geopolitical, and environmental implications of sustainable development and its alternatives investigated from a geographic perspective; geopolitical history of sustainable development; measures of sustainability in development; major critiques of sustainable development; alternative visions of development from different geographical contexts including ecofeminism, Buen Vivir, food sovereignty, degrowth, commoning, and the People's Health Movement. Same as GHS:5300.

GEOG:5315 Ecosystem Ecology 3 s.h.

Terrestrial ecosystems as integrators of biological, physical, and ecological processes; flows of energy, carbon, water, and nutrients within ecosystems; spatial and temporal patterns and processes of Earth's ecosystems; sustaining ecosystems in the face of global change.

GEOG:5540 Geographic Visualization 3 s.h.

Concepts and techniques that underlie cartographic representation, interaction, and geovisualization; map symbolization and visual variables; user-centered design, map use and usability engineering; web mapping, spatiotemporal visualization, multivariate mapping, interactive cartography, animation, geovisual analytics, 3-D visualization, virtual and augmented reality. Same as IGPI:5540.

GEOG:5800 Environmental Economics and Policy 3 s.h.

Reasons why markets fail in environmental realm (e.g., externalities, common pool resources, club goods, public goods); ecosystem services and techniques used for their valuation; revealed and stated preferences; cost-benefit analysis and role in policy-making process; tools to address environmental market failures, particularly command and control, taxes and subsidies, and mitigation markets; focus on air pollution, climate change, and water-related policies. Same as PBAF:5800, URP:5800.

GEOG:6100 Seminar in Health and Environment 3 s.h.

Research on health and environment.

GEOG:6264 Planning Sustainable Transportation 3 s.h.

Theories and methods of exerting public control over passenger and freight transportation; social and environmental regulation; effects of changing finance, regulation, and pricing policies, including privatization, tolls, impact fees. Same as PBAF:6265, URP:6265.

GEOG:6300 Seminar in Environment, Conservation, and Land Use 1-3 s.h.

Research on land use, water resources, conservation.

GEOG:6500 Seminar in Spatial Analysis and Modeling 1-3 s.h.

Research themes in spatial analysis, GIScience, simulation, remote sensing. Same as IGPI:6501.

GEOG:6635 Crossing Borders Seminar 2-3 s.h.

Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GRMN:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.

GEOG:7000 Geography Colloquium 1 s.h.**GEOG:7150 Research in Health and Environment 1-3 s.h.**

Directed research in health and environment.

GEOG:7350 Research in Environment, Conservation, and Land Use 1-3 s.h.

Directed research in land use, water resources, conservation.

GEOG:7550 Research in Spatial Analysis and Modeling 1-3 s.h.

Directed research in spatial analysis, GIScience, simulation.

GEOG:7750 Research in Environmental Policy 1-3 s.h.

Directed research in environmental justice and policy.

GEOG:7999 Thesis arr.

Sustainability Science Courses

SUST:2013 Introduction to Sustainability arr.

Introduction to sustainability knowledge, skills, and habits as a means to shape one's vision of a sustainable citizen; emphasis on basic skills of literacy, applied math, and finding information; traditional sustainability knowledge areas related to society, economy, and environment; intersecting themes (e.g., informed consumerism, eco-economics, and livable environments). Same as BUS:2013, GEOG:2013, URP:2013.

SUST:4200 Sustainability as a System Science 3 s.h.

Investigation of social, environmental, and economic sustainability in systems across the planet with a focus on food, energy, and water nexus; geographical and temporal trade-offs, unintended consequences, impacts quantification, role of public and private sectors, conceptual modeling of key system drivers and their interactions, nested systems, and system relations. Same as GEOG:4200.

Geography, B.A.

Learning Outcomes

The goal is for geography graduates to demonstrate spatial literacy, systems thinking, critical thinking, research proficiency, and communications skills.

- Spatial Literacy

Students will understand the role of spatial information and data in addressing social and environmental questions. They will be aware of the role of geography as a linchpin discipline that bridges social and biophysical sciences.

- Systems Thinking

Students will acquire an understanding of the connections and relationships between human and environmental activities and outcomes across space and time, be able to apply spatial analytical techniques to investigate human/environment interaction, and identify the ethical implications associated with outcomes produced by such analyses. This understanding and ability will provide students with the necessary tools to assess the sustainability of current and proposed solutions in a variety of settings across a broad spectrum of social and environmental issues.

- Critical Thinking

Students will have the capability to assess various points of view and perspectives while assessing complex social and environmental problems, to evaluate the factual basis of assertions, and to understand trade-offs.

- Research Proficiency

Students will be able to formulate testable hypotheses, apply quantitative or qualitative approaches and methodological tools to pertinent questions, and acquire secondary data or construct primary data sets when applicable.

- Communication Skills

Students will be able to communicate complex geographical and technical concepts using an appropriate vocabulary to a broad spectrum of audiences. Communication skills include verbal, written, graphic, and cartographic forms of communication.

Requirements

The Bachelor of Arts with a major in geography requires a minimum of 120 s.h., including at least 39-43 s.h. of work for the major. Credit required for the major depends on a student's choice of track. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn a minimum of 15 s.h. for the major in residence at the University of Iowa.

Geography majors may not earn the minor in geographic information science.

The major in geography is appropriate preparation for advanced training or careers in geographical and sustainability sciences.

Students choose one of three tracks in the major: environmental studies, geographic information science (GISci), or health and society. All students majoring in geography complete a common set of foundation courses in addition to the requirements for their choice of track.

Consistent with the College of Liberal Arts and Sciences maximum semester hours rule, students may count a maximum of 56 s.h. earned in their major department toward graduation.

The B.A. with a major in geography requires the following work.

Code	Title	Hours
Common Requirements		18-23
Statistics Courses		3-4
Track Courses		15-19

Common Requirements

Students may not use a course to fulfill more than one major requirement.

Code	Title	Hours
All of these:		
GEOG:1020	The Global Environment	3
GEOG:1021	The Global Environment Lab	1
GEOG:1050	Foundations of GIS	4
GEOG:1090	Globalization and Geographic Diversity	3
One of these:		
GEOG:1060	Geography of Asia: From Japan to Pakistan	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:2130	World Cities	3
GEOG:2910	The Global Economy	3
GEOG:2950	Environmental Conservation	3
One of these (not required for GISci track students):		
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
GEOG:4010	Field Methods in Physical Geography	3
GEOG:4020	Field Methods: Mapping and Mobile Computing	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3

GEOG:4650	Simulation in Environmental Geography	3
-----------	---------------------------------------	---

One of these:

GEOG:4030	Senior Project Seminar	3
GEOG:4995	Honors Thesis (must enroll for 3 s.h.)	3

One of these (at least 1 s.h. required):

GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3992	Undergraduate Research (including ICIGO or independent research)	arr.
CCP:1201	Academic Internship	1-3

Senior Project Seminar (GEOG:4030) is offered only in spring semesters. Students who choose GEOG:4995 Honors Thesis must make arrangements with a faculty advisor.

The Department of Geographical and Sustainability Sciences is a participant in the University's internship program, which provides opportunities for students to participate in paid and unpaid activities related to their academic programs. The Pomerantz Career Center works with students to develop appropriate internships.

Statistics Courses

Students must earn a minimum of 3 s.h. in statistics by completing one of the following courses or a statistics course equivalent to or numbered above one of these.

Code	Title	Hours
GEOG:1065	Introduction to Spatial Analysis: Patterns and Processes	3
PSQF:4143/ STAT:4143	Introduction to Statistical Methods	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3510/ IGPI:3510	Biostatistics	3

Tracks

All geography majors must complete one of the three tracks described below: environmental studies, geographic information science (GISci), or health and society. Students should pay close attention to prerequisites for the upper-level courses in each track in order to develop a study plan that allows them to complete their major in a timely way.

Students in the environmental studies or health and society track who wish to gain additional experience in theory and application of geographic information systems (GIS) should take GIS-based courses offered by the Department of Geographical and Sustainability Sciences, as described for each track below.

Students may use GEOG:3001 Special Topics to fulfill a track requirement if the course content is applicable.

Environmental Studies Track

The environmental studies track requires a minimum of 15 s.h. It is designed for students interested in the interrelationships among social and natural processes that affect the environment. The track prepares students for careers or pursuit of personal interests in resource management, landscape ecology, water resources, environmental policy or law, global environmental change, sustainable development, or other complex environmental issues. Graduates may find employment in an environmental profession such as conservation, environmental planning and regulation; or environmental law, policy, and politics.

The environmental studies track offers training in field observation, remote sensing, geographical information systems, quantitative analysis/computing, and cartographic representation. It also provides a sound foundation for graduate or professional-level studies in the natural or social aspects of the environment.

In addition to the common requirements, students in the environmental studies track complete a common track course (3 s.h.) and at least 12 s.h. of upper-level geographical and sustainability sciences courses.

Code	Title	Hours
Common course—all environmental studies track students take this:		
GEOG:1070	Contemporary Environmental Issues	3

Students choose a total of four upper-level courses (at least 12 s.h.) from the following, in consultation with their advisor. Those who wish to gain additional experience in theory and application of GIS systems should take GEOG:3520 GIS for Environmental Studies and GEOG:4520 GIS for Environmental Studies: Applications, or they should earn 6 s.h. in other GIS-based geographical and sustainability sciences courses.

Code	Title	Hours
At least one of these:		
GEOG:2310/ EES:2310	Introduction to Climatology	3
GEOG:2374/ BIOL:2374	Biogeography	3
GEOG:2410	Environment and Development	3
GEOG:2930	Water Resources	3
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
At least one of these:		
GEOG:3310	Landscape Ecology	3
GEOG:3315	Ecosystem Ecology	3
GEOG:3320/ EES:3260	Wetlands: Function, Geography, and Management	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3350	Urban Ecology	3
GEOG:3400	Iowa Environmental Policy in Practice	3

GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3920/ URP:3001	Planning Livable Cities	3
GEOG:4010	Field Methods in Physical Geography	3
GEOG:4200/ SUST:4200	Sustainability as a System Science	3
GEOG:4470	Ecological Climatology	3
GEOG:4500/ IGPI:4500	Applications in Environmental Remote Sensing	4
GEOG:4520/ IGPI:4520	GIS for Environmental Studies: Applications	3
GEOG:4650	Simulation in Environmental Geography	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Geographic Information Science Track

The geographic information science track (GISci) requires a minimum of 18-19 s.h. It is designed for students preparing for positions in government agencies, nongovernment organizations, international development agencies, and business. It also provides preparation for graduate study in geography, planning, and other disciplines. The track focuses on the design, implementation, and use of geographic information systems. Courses address how geographic data are acquired, stored, accessed, displayed, managed, and analyzed.

Students in the geographic information science track learn to address problems involved in modeling environmental systems, identifying the best locations for service facilities, assessing environmental impacts, and forecasting the populations of small areas. They use the department's Geographical Information Systems Instructional Lab (GISIL) extensively to develop expertise in using GIS software.

Coursework in the track covers methods of spatial analysis and geographical modeling and involves database management and computer programming.

In addition to the common requirements, students in the geographic information science track complete a common track course (3-4 s.h.) and at least 15 s.h. of upper-level geographical and sustainability sciences courses.

Code	Title	Hours
Common course—all GISci track students take one of these:		
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
CS:2110	Programming for Informatics	4

Students choose a total of five upper-level courses (at least 15 s.h.) from the following, in consultation with their advisor. GISci track students are encouraged to add breadth to their degree by taking additional upper-level courses in the department. Students interested in the application of GIS to environmental issues should select additional courses from the department's environmental studies area; those interested in health or other socioeconomic issues should

select additional courses from the department's health and society area.

Code	Title	Hours
At least one of these:		
GEOG:3050	Introduction to Geospatial Programming	3
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:4650	Simulation in Environmental Geography	3
At least one of these:		
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:4010	Field Methods in Physical Geography	3
GEOG:4020	Field Methods: Mapping and Mobile Computing	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
At least one of these:		
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
GEOG:4500/ IGPI:4500	Applications in Environmental Remote Sensing	4
GEOG:4520/ IGPI:4520	GIS for Environmental Studies: Applications	3
GEOG:4570	Spatial Analysis and Location Models	3
GEOG:4580/ IGPI:4581	Introduction to Geographic Databases	3

Health and Society Track

The health and society track requires a minimum of 15 s.h. It is designed for students interested in understanding the causes and consequences of social inequalities, the long-term effects that changing human/environmental interactions have on human health, and emerging transnational challenges to the sustainability of livelihoods. The track provides students with foundational knowledge and skills to support postgraduate employment in governmental or nongovernmental positions, graduate study in public health or in health-related fields, and service experiences such as the Peace Corps and AmeriCorps.

Students gain understanding of the factors and processes that determine geographic patterns of health. They explore the effects of the social, built, and natural environments on the physical, social, and mental health of populations. Coursework in the track examines patterns and causes of infectious and chronic diseases; hazards, vulnerability, and environmental justice; and the spatial methods used to understand such issues.

Thematic content from courses is complemented by quantitative, spatial, and statistical analysis coursework, enabling students to analyze and understand geographic patterns of health. Students have opportunities to work on applied problems, such as assessing patterns of disease, identifying the underlying population and environmental drivers of good or poor health, and evaluating the social dimensions of environmental impacts.

In addition to the common requirements, students in the health and society track complete three common track courses (9 s.h.) and at least two upper-level geographical and sustainability sciences courses (6 s.h.).

Code	Title	Hours
Common courses—all health and society track students take these:		
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:3110/ GHS:3111	Geography of Health	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3

Students choose two upper-level courses (at least 6 s.h.) from the following, in consultation with their advisor. Those who wish to gain additional experience in theory and application of GIS systems should also take an additional 6 s.h. in GIS-based geographical and sustainability sciences courses.

Code	Title	Hours
At least two of these:		
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3210/ CPH:3400	Health, Work, and the Environment	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3920/ URP:3001	Planning Livable Cities	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A. (Geographic Information Science Track)/M.S. in Informatics (Geoinformatics Subprogram)

Students majoring in geography with a geographic information science track who are interested in earning a master's degree in informatics with a geoinformatics subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Graduate College. The program enables students to begin the study of informatics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the informatics program, see the M.S. in informatics [p. 1592] (Graduate College) in the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major. They must be admitted to the department's honors program by the first semester of their senior year or earlier.

Honors students in geography pursue study beyond the typical undergraduate level. In order to graduate with honors in the major, they work under the direction of a faculty member to conduct original research and then prepare and present an honors thesis based on their research. The thesis is reviewed by a committee of at least three faculty members. Departmental honors students earn credit for their thesis by registering for GEOG:4995 Honors Thesis. They may substitute GEOG:4030 Senior Project Seminar for GEOG:4995, as long as they continue to work on the thesis under the direction of a faculty member.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the geography major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: one introductory course in the major

Before the fifth semester begins: five courses in the major

Before the seventh semester begins: 11 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 14 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Geography, B.A.

- Environmental Studies Track [p. 542]
- Geographic Information Science Track [p. 543]
- Health and Society Track [p. 544]

Environmental Studies Track

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GEOG:1090	Globalization and Geographic Diversity ^a	3
GEOG:1020	The Global Environment ^a	3
GEOG:1021	The Global Environment Lab ^a	1
GE CLAS Core: Historical Perspectives ^b		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
Major: geography "select one" course ^{c, d, e}		3
GE CLAS Core: Values and Culture ^b		3
Elective course ^f		3
Hours		15-16
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
Major: statistics course ^h		3
GEOG:1070	Contemporary Environmental Issues ^a	3
GE CLAS Core: Diversity and Inclusion ^b		3
Elective course ^f		1
Hours		14-15
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g		4 - 5
Major: environmental studies track course		3 - 4

GEOG:1050	Foundations of GIS	4
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
Elective course ^f		1
Hours		15-17

Third Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^g		4 - 5
Major: GIS "select one" course ⁱ		3
Major: environmental studies track course		3 - 4
Elective course ^f		3
Elective course ^f		1
Hours		14-16

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g		4 - 5
GEOG:3400 or GEOG:3992 Practice or CCP:1201 or Undergraduate Research or Academic Internship	Iowa Environmental Policy in	1 - 3
Major: environmental studies track course		3 - 4
Elective course ^f		3
Elective course ^f		3
Hours		14-18

Fourth Year

Fall

Major: environmental studies track course		3 - 4
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		3
Hours		15-16

Spring

GEOG:4995 or GEOG:4030	Honors Thesis or Senior Project Seminar	3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		15
Total Hours		117-129

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students cannot choose a course that they have already used elsewhere in the major.
- d Choose from the following options: GEOG:1060, GEOG:2110, GEOG:2130, GEOG:2910, GEOG:2950.
- e Cannot use GEOG:1070 or GEOG:1090, as these are required elsewhere in the major.
- f Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

- h Choose from: GEOG:1065, PSQF:4143, STAT:1020, STAT:1030, STAT:2010, STAT:2020, STAT:3510. Consider choosing a course that also fulfills the GE CLAS Core Quantitative or Formal Reasoning requirement.
- i Cannot double-count a class for this requirement and another requirement in the major.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Geographic Information Science Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:1090	Globalization and Geographic Diversity ^a	3
GEOG:1020	The Global Environment ^a	3
GEOG:1021	The Global Environment Lab ^a	1
GE CLAS Core: Values and Culture ^b		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:1050	Foundations of GIS	4
Major: geography "select one" course ^{c, d}		3
GE CLAS Core: Historical Perspectives ^b		3
Elective course ^e		2
Hours		15-16
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
CS:1210 or CS:1110 or CS:2110	Computer Science I: Fundamentals ^g or Introduction to Computer Science or Programming for Informatics	3 - 4
GE CLAS Core: International and Global Issues or Social Sciences ^b		3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
Elective course ^e		3
Hours		16-18
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Major: statistics course ^{g, h}		3
Major: GIS track course		3 - 4
Elective course ^e		3
Elective course ^e		3
Hours		16-18

Third Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Major: GIS track course		3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
Elective course ^e		3
Hours		13-15

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
CCP:1201 or GEOG:3992 or GEOG:3400	Academic Internship or Undergraduate Research or Iowa Environmental Policy in Practice	1 - 3
Major: GIS track course		3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
Elective course ^e		3
Hours		14-18

Fourth Year

Fall

Major: GIS track course		3 - 4
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		15-16

Spring

GEOG:4995 or GEOG:4030	Honors Thesis or Senior Project Seminar	3
Major: GIS track course		3 - 4
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		15-16
Total Hours		119-133

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Choose from the following options: GEOG:1060, GEOG:1070, GEOG:2110, GEOG:2130, GEOG:2910, GEOG:2950.
- d Students cannot choose a course that they have already used elsewhere in the major.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Consider choosing a course that also fulfills the GE CLAS Core Quantitative or Formal Reasoning requirement.
- h Choose from: GEOG:1065, PSQF:4143, STAT:1020, STAT:1030, STAT:2010, STAT:2020, STAT:3510.

i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Health and Society Track

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GEOG:1090	Globalization and Geographic Diversity ^a	3
GEOG:1020	The Global Environment ^a	3
GEOG:1021	The Global Environment Lab	1
GE CLAS Core: Values and Culture ^b		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
Major: geography "select one" course ^{c, d}		3
GE CLAS Core: Historical Perspectives ^b		3
Elective course ^e		2
Hours		14-15
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Major: statistics course ^g		3
GEOG:1050	Foundations of GIS	4
Elective course ^e		3
Hours		14-15
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
GEOG:2110	Seven Billion and Counting: Introduction to Population Dynamics ^a	3
Major: GIS "select one" course ^h		3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
Elective course ^e		1 - 3
Hours		14-17
Third Year		
Fall		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
GEOG:3110	Geography of Health	3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
Elective course ^e		3
Elective course ^e		1 - 3
Hours		14-17
Spring		
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5

Major: Health and Society "select two" course ⁱ		3
GEOG:3992	Undergraduate Research	1 - 3
or CCP:1201	or Academic Internship	
or GEOG:3400	or Iowa Environmental Policy in Practice	
Elective course ^e		3
Elective course ^e		3
Hours		14-17
Fourth Year		
Fall		
GEOG:4150	Health and Environment: GIS Applications	3
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		15
Spring		
Major: Health and Society "select two" course ⁱ		3
GEOG:4995	Honors Thesis	3
or GEOG:4030	or Senior Project Seminar	
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		15
Total Hours		115-127

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Choose from the following options: GEOG:1060, GEOG:1070, GEOG:2110, GEOG:2130, GEOG:2910, GEOG:2950.
- d Students cannot choose a course that they have already used elsewhere in the major.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Choose from: GEOG:1065, PSQF:4143, STAT:1020, STAT:1030, STAT:2010, STAT:2020, STAT:3510. Consider choosing a course that also fulfills the GE CLAS Core Quantitative or Formal Reasoning requirement.
- h Cannot double-count a class for this requirement and another requirement in the major.
- i Choose from the following: GEOG:3070, GEOG:3210, GEOG:3300, GEOG:3760, GEOG:3920, GEOG:4770.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Courses in geography are commonly required of students preparing to teach at the elementary and secondary school levels or to work in planning and public affairs. The degree also provides a solid background for many related professions,

including law, health care, environmental engineering, and business.

The application of geographic information systems (GIS) to social, economic, and environmental problems has increased considerably during the past decade. This trend is likely to continue into the future; in fact, the U.S. Department of Labor has identified the area as one of its 14 high-growth industries. GIS presents an abundance of career opportunities for geography graduates in local, state, and federal government agencies, as well as in the private sector.

Geography majors also are encouraged to participate in an internship. The department maintains close ties with the Iowa Department of Natural Resources and other local agencies that offer internships.

The department's faculty members help students apply for postgraduate programs and contact potential employers.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Geography, B.S.

Learning Outcomes

The goal is for geography graduates to demonstrate spatial literacy, systems thinking, critical thinking, research proficiency, and communications skills.

- Spatial Literacy

Students will understand the role of spatial information and data in addressing social and environmental questions. They will be aware of the role of geography as a linchpin discipline that bridges social and biophysical sciences.

- Systems Thinking

Students will acquire an understanding of the connections and relationships between human and environmental activities and outcomes across space and time, be able to apply spatial analytical techniques to investigate human/environment interaction, and identify the ethical implications associated with outcomes produced by such analyses. This understanding and ability will provide students with the necessary tools to assess the sustainability of current and proposed solutions in a variety of settings across a broad spectrum of social and environmental issues.

- Critical Thinking

Students will have the capability to assess various points of view and perspectives while assessing complex social and environmental problems, to evaluate the factual basis of assertions, and to understand trade-offs.

- Research Proficiency

Students will be able to formulate testable hypotheses, apply quantitative or qualitative approaches and methodological tools to pertinent questions, and acquire secondary data or construct primary data sets when applicable.

- Communication Skills

Students will be able to communicate complex geographical and technical concepts using an appropriate vocabulary to a broad spectrum of audiences. Communication skills include verbal, written, graphic, and cartographic forms of communication.

Requirements

The Bachelor of Science with a major in geography requires a minimum of 120 s.h., including at least 46-49 s.h. of work for the major. Credit required for the major depends on a student's choice of track. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn a minimum of 15 s.h. for the major in residence at the University of Iowa.

Geography majors may not earn the minor in geographic information science.

The major in geography is appropriate preparation for advanced training or careers in geographical and sustainability sciences. Students with strong interest in quantitative analysis and model building should pursue

the Bachelor of Science and are encouraged to master an appropriate computer programming language.

Students choose one of three tracks in the major: environmental studies, geographic information science (GISci), or health and society. All students majoring in geography complete a common set of foundation courses in addition to the requirements for their choice of track. Bachelor of Science students take additional mathematics coursework.

Consistent with the College of Liberal Arts and Sciences maximum semester hours rule, students may count a maximum of 56 s.h. earned in their major department toward graduation.

The B.S. with a major in geography requires the following work.

Code	Title	Hours
Common Requirements		18-23
Statistics, Mathematics, or Computer Science Courses		10
Track Courses		15-19

Common Requirements

Students may not use a course to fulfill more than one major requirement.

Code	Title	Hours
All of these:		
GEOG:1020	The Global Environment	3
GEOG:1021	The Global Environment Lab	1
GEOG:1050	Foundations of GIS	4
GEOG:1090	Globalization and Geographic Diversity	3
One of these:		
GEOG:1060	Geography of Asia: From Japan to Pakistan	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:2130	World Cities	3
GEOG:2910	The Global Economy	3
GEOG:2950	Environmental Conservation	3
One of these (not required for GISci track students):		
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
GEOG:4010	Field Methods in Physical Geography	3
GEOG:4020	Field Methods: Mapping and Mobile Computing	3

GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GEOG:4650	Simulation in Environmental Geography	3
One of these:		
GEOG:4030	Senior Project Seminar (offered only in spring semesters)	3
GEOG:4995	Honors Thesis (must enroll for 3 s.h. and make arrangements with a faculty advisor)	3
One of these (at least 1 s.h. required):		
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3992	Undergraduate Research (including ICIGO or independent research)	arr.
CCP:1201	Academic Internship	1-3

Senior Project Seminar (GEOG:4030) is offered only in spring semesters. Students who choose GEOG:4995 Honors Thesis must make arrangements with a faculty advisor.

The Department of Geographical and Sustainability Sciences is a participant in the University's internship program, which provides opportunities for students to participate in paid and unpaid activities related to their academic programs. The Pomerantz Career Center works with students to develop appropriate internships.

Statistics, Mathematics, or Computer Science Courses

Students must earn a minimum of 10 s.h. in statistics, mathematics, or computer science coursework by completing the following. Equivalent courses and courses with a higher course number also may be selected in consultation with, and approval by, an advisor.

Students who complete the GIS track may not double count their required computer science courses for the statistics, mathematics, or computer science courses requirement.

Code	Title	Hours
Both of these:		
STAT:2010	Statistical Methods and Computing	3
STAT:3200/ IGPI:3200/ISE:3760	Applied Linear Regression	3
One of these:		
CS:1210	Computer Science I: Fundamentals	4
CS:2110	Programming for Informatics	4
CS:2230	Computer Science II: Data Structures	4
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1460	Calculus for the Biological Sciences	4

Tracks

All geography majors must complete one of the three tracks described below: environmental studies, geographical

information science (GISci), or health and society. Students should pay close attention to prerequisites for the upper-level courses in each track in order to develop a study plan that allows them to complete their major in a timely way.

Students in the environmental studies or health and society track who wish to gain additional experience in theory and application of geographic information systems (GIS) should take GIS-based courses offered by the Department of Geographical and Sustainability Sciences, as described for each track below.

Students may use GEOG:3001 Special Topics to fulfill a track requirement if the course content is applicable.

Environmental Studies Track

The environmental studies track requires a minimum of 15 s.h. It is designed for students interested in the interrelationships among social and natural processes that affect the environment. The track prepares students for careers or pursuit of personal interests in resource management, landscape ecology, water resources, environmental policy or law, global environmental change, sustainable development, or other complex environmental issues. Graduates may find employment in an environmental profession such as conservation, environmental planning and regulation, or environmental law, policy, and politics.

The environmental studies track offers training in field observation, remote sensing, geographical information systems, quantitative analysis/computing, and cartographic representation. It also provides a sound foundation for graduate or professional-level studies in the natural or social aspects of the environment.

In addition to the common requirements, students in the environmental studies track complete a common track course (3 s.h.) and at least 12 s.h. of upper-level geographical and sustainability sciences courses.

Code	Title	Hours
Common course—all environmental studies track students take this:		
GEOG:1070	Contemporary Environmental Issues	3

Students choose a total of four upper-level courses (at least 12 s.h.) from the following, in consultation with their advisor. Those who wish to gain additional experience in theory and application of GIS systems should take GEOG:3520 GIS for Environmental Studies and GEOG:4520 GIS for Environmental Studies: Applications, or they should earn 6 s.h. in other GIS-based geographical and sustainability sciences courses.

Code	Title	Hours
At least one of these:		
GEOG:2310/ EES:2310	Introduction to Climatology	3
GEOG:2374/ BIOL:2374	Biogeography	3
GEOG:2410	Environment and Development	3
GEOG:2930	Water Resources	3
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3

At least one of these:

GEOG:3310	Landscape Ecology	3
GEOG:3315	Ecosystem Ecology	3
GEOG:3320/ EES:3260	Wetlands: Function, Geography, and Management	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3350	Urban Ecology	3
GEOG:3400	Iowa Environmental Policy in Practice	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3920/ URP:3001	Planning Livable Cities	3
GEOG:4010	Field Methods in Physical Geography	3
GEOG:4200/ SUST:4200	Sustainability as a System Science	3
GEOG:4470	Ecological Climatology	3
GEOG:4500/ IGPI:4500	Applications in Environmental Remote Sensing	4
GEOG:4520/ IGPI:4520	GIS for Environmental Studies: Applications	3
GEOG:4650	Simulation in Environmental Geography	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Geographic Information Science Track

The geographic information science track (GISci) requires a minimum of 18-19 s.h. It is designed for students preparing for positions in government agencies, nongovernment organizations, international development agencies, and business. It also provides preparation for graduate study in geography, planning, and other disciplines. The track focuses on the design, implementation, and use of geographic information systems. Courses address how geographic data are acquired, stored, accessed, displayed, managed, and analyzed.

Students in the geographic information science track learn to address problems involved in modeling environmental systems, identifying the best locations for service facilities, assessing environmental impacts, and forecasting the populations of small areas. They use the department's Geographical Information Systems Instructional Lab (GISIL) extensively to develop expertise in using GIS software.

Coursework in the track covers methods of spatial analysis and geographical modeling and involves database management and computer programming.

In addition to the common requirements, students in the geographic information science track complete a common track course (3-4 s.h.) and at least 15 s.h. of upper-level geographical and sustainability sciences courses.

Code	Title	Hours
Common course—all GISci track students take one of these:		
CS:1110	Introduction to Computer Science	3

CS:1210	Computer Science I: Fundamentals	4
CS:2110	Programming for Informatics	4

Students choose a total of five upper-level courses (at least 15 s.h.) from the following, in consultation with their advisor. GISci track students are encouraged to add breadth to their degree by taking additional upper-level courses in the department. Students interested in the application of GIS to environmental issues should select additional courses from the department's environmental studies area; those interested in health or other socioeconomic issues should select additional courses from the department's health and society area.

Code	Title	Hours
At least one of these:		
GEOG:3050	Introduction to Geospatial Programming	3
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:4650	Simulation in Environmental Geography	3
At least one of these:		
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:4010	Field Methods in Physical Geography	3
GEOG:4020	Field Methods: Mapping and Mobile Computing	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
At least one of these:		
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
GEOG:4500/ IGPI:4500	Applications in Environmental Remote Sensing	4
GEOG:4520/ IGPI:4520	GIS for Environmental Studies: Applications	3
GEOG:4570	Spatial Analysis and Location Models	3
GEOG:4580/ IGPI:4581	Introduction to Geographic Databases	3

Health and Society Track

The health and society track requires a minimum of 15 s.h. It is designed for students interested in understanding the causes and consequences of social inequalities, the long-term effects that changing human/environmental interactions have on human health, and emerging transnational challenges to the sustainability of livelihoods. The track provides students with foundational knowledge and skills to support postgraduate employment in governmental or

nongovernmental positions, graduate study in public health or in health-related fields, and service experiences such as the Peace Corps and AmeriCorps.

Students gain understanding of the factors and processes that determine geographic patterns of health. They explore the effects of the social, built, and natural environments on the physical, social, and mental health of populations. Coursework in the track examines patterns and causes of infectious and chronic diseases; hazards, vulnerability, and environmental justice; and the spatial methods used to understand such issues.

Thematic content from courses is complemented by quantitative, spatial, and statistical analysis coursework, enabling students to analyze and understand geographic patterns of health. Students have opportunities to work on applied problems, such as assessing patterns of disease, identifying the underlying population and environmental drivers of good or poor health, and evaluating the social dimensions of environmental impacts.

In addition to satisfying the common requirements, students in the health and society track complete three common track courses (9 s.h.) and at least two upper-level geographical and sustainability sciences courses (6 s.h.).

Code	Title	Hours
Common courses—all health and society track students take these:		
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:3110/ GHS:3111	Geography of Health	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3

Students choose two upper-level courses (at least 6 s.h.) from the following, in consultation with their advisor. Those who wish to gain additional experience in theory and application of GIS systems should also take an additional 6 s.h. in GIS-based geographical and sustainability sciences courses.

Code	Title	Hours
At least two of these:		
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3210/ CPH:3400	Health, Work, and the Environment	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:3760/ GHS:3760	Hazards and Society	3
GEOG:3920/ URP:3001	Planning Livable Cities	3
GEOG:4770/ GHS:4770	Environmental Justice	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a

related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.S./M.S. in Informatics (Geoinformatics Subprogram)

Students majoring in geography who are interested in earning a master's degree in informatics with a geoinformatics subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Graduate College. The program enables students to begin the study of informatics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the informatics program, see the M.S. in informatics [p. 1592] (Graduate College) in the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major. They must be admitted to the department's honors program by the first semester of their senior year or earlier.

Honors students in geography pursue study beyond the typical undergraduate level. In order to graduate with honors in the major, they work under the direction of a faculty member to conduct original research and then prepare and present an honors thesis based on their research. The thesis is reviewed by a committee of at least three faculty members. Departmental honors students earn credit for their thesis by registering for GEOG:4995 Honors Thesis. They may substitute GEOG:4030 Senior Project Seminar for GEOG:4995, as long as they continue to work on the thesis under the direction of a faculty member.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the geography major.

Academic Plans

Four-Year Graduation Plan

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

major are those required to complete the major; they may be offered by departments other than the major department.

Before the third semester begins: two introductory courses in the major

Before the fifth semester begins: six courses in the major

Before the seventh semester begins: 12 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 15 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Geography, B.S.

- Environmental Studies Track [p. 550]
- Geographic Information Science Track [p. 551]
- Health and Society Track [p. 552]

Environmental Studies Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:1090	Globalization and Geographic Diversity ^a	3
GEOG:1020	The Global Environment ^a	3
GEOG:1021	The Global Environment Lab ^a	1
GE CLAS Core: Historical Perspectives ^b		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GEOG:1070	Contemporary Environmental Issues ^a	3
Major: geography "select one" course ^{c, d}		3
GE CLAS Core: Values and Culture ^b		3
Elective course ^e		3
Hours		15-16
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
STAT:2010 ^a	Statistical Methods and Computing	3
GEOG:1050	Foundations of GIS	4
Elective course ^e		3
Elective course ^e		1
Hours		15-16

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5	
STAT:3200	Applied Linear Regression	3
Major: environmental studies track course	3	
GE CLAS Core: Diversity and Inclusion ^b	3	
Elective course ^e	1	
Hours		14-15

Third Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5	
Major: GIS "select one" course ^g	3	
Major: computer science/math course ^{h, i}	3 - 4	
Major: environmental studies track course	3	
Hours		13-15

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f	4 - 5	
GEOG:3992	Undergraduate Research	1 - 3
or CCP:1201	or Academic Internship	
or GEOG:3400	or Iowa Environmental Policy in Practice	
Major: environmental studies track course	3	
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3	
Elective course ^e	3	
Hours		14-17

Fourth Year

Fall

Major: environmental studies track course	3	
GE CLAS Core: Natural Sciences without Lab ^b	3	
Elective course ^e	3	
Elective course ^e	3	
Elective course ^e	3	
Hours		15

Spring

GEOG:4995	Honors Thesis	3
or GEOG:4030	or Senior Project Seminar	
Elective course ^e	3	
Elective course ^e	3	
Elective course ^e	3	
Elective course ^e	3	
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		15
Total Hours		116-125

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Choose from the following options: GEOG:1060, GEOG:1070, GEOG:2110, GEOG:2130, GEOG:2910, GEOG:2950.
- d Students cannot choose a course that they have already used elsewhere in the major.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students cannot double-count the same course for this requirement and a requirement in the track.
- h Choose from the following options: CS:1210, CS:2110, CS:2230, MATH:1380, MATH:1460. This course should be chosen based on math placement exam and/or prior coursework, and cannot count for more than one major requirement.
- i Enrollment in math courses requires completion of a placement exam.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Geographic Information Science Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:1090	Globalization and Geographic Diversity ^a	3
GEOG:1020	The Global Environment ^a	3
GEOG:1021	The Global Environment Lab ^a	1
GE CLAS Core: Historical Perspectives ^b		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:1050	Foundations of GIS	4
Major: geography "select one" course ^{c, d}		3 - 4
GE CLAS Core: Values and Culture ^b		3
Elective course ^e		3
Hours		16-18
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
STAT:2010	Statistical Methods and Computing ^a	3
Major: GIS track course		3
GE CLAS Core: Diversity and Inclusion ^b		3
Elective course ^e		1
Hours		14-15
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
STAT:3200	Applied Linear Regression	3
Major: GIS track course		3
GE CLAS Core: International and Global Issues or Social Sciences ^b		3
Elective course ^e		1
Hours		14-15

Third Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Major: GIS track course		3
CS:2110 or CS:1210 or CS:1110	Programming for Informatics ^a or Computer Science I: Fundamentals or Introduction to Computer Science	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
Hours		13-15

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Major: GIS track course		3
GEOG:3992 or GEOG:3400 or CCP:1201	Undergraduate Research or Iowa Environmental Policy in Practice or Academic Internship	1 - 3
Major: computer science/math course ^{g, h}		3 - 4
Elective course ^e		3
Hours		14-18

Fourth Year

Fall

Major: GIS track course		3
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		15

Spring

GEOG:4030 or GEOG:4995	Senior Project Seminar or Honors Thesis	3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)ⁱ

Hours		15
Total Hours		116-127

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students cannot choose a course that they have already used elsewhere in the major.
- d Choose from the following options: GEOG:1060, GEOG:1070, GEOG:2110, GEOG:2130, GEOG:2910, GEOG:2950.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Choose from the following options: CS:1210, CS:2110, CS:2230, MATH:1380, MATH:1460. This course should be chosen based on math placement exam and/or prior coursework, and cannot count for more than one major requirement.

- h Enrollment in math courses requires completion of a placement exam.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Health and Society Track

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GEOG:1090	Globalization and Geographic Diversity ^a	3
GEOG:1020	The Global Environment ^a	3
GEOG:1021	The Global Environment Lab ^a	1
GE CLAS Core: Historical Perspectives ^b		3
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:2110	Seven Billion and Counting: Introduction to Population Dynamics ^a	3
Major: geography "select one" course ^{c, d}		3 - 4
GE CLAS Core: Values and Culture ^b		3
Elective course ^e		3
Hours		15-17
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
STAT:2010	Statistical Methods and Computing ^a	3
GE CLAS Core: Diversity and Inclusion ^b		3
Elective course ^e		3
Elective course ^e		1
Hours		14-15
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
STAT:3200	Applied Linear Regression	3
GEOG:1050	Foundations of GIS	4
Elective course ^e		3
Elective course ^e		1
Hours		15-16
Third Year		
Fall		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Major: computer science/math course ^{g, h}		4
GEOG:3110	Geography of Health	3

GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
Hours		14-15
Spring		
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
CCP:1201 or GEOG:3992 or GEOG:3400	Academic Internship or Undergraduate Research or Iowa Environmental Policy in Practice	1 - 3
Major: Health and Society "select two" course ⁱ		3
Major: GIS "select one" course ^j		3
Elective course ^e		3
Hours		14-17
Fourth Year		
Fall		
GEOG:4150	Health and Environment: GIS Applications	3
Major: Health and Society "select two" course ⁱ		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Hours		15
Spring		
GEOG:4995 or GEOG:4030	Honors Thesis or Senior Project Seminar	3
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^k		
Hours		15
Total Hours		117-126

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students cannot choose a course that they have already used elsewhere in the major.
- d Choose from the following options: GEOG:1060, GEOG:1070, GEOG:2110, GEOG:2130, GEOG:2910, GEOG:2950.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Choose from the following options: CS:1210, CS:2110, CS:2230, MATH:1380, MATH:1460. This course should be chosen based on math placement exam and/or prior coursework, and cannot count for more than one major requirement.
- h Enrollment in math courses requires completion of a placement exam.
- i Choose from the following: GEOG:3070, GEOG:3210, GEOG:3300, GEOG:3760, GEOG:3920, GEOG:4770.
- j Cannot use GEOG:4150, as it is required elsewhere in the track.

- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Courses in geography are commonly required of students preparing to teach at the elementary and secondary school levels or to work in planning and public affairs. The degree also provides a solid background for many related professions, including law, health care, environmental engineering, and business.

The application of geographic information systems (GIS) to social, economic, and environmental problems has increased considerably during the past decade. This trend is likely to continue into the future; in fact, the U.S. Department of Labor has identified the area as one of its 14 high-growth industries. GIS presents an abundance of career opportunities for geography graduates in local, state, and federal government agencies, as well as in the private sector.

Geography majors are encouraged to participate in an internship. The department maintains close ties with the Iowa Department of Natural Resources and other local agencies that offer internships.

The department's faculty members help students apply for postgraduate programs and contact potential employers.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Sustainability Science, B.S.

The National Academy of Science defines sustainability sciences as "...an emerging field...dealing with the interactions between natural and social systems, and with how those interactions affect the challenge of sustainability: meeting the needs of present and future generations while substantially reducing poverty and conserving the planet's life support systems." The sustainability science major at the University of Iowa is built on an integrative curriculum, with coursework in the social, natural, and analytical disciplines, thereby providing students with the knowledge and skills needed to help build a more sustainable future in Iowa, the United States, and around the world. The program offers students relevant real-world experiences such as study abroad and community outreach, as well as an academically rigorous curriculum.

Learning Outcomes

Sustainability science graduates will be able to:

- understand the complex processes that connect humans to natural systems;
- analyze the potential impact of decisions given competing information, perceptions, and goals; and
- communicate the importance of sustainability science and management to leaders and the public.

Requirements

The Bachelor of Science with a major in sustainability science requires a minimum of 120 s.h., including at least 68-71 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn a minimum of 40 s.h. for the major in residence at the University of Iowa.

Sustainability science majors may earn a second major or minor in geography, environmental policy and planning, and environmental sciences, as well as other majors, minors, or certificates at the University of Iowa (except for the Certificate in Sustainability). Students may count a maximum of 6 s.h. completed for another major toward the sustainability science major, and may count a maximum of 3 s.h. toward another minor.

The B.S. with a major in sustainability science requires the following work.

Code	Title	Hours
Core Courses		28-30
Analytical Tools Courses		14
Communication Course		2-3
Equity/Ethics/Equality Course		3
Electives		18
Research/Internship Experience		3
Total Hours		68-71

Core Courses

Core courses introduce students to key elements of sustainability science.

Sustainability Science

Code	Title	Hours
Both of these:		
GEOG:2013/ BUS:2013/ SUST:2013/ URP:2013	Introduction to Sustainability	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
One of these:		
GEOG:4200/ SUST:4200	Sustainability as a System Science	3
CBE:4410/CEE:4107	Sustainable Systems	3

Natural Systems

Code	Title	Hours
One of these:		
CHEM:1070	General Chemistry I	3
CHEM:1110	Principles of Chemistry I	4
One of these:		
EES:1085/ ENVS:1085	Fundamentals of Environmental Science	4
GEOG:1020	The Global Environment	3
One of these:		
GEOG:4470	Ecological Climatology	3
BIOL:2673/ ENVS:2673	Ecology	3

Human Systems

Code	Title	Hours
Both of these:		
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:3800	Environmental Economics and Policy	3
One of these:		
GEOG:4770/ GHS:4770	Environmental Justice	3
POLI:2417	Comparative Environmental Policy	3

Sustainability Sciences Seminar

Code	Title	Hours
This course:		
	A sustainability science seminar course (consult advisor)	1

Analytical Tools Courses

These courses address solid analytical skills needed to address sustainability problems.

Code	Title	Hours
All of these:		
GEOG:1050	Foundations of GIS	4
STAT:2010	Statistical Methods and Computing	3
STAT:3200/ IGPI:3200/ISE:3760	Applied Linear Regression	3

One of these:

CS:1210	Computer Science I: Fundamentals	4
CS:2110	Programming for Informatics	4
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1460	Calculus for the Biological Sciences	4

Communication Course

Code	Title	Hours
At least one of these:		
CNW:2730	The Art and Craft of Science Writing	3
CNW:2740	The Art and Craft of Writing about the Environment	3
CNW:3664	Writing About Science	3
JMC:1800	Twenty-first-Century Science: Environmental Communication in the Digital Age	3
JMC:3185	Topics in Understanding Media	3
POLI:3107	Writing in Political Science: Writing for "Science" and for "Politics"	3
WRIT:2600	Science Communication I: Fundamentals of Science Communication	2
WRIT:2601	Science Communication II: Science Outreach and Engagement	2

Equity/Ethics/Equality Course

Code	Title	Hours
At least one of these:		
GEOG:4770/ GHS:4770	Environmental Justice	3
PHIL:2402	Introduction to Ethics	3
SOC:1022/ SSW:1022	Social Justice and Social Welfare in the United States	3
SOC:1219/ HIST:1219	Big Ideas: Equality, Opportunity, and Public Policy in America	3

Electives

Elective coursework provides the flexibility so that students can gain depth in an area of interest or continue to build a broad platform on which to build subsequent academic or professional careers.

Students cannot use an elective course to satisfy more than one requirement.

Students must select a minimum of 18 s.h. from the following, with at least 9 s.h. numbered above 3000. Students who seek to develop depth in an area may take up to 12 s.h. in a single focal area.

Natural Systems

Code	Title	Hours
GEOG:2374/ BIOL:2374	Biogeography	3
GEOG:3310	Landscape Ecology	3
GEOG:3315	Ecosystem Ecology	3
GEOG:3350	Urban Ecology	3
GEOG:4010	Field Methods in Physical Geography	3
BIOL:2673/ ENVS:2673	Ecology	3
EES:4700/ ENVS:4700	Evolution of Ecosystems	3
ENVS:3095	Field Ecology	4
Iowa Lakeside Lab courses (prefix IALL); approved by advisor		

Human Systems

Code	Title	Hours
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GEOG:4770/ GHS:4770	Environmental Justice	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ECON:3650	Policy Analysis	3
ENTR:3700	Sustainable Product Innovation and Management	3
POLI:2417	Comparative Environmental Policy	3
POLI:3126	Environmental Policy	3
URP:3001/ GEOG:3920	Planning Livable Cities	3

Integrated Natural and Human Systems

Code	Title	Hours
GEOG:2930	Water Resources	3
GEOG:2950	Environmental Conservation	3
GEOG:3331	Human Dimensions of Climate	3
GEOG:3760/ GHS:3760	Hazards and Society	3
ANTH:2261	Human Impacts on the Environment	3

Analytical Methods and Decision Support

Code	Title	Hours
GEOG:3050	Introduction to Geospatial Programming	3

GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GEOG:4580/ IGPI:4581	Introduction to Geographic Databases	3
GEOG:4650	Simulation in Environmental Geography	3
BAIS:3005	Information Systems	2
BAIS:3200	Database Management	3
BAIS:3800	Optimization and Simulation Modeling	3
BAIS:4480/CS:4480/ ECE:4480	Knowledge Discovery	3
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
CS:2110	Programming for Informatics	4
CS:2230	Computer Science II: Data Structures	4
CS:3210	Programming Languages and Tools	3
CS:4720/ MATH:4820	Optimization Techniques	3

Research/Internship Experience

Students must complete a minimum of 3 s.h. for the research/internship experience requirement. They can fulfill this requirement through active participation on research with faculty, an internship at a public or private agency, or an honors thesis. Students can apply an additional 3 s.h. of research experience to their Electives requirement.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major. Students also must complete 6 s.h. of research/internship credit, and successfully complete an honors thesis and presentation.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the sustainability science major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: two core courses in the major

Before the fifth semester begins: six courses in the major

Before the seventh semester begins: 12 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 15 courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Sustainability Science, B.S.

Course	Title	Hours
First Year		
Fall		
CSI:1600	Success at Iowa	2
GE CLAS Core: Historical Perspectives ^a		3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GEOG:2013	Introduction to Sustainability	3
CHEM:1070 or CHEM:1110	General Chemistry I ^{b, c} or Principles of Chemistry I	3 - 4
Hours		14-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Values and Culture ^a		3
GEOG:2110	Seven Billion and Counting: Introduction to Population Dynamics ^b	3
GEOG:1050	Foundations of GIS	4
Elective course ^d		2
Hours		15-16
Second Year		
Fall		
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Diversity and Inclusion ^a		3
GEOG:1020 or EES:1085	The Global Environment ^b or Fundamentals of Environmental Science	3 - 4
STAT:2010	Statistical Methods and Computing ^b	3

Elective course ^d	2
Hours	15-17
Spring	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
Major: communication course ^f	2 - 3
STAT:3200 Applied Linear Regression	3
GE CLAS Core: International and Global Issues ^a	3
Major: sustainability major elective ^g	3
Hours	15-17
Third Year	
Fall	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e	4 - 5
Major: equity/ethics/equality course ^h	3
GEOG:3340 Ecosystem Services: Human Dependence on Natural Systems	3
Major: additional computer science or calculus course ^{i, j}	4
GE CLAS Core: Literary, Visual, and Performing Arts ^a	3
Hours	17-18
Spring	
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
CBE:4410 Sustainable Systems or GEOG:4200 or Sustainability as a System Science	3
GEOG:3800 Environmental Economics and Policy	3
Major: sustainability major elective ^g	3
Major: sustainability science seminar	1
Hours	14-15
Fourth Year	
Fall	
GEOG:4770 Environmental Justice or POLI:2417 or Comparative Environmental Policy	3
GEOG:2310 Introduction to Climatology ^k	3
Major: sustainability major elective ^g	3
Major: sustainability major elective numbered above 3000 ^g	3
Elective course ^d	3
Arrange research or internship placement ^l	
Hours	15
Spring	
Major: sustainability major elective numbered above 3000 ^g	3
Major: sustainability major elective numbered above 3000 ^g	3
Research or internship ^l	3
GEOG:4470 Ecological Climatology	3
Elective course ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^m	
Hours	15
Total Hours	120-129

- a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Choose from: CNW:2730, CNW:2740, CNW:3664, JMC:1800, JMC:3185, POLI:3107, WRIT:2600, WRIT:2601.
- g Elective coursework provides the flexibility so that students can gain depth in an area of interest or continue to build a broad platform on which to build subsequent academic or professional careers. Students cannot use an elective course to satisfy more than one requirement. Students must select a minimum of 18 s.h. from the list found in the catalog, with at least 9 s.h. numbered above 3000. Students who seek to develop depth in an area may take up to 12 s.h. in a single focal area.
- h Choose from: GEOG:4770, PHIL:2402, SOC:1022, SOC:1219.
- i Choose from: CS:1210, CS:2110, MATH:1460, MATH:1380
- j Enrollment in math courses requires completion of a placement exam.
- k This course is a prerequisite for GEOG:4470.
- l Research or internship: must be pre-approved by the department.
- m Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

In Iowa, challenges associated with water quality, habitat diversity, air quality, a changing climate, and struggling rural communities have been recognized for many years. At the same time, there are significant opportunities to have a positive impact on social, economic, and environmental goals through renewable energy, reconnection of the farm with the community, and the development of more sustainable urban infrastructure, among other ways. A knowledgeable workforce is needed to address such challenges as well as to capitalize on these related opportunities.

Sustainability science provides a solid foundation for careers in fields related to sustainability while giving students the needed preparation to continue their studies in professional or graduate programs. According to the Bureau of Labor Statistics, employment opportunities for individuals with training in the environmental area is projected to grow by 11 percent between the years 2014 and 2024, faster than the national average. Sustainability science provides entry into these and related careers, such as planning and public affairs (projected growth of 6 percent, as fast as average); conservation (projected growth of 7 percent, as fast as average); and geospatial technologies (projected growth of 29 percent, much faster than the national average).

Geographic Information Science, Minor

Geographic information science is the study of geography using digital technology. The field uses geographic information systems (computer-based technologies designed to facilitate the capture, organization, analysis, and display of geographic data), remote sensing (primarily interpretation of satellite imagery), and spatial modeling (viewing, analyzing, and mapping spatial data) to study geographic patterns and processes and to examine research on the nature, development, and use of these tools.

Requirements

The undergraduate minor in geographic information science requires a minimum of 15 s.h. in geographical and sustainability sciences courses, including 12 s.h. in University of Iowa courses numbered 3000 or above. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Geography majors may not earn the minor in geographic information science.

The minor requires one core course, three mid-level specialization courses, and an advanced course that builds on one of the three mid-level courses. Students should contact the department secretary to request an advisor for help in selecting the advanced course.

The minor in geographic information science requires the following coursework.

Core Course

Code	Title	Hours
One of these:		
GEOG:1050	Foundations of GIS	4
GEOG:3010/ IGPI:3010	Geographic Information Systems and Science	3

Mid-Level Specialization Courses

Code	Title	Hours
All of these:		
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3

Advanced Course

Code	Title	Hours
One of these:		
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
GEOG:4020	Field Methods: Mapping and Mobile Computing	3

GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GEOG:4500/ IGPI:4500	Applications in Environmental Remote Sensing	4
GEOG:4520/ IGPI:4520	GIS for Environmental Studies: Applications	3
GEOG:4570	Spatial Analysis and Location Models	3
GEOG:4580/ IGPI:4581	Introduction to Geographic Databases	3
GEOG:4650	Simulation in Environmental Geography	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Geographic Information Science, Minor

Course	Title	Hours
Academic Career		
Any Semester		

Students pursuing the Geography major cannot also pursue the Geographic Information Science (GIS) minor.

12 semester hours of the Geographic Information Science minor must be 3000-level or above and taken at the University of Iowa.

Hours		0
First Year		
Spring		
GEOG:1050 or GEOG:3010	Foundations of GIS or Geographic Information Systems and Science	3 - 4
Hours		3-4
Second Year		
Fall		
GEOG:3520	GIS for Environmental Studies	3
Hours		3
Spring		
GEOG:3540	Introduction to Geographic Visualization	3
Hours		3
Third Year		
Fall		
GEOG:3500	Introduction to Environmental Remote Sensing	3
Hours		3
Fourth Year		
Fall		
Minor: GIS advanced course ^a		3
Hours		3
Total Hours		15-16

^a Refer to the General Catalog for a list of recommended courses.

Geography, Minor

Requirements

The undergraduate minor in geography requires a minimum of 15 s.h. in geographical and sustainability sciences courses (prefix GEOG), including 12 s.h. in University of Iowa courses numbered 3000 or above. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students are encouraged to concentrate their coursework in tracks—environmental studies, geographic information science, or health and society (see the B.A. in geography [p. 538] or the B.S. in geography [p. 546]). For help in selecting courses, students should contact the department secretary to request an advisor for the minor.

Geographic Information Science, Certificate

Geographic information systems (GIS) and the digital spatial data that they contain inform major decisions on how natural resources are managed, how smart cities are built, how communities respond to natural disasters, and how the spread of disease is detected. These same systems and data guide such everyday tasks as deciding one's driving route, finding family and friends using a phone, or figuring out when the bus arrives. Geographic information science (GIScience) has emerged as a field of study focused on fundamental questions about how to acquire, store, manage, analyze and visualize geographic information using computers.

The Certificate in Geographic Information Science is designed to provide the knowledge and skills needed to work with geographic information and prepare individuals to work in this growing profession. The certificate coursework helps build a knowledgeable geospatial workforce that understands how to use GIScience properly and applies this understanding to improve transportation systems, improve water quality, or make companies more productive.

Requirements

The undergraduate Certificate in Geographic Information Science requires a minimum of 18 s.h. of credit, including at least 12 s.h. earned at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Courses taken pass/nonpass do not count toward the certificate.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students who major in geography (geographic information science track) or who earn a minor in geographic information science cannot earn the Certificate in Geographic Information Science.

Students who are interested in a specialization in geographic information systems, in remote sensing, or those who seek a more general background may want to select certain options when they plan their certificate coursework. For more information, contact the Department of Geographical and Sustainability Sciences [p. 531].

Students must complete all of a course's prerequisites before they register for the course.

The Certificate in Geographic Information Science requires the following coursework.

Core Courses

Code	Title	Hours
One of these:		
GEOG:1030	Our Digital Earth	3
GEOG:1050	Foundations of GIS	4
Both of these:		
GEOG:1065	Introduction to Spatial Analysis: Patterns and Processes	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3

Geographic Analysis Electives

Code	Title	Hours
Two of these:		
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3570	Light Detection and Ranging (LiDAR): Principles and Applications	3
GEOG:4020	Field Methods: Mapping and Mobile Computing	3
GEOG:4580/ IGPI:4581	Introduction to Geographic Databases	3

Capstone Course

Code	Title	Hours
One of these:		
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GEOG:4500/ IGPI:4500	Applications in Environmental Remote Sensing	4
GEOG:4520/ IGPI:4520	GIS for Environmental Studies: Applications	3
An independent project or internship (consult advisor)		3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Geographic Information Science, Certificate

Course	Title	Hours
Academic Career		
Any Semester		
Students pursuing the Geographic Information Science (GIS) certificate cannot also be Geography majors with the GIS track and cannot also earn the GIS minor.		
Hours		0
First Year		
Spring		
GEOG:1030 or GEOG:1050	Our Digital Earth or Foundations of GIS	3 - 4
Hours		3-4
Second Year		
Fall		
GEOG:1065	Introduction to Spatial Analysis: Patterns and Processes	3
Hours		3

Spring

GEOG:3540	Introduction to Geographic Visualization	3
	Hours	3

Third Year**Fall**

Certificate: geographic analysis elective	3
Hours	3

Spring

Certificate: geographic analysis elective	3
Hours	3

Fourth Year**Fall**

Certificate: capstone course ^a	3
Hours	3
Total Hours	18-19

a Choose from GEOG:4150, GEOG:4500, GEOG:4520 or an approved independent project or internship.

Geography, M.A.

The Master of Arts program in geography focuses on investigating the environmental consequences of human decisions, the social implications of environmental change, and the geographic information science that enables these studies. Central to the department's studies are the theories, methods, and models of environmental, social, and geographic information science. Within this broad domain, the department has strengths in environmental justice, environmental modeling, GIScience and GIS, land use and its environmental consequences, sustainability, urban ecology, climatology, and health geography.

Master of Arts students follow one of two tracks. The professional track is designed as a terminal nonthesis degree that prepares students to enter the workforce directly after receiving a M.A. The thesis track includes an independent research project and prepares students to enter a Ph.D. program or a career that requires creative research in selected areas of geography.

The department provides opportunities for graduate students to gain practical experience through service as departmental teaching or research assistants. In addition, graduate students often compete successfully for intramural and extramural funding for graduate education.

Graduate students often present their research at professional conferences and publish their work in academic journals. These presentations and papers can be the product of independent research or research projects led by a faculty member.

Requirements

The Master of Arts with a major in geography requires a minimum of 30 s.h. of graduate credit with thesis and 32 s.h. of graduate credit without thesis. The program is designed to be completed in four semesters.

Thesis students must earn 15 s.h. of credit in Department of Geographical and Sustainability Sciences courses numbered 5000 or above; they may count 6 s.h. of thesis credit and 2 s.h. earned in GEOG:7000 Geography Colloquium toward the degree. Students who earn more than 30 s.h. may use the additional work to increase their breadth of knowledge in geography and to tailor their study programs to their individual interests.

Nonthesis students build skills across a range of topics in geographical and sustainability sciences during their first year and develop skills in particular application areas during their second year. They must earn 15 s.h. of credit in Department of Geographical and Sustainability Sciences courses numbered 5000 or above.

Students demonstrate competence by completing appropriate coursework; completing and defending an M.A. thesis (for thesis students) or completing a portfolio of finished work and having it reviewed (nonthesis students).

More detailed information about M.A. requirements is provided in the department's Manual for Graduate Degree Requirements; contact the Department of Geographical and Sustainability Sciences.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

A bachelor's degree with a major in geography is not required, but applicants must have an undergraduate background relevant to the field. Strength in social science, environmental science, or geographic information science and interest in exploring the spatial perspectives that characterize modern geography are important in admission decisions. Depending on their prior training, graduate students may be required to take courses that are prerequisites for coursework in their chosen area of graduate study; credit earned in prerequisites does not count toward the graduate degree.

Application materials should include an undergraduate transcript with grade-point average, scores on the Graduate Record Examination (GRE) General Test, three letters of recommendation, and an essay in which applicants state their reasons for wanting to study geography at the University of Iowa.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

New graduate students whose first language is not English are required to take a speaking proficiency test when they arrive at the University; eventually they take the English Language Performance Test (ELPT). Students must be fully certified by the ELPT before they begin their fourth semester in order to be considered for funding in succeeding semesters. Students who do not pass the tests are required to take Teaching Assistant Preparation in English (TAPE) courses until they have achieved proficiency in spoken English.

Financial Support

A number of graduate teaching and research assistantships are available. In addition, outstanding applicants and underrepresented minorities are eligible for several fellowships. Awards are based on merit. In giving awards, the department pays particular attention to grade-point average, especially for the junior and senior years; scores on the Graduate Record Examination (GRE) General Test; letters of recommendation; and fit of a student's objectives with department specializations.

Applications for graduate appointments must be received by January 1. Applications for fellowships are due by January 15.

Career Advancement

Graduates hold positions on college and university faculties, in private research organizations, and in business and government.

Courses in geography are commonly required of students preparing to teach at the elementary and secondary school levels or to work in planning and public affairs. The degree also provides a solid background for many related professions, including law, health care, environmental engineering, and business.

Geography majors also are encouraged to participate in an internship. The department maintains close ties with the Iowa

Department of Natural Resources and other local agencies that offer internships.

The application of GIS to social, economic, and environmental problems has increased considerably during the past decade. This trend is likely to continue into the future; in fact, the U.S. Department of Labor has identified the area as one of its 14 high-growth industries. GIS presents an abundance of career opportunities for geography graduates in local, state, and federal government agencies, as well as in the private sector.

The department's faculty members help students apply for postgraduate programs and contact potential employers.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Geography, Ph.D.

The Doctor of Philosophy program in geography focuses on investigating the environmental consequences of human decisions, the social implications of environmental change, and the geographic information science that enables these studies. Central to the department's studies are the theories, methods, and models of environmental, social, and geographic information science. Within this broad domain, the department has strengths in environmental justice, environmental modeling, GIScience and GIS, land use and its environmental consequences, urban ecology, sustainability, climatology, and health geography.

The department provides opportunities for graduate students to gain practical experience through service as departmental teaching or research assistants. Graduate students often present their research at professional conferences and publish their work in academic journals. These presentations and papers can be the product of independent research or research projects led by a faculty member.

Requirements

The Doctor of Philosophy with a major in geography requires 72 s.h. of graduate credit and is designed to be completed in four or five years. The degree prepares students for college and university teaching and for advanced research. It provides study programs that lead to broad knowledge of a field of geography and its literature and to special expertise in a subfield.

Students may enter the Ph.D. program upon completing an undergraduate degree or with advanced standing corresponding to previous graduate education.

All Ph.D. students take the following courses. They take GEOG:7000 Geography Colloquium (1 s.h.) each semester they are in residence.

Code	Title	Hours
GEOG:5010	Fundamentals of Geography	3
GEOG:5050	Research and Writing in Geography	3
GEOG:7000	Geography Colloquium (taken each semester)	1
Two courses in geography numbered above GEOG:5001		6
Two research seminars chosen from GEOG:6500 through GEOG:6900; each course for 3 s.h.		6

Students complete a set of research milestones, including a research paper, an area of concentration bibliography, and a written qualifying examination in the discipline. With the approval of the dissertation advisor, each student submits a dissertation proposal to the dissertation committee for critical comments, oral questioning, and approval. Once the dissertation is completed, an oral defense of the dissertation is held.

More detailed information about Ph.D. requirements is provided in the department's Manual for Graduate Degree Requirements; contact the Department of Geographical and Sustainability Sciences.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

A bachelor's degree with a major in geography is not required, but applicants must have an undergraduate background relevant to the field. Strength in social science, environmental science, or geographic information science and interest in exploring the spatial perspectives that characterize modern geography are important in admission decisions. Depending on their prior training, graduate students may be required to take courses that are prerequisites for coursework in their chosen area of graduate study; credit earned in prerequisites does not count toward the graduate degree.

Application materials should include an undergraduate transcript with grade-point average, scores on the Graduate Record Examination (GRE) General Test, three letters of recommendation, and an essay in which applicants state their reasons for wanting to study geography at the University of Iowa.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

New graduate students whose first language is not English are required to take a speaking proficiency test when they arrive at the University; eventually they take the English Language Performance Test (ELPT). Students must be fully certified by the ELPT before they begin their fourth semester in order to be considered for funding in succeeding semesters. Students who do not pass the tests are required to take Teaching Assistant Preparation in English (TAPE) courses until they have achieved proficiency in spoken English.

Financial Support

A number of graduate teaching and research assistantships are available. In addition, outstanding applicants and underrepresented minorities are eligible for several fellowships. Awards are based on merit. In giving awards, the department pays particular attention to grade-point average, especially for the junior and senior years; scores on the Graduate Record Examination (GRE) General Test; letters of recommendation; and fit of a student's objectives with department specializations.

Applications for graduate appointments must be received by January 1. Applications for fellowships are due by January 15.

Career Advancement

The Doctor of Philosophy program prepares students to carry on creative and productive research in selected areas of geography. University of Iowa graduates hold positions on college and university faculties, in private research organizations, and in business and government.

Geography majors are encouraged to participate in an internship. The department maintains close ties with the Iowa Department of Natural Resources and other local agencies that offer internships.

The application of GIS to social, economic, and environmental problems has increased considerably during the past decade.

This trend is likely to continue into the future; in fact, the U.S. Department of Labor has identified the area as one of its 14 high-growth industries. GIS presents an abundance of career opportunities for geography graduates in local, state, and federal government agencies, as well as in the private sector.

The department's faculty members help students apply for postgraduate programs and contact potential employers.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

German

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Interim Chair, Department of German

- Waltraud Maierhofer

General Education Language Coordinator

- Bruce H. Nottingham-Spencer

Undergraduate major: German (B.A.)

Undergraduate minor: German

Graduate degree: M.A. in German

Faculty: <https://german.uiowa.edu/people>

Website: <https://german.uiowa.edu/>

The Department of German introduces students to the cultures of Germany, Austria, and Switzerland, providing an understanding of the historical and contemporary importance of these countries in a globalized world, including migration to and from them. The department facilitates development of proficiency in German and fosters critical appreciation of the cultures associated with it, serves to promote awareness of the diversity of languages and cultures worldwide, and to teach skills that are critical for students to become responsible global citizens. The Department of German supports outreach, extracurricular activities, and contributes to the visibility of German-related issues in the state of Iowa, fostering an environment of diversity and inclusion.

Undergraduate students in all majors may satisfy the World Languages requirement of the GE CLAS Core with courses in German; see "Language for GE CLAS Core" below. They may satisfy other GE CLAS Core requirements with courses on German literature and culture that are taught in English; look for courses with the prefix GRMN in the area lists under "Culture, Society, and the Arts" in the GE CLAS Core [p. 20] section of the Catalog. GE CLAS Core courses on German literature and culture also are listed with departmental courses taught in English under Courses [p. 567] in this section of the Catalog.

The Department of German is one of the academic units in the Division of World Languages, Literatures and Cultures [p. 367].

Language for GE CLAS Core

The department offers several sequences of German language courses that students in all majors may use to satisfy the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Students who have had experience with German should take the online Placement Test, which helps determine the level at which a student should begin German language study at the University of Iowa. Students with no background in German should begin their study with GRMN:1001 Elementary German I.

The following sequences satisfy the World Languages requirement of the GE CLAS Core. Students using German to satisfy the World Languages requirement should speak with departmental advisors to determine which sequence is best for them.

Code	Title	Hours
GRMN:1001	Elementary German I	4
GRMN:1002	Elementary German II	4

GRMN:2001	Intermediate German I	4
GRMN:2002	Intermediate German II	4

or

Code	Title	Hours
GRMN:1001	Elementary German I	4
GRMN:1002	Elementary German II	4
GRMN:2020	Intensive Intermediate German	6

or

Code	Title	Hours
GRMN:1020	Intensive Elementary German	6
GRMN:2020	Intensive Intermediate German	6

or

Code	Title	Hours
GRMN:1010	First-Year German Review	5
GRMN:2001	Intermediate German I	4
GRMN:2002	Intermediate German II	4

or

Code	Title	Hours
GRMN:1010	First-Year German Review	5
GRMN:2020	Intensive Intermediate German	6

Programs

Undergraduate Programs of Study

Major

- Major in German (Bachelor of Arts) [p. 571]

Minor

- Minor in German [p. 575]

Graduate Program of Study

Major

- Master of Arts in German [p. 577]

Facilities

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the

support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

An extensive collection of works and periodicals at University of Iowa Libraries facilitates research in all major areas of German literature and Germanic linguistics and at all levels of study.

Courses

Graduate students not pursuing a degree in German may take GRMN:1020 Intensive Elementary German and GRMN:2020 Intensive Intermediate German. Those courses do not count for graduate credit.

German Courses

- GRMN:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first or second semester standing.
- GRMN:1001 Elementary German I** 4 s.h.
Understanding and speaking "everyday German"; reading and writing skills; acquaintance with the German-speaking world through discussion, readings, videos. GE: World Languages First Level Proficiency.
- GRMN:1002 Elementary German II** 4 s.h.
Continuation of GRMN:1001. Prerequisites: GRMN:1001. GE: World Languages Second Level Proficiency.
- GRMN:1010 First-Year German Review** 5 s.h.
Accelerated course in preparation for third-semester German. Requirements: at least two years of high-school German. GE: World Languages Second Level Proficiency.
- GRMN:1020 Intensive Elementary German** 4,6 s.h.
Elementary German I and II combined in one intensive course. GE: World Languages Second Level Proficiency.
- GRMN:1040 German for Travelers** 2 s.h.
Basic German skills for tourists; for students with no previous knowledge of German.
- GRMN:1100 Contraception Across Time and Cultures** 3 s.h.
Methods and history of contraception and abortion; issues of unwanted pregnancy and birth control in fiction, film, and media around the world. Taught in English. Same as CLSA:1100, GHS:1100, GWSS:1100, WLLC:1100.
- GRMN:1200 Disabilities and Inclusion in Writing and Film Around the World** 3 s.h.
Exploration of human experiences of dis/ability and exclusion/inclusion as represented in recent international film and popular writing from Europe, Latin America, Asia, Africa, and the Middle East; how these experiences contribute to and reflect awareness of the challenges of disabilities as well as public policy; strategies that filmmakers and authors deploy to contain, complicate, and challenge cultural preconceptions of the disabled body; how disability intersects with other major identity categories (i.e., sexuality, nationality, race); tools for researching history, policy, and activism. Taught in English. GE: Diversity and Inclusion. Same as DST:1200, GHS:1200, WLLC:1200.
- GRMN:1500 German Cultural Activities** 1 s.h.
Attendance and participation at events related to culture and history of German-speaking countries; reflection papers in English; includes scholarly talks, film screenings, art exhibits, literary readings, and music or theater performances; most events in English.
- GRMN:2001 Intermediate German I** 4 s.h.
Proficiency in spoken and written German; German-speaking cultures of central Europe, their historical background; emphasis on refinement of reading skills. Prerequisites: GRMN:1020 or GRMN:1002 or GRMN:1010. GE: World Languages Second Level Proficiency.
- GRMN:2002 Intermediate German II** 4 s.h.
Continuation of GRMN:2001. Prerequisites: GRMN:2001. GE: World Languages Fourth Level Proficiency.
- GRMN:2020 Intensive Intermediate German** 4-6 s.h.
Intermediate German I and II combined in one intensive course. Prerequisites: GRMN:1002 or GRMN:1020 or GRMN:1010. GE: World Languages Fourth Level Proficiency.
- GRMN:2248 The Invention of Writing: From Cuneiform to Computers** 3 s.h.
Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, CLSA:2048, COMM:2248, HIST:2148, IS:2248, LING:2248, TRNS:2248, WLLC:2248.
- GRMN:2275 Scandinavian Crime Fiction** 3 s.h.
Contemporary Scandinavian crime novel in its literary, historical, geographic, cultural, and social context. Taught in English. GE: Literary, Visual, and Performing Arts.
- GRMN:2550 Mardi Gras and More: Cultures of Carnival** 3-4 s.h.
Literature and customs associated with carnival from antiquity through present day; readings on theories of carnivalesque (Mikhail Bakhtin, Peter Burke, and others); materials from three distinct carnival cultures—Renaissance Europe (Francois Rabelais, German carnival plays), 19th-century New Orleans, and present day Rio de Janeiro. Taught in English. GE: Values and Culture. Same as WLLC:2550.
- GRMN:2600 Witch Hunts in Fact and Fiction: A Global History of Exclusion** 3-4 s.h.
Survey of the phenomenon of witchcraft and its persecution past and present; students read a historical study that sheds new light on the history of European witch hunts while demonstrating that witch hunts are not simply part of European past; how belief that certain people are able to cause harm by supernatural powers endures throughout the world today; discussion and analysis of exemplary works of fiction about witchcraft persecutions, mostly from German background. Taught in English.
- GRMN:2618 The Third Reich and Literature** 3-4 s.h.
Nazi literature, literature of the Holocaust and the Opposition, and exile literature in English translation. Taught in English. GE: Values and Culture. Same as WLLC:2618.

- GRMN:2620 Anne Frank and Her Story** 3-4 s.h.
Analysis of the *Diary of Anne Frank*, its media adaptations, and related materials (e.g., fictionalizations, additional first-hand accounts); examination of Holocaust in the Netherlands, Belgium, and other countries outside Germany; anti-Semitism, discrimination, tolerance, resistance, identity formation, human aspiration and belief. Taught in English. GE: Diversity and Inclusion. Same as WLLC:2620.
- GRMN:2630 German Cinema: Greatest Hits** 3-4 s.h.
Overview of German cinema; expressionist film of the Weimar Republic; Nazi cinema; post-war cinema; East German film; New German Cinema; post-unification and contemporary cinema. Taught in English. GE: Literary, Visual, and Performing Arts.
- GRMN:2650 German Nationalism After WWII** 3-4 s.h.
Introduction to contemporary nationalism and national identity in context of modern Germany; examination of various theories on nationalism. Taught in English. GE: Values and Culture.
- GRMN:2655 Muslim Minorities in the West** 3-4 s.h.
Introduction to lives of Muslim immigrants in the USA, France, Germany, and England; examination of various theories on multiculturalism. Taught in English. GE: Values and Culture. Same as IS:2600.
- GRMN:2660 Magic Mirrors, Self-Discovery, and Murder: Gender Trouble in German Literature** 3-4 s.h.
German literature since Romantic era as an intensifying battle of wits over language in which gender has played a central role; a stark rift open where literary space offers much less hospitable conditions to women writers than to men; exploration of gendered fault line that runs through literary space; how women writers respond to and rewrite language that confronts them; readings from German literary texts (in English translation) from 1800 to present; emphasis on writings of women supplemented with key texts by major authors to which they respond and reread; knowledge of German not required. Taught in English.
- GRMN:2666 Pact with the Devil** 3-4 s.h.
Since early modern times, the pact with the devil has served as a metaphor for humankind's desire to surpass the limits of knowledge and power; students explore a variety of works from German, British, and Russian literature and culture from early modern time to the present, and critique different twists that fascination with the forbidden takes in regard to women. Taught in English. GE: Literary, Visual, and Performing Arts. Same as RUSS:2666, WLLC:2666.
- GRMN:2675 The Politics of Memory: Holocaust, Genocide, and 9/11** 3-4 s.h.
How contested legacies of genocide, global violent conflict, and 9/11 continue to pose an urgent and generationally mediated challenge for critical politics of memory; various approaches to effective or failed coming-to-terms with injurious and difficult past (e.g., Holocaust, Armenian genocide); analysis of museums, sites of memory, and artwork. Taught in English. GE: Diversity and Inclusion.
- GRMN:2720 Germany in the World** 3-4 s.h.
The Federal Republic of Germany's increasing prominence in post-Cold War international affairs, against backdrop of 20th-century history. Taught in English. GE: International and Global Issues. Same as HIST:2420.
- GRMN:2750 The Work of Franz Kafka: Adventures in Language and Imagination** 3-4 s.h.
Introduction to the literary works of Franz Kafka; readings in English, with constant attention to German originals and translation difficulties. Taught in English.
- GRMN:2770 Norse Mythology: Gods, Heroes, and Monsters of Northern Europe** 3-4 s.h.
Introduction to Norse mythology and related West Germanic mythologies; readings from primary sources in translation (Prose Edda, Poetic Edda, Icelandic sagas); social, historical, and geographic context in northern Europe; reception of Norse mythology in 19th and 20th centuries; incorporation of figures and themes from Norse mythology in works ranging from opera to fantasy fiction and comic books. Taught in English.
- GRMN:2785 Cyborgs, Monsters, and the Uncanny** 3-4 s.h.
Themes of the fantastic and supernatural in German literature; works by well-known authors from 18th century to present (Goethe to Kafka, the Romantics, *Magic Flute* to latest science fiction or fantasy) in historical context; writers' struggle to define and maintain themselves through tumultuous social and personal changes. GE: Literary, Visual, and Performing Arts.
- GRMN:3010 Stories in German** 3 s.h.
Stories and other relatively short prose by representative authors; discussion and response; varied topics. Taught in German. Prerequisites: GRMN:2002.
- GRMN:3103 Composition and Conversation I** 3 s.h.
Improvement of overall language ability with particular emphasis in areas of speaking and writing; students explore German crime fiction or another genre of popular writing—an entertaining way to build language skills; may include vocabulary-building activities and review of selected grammar topics. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3104 Composition and Conversation II** 3 s.h.
Improvement of general language abilities with emphasis in areas of speaking, writing, and vocabulary; content drawn from newspapers, magazines, internet, television, recent films, and social media; students also have the opportunity to explore individual interests. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3195 German Linguistics Lab I** 3 s.h.
Hands-on research experience collecting and analyzing linguistic data. Requirements: at least one linguistics course.
- GRMN:3200 Literary Translation from German** 3 s.h.
Workshop and seminar on translating from German to English; emphasis on literary translations and studying existing translations; special issues of German as a source language for translation into English. Taught in English and German. Requirements: prior completion of two German courses at the 3000 level or above. Same as TRNS:3200.
- GRMN:3214 Business German** 3 s.h.
World of German business, role of German-speaking countries in world trade; emphasis on German business protocol, correspondence. Taught in German. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3236 German Film** 3 s.h.
Overview 1925-1987; examples of avant-garde films of the Weimar Republic, propagandist filmmaking from the Third Reich, filmmaking traditions of the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG). Requirements: GRMN:2002 or GRMN:2020.

- GRMN:3250 Brief Texts About Big Events** 3 s.h.
Twentieth-century German literature in context of major historical events. Taught in German. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3405 German Cultural History** 3 s.h.
Emphasis on mythical historical persons and places. Taught in German. Prerequisites: GRMN:3104 or GRMN:3103 or GRMN:3501.
- GRMN:3501 German Writers Engaged** 3 s.h.
Literary works from various genres. Taught in German. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3550 The Politics of Remembrance in German Multicultural Literature and Film** 3 s.h.
Exploration of contemporary literary texts and films by multicultural German authors and filmmakers who deal critically with German collective memory and the politics of remembrance. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3845 The Structure of German** 3 s.h.
Structure analysis of German words and sentences; emphasis on vocabulary expansion and writing with increased grammatical accuracy and complexity; can be taken concurrently with other German courses numbered above GRMN:2002. Taught in German. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3850 Twentieth- and Twenty-first-Century German Children's Literature** 3 s.h.
Exploration of the concept of childhood within broader contexts of history and culture unique to Germany—what lessons are inherent in German children's literature and how has childhood developed accordingly, and what does it mean for a child to be a "reader;" evolution of child-rearing and gender roles over the decades; how Germany holds a solid corner of classic children's literature; examination of canonical texts and more recent child-centered contributions to Germany's literary scene; students connect with local elementary, middle, and/or high schools on a German project. Taught in German. Prerequisites: GRMN:3103 or GRMN:3104.
- GRMN:3855 The Sounds of German** 3 s.h.
Analysis of sounds and sound system of German; practice in listening and speaking. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:3860 German Language and Society** 3 s.h.
Introduction to sociolinguistics in context of German-speaking countries; major topics include German dialects, regional and social variation in contemporary German, minority and immigrant languages in German-speaking countries, language and national identity, multilingualism, educational policies related to language teaching and learning, linguistic purism, language use in digital contexts, and language change. Taught in German. Requirements: GRMN:2002, GRMN:2020, or a higher-level course in German.
- GRMN:3865 History of the German Language** 3 s.h.
History of the German language; its Indo-European roots, important characteristics of the language's major periods. Prerequisites: GRMN:3103 or GRMN:3501 or GRMN:3104.
- GRMN:4195 German Linguistics Lab II** 3 s.h.
Hands-on research experience collecting and analyzing linguistic data. Requirements: at least one linguistics course.
- GRMN:4315 German Society Today** 3 s.h.
Government and political structure, economy, mass media, education, social and cultural life of Germany, Austria, Switzerland from the end of World War II to present. Taught in German. Offered spring semesters of odd years. Prerequisites: GRMN:3501 or GRMN:3103 or GRMN:3104. GE: International and Global Issues.
- GRMN:4512 Topics in Global and Transnational Culture** 3-4 s.h.
In-depth look at a theme in cultural expression arising from interactions between countries and regions; focus on contemporary or historical issues; use of materials ranging from literature and the visual arts to music, mass media, and more; general processes through which cultures are formed in mutual and uneven relationships; research project. Taught in English. Recommendations: completion of a GE CLAS Core International and Global Issues course. Same as ARAB:4512, WLLC:4512.
- GRMN:4540 Literature in Film** 3 s.h.
Representative texts of German literature with film adaptations as specific readings. Taught in German. Requirements: GRMN:3501 or one upper-level literature/culture course taught in German.
- GRMN:4730 Beautiful Souls and Scandalous Writing** 3 s.h.
Varied works of and about the 18th century; fairy tales, plays, short novels, poems, and other texts by authors such as Lichtenberg, Goethe, Naubert, Schiller, Schlegel, Sueskind; gender roles ascribed to women and men. Requirements: GRMN:2002 or GRMN:2020.
- GRMN:4800 Seminar in Comparative Literature** 3 s.h.
Focus on comparative, interdisciplinary, theoretical, and/or inter-arts topic; topics vary; required for comparative literature major. Taught in English. Same as CL:4800, TRNS:4800, WLLC:4801.
- GRMN:4850 Senior Seminar** arr.
Capstone course for majors in their last year; online graduation portfolio. Prerequisites: GRMN:3103 and GRMN:3104. Requirements: German major and undergraduate standing.
- GRMN:4900 Independent Study** arr.
Requirements: German major or minor.
- GRMN:4910 Peer Tutoring in German** arr.
Opportunities to participate in classroom and tutoring activities and engage with students in language learning; for advanced students.
- GRMN:4920 Research Component for Introductory German Studies Courses Taught in English** arr.
Individual project under faculty supervision; supplement to regular coursework in introductory German courses taught in English (GRMN:2500 through GRMN:2999); may include additional readings and a research paper.
- GRMN:4990 Honors Research** 3 s.h.
Individual work in literature, linguistics, and culture. Requirements: three years of college-level German and g.p.a. of at least 3.50 in German.
- GRMN:4991 Honors Thesis** 3 s.h.
Prerequisites: GRMN:4990. Requirements: honors standing.

GRMN:5000 German Reading for Graduate Students **3 s.h.**

Grammar review, vocabulary building, extensive reading of sophisticated texts. Offered spring semesters. Prerequisites: GRMN:1002 or GRMN:1010 or GRMN:1020. Requirements: non-German graduate standing.

GRMN:5001 Teaching and Learning Languages **3 s.h.**

Readings in pedagogical theory and practice, second language acquisition; experience designing activities for teaching and assessment with critiques based on current theories and approaches; development of reflective practices toward one's language teaching. Taught in English. Same as FREN:5000, SLA:5000, SPAN:5000, WLLC:5000.

GRMN:6635 Crossing Borders Seminar **2-3 s.h.**

Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, HIST:6135, IWP:6635, POLI:6635, SPAN:6904.

GRMN:6920 Multimedia and Second Language Acquisition **3 s.h.**

Combination of theory and practice regarding use of multimedia and technology to enhance foreign language teaching and second language acquisition research. Taught in English. Same as FREN:6920, SLA:6920, SPAN:6920.

GRMN:7000 Advanced Studies **arr.**

Special problems in German literature and linguistics. Requirements: German graduate standing.

German, B.A.

The department offers a comprehensive undergraduate program of study in German with emphases in the culture, literature, and language of Germany, Austria, and German-speaking Switzerland. It prepares students to use German that displays intercultural competency in fields as diverse as international business, teaching, engineering, medicine, music, museum studies, and linguistic or literary study.

Learning Outcomes

The B.A. in German is directed toward graduates' ability to converse effectively in German; to write coherent short texts; to interpret literary, cultural, and linguistic phenomena; and to exhibit an understanding of alternate cultural perspectives.

- **Interpersonal Speaking:** Capacity to engage effectively in conversations in German on a range of topics, recount events and personal experiences, and produce explanations and descriptions (Intermediate High on the ACTFL scale).
- **Writing:** Capacity to produce a cohesive piece of writing in German, such as an essay, a paper, or a narrative.
- **Interpretation and Analysis:** Capacity to critically interpret and analyze literary texts and other cultural artifacts written in German using appropriate sources to support their arguments.
- **Cultural Understanding:** Capacity to demonstrate understanding of alternative cultural perspectives acquired through coursework, study abroad, and other cross-cultural experiences.

Requirements

The Bachelor of Arts with a major in German requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Students who plan to earn licensure to teach in elementary and/or secondary schools should see "Teacher Licensure" below.

A maximum of 15 s.h. of approved transfer credit may be counted toward the major, including study abroad coursework. However, students may count up to 21 s.h. earned from the Academic Year in Freiburg program toward the major in German.

Students who begin a German major with no previous German language experience must complete the following courses or their equivalents.

Code	Title	Hours
GRMN:1001	Elementary German I	4
GRMN:1002	Elementary German II	4
GRMN:2001	Intermediate German I	4
GRMN:2002	Intermediate German II	4

This requirement also may be satisfied by various combinations of GRMN:1010 First-Year German Review, GRMN:1020 Intensive Elementary German, and GRMN:2020 Intensive Intermediate German.

The 30 s.h. required for the major must include at least five German courses numbered 3000 or above taken at the University of Iowa. Students should note that GRMN:3501

German Writers Engaged (or the equivalent) is prerequisite for some other German literature courses.

The B.A. with a major in German requires the following coursework.

Code	Title	Hours
Core Courses		6
Linguistics Course		3
Literature Course		3
Culture Course		3
Capstone Course		3
Electives		12
Total Hours		30

Core Courses

Courses GRMN:3103 and GRMN:3104 can be taken in any order.

Code	Title	Hours
Two of these:		
GRMN:3103	Composition and Conversation I	3
GRMN:3104	Composition and Conversation II	3
GRMN:3845	The Structure of German	3

Linguistics Course

Code	Title	Hours
One of these:		
GRMN:3855	The Sounds of German	3
GRMN:3860	German Language and Society	3
GRMN:3865	History of the German Language	3

Literature Course

Code	Title	Hours
This course:		
GRMN:3501	German Writers Engaged	3

Culture Course

Code	Title	Hours
One of these:		
GRMN:3405	German Cultural History	3
GRMN:4315	German Society Today	3

Capstone Course

Code	Title	Hours
This course:		
GRMN:4850	Senior Seminar	3

Electives

Code	Title	Hours
Four electives chosen from Department of German courses (prefix GRMN), with at least two numbered 3000-4999		12

Students may count a maximum of two Department of German courses taught in English numbered 2500-2999 toward the major by registering for 4 s.h. of credit for

each course instead of 3 s.h.; the additional 1 s.h. of credit reflects an added research component. See "German in Translation Courses" below. Courses taught in English that are taken for 3 s.h. do not count toward the major in German (e.g., GRMN:2248 The Invention of Writing: From Cuneiform to Computers, GRMN:4800 Seminar in Comparative Literature, and so on). Courses numbered at the 1000 level do not count toward the major.

With the approval of the departmental director of undergraduate studies, students also may apply one course from the University of Iowa Honors Program to the requirements of the major when that course concerns German culture or language.

German majors are urged to supplement their degree programs with relevant courses in areas such as German history, philosophy, and business.

German Studies in Translation Courses

Code	Title	Hours
Students may use two of the following courses toward the major (some also may apply toward GE CLAS Core requirements):		
GRMN:2550	Mardi Gras and More: Cultures of Carnival	4
GRMN:2618	The Third Reich and Literature	4
GRMN:2620	Anne Frank and Her Story	4
GRMN:2630	German Cinema: Greatest Hits	4
GRMN:2650	German Nationalism After WWII	4
GRMN:2655	Muslim Minorities in the West	4
GRMN:2660	Magic Mirrors, Self-Discovery, and Murder: Gender Trouble in German Literature	4
GRMN:2666	Pact with the Devil	4
GRMN:2675	The Politics of Memory: Holocaust, Genocide, and 9/11	4
GRMN:2720	Germany in the World	4
GRMN:2770	Norse Mythology: Gods, Heroes, and Monsters of Northern Europe	4
GRMN:2785	Cyborgs, Monsters, and the Uncanny	4

Study Abroad

The University of Iowa offers a number of opportunities for study in Germany, Switzerland, and Austria. Students frequently choose to participate in the summer USAC Lüneburg program, the Dortmund University Exchange, or the Academic Year in Freiburg program at the Albert Ludwig University of Freiburg. Students should consult the Office of Study Abroad and the German undergraduate advisor to select a program that fits their interests.

For German majors, the year-long Freiburg program provides the most comprehensive linguistic and professional preparation for a future career involving German. The Academic Year in Freiburg program is offered by a consortium made up of the University of Iowa, Michigan State University,

the University of Michigan, and the University of Wisconsin-Madison.

Students arrive during the first week of September and participate in a four-week intensive language program. Then they take a blend of special program classes and regular German university courses. Organized field trips are designed to give students a broader perspective on German culture. Vacation periods permit extensive travel throughout Europe, and students are encouraged to use weekends for shorter trips in the region.

To apply, students must have reached at least sophomore standing by the beginning of the program, have completed at least the first four semesters of college German or the equivalent with a g.p.a. of at least 3.00 in German, and be in good academic standing at a U.S. college or university.

Students earn resident credit in all courses successfully completed in the program. They may count up to 21 s.h. earned at Freiburg toward the major.

For more information about study abroad opportunities, contact the Department of German or International Programs Study Abroad.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.A.

The combined B.A./M.A. in German is appropriate for students who enter the University from high school with advanced German language preparation. It is attractive to highly motivated students who plan to study abroad and who plan to pursue a Ph.D. in German or second language acquisition. It may serve as preparation for other programs, such as those related to international studies, library science, business with an international focus, or international relations. Students seeking careers in teaching or other fields may pursue the combined degree as a credential.

Combined program students must fulfill all requirements for the B.A. They ordinarily spend two semesters in their junior year enrolled in the study abroad program at the University of Freiburg in Germany (see "Study Abroad" under Requirements [p. 571] in this section of the Catalog), unless they have satisfied this requirement another way (e.g., a year abroad during high school or another study abroad program with similar content).

During the last two semesters of their senior year, they may take up to 12 s.h. of graduate-level coursework that counts toward both degrees (6 s.h. toward required courses and 6 s.h. toward electives) and they can take graduate-level German courses while they are still undergraduates. Once they complete all B.A. requirements, they complete the

remaining M.A. requirements. Students may complete both degrees in five years.

Students must maintain an undergraduate German g.p.a. of at least 3.50; if they fail to meet this standard for more than one semester, they may be required to leave the program. They must have an overall undergraduate g.p.a. of at least 3.00 when they achieve graduate standing.

Students pay undergraduate tuition and fees during their first semester in the combined program (normally their seventh semester); beginning with their second semester in the combined program (normally their eighth semester), they begin paying graduate tuition and fees. Students may hold a graduate appointment beginning with their second semester in the combined program.

Applicant Requirements

Applicants to the combined program must:

- be University of Iowa undergraduate students;
- be admitted before the beginning of their seventh semester (senior year);
- have completed 80 s.h. or be in the process of completing at least 90 s.h. of undergraduate work;
- have completed, or be in the process of completing, at least 21 s.h. of courses in the German major numbered 3000 or above;
- have a g.p.a. of at least 3.50 at the time of application (or have a letter from a Department of German faculty member recommending an exception); and
- have completed, or be in the process of completing at the time of application, a study abroad program in a German-speaking country or have satisfied this requirement in another way.

Honors

Honors in the Major

Exceptional students have the opportunity to pursue honors study in the major and to graduate with honors in the major. Students must have completed three years of college-level German, or the equivalent, with a g.p.a. of at least 3.50 in upper-level German courses. They also must maintain a minimum University of Iowa cumulative g.p.a. of 3.33.

Students must register for GRMN:4990 Honors Research and must meet regularly with their faculty director of studies. They are expected to engage in readings and discussions in German linguistics, literature, or culture and to write essays in German and English. Honors courses are subject to the same limits on courses taught in English as are Department of German courses; students should consult the faculty director of undergraduate studies.

Students also must complete honors research and write an honors thesis, registering for GRMN:4991 Honors Thesis. They complete their honors requirements by presenting their honors thesis to a faculty committee of at least three members. The courses, GRMN:4990 and GRMN:4991, will count toward the 30 s.h. for the major.

If students complete 6 s.h. in elective coursework as honors contract research in university-level courses taught in German during their study abroad work, that work may be considered equivalent to GRMN:4990 Honors Research; students should consult the faculty director of undergraduate studies.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the German major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: language competency equal to first-year German

Before the fifth semester begins: language competency equal to second-year German

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

Before the eighth semester: two or three additional courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

German, B.A.

Course	Title	Hours
First Year		
Fall		
GRMN:1001	Elementary German I ^{a, b, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^e		2
CSI:1600	Success at Iowa	2
	Hours	14-15
Spring		
GRMN:1002	Elementary German II ^{a, b, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Values and Culture ^d		3
Elective course ^e		2
	Hours	15-16
Second Year		
Fall		
GRMN:2001	Intermediate German I ^{a, b, c}	4
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3

GE CLAS Core: Quantitative or Formal Reasoning ^d	3
Elective course ^e	3
Elective course ^e	2
Hours	15

Spring

GRMN:2002 Intermediate German II ^{a, b, c}	4
Elective course ^e	3
GE CLAS Core: Natural Sciences with Lab ^d	4
GE CLAS Core: International and Global Issues ^d	3
Elective course ^e	1
Hours	15

Third Year**Fall**

GRMN:3845 The Structure of German ^f or GRMN:3104 or Composition and Conversation II or GRMN:3103 or Composition and Conversation I	3
GRMN:3501 German Writers Engaged	3
GE CLAS Core: Natural Sciences without Lab ^d	3
Elective course ^e	3
Elective course ^e	3
Hours	15

Spring

GRMN:3104 Composition and Conversation II ^f or GRMN:3103 Conversation I or GRMN:3845 or The Structure of German	3
GRMN:3855 The Sounds of German or GRMN:3860 or German Language and Society or GRMN:3865 or History of the German Language	3
GRMN:3405 German Cultural History or GRMN:4315 or German Society Today	3
Elective course ^e	3
Elective course ^e	3
Hours	15

Fourth Year**Fall**

GRMN:4850 Senior Seminar	3
Major: German elective course numbered 2500 or above ^g	3
Major: German elective course numbered 2500 or above ^g	3
Elective course ^e	3
Elective course ^e	3
Hours	15

Spring

Major: German elective course numbered 2500 or above ^g	3
Major: German elective course numbered 2500 or above ^g	3
GE CLAS Core: Social Sciences ^d	3
Elective course ^e	3
Elective course ^e	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	119-121

- a GRMN:1001, GRMN:1002, GRMN:2001, and GRMN:2002 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f GRMN:3103 and GRMN:3104 can be taken in any order.
- g German elective courses can be taken from prefix GRMN numbered 2500-4999. Up to two courses taught in English for 4 s.h. of credit may be taken for credit towards the major.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Completion of a German major ensures that students enter their professional lives as informed global citizens with a strong skill set in cross-cultural literacy. German is spoken by an estimated 126 million people, giving it the largest number of native speakers in the European Union. Germany has the third largest economy across the globe and was until recently the largest export nation in the world.

German majors also gain a greater appreciation of Iowa history by studying German immigration to the state. Coursework builds strong reading, communication, and teamwork skills, which are sought by many employers. Graduates in this area of study frequently enter the teaching profession. They also find positions in government, foreign service, and commercial enterprises.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

German, Minor

Requirements

The undergraduate minor in German requires a minimum of 15 s.h. in college-level German courses, including at least 12 s.h. in courses taken at the University of Iowa. All Department of German courses numbered 3000 or above count toward the minor; however, courses taught in English that are taken for 3 s.h. do not count toward the minor in German (e.g. GRMN:2248 The Invention of Writing: From Cuneiform to Computers, GRMN:4800 Seminar in Comparative Literature, and so on). Courses numbered at the 1000 level do not count toward the minor. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students may count one Department of German course taught in English numbered 2500-2999 toward the minor by registering for 4 s.h. of credit for the course instead of 3 s.h.; the additional 1 s.h. of credit reflects an added research component. See "German in Translation Courses" below. View 3000-level course selections (prefix GRMN) under Courses [p. 567] in this section of the Catalog.

The minor may include a maximum of 3 s.h. in Department of German courses numbered 2002-2100 (e.g., GRMN:2002 Intermediate German II). The German Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be the equivalent to GRMN:2002.

Students must include 9 s.h. in Department of German courses (prefix GRMN) numbered 3000 or above.

With the approval of the departmental director of undergraduate studies, students also may apply one course from the University of Iowa Honors Program to the requirements of the minor when that course concerns German culture or language.

With the approval of the director of undergraduate studies, students may count up to 6 s.h. earned in study abroad toward the minor.

German in Translation Courses

Code	Title	Hours
Students may use one of the following courses toward the minor (some also may apply toward GE CLAS Core requirements):		
GRMN:2550	Mardi Gras and More: Cultures of Carnival	4
GRMN:2618	The Third Reich and Literature	4
GRMN:2620	Anne Frank and Her Story	4
GRMN:2630	German Cinema: Greatest Hits	4
GRMN:2650	German Nationalism After WWII	4
GRMN:2655	Muslim Minorities in the West	4
GRMN:2660	Magic Mirrors, Self-Discovery, and Murder: Gender Trouble in German Literature	4
GRMN:2666	Pact with the Devil	4

GRMN:2675	The Politics of Memory: Holocaust, Genocide, and 9/11	4
GRMN:2720	Germany in the World	4
GRMN:2770	Norse Mythology: Gods, Heroes, and Monsters of Northern Europe	4
GRMN:2785	Cyborgs, Monsters, and the Uncanny	4

Study Abroad

The University of Iowa offers a number of opportunities for study in Germany, Switzerland, and Austria. Students frequently choose to participate in the summer USAC Lüneburg program, the Dortmund University Exchange, or the Academic Year in Freiburg program at the Albert Ludwig University of Freiburg. Students should consult the Office of Study Abroad and the German undergraduate advisor to select a program that fits their interests.

Students pursuing a minor in German often enroll in one of the summer sessions offered by the USAC Lüneburg program, but minors are eligible for all study abroad programs offered by the University. Up to 6 s.h. of study abroad credit can be applied to the requirements for the minor.

For more information about study abroad opportunities, contact the Department of German or International Programs Study Abroad.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

German, Minor

Course	Title	Hours
Academic Career		
Any Semester		

The undergraduate minor in German requires a minimum of 15 s.h., including at least 12 s.h. in courses taken at the University of Iowa.

All Department of German courses numbered 3000 or above count toward the minor; however, courses taught in English that are taken for 3 s.h. do not count toward the minor in German (e.g. GRMN:2248 The Invention of Writing and GRMN:4800 Seminar in Comparative Literature).

Courses numbered at the 1000 level do not count toward the German minor.

With the approval of the departmental director of undergraduate studies, students may apply one course from the University of Iowa Honors program to the requirements of the minor when that course concerns German culture or language.

Study Abroad: with the approval of the director of undergraduate studies, students may count up to 6 s.h. earned in study abroad toward the minor.

Students must maintain a GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.

Coursework in the minor may not be taken pass/nonpass.

Students may count one Department of German course taught in English and numbered 2500-2999 toward the minor by registering for 4 s.h. of credit for the course instead of 3 s.h.; the additional 1 s.h. of credit reflects an added research component.^a

	Hours	0
First Year		
Fall		
GRMN:1001	Elementary German I ^{b, c}	4
	Hours	4
Spring		
GRMN:1002	Elementary German II ^{b, c}	4
	Hours	4
Second Year		
Fall		
GRMN:2001	Intermediate German I ^{b, c}	4
	Hours	4
Spring		
GRMN:2002	Intermediate German II ^{b, c, d}	4
	Hours	4
Third Year		
Fall		
Minor: German elective (prefix GRMN) numbered 2100 or above		3
	Hours	3
Spring		
Minor: German elective (prefix GRMN) numbered 3000 or above		3
	Hours	3
Fourth Year		
Fall		
Minor: German elective (prefix GRMN) numbered 3000 or above		3
	Hours	3
Spring		
Minor: German elective (prefix GRMN) numbered 3000 or above		3
	Hours	3
	Total Hours	28

- a Students may choose a German in translation course from: GRMN:2550, GRMN:2618, GRMN:2620, GRMN:2630, GRMN:2650, GRMN:2655, GRMN:2660, GRMN:2666, GRMN:2675, GRMN:2720, GRMN:2770, GRMN:2785. Some of these courses also may apply toward GE CLAS Core requirements.
- b Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- c This course is a prerequisite for the required minor courses.
- d The minor may include a maximum of 3 s.h. in Department of German courses numbered 2002-2100 (e.g. GRMN:2002). The German Language and Culture Advanced Placement (AP) exam with a score of 4 or higher is considered to be equivalent to GRMN:2002.

German, M.A.

Requirements

The Master of Arts program in German requires a minimum of 33 s.h. of graduate credit. It is offered with or without thesis.

M.A. students choose one of two concentrations: German literature or Germanic linguistics. The German literature concentration requires seven literature courses (21 s.h.) and four linguistics courses (12 s.h.). The Germanic linguistics concentration requires seven linguistics courses (21 s.h.) and four literature courses (12 s.h.).

M.A. students are expected to complete at least 24 s.h. in the Department of German. All M.A. coursework taken outside the department requires the graduate advisor's approval.

Before taking the M.A. exam, students must demonstrate reading knowledge of a foreign language other than German, at a level equivalent to two years of college study or four years of high school study. Students may demonstrate competence by submitting proof that they have taken the required coursework with a g.p.a. of at least 3.00 or by passing an exam at the fourth-semester college level, as determined by the appropriate language department.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Teaching assistantships, research assistantships, and partial tuition scholarships are available for qualified graduate students. The department awards the Wilson and the Funke prizes to students of distinction.

Career Advancement

Graduates in this area of study frequently enter the teaching profession. They also find positions in government, foreign service, and commercial enterprises.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Global Health Studies

Interim Director, Division of Interdisciplinary Programs

- Kristy Nabhan-Warren

Director, Global Health Studies

- Sokhieng Au

Associate Director, Global Health Studies

- Karmen R. Berger

Undergraduate major: global health studies (B.A., B.S.)

Undergraduate minor: global health studies

Undergraduate certificate: global health studies

Graduate certificate: global health studies

Faculty: <https://clas.uiowa.edu/global-health-studies/people>

Website: <https://clas.uiowa.edu/global-health-studies/>

The Global Health Studies Program offers an interdisciplinary approach to the study of the complex factors influencing health and disease locally and around the world.

The academic curriculum builds upon the humanities, social sciences, and health sciences to help students understand underlying forces—such as history, culture, gender and sexuality, economics, politics, race and ethnicity, the environment, law, and technology—which lead to health disparities worldwide. The Global Health Studies Program offers a B.A. and B.S. degree, an undergraduate minor, and an undergraduate and graduate certificate.

The program promotes experiential learning opportunities such as study abroad, internships, research, service learning, and capstone courses which allow students to develop real world skills related to major global health issues. These experiences help students define and achieve their post-graduation goals.

Global health studies graduates find employment in a range of global health-related sectors such as nonprofit organizations, immigrant and refugee health, community-based health education, governmental agencies, health policy, and advocacy. Global health studies alumni also have gone on to graduate and professional programs in public health, international development, medicine, pharmacy, nursing, law, planning and public affairs, sustainable agriculture, nonprofit management, and public administration.

The Global Health Studies Program is one of the academic units in the Division of Interdisciplinary Programs [p. 364]. The College of Liberal Arts and Sciences awards the undergraduate degrees, the certificate, and the minor; the Graduate College confers the graduate certificate.

Activities and Resources

University of Iowa global health studies faculty members conduct research at a variety of sites worldwide, including South India, Haiti, South Africa, the Caribbean, and Mexico. Students in the program are eligible to participate in experiential learning activities at those locations, as well as at other sites. A variety of funding resources are available, including the Stanley Award for undergraduate and graduate research. Contact the Global Health Studies Program for details.

Programs

Undergraduate Programs of Study

Majors

- Major in Global Health Studies (Bachelor of Arts) [p. 584]
- Major in Global Health Studies (Bachelor of Science) [p. 589]

Minor

- Minor in Global Health Studies [p. 594]

Certificate

- Certificate in Global Health Studies [p. 595]

Graduate Program of Study

Certificate

- Certificate in Global Health Studies [p. 597]

Courses

- Associated Courses [p. 578]
- Global Health Studies Courses [p. 579]

Associated Courses

In addition to courses offered by the Global Health Studies Program (see "Global Health Studies Courses" below), students may use the following courses to complete requirements for the certificate or minor.

Code	Title	Hours
Ageing and Longevity Studies		
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
English		
ENGL:2560	Topics in Culture and Identity (when topic is stories about HIV/AIDS)	3
History		
HIST:1016	The History That Made Our World (when topic is health in the Global South)	3
Nursing		
NURS:3655	Community and Public Health Nursing Practicum (B.S.N. students only)	2
Occupational and Environmental Health		
OEH:4240	Global Environmental Health	3
Public Health		
CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:2400	The U.S. Health System in a Global Context	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3

CPH:4200 Agriculture, Food Systems, and Sustainability 3

Global Health Studies Courses

GHS:1029 First-Year Seminar 1 s.h.

Introduction to intellectual life of the University; opportunity to work closely with a faculty member or senior administrator; active participation to ease transition to college-level learning.

GHS:1100 Contraception Across Time and Cultures 3 s.h.

Methods and history of contraception and abortion; issues of unwanted pregnancy and birth control in fiction, film, and media around the world. Taught in English. Same as CLSA:1100, GRMN:1100, GWSS:1100, WLLC:1100.

GHS:1181 Ancient Medicine 3 s.h.

Thematic examination of theories and practices of Greco-Roman physicians, which in turn became the medical tradition of medieval Islamic world and European medicine until mid-19th century; historical medical terms, theories, and practices. GE: Historical Perspectives. Same as CLSA:1181.

GHS:1200 Disabilities and Inclusion in Writing and Film Around the World 3 s.h.

Exploration of human experiences of dis/ability and exclusion/inclusion as represented in recent international film and popular writing from Europe, Latin America, Asia, Africa, and the Middle East; how these experiences contribute to and reflect awareness of the challenges of disabilities as well as public policy; strategies that filmmakers and authors deploy to contain, complicate, and challenge cultural preconceptions of the disabled body; how disability intersects with other major identity categories (i.e., sexuality, nationality, race); tools for researching history, policy, and activism. Taught in English. GE: Diversity and Inclusion. Same as DST:1200, GRMN:1200, WLLC:1200.

GHS:1290 Native American Foods and Foodways 3 s.h.

Native Americans as original farmers of 46 percent of the world's table vegetables; examination of food as a cultural artifact (e.g., chocolate, tobacco); food as a primary way in which human beings express their identities; environmental, material, and linguistic differences that shape unique food cultures among Native peoples across the Western Hemisphere; close analysis of Indigenous foods, rituals, and gender roles associated with them; how colonization transformed Native American, European, and African American cultures. GE: Diversity and Inclusion. Same as AMST:1290, HIST:1290, NAIS:1290.

GHS:2000 Introduction to Global Health Studies 3 s.h.

Global health as a study of the dynamic relationship between human health and social, biological, and environmental factors that drive the spread of disease; core areas of global health research that may include health inequalities, maternal and child health, infectious diseases, nutrition, environmental health, and health interventions. GE: International and Global Issues. Same as ANTH:2103.

GHS:2080 The Cultural Politics of HIV-AIDS 3 s.h.

Complex historical shifts in cultural perceptions about HIV-AIDS in the U.S. and transnationally; controversies around HIV-AIDS and their links with questions of gender and sexuality; how HIV-AIDS subsequently became the basis of a transnational industry comprising nongovernmental organizations, donors, and activists across the global north and south, starting from 1980s in the U.S. when HIV-AIDS first emerged into public sphere as a gay disease; link between HIV-AIDS and ideologies of development or progress, neocolonialism, and emergence of lesbian, gay, bisexual, transgender, intersex, and questioning (LGBTIQ) movements in many parts of world. Recommendations: background in gender studies, and completion of rhetoric or at least one social sciences course. Same as GWSS:2080.

GHS:2090 Medical Spanish in Contemporary Society 4 s.h.

Vocabulary related to medical field; grammatical concepts; health-related cultural competence; discussion of health issues concerning Hispanic communities in the U.S. and abroad. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503. Same as SPAN:2090.

GHS:2110 Seven Billion and Counting: Introduction to Population Dynamics 3 s.h.

How dramatic changes to the size of population has changed fundamental characteristics of populations and processes, such as food and water scarcity, climate change and biodiversity, rise of megacities, health and disease, migration, social networks, economics, environment, and household structure. GE: Social Sciences. Same as GEOG:2110.

GHS:2164 Culture and Healing for Future Health Professionals 3 s.h.

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

GHS:2181 The Anthropology of Aging 3 s.h.

Comparative anthropological perspective on aging; ethnographies from diverse contexts used to examine intersections of kinship, religion, health, and medicine in later life. Same as ANTH:2181, ASP:2181.

GHS:2182 Africa: Health and Society 3 s.h.

Cultural, political, and economic diversity of African societies from precolonial period to present day; relationship between lived experiences of African people and understanding of their societies from afar; why Africa, more than any other region, is associated with warfare, hunger, and disease; idea of "Africa" in the world today; shared misunderstanding of life on continent contrasted with everyday lives of people who are not so different from ourselves. Same as ANTH:2182.

GHS:2260 Hard Cases in Healthcare at the Beginning of Life 3 s.h.

Exploration of ethical impact that advances in biotechnology—including genetic, reproductive, and neonatal technology—are having in the medical arena and on humanity; consideration of the powerful influence that religion and spirituality have on most people's thinking about life and death. Same as RELS:2260.

GHS:2265 Hard Cases in Healthcare at the End of Life 3 s.h.

Preparation for future healthcare providers to make difficult ethical decisions regarding the end of life; interactive course. Same as RELS:2265.

- GHS:2320 Origins of Human Infectious Disease** 3 s.h.
Origin and evolution of important infectious diseases in human history; biological evolution of infectious agents and biocultural responses to emerging infectious diseases; primary focus on viruses and bacteria; selected world problems from an anthropological perspective; current dilemmas and those faced by diverse human groups in recent times and distant past. Same as ANTH:2320.
- GHS:2415 Bioethics** 3 s.h.
Recent developments in biotechnology and medicine; designer babies and cloning, genetic screening for disease, distributive justice in health care, animal experimentation, physician-assisted suicide, and euthanasia. Same as PHIL:2415.
- GHS:2570 Introduction to Islamic Psychology** 3 s.h.
Psychology in Islamic civilization; the nature of the human being; pathology, illness, healing, and therapies in the Islamic tradition; Islamic models compared with Euro-American frameworks. Recommendations: basic knowledge of psychology and Islam. Same as IS:2570, RELS:2570.
- GHS:2650 Global Reproduction** 3 s.h.
History of birth control and work of activists and organizations that emerged to promote it; troubling connections that spawned between reproductive rights and population control movements. Same as GWSS:2650.
- GHS:2674 Food, Body, and Belief: A Global Perspective** 3 s.h.
Exploration of local, national, and global forces that shape food consumption, body image, and spiritual practices. Taught in English. Same as KORE:2674, RELS:2674.
- GHS:3010 Identifying and Developing a Global Health Project** 2-3 s.h.
Review of major components of global health related research process; preparation for a local or international project which addresses a global health issue in a systematic way. Same as IGPI:3011.
- GHS:3011 Global Research: Strategies and Skills** 1 s.h.
Skill development in international research; academic projects; work with research librarian; activity-based introduction to article, statistical, and governmental databases; research and popular materials; information discovery process (tools and search strategies); enhancement of critical thinking skills. Same as IS:3011, ULIB:3011.
- GHS:3012 Community-Based Global Health Research** 3 s.h.
Introduction to community-based participatory research methods; ethical engagement with a local/global organization addressing the social determinants of health.
- GHS:3015 Transnational Sexualities** 3 s.h.
How ideas about normative and nonnormative sexuality, gender/sexual identities, and related social movements travel across geographical, political, and cultural boundaries; potentials and limits of using conceptual frameworks (i.e., sexuality, gender, LGBT, queer) across the west and global south; how sexuality always intersects with race, class, nationhood, and transnational systems of power; power structures that shape gender/sexuality through a transnational approach; connection of inequalities within the United States with those across the world. Same as GWSS:3010.
- GHS:3030 Global Health Today** 1 s.h.
Attendance at diverse on-campus, local, and regional global health events. Same as CPH:3240.
- GHS:3034 Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities** 1 s.h.
Exploration of complex ethical issues involved in engaging in experiential learning (e.g., study abroad, volunteering, internships, research) in global communities; topics may include patient rights versus the promise of "hands-on" experience for untrained undergraduates; pitfalls of voluntourism and substituting "free" foreign labor for paid local employees; commercial aspects of study abroad— incentives and recruiting on campus by external contractors; how to select a reputable internship provider; online resources which help students become global ambassadors for patient safety; basic tools for thinking critically about outcomes.
- GHS:3035 Engaging in Global Health** 1 s.h.
How to become a participant in promoting health throughout the world; student peers and global health professionals share their experiences in global health; how professionals and volunteers work in a broad variety of settings; working with government-based programs, international organizations (e.g., UNICEF, World Vision), health care agencies, faith-based organizations, industry, and academic institutions; various ways to become engaged and be involved in global health.
- GHS:3036 Ethics, Politics, and Global Health** 3 s.h.
Ethics of health care policies, delivery systems, and interventions examined globally and locally.
- GHS:3037 Technology to Improve Global Health** 3 s.h.
Examination of existing, new, and future technologies used to revolutionize global health promotion through a variety of unique and often low-cost tools (e.g., mobile phones, drones, artificial intelligence).
- GHS:3040 Health in Mexico** 3 s.h.
Use of anthropological perspectives to examine disease, healing systems, and ideas about health and the body in Mexico and its diaspora; relationships between structural conditions and historical and political transformations; ideas about gender and race; chronic and acute disease in Mexico; conquest and disease; racialized bodies; sexual health; biomedicine; shamanism; immigration and health; pollution and narcoviolence; readings in English. Same as ANTH:3111, LAS:3111.
- GHS:3050 Global Aging** 3 s.h.
Demographic factors that contribute to the worldwide phenomena of population aging in context of WHO Active Aging and the United Nation's Principles for Older Persons frameworks. Same as ASP:3135, SSW:3135.
- GHS:3060 Studies in Complementary and Alternative Medicine** 3 s.h.
Rotating topics related to complementary and alternative medicine.
- GHS:3070 Hungry Planet: Global Geographies of Food** 3 s.h.
Societal and environmental implications of past, current, and future global food supply examined from a geographical perspective; focus on questions of who eats what, where, and why; transformative history of agriculture, modern agribusiness and alternative food supplies, geopolitical implications of food production, food scarcity and rising food costs, urban versus rural agriculture, the obesity epidemic versus malnutrition, and the future of food. Same as GEOG:3070.

- GHS:3102 Medical Anthropology** 3 s.h.
Major theoretical, methodological approaches; international health and development; biomedicine as a cultural system; ethnomedicine; anthropology and AIDS, human reproduction, epidemiology, ethnopsychiatry. Prerequisites: ANTH:1101 or ANTH:2100 or ANTH:2164 or GHS:2000. Same as ANTH:3102, CBH:3102.
- GHS:3110 Health of Indigenous Peoples** 3 s.h.
Health problems and services for Indigenous populations worldwide, from perspective of Fourth World postcolonial politics. Prerequisites: ANTH:1101. Same as ANTH:3110, NAIS:3110.
- GHS:3111 Geography of Health** 3 s.h.
Provision of health care in selected countries, with particular reference to the Third World; focus on problems of geographical, economic, cultural accessibility to health services; disease ecology, prospective payment systems, privatization, medical pluralism. Same as GEOG:3110.
- GHS:3113 Religion and Healing** 3 s.h.
Historical evidence of religious healing in Christian, Hindu, Buddhist, Native American, and Shaman traditions. Same as ANTH:3113, ASIA:3561, RELS:3580.
- GHS:3120 Global Maternal and Child Health** 3 s.h.
Interdisciplinary approach to health of women and children locally and around the world.
- GHS:3131 Health Care and Health Reforms in Russia** 3 s.h.
Societal changes and their continuing effect on the Russian health care system since 1991; guest lectures from public health, nursing, medicine, cultural anthropology. Taught in English. Same as RUSS:3131.
- GHS:3150 Media and Health** 3 s.h.
Potential and limits of mass media's ability to educate the public about health; research and theory on the influence of information and entertainment media; theories, models, assumptions of mass communication in relation to public health issues. Same as CBH:3150, JMC:3150.
- GHS:3151 The Anthropology of the Beginnings and Ends of Life** 3 s.h.
Examination of diverse understandings of birth and death, drawing on anthropological analysis of personhood, kinship, ritual, and medicine; how social inequality and new technologies shape human experience at life's margins. Prerequisites: ANTH:1101 or ANTH:2100. Same as ANTH:3151, ASP:3151.
- GHS:3152 Anthropology of Caregiving and Health** 3 s.h.
Diverse understandings and practices of care around the world; focus on relationships between caregiving practices and health across the life course. Same as ANTH:3152, ASP:3152.
- GHS:3170 Visualizing Global Health Through Popular Fiction and Film** 3 s.h.
Prominent global health issues visualized through the lens of popular film and fiction; books and film will be used to explore how the public understands various global health topics such as human trafficking, emerging infectious diseases, post-apocalyptic societies, and population control.
- GHS:3191 Sustainable Development: India and the Global Context** 3 s.h.
Introduction to development in India; critical examination of current discourses on domestic sociological, economic, and ecological environmental effects of the current model of development; taught in Mysore, India.
- GHS:3192 Environment and Health in Modern India** 3 s.h.
Introduction to India's environmental and health traditions; major contemporary scenarios; taught in Mysore, India.
- GHS:3230 Health Experience of Immigrants, Migrants, and Refugees** 3 s.h.
Interdisciplinary exploration of the unique health concerns, challenges, and health care experiences of the diverse populations on the move around the world and new to this country; issues to be explored include four overlapping sections—broad overview (definitions, populations, and significant health challenges); health risks and needs of specific sub-populations; patterns of public and private resources and responses; and the local picture (Iowa and Midwest), programs, cases, and concerns.
- GHS:3300 Envisioning Future Worlds: Sustainable Development and Its Alternatives** 3 s.h.
Sociocultural, geopolitical, and environmental implications of sustainable development and its alternatives investigated from a geographic perspective; geopolitical history of sustainable development; measures of sustainability in development; major critiques of sustainable development; alternative visions of development from different geographical contexts including ecofeminism, Buen Vivir, food sovereignty, degrowth, commoning, and the People's Health Movement. Same as GEOG:3300.
- GHS:3325 Global Epidemics** 3 s.h.
Case studies of several prominent global epidemic episodes; examination of the biology of the disease, how such epidemics came into being, how they were combated, and the relationship between the science, sociocultural, and political consequences of the disease.
- GHS:3327 The Politics of Progress: NGOs, Development, and Sexuality** 3 s.h.
How nonprofit sector increasingly plays a significant role in countering socioeconomic inequalities in the United States and global south; role of nonprofit organizations in relation to governmental policies of development, transnational funders, and ideas of sexual progress; critics of development institutions' arguments that western ideas of progress impose and adversely affect groups they claim to empower, yet also may foster struggles for social justice that go beyond development policy; examination of transnational nonprofit sector in relation to gender/sexuality and how it impacts women and gender/sexual minorities around the world. Recommendations: background in gender studies or social sciences. Same as GWSS:3326.
- GHS:3420 Health and Healing in Early Modern Europe** 3 s.h.
Health, healing, and medicine (1200-1700); transmission of medical knowledge from medieval Islam and ancient Greece; healers including physicians, midwives, surgeons, apothecaries, and ordinary people; epidemic disease; diet and the body; sex and reproduction; health in the colonial Atlantic world; healing and religion including prayer, magic, and witchcraft. Same as HIST:3420.
- GHS:3500 Global Public Health** 3 s.h.
Exploration of historical, current, and forecasted trends in global public health, the factors influencing health demographics in human populations, sources of health inequalities, and appropriate policy and intervention approaches for addressing global public health challenges. Same as CPH:3500.

GHS:3508 Disease and Health in Latin American History 3 s.h.

Survey of major topics in Latin American history in relation to development of medicine and public health. Same as HIST:3508, LAS:3508.

GHS:3555 Understanding Health and Disease in Africa 3 s.h.

Cultural, historical, and political framework for the delivery of health care services in African nations. Recommendations: junior or higher standing. Same as HIST:3755, IS:3555.

GHS:3560 Global Garbage and Global Health 3 s.h.

Exploration of the fate of waste products as they are burnt, decomposed, landfilled, treated, recycled, reused, dumped on minority communities, or shipped abroad; definition of social and cultural aspects of garbage; students develop an understanding of the link between garbage, human health, and environmental health.

GHS:3600 Development in a Global Context I: Preparing for an Internship in Health, Gender, and Environment 1 s.h.

Students work with a UI faculty mentor to articulate an international development project and apply to an international development organization for an internship; students are matched to an organization/project and begin preparation for their internship by communicating with onsite mentor/supervisor.

GHS:3700 Development in a Global Context II: Reflections on Real World Interventions 2 s.h.

Students produce a research paper analyzing their personal internship in an international development program.

GHS:3720 Contemporary Issues in Global Health 3 s.h.

Local and global dimensions of health and disease.

GHS:3732 Global Health Nursing 3 s.h.

Complexity of health and nursing in a global context; overview of biological, social, epigenetic, and environmental contributors to health and diseases in populations around the world and nursing's role in improving health; includes case studies of various global organizational and educational structures and systems relative to population health, selected infectious diseases, nutritional deficiencies, and health effects of environmental change. Same as NURS:3732.

GHS:3760 Hazards and Society 3 s.h.

Examination of the impact and societal responses to natural and technological hazards; using case studies from around the world, students explore relationships between extreme events, human behavior, disaster management, public policy, and technology to understand what makes people and places vulnerable to hazards. Same as GEOG:3760.

GHS:3780 U.S. Energy Policy in Global Context 3 s.h.

Historical and contemporary aspects of U.S. governmental planning and policy on a wide range of energy issues in global context. Same as GEOG:3780, HIST:3240.

GHS:3850 Promoting Health Globally 3 s.h.

Major global health threats in the United States and abroad; impact of culture, history, economics on health disparities; approaches, programs, policies to remedy them. Same as HHP:3850.

GHS:4000 Global Health Studies Service Learning: Local Health is Global Health 4 s.h.

Service-learning projects with local community organizations; domestic opportunities which offer global health insights.

GHS:4001 Social Entrepreneurship and Global Health 3 s.h.

Fundamentals of social enterprise and innovative approaches to improving lives and communities combined with a Global Health Studies focus on social determinants of health; student teams apply their knowledge and skills to projects which support the global health mission of a community partner. Recommendations: one approved global health studies course.

GHS:4002 Working in Global Health 3 s.h.

Development of skills needed for careers in global health. Recommendations: junior or higher standing.

GHS:4003 Case Studies in Global Health Inequities: Challenges and Interventions 3 s.h.

Series of multidisciplinary case studies focusing on health issues and solutions locally and globally.

GHS:4100 Topics in Global Health 1-3 s.h.

Special topics related to global health studies.

GHS:4140 Feminist Activism and Global Health 3 s.h.

How female gender intersects with culture, environment, and political economy to shape health and illness; reproductive health, violence, drug use, cancer; readings in anthropology, public health. Prerequisites: ANTH:1101. Same as ANTH:4140, CBH:4140, GWSS:4140.

GHS:4150 Health and Environment: GIS Applications 3 s.h.

Introduction to how geographic information systems (GIS) and spatial statistics are used in the study of patterns of health and disease in space and time. Same as GEOG:4150, IGPI:4150.

GHS:4162 History of Global Health 3 s.h.

Foremost problems of health and disease in colonial and postcolonial societies; topical approach. Same as HIST:4162.

GHS:4180 Climate Change and Health 3 s.h.

Addressing global health issues affected by climate change through an interdisciplinary lens, drawing from medicine, human psychology, law, history, business, religion, and environmental science; exploring health and disease risk patterns as they vary around the world; examining the major social, economic, political, and related factors contributing to our changing climate and health and security threats; introducing the basic public health and human rights concepts and policies necessary for reducing morbidity and mortality rates among at-risk populations; preparing students to work internationally or domestically to address threats of a changing climate.

GHS:4205 Culture, Language, and Health 3 s.h.

Exploration of health, wellness, and illness from a perspective of language and culture; languages we use to describe our mental and physical health that are situated within culture-specific ideas of human bodies, minds, disease, and wellness; understanding where beliefs about health and wellness come from and exploring other systems of belief on their own terms prepares students to be better informed health care practitioners, more aware patients within health care systems, and more sensitive caregivers in health related settings; emphasis on observation, asking questions, and analyzing health care worlds. Taught in Spanish. Requirements: two courses in Spanish numbered 3000 or above. Same as SPAN:4205.

- GHS:4260 Global Water and Health** 3 s.h.
Overview of global water and health; microbial and toxicant identification, water-related adverse health effects, risk assessment, approaches to reduce water-related disease, distal water-related influences (e.g., global warming), and historic cases. Same as OEH:4260.
- GHS:4530 Global Road Safety** 3 s.h.
Road safety problem, data sources, research methods used in field, and how intervention and prevention programs are developed and evaluated; lecture, hands-on approaches. Same as CPH:4220, OEH:4530.
- GHS:4600 Global Health and Human Rights** 2-3 s.h.
Requirements: sophomore or higher standing.
- GHS:4770 Environmental Justice** 3 s.h.
Introduction to the field of environmental justice; understanding and addressing the processes that lead poor and marginalized communities to face a disproportionate degree of environmental risks and hazards. Same as GEOG:4770.
- GHS:4900 Approaches to Global Health Studies** 3 s.h.
Global health as a study of the dynamic relationship between human health and social, biological, and environmental factors that drive the spread of disease; core areas of global health research that may include health inequalities, maternal and child health, infectious diseases, nutrition, environmental health, and health interventions.
- GHS:4990 Independent Project in Global Health** arr.
Independent work completed under the supervision of global health studies faculty.
- GHS:4991 Honors Thesis in Global Health Studies** 3 s.h.
Completion of honors thesis in consultation with a faculty mentor. Prerequisites: GHS:3010.
- GHS:4992 Global Health Studies Honors Cohort** 0 s.h.
Students complete all requirements for honors in the global health studies major; supervision by global health studies honors advisor. Corequisites: GHS:4991.
- GHS:4999 International Experience** 0 s.h.
Engagement in international experiences. Same as IS:4999.
- GHS:5000 Graduate Seminar in Global Health** 2 s.h.
In-depth discussion and analysis of rotating topics pertinent to global health studies.
- GHS:5300 Envisioning Future Worlds: Sustainable Development and Its Alternatives** 3 s.h.
Sociocultural, geopolitical, and environmental implications of sustainable development and its alternatives investigated from a geographic perspective; geopolitical history of sustainable development; measures of sustainability in development; major critiques of sustainable development; alternative visions of development from different geographical contexts including ecofeminism, Buen Vivir, food sovereignty, degrowth, commoning, and the People's Health Movement. Same as GEOG:5300.
- GHS:5455 Health Insurance and Managed Care** 3 s.h.
History and theory of insurance, comparative health systems, health systems and networks, HMOs, public health insurance, care for uninsured; emphasis on public policy. Prerequisites: HMP:5005. Corequisites: PHAR:6330 or HMP:5410. Same as HMP:5450.
- GHS:6550 Epidemiology of Infectious Diseases** 3 s.h.
Underlying epidemiological concepts of infection disease, including causation and surveillance; prevention and control; case studies. Offered fall semesters. Prerequisites: EPID:4400. Same as EPID:6550.
- GHS:6625 Seminar: Religion and Health** 3 s.h.
Examination of global perspectives on relationships between religion, health, disease, living well, and dying. Same as ANTH:6625, RELS:6625.
- GHS:7160 Global History of Race, Science, and Medicine** 3 s.h.
Examination of the history of social construction of race in scientific and medical thought; use of science and medicine to conceptualize race, as well as how race was used by scientists and physicians in their practice; primary focus is on the Atlantic World—Europe, Africa, and the Americas—and touches briefly on the construction of race in other parts of the world. Same as HIST:7160.

Global Health Studies, B.A.

The Bachelor of Arts in global health studies prepares students for careers in local and international global health organizations, and for graduate and professional work in fields such as public health, law, planning and public affairs, social work, international development, sustainable agriculture, public policy, and more.

Learning Outcomes

The Global Health Studies Program equips its students to:

- identify the core areas of global health such as infectious and non-communicable diseases, maternal and child health, food sovereignty, environmental health, health inequalities, and interventions;
- analyze biomedical, social, cultural, and environmental determinants of health and disease;
- draw connections between significant health problems which affect both domestic and international communities; and
- recognize the ethical challenges involved in interventions designed to improve health and health equity across cultural and geographical boundaries.

Requirements

The Bachelor of Arts with a major in global health studies requires a minimum of 120 s.h., including at least 37 s.h. of coursework for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. A minimum of 18 s.h. of major coursework must be earned at the University of Iowa. A maximum of 6 s.h. in GHS:4990 Independent Project in Global Health may be used toward the major. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20] requirements.

A total of 9 s.h. may be double-counted from other majors, minors, or certificates toward the global health studies major, excluding courses taken to satisfy GE CLAS Core requirements.

Students who earn the major in global health studies may not earn the certificate or the minor in global health studies.

Students who earn the major in global health studies may earn the major in international studies as long as they select a track other than the global health track.

Students who earn the major in global health studies may earn the major in interdepartmental studies as long as they select an emphasis other than the global health emphasis in the health science track.

The B.A. with a major in global health studies requires the following coursework.

Code	Title	Hours
	World Language and Culture Requirement	6
	Foundation Courses	10
	Global Health Perspectives and Practices Courses	18
	Capstone Experience	3
	Total Hours	37

World Language and Culture Requirement

Students must choose option A or B below. Semester hours necessary to complete this requirement will vary.

Option A: Students may complete a minimum of two semesters of language study beyond that required by the GE CLAS Core [p. 20]. This additional language requirement may be met either by completing at least two semesters of fifth-semester-level study or higher in the same language used to fulfill the GE CLAS Core World Languages requirement or by completing two semesters, or the equivalent, of a second world language at any level.

Option B: Students may complete this requirement by completing 6 s.h. from a list of courses approved for one of the following geographical tracks of the international studies major: African studies; Caribbean studies; East Asian studies; Islamic and Middle Eastern studies; Latin American studies; Russian, East European, and Eurasian studies; or South Asian studies. See the International Studies Course Database web page for approved courses each semester.

Foundation Courses

Code	Title	Hours
All of these:		
GHS:2000	Introduction to Global Health Studies	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:3850	Promoting Health Globally	3
And one of these:		
GHS:3030	Global Health Today	1
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
GHS:3035	Engaging in Global Health	1

Global Health Perspectives and Practices Courses

To provide an appreciation of the interdisciplinary nature of global health studies, students choose from a wide range of courses on topics which reflect the breadth of the field.

Courses taken to complete another area of the major cannot be used toward the global health perspectives and practices requirement.

Students choose a minimum of 18 s.h. from these, with at least 12 s.h. numbered 3000 or above, and a minimum of 6 s.h. selected from the eight courses at the end of the list.

Code	Title	Hours
GHS:1029	First-Year Seminar	1
GHS:1181	Ancient Medicine	3
GHS:1290	Native American Foods and Foodways	3
GHS:2080	The Cultural Politics of HIV-AIDS	3
GHS:2090	Medical Spanish in Contemporary Society	4

GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3	GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GHS:2164	Culture and Healing for Future Health Professionals	3	GHS:3420	Health and Healing in Early Modern Europe	3
GHS:2181	The Anthropology of Aging	3	GHS:3500	Global Public Health	3
GHS:2182	Africa: Health and Society	3	GHS:3508	Disease and Health in Latin American History	3
GHS:2260	Hard Cases in Healthcare at the Beginning of Life	3	GHS:3555	Understanding Health and Disease in Africa	3
GHS:2265	Hard Cases in Healthcare at the End of Life	3	GHS:3600	Development in a Global Context I: Preparing for an Internship in Health, Gender, and Environment	1
GHS:2320	Origins of Human Infectious Disease	3	GHS:3700	Development in a Global Context II: Reflections on Real World Interventions	2
GHS:2415	Bioethics	3	GHS:3720	Contemporary Issues in Global Health (topic must be different than the Foundation Course topic)	3
GHS:2570	Introduction to Islamic Psychology	3	GHS:3732	Global Health Nursing	3
GHS:2650	Global Reproduction	3	GHS:3760	Hazards and Society	3
GHS:2674	Food, Body, and Belief: A Global Perspective	3	GHS:3780	U.S. Energy Policy in Global Context	3
GHS:3010	Identifying and Developing a Global Health Project	3	GHS:4000	Global Health Studies Service Learning: Local Health is Global Health	4
GHS:3011	Global Research: Strategies and Skills	1	GHS:4001	Social Entrepreneurship and Global Health	3
GHS:3012	Community-Based Global Health Research	3	GHS:4002	Working in Global Health	3
GHS:3030	Global Health Today	1	GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1	GHS:4100	Topics in Global Health	1-3
GHS:3035	Engaging in Global Health	1	GHS:4140	Feminist Activism and Global Health	3
GHS:3037	Technology to Improve Global Health	3	GHS:4150	Health and Environment: GIS Applications	3
GHS:3040	Health in Mexico	3	GHS:4162	History of Global Health	3
GHS:3050	Global Aging	3	GHS:4180	Climate Change and Health	3
GHS:3060	Studies in Complementary and Alternative Medicine	3	GHS:4205	Culture, Language, and Health	3
GHS:3070	Hungry Planet: Global Geographies of Food	3	GHS:4260	Global Water and Health	3
GHS:3102	Medical Anthropology	3	GHS:4530	Global Road Safety	3
GHS:3110	Health of Indigenous Peoples	3	GHS:4600	Global Health and Human Rights	2-3
GHS:3111	Geography of Health	3	GHS:4770	Environmental Justice	3
GHS:3113	Religion and Healing	3	GHS:4990	Independent Project in Global Health	arr.
GHS:3131	Health Care and Health Reforms in Russia	3	GHS:5000	Graduate Seminar in Global Health	2
GHS:3150	Media and Health	3	GHS:5455	Health Insurance and Managed Care	3
GHS:3151	The Anthropology of the Beginnings and Ends of Life	3	GHS:6550	Epidemiology of Infectious Diseases	3
GHS:3152	Anthropology of Caregiving and Health	3	GHS:6625	Seminar: Religion and Health	3
GHS:3170	Visualizing Global Health Through Popular Fiction and Film	3			
GHS:3191	Sustainable Development: India and the Global Context	3			
GHS:3192	Environment and Health in Modern India	3			
GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3			

ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2
CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:2400	The U.S. Health System in a Global Context	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
CPH:4200	Agriculture, Food Systems, and Sustainability	3
ENGL:2560	Topics in Culture and Identity (when topic is stories about HIV/AIDS)	3
HIST:1016	The History That Made Our World (when topic is health in the Global South)	3
NURS:3655	Community and Public Health Nursing Practicum (B.S.N. students only)	2
OEH:4240	Global Environmental Health	3
A minimum of 6 s.h. from these:		
GHS:1100	Contraception Across Time and Cultures	3
GHS:1200	Disabilities and Inclusion in Writing and Film Around the World	3
GHS:3015	Transnational Sexualities	3
GHS:3036	Ethics, Politics, and Global Health	3
GHS:3120	Global Maternal and Child Health	3
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3
GHS:3325	Global Epidemics	3
GHS:3560	Global Garbage and Global Health	3

Capstone Experience

The capstone experience requirement provides an opportunity for students to apply the knowledge and skills they learned in the classroom.

Students choose a minimum of 3 s.h. from the following.

Code	Title	Hours
GHS:3010	Identifying and Developing a Global Health Project	3
GHS:3012	Community-Based Global Health Research	3
GHS:4000	Global Health Studies Service Learning: Local Health is Global Health	4
GHS:4001	Social Entrepreneurship and Global Health	3

GHS:4002	Working in Global Health	3
GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3

Honors

Honors in the Major

Students majoring in global health studies have the opportunity to graduate with honors in the major. Students who choose to graduate with honors in the major must satisfy these requirements:

- maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major;
- complete a minimum of 6 s.h. of honors or contract honors courses in their global health studies major coursework;
- complete GHS:3010 Identifying and Developing a Global Health Project followed by GHS:4991 Honors Thesis in Global Health Studies as their capstone experience;
- enroll in GHS:4992 Global Health Studies Honors Cohort (0 s.h.) with the global health studies honors advisor during the semester in which GHS:4991 will be completed;
- submit an acceptable honors thesis; and
- give an oral or poster presentation of research findings at a venue approved by the Global Health Studies Program.

Students are encouraged to participate in the Iowa Center for Research by Undergraduates (ICRU) and to apply for research scholarships.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the global health studies major.

Academic Plans

Four-Year Graduation Plan

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

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

Before the seventh semester begins: at least 12 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two additional courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and

should be discussed with an academic advisor. For additional sample plans, see MyUI.

Global Health Studies, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
The Global Health Studies Program connects students to ethical experiential learning opportunities. ^a		
GHS:3035	Engaging in Global Health ^b	1
Honors: thesis ^c		
Hours		1
First Year		
Fall		
GHS:2000	Introduction to Global Health Studies	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
GHS:3030 or GHS:3035 or GHS:3034	Global Health Today or Engaging in Global Health or Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Social Sciences ^d		3
GE CLAS Core: Values and Culture ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^f		2 - 3
Hours		16-19
Second Year		
Fall		
GHS:3850	Promoting Health Globally	3
Major: global health perspectives and practices course		3
GE CLAS Core: Natural Sciences without Lab ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^f		3
Hours		16-17
Spring		
GHS:3720	Contemporary Issues in Global Health	3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Elective course ^f		3
Hours		16-17

Third Year

Fall

Major: global health perspectives and practices course numbered 3000 or above	3
Major: world language and culture requirement	3 - 5
GE CLAS Core: Historical Perspectives ^d	3
GE CLAS Core: Natural Sciences with Lab ^d	4
Elective course ^f	2 - 3
Hours	15-18

Spring

Major: global health perspectives and practices course numbered 3000 or above	3
Major: global health perspectives and practices course numbered 3000 or above	3
Major: world language and culture requirement	3 - 5
Elective course ^f	3
Elective course ^f	3
Hours	15-17

Fourth Year

Fall

Major: global health perspectives and practices course	3
Major: global health perspectives and practices course numbered 3000 or above	3
Elective course ^f	3
Elective course ^f	3
Elective course ^f	3
Hours	15

Spring

Major: global health capstone course	3 - 4
GE CLAS Core: International and Global Issues ^d	3
Elective course ^f	3
Elective course ^f	3
Elective course ^f	2 - 3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g	
Hours	14-16
Total Hours	123-137

- The Global Health Studies Program connects students to experiential learning opportunities such as study abroad, internships, research, service learning, and capstone courses through which students develop real world skills related to major global health issues. Students meet regularly with their academic advisor for help in identifying ethical activities which can be integrated into their individualized graduation plan.
- Global Health Studies students are encouraged to enroll in this course to explore how professionals and volunteers work in a broad variety of global health settings. This course counts toward Global Health Perspectives and Practices.
- Students completing Honors in the Global Health Studies major work with a faculty mentor to produce an honors thesis, and then present their research at a venue approved by the Global Health Studies Program.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Global Health Studies Program engages students and faculty in real-world health problems and challenges students to embark on global health careers which place a priority on improving health and achieving equity in health for people worldwide.

Graduates find opportunities in a range of global health job sectors such as:

- in-country field consultants;
- disaster relief organizations;
- immigrant/refugee health organizations;
- research and academic institutions;
- international agencies;
- other nongovernmental agencies (NGOs);
- lending agencies that do work in developing countries;
- multilateral agencies (such as the World Health Organization); and
- governmental agencies (United States Agency for International Development, Center for Disease Control, in-country ministries of health, etc.).

Global health studies graduates also have pursued graduate and professional degrees in medicine, dentistry, pharmacy, nursing, public health, law, nonprofit management, urban and regional planning, sustainable agriculture, international development, and public administration.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Global Health Studies, B.S.

The Bachelor of Science in global health studies is designed for students who desire to enter professional programs in the health sciences.

Learning Outcomes

The Global Health Studies Program equips its students to:

- identify the core areas of global health such as infectious and non-communicable diseases, maternal and child health, food sovereignty, environmental health, health inequalities, and interventions;
- analyze biomedical, social, cultural, and environmental determinants of health and disease;
- draw connections between significant health problems which affect both domestic and international communities; and
- recognize the ethical challenges involved in interventions designed to improve health and health equity across cultural and geographical boundaries.

Requirements

The Bachelor of Science with a major in global health studies requires a minimum of 120 s.h., including at least 47 s.h. of coursework for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. A minimum of 18 s.h. of major coursework must be earned at the University of Iowa. A maximum of 6 s.h. in GHS:4990 Independent Project in Global Health may be used toward the major. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20] requirements.

A total of 9 s.h. may be double-counted from other majors, minors, or certificates toward the global health studies major, excluding courses taken to satisfy GE CLAS Core requirements.

Students who earn the major in global health studies may not earn the certificate or the minor in global health studies.

Students who earn the major in global health studies may earn the major in international studies as long as they select a track other than the global health studies track.

Students who earn the major in global health studies may earn the major in interdepartmental studies as long as they select an emphasis other than the global health emphasis in the health science track.

The B.S. with a major in global health studies requires the following coursework.

Code	Title	Hours
	World Language and Culture Requirement	6
	Foundation Courses	10
	Global Health Perspectives and Practices Courses	18
	Natural Sciences Courses	7-8
	Mathematics and Statistics Course	3-4
	Capstone Experience	3
	Total Hours	47-49

World Language and Culture Requirement

Students must choose option A or B below. Semester hours necessary to complete this requirement will vary.

Option A: Students may complete a minimum of two semesters of language study beyond that required by the GE CLAS Core [p. 20]. This additional language requirement may be met either by completing at least two semesters of fifth-semester-level study or higher in the same language used to fulfill the GE CLAS Core World Languages requirement or by completing two semesters, or the equivalent, of a second world language at any level.

Option B: Students may complete this requirement by completing 6 s.h. from a list of courses approved for one of the following geographical tracks of the international studies major: African studies; Caribbean studies; East Asian studies; Islamic and Middle Eastern studies; Latin American studies; Russian, East European, and Eurasian studies; or South Asian studies. See the International Studies Course Database web page for approved courses each semester.

Foundation Courses

Code	Title	Hours
All of these:		
GHS:2000	Introduction to Global Health Studies	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:3850	Promoting Health Globally	3
And one of these:		
GHS:3030	Global Health Today	1
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
GHS:3035	Engaging in Global Health	1

Global Health Perspectives and Practices Courses

To provide an appreciation of the interdisciplinary nature of global health studies, students choose from a wide range of courses on topics which reflect the breadth of the field.

Courses taken to complete another area of the major cannot be used toward the global health perspectives and practices requirement.

Students choose a minimum of 18 s.h. from these, with at least 12 s.h. numbered 3000 or above, and a minimum of 6 s.h. selected from the eight courses at the end of the list.

Code	Title	Hours
GHS:1029	First-Year Seminar	1
GHS:1100	Contraception Across Time and Cultures	3
GHS:1181	Ancient Medicine	3
GHS:1200	Disabilities and Inclusion in Writing and Film Around the World	3
GHS:1290	Native American Foods and Foodways	3

GHS:2080	The Cultural Politics of HIV-AIDS	3	GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GHS:2090	Medical Spanish in Contemporary Society	4	GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3	GHS:3420	Health and Healing in Early Modern Europe	3
GHS:2181	The Anthropology of Aging	3	GHS:3500	Global Public Health	3
GHS:2182	Africa: Health and Society	3	GHS:3508	Disease and Health in Latin American History	3
GHS:2260	Hard Cases in Healthcare at the Beginning of Life	3	GHS:3555	Understanding Health and Disease in Africa	3
GHS:2265	Hard Cases in Healthcare at the End of Life	3	GHS:3560	Global Garbage and Global Health	3
GHS:2570	Introduction to Islamic Psychology	3	GHS:3600	Development in a Global Context I: Preparing for an Internship in Health, Gender, and Environment	1
GHS:2650	Global Reproduction	3	GHS:3700	Development in a Global Context II: Reflections on Real World Interventions	2
GHS:2674	Food, Body, and Belief: A Global Perspective	3	GHS:3720	Contemporary Issues in Global Health (topic must be different than the foundation course topic)	3
GHS:2415	Bioethics	3	GHS:3732	Global Health Nursing	3
GHS:3010	Identifying and Developing a Global Health Project	3	GHS:3760	Hazards and Society	3
GHS:3011	Global Research: Strategies and Skills	1	GHS:3780	U.S. Energy Policy in Global Context	3
GHS:3012	Community-Based Global Health Research	3	GHS:4000	Global Health Studies Service Learning: Local Health is Global Health	4
GHS:3015	Transnational Sexualities	3	GHS:4001	Social Entrepreneurship and Global Health	3
GHS:3030	Global Health Today	1	GHS:4002	Working in Global Health	3
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1	GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
GHS:3035	Engaging in Global Health	1	GHS:4100	Topics in Global Health	1-3
GHS:3036	Ethics, Politics, and Global Health	3	GHS:4140	Feminist Activism and Global Health	3
GHS:3040	Health in Mexico	3	GHS:4162	History of Global Health	3
GHS:3050	Global Aging	3	GHS:4180	Climate Change and Health	3
GHS:3070	Hungry Planet: Global Geographies of Food	3	GHS:4205	Culture, Language, and Health	3
GHS:3102	Medical Anthropology	3	GHS:4530	Global Road Safety	3
GHS:3110	Health of Indigenous Peoples	3	GHS:4600	Global Health and Human Rights	2-3
GHS:3111	Geography of Health	3	GHS:4770	Environmental Justice	3
GHS:3113	Religion and Healing	3	GHS:4990	Independent Project in Global Health	arr.
GHS:3120	Global Maternal and Child Health	3	GHS:5000	Graduate Seminar in Global Health	2
GHS:3131	Health Care and Health Reforms in Russia	3	GHS:5455	Health Insurance and Managed Care	3
GHS:3150	Media and Health	3	GHS:6550	Epidemiology of Infectious Diseases	3
GHS:3151	The Anthropology of the Beginnings and Ends of Life	3	GHS:6625	Seminar: Religion and Health	3
GHS:3152	Anthropology of Caregiving and Health	3			
GHS:3170	Visualizing Global Health Through Popular Fiction and Film	3			
GHS:3191	Sustainable Development: India and the Global Context	3			
GHS:3192	Environment and Health in Modern India	3			
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3			

ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2
CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:2400	The U.S. Health System in a Global Context	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
CPH:4200	Agriculture, Food Systems, and Sustainability	3
ENGL:2560	Topics in Culture and Identity (when topic is stories about HIV/AIDS)	3
HIST:1016	The History That Made Our World (when topic is health in the Global South)	3
NURS:3655	Community and Public Health Nursing Practicum (B.S.N. students only)	2
OEH:4240	Global Environmental Health	3
A minimum of 6 s.h. from these:		
GHS:2164	Culture and Healing for Future Health Professionals	3
GHS:2320	Origins of Human Infectious Disease	3
GHS:2415	Bioethics	3
GHS:3037	Technology to Improve Global Health	3
GHS:3060	Studies in Complementary and Alternative Medicine	3
GHS:3325	Global Epidemics	3
GHS:4150	Health and Environment: GIS Applications	3
GHS:4260	Global Water and Health	3

Natural Sciences Courses

The natural sciences course requirement can be used to fulfill the GE CLAS Core [p. 20] requirement. Students should consult with their advisor concerning specific courses that satisfy these requirements.

Students must complete a minimum of one of the sequences, with at least one lab, from the following.

Code	Title	Hours
Chemistry		
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
Chemistry and Biology		
CHEM:1070 & BIOL:1141	General Chemistry I - Introductory Animal Biology	7
CHEM:1110 & BIOL:1141	Principles of Chemistry I - Introductory Animal Biology	8
CHEM:1110 & BIOL:1411	Principles of Chemistry I - Foundations of Biology	8

CHEM:1110 & BIOL:1412	Principles of Chemistry I - Diversity of Form and Function	8
--------------------------	--	---

Chemistry and Physics

CHEM:1070 & PHYS:1400	General Chemistry I - Basic Physics	7
CHEM:1110 & PHYS:1511	Principles of Chemistry I - College Physics I	8

Physics

PHYS:1511- PHYS:1512	College Physics I-II	8
-------------------------	----------------------	---

Mathematics and Statistics Course

Students must complete at least one calculus or statistics course. In some cases, students also may need to complete a precalculus or statistics course, depending on their math placement.

The mathematics and statistics course requirement can be used to fulfill the GE CLAS Core [p. 20] requirement. Students should consult with their advisor concerning specific courses that satisfy these requirements.

Students complete one of the following.

Code	Title	Hours
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
Any higher-level statistics course (consult advisor)		3-4

Capstone Experience

The capstone experience requirement provides an opportunity for students to apply the knowledge and skills they learned in the classroom.

Students complete 3 s.h. from the following.

Code	Title	Hours
GHS:3010	Identifying and Developing a Global Health Project	3
GHS:3012	Community-Based Global Health Research	3

Honors

Honors in the Major

Students majoring in global health studies have the opportunity to graduate with honors in the major. Students who choose to graduate with honors in the major must satisfy these requirements:

- maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for the major;

- complete a minimum of 6 s.h. of honors or contract honors courses in their global health studies major coursework;
- complete GHS:3010 Identifying and Developing a Global Health Project followed by GHS:4991 Honors Thesis in Global Health Studies as their capstone experience;
- enroll in GHS:4992 Global Health Studies Honors Cohort (0 s.h.) with the global health studies honors advisor during the semester in which GHS:4991 will be completed;
- submit an acceptable honors thesis; and
- give an oral or poster presentation of research findings at a venue approved by the Global Health Studies Program.

Students are encouraged to participate in the Iowa Center for Research by Undergraduates (ICRU) and to apply for research scholarships.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the global health studies major.

Academic Plans

Four-Year Graduation Plan

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

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

Before the seventh semester begins: at least 12 courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two additional courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Global Health Studies, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
The Global Health Studies Program connects students to ethical experiential learning opportunities. ^a		
GHS:3035	Engaging in Global Health ^b	1
Honors: thesis ^c		1
Hours		1

First Year

Fall

GHS:2000	Introduction to Global Health Studies	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
CSI:1600	Success at Iowa	2
Hours		15-17

Spring

GHS:3034 or GHS:3030 or GHS:3035	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities or Global Health Today or Engaging in Global Health	1
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: natural sciences course without lab ^{f, g, h}		3
GE CLAS Core: Social Sciences ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ⁱ		2 - 3
Hours		16-19

Second Year

Fall

GHS:3850	Promoting Health Globally	3
Major: global health perspectives and practices course ^j		3
Major: natural sciences course with lab ^{f, g}		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ⁱ		2 - 3
Hours		16-18

Spring

GHS:3720	Contemporary Issues in Global Health	3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Major: mathematics and statistics course ^{g, k, l}		3 - 4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Elective course ⁱ		3
Hours		16-18

Third Year

Fall

GHS:3010 or GHS:3012	Identifying and Developing a Global Health Project or Community-Based Global Health Research	3
Major: global health perspectives and practices course numbered 3000 or above ^j		3
Major: world language and culture requirement		3 - 5
GE CLAS Core: Values and Culture ^d		3
Elective course ⁱ		3
Hours		15-17

Spring

Major: global health perspectives and practices course numbered 3000 or above ^j	3
Major: global health perspectives and practices course numbered 3000 or above ^j	3
Major: world language and culture requirement	3 - 5
Elective course ⁱ	3
Elective course ⁱ	3
Hours	15-17

Fourth Year**Fall**

Major: global health perspectives and practices course ^j	3
GE CLAS Core: Historical Perspectives ^d	3
Elective course ⁱ	3
Elective course ⁱ	3
Elective course ⁱ	3
Hours	15

Spring

Major: global health perspectives and practices course numbered 3000 or above ^j	3
GE CLAS Core: International and Global Issues ^d	3
Elective course ⁱ	3
Elective course ⁱ	3
Elective course ⁱ	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^m	
Hours	15
Total Hours	124-137

- a The Global Health Studies Program connects students to experiential learning opportunities such as study abroad, internships, research, service learning, and capstone courses through which students develop real world skills related to major global health issues. Students meet regularly with their academic advisor for help in identifying ethical activities which can be integrated into their individualized graduation plan.
- b Global Health Studies students are encouraged to enroll in GHS:3035 Engaging in Global Health to explore how professionals and volunteers work in a broad variety of global health settings. This course counts toward Global Health Perspectives and Practices.
- c Students completing Honors in the Global Health Studies major work with a faculty mentor to produce an honors thesis, and then present their research at a venue approved by the Global Health Studies Program.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Choose from CHEM:1110 & CHEM:1120, CHEM:1070 & BIOL:1141, CHEM:1110 & BIOL:1141, CHEM:1110 & BIOL:1411, CHEM:1110 & BIOL:1412, CHEM:1070 & PHYS:1400, CHEM:1110 & PHYS:1511, PHYS:1511 & PHYS:1512.
- g Fulfills a major requirement and may fulfill a GE requirement.
- h Enrollment in chemistry courses requires completion of a placement exam.
- i Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- j Students should choose from the Global Health Studies approved B.S. course list.
- k Choose from MATH:1380, MATH:1440, MATH:1460, MATH:1550, MATH:1850, STAT:1020.

l Enrollment in math courses requires completion of a placement exam.

m Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Global Health Studies Program engages students and faculty in real-world health problems and challenges students to embark on global health careers which place a priority on improving health and achieving equity in health for people worldwide.

Graduates find opportunities in a range of global health job sectors such as:

- in-country field consultants;
- disaster relief organizations;
- immigrant/refugee health organizations;
- research and academic institutions;
- international agencies;
- other nongovernmental agencies (NGOs);
- lending agencies that do work in developing countries;
- multilateral agencies (such as the World Health Organization); and
- governmental agencies (United States Agency for International Development, Center for Disease Control, in-country ministries of health, etc.).

Global health studies graduates also have pursued graduate and professional programs in medicine, dentistry, pharmacy, nursing, public health, law, nonprofit management, urban and regional planning, sustainable agriculture, international development, and public administration.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Global Health Studies, Minor

Requirements

The undergraduate minor in global health studies requires a minimum of 15 s.h., including 12 s.h. in courses completed at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The minor is interdisciplinary, designed for students who wish to study the complex factors influencing health and disease locally and around the world.

A maximum of 6 s.h. of coursework used to satisfy another major, minor, or certificate may be applied toward the minor. Students may earn either the minor or the certificate in global health studies, but not both. Undergraduates who earn the minor in global health studies may not earn the major in global health studies.

The minor in global health studies requires the following coursework.

Required Courses

Code	Title	Hours
One of these:		
GHS:2000	Introduction to Global Health Studies	3
GHS:3850	Promoting Health Globally	3
One of these:		
GHS:3720	Contemporary Issues in Global Health (topic must be different if taken to satisfy another requirement)	3
GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
6 s.h. from these:		
GHS:1100	Contraception Across Time and Cultures	3
GHS:1200	Disabilities and Inclusion in Writing and Film Around the World	3
GHS:3030	Global Health Today	1
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
GHS:3035	Engaging in Global Health	1
GHS:3037	Technology to Improve Global Health	3
GHS:3060	Studies in Complementary and Alternative Medicine	3
GHS:3120	Global Maternal and Child Health	3
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3

GHS:3325	Global Epidemics	3
GHS:3560	Global Garbage and Global Health	3

One of these:

Global Health Perspectives and Practices course(s) if not taken as a requirement above; see B.A. or B.S. in global health studies for approved list	3
Approved global health-themed study abroad coursework (consult GHS advisor)	3

Global Health Studies, Certificate

Requirements

The undergraduate Certificate in Global Health Studies requires 18 s.h. of study. Students must maintain a minimum g.p.a. of 2.00 or higher in the 18 s.h. of coursework required for the certificate.

University of Iowa undergraduate students who are not concurrently enrolled in a UI graduate or professional degree program may apply for admission to the certificate program. Students in the College of Pharmacy are an exception; those who have earned the Pharm.D. degree also may earn an undergraduate global health studies certificate.

Work for the certificate includes required courses, electives, a global health project that culminates in a public presentation and written report, and study of a world language. Students must earn at least 12 s.h. of credit for the certificate in courses numbered 3000 or above taken at the University of Iowa. A maximum of 3 s.h. in GHS:4990 Independent Project in Global Health may be used toward the certificate. Students may choose courses offered by the Global Health Studies Program (prefix GHS) or associated courses offered by other departments and programs (see "Associated Courses" under Courses [p. 578] in this section of the Catalog).

The certificate program is interdisciplinary, and requires students to complete a global health project (either in an international setting or in a domestic setting which focuses on global connections) during which they address an important global health issue in a systematic way. Students then present their results and report on the completed project. The program helps prepare students for advanced work or careers in global health.

Undergraduates may earn the certificate or the minor in global health studies, but not both. Undergraduates who earn the certificate in global health studies may not earn the major in global health studies.

The Certificate in Global Health Studies requires the following work.

Required Courses

Code	Title	Hours
All of these:		
GHS:2000	Introduction to Global Health Studies	3
GHS:3010	Identifying and Developing a Global Health Project	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:3850	Promoting Health Globally	3
GHS:4990	Independent Project in Global Health	1
One of these:		
GHS:3030	Global Health Today	1

GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
GHS:3035	Engaging in Global Health	1

Electives

Students complete 4 s.h. of approved electives chosen from the course lists under Courses [p. 578] in the Global Health Studies section of the Catalog. They may petition to use other courses as electives if they can demonstrate that the courses include substantial material related to global health. Contact the Global Health Studies Program for details.

Global Health Project

Students must complete a global health project during which they systematically address an important global health issue. The project can be completed either in an international setting or in a domestic setting which focuses on global connections. Eight weeks is considered the optimal amount of time to meet this requirement. The project may be completed as part of a study abroad program, a service learning course, an internship, a volunteer experience, or an independent research project.

Projects require approval by the Global Health Studies Program faculty director and must be supervised by an approved UI faculty mentor. Students may apply for a Stanley Award; other financial support may be available for some projects. Visit Global Health Project on the program's website for more information.

Language Study

Students must complete the GE CLAS Core [p. 20] World Languages requirement or demonstrate fourth-semester-level language proficiency.

The Global Health Studies Program may advise students to take additional language study in preparation for a research or internship program. Students interested in learning an infrequently taught language to facilitate their participation in a global health project can contact the Language Media Center in the Division of World Languages, Literatures and Cultures.

Public Presentation and Report

Certificate requirements culminate in a public presentation and report. Students present the results of their global health project in GHS:3010 Identifying and Developing a Global Health Project or in an equivalent public forum. Students also must submit a 10-12 page report that summarizes their global health project. Students enroll in GHS:4990 Independent Project in Global Health for 1 s.h. during the semester in which they are completing their report and presentation.

Admission

Admission to the certificate program is competitive. Applicants must be in good academic standing and must be able to demonstrate interest in and understanding of the field of global health. For application forms and deadline information, contact the Global Health Studies Program advisor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Global Health Studies, Certificate

Course	Title	Hours
First Year		
Fall		
Certificate: global health studies elective ^a		1 - 3
	Hours	1-3
Spring		
GHS:2000	Introduction to Global Health Studies	3
GHS:3035 or GHS:3030 or GHS:3034	Engaging in Global Health or Global Health Today or Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
	Hours	4
Second Year		
Fall		
GHS:3850	Promoting Health Globally	3
	Hours	3
Spring		
GHS:3720	Contemporary Issues in Global Health	3
	Hours	3
Third Year		
Fall		
GHS:3010	Identifying and Developing a Global Health Project ^b	3
	Hours	3
Spring		
Certificate: global health studies elective ^a		1 - 3
Apply for a Stanley Award for International Research (optional not required to earn the certificate)		
	Hours	1-3
Summer		
Complete an approved global health project ^{c, d}		
	Hours	0
Fourth Year		
Fall		
GHS:4990	Independent Project in Global Health	1
Complete a report and presentation on the approved global health project ^c		
	Hours	1
Spring		
Certificate: global health studies elective (if needed to reach a minimum of 4 s.h. of GHS electives) ^a		1 - 3
	Hours	1-3
	Total Hours	17-23

- Students complete 4 s.h. of approved electives. See the General Catalog for a list of approved courses.
- GHS:3010 can be taken earlier in the plan to prepare for the Global Health Project; meet with the GHS academic advisor to create an individualized plan of study.
- See the Global Health Studies Program website for details.
- The Global Health Project may be completed during any session after GHS:3010 and before the student's final session; it can be local or international; meet with the GHS academic advisor to create an individualized plan of study.

Global Health Studies, Graduate Certificate

Requirements

The graduate Certificate in Global Health Studies requires 18 s.h. of study. Students must earn at least 12 s.h. of credit for the certificate in courses numbered 3000 or above taken at the University of Iowa. Students must maintain a minimum g.p.a. of 2.50 or higher in the 18 s.h. coursework required for the certificate.

The certificate is open to University of Iowa graduate and professional students, except for those in the College of Pharmacy who have earned the Pharm.D. degree; they are awarded the undergraduate certificate. Other students are awarded the graduate certificate by the Graduate College.

Work for the certificate includes required courses, electives, a global health project that culminates in a public presentation and written report, and study of a world language. A maximum of 3 s.h. in GHS:4990 Independent Project in Global Health may be used toward the certificate. Students may choose courses offered by the Global Health Studies Program (prefix GHS) or associated courses offered by other departments and programs (see "Associated Courses" under Courses [p. 578] in this section of the Catalog).

Graduate and professional students who would like to count credit from a degree program toward the global health studies certificate should consult their graduate/professional academic programs.

The certificate program is interdisciplinary, and requires students to complete a global health project (either in an international setting or in a domestic setting which focuses on global connections) during which they address an important global health issue in a systematic way. Students then present their results and report on the completed project. The program helps prepare students for careers in global health.

The Certificate in Global Health Studies requires the following work.

Required Courses

Code	Title	Hours
All of these:		
GHS:3010	Identifying and Developing a Global Health Project	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:3850	Promoting Health Globally	3
GHS:4900	Approaches to Global Health Studies	3
GHS:4990	Independent Project in Global Health	1
One of these:		
GHS:3030	Global Health Today	1
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
GHS:3035	Engaging in Global Health	1

Electives

Students complete 4 s.h. of approved electives chosen from the course lists under Courses [p. 578] in the Global Health Studies section of the Catalog. They may petition to use other courses as electives if they can demonstrate that the courses include substantial material related to global health. Contact the Global Health Studies Program for details.

Global Health Project

Students must complete a global health project during which they systematically address an important global health issue. The project can be completed either in an international setting or in a domestic setting which focuses on global connections. Eight weeks is considered the optimal amount of time to meet this requirement. The project may be completed as part of a study abroad program, a service learning course, an internship, a volunteer experience, or an independent research project.

Projects require approval by the Global Health Studies Program faculty director and must be supervised by an approved UI faculty mentor. Students may apply for a Stanley Award; other financial support may be available for some projects. Visit Global Health Project on the program's website for more information.

Language Study

Students must either complete the GE CLAS Core [p. 20] World Languages requirement or demonstrate fourth-semester-level language proficiency.

The Global Health Studies Program steering committee may advise students to take additional language study in preparation for a research or internship program. Students interested in learning an infrequently taught language to facilitate their participation in a global health project can contact the Language Media Center in the Division of World Languages, Literatures and Cultures.

Public Presentation and Report

Certificate requirements culminate in a public presentation and report. Students present the results of their global health project in GHS:3010 Identifying and Developing a Global Health Project or in an equivalent public forum. Students also must submit a 10-12 page report that summarizes their global health project. Students enroll in GHS:4990 Independent Project in Global Health for 1 s.h. during the semester in which they are completing their report and presentation.

Admission

Admission to the certificate program is competitive. Applicants must be in good academic standing and must be able to demonstrate interest in and understanding of the field of global health. For application forms and deadline information, contact the Global Health Studies Program advisor.

Health and Human Physiology

Chair

- Warren G. Darling

Undergraduate majors: health and human physiology (B.A.); human physiology (B.S.); sport and recreation management (B.S.); therapeutic recreation (B.S.)

Undergraduate minors: human physiology; physical activity and nutrition science; sport and recreation management

Undergraduate certificate: interscholastic athletic/activities administration

Graduate degrees: M.A. in sport and recreation management; M.S. in health and human physiology; Ph.D. in health and human physiology

Faculty: <https://clas.uiowa.edu/hhp/people/faculty>

Website: <https://clas.uiowa.edu/hhp/>

The Department of Health and Human Physiology offers undergraduate majors, minors, and a certificate; and graduate degree programs in health and human physiology and in sport and recreation management. The department also administers the Certificate in Disability Studies, as well as coaching authorization courses. In addition, the department is home to the Health and Physical Activity Skills Program, which offers courses that provide instruction and practice in lifetime sports, fitness training, and wellness activities aimed at enhancing physical health and well-being. Additionally, the department collaborates with other departments to offer the Certificate in Event Management.

Undergraduates in all majors may use several health and human physiology courses to fulfill requirements of the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. The department's First-Year Seminar is designed for entering undergraduate students.

Certificates

Disability Studies

The Department of Health and Human Physiology administers the undergraduate certificate program in disability studies. Disability studies examines disability as a social, cultural, historical, and political phenomenon rather than focusing on its clinical, medical, or therapeutic aspects. It is an interdisciplinary field that draws on scholarship from diverse disciplines. The certificate program helps students expand their knowledge and awareness of disability issues and prepare for careers in public life. See the Certificate in Disability Studies [p. 362] in the Catalog.

Event Management

The Departments of Health and Human Physiology and Communication Studies, the School of Journalism and Mass Communication (College of Liberal Arts and Sciences), and the Department of Marketing (Tippie College of Business) collaborate to offer the undergraduate Certificate in Event Management. Students who earn the certificate will know and be able to demonstrate the basic principles of organizing a successful event. They will gain a robust understanding of the diverse field of event management and careers in the event management industry. For information, see the Certificate in Event Management [p. 479] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Health and Human Physiology (Bachelor of Arts) [p. 611]
- Major in Human Physiology (Bachelor of Science) [p. 617]
- Major in Sport and Recreation Management (Bachelor of Science) [p. 620]
- Major in Therapeutic Recreation (Bachelor of Science) [p. 627]

Minors

- Minor in Human Physiology [p. 631]
- Minor in Physical Activity and Nutrition Science [p. 632]
- Minor in Sport and Recreation Management [p. 633]

Certificate

- Certificate in Interscholastic Athletic/Activities Administration [p. 634]

Graduate Programs of Study

Majors

- Master of Arts in Sport and Recreation Management [p. 636]
- Master of Science in Health and Human Physiology [p. 638]
- Doctor of Philosophy in Health and Human Physiology [p. 643]

Facilities

Classroom and research laboratories are located in the Field House and in other buildings on campus. They provide excellent facilities for instruction and research at both the undergraduate and graduate levels.

Cooperative efforts with other units facilitate specialization by allowing Department of Health and Human Physiology students to use additional special facilities and research equipment in other departments on campus (e.g., biology, biochemistry, molecular physiology and biophysics, orthopedic surgery, internal medicine, pharmacology, and the College of Engineering).

Courses

- Health and Human Physiology Courses [p. 599]
- Sport and Recreation Management Courses [p. 604]
- Therapeutic Recreation Courses [p. 607]
- Health and Physical Activity Skills Courses [p. 609]

Health and Human Physiology Courses

- HHP:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- HHP:1010 Exploring Athletic Training** arr.
Exploration of professional preparation for athletic trainers; application, career opportunities, professional organizations, awareness of basic athletic training principles.
- HHP:1050 Exploring Exercise Science** 1 s.h.
Introduction to field of exercise science; employment and observation opportunities, academic and professional development.
- HHP:1100 Human Anatomy** 3 s.h.
General human anatomy covering most systems of the body. GE: Natural Sciences without Lab.
- HHP:1110 Human Anatomy Laboratory** 1 s.h.
All major systems of the human body, understood through computer-generated images, models, histological slides, anatomical specimens. Prerequisites: HHP:1100 or HHP:3105.
- HHP:1150 Human Anatomy Lecture with Lab** 4 s.h.
Study of general human anatomy, covering all systems of the body in lecture and most systems in lab; appropriate for students planning on careers in various health professions or for those needing an introductory human anatomy course.
- HHP:1200 First Aid/CPR Athletic Training** 2 s.h.
First Aid and CPR with automated external defibrillator (AED); opportunity for certification in basic life support through the American Heart Association; satisfies the first aid and CPR requirement for the athletic training program application; for declared athletic training interest majors. Requirements: completion of or current enrollment in HHP:1010.
- HHP:1300 Fundamentals of Human Physiology** 3 s.h.
Introduction to function and regulation of the human body. Recommendations: high school chemistry and basic biology. GE: Natural Sciences without Lab.
- HHP:1310 Human Physiology Laboratory** 1 s.h.
Laboratory course illustrating principles of physiological principles through experimental measurements, practical assessments, and computer-based illustrations of human function. Recommendations: one semester of biology.
- HHP:1350 Fundamentals of Human Physiology with Laboratory** 4 s.h.
Combines lecture and laboratory; introduction to function and regulation of the human body; laboratory work illustrates principles learned in lectures utilizing experimental measurements, practical assessments, and computer-based simulations.
- HHP:1400 Human Anatomy and Physiology** 3 s.h.
General human anatomy and physiology covering most systems of the body. Requirements: no prior enrollment in HHP:1100, HHP:1150, HHP:1300, HHP:1350, HHP:3105, HHP:3115, HHP:3500, or HHP:3550.
- HHP:2000 Professional Branding: Preparing for Your Future** 2 s.h.
Student development and preparation for professional growth; focus on image as a brand; how to manage brand on social media, LinkedIn, and professional documentation; expansion of brand; preparation for experiential learning and job searching. Corequisites: HHP:2200.
- HHP:2130 Human Development Through the Life Span** 3 s.h.
Overview of human developmental theories across the life-span; aspects of cognitive, physical, and personality development from birth to death; the role of culture, environment, health, and economic factors over the developmental process and life continuum.
- HHP:2148 Personal Training** 3 s.h.
Essential aspects of personal training including theory and applied practice of screening, assessment, exercise prescription, and technique for development of safe and effective training programs for clients. Prerequisites: (HHP:1300 or HHP:1350) and HHP:2200.
- HHP:2200 Physical Activity and Health** 3 s.h.
Physical activity determinants in society; school, workplace, community-based health promotion interventions to improve activity levels. GE: Values and Culture.
- HHP:2280 Cultural Competency in Health Promotion** 3 s.h.
Examination of the importance of ethnic and cultural factors for community health practice; essential theories, models, and practices for working with race, ethnicity, gender, and social issues; topics may include demographics, disparities, complementary and alternative medicine, spiritually grounded approaches, multicultural populations, communication, workforce, aging, sexual orientation, and future challenges. GE: Diversity and Inclusion.
- HHP:2310 Nutrition and Health** 3 s.h.
Physiology, biochemistry of human nutrition; appropriate food sources; qualitative and quantitative evaluation of diets using standard references. GE: Natural Sciences without Lab.
- HHP:2350 Biomechanics of Sport and Physical Activity** 3 s.h.
Principles of biomechanics, kinesiology, and anatomy; quantitative aspects of sport and physical activity; emphasis on developing a qualitative grasp on mechanical principles of human movement within sports and physical activity; how to apply these principles in a sport/exercise environment. Prerequisites: HHP:1100 or HHP:1150.
- HHP:2500 Physical Activity Psychology** 3 s.h.
Psychological theory and research related to sport and physical activity; motivation, aggression, attribution, socialization, competitive anxiety, leadership.
- HHP:3030 Coaching for Health and Wellness** 3 s.h.
Opportunities to expand knowledge and develop skills to help individuals change behavior and meet health-related goals; general health and wellness principles; principles and techniques for change; experience providing health-coaching services to clients. Prerequisites: HHP:2200 and HHP:2310. Same as INTD:3030.

HHP:3050 Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.

In-depth overview of biological, behavioral, and societal causes and consequences of obesity epidemic; potential solutions from primary and secondary prevention standpoints; causes of obesity, available treatments, and global impact that obesity epidemic presents to society. Prerequisites: HHP:2200 and HHP:2310.

HHP:3060 Advanced Human Anatomy for Athletic Trainers 4 s.h.

Extremities and relevant body cavity anatomy; anatomical terminology, anatomical relationships of human body, 3-D view of anatomy, clinical relevance of anatomy; basic science lectures, radiologic imaging discussions, introduction to clinically relevant anatomy, dissection laboratories, small group learning and teaching, faculty interaction, and computer-assisted resources. Offered summer sessions. Prerequisites: HHP:1100.

HHP:3105 Anatomy for Human Physiology 3 s.h.

All major systems of the body are covered with focus on the normal structure of the human body; appropriate for preprofessional students planning on careers in the various health professions.

HHP:3110 Advanced Anatomy Laboratory 2 s.h.

Detailed gross anatomy of all major systems of the body; structure of the human body at organ, tissue, and cellular levels; examination of various human and other mammalian specimens.

HHP:3115 Anatomy for Human Physiology with Lab 5 s.h.

Covers all major systems of the body in a combined lecture and laboratory anatomy course; focus on normal structure of the human body; laboratory includes gross anatomy of some human structures and dissection of other mammalian specimen; appropriate for preprofessional students planning on careers in various health professions. Prerequisites: BIOL:1411.

HHP:3150 Program Design in Strength and Conditioning 3 s.h.

Examination of elements of program design for developing muscular fitness and skill related to fitness; applies to programming for individuals with whom a major goal of their physical activity program is to maximize human performance potential; these goals can either be for personal fitness, success in specific sports, or for applications in occupational athletes.

HHP:3200 Health Behavior and Health Promotion 3 s.h.

Principles of epidemiology and health behavior theories applied to multilevel frameworks for health promotion. Prerequisites: HHP:2200 and HHP:2310.

HHP:3230 Psychopharmacology 3 s.h.

How drugs act to influence behavior; general principles of drug action on the nervous system; licit and illicit drugs, use/abuse, historical perspective on drug use. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) or (HHP:1300 with a minimum grade of C- or HHP:3500 with a minimum grade of C- or HHP:3550 with a minimum grade of C-). Same as PSY:3230.

HHP:3300 Human Growth and Motor Development 3 s.h.

Human growth and biological maturation; focus on motor development from birth through puberty. Recommendations: prior course in anatomy, human physiology, or biology.

HHP:3400 Applied Exercise Physiology 3 s.h.

Effects of acute exercise and chronic exercise training on different physiological systems (energy, neuromuscular, circulatory, respiratory, endocrine); overview of physiological principles necessary for more advanced study of fitness evaluation and exercise prescription; preparation for ACSM certification. Prerequisites: HHP:1300 or HHP:1350 or HHP:3500.

HHP:3420 Practicum in Health Education and Outreach 3 s.h.

Coursework and experiential learning with the Office of Student Wellness; practical experience in planning, implementing, and evaluating health programs; students spend at least 20 hours assisting with health outreach events, programs, and opportunities which may include staffing a table, assisting with group fitness assessments, or participating in health promotion-related opportunities; students also work on a team health project and plan their own health event; reflection on how health issues apply to students personally and to their communities; foundation of theories/models that guide health behavior change in college setting; papers, projects, outreach events, presentations. Prerequisites: HHP:2310 and HHP:2200.

HHP:3430 Health Management and Administration 3 s.h.

Introduction to management, administration, and leadership principles as they relate to health promotion programs. Prerequisites: HHP:3200 or HHP:4040.

HHP:3440 Physical Activity Interventions 3 s.h.

Development, implementation, evaluation of effective health communication interventions; identification of health education resources for targeted groups. Prerequisites: HHP:2310 and HHP:2200.

HHP:3450 Immunology in Health and Disease 3 s.h.

Overview of immunology, beginning at the molecular level and ending with the role of the immune system in disease; fundamental concepts of the immune system; innate and adaptive immunity, focusing on cell-mediated and humoral immune responses, in addition to effector mechanisms in both of these responses; concepts of immunologic tolerance; autoimmune disease; immunodeficiency syndromes; the inflammatory process in disease. Prerequisites: HHP:3500 or HHP:3550.

HHP:3500 Human Physiology 3 s.h.

Organ system approach to physiology in order to understand normal function of the human body from the submolecular and cellular levels to the whole organism; emphasis on the development of a mechanistic understanding of organ system function and integrated physiological function across systems to promote homeostatic regulation in the human body. Prerequisites: (HHP:1300 or BIOL:1141 or BIOL:1140 or BIOL:1411) and (CHEM:1070 or CHEM:1110).

HHP:3550 Human Physiology with Laboratory 5 s.h.

Mechanistic approach to understand organ system function and integrated function across systems as the basis for homeostatic regulation within the human body; experiential laboratory activities that incorporate fundamental measurements of human function and analysis, interpretation, and presentation of experimental findings. Prerequisites: (HHP:1300 or BIOL:1141 or BIOL:1140 or BIOL:1411) and (CHEM:1070 or CHEM:1110). Recommendations: one semester of human anatomy, and one semester of statistics or biostatistics.

- HHP:3555 Lab for Human Physiology** 2 s.h.
 Experiential laboratory activities that incorporate fundamental measurements of human function and analysis, interpretation, and presentation of experimental findings. Prerequisites: HHP:3500. Recommendations: one semester of statistics or biostatistics.
- HHP:3820 Guided Practicum: Worksite Wellness** 3 s.h.
 Application of theory into practice to support skill development; students work with local worksites to deliver a wellness program, conduct a well-being assessment, develop and implement a behavior change intervention, deliver education, and evaluate outcomes in a professional context; utilization of skills in marketing, design, presentation, and cultivating connections. Prerequisites: HHP:3200 or HHP:3400 or HHP:4040.
- HHP:3850 Promoting Health Globally** 3 s.h.
 Major global health threats in the United States and abroad; impact of culture, history, economics on health disparities; approaches, programs, policies to remedy them. Same as GHS:3850.
- HHP:3870 Motivational Interviewing for Health Professions** 3 s.h.
 Theoretical foundations, empirical research support, and application of motivational interviewing; how people make changes with regard to health behaviors, how health professionals can support positive change, barriers to change process, empowerment and autonomy, intrinsic motivation, applications of motivational interviewing; theory and research; motivational interviewing for health behavior change; extensive applied practice of motivational interviewing techniques and group work to practice skills; discussion and application of techniques, research, and practical knowledge.
- HHP:3900 Writing for Health and Human Physiology** 3 s.h.
 Effective written communication specific to health sciences; planning, drafting, revising, and peer-editing materials (e.g., personal statements, professional communications, general articles of interest, scientific papers); practicum experience.
- HHP:4010 Behavioral and Clinical Health Assessment Laboratory** 4 s.h.
 Expected assessment skill set for health promotion professionals, including ability to assess and interpret blood pressure, lung function, blood lipids, and heart rate; health behavior measurement issues including how to use objective monitors, self report, interview, and web-based trackers to assess diet, physical activity, and sleep; general measurement and research concepts will be introduced and students will have laboratory practice in sphygmomanometry, spirometry, anthropometry, accelerometry, sleep tracking, computerized dietary assessments, and graded exercise testing. Prerequisites: HHP:2200 and HHP:2310 and (HHP:1100 or HHP:1150) and (HHP:1300 or HHP:1350).
- HHP:4020 Health Communication and Coaching Strategies** 3 s.h.
 Science of health communication, including evidence-based development, strategic dissemination, and critical evaluation of relevant, accurate, accessible, and understandable health information communicated to individuals to advance their health; the art of health coaching including the processes that facilitate healthy, sustainable behavior change; health coaching strategies will include motivational interviewing, goal setting, and social support. Prerequisites: HHP:2200 and HHP:2310.
- HHP:4030 Policy, Environmental, and Social Determinants of Health** 3 s.h.
 How health is determined by access to social and economic opportunities (e.g., quality of our schools, safety of neighborhoods, and quality of our social interactions); policy, environmental, and social factors that influence health; how collaboration among federal, state, and local-level partners can improve health; goals and objectives of Healthy People 2020 (U.S. Federal Health Promotion Planning Guide) will be used to frame course material. Prerequisites: HHP:2200 and HHP:2310.
- HHP:4040 Health Services: Current Barriers and Innovative Solutions** 3 s.h.
 Barriers to quality health care access (e.g., lack of availability, high costs, lack of insurance coverage, health disparities); consequences of such barriers (e.g., unmet health needs, delays in care, lack of preventive services, preventable hospitalization); innovative solutions for improving access and quality of care (e.g., technologies and innovations, improving access to preventive health services, reducing costs); novel ways to improve access and quality of today's health care system. Prerequisites: HHP:2200 and HHP:2310.
- HHP:4110 Advanced Human Anatomy Laboratory** 4 s.h.
 Regional dissection of the human body. Prerequisites: HHP:3110 or HHP:3115.
- HHP:4130 Skeletal Muscle Physiology** 3 s.h.
 Skeletal muscle structure, contractile mechanisms, production of movement, biomechanical properties; adaptation to increased use, disuse, injury. Prerequisites: HHP:3500 or HHP:3550.
- HHP:4150 Clinical Exercise Physiology** 3 s.h.
 Recent advances in exercise physiology for clinical populations; emphasis on acute and chronic responses to exercise in healthy aged adults and in patients with cardiac, vascular, pulmonary, and metabolic diseases; basic and intermediate electrocardiography (ECG), pathophysiology of disease process, clinical assessment of disease severity, diagnostic testing, acute exercise responses, and exercise rehabilitation. Prerequisites: HHP:3500 or HHP:3550 or HHP:3400. Recommendations: HHP:4460.
- HHP:4190 Scientific Basis of Training for Elite Performance** 3 s.h.
 Application of scientific principles to goal of improving strength, speed, endurance, and overall human function; general overview of structure and function of muscular, nervous, cardiovascular, and respiratory systems; bioenergetics of exercise; endocrine response to exercise; biomechanics of resistance exercise; adaptations to anaerobic and aerobic training programs; age and sex related considerations on training; nutrition and ergogenic aids. Prerequisites: HHP:3500 or HHP:1300 or HHP:1350.
- HHP:4195 Exercise Programming for Special Populations** 3 s.h.
 Measurement of health-related fitness and exercise capacity in special populations (e.g., children, older adults, obesity, orthopedic problems, cerebral palsy, intellectual disabilities). Prerequisites: HHP:3400 and (HHP:4200 or HHP:4210).

HHP:4200 Metabolic Exercise Testing and Prescription**4 s.h.**

Basic techniques in physical fitness assessment, prescription of exercise for healthy and unhealthy adults, promotion of physical activity within communities; provides knowledge and skill competencies required for certification as American College of Sports Medicine health fitness instructor. Prerequisites: HHP:2200 and (HHP:3400 or HHP:3500 or HHP:3550). Requirements: health promotion, exercise science, or human physiology major.

HHP:4210 Musculoskeletal Exercise Testing and Prescription**4 s.h.**

Educational and practical experience for designing resistance training and flexibility programs; competencies for certification with National Strength and Conditioning Association. Prerequisites: HHP:2200 and (HHP:3400 or HHP:3500 or HHP:3550). Requirements: health promotion, exercise science, or human physiology major.

HHP:4220 Biomechanics of Human Motion**3 s.h.**

Application of the principles of mechanics to investigation of human motion in two dimensions; system modeling, force system and equilibrium analysis, particle and rigid body kinematics, Newton's and Euler's equations of motion, work-energy and impulse-momentum integral principles. Prerequisites: (HHP:1100 or HHP:1150 or HHP:3105 or HHP:3115) and (PHYS:1400 or PHYS:1511 or PHYS:1611 or HHP:2350).

HHP:4230 Motor Learning: Theory and Application**3 s.h.**

How skilled motor behavior is acquired; behavioral changes that occur during skill acquisition; structural and physiological changes that occur in central nervous system; principles of training and practice that yield efficient and effective motor learning; how this information is helpful to health professionals involved in motor rehabilitation, physical educators and coaches, music instructors and musicians, strength and conditioning professionals, fitness professionals, and athletes, among others. Prerequisites: HHP:1300. Recommendations: familiarity with basic neuroscience (neurons, synaptic transmission, basic anatomical organization of sensory and motor systems).

HHP:4250 Human Pathophysiology**3 s.h.**

In-depth study of human pathological processes and their effects on homeostasis; etiology, symptoms, and risk factors of various diseases; emphasis on major diseases impacting worldwide disability and death; how pathological processes are manifested and progress in the body. Prerequisites: HHP:3500 or HHP:3550.

HHP:4260 Respiratory Pathophysiology**3 s.h.**

Structure and function of human respiratory system; focus on didactic and case study-based learning; control of breathing, gas exchange, lung mechanics, regulation of pulmonary blood flow, respiratory responses to stress; application of these physiological concepts to case studies of human disease. Prerequisites: HHP:1300 or HHP:1350 or HHP:3500 or HHP:3550. Recommendations: PHYS:1511, and MATH:1460 or MATH:1850.

HHP:4300 Sensorimotor Neurophysiology**3 s.h.**

Neuroanatomical and neurophysiological bases of human motor control; role of sensory and motor structures in control of posture, locomotion, and upper limb movements. Prerequisites: HHP:3500 or HHP:3550. Requirements: anatomy or human physiology course.

HHP:4310 Sport and Exercise Nutrition**3 s.h.**

Relationship between nutrition, fitness and sport performance; basic nutrition, physiology, chemistry, psychology, food preparation. Prerequisites: HHP:2200 and HHP:2310.

HHP:4320 Nutrition Interventions**3 s.h.**

Strategies that assist in assessment and evaluation of nutrition behaviors of individuals and groups; interventions to meet nutritional needs of individuals and groups with a variety of health issues. Prerequisites: HHP:2200 and HHP:2310.

HHP:4350 Health and Human Physiology Practicum**1-3 s.h.**

Experience in planning and implementing programs in the areas of fitness, strength and conditioning, nutrition, clinical rehabilitation, or health promotion. Prerequisites: (HHP:1100 or HHP:1150) and HHP:2200 and HHP:2310 and (HHP:1300 or HHP:1350 or HHP:3500).

HHP:4360 Practicum in Group Fitness Instruction**2 s.h.**

Opportunity to observe group-fitness instructors in an applied setting; help organize and execute a group-fitness class. Prerequisites: (HHP:4410 or HHP:3400) and HHP:2310 and (HHP:3500 or HHP:1300) and HHP:1100. Requirements: CPR/AED or Group Fitness Instructor (ACSM, ACE, AFAA) or specific fitness (yoga, indoor cycling, crossfit) certification.

HHP:4365 Practicum in Health Coaching**3 s.h.**

Opportunity to develop and practice health coaching skills in an observed classroom setting; includes discussion, reviews of case studies, and role playing as health coaches; students dedicate seven-and-one-half hours per week in the community outreach laboratory, remotely (phone, Skype, text messaging) or in person, providing health coach services to referred patients and community members. Prerequisites: HHP:4020 or HHP:3030.

HHP:4390 Understanding Human Disease**3 s.h.**

Introduction to process of human disease at cell, organ, and whole body level throughout the lifespan; pathophysiological changes occurring with disease, including risk factors, disease development, and overall effects of disease on the body; cancer, diabetes, obesity, cardiovascular, neurodegenerative diseases, and aging. Prerequisites: HHP:1300 or HHP:1350.

HHP:4400 Health Promotion Clinical Practicum**1 s.h.**

Experience in planning and implementing clinical health promotion programs focusing on nutrition, physical fitness, cardiac rehabilitation, and respiratory rehabilitation. Prerequisites: HHP:3200 and (HHP:4200 or HHP:4010).

HHP:4405 Health Promotion Community and Worksite Practicum**1 s.h.**

Planning and implementing community and worksite health promotion programs. Prerequisites: HHP:3200 and (HHP:4200 or HHP:4010).

HHP:4410 Exercise Physiology**3 s.h.**

Mechanisms responsible for the acute and chronic effects of exercise on the different organ systems of the body. Offered fall semesters. Prerequisites: HHP:1300 or HHP:1350 or HHP:3500 or HHP:3550.

HHP:4415 Exercise Science Practicum**1 s.h.**

Experience in planning and implementing exercise programs related to physical fitness, including strength and conditioning in healthy and diseased/injured populations, and in elite athletes. Prerequisites: HHP:4200 and HHP:4210.

HHP:4420 Planning and Evaluating Health Interventions**3 s.h.**

Assessment, planning, implementation, and evaluation of health promotion programs. Prerequisites: HHP:3200.

- HHP:4440 Physiology of Nutrition** 3 s.h.
Metabolic and biological aspects of human energy production, relationship to energy consumption; systems or integrative approach. Prerequisites: HHP:1300 or HHP:1350 or HHP:3500 or HHP:3550.
- HHP:4450 Human Genetics and Disease** 3-4 s.h.
Fundamental concepts of human genetics including genome organization, expression of genes, and pedigree analysis; emphasis on role of genetics in human health and disease. Prerequisites: HHP:3500 or HHP:3550.
- HHP:4460 Cardiovascular Physiology** 3 s.h.
Structure and function of cardiovascular system; heart, microcirculation, hemodynamics, regional circulation, reflex integration, regulation during physical stress. Prerequisites: HHP:3500 or HHP:3550. Recommendations: calculus and physics.
- HHP:4465 Environmental Exercise Physiology** 3 s.h.
Study of physiological responses of the human organism to various forms of environmental stress at rest and during exercise; how physical performance is affected by environmental stressors such as heat, cold, altitude, microgravity, and hyperbaria. Prerequisites: HHP:3400 or HHP:3500 or HHP:3550.
- HHP:4470 Physiology of Aging** 3 s.h.
Aging's effects on cells, tissues, and organs; how aging influences function of major body organ systems and the whole organism; physiological mechanisms that underlie age-related changes in body function and performance; integrative approach with focus on human aging. Prerequisites: HHP:3500 or HHP:3550. Same as ASP:4470.
- HHP:4480 Introduction to Human Pharmacology** 3 s.h.
Basic overview of ligand-receptor theory and pharmacokinetics (e.g., administration, distribution, metabolism, and elimination of drugs); pharmacology of selected drug classes, pathophysiologic aspects of select diseases relevant to drug classes, how different classes of drugs modify pathophysiologic effects to restore health or reduce disease's impact; focus on mechanisms of drug actions in humans; adverse effects, pharmacokinetic considerations, and drug interactions. Prerequisites: HHP:1300 or HHP:3500 or HHP:3550. Requirements: human physiology B.S. majors must complete HHP:3550. Same as PHAR:4480.
- HHP:4490 International Medicine: Experiential Learning** 3 s.h.
Experiential learning in select health care settings outside of the United States; for pre-health professional students.
- HHP:4500 Undergraduate Independent Study** arr.
Library or laboratory research related to a specific topic in human physiology, normally culminating with a written manuscript; work directed by a faculty member.
- HHP:4510 Energetics in Health and Disease** 3 s.h.
Comprehensive and molecular driven approach to: impairments in energy metabolism leading to obesity; type 2 diabetes and associated chronic diseases (e.g., cardiovascular diseases, cancer); and mechanisms by which exercise and calorie restriction regimens may prevent and/or reverse those impairments in skeletal muscle, adipose tissue, liver, and heart. Prerequisites: HHP:3500 or HHP:3550. Recommendations: HHP:4410 and BIOL:2723.
- HHP:4800 Research Methods and Ethics** 3 s.h.
Introduction to concepts, principles, and methods of research; topics include research design, data collection, data analysis, and reporting research; students identify and formulate research questions, design appropriate research, collect data using different methods, conduct data analysis, present research findings, and critically critique research literature; main ethical issues and professional conduct in scientific research. Requirements: honors standing.
- HHP:4900 Honors Research** 3 s.h.
Completion of honors research begun in HHP:4800; analysis of data, writing and oral presentation of honors thesis, work with an active research tenure-track faculty member in a laboratory; second of a two-semester sequence. Prerequisites: HHP:4800 with a minimum grade of B. Requirements: honors standing.
- HHP:4930 Health and Human Physiology Internship** 3-9,12 s.h.
Directed practical field experience involving program planning, implementation, evaluation, and administration; varied areas such as fitness, wellness, nutrition, clinical, and strength and conditioning.
- HHP:4935 Clinical Exercise Physiology Internship** 1-6 s.h.
Directed practical field experience; program planning, implementation, evaluation, and administrative procedures.
- HHP:5000 Problems** arr.
- HHP:5200 Epidemiology of Physical Activity** 3 s.h.
Overview of epidemiological evidence on how physical activity, sedentary behavior, and sleep affect health outcomes including cardiovascular disease, diabetes, cancer, and obesity; emphasis on research design, interpretation of studies, selection of appropriate measurement tools, and translating scientific findings to recommendations/policies for health promotion and disease prevention.
- HHP:5300 Advanced Human Physiology** 3 s.h.
Provides an advanced study of human physiology for students entering health related fields; mechanisms of body function will be presented at various levels ranging from cellular and molecular, to tissue and organ system levels, with emphasis on integration of the various systems. Offered spring semesters. Prerequisites: HHP:1100 and HHP:3500.
- HHP:6000 Research** arr.
- HHP:6010 Nonthesis Seminar** 2 s.h.
For candidates for the M.S. without thesis. Offered spring semesters.
- HHP:6020 Advanced Research Methods and Ethics** 1-3 s.h.
Introduction to concepts, principles, and methods of research; topics include research design, data collection, data analysis, and reporting research; students identify and formulate research questions, design appropriate research, collect data using different methods, conduct data analysis, present research findings, and critically critique research literature; main ethical issues and professional conduct in scientific research. Recommendations: concurrent enrollment in BIOS:5120 or STAT:6513.
- HHP:6030 Physical Activity and Dietary Behavior Change** 3 s.h.
Major determinants (barriers and facilitators) of physical activity and dietary behaviors; evidence-based behavior change techniques; application of behavior change techniques to improve physical activity and dietary behaviors at the individual and organizational levels.

HHP:6050 Advanced Topics in Obesity 3 s.h.

In-depth overview of biological, behavioral, and societal causes and consequences of obesity epidemic; potential solutions from primary and secondary prevention standpoints; causes of obesity, available treatments, and global impact that obesity epidemic presents to society.

HHP:6100 Health and Human Physiology Seminar 0 s.h.

Biweekly forum for research presentations by health and human physiology faculty and graduate students, and by invited guest speakers; attended by health and human physiology faculty and students, and by faculty and guests from other departments and programs on campus.

HHP:6130 Advanced Skeletal Muscle Physiology 1,3 s.h.

Skeletal muscle structure, contractile mechanisms, production of movement, biomechanical properties; adaptation to increased use, disuse, injury. Prerequisites: HHP:3500.

HHP:6150 Advanced Clinical Exercise Physiology 1,3 s.h.

Recent advances in exercise physiology for clinical populations; emphasis on acute and chronic responses to exercise in healthy aged adults and in patients with cardiac, vascular, pulmonary, and metabolic diseases; basic and intermediate electrocardiography (ECG), pathophysiology of disease process, clinical assessment of disease severity, diagnostic testing, acute exercise responses, and exercise rehabilitation. Prerequisites: HHP:3500. Recommendations: HHP:4460.

HHP:6200 Advanced Metabolic Exercise Testing and Prescription 1,4 s.h.

Basic techniques in physical fitness assessment; prescription of exercise for healthy and unhealthy adults; promotion of physical activity within communities; knowledge and skill competencies required for certification as American College of Sports Medicine health fitness instructor. Prerequisites: HHP:2200 and (HHP:1300 or HHP:3500).

HHP:6260 Advanced Respiratory Pathophysiology 1,3 s.h.

Complements HHP:4260; structure and function of human respiratory system; focus on didactic and case study based learning; control of breathing, gas exchange, lung mechanics, regulation of pulmonary blood flow, and respiratory responses to stress; application of these physiological concepts to case studies of human disease. Prerequisites: HHP:3500. Corequisites: HHP:4260.

HHP:6300 Motor Control Seminar 1 s.h.

Current topics in neural control of movement, biomechanics, and rehabilitation sciences.

HHP:6310 Advanced Sport and Exercise Nutrition 3 s.h.

Relationship between nutrition and dietetics and sport and exercise performance; application of nutrition, dietetics, physiology, chemistry, psychology, and food preparation to sport and exercise training and performance. Requirements: M.C.N. graduate standing.

HHP:6400 Integrative Physiology Seminar 1 s.h.

Current topics in cardiovascular physiology, vascular biology, free radical biology.

HHP:6410 Advanced Exercise Physiology 1,3 s.h.

Mechanisms responsible for acute and chronic effects of exercise on different organ systems of the body. Offered fall semesters. Prerequisites: HHP:1300 or HHP:3500.

HHP:6460 Advanced Cardiovascular Physiology 1,3 s.h.

Structure and function of cardiovascular system; heart, microcirculation, hemodynamics, regional circulation, reflex integration, and regulation during physical stress. Prerequisites: HHP:3500. Recommendations: calculus and physics.

HHP:6470 Advanced Physiology of Aging 1,3 s.h.

Effects of aging on cells, tissues, and organs; how aging influences function of major body organ systems and the whole organism; physiological mechanisms that underlie age-related changes in body function and performance; integrative approach with focus on human aging. Prerequisites: HHP:1100 and HHP:3500.

HHP:6480 Advanced Human Pharmacology 1,3 s.h.

General pharmacology (administration, distribution, elimination of drugs, dose response curves, adverse effects, placebos, homeopathy); pharmacotherapy of selected human diseases, pathophysiologic aspects of disease, how different classes of drugs modify pathophysiologic effects to restore health or reduce impact of disease; focus on mechanisms of drug actions in humans; adverse effects, pharmacokinetic considerations, drug interactions; how to write prescriptions. Prerequisites: HHP:3500.

HHP:6500 Seminar in Health Promotion 1 s.h.

Peer and faculty response to graduate student work addressing health promotion, physical activity and health outcomes, clinical exercise physiology; review and critique current literature; presentation of published work or in-process projects; critical thinking, scientific writing, and oral communication skill development pertaining to health promotion.

HHP:6510 Advanced Energetics in Health and Disease 1,3 s.h.

Discussions of recent published, and/or seminal, state-of-the-art papers on energy metabolism related to exercise and diet interventions in context of obesity, diabetes, cardiovascular diseases, and cancer. Prerequisites: HHP:3500. Recommendations: HHP:4410 and BIOL:2723.

HHP:7000 Practicum in College Teaching arr.**HHP:7300 Advanced Sensorimotor Neurophysiology 1,3 s.h.**

Neuroanatomical and neurophysiological bases of human motor control; mechanisms for locomotion and posture, control of arm and hand movements, role of sensory information. Prerequisites: HHP:3500 or HHP:3550. Requirements: anatomy or human physiology course.

HHP:7500 Thesis: M.S. 0-4 s.h.**HHP:7900 Thesis: Ph.D. arr.**

Sport and Recreation Management Courses

SRM:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, readings, visits to research facilities).

- SRM:1045 Diversity and Inclusion in Healthy Living** 3 s.h.
Personal health strategies; information and empowerment; application-based work, including creating a family health pedigree or individual health portfolio; discussion of current health ethics topics; subjects may include nutrition, sleep, stress, physical fitness, relationships, injury prevention, prenatal health, vaccination, cancer, infectious diseases, global health, and more. GE: Diversity and Inclusion.
- SRM:1046 Health for Happiness** 3 s.h.
Recent research has discovered fundamental elements and mechanisms of human happiness and well-being; students review these discoveries in the fields of positive psychology, positive neurobiology, system theory, economics of happiness, and history; practical learning experiences that apply these findings to everyday student life; hands-on ways to improve both subjective well-being and individual character strengths and virtues.
- SRM:1060 Contemporary Issues in Sports** 3 s.h.
Basic philosophical, historical, scientific foundations and developments; function, settings of organized recreation.
- SRM:1072 Leisure and the Liberal Arts** 3 s.h.
Integration of the ideal of a liberal education with worthy, meaningful use of free time in contemporary society; classic writings in the humanities. GE: Values and Culture.
- SRM:1085 Introduction to Travel and Tourism** 3 s.h.
Nature, scope, and significance of fields of travel and tourism: their histories, theories and philosophies, current trends, issues and challenges; critical analysis of current travel and tourism practices; green alternatives that are more sustainable and in keeping with values the field of leisure studies has long placed on active participation and local, community development.
- SRM:2065 The Experience Economy** 3 s.h.
Introduction to emerging experience economy; just as manufacturing sector of economy supersedes agriculture and service economy supersedes manufacturing, how experience economy is now gaining ascendancy as the last, best hope for future economic growth; critical analysis of experience economy with discussion of ways in which experience economy may offer green, moral, and humane alternatives to previous stages of economic development; new opportunities for travel and tourism, sports settings, recreation and wellness services, possible applications in education and helping professions.
- SRM:3020 Nutrition in Health and Performance** 3 s.h.
Effects of exercise and nutrition on health- and sports-related fitness; for professionals in health and physical education. Same as INTD:3027.
- SRM:3146 Sports Officiating: Rules, Theories, and Issues** 3 s.h.
Fundamental principles of officiating sports at all levels; supervision and management of officials for sport and recreation administrators; rules and mechanics of sports officiating, general qualifications to be a sports official, philosophy of officiating, teaching and evaluation methods for officials, and application of principles through officiating intramural sports.
- SRM:3147 Sport Event Management** 3 s.h.
Current status, challenges, and opportunities in sporting event industry; sporting event planning, budgeting, marketing, sponsorship, and evaluation; development of event timelines and event management skills; introduction to networking and interaction with sporting events. Recommendations: SRM:3154.
- SRM:3148 Interscholastic Activities and Athletics Administration** 3 s.h.
Survey of activities administration foundations including philosophy, leadership, professional programs and activities administration principles, strategies and methods; understanding of the techniques and theory of coaching concepts and strategies for interscholastic budget and concepts and strategies for interscholastic fundraising; basics of assessment and evaluation of interscholastic athletic programs and personnel, dealing with challenging personalities, and administration of professional growth programs for interscholastic personnel.
- SRM:3149 Coaching Theory, Body Structure, and Human Development** 3 s.h.
Comprehensive introduction to the coaching profession and obtaining a coaching license in the state of Iowa; ethics, licensing, and body development.
- SRM:3150 Recreation Administration** 3 s.h.
Personnel, finance, budgets, liability, marketing.
- SRM:3151 Liability in Sport and Recreation** 3 s.h.
The legal system shapes the way sport and recreation professionals at every level perform their jobs, and a basic understanding of the law and its impact on sport and recreation industry can help practitioners operate in a legally compliant manner, seek appropriate legal counsel when necessary, and reduce potential organizational and individual liability; exploration of tort law, constitutional law, statutory law, and contract law as applied to sport and recreation industry, and risk management process; students develop the ability to identify and analyze legal issues and how the law affects the sport and recreation industry.
- SRM:3152 Design and Management of Sport and Recreation Facilities** 3 s.h.
Facilities management, personnel assignment and evaluation, fee structures, maintenance, programming, compliance with regulations and standards. Requirements: must have 30 s.h. completed.
- SRM:3153 Sport Business Practices** 3 s.h.
Business of professional and intercollegiate athletics including league, team, and player-level issues; revenue generation and distribution; competitive balance issues; sport league structure strategies; business behind intercollegiate athletics and challenges facing NCAA structure; negotiation. Requirements: must have 30 s.h. completed.
- SRM:3154 Foundations of Event Management** 3 s.h.
Large, major special events, professional meetings, and conferences; development and planning, implementation of events, management and evaluation of events; development requirements of planning events, development strategies, budgeting, staffing requirements, resource allocation, site planning, basic risk management requirements, emergency procedures; event implementation policy and procedures; relationship to elements within development stages; event management and evaluation procedures.

SRM:3155 Prevention and Care of Athletic Injuries for Coaches 3 s.h.

Comprehensive introduction to the sports world in relation to obtaining a coaching license in the state of Iowa in regards to first aid, injury prevention, and care.

SRM:3157 Managerial Operations in Sport and Recreation 3 s.h.

Introduction to the operation of a private or nonprofit sport-related business.

SRM:3158 Sport and Recreation Promotion 3 s.h.

Foundations and principles of recreation sport promotion and sales operation; application of foundations and principles to sport and recreation industries; historical aspects; current and future trends of sport and recreation management as it relates to sales and promotions; sales management, marketing, financial/economic, legal, and ethical principles related to sport management. Requirements: must have 30 s.h. completed.

SRM:3172 Finance in Sport and Recreation 3 s.h.

Capital funding and revenue acquisition for funding public and private sport and leisure service organizations; contemporary sport and leisure service; financial and economic issues. Requirements: 30 s.h. completed.

SRM:3175 Sales in Sport 3 s.h.

Fundamentals of business development and sales management; incentivizing sports consumers, direct and indirect sales strategies, brand communications, atmospherics, technology in sports sales, ticket sales, licensing products, negotiating sports sponsorships, and brand building. Recommendations: health and human physiology major.

SRM:3176 Sports Analytics for Coaches, Managers, and Other Decision Makers 3 s.h.

Data management, analytic models, and information systems; how sports analytics are used to make decisions for structuring athletic departments, develop in-game competitive strategies, and improve player performance; analytic examples applied to professional sports, college sports, high school sports, and fantasy sports; experience with statistics or computer science not required.

SRM:3178 Communications and Public Relations in Sports 3 s.h.

How public relations is used to promote service products, demonstrate social responsibility, and communicate with consumers and investors; campaigns, customer service, legal and ethical considerations in promoting service products, media events, information services, public relations in strategic management, atmospherics, critical service moment, social media. Recommendations: health and human physiology major.

SRM:3200 Topics in Sport and Recreation Management 3 s.h.

Exploration of various issues shaping the future of sport and recreation industries; in-depth focus on a specific topic within sport or recreation utilizing the expertise of the instructor.

SRM:3210 Event Bidding: Processes and Strategies 3 s.h.

Event rights holders—such as the International Olympic Committee (IOC) and the National Collegiate Athletic Association (NCAA)—use a competitive bid process to select a location, venue, and host committee to plan and execute their sport events; non-sport organizations also use the bidding process to select hosts for exhibitions, conferences, and workshops; students learn the processes and strategies used by event rights holders and event hosts in event bidding process.

SRM:3300 Writing for Sport and Recreation Managers 3 s.h.

Students discover their unique writing style and routine; areas of weakness in writing process; necessary tools to become more efficient, clear, and effective writers; discussion, practice, and review of important writing skills; writing skills of diverse professional situations; proper mechanics of persuasive, informative, and factual writing; styles applied to document formats (e.g., press releases, résumés, cover letters, emails, memos, marketing messages, interviews, crisis management); guest speakers provide unique expertise and insight; student-centered, workshop format.

SRM:3700 Ethics in Sport 3 s.h.

Ethical development and decision making processes in the sport and recreation industry including personal development, educational focused programming, and other types of ethics-based program development.

SRM:3800 Sport Law for Interscholastic Athletic Directors 3 s.h.

Part of the Interscholastic Athletic Director certificate; content includes sport unintentional torts, intentional torts, constitution, legislation, and risk management.

SRM:4190 Preinternship 0-1 s.h.

Orientation to internship process. Requirements: sport and recreation management major.

SRM:4194 Honors Readings arr.**SRM:4195 Honors Problems** arr.**SRM:4196 Interscholastic Athletic Administration Field Experience** 1-9 s.h.

Students complete 360 contact hours of practical experience with private or nonprofit recreation or sport-related enterprise; supervision by an agency mentor and a university representative.

SRM:4197 Sport and Recreation Field Experience arr.

Educational opportunity involving a small group of students in a unique sport business experience; students serve as consultants for a sport or recreation organization; in-class preparation prior to off-campus work with designated agency; sport or recreation enterprise vary according to faculty expertise and agency availability.

SRM:4198 NCAA Rules Compliance and Enforcement 3 s.h.

Rules that govern NCAA athletics, rules compliance function on campuses of member institutions, and enforcement of rules by NCAA; essential legislation in NCAA Manual, including bylaws covering recruiting, eligibility, and amateurism; history of NCAA as related to organization's current structure and activities; summer session capstone experience includes attendance at NCAA Regional Rules Seminar in Indiana and participation in educational sessions conducted by NCAA staff.

SRM:4199 Independent Sport and Recreation Field Experience **arr.**

Educational opportunity involving an independent study of students in a unique sport business experience; students serve as consultants for a sport or recreation organization; in-class preparation prior to off-campus work with designated agency; sport or recreation enterprise varies according to faculty expertise and agency availability.

SRM:5065 The Economy of Experience **3 s.h.**

In-depth analysis of emerging experience economy; just as manufacturing sector of economy supersedes agriculture and service economy supersedes manufacturing, how experience economy is gaining ascendancy as the last, best hope for future economic growth; exploration of current research in positive psychology and sociologist findings on evolution of post-materialist values as related to experience economy; evaluation of current trends; critical analysis and theory development; case studies; original research and investigation of novel marketing possibilities and experience design.

SRM:6251 Risk Management **3 s.h.**

Legal knowledge necessary for effective management of sport, recreation, and physical activity programs, avoidance of legal problems; strategies for addressing issues such as right to participate, liability for injuries, risk management; legal statutes that govern sport, health, recreation organizations.

SRM:6252 Economics and Financing **3 s.h.**

Economic issues for sport/leisure services in nonprofit, private/commercial, and public sectors; strategic financial analysis for the nonfinancial manager; principles, issues in financing sport/leisure organizations.

SRM:6253 Sport Administration **3 s.h.**

Overview of various segments that constitutes the role and function of a sport administrator (i.e., planning, organizing, leading, controlling); focus on ways in which sport administrators and their subsequent organizations influence and are influenced by the link between sport and globalization; sport administration encompassing services provided within an organizational context; administration viewed as the coordination of production and distribution of those services.

SRM:6254 Marketing and Sport Promotion **3 s.h.**

Overview of varied segments that constitutes sports business practice, including marketing, data-based marketing, sales, promotion, sponsorship; varied segments that make up the sport industry, including the mass media, infrastructure, stadium building, consumer behavior; readings and discussions consider the development and structure of each segment, interactions between segments, planning, policy implications; focus on the United States, professional team sports, comparisons to other sports.

SRM:6255 Capstone Project **3 s.h.**

Development of a project applying expertise acquired through required coursework to an area of interest fitting student's career ambitions; includes final presentation to a faculty committee and written paper to support the presentation. Prerequisites: SRM:5065 and SRM:6251 and SRM:6252 and SRM:6253 and SRM:6254.

Therapeutic Recreation Courses**TR:1000 First-Year Seminar** **1 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, readings, visits to research facilities).

TR:1061 Recreation Leadership and Programming **3 s.h.**

Leadership principles, techniques; programming techniques.

TR:1070 Perspectives on Leisure and Play **3 s.h.**

Relationships between leisure and economics, sociology, other social sciences; effect of leisure on individual and group behavior; antecedents, motives, consequences of leisure behavior. GE: Social Sciences.

TR:1077 Introduction to Child Life **3 s.h.**

Orientation to the field of child life services including services for hospitalized children and their families.

TR:1800 Aging Matters: Introduction to Gerontology **3 s.h.**

Overview of the field of gerontology from a bio-psycho-social framework; how the human body and brain age, effects of these biological changes on physical and cognitive functions, and interaction of these individual factors with societal contexts; broad perspective to give students a foundation in gerontology, paving the way for more advanced courses in biology of aging, psychology of aging, and global aging; for students from a wide range of disciplines and levels, no prior knowledge of aging required. GE: Social Sciences. Same as ASP:1800, CSD:1800, NURS:1800, SSW:1800.

TR:3160 Introduction to Therapeutic Recreation **3 s.h.**

Lifestyles and barriers faced by persons with disabilities; basic aspects of the therapeutic recreation profession; skills used to establish therapeutic relationship; techniques used with patients; theoretical and conceptual bases for practice.

TR:3161 Assessment and Evaluation in Therapeutic Recreation **3 s.h.**

Basic assessment psychometrics (e.g., reliability), standardized instrumentation and data collection (e.g., observation, self-report), construction of instruments, data reduction. Prerequisites: TR:3160.

TR:3162 Therapeutic Recreation: Clientele **3 s.h.**

Developmental patterns of special populations; examination of specific interventions and research applied to specific cognitive, emotional, and physical impairments.

TR:3163 Concepts and Issues in Therapeutic Recreation: Advancement of the Profession **3 s.h.**

Ethical, professional, and theoretical issues in delivery of therapeutic recreation services; impact of legislation, standards of practice, health care reform; application of research to practice and marketing services. Prerequisites: TR:3160.

TR:3164 Therapeutic Recreation: Rehabilitation **3 s.h.**

In-depth review of therapeutic recreation techniques used in clinical and community rehabilitation; opportunities to use techniques with patients. Prerequisites: TR:3160.

TR:3171 Child Life Practical Application **3 s.h.**

Overview of medical conditions and treatments commonly encountered by children and adolescents in health care settings; common pediatric sedation medications; sequence of medical procedures to understand how to provide procedural preparation and support; facilitate medical play with pediatric population.

TR:3174 Cultural Perspectives in Health Care **3 s.h.**

Health care beliefs related to various cultures and religions; focus on illness, hospitalization, treatment, death.

- TR:3261 Inclusive Recreation** 3 s.h.
Laws pertaining to access to recreation and leisure opportunities for disabled persons in a community; evaluation of physical access to built environment; how social construction of disability can be a barrier to integrated leisure involvement; practical aspects of how to include disabled persons in community recreation and sport activities.
- TR:3262 Therapeutic Recreation Administration** 3 s.h.
Examination of the organization and administration of therapeutic recreation services; focus on planning, organizing, and managing therapeutic recreation services; comprehensive and strategic planning, funding, marketing, legal and legislative issues, personnel management, and professional practice of therapeutic recreation. Prerequisites: TR:3160.
- TR:3281 Special Projects in Child Life Practice** 2 s.h.
Student directed and student led hospital camping experience for patients at the University of Iowa Children's Hospital; planning and preparing for a large function, planning and leading therapeutic activities, working directly with patients and their families, processing and discussion of experiences and concerns; practical and clinical-based experiences for students interested in working with pediatric population in health care setting. Requirements: hospital orientation, patient confidentiality (HIPAA) training, and health screening.
- TR:4169 Child Life Experience** 1 s.h.
Practical experience with ill children, including a trip to the Give Kids the World village in Florida; documentation and engagement of course materials, experience working with ill children; students are assigned a specific diagnosis and present the diagnosis (appropriate statistics, effects of hospitalization, treatment, etc.) on child and family; coping strategies, appropriate methods of talking to and interacting with children and families, overview of child life in hospitals.
- TR:4190 Preinternship Seminar** 1 s.h.
Interviewing skills, résumés and cover letters, selection of internship site(s), application procedures for internship positions, and responsibilities of interns to the agency.
- TR:4191 Therapeutic Recreation Internship** arr.
Practical field experience; direct leadership, program planning, administrative procedures. Prerequisites: TR:4190. Requirements: overall g.p.a. of 2.00 and major g.p.a. of 2.00.
- TR:4193 Independent Study** arr.
Problem in a specific area.
- TR:4194 Honors Readings** arr.
Independent reading or research project under faculty supervision usually leading to an honors paper. Requirements: admission to honors program.
- TR:4195 Honors Problems** arr.
Completion of a project over and above normal independent study as an honors project; major research effort involving close work with an advisor.
- TR:4197 Practicum in Therapeutic Recreation** 1-3 s.h.
Educational opportunity in inclusive and therapeutic recreation professional settings; development of skills, techniques, and proficiencies under guidance of experienced professionals and academic supervisors; students gain experience with various populations and differing abilities; academic research, in-class preparation, and off-campus work with designated agency.
- TR:5165 Child Life: Child Development and Healthcare Interventions** 3 s.h.
Application of typical growth and development content, including theoretical content for children and adolescents (birth to 18 years old); theories of cognitive development, psycho-social development, and attachment applied to essential healthcare interventions unique to child life practice; history of child life profession and scope of practice; application of developmental perspectives to intervention (e.g., education, healthcare play, support and coping interventions, pain management, bereavement).
- TR:5166 Child Life: Seminar** 3 s.h.
Students utilize official documents of the Association of Child Life Professionals (ACLP) and evidenced-based practice to understand current issues and research in child life as well as the expanding scope of service; cultural issues and impact of care for children and families; need for understanding of cultural diversity in a variety of settings; meets the six requirements of a child life course taught by a Certified Child Life Specialist (CCLS) for the ACLP including professional scope of practice in child life, impact of illness and hospitalizations of children and families, patient and family-centered care, therapeutic play, and preparation.
- TR:5167 Child Life Practicum** 1-3 s.h.
Observational experience with children and families in hospitals and other community settings to understand the scope of practice for child life; development of basic clinical skills in child life; opportunities to observe the integration of theories with practice and understand the impact of illness, injury, and health care on patients and families; integration of therapeutic play and preparation for children; academic requirements in addition to clinical observation hours under supervision of a Certified Child Life Specialist in hospital, outpatient, rehabilitation, camp, or bereavement setting.
- TR:5205 Research Methods and Play Behavior** 3 s.h.
The scientific process: research designs for experiments and surveys, questionnaire construction, sampling theory, basic data analysis.
- TR:5211 Professional Ethics and Practice in Pediatrics** 3 s.h.
Examination of core issues in clinical pediatrics; beginning life critical care, end-of-life care, role of medical technology, public health research pertinent to children, and maintaining professional boundaries. Prerequisites: TR:1077.
- TR:5212 Child Life Research Problems** arr.
Work one-to-one with a faculty member on a mentored research project pertaining to child life, play, and development, or an appropriate special topic agreed upon by student and faculty member. Prerequisites: TR:5205. Requirements: acceptance to M.S. program in health and human physiology child life track.
- TR:5260 Play and Childhood** arr.
Multiple levels of theories and current research on importance of play in child development; advocacy for importance and necessity of play in childhood that leads to well-being and healthy lifestyles; practical and theoretically based experiences; for students interested in working with children in health care, clinical, school, community, and family life settings.
- TR:5261 Family Systems** 3 s.h.
Examination of dynamics of family life as a social system from a historical, sociocultural, and theoretical perspective; approaches to working with diverse children and families facing life stresses; interactive format, incorporates experiential learning, classroom lecture, and discussion.

TR:5270 Child Life Internship 9,12 s.h.

Child life student interns complete a minimum 15-week, 600-hour field experience under supervision of a Certified Child Life Specialist to meet certification requirements of the Association of Child Life Professionals; students are required to complete academic coursework in addition to clinical requirements. Prerequisites: TR:5165 and TR:5166 and TR:5167 and TR:5205 and TR:5211 and TR:5260 and TR:5261.

TR:6200 Child Life Graduate Forum 0 s.h.

Informational sessions, networking, review of research scholarship, resources, and joint collaboration for first- and second-year child life graduate students. Requirements: enrollment in Department of Health and Human Physiology M.S. child life track.

Health and Physical Activity Skills Courses

HPAS:1001 Alcohol and Your College Experience 1 s.h.

Patterns of alcohol, drug use focused on college years; strategies for monitoring use, behavioral change plans for implementing lower-risk drinking practices; for drinkers and non-drinkers.

HPAS:1002 Vaping, Tobacco Use, and Your College Experience 1 s.h.

Current behavior change theories related to tobacco use and cessation; vaping, nicotine replacement therapies (NRT), and non-NRT methods; triggers, relapse prevention, cognitive behavioral skills, and support systems; for smokers and nonsmokers.

HPAS:1003 Resiliency and Your College Experience 1 s.h.

Resiliency and psychological hardiness theories relevant to college life; resiliency and ability to cope with challenges; components of psychological fitness; skills for personal growth and emotional well-being.

HPAS:1004 Food and Your College Experience 1 s.h.

Sociocultural perspective on the forces that facilitate "junk" diets, particularly during young adulthood; basic components of nutrition; opportunity to develop skills in diet planning and healthy eating.

HPAS:1005 Indoor Group Cycling 1 s.h.

Introduction to group cycling; bike setup, safety, proper technique, injury prevention, and utilization of interval training.

HPAS:1006 Intuitive Eating 1 s.h.

How to create and sustain a healthy relationship with mind, body, food, and exercise using an evidence-based approach; introduction to 10 basic principles of intuitive eating, taking a critical look at dieting and a healthful approach to satisfying eating balanced with exercise.

HPAS:1007 Basic CPR 1 s.h.

Basic, beginner-level information on CPR procedures; passing the course leads to certification in CPR; more advanced certifications may be sought for medical professionals.

HPAS:1008 Basic First Aid 1 s.h.

Basic, beginner-level information on first aid procedures; leads to certification in first aid; more advanced certifications may be needed for medical professionals.

HPAS:1010 Introduction to Workout Design 1 s.h.

Introduction to personal workout programming and design; includes sections on cardiovascular fitness, muscular strength and endurance, and flexibility.

HPAS:1020 Core Strengthening 1 s.h.

Introduction to developing strength, flexibility, and endurance through the core; students will learn what the core is, how to best develop the muscles of the core, and why core training is important.

HPAS:1030 Cardio Training 1 s.h.

Beginner's guide to cardio fitness to develop and maintain levels of cardiovascular health and fitness.

HPAS:1040 Pilates I 1 s.h.

Introduction to the study and practice of Pilates for beginners; topics include proper breathing techniques, flexibility, balance, relaxation, and Pilates exercises.

HPAS:1045 Pilates II: Intermediate Pilates 1 s.h.

Study and practice of Pilates; intermediate and advanced Pilates moves; modifications and use of props based on current ability level; musculoskeletal anatomy and biomechanics as related to Pilates. Prerequisites: HPAS:1040.

HPAS:1055 Introduction to Triathlon Training 1 s.h.

Introduction to the sport of triathlon; promote skill development to enable beginner level students to complete an indoor sprint triathlon; students will swim in an indoor pool, cycle on indoor bicycles and run inside and outside weather permitting; how to use basic periodization, improve technique, and nutritional guidelines for triathlon; beginning training for the outdoor triathlon season. Requirements: ability to swim 200 yards (4 laps) without stopping.

HPAS:1060 High Intensity Interval Training 1 s.h.

Increased fitness levels through principles of resistance training using a high-intensity interval training (HIIT) method; various types of resistance (free weights, rubber bands, partner resistance, and body weight resistance); topics include muscular anatomy, principles of resistance training, various resistance training exercises, safety, motivation and goal setting, and personal program design.

HPAS:1070 Introduction to Weight Training 1 s.h.

Introduction to basic principles of weight training using barbells and dumbbells as resistance; muscular anatomy, principles of weight training, muscular strength, muscular endurance, weight room safety, motivation and goal setting, personal program development; no prior weight training experience required.

HPAS:1075 Weight Training II 1 s.h.

Builds on skills and concepts acquired in HPAS:1070; advanced weight training programs aimed at developing muscular strength and endurance. Prerequisites: HPAS:1070. Recommendations: knowledge of basic anatomy, ability to demonstrate proper lifting techniques, and understanding of weight training principles.

HPAS:1080 Olympic Weightlifting 1 s.h.

Beginning-level introduction to classical Olympic weightlifting movements leading up to the snatch, clean and jerk, power snatch, and power clean. Recommendations: HPAS:1070 and/or an understanding of weight training fundamentals and basics.

HPAS:1090 Sports Skills and Drills 1 s.h.

Develop and practice basic skills and game strategy for an array of team sports; participate in a variety of educational and competitive physical activities that may include flag football, soccer, basketball, tennis, pickleball, and racquetball.

- HPAS:1100 Kettlebell Training** 1 s.h.
Introduction to basic principles and benefits of using kettlebells for strength, power, mobility, weight loss, and more; topics include history, mobility drills, foundational movements (e.g., deadlift, swing, clean, press, Turkish Get Up, high pull, snatch), safety, goal-setting, and personal program development.
- HPAS:1110 Fitness Walking** 1 s.h.
Walking as a means to improve cardiovascular health and fitness; utilizes outdoor walking, weather permitting, or the indoor track.
- HPAS:1130 5K Training** 1 s.h.
- HPAS:1140 PE Games** 1 s.h.
Participation in and design of physical activity games and skills; students improve physical health through cardio endurance and resistance training during game play; games and variations of games may consist of basketball, dodgeball, tag, volleyball, and other physical activities; how to be physically active and healthy while having fun; physiological responses to physical activity.
- HPAS:1150 Introduction to Health and Wellness** 1 s.h.
Optimal physical health and wellness in the college years; focus on behavioral change and goal setting, five components of fitness, dimensions of wellness, and stress management.
- HPAS:1210 Relaxation Techniques** 1 s.h.
How to define the sources of underlying stress, learn to cope with everyday stressors, and become more proactive through life skill management.
- HPAS:1220 Flexibility** 1 s.h.
Help students move through full range of motion, work to correct imbalances, and ultimately move better through activities of daily living.
- HPAS:1230 Hatha Yoga** 1 s.h.
Introduction to the study and practice of yoga; geared towards beginners.
- HPAS:1235 Hatha Yoga II: Intermediate Hatha Yoga** 1 s.h.
Study and practice of Hatha Yoga; topics may include history and philosophy of Hatha Yoga, props and modifications, and biomechanics and anatomy as it relates to yoga. Prerequisites: HPAS:1230.
- HPAS:1240 Power Yoga** 1 s.h.
Build strength, flexibility, and balance while maintaining traditional yoga emphasis of breath and intention; breath and movement are linked as you flow in and out of a combination of vinyasas (yoga sequences) and balancing poses; topics include proper breathing techniques, sun salutations, arm balances, backbends, and inversions. Requirements: basic understanding and background in yoga; a 6-week yoga practice is recommended.
- HPAS:1250 Tai Chi** 1 s.h.
Introduction to the practice of tai chi; basic structure, footwork, and breathing involved in execution of routines consisting of a variety of postures; application of this knowledge to a self-defense situation.
- HPAS:1260 Movement for Injury Prevention** 1 s.h.
Introduction to basic self-care and movement recommendations for injury prevention, efficient movement, and health; topics include posture and movement correction and form, optimization of daily movement patterns, and self-care principles; prior exercise experience not required.
- HPAS:1320 Lap Swimming I** 1 s.h.
Introduction to swim stroke development utilizing swimming as a form of exercise; this is not a learn-to-swim class and a basic prerequisite swimming test will be performed prior to instruction.
- HPAS:1325 Lap Swimming II** 1 s.h.
Advanced technique refinement course geared towards students who have passed HPAS:1320 or can perform the prerequisite swim test. Prerequisites: HPAS:1320.
- HPAS:1340 Water Workout** 1 s.h.
Basic principles and benefits of aquatic exercise; guidelines for creating safe and effective aquatic exercise programs; topics include fitness and conditioning, anatomy, safety, deep-water workouts, goal setting, and nutrition.
- HPAS:1400 Pickleball** 1 s.h.
Introduction to the game of pickleball; rules of the game, terminology, key offensive and defensive strategies, and drills to help improve performance; class time involves instruction, practice, and playing time; no prior pickleball experience required.
- HPAS:1410 Badminton** 1 s.h.
Introduction to the game, rules, and skills involved in badminton.
- HPAS:1430 Racquetball** 1 s.h.
Introduction to the game, rules, and skills involved in racquetball.
- HPAS:1440 Table Tennis** 1 s.h.
Introduction to the game, rules, and skills involved in table tennis.
- HPAS:1460 Basketball I** 1 s.h.
Introduction to the game of basketball at the beginning level, assumes little or no prior basketball experience; students learn rules of the game, basketball terminology, key offensive and defensive strategies, fundamental skills (e.g., dribbling, passing, catching, shooting, rebounding, defending), and drills to help improve performance; course format consists of instruction, practice, and playing time.
- HPAS:1530 Volleyball I** 1 s.h.
Introduction to the game, rules, and skills involved in volleyball.
- HPAS:1535 Volleyball II** 1 s.h.
Advanced skill refinement course geared towards students who have passed HPAS:1530 or are able to show mastery of the basic techniques. Prerequisites: HPAS:1530.
- HPAS:1540 Soccer I** 1 s.h.
Beginner-level introduction to the game of soccer; students learn rules, terminology, and basic offensive and defensive strategies; fundamental skills of dribbling, passing, trapping, and shooting; individual practice, partner, and small group drills; small and large field games; course format consists of instruction, practice, and playing time.
- HPAS:1550 Slow-Pitch Softball** 1 s.h.
Introduction to the game, rules, and skills involved in softball; course will meet outside, weather permitting.
- HPAS:1560 Ultimate Frisbee** 1 s.h.
Introduction to the game, rules, and skills involved in ultimate frisbee; course will meet outside, weather permitting.
- HPAS:1610 Self Defense** 1 s.h.
Introduction to the practice of self-defense through upper and lower body strikes, joint manipulation, and other personal protection measures; this is a noncontact course.

Health and Human Physiology, B.A.

Learning Outcomes

The B.A. degree in health and human physiology:

- provides students a broad education in the health sciences;
- prepares students to employ their fundamental knowledge of human physiology and health sciences together with the scientific method to solve problems in their chosen professional and/or graduate career fields; and
- instills an understanding and appreciation of the relevance of healthy behaviors to a fulfilling and productive life, and the importance of lifelong learning in the rapidly evolving fields of physiology and the health sciences.

Requirements

The Bachelor of Arts with a major in health and human physiology requires a minimum of 120 s.h., including work for the major, which varies by track. The health promotion track requires a total of 47-51 s.h. of work for the major; the health studies track requires 43-47 s.h. of work for the major; and the exercise science track requires 48-52 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The health promotion track is intended for students seeking careers that promote wellness in the community and the workplace. The health studies track is designed for students who want a more flexible health science curriculum. The exercise science track is intended for students seeking careers as professionals in fitness and in strength and conditioning.

Students may earn a Bachelor of Arts degree with a major in health and human physiology or a Bachelor of Science degree with a major in human physiology, but not both.

Students who major in health and human physiology may not earn the minor in human physiology or the minor in physical activity and nutrition science.

Students in all tracks are required to complete the following science and math foundation courses and departmental core courses, as well as additional courses required specifically for their track.

The B.A. with a major in health and human physiology requires the following coursework.

Code	Title	Hours
	Science and Math Foundation Courses	10-12
	Departmental Core Courses	12-14
	Track Courses	21-26
	Total Hours	43-52

Science and Math Foundation Courses

All students complete three foundation courses (minimum of 10 s.h.): one each in chemistry, biology, and mathematics or statistics.

Code	Title	Hours
Chemistry—one of these:		
CHEM:1080	General Chemistry II	3
CHEM:1120	Principles of Chemistry II	4
Biology—one of these:		
BIOL:1140	Human Biology	4
BIOL:1141	Introductory Animal Biology	4
BIOL:1411	Foundations of Biology	4
Mathematics or statistics—one of these:		
MATH:1020	Elementary Functions	4
MATH:1350	Quantitative Reasoning for Business	4
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1850	Calculus I	4
PSQF:4143/ STAT:4143	Introduction to Statistical Methods	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:3510/ IGPI:3510	Biostatistics	3

Departmental Core Courses

All students must complete the four-course departmental core (12-14 s.h.).

Code	Title	Hours
One of these:		
HHP:1100	Human Anatomy	3
HHP:1150	Human Anatomy Lecture with Lab	4
One of these:		
HHP:1300	Fundamentals of Human Physiology	3
HHP:1350	Fundamentals of Human Physiology with Laboratory	4
Both of these:		
HHP:2200	Physical Activity and Health	3
HHP:2310	Nutrition and Health	3

Tracks

Health Promotion Track Requirements

The health promotion track prepares students to directly work with individuals and communities to improve health and quality of life. Students learn how to assess, plan, implement, evaluate, and oversee programs designed to improve health behaviors, create environments supportive of healthy lifestyles, and effectively communicate health issues to key stakeholders. The health promotion track prepares students to take the certification exam from the National Commission for Health Education Credentialing. The mix of natural and social sciences in this track also provides a foundation for professional or graduate study in allied health, health management, or public health.

In addition to completing the courses listed above under Science and Math Foundation Courses and Departmental Core Courses, health promotion track students must complete the following health promotion core courses (16 s.h.), the applied learning requirement (3 s.h.), and major electives (6 s.h.).

Health Promotion Core

Code	Title	Hours
All of these:		
HHP:3200	Health Behavior and Health Promotion	3
HHP:3430	Health Management and Administration	3
HHP:4010	Behavioral and Clinical Health Assessment Laboratory	4
HHP:4020	Health Communication and Coaching Strategies	3
HHP:4420	Planning and Evaluating Health Interventions	3

Health Promotion Applied Learning

Code	Title	Hours
3 s.h. from these:		
HHP:3420	Practicum in Health Education and Outreach	3
HHP:3820	Guided Practicum: Worksite Wellness	3
HHP:4350	Health and Human Physiology Practicum	1-3
HHP:4365	Practicum in Health Coaching	3
HHP:4400	Health Promotion Clinical Practicum	1
HHP:4405	Health Promotion Community and Worksite Practicum	1
HHP:4490	International Medicine: Experiential Learning	3
HHP:4500	Undergraduate Independent Study	arr.
HHP:4900	Honors Research	3

Health Promotion Major Electives

Code	Title	Hours
At least 6 s.h. from these:		
Health and human physiology courses numbered HHP:2000 or above		

Health Studies Track Requirements

The health studies track interconnects the systems, technologies, and policies driving the U.S. wellness and health care industries. It provides flexible opportunities to work with faculty in developing the knowledge and skills needed to understand health determinants and anticipate continuing changes in preventive and clinical health delivery.

In addition to completing the courses listed above under Science and Math Foundation Courses and Departmental Core Courses, health studies track students must complete the following health studies core courses (9 s.h.) and major electives (12 s.h.).

Health Studies Core

Code	Title	Hours
All of these:		
HHP:4030	Policy, Environmental, and Social Determinants of Health	3
HHP:4040	Health Services: Current Barriers and Innovative Solutions	3
HHP:4390	Understanding Human Disease	3

Health Studies Major Electives

Code	Title	Hours
At least 12 s.h. from these:		
Health and human physiology courses numbered HHP:2000 or above		

Exercise Science Track Requirements

The exercise science track provides focused study in physical fitness, physical activity, sport nutrition, and sport conditioning as they pertain to health and performance outcomes. The curriculum has been approved by the American College of Sports Medicine (ACSM) as meeting the academic preparation for certification as an ACSM certified exercise physiologist and ACSM certified personal trainer. It also prepares students for certification by the National Strength and Conditioning Association as a certified strength and conditioning specialist and certified special population specialist. The strong physiological science-based curriculum can serve as preparation for professional or graduate study in rehabilitation sciences, performance sciences, or medical fields.

In addition to completing the courses listed above under Science and Math Foundation Courses and Departmental Core Courses, exercise science track students must complete the following exercise science core courses (20 s.h.) and major electives (6 s.h.).

Exercise Science Core

Code	Title	Hours
All of these:		
HHP:2350	Biomechanics of Sport and Physical Activity	3
HHP:2500	Physical Activity Psychology	3
HHP:3400	Applied Exercise Physiology	3
HHP:4200	Metabolic Exercise Testing and Prescription	4
HHP:4210	Musculoskeletal Exercise Testing and Prescription	4
HHP:4310	Sport and Exercise Nutrition	3

Exercise Science Major Electives

Code	Title	Hours
At least 6 s.h. from these:		
Health and human physiology courses numbered HHP:2000 or above		

Combined Programs

B.A. (Exercise Science Track)/ M.S. in Athletic Training

The Department of Health and Human Physiology and the Department of Orthopedics and Rehabilitation (Carver College of Medicine) offer a combined Bachelor of Arts in health and human physiology (exercise science track)/Master of Science in athletic training. The combined degree program allows students to count a limited amount of credit toward both degrees, enabling them to begin the study of athletic training before they complete their bachelor's degree. Coursework taken during the first three years on campus constitutes the required prerequisites for application to the master's degree program.

Admission

Students apply to the M.S. program in their third year of undergraduate study. Admission to the M.S. program in athletic training is for summer entry. Students should consult their advisor about the appropriate sequence of courses and other requirements.

For more information, see the M.S. in athletic training [p. 1744] in the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain an overall g.p.a. of at least 3.33 in work for their major and a cumulative University of Iowa g.p.a. of at least 3.33.

In order to graduate with honors in the major, students must successfully complete the honors research course sequence HHP:4800 Research Methods and Ethics and HHP:4900 Honors Research; write an honors thesis that is deposited with the University of Iowa Honors Program and is judged to be of honors quality; and make an oral or poster presentation of the honors thesis in an approved venue, such as a department research seminar or professional conference.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the health and human physiology major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: one foundation course and at least six more courses in the major

Before the seventh semester begins: at least six more courses in the major (total of 13) and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two more courses in the major (total of 15)

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Health and Human Physiology, B.A.

- Health Promotion Track [p. 613]
- Health Studies Track [p. 614]
- Exercise Science Track [p. 615]

Health Promotion Track

Course	Title	Hours
First Year		
Fall		
CHEM:1070	General Chemistry I ^a	3
RHET:1030	Rhetoric	3 - 4
	or ENGL:1200 or The Interpretation of Literature	
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Social Sciences ^b		3
CSI:1600	Success at Iowa	2
	Hours	14-15
Spring		
HHP:2200	Physical Activity and Health ^c	3
CHEM:1080	General Chemistry II	3
RHET:1030	Rhetoric	3 - 4
	or ENGL:1200 or The Interpretation of Literature	
Major: math/statistics requirement ^c		3 - 4
Elective course ^d		3
	Hours	15-17
Second Year		
Fall		
HHP:2310	Nutrition and Health	3
Major: biology requirement ^c		4
GE CLAS Core: International and Global Issues ^b		3
GE CLAS Core: World Languages First Level		4 - 5
Proficiency or elective course ^e		
Elective course ^d		2
	Hours	16-17
Spring		
HHP:1100	Human Anatomy	3
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
GE CLAS Core: World Languages Second Level		4 - 5
Proficiency or elective course ^e		

Elective course ^d		3
Hours		16-17
Third Year		
Fall		
HHP:1300	Fundamentals of Human Physiology	3
HHP:3200	Health Behavior and Health Promotion	3
Major: Elective course ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^d		3
Hours		16-17
Spring		
HHP:4020	Health Communication and Coaching Strategies	3
Major: Elective course ^f		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-17
Fourth Year		
Fall		
HHP:3430	Health Management and Administration	3
HHP:4010	Behavioral and Clinical Health Assessment Laboratory	4
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3
Hours		16
Spring		
HHP:4420	Planning and Evaluating Health Interventions	3
Major: applied learning requirement		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15
Total Hours		124-131

- a Course not required before CHEM:1080 if student has completed high school chemistry.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Complete at least 6 s.h. from health and human physiology courses numbered HHP:2000 or above.

g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Health Studies Track

Course	Title	Hours
First Year		
Fall		
CHEM:1070	General Chemistry I ^a	3
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Social Sciences ^b		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
HHP:2200	Physical Activity and Health ^c	3
CHEM:1080	General Chemistry II	3
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
Major: math/statistics requirement ^c		3
Elective course ^d		3
Hours		15-16
Second Year		
Fall		
HHP:2310	Nutrition and Health	3
Major: biology requirement ^c		4
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Elective course ^d		2
Hours		16-17
Spring		
HHP:1100	Human Anatomy	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
GE CLAS Core: International and Global Issues ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^d		3
Hours		16-17
Third Year		
Fall		
HHP:1300	Fundamentals of Human Physiology	3
HHP:4030	Policy, Environmental, and Social Determinants of Health	3
Elective course ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^d		3
Hours		16-17
Spring		
HHP:4390	Understanding Human Disease	3

Major: Elective course ^f	3
Elective course ^d	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e	4 - 5
Elective course ^d	3
Hours	16-17

Fourth Year**Fall**

HHP:4040 Health Services: Current Barriers and Innovative Solutions	3
Major: Elective course ^f	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Hours	15

Spring

Major: Elective course ^f	3
Major: Elective course ^f	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^g

Hours	15
Total Hours	123-129

- a Course not required before CHEM:1080 if student has completed high school chemistry.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students must complete at least 12 s.h. selected from courses in acronym HHP, numbered :2000 or above.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Exercise Science Track

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
CHEM:1070	General Chemistry I ^a	3
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Social Sciences ^b		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
HHP:2200	Physical Activity and Health ^c	3

CHEM:1080	General Chemistry II	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: math/statistics major requirement ^c		3
Elective course ^d		3
Hours		15-16

Second Year**Fall**

HHP:2310	Nutrition and Health	3
Major: biology requirement ^c		4
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Elective course ^d		2
Hours		16-17

Spring

HHP:1100	Human Anatomy	3
HHP:2500	Physical Activity Psychology	3
GE CLAS Core: International and Global Issues ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^d		3
Hours		16-17

Third Year**Fall**

HHP:1300	Fundamentals of Human Physiology	3
HHP:4310	Sport and Exercise Nutrition	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^d		3
Hours		16-17

Spring

HHP:2350	Biomechanics of Sport and Physical Activity	3
HHP:3400	Applied Exercise Physiology	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-17

Fourth Year**Fall**

HHP:4200	Metabolic Exercise Testing and Prescription	4
Major: elective course ^f		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		2
Hours		15

Spring

HHP:4210	Musculoskeletal Exercise Testing and Prescription	4
Major: elective course ^f		3
Elective course ^d		3

Elective course ^d	3
Elective course ^d	2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	
^g	
Hours	15
Total Hours	123-129

- a Course not required before CHEM:1080 if student has completed high school chemistry.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students must complete at least 6 s.h. selected from courses in acronym HHP, numbered :2000 or above.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Human Physiology, B.S.

Learning Outcomes

The B.S. degree in human physiology:

- provides students a broad education in the health sciences;
- prepares students to employ their fundamental knowledge of human physiology and health sciences together with the scientific method to solve problems in their chosen professional and/or graduate career fields; and
- instills an understanding and appreciation of the relevance of healthy behaviors to a fulfilling and productive life, and the importance of lifelong learning in the rapidly evolving fields of physiology and the health sciences.

Requirements

The Bachelor of Science with a major in human physiology requires a minimum of 120 s.h., including 62 s.h. of work for the major (31 s.h. in health and human physiology and 31 s.h. in required cognate courses). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must complete a minimum of 16 s.h. in human physiology coursework at the University of Iowa, including HHP:3550 Human Physiology with Laboratory.

The major in human physiology is designed primarily for individuals who intend to continue their education beyond the B.S. in the health professions, including medicine, physician assistant, physical therapy, dentistry, occupational therapy, chiropractic, and optometry, and for those who intend to pursue graduate degrees in basic life sciences.

Students may earn a Bachelor of Science degree with a major in human physiology or a Bachelor of Arts degree with a major in health and human physiology, but not both.

Students who major in human physiology may not earn the minor in human physiology or the minor in physical activity and nutrition science.

The B.S. with a major in human physiology requires the following coursework.

Code	Title	Hours
Human Physiology Courses		31
Cognate Area Courses		31
Total Hours		62

Human Physiology Courses

Code	Title	Hours
All of these:		
HHP:2200	Physical Activity and Health	3
HHP:3115	Anatomy for Human Physiology with Lab	5
HHP:3550	Human Physiology with Laboratory	5
At least 18 s.h. from these, of which at least 12 s.h. must be in HHP coursework:		
HHP:3230/PSY:3230	Psychopharmacology	3
HHP:3300	Human Growth and Motor Development	3

HHP:3450	Immunology in Health and Disease	3
HHP:3900	Writing for Health and Human Physiology	3
HHP:4110	Advanced Human Anatomy Laboratory	4
HHP:4130	Skeletal Muscle Physiology	3
HHP:4150	Clinical Exercise Physiology	3
HHP:4200	Metabolic Exercise Testing and Prescription	4
HHP:4210	Musculoskeletal Exercise Testing and Prescription	4
HHP:4220	Biomechanics of Human Motion	3
HHP:4250	Human Pathophysiology	3
HHP:4260	Respiratory Pathophysiology	3
HHP:4300	Sensorimotor Neurophysiology	3
HHP:4410	Exercise Physiology	3
HHP:4440	Physiology of Nutrition	3
HHP:4450	Human Genetics and Disease	3-4
HHP:4460	Cardiovascular Physiology	3
HHP:4465	Environmental Exercise Physiology	3
HHP:4470/ASP:4470	Physiology of Aging	3
HHP:4480/PHAR:4480	Introduction to Human Pharmacology	3
HHP:4490	International Medicine: Experiential Learning	3
HHP:4500	Undergraduate Independent Study	arr.
HHP:4510	Energetics in Health and Disease	3
HHP:4900	Honors Research	3
BIOC:3110	Biochemistry	3
BIOL:2254	Endocrinology	3
BIOL:2512	Fundamental Genetics	4
BIOL:2723	Cell Biology	3
BIOL:2753	Introduction to Neurobiology	3
MICR:2157	General Microbiology	3
MICR:2158	General Microbiology Laboratory	2
MICR:3168	Viruses and Human Disease	3
SOC:3510	Medical Sociology	3
May include one of these:		
PSY:2130	Advanced Psychology for Pre-Medical Track	3
PSY:2930	Abnormal Psychology: Health Professions	3

Cognate Areas

Students must earn a minimum of 31 s.h. in cognate areas—subjects outside of human physiology—by completing courses from the following lists.

Code	Title	Hours
Biology		
This sequence:		

BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
-------------------------	---	---

Chemistry

This sequence:

CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
--------------------------	------------------------------	---

Mathematics

One of these:

MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4

Physics

This sequence:

PHYS:1511- PHYS:1512	College Physics I-II	8
-------------------------	----------------------	---

Statistics

One of these:

STAT:2010	Statistical Methods and Computing	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain an overall g.p.a. of at least 3.33 in work for their major and a cumulative University of Iowa g.p.a. of at least 3.33.

In order to graduate with honors in the major, students must successfully complete the honors research course sequence HHP:4800 Research Methods and Ethics and HHP:4900 Honors Research; write an honors thesis that is judged to be of honors quality; and make an oral or poster presentation of the honors thesis in an approved venue, such as a department research seminar or professional conference.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the human physiology major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: calculus and at least six more courses in the major

Before the seventh semester begins: at least six more courses in the major (total of 13) and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two more courses in the major (total of 15)

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Human Physiology, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Transfer students must complete a minimum of 16 s.h. in human physiology coursework at the University of Iowa, including HHP:3550 Human Physiology with Laboratory.		
Hours		0

First Year

Fall

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^a		3
MATH:1460	Calculus for the Biological Sciences ^{b, c}	4
CSI:1600	Success at Iowa	2
GE CLAS Core: Literary, Visual, and Performing Arts ^a		3
Hours		15-16

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Social Sciences ^a		3
CHEM:1110	Principles of Chemistry I ^{b, d}	4
Elective course ^e		3
Elective course ^e		2
Hours		15-16

Second Year

Fall

HHP:2200	Physical Activity and Health	3
BIOL:1411	Foundations of Biology ^b	4
CHEM:1120	Principles of Chemistry II	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Hours		15-16

Spring

GE CLAS Core: Historical Perspectives ^a		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5

BIOL:1412	Diversity of Form and Function	4
GE CLAS Core: International and Global Issues ^a		3
Hours		14-15

Third Year**Fall**

HHP:3115	Anatomy for Human Physiology with Lab	5
PHYS:1511	College Physics I	4
Major: statistics requirement		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		16-17

Spring

HHP:3550	Human Physiology with Laboratory ^g	5
PHYS:1512	College Physics II	4
Elective course ^e		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Hours		16-17

Fourth Year**Fall**

Major: Elective course ^h		3
Major: Elective course ^h		3
Major: Elective course ^h		3
Elective course ^e		3
Elective course ^e		3
Hours		15

Spring

Major: Elective course ^h		3
Major: Elective course ^h		3
Major: Elective course ^h		3
Elective course ^e		3
Elective course ^e		2

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)ⁱ

Hours		14
Total Hours		120-126

- a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Enrollment in math courses requires completion of a placement exam.
- d Enrollment in chemistry courses requires completion of a placement exam.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g This course must be completed at the University of Iowa.
- h Students complete at least 18 s.h. in approved major electives, of which at least 12 s.h. must be in HHP coursework.

- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Sport and Recreation Management, B.S.

Learning Outcomes

Students with a B.S. in sport and recreation management will be able to:

- demonstrate knowledge of foundational sport and recreation management principles;
- apply and analyze financial, human resource and facility management principles; marketing, communications and sales strategies; and legal concepts to the sport and recreation industries;
- evaluate and explore career paths in the sport and recreation industries to identify where individual student strengths and interests will thrive;
- acquire knowledge in a concentration area within sport or recreation unique to individual student career objectives;
- express ideas clearly, logically, and persuasively in both oral and written formats; and
- demonstrate critical thinking; effective research methods; and teamwork, project management, and presentation principles to unique sport and recreation organization business challenges.

Requirements

The Bachelor of Science with a major in sport and recreation management requires a minimum of 120 s.h., including 48 s.h. of work for the major (27 s.h. in sport and recreation management, 12 s.h. in a concentration area, and 9 s.h. in field experience). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The Bachelor of Science in sport and recreation management prepares students to make meaningful contributions to the sport and recreation industry at all levels and broaden their understanding and appreciation of the sport and recreation industry.

The curriculum challenges students to think critically and creatively while developing analytical, rhetorical, and research abilities that are required for leadership positions in the sport and recreation industry. Moreover, the program emphasizes and provides experiential learning opportunities for a student's application of concepts and skills in professional settings to enhance learning and development.

Students who major in sport and recreation management may not earn the minor in sport and recreation management.

Online Degree Option

The Department of Health and Human Physiology offers an online B.S. degree in sport and recreation management. The online program enables students to complete their B.S. degree from anywhere in the world. For more information, see Online B.S. Degree in Sport and Recreation Management on the Department of Health and Human Physiology website, or contact the Department of Health and Human Physiology directly.

Degree Requirements

The B.S. with a major in sport and recreation management requires the following coursework.

Code	Title	Hours
Foundation Courses		27
Field Experience		9
Concentration Area Courses		12
Total Hours		48

Foundation Courses

Code	Title	Hours
All of these:		
SRM:1060	Contemporary Issues in Sports	3
SRM:3157	Managerial Operations in Sport and Recreation	3
SRM:3175	Sales in Sport	3
SRM:3178	Communications and Public Relations in Sports	3
Students must have completed 30 s.h. before they enroll in the following:		
SRM:3151	Liability in Sport and Recreation	3
SRM:3152	Design and Management of Sport and Recreation Facilities	3
SRM:3153	Sport Business Practices	3
SRM:3158	Sport and Recreation Promotion	3
SRM:3172	Finance in Sport and Recreation	3

Field Experience

Students are required to complete a total of 9 s.h. of field experience (guided and/or independent) and must obtain prior approval from the director of field experience before performing any independent field experience for academic credit. See Independent Field Experience on the Department of Health and Human Physiology website, or contact the Department of Health and Human Physiology directly.

Field experience includes both guided and independent options. Guided experience sections are led by faculty who set learning objectives and outcomes with partner organizations. Courses have regular meeting times and faculty oversee and evaluate student engagement, participation, and completion.

Independent experience is student initiated with an approved sport or recreation affiliated organization, such as an internship. In consultation with the faculty and organization, a student sets the learning objectives for the duration of the experience. Faculty communicates with each student and site supervisor to evaluate student engagement, participation, and completion of learning objectives.

Both guided and independent field experience credit is based on 45 hours of field experience for each semester hour earned.

Code	Title	Hours
SRM:4196	Interscholastic Athletic Administration Field Experience	1-9

SRM:4197	Sport and Recreation Field Experience	1-9
SRM:4199	Independent Sport and Recreation Field Experience	1-9

Concentration Areas

Students must complete 12 s.h. in one of the following concentration areas: business studies, coaching and sport instruction, communications and public relations/journalism, entrepreneurship, event management, interscholastic athletic/activities administration, sport and diversity, or the student-designed concentration that allows students to design their own concentration with approval of their advisor and faculty. Some of these courses below have prerequisites; students must complete all of a course's prerequisites before they may register for the course. Prerequisite courses do not count toward the concentration unless also listed as a concentration course.

Topics in Sport and Recreation Management (SRM:3200) can be used for certain concentration areas depending on the topic being taught. Students may request a waiver to allow a course that is not listed to count toward a concentration. All students should consult with the SRM program's academic advisor for details and approval prior to enrolling in SRM:3200 or any unlisted course for concentration credit.

- Business Studies [p. 621]
- Coaching and Sport Instruction [p. 621]
- Communications and Public Relations/Journalism [p. 623]
- Entrepreneurship [p. 623]
- Event Management [p. 624]
- Interscholastic Athletic/Activities Administration [p. 622]
- Sport and Diversity [p. 624]
- Student-Designed [p. 624]

Business Studies Concentration

Code	Title	Hours
Business studies concentration students select 12 s.h. from these:		
SRM:1046	Health for Happiness	3
SRM:1085	Introduction to Travel and Tourism	3
SRM:2065	The Experience Economy	3
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3150	Recreation Administration	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3300	Writing for Sport and Recreation Managers	3
SRM:3700	Ethics in Sport	3
SRM:4198	NCAA Rules Compliance and Enforcement	3
ACCT:2100	Introduction to Financial Accounting	3
ACCT:2200	Managerial Accounting	3
ARTS:1070	Elements of Graphic Design	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
BAIS:1500	Business Computing Essentials	2

BAIS:2800	Foundations of Business Analytics	3
CCP:1301	Communication for the Workplace	1
CNW:3640	Writing for Business	3
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
ECON:3690	Sports Economics	3
ENTR:4450	Professional Sports Management	3
FIN:3000	Introductory Financial Management	3
JMC:3530	Social Media Marketing	3
JMC:3710	Fundraising Fundamentals	3
JMC:3720	Nonprofit Communication	3
MGMT:2000	Introduction to Law	3
MGMT:2100	Introduction to Management	3
MGMT:3050	Professional Preparation for Management	1
RHET:2085	Speaking Skills	3
RHET:3009/ PBAF:3217/ URP:3217	Negotiation and Conflict Resolution	3
SPST:2500	Sport and Technology	3

Coaching and Sport Instruction Concentration

In addition to the 12 s.h. concentration area requirement, students also may choose to complete the Certificate in Interscholastic Athletic/Activities Administration [p. 634], a 21 s.h. program.

Code	Title	Hours
Coaching and sport instruction concentration students select 12 s.h. from these:		
SRM:1045	Diversity and Inclusion in Healthy Living	3
SRM:3146	Sports Officiating: Rules, Theories, and Issues	3
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3149	Coaching Theory, Body Structure, and Human Development	3
SRM:3150	Recreation Administration	3
SRM:3155	Prevention and Care of Athletic Injuries for Coaches	3
SRM:3176	Sports Analytics for Coaches, Managers, and Other Decision Makers	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3300	Writing for Sport and Recreation Managers	3
SRM:3700	Ethics in Sport	3
SRM:3800	Sport Law for Interscholastic Athletic Directors	3
SRM:4198	NCAA Rules Compliance and Enforcement	3

AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
ARTS:1070	Elements of Graphic Design	3
CCP:1301	Communication for the Workplace	1
COMM:1819	Organizational Leadership	3
DANC:3070	Dance Kinesiology	3
EDTL:3114	Parent-Child Relationships	3
EDTL:3131	Movement Education	2
EPLS:4200	Diversity and Inclusion in Athletics	3
HHP:1100	Human Anatomy	3
HHP:2130	Human Development Through the Life Span	3
HHP:2200	Physical Activity and Health	3
HHP:2310	Nutrition and Health	3
HHP:2500	Physical Activity Psychology	3
HHP:3300	Human Growth and Motor Development	3
HHP:3400	Applied Exercise Physiology	3
HHP:4310	Sport and Exercise Nutrition	3
HPAS:1007	Basic CPR	1
HPAS:1008	Basic First Aid	1
HPAS:1010	Introduction to Workout Design	1
RCE:4111	Building Leadership and Success at Work	3
RHET:2085	Speaking Skills	3
SPST:2081	Theory and Ethics of Coaching	3
TR:1061	Recreation Leadership and Programming	3

Coaching Certification Process

University of Iowa students can become authorized to coach K-12 school-sponsored athletics in the state of Iowa by taking the following two courses. These courses prepare students for statewide coaching authorization application only; students must take these courses and can opt to apply for certification as part of their coursework.

Code	Title	Hours
SRM:3149	Coaching Theory, Body Structure, and Human Development	3
SRM:3155	Prevention and Care of Athletic Injuries for Coaches	3

Interscholastic Athletic/Activities Administration Concentration

In addition to the 12 s.h. concentration area requirement, students also may choose to complete the Certificate in Interscholastic Athletic/Activities Administration [p. 634], a 21 s.h. program.

Code	Title	Hours
All of these (9 s.h.):		
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3800	Sport Law for Interscholastic Athletic Directors	3

EPLS:4200	Diversity and Inclusion in Athletics	3
At least one of these (3 s.h.):		
SRM:1045	Diversity and Inclusion in Healthy Living	3
SRM:2065	The Experience Economy	3
SRM:3146	Sports Officiating: Rules, Theories, and Issues	3
SRM:3147	Sport Event Management	3
SRM:3149	Coaching Theory, Body Structure, and Human Development (this course and SRM:3155 together allow students to apply for state of Iowa coaching authorization)	3
SRM:3150	Recreation Administration	3
SRM:3155	Prevention and Care of Athletic Injuries for Coaches (this course and SRM:3149 together allow students to apply for state of Iowa coaching authorization)	3
SRM:3176	Sports Analytics for Coaches, Managers, and Other Decision Makers	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3300	Writing for Sport and Recreation Managers	3
SRM:3700	Ethics in Sport	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
ARTS:1070	Elements of Graphic Design	3
COMM:1819	Organizational Leadership	3
EDTL:3114	Parent-Child Relationships	3
EDTL:4940	Characteristics of Disabilities	3
HHP:2500	Physical Activity Psychology	3
JMC:1300	Principles of Strategic Communication	3
JMC:3530	Social Media Marketing	3
JMC:3710	Fundraising Fundamentals	3
JMC:3720	Nonprofit Communication	3
MGMT:3500/ ENTR:3595/ MUSM:3500/ NURS:3595/ RELS:3700/ SSW:3500	Nonprofit Organizational Effectiveness I	3
PSQF:1075	Educational Psychology and Measurement	3
PSQF:4134/ EDTL:4934	Parent-Teacher Communication	3
RCE:4111	Building Leadership and Success at Work	3
RHET:2085	Speaking Skills	3

Communications and Public Relations/ Journalism Concentration

Code	Title	Hours
Communications and public relations/journalism concentration students select 12 s.h. from these:		
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3150	Recreation Administration	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3300	Writing for Sport and Recreation Managers	3
SRM:3700	Ethics in Sport	3
SRM:4198	NCAA Rules Compliance and Enforcement	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
ARTS:1070	Elements of Graphic Design	3
CINE:1100	The Art of Smartphone Filmmaking	3
CNW:1620	Introduction to Creative Nonfiction	3
CNW:2780	The Art and Craft of Writing About Sports	3
CNW:2910	Writing for Applications and Awards	3
CNW:3640	Writing for Business	3
COMM:1816	Business and Professional Communication	3
COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
COMM:2064	Media, Advertising, and Society	3
JMC:1100	Media Uses and Effects	3
JMC:1300	Principles of Strategic Communication	3
JMC:1500	Social Media Today	3
JMC:3122	Digital and Gaming Culture	3
JMC:3135/ AMST:3198/ SPST:3198	New Media and the Future of Sport	3
JMC:3182/ SPST:3182	Sport, Scandal, and Strategic Communication in Media Culture	3
JMC:3183/ SPST:3175	Sport and the Media	3
JMC:3190/ SPST:3180	Classics of Sports Journalism: From Jack London to Grantland	3
JMC:3412	Strategic Communication Writing	4
JMC:3510	Audience Engagement: Marketing Research in the Digital Age	3
JMC:3530	Social Media Marketing	3
JMC:3540/ SPST:3181	The Business of Sport Communication	3
JMC:3720	Nonprofit Communication	3
RHET:2085	Speaking Skills	3

RHET:2095	Fundamental Strategies of Persuasion	3
RHET:2620	Body Language: Study of Movement and Gesture in Speaking	3
SPST:3911	Sport Since 9/11	3

Entrepreneurship Concentration

Students who choose ENTR:1350 Foundations in Entrepreneurship must register for ENTR:2000 Entrepreneurship and Innovation during the same semester if they have not taken ACCT:2100 Introduction to Financial Accounting and MKTG:3000 Introduction to Marketing Strategy.

Code	Title	Hours
Entrepreneurship concentration students select 12 s.h. from these:		
SRM:1046	Health for Happiness	3
SRM:1085	Introduction to Travel and Tourism	3
SRM:3150	Recreation Administration	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3300	Writing for Sport and Recreation Managers	3
SRM:3700	Ethics in Sport	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
ARTS:1070	Elements of Graphic Design	3
BAIS:1500	Business Computing Essentials	2
CNW:3640	Writing for Business	3
COMM:1818	Communication Skills for Leadership	3
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
ECON:3690	Sports Economics	3
ENTR:1350	Foundations in Entrepreneurship	3
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
ENTR:3350	Entrepreneurial Strategy	3
ENTR:3400	Strategic Management of Technology and Innovation	3
ENTR:3500	Social Entrepreneurship	3
ENTR:3595/ MGMT:3500/ MUSM:3500/ NURS:3595/ RELS:3700/ SSW:3500	Nonprofit Organizational Effectiveness I	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
ENTR:4400	Managing the Growth Business	3
ENTR:4450	Professional Sports Management	3
JMC:3530	Social Media Marketing	3

JMC:3720	Nonprofit Communication	3
MGMT:3050	Professional Preparation for Management	1
RHET:2085	Speaking Skills	3

Event Management Concentration

Students who aspire to work in the field of event management may earn one or both of the following credentials: the event management concentration (12 s.h.) and/or the Certificate in Event Management [p. 479] (21 s.h.). It is strongly recommended that students consult the sport and recreation management undergraduate academic advisor and a member of the Certificate in Event Management committee to discuss what is appropriate to earn.

Students who wish to earn the Certificate in Event Management must take SRM:3154 Foundations of Event Management and cannot substitute EVNT:3154 Foundations of Event Management. They also must take SRM:3147 Sport Event Management and cannot substitute EVNT:3260 Event Management Workshop.

Code	Title	Hours
Both of these:		
SRM:3147	Sport Event Management	3
SRM:3154	Foundations of Event Management	3
At least 6 s.h. from these:		
SRM:1046	Health for Happiness	3
SRM:1085	Introduction to Travel and Tourism	3
SRM:2065	The Experience Economy	3
SRM:3146	Sports Officiating: Rules, Theories, and Issues	3
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3150	Recreation Administration	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3300	Writing for Sport and Recreation Managers	3
SRM:3700	Ethics in Sport	3
SRM:3800	Sport Law for Interscholastic Athletic Directors	3
ARTS:1070	Elements of Graphic Design	3
BUS:3800	Business Writing	3
CINE:1610	Contemporary Cinema	3
COMM:1809	Social Marketing Campaigns	3
COMM:1816	Business and Professional Communication	3
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3500	Social Entrepreneurship	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
ENTR:4450	Professional Sports Management	3
JMC:1300	Principles of Strategic Communication	3
JMC:1500	Social Media Today	3
JMC:3530	Social Media Marketing	3

JMC:3540/ SPST:3181	The Business of Sport Communication	3
JMC:3720	Nonprofit Communication	3
MUS:1303	Roots, Rock, and Rap: A History of Popular Music	3
MUS:2005	Issues in Popular Music: Women Who Rock	3
MKTG:3000	Introduction to Marketing Strategy	3

Sport and Diversity Concentration

Code	Title	Hours
Sport and diversity concentration students select 12 s.h. from these:		
SRM:1045	Diversity and Inclusion in Healthy Living	3
SRM:1046	Health for Happiness	3
SRM:1085	Introduction to Travel and Tourism	3
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3150	Recreation Administration	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3700	Ethics in Sport	3
AFAM:1030	Introduction to African American Society	3
AFAM:2079/ SPST:2079	Race and Ethnicity in Sport	3
ANTH:1401	Language, Culture, and Communication	3
CLSA:1875	Ancient Sports and Leisure	3
COMM:1174	Media and Society	3
EPLS:4200	Diversity and Inclusion in Athletics	3
HIST:1040	Diversity in History	3
RELS:2700/ NAIS:2700	Sacred World of Native Americans	3
RHET:2085	Speaking Skills	3
RUSS:2110	Russian Sports: Politics, Scandal, Glory	3
SPAN:2700/ COMM:2800/ IS:2700/LAS:2700/ PORT:2700	Introduction to Latin American Studies	3
SPST:1074/ AMST:1074/ GWSS:1074	Inequality in American Sport	3
SPST:2077/ RELS:2877	Sport and Religion in America	3
SPST:2078/ GWSS:2078	Women, Sport, and Culture	3
SPST:2170	Sport and Globalization	3
SPST:3176	Sport and Nationalism	3
SPST:3911	Sport Since 9/11	3
TR:1070	Perspectives on Leisure and Play	3

Student-Designed Concentration

If a student wishes to develop a concentration area focused on a specialized area that is not covered by an existing

concentration area outlined above, the student must consult with an advisor in the sport and recreation management program. After consultation, the student must submit a written proposal to the sport and recreation management program director for approval. The proposal should provide a rationale for, and description of, the student-designed concentration, including proposed courses. The proposal must be approved before the start of the semester in which the student wishes to use the concentration for graduation.

The concentration requires at least 12 s.h. of coursework. Self-designed concentrations may not include coursework that was used to complete GE CLAS Core or field experience requirements.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, a major g.p.a. of at least 3.50, and earn at least a B+ grade in SRM:4195 Honors Problems. During SRM:4195 Honors Problems, the student works on a project under the supervision of a program faculty member. For additional information, visit B.S. in Sport and Recreation Management Curriculum on the Department of Health and Human Physiology website or contact the sport and recreation management program director.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the sport and recreation management major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: four foundation courses, at least 3 s.h. in the concentration area, and 3 s.h. in a field experience course

Before the seventh semester begins: two more foundation courses (total of six), an additional 6 s.h. in the concentration area, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two more foundation courses (total of eight), an additional 3 s.h. in a field experience course, and one remaining concentration area course (3 s.h.)

During the eighth semester: enrollment in the final 3 s.h. in a field experience course, all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Sport and Recreation Management, B.S.

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
SRM:1060	Contemporary Issues in Sports	3
GE CLAS Core: Social Sciences ^a		3
GE CLAS Core: Values and Culture ^a		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
SRM:3157	Managerial Operations in Sport and Recreation	3
GE CLAS Core: Diversity and Inclusion ^a		3
GE CLAS Core: Natural Sciences with Lab ^a		4
Elective course ^b		2
Hours		15-16
Second Year		
Fall		
SRM:3175	Sales in Sport	3
GE CLAS Core: Quantitative or Formal Reasoning ^a		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
Elective course ^b		3
Elective course ^b		3
Hours		16-17
Spring		
SRM:3152	Design and Management of Sport and Recreation Facilities	3
SRM:3178	Communications and Public Relations in Sports	3
Major: concentration course		3
GE CLAS Core: Natural Sciences without Lab ^a		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Hours		16-17
Third Year		
Fall		
SRM:3158	Sport and Recreation Promotion	3
SRM:4197 or SRM:4199 or SRM:4196	Sport and Recreation Field Experience or Independent Sport and Recreation Field Experience or Interscholastic Athletic Administration Field Experience	3
Major: concentration course		3
GE CLAS Core: International and Global Issues ^a		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5
Hours	16-17
Spring	
SRM:3153 Sport Business Practices	3
Major: concentration course	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c	4 - 5
Elective course ^b	3
Elective course ^b	3
Hours	16-17
Fourth Year	
Fall	
SRM:3172 Finance in Sport and Recreation	3
SRM:4199 Independent Sport and Recreation	3
or SRM:4196 Field Experience	
or SRM:4197 Interscholastic Athletic Administration Field Experience or Sport and Recreation Field Experience	
Major: concentration course	3
GE CLAS Core: Literary, Visual, and Performing Arts ^a	3
Elective course ^b	3
Hours	15
Spring	
SRM:3151 Liability in Sport and Recreation	3
SRM:4196 Interscholastic Athletic	3
or SRM:4197 Administration Field Experience	
or SRM:4199 or Sport and Recreation Field Experience or Independent Sport and Recreation Field Experience	
GE CLAS Core: Historical Perspectives ^a	3
Elective course ^b	3
Elective course ^b	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	
Hours	15
Total Hours	123-129

- a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- b Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Sport and recreation management majors find employment in municipal or campus recreation; interscholastic, high school,

or college athletic administration; intramural departments; community private clubs or community parks and recreation departments; nonprofit organizations; armed forces recreation; professional or Olympic sports organizations; commercial fitness businesses; and in firms specializing in sport marketing or sport sponsorship. The sport and recreation management faculty provides individual mentoring to students and offers several opportunities for students to connect with industry professionals throughout the year to learn about internships and jobs.

The Office of Field Experience in the sport and recreation management program in the Department of Health and Human Physiology assists students in finding their specific connection to the industry. The Pomerantz Career Center also offers multiple resources to help students find internships and jobs.

Therapeutic Recreation, B.S.

Learning Outcomes

The B.S. degree in therapeutic recreation:

- prepares students to pass professional credentialing examinations;
- exposes students to service and experiential learning with opportunities to apply skills learned in the classroom;
- integrates and exposes students to research in all courses to make them intelligent consumers of research, critical readers of research, and enables them to apply research to professional practice;
- enhances their ability to build therapeutic relationships with patients and clients;
- teaches critical skills necessary in practice to assess, plan goals, design appropriate interventions, and evaluate effectiveness;
- teaches students how to include persons with disabilities in typical and customary life activities to the greatest extent possible; and
- how to facilitate therapeutic recreation programs.

Requirements

The Bachelor of Science with a major in therapeutic recreation requires a minimum of 120 s.h., including 69-70 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The therapeutic recreation program prepares students for professional work with persons who have disabilities, impairments, and illnesses. The major's track emphasizes the use of a systematic process of assessment, planning, implementation, and evaluation to provide recreation, leisure, and play activities to various underserved populations.

Therapeutic recreation is a health-oriented field that involves providing recreation programs designed to improve or maintain the physical, emotional, mental, and social functioning of patients and consumers. Therapeutic practice involves a continuum of services that use recreational activities to improve functional abilities; leisure education to help individuals acquire skills, knowledge, and attitudes that facilitate an independent lifestyle; and other programs to enhance health, growth, development, and independence through intrinsically rewarding leisure activities. Additionally, inclusive recreation provides opportunities for people with all abilities and disabilities to participate together in meaningful and purposeful therapeutic recreation programs based on choice and common interests.

Admission is selective; students must apply and be admitted. Before students who apply are admitted, they must complete 24 s.h. at the University of Iowa (or 12 s.h. for transfer students), including the courses listed under "Admission Prerequisites" below. Applicants must have a University of Iowa g.p.a. of at least 2.50 and a cumulative g.p.a. of at least 2.50; students with grade-point averages below this standard may apply for exceptional admission.

Applicants for admission should use the application form on the Department of Health and Human Physiology website.

Completed applications must be submitted by October 15 for admission the following spring or by March 15 for admission the following fall.

Students who complete the curriculum, including the therapeutic recreation internship, are eligible to sit for the National Council for Therapeutic Recreation certification exam. Successful completion of the exam confers the Certified Therapeutic Recreation Specialist (CTRS) credential.

The B.S. with a major in therapeutic recreation requires the following coursework.

Code	Title	Hours
Admission Prerequisites		12-13
Major Requirements		35
Supporting Coursework		9
Internship		13
Total Hours		69-70

Admission Prerequisites

Code	Title	Hours
All of these:		
TR:1070	Perspectives on Leisure and Play	3
HHP:1400	Human Anatomy and Physiology	3
PSY:1001	Elementary Psychology	3
One of these:		
SOC:1010	Introduction to Sociology	3-4
SOC:1220	Principles of Social Psychology	3-4
PSY:2501	Introduction to Social Psychology	3

Major Requirements

Code	Title	Hours
All of these:		
TR:1061	Recreation Leadership and Programming	3
TR:1077	Introduction to Child Life	3
TR:3160	Introduction to Therapeutic Recreation	3
TR:3161	Assessment and Evaluation in Therapeutic Recreation	3
TR:3162	Therapeutic Recreation: Clientele	3
TR:3163	Concepts and Issues in Therapeutic Recreation: Advancement of the Profession	3
TR:3164	Therapeutic Recreation: Rehabilitation	3
TR:3261	Inclusive Recreation	3
TR:3262	Therapeutic Recreation Administration	3
CLSA:3750	Medical and Technical Terminology	2
PSY:2930	Abnormal Psychology: Health Professions	3
One of these:		

HHP:2130	Human Development Through the Life Span	3
NURS:1030	Human Development and Behavior	3

Supporting Coursework

Students must complete 9 s.h. in supporting coursework in the social sciences, humanities, and human services (aging and longevity studies, disability studies, psychology, sociology, social work, and special education). Students should consult their advisor for specific recommendations.

Internship

Students are required to complete 400 hours of preinternship experience; consult an advisor for more information.

Code	Title	Hours
Both of these:		
TR:4190	Preinternship Seminar	1
TR:4191	Therapeutic Recreation Internship	12

Combined Programs

B.S./M.S. in Health and Human Physiology (Child Life Subprogram)

The Department of Health and Human Physiology offers a combined program for the Bachelor of Science with a major in therapeutic recreation and Master of Science in health and human physiology with a child life subprogram. The program allows qualified students to begin work toward a master's degree while they complete their bachelor's degree. The combined program permits students to count certain courses toward both degrees, completing them in less time than they would need to complete each degree separately.

The program, which is completed in five years, is designed for students who wish to pursue a career providing services to children and their families, primarily in the health care field. Graduates are eligible to be credentialed professionals in child life (certified child life specialist). They fill positions such as child life specialist, activity director, or administrative positions.

Students follow the standard curriculum of their B.S. degree the first two years and complete all the prerequisite courses for the M.S. degree in health and human physiology with a child life subprogram during the third year. Successful students receive a B.S. at the end of the fourth year and a M.S. at the end of the fifth year.

Applicants to the combined program must:

- be enrolled as a B.S. student at the University of Iowa;
- have completed a minimum of 80 s.h. at the time of admission to the combined program, with at least 30 s.h. earned at the University of Iowa;
- have completed all GE CLAS Core requirements and all prerequisites; and
- have a cumulative University of Iowa g.p.a. of at least 3.25.

Applicants must submit a letter of application to the program that includes a statement of purpose, a résumé, document a

minimum of 100 hours of paid or volunteer experience in a child life and/or pediatric health care setting, and three letters of recommendation (with at least one from a certified child life specialist).

Each application is reviewed by the program and requires support from the applicant's undergraduate advisor. Recommendations for approval will be sent to the Office of Graduate Admissions. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

For more information about applying to the combined program, contact the child life program in the Department of Health and Human Physiology.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain an overall g.p.a. of at least 3.33 in work for their major and a cumulative University of Iowa g.p.a. of at least 3.33.

In order to graduate with honors, students must successfully complete TR:4194 Honors Readings and TR:4195 Honors Problems, in which they conduct a reading or research project under the supervision of a faculty member in their major and write a paper summarizing the project's results.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the therapeutic recreation major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: eleven courses

Before the seventh semester begins: two more major requirement courses, 3 s.h. of supporting coursework, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two more major requirement courses and the remaining supporting coursework

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and

should be discussed with an academic advisor. For additional sample plans, see MyUI.

Therapeutic Recreation, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Therapeutic Recreation B.S. program through a selective process. Acceptance is not guaranteed. ^a		
Hours		0
First Year		
Fall		
TR:1070	Perspectives on Leisure and Play ^{b, c}	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Natural Sciences with Lab ^d		4
Elective course ^e		2
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
PSY:1001	Elementary Psychology ^{b, c}	3
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Hours		15-16
Second Year		
Fall		
TR:3160	Introduction to Therapeutic Recreation	3
PSY:2501 or SOC:1010 or SOC:1220	Introduction to Social Psychology ^b or Introduction to Sociology or Principles of Social Psychology	3
GE CLAS Core: Values and Culture ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
GE CLAS Core: Natural Sciences without Lab ^d		3
Hours		16-17
Spring		
TR:1077	Introduction to Child Life	3
HHP:1400	Human Anatomy and Physiology ^b	3
CLSA:3750	Medical and Technical Terminology	2
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^e		1
Admission Application: apply to the Therapeutic Recreation B.S. major ^g		
Hours		16-17

Third Year

Any Semester

The curriculum shown in the third and fourth years on this plan begins upon acceptance into the Therapeutic Recreation B.S. program.

Hours		0
Fall		
TR:1061	Recreation Leadership and Programming	3
PSY:2930	Abnormal Psychology: Health Professions	3
Major: supporting course ^h		3
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		16-17
Spring		
TR:3162	Therapeutic Recreation: Clientele	3
TR:3164	Therapeutic Recreation: Rehabilitation	3
TR:3261	Inclusive Recreation	3
Major: human development course		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Hours		16-17

Fourth Year

Fall

TR:3161	Assessment and Evaluation in Therapeutic Recreation	3
TR:3163	Concepts and Issues in Therapeutic Recreation: Advancement of the Profession	3
TR:3262	Therapeutic Recreation Administration	3
TR:4190	Preinternship Seminar	1
Major: supporting course ^h		3
Major: supporting course ^h		3
Elective course ^e		2
Hours		18

Spring

TR:4191	Therapeutic Recreation Internship	12
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Exam: National Council for Therapeutic Recreation certification ^j		
Hours		15
Total Hours		126-132

- The Academic Advising Center advises Therapeutic Recreation Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than two years to complete.
- This course is a prerequisite for admission to the Therapeutic Recreation B.S. program.
- Fulfills a major requirement and may fulfill a GE requirement.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Applicants for admission should use the application form on the Department of Health and Human Physiology website. Completed applications typically must be submitted in October for admission the following spring or in March for admission the following fall. For more information see your advisor.
- h Students must complete 9 s.h. in supporting coursework in human services (aging and longevity studies, disability studies, psychology, sociology, social work, and special education). Students should consult their advisor for specific recommendations.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).
- j Students who complete the curriculum, including the therapeutic recreation internship, are eligible to sit for the National Council for Therapeutic Recreation certification exam. Successful completion of the exam confers the Certified Therapeutic Recreation Specialist (CTRS) credential.

Career Advancement

Therapeutic recreation graduates find jobs in a variety of settings. Therapeutic recreation professionals are employed in settings such as skilled nursing facilities, community recreation centers, state and community mental health institutions, general medical hospitals, physical rehabilitation centers, special recreation districts, the Special Olympics, correctional facilities, senior living communities, facilities for persons with intellectual disabilities or mental illness, substance abuse programs, and camp programs as inclusion specialists. The majority of children's hospitals and pediatric units in other health care facilities employ child life specialists to address cognitive, social, and psychological issues associated with child illness and hospitalization. Child life specialists also work in rehabilitation centers, private practice and consulting, school systems, special-purpose camps, and hospice.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Human Physiology, Minor

Requirements

The undergraduate minor in human physiology requires a minimum of 15 s.h. in Department of Health and Human Physiology courses. Students must maintain a g.p.a. of at least 2.00 in all courses taken for the minor and in all UI courses to earn the minor. Coursework in the minor may not be taken pass/nonpass. Transfer credit does not count toward the minor.

Students who earn a Bachelor of Arts degree with a major in health and human physiology or a Bachelor of Science degree with a major in human physiology may not earn the minor in human physiology.

The minor is designed to provide in-depth study of human structure and function. Students must complete a human physiology course plus elective coursework as indicated below. Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course.

The minor in human physiology requires the following coursework.

Core Courses

Code	Title	Hours
One of these:		
HHP:3500	Human Physiology	3
HHP:3550	Human Physiology with Laboratory	5

Electives

Code	Title	Hours
10-12 s.h. from these:		
HHP:3105	Anatomy for Human Physiology	3
HHP:3110	Advanced Anatomy Laboratory	2
HHP:3115	Anatomy for Human Physiology with Lab	5
HHP:3300	Human Growth and Motor Development	3
HHP:3450	Immunology in Health and Disease	3
HHP:3900	Writing for Health and Human Physiology	3
HHP:4110	Advanced Human Anatomy Laboratory	4
HHP:4130	Skeletal Muscle Physiology	3
HHP:4150	Clinical Exercise Physiology	3
HHP:4220	Biomechanics of Human Motion	3
HHP:4250	Human Pathophysiology	3
HHP:4260	Respiratory Pathophysiology	3
HHP:4300	Sensorimotor Neurophysiology	3
HHP:4410	Exercise Physiology	3
HHP:4440	Physiology of Nutrition	3

HHP:4450	Human Genetics and Disease	3-4
HHP:4460	Cardiovascular Physiology	3
HHP:4465	Environmental Exercise Physiology	3
HHP:4470/ASP:4470	Physiology of Aging	3
HHP:4480/ PHAR:4480	Introduction to Human Pharmacology	3
HHP:4490	International Medicine: Experiential Learning	3
HHP:4510	Energetics in Health and Disease	3

Physical Activity and Nutrition Science, Minor

The minor in physical activity and nutrition science is designed in conjunction with the Obesity Research and Education Initiative. The minor provides a specialized group of courses that unify concepts underlying the causes, consequences, treatment, and prevention of obesity, with attention to physical activity, nutrition, physiology, psychology, and human disease. Students who earn the minor will be prepared to apply their knowledge in areas such as clinical health professions, public health policy, personal coaching and fitness, health psychology, and health promotion.

Requirements

The undergraduate minor in physical activity and nutrition science requires a minimum of 15 s.h., including at least 12 s.h. in courses taken at the University of Iowa in courses offered by the Department of Health and Human Physiology. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students who earn a Bachelor of Arts degree with a major in health and human physiology or a Bachelor of Science degree with a major in human physiology may not earn the minor in physical activity and nutrition science.

For the minor, students complete three core courses plus two elective courses that focus on various facets of obesity and on its treatment and prevention. Students choose electives in consultation with an undergraduate advisor. Some courses for the minor have prerequisites; students must complete all of a course's prerequisites before they may register for the course.

The minor in physical activity and nutrition science requires the following coursework.

Core Courses

Code	Title	Hours
All of these:		
HHP:2200	Physical Activity and Health	3
HHP:2310	Nutrition and Health	3
HHP:3050	Obesity: Causes, Consequences, Prevention, and Treatment	3

Electives

Code	Title	Hours
Two of these:		
HHP:2500	Physical Activity Psychology	3
HHP:3440	Physical Activity Interventions	3
HHP:4020	Health Communication and Coaching Strategies	3
HHP:4030	Policy, Environmental, and Social Determinants of Health	3
HHP:4310	Sport and Exercise Nutrition	3
HHP:4320	Nutrition Interventions	3
HHP:4440	Physiology of Nutrition	3

Sport and Recreation Management, Minor

Requirements

The undergraduate minor in sport and recreation management requires a minimum of 15 s.h. in Department of Health and Human Physiology courses, including at least 12 s.h. in courses numbered 3000 or above. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. A maximum of 3 s.h. of transfer credit may be accepted toward the minor with the approval of the sport and recreation management program director.

Students who earn a Bachelor of Science degree with a major in sport and recreation management may not earn the minor in sport and recreation management.

Online Option

The minor in sport and recreation management may be earned through coursework that is offered online. For more information, contact the Department of Health and Human Physiology.

Requirements

The minor in sport and recreation management requires the following coursework.

Students take 15 s.h., with at least 12 s.h. in coursework numbered 3000 or above, from the following. No more than 6 s.h. combined from SRM:4196 Interscholastic Athletic Administration Field Experience, SRM:4197 Sport and Recreation Field Experience, and SRM:4199 Independent Sport and Recreation Field Experience may count toward the minor.

Code	Title	Hours
SRM:1045	Diversity and Inclusion in Healthy Living	3
SRM:1060	Contemporary Issues in Sports	3
SRM:1085	Introduction to Travel and Tourism	3
SRM:2065	The Experience Economy	3
SRM:3020/ INTD:3027	Nutrition in Health and Performance	3
SRM:3146	Sports Officiating: Rules, Theories, and Issues	3
SRM:3147	Sport Event Management	3
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3149	Coaching Theory, Body Structure, and Human Development (this course and SRM:3155 together allow students to apply for state of Iowa coaching authorization)	3
SRM:3150	Recreation Administration	3
SRM:3151	Liability in Sport and Recreation	3

SRM:3152	Design and Management of Sport and Recreation Facilities	3
SRM:3153	Sport Business Practices	3
SRM:3154	Foundations of Event Management	3
SRM:3155	Prevention and Care of Athletic Injuries for Coaches (this course and SRM:3149 together allow students to apply for state of Iowa coaching authorization)	3
SRM:3157	Managerial Operations in Sport and Recreation	3
SRM:3158	Sport and Recreation Promotion	3
SRM:3172	Finance in Sport and Recreation	3
SRM:3175	Sales in Sport	3
SRM:3176	Sports Analytics for Coaches, Managers, and Other Decision Makers	3
SRM:3178	Communications and Public Relations in Sports	3
SRM:3200	Topics in Sport and Recreation Management	3
SRM:3210	Event Bidding: Processes and Strategies	3
SRM:3300	Writing for Sport and Recreation Managers	3
SRM:3700	Ethics in Sport	3
SRM:3800	Sport Law for Interscholastic Athletic Directors	3
SRM:4196	Interscholastic Athletic Administration Field Experience	1-6
SRM:4197	Sport and Recreation Field Experience	arr.
SRM:4198	NCAA Rules Compliance and Enforcement	3
SRM:4199	Independent Sport and Recreation Field Experience	arr.

Interscholastic Athletic/ Activities Administration, Certificate

The Certificate in Interscholastic Athletic/Activities Administration provides students an opportunity to focus a segment of their studies on extracurricular activities at the interscholastic level. The program provides experiential learning and networking prospects along with academic coursework.

The world of interscholastic athletics has become increasingly competitive and commercialized. The certificate will aid marketability for students as they enter the job market. Students will be prepared to enter a school district with preparation to succeed in athletic/activities administration roles.

The certificate is an option for educators and other professionals who already have a degree but may wish to pursue career opportunities in interscholastic athletics/activities administration. Students who want to earn the certificate and do not want to pursue a degree may apply as nondegree students.

Learning Outcomes

Students who earn the Certificate in Interscholastic Athletic/Activities Administration will be able to:

- summarize the history of the position and the development of interscholastic athletics;
- utilize management techniques to develop and maintain facilities; plan and oversee financially sustainable events; transfer practical experience into improved employment opportunities; and carry out effective and appropriate marketing, communication, and fundraising campaigns;
- recognize and establish liability protections in programming; and
- formulate effective program and coach assessment/evaluation.

Requirements

The undergraduate Certificate in Interscholastic Athletic/Activities Administration requires a minimum of 21 s.h. Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The certificate may be earned by any undergraduate student admitted to the University of Iowa and by all individuals who are not concurrently enrolled in a UI graduate or professional degree program.

Students may transfer up to 9 s.h. of credit toward certificate completion. Contact the Department of Health and Human Physiology for guidance on submitting courses from other institutions that may be approved for certificate credit. Field experience taken elsewhere is not eligible for use toward the certificate.

Some courses below have prerequisites; students must complete all of a course's prerequisites before they may register for the course.

The Certificate in Interscholastic Athletic/Activities Administration requires the following coursework.

Core Courses

Code	Title	Hours
All of these:		
SRM:3148	Interscholastic Activities and Athletics Administration	3
SRM:3700	Ethics in Sport	3
SRM:3800	Sport Law for Interscholastic Athletic Directors	3
EPLS:4200	Diversity and Inclusion in Athletics	3

Field Experience

Field experience is essential to completion of the National Interscholastic Athletic Administrators Association (NIAAA) requirements for first-level certification as a registered athletic administrator (RAA). Students must complete a minimum of 3 s.h. in the following course with an approved partner and oversight from the Office of Field Experience (sport and recreation management) in the Department of Health and Human Physiology.

Code	Title	Hours
SRM:4196	Interscholastic Athletic Administration Field Experience	3-9

Electives

Students select a minimum of 6 s.h. from the following.

Code	Title	Hours
HHP:2500	Physical Activity Psychology	3
SRM:1045	Diversity and Inclusion in Healthy Living	3
SRM:2065	The Experience Economy	3
SRM:3020/ INTD:3027	Nutrition in Health and Performance	3
SRM:3146	Sports Officiating: Rules, Theories, and Issues	3
SRM:3147	Sport Event Management	3
SRM:3149	Coaching Theory, Body Structure, and Human Development (this course and SRM:3155 together allow students to apply for state of Iowa coaching authorization)	3
SRM:3150	Recreation Administration	3
SRM:3155	Prevention and Care of Athletic Injuries for Coaches (this course and SRM:3149 together allow students to apply for state of Iowa coaching authorization)	3
SRM:3176	Sports Analytics for Coaches, Managers, and Other Decision Makers	3
SRM:3200	Topics in Sport and Recreation Management (when topic is the politics of sports)	3
SRM:3210	Event Bidding: Processes and Strategies	3

ARTS:1070	Elements of Graphic Design	3
COMM:1819	Organizational Leadership	3
EDTL:3114	Parent-Child Relationships	3
EDTL:4940	Characteristics of Disabilities	3
EPLS:4180	Human Relations for the Classroom Teacher	3
EPLS:6201	Foundations of School Administration	3
JMC:1300	Principles of Strategic Communication	3
JMC:5240	Digital Strategic Communication	3
PSQF:1075	Educational Psychology and Measurement	3
PSQF:4134/ EDTL:4934	Parent-Teacher Communication	1-3
RHET:2085	Speaking Skills	3

The Iowa Board of Educational Examiners (BoEE) requires applicants for the state activities director authorization to also have a BoEE coaching authorization. Students who do not have the BoEE coaching authorization must complete the following certificate elective courses, which lead to the BoEE coaching authorization: SRM:3149 Coaching Theory, Body Structure, and Human Development and SRM:3155 Prevention and Care of Athletic Injuries for Coaches.

Sport and Recreation Management, M.A.

Requirements

The Master of Arts program in sport and recreation management requires a minimum of 30 s.h. Required coursework (21 s.h.) includes experiential learning in a field experience course and a capstone course that allows students to perform research in an area of interest that has practical application during the final semester before graduation.

The M.A. with a major in sport and recreation management requires the following coursework.

Code	Title	Hours
All of these:		
SRM:4197	Sport and Recreation Field Experience	3
SRM:5065	The Economy of Experience	3
SRM:6251	Risk Management	3
SRM:6252	Economics and Financing	3
SRM:6253	Sport Administration	3
SRM:6254	Marketing and Sport Promotion	3
SRM:6255	Capstone Project	3
Electives (need advisor approval for electives; no more than 3 s.h. in elective credit may be taken in SRM:4197)		9
Total Hours		30

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants also must meet sport and recreation management program requirements, which include:

- U.S. baccalaureate degree from a regionally accredited college or university or an equivalent degree from another country as determined by the Office of Admissions;
- a minimum g.p.a. of at least 3.00 or the international equivalent as determined by the Office of Admissions;
- a score from either the Graduate Record Examination (GRE) General Test or the Graduate Management Admissions Test (GMAT) taken no more than five years prior to the date the applicant is seeking admission;
- a personal statement;
- three letters of recommendation;
- a résumé; and
- international applicants whose native language is other than English must comply with the Graduate College guidelines for admission, which include submission of a score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), and any other Office of Admission requirements.

Application deadlines are:

Fall semester—February 1

Spring semester—October 1

Summer session—February 1

Applications submitted after the deadline will be considered only if there is available space.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Sport and Recreation Management, M.A.

Course	Title	Hours
Academic Career		
Any Semester		
30 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Hours		0
First Year		
Fall		
SRM:5065	The Economy of Experience	3
SRM:6252	Economics and Financing	3
Elective course ^b		3
Hours		9
Spring		
SRM:4197	Sport and Recreation Field Experience	3
SRM:6253	Sport Administration	3
SRM:6254	Marketing and Sport Promotion	3
Hours		9
Second Year		
Fall		
SRM:6251	Risk Management	3
Elective course ^b		3
Elective course ^b		3
Hours		9
Spring		
SRM:6255	Capstone Project ^c	3
Hours		3
Total Hours		30

^a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

^b No more than 3 s.h. of elective coursework may be from SRM:4197 field experiences; work with faculty advisor to determine appropriate graduate coursework and sequence.

^c Includes oral and written components.

Financial Support

The sport and recreation management program offers a limited number of teaching assistantships. Applicants interested in being considered for a position should indicate their interest when they submit their online application.

Career Advancement

Through academic coursework, practical experience, an individualized capstone project, and a network of industry contacts, the program is designed to help students achieve their unique professional and educational goals. Alumni find employment in such settings as professional team front offices, college and high school athletic departments, campus and community recreation programs, agencies serving sport and recreation clients, league offices, coaching, and in a number of other areas.

The faculty provides individual mentoring to students and offers several opportunities for students to connect with industry professionals throughout the year to learn about internships and jobs.

The Office of Field Experience in the sport and recreation management program in the Department of Health and Human Physiology assists students in finding their specific connection to the industry. The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Health and Human Physiology, M.S.

Requirements

The Master of Science program in health and human physiology requires 30-36 s.h. of graduate credit. Required credit varies by subprogram: the child life subprogram requires a minimum of 36 s.h. and is offered without thesis; the clinical exercise physiology subprogram requires a minimum of 32 s.h. and is offered without thesis; the health and human physiology subprogram requires a minimum of 30 s.h. and is offered with thesis.

Students interested in pursuing a Ph.D. after earning a master's degree should choose the M.S. with thesis (health and human physiology subprogram).

Child Life Subprogram

The child life subprogram provides expertise in child development through services to support families and to promote children's mastery of life experiences, particularly children's health care events. Professionals in this area enhance effective coping skills through play, education, communication, and family-centered care. The program prepares students to meet credentialing requirements. For more information about the profession, visit the Association of Child Life Professionals.

In order to be admitted to the subprogram, students must:

- hold a B.S. or B.A. degree with a g.p.a. of at least 3.00;
- have completed one course each in human anatomy, medical terminology, and two courses in child development that focus on children and adolescents;
- have verification of 100 hours of paid or volunteer experience in child life or in a pediatric setting; and
- three letters of recommendation, with at least one from a credentialed child life specialist.

Students who have not completed an introductory course in child life must enroll in TR:1077 Introduction to Child Life during their first semester.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students who pursue the child life subprogram must successfully pass comprehensive exams in the last semester prior to their child life internship. The comprehensive exam committee works with each student to develop exam questions.

The M.S. in health and human physiology with the child life subprogram requires the following coursework (minimum of 36 s.h.).

Core Courses

Code	Title	Hours
All of these:		
PSQF:4143/ STAT:4143	Introduction to Statistical Methods	3

SSW:3786/ ASP:3786	Death/Dying: Issues Across the Life Span	3
TR:5165	Child Life: Child Development and Healthcare Interventions	3
TR:5166	Child Life: Seminar	3
TR:5167	Child Life Practicum	3
TR:5205	Research Methods and Play Behavior	3
TR:5211	Professional Ethics and Practice in Pediatrics	3
TR:5260	Play and Childhood	3
TR:5261	Family Systems	3

Internship

The supervised internship requires 600 contact hours with a certified child life specialist.

Code	Title	Hours
This course:		
TR:5270	Child Life Internship	9,12

Clinical Exercise Physiology Subprogram

The clinical exercise physiology subprogram provides an advanced scientific and clinical education. It prepares students to be allied health professionals who work in the application of physical activity and behavioral interventions for clinical diseases and health conditions including cardiovascular, pulmonary, metabolic, orthopedic, neuromuscular, immunologic, and hematologic diseases.

In order to be admitted to the subprogram, students must:

- hold a B.S. or B.A. degree with a g.p.a. of at least 3.00 and
- have completed anatomy and physiology with laboratories (8 s.h.).

The Master of Science with the clinical exercise physiology subprogram requires the following coursework (minimum of 32 s.h.).

Core Courses

Code	Title	Hours
All of these:		
HHP:6030	Physical Activity and Dietary Behavior Change	3
HHP:6150	Advanced Clinical Exercise Physiology	1,3
HHP:6200	Advanced Metabolic Exercise Testing and Prescription	4
HHP:6260	Advanced Respiratory Pathophysiology	1,3
HHP:6410	Advanced Exercise Physiology	1,3
HHP:6460	Advanced Cardiovascular Physiology	1,3
HHP:6480	Advanced Human Pharmacology	1,3

Statistics Courses

Code	Title	Hours
One of these introductory courses (or equivalent):		
BIOS:4120	Introduction to Biostatistics	3
PSQF:6242	Selected Applications of Statistics	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Research Methods Course

Code	Title	Hours
This course:		
HHP:6020	Advanced Research Methods and Ethics	2

Internship

Students complete an individually arranged internship, usually during their second year, earning at least 3 s.h. of credit.

Code	Title	Hours
This course:		
HHP:4935	Clinical Exercise Physiology Internship	3-6

General Elective Courses

Students choose two elective courses, with advisor approval, that enhance their concentration in human and exercise physiology, clinical exercise physiology, prescriptive exercise and training for health and fitness, health maintenance, and understanding human disease.

Code	Title	Hours
Two of these (consult advisor):		
HHP:4400	Health Promotion Clinical Practicum	1
HHP:4405	Health Promotion Community and Worksite Practicum	1
HHP:4420	Planning and Evaluating Health Interventions	3
HHP:5200	Epidemiology of Physical Activity	3
HHP:6050	Advanced Topics in Obesity	3
HHP:6130	Advanced Skeletal Muscle Physiology	1,3
HHP:6300	Motor Control Seminar	1
HHP:6400	Integrative Physiology Seminar	1
HHP:6470	Advanced Physiology of Aging	1,3
HHP:6500	Seminar in Health Promotion	1
HHP:6510	Advanced Energetics in Health and Disease	1,3
HHP:7300	Advanced Sensorimotor Neurophysiology	1,3
ACB:5203	Gross Human Anatomy for Graduate Students	5
BIOL:3743	Basic Biology of Human Disease	2

EPID:6350	Nutritional Epidemiology	2
EPID:6360	Nutrition Intervention in Clinical Trials Research	2
EPID:6650	Cardiovascular Disease Epidemiology	3
PSY:3010	Health Psychology	3
PSY:3340	Behavior Modification	3
PTRS:6224	Activity-Based Neural and Musculoskeletal Plasticity in Health Care	4
PTRS:7812	Biomedical Instrumentation and Measurement	3
PTRS:7875	Analysis of Activity-Based Neural and Musculoskeletal Plasticity	3

Health and Human Physiology Subprogram

The health and human physiology subprogram requires a thesis. Students who intend to earn a Ph.D. after completing the master's degree should choose this subprogram. In order to be admitted to the subprogram, students must hold a B.S. or B.A. degree with a g.p.a. of at least 3.00.

The Master of Science with the health and human physiology subprogram requires the following coursework (minimum of 30 s.h.).

Introductory Statistics Courses

Code	Title	Hours
One of these:		
BIOS:4120	Introduction to Biostatistics	3
PCOL:5204	Basic Biostatistics and Experimental Design	1
PSQF:6242	Selected Applications of Statistics	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Advanced Statistics Courses

Code	Title	Hours
One of these:		
BIOS:5120/ IGPI:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
STAT:6513/ PSQF:6243	Intermediate Statistical Methods	4

Research Methods Course

Code	Title	Hours
This course:		
HHP:6020	Advanced Research Methods and Ethics	3

Seminar Courses

Code	Title	Hours
Two enrollments (1 s.h. each) chosen from these:		
HHP:6300	Motor Control Seminar	1

HHP:6400	Integrative Physiology Seminar	1
HHP:6500	Seminar in Health Promotion	1

General Elective Courses

Students choose elective courses that broaden their knowledge in health and human physiology and related disciplines, and enhance their knowledge in their specific areas of interest, with guidance from their advisor/mentor; electives may include the following.

Code	Title	Hours
HHP:3050	Obesity: Causes, Consequences, Prevention, and Treatment	3
HHP:3440	Physical Activity Interventions	3
HHP:3450	Immunology in Health and Disease	3
HHP:4020	Health Communication and Coaching Strategies	3
HHP:4320	Nutrition Interventions	3
HHP:4390	Understanding Human Disease	3
HHP:4450	Human Genetics and Disease	3-4
HHP:5200	Epidemiology of Physical Activity	3
HHP:6000	Research	arr.
HHP:6030	Physical Activity and Dietary Behavior Change	3
HHP:6050	Advanced Topics in Obesity	3
HHP:6130	Advanced Skeletal Muscle Physiology	1,3
HHP:6150	Advanced Clinical Exercise Physiology	1,3
HHP:6200	Advanced Metabolic Exercise Testing and Prescription	1,4
HHP:6260	Advanced Respiratory Pathophysiology	1,3
HHP:6410	Advanced Exercise Physiology	1,3
HHP:6460	Advanced Cardiovascular Physiology	1,3
HHP:6470	Advanced Physiology of Aging	1,3
HHP:6480	Advanced Human Pharmacology	1,3
HHP:6510	Advanced Energetics in Health and Disease	1,3
HHP:7300	Advanced Sensorimotor Neurophysiology	1,3
ACB:5203	Gross Human Anatomy for Graduate Students	5
BIOC:3110	Biochemistry	3
EPID:4400	Epidemiology I: Principles	3
EPID:6350	Nutritional Epidemiology	2
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:6600	Epidemiology of Chronic Diseases	3

MPB:5153	Graduate Physiology	4
PTRS:7812	Biomedical Instrumentation and Measurement	3
PTRS:7875	Analysis of Activity-Based Neural and Musculoskeletal Plasticity	3

Thesis

Code	Title	Hours
This course:		
HHP:7500	Thesis: M.S.	4

Admission

Admission to the department's graduate programs is based on grade-point average, and score on the Graduate Record Examination (GRE) General Test or the International English Language Testing System (IELTS). Applicants to the M.S. program must have an undergraduate g.p.a. of at least 3.00.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Application deadline is February 1 for admission the following fall.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Health and Human Physiology, M.S.

- Child Life Subprogram [p. 640]
- Clinical Exercise Physiology Subprogram [p. 641]
- Health and Human Physiology Subprogram [p. 641]

Child Life Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
36 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
	Hours	0

First Year Fall

ASP:3786 or SSW:3786	Death/Dying: Issues Across the Life Span or Death/Dying: Issues Across the Life Span	3
TR:5165	Child Life: Child Development and Healthcare Interventions	3
TR:5260	Play and Childhood	3
	Hours	9

Spring

TR:5205	Research Methods and Play Behavior	3
---------	------------------------------------	---

TR:5166	Child Life: Seminar	3
TR:5167	Child Life Practicum	3
Hours		9

Second Year**Fall**

TR:5211	Professional Ethics and Practice in Pediatrics	3
TR:5261	Family Systems	3
PSQF:4143 or STAT:4143	Introduction to Statistical Methods or Introduction to Statistical Methods	3
Hours		9

Spring

Final Exam ^b		
TR:5270	Child Life Internship ^c	9
Hours		9
Total Hours		36

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Written four-hour exam covering three areas: research, child life practice, and case study analysis.
- c Supervised internship; requires 600 contact hours with a certified child life specialist.

Clinical Exercise Physiology Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
33 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Hours		0
First Year		
Fall		
HHP:6200	Advanced Metabolic Exercise Testing and Prescription	4
HHP:6460	Advanced Cardiovascular Physiology	3
Elective course or Statistics requirement ^{b, c}		3
Hours		10
Spring		
HHP:6260	Advanced Respiratory Pathophysiology	3
HHP:6150	Advanced Clinical Exercise Physiology	3
HHP:6030	Physical Activity and Dietary Behavior Change	3
Hours		9
Second Year		
Fall		
HHP:6020	Advanced Research Methods and Ethics	2
HHP:6410	Advanced Exercise Physiology	3
HHP:4935	Clinical Exercise Physiology Internship ^d	3
Hours		8

Spring

HHP:6480	Advanced Human Pharmacology	3
Elective course ^e		3
Final Exam ^f		
Hours		6
Total Hours		33

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Work with faculty advisor to determine appropriate graduate elective coursework and sequence.
- c If statistics course completed as an undergraduate, may be waived upon approval; otherwise choose one introductory course from BIOS:4120, PSQF:6242, STAT:3510/IGPI:3510, STAT:4143/PSQF:4143 and work with faculty advisor to determine which course to take.
- d May complete in summer of year one or during year two of the program.
- e Work with faculty advisor to determine appropriate graduate elective coursework and sequence. Note: may complete a 2nd HHP:4935 Internship instead of a 2nd elective.
- f Written one-day (4-6 hour) exam.

Health and Human Physiology Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
30 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Hours		0
First Year		
Fall		
HHP:6000	Research	3
HHP:6020	Advanced Research Methods and Ethics	3
Elective course ^b		3
Hours		9
Spring		
Introductory Statistics course ^c		1 - 3
Seminar course ^d		1
Elective course ^b		3
Hours		5-7
Second Year		
Fall		
HHP:6000	Research	3
Seminar course ^d		1
Elective course ^b		3
Hours		7
Spring		
Advanced Statistics course ^e		3 - 4
HHP:7500	Thesis: M.S.	4
Final Exam: Thesis Defense		
Hours		7-8
Total Hours		28-31

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

- b Work with faculty advisor to determine appropriate graduate coursework and sequence.
- c Choose one course from BIOS:4120, PCOL:5204, PSQF:6242, STAT:3510/IGPI:3510, STAT:4143/PSQF:4143.
- d Enroll two times for 1 s.h. each. Choose from HHP:6300, HHP:6400, HHP:6500.
- e Choose one course from BIOS:5120/IGPI:5120/STAT:5610, STAT:6513/PSQF:6243.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Health and Human Physiology, Ph.D.

Requirements

The Doctor of Philosophy program in health and human physiology requires a minimum of 72 s.h. of graduate credit.

Doctoral students should have a strong background in the natural sciences and/or health promotion, and a working knowledge of statistics and research methodology. Students may acquire additional knowledge of statistics and research methodology after entering the program.

All Ph.D. students complete a common core of courses, elective courses, 10 s.h. of independent research in HHP:6000 Research, and a 12 s.h. dissertation requirement. They must complete a dissertation in their specialization area.

Some courses in the program are offered by other departments. Faculty members from those departments frequently serve on comprehensive examination committees and on dissertation committees for the initial presentation of a candidate's prospectus. They also participate in the final examination.

The Ph.D. with a major in health and human physiology requires the following coursework.

Core Courses

Code	Title	Hours
All of these:		
HHP:6000	Research	arr.
HHP:6020	Advanced Research Methods and Ethics	3
HHP:7000	Practicum in College Teaching (only for students without a teaching assistantship)	arr.
HHP:7900	Thesis: Ph.D.	arr.

Introductory Statistics Course

Code	Title	Hours
One of these:		
BIOS:4120	Introduction to Biostatistics	3
PSQF:6242	Selected Applications of Statistics	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Advanced Statistics Courses

Code	Title	Hours
Two advanced statistics courses, such as the following (consult advisor):		
BIOS:5120/ IGPI:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
STAT:6513/ PSQF:6243	Intermediate Statistical Methods	4

Seminar Courses

Code	Title	Hours
Four enrollments (1 s.h. each) from the following:		
HHP:6300	Motor Control Seminar	1
HHP:6400	Integrative Physiology Seminar	1
HHP:6500	Seminar in Health Promotion	1

General Electives

Students are expected to obtain broad-based knowledge in their specialization area. This normally entails approximately 30 s.h. of coursework. Students choose specialization electives with guidance from their advisor/mentor. Electives may include any of the following.

Code	Title	Hours
HHP:3050	Obesity: Causes, Consequences, Prevention, and Treatment	3
HHP:3440	Physical Activity Interventions	3
HHP:3450	Immunology in Health and Disease	3
HHP:4020	Health Communication and Coaching Strategies	3
HHP:4320	Nutrition Interventions	3
HHP:4390	Understanding Human Disease	3
HHP:4450	Human Genetics and Disease	3-4
HHP:5200	Epidemiology of Physical Activity	3
HHP:6030	Physical Activity and Dietary Behavior Change	3
HHP:6050	Advanced Topics in Obesity	3
HHP:6130	Advanced Skeletal Muscle Physiology	1,3
HHP:6150	Advanced Clinical Exercise Physiology	1,3
HHP:6200	Advanced Metabolic Exercise Testing and Prescription	1,4
HHP:6260	Advanced Respiratory Pathophysiology	1,3
HHP:6310	Advanced Sport and Exercise Nutrition	3
HHP:6410	Advanced Exercise Physiology	1,3
HHP:6460	Advanced Cardiovascular Physiology	1,3
HHP:6470	Advanced Physiology of Aging	1,3
HHP:6480	Advanced Human Pharmacology	1,3
HHP:6510	Advanced Energetics in Health and Disease	1,3
HHP:7300	Advanced Sensorimotor Neurophysiology	1,3
ACB:5203	Gross Human Anatomy for Graduate Students	5
BIOC:3110	Biochemistry	3

BIOC:3120	Biochemistry and Molecular Biology I	3
BIOC:3130	Biochemistry and Molecular Biology II	3
EPID:4400	Epidemiology I: Principles	3
EPID:5241	Statistical Methods in Epidemiology	4
EPID:6350	Nutritional Epidemiology	2
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:6600	Epidemiology of Chronic Diseases	3
FRRB:7000	Redox Biology and Medicine	4
MPB:5153	Graduate Physiology	4
NSCI:4353/ BIOL:4353	Neurophysiology: Cells and Systems	3-4
NSCI:7235/ NEUR:7235	Neurobiology of Disease	3
OEH:4310	Occupational Ergonomics: Principles	3
OEH:6310	Occupational Ergonomics: Applications	3
PTRS:5210	Kinesiology and Pathomechanics	4
PTRS:6224	Activity-Based Neural and Musculoskeletal Plasticity in Health Care	4
PTRS:7812	Biomedical Instrumentation and Measurement	3
PTRS:7875	Analysis of Activity-Based Neural and Musculoskeletal Plasticity	3

Independent Research

Students must enroll in the independent research course.

Code	Title	Hours
This course:		
HHP:6000	Research	10

Dissertation

Students working on a dissertation register for the following course.

Code	Title	Hours
HHP:7900	Thesis: Ph.D.	12

Admission

Admission to the graduate program is based on grade-point average, and score on the Graduate Record Examination (GRE) General Test or International English Language Testing System (IELTS). Applicants to the Ph.D. program must have a g.p.a. of at least 3.00 on undergraduate work and previous graduate work.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Application deadline is February 1 for admission the following fall.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Health and Human Physiology, Ph.D.

Course Title Hours

Academic Career

Any Semester

72 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a

Hours	0
-------	---

First Year

Fall

Specialization Area elective ^b	3
Specialization Area elective ^b	3 - 4
Introductory Statistics course ^c	3
Seminar course ^d	1
Hours	10-11

Spring

Advanced Statistics course ^e	3 - 4
HHP:6000 Research	3
Specialization Area elective ^b	3
Seminar course ^d	1
Hours	10-11

Second Year

Fall

Advanced Statistics course ^e	3 - 4
HHP:6020 Advanced Research Methods and Ethics	3
HHP:6000 Research	3
Seminar course ^d	1
Hours	10-11

Spring

HHP:6000 Research	4
Specialization Area elective ^b	3
Specialization Area elective ^b	3 - 4
Comprehensive Exam ^f	
Hours	10-11

Third Year

Fall

Specialization Area elective or HHP:6000 Research ^b	3
Specialization Area elective or HHP:6000 Research ^b	3
HHP:7900 Thesis: Ph.D.	3
Seminar course ^d	1
Hours	10

Spring

Specialization Area elective or HHP:6000 Research ^b	3
Specialization Area elective or HHP:6000 Research ^b	3 - 4
HHP:7900 Thesis: Ph.D. ^b	3
Comprehensive Exam ^g	
Hours	9-10

Fourth Year**Fall**

Specialization Area elective or HHP:6000 Research ^b	3
HHP:7900 Thesis: Ph.D.	3
Hours	6

Spring

HHP:7900 Thesis: Ph.D.	3
Final Exam: Dissertation Defense	
Hours	3
Total Hours	68-73

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Work with faculty advisor to determine appropriate graduate coursework and sequence.
- c Choose one course from BIOS:4120, PSQF:6242, STAT:3510/IGPI:3510, STAT:4143/PSQF:4143.
- d Enroll four times for 1 s.h. each. Choose from HHP:6300, HHP:6400, HHP:6500.
- e Choose two courses from BIOS:5120/IGPI:5120/STAT:5610, STAT:6513/PSQF:6243.
- f For students entering with an MA or MS degree.
- g For students entering with a BA or BS degree.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

History

Chair

- Landon Storrs

Undergraduate major: history (B.A.)

Undergraduate minor: history

Graduate degrees: M.A. in history; Ph.D. in history

Faculty: <https://clas.uiowa.edu/history/people/>

Website: <https://clas.uiowa.edu/history/>

History is the heart of a liberal arts education. Students of history develop an understanding of change—how it happens and why it happens the way it does—that enables them to engage the world they inhabit and to participate fully in civic life. Department of History courses engage the diversity of American life and bring a global consciousness that helps students to navigate the streets (and the news) from Iowa City to Berlin to Dar es Salaam.

Faculty and students in the department participate in many of the University's interdisciplinary departments and programs, including American studies, African American studies, Native American and Indigenous studies, classics, Asian studies, international studies, global health studies, Latin American studies, Latina/o/x studies, and gender, women's, and sexuality studies.

In addition to the undergraduate and graduate programs offered by the Department of History, many history courses are approved for the GE CLAS Core. Look for courses with prefix HIST under Historical Perspectives, International and Global Issues, Social Sciences, Values and Culture, and Diversity and Inclusion areas in the GE CLAS Core [p. 20] section of the Catalog. History courses approved for the GE CLAS Core may not be taken pass/nonpass, even when they are taken as electives.

Programs

Undergraduate Programs of Study

Major

- Major in History (Bachelor of Arts) [p. 660]

Minor

- Minor in History [p. 664]

Graduate Programs of Study

Majors

- Master of Arts in History [p. 665]
- Doctor of Philosophy in History [p. 666]

Facilities

University of Iowa Libraries offer excellent resources for undergraduate study in all fields of history, with distinct strengths in U.S. history. The Main Library houses the Henry A. Wallace papers and related collections, the Iowa Women's Archives, and other unique materials. Special Collections has a vast archive of both printed and digitized materials, including five decades of papers and work donated by television news correspondent Tom Brokaw. The State Historical Society of Iowa in Iowa City and the Herbert Hoover

Presidential Library and Museum in West Branch also hold valuable research materials. The Digital Scholarship & Publishing Studio offers assistance with projects in the digital humanities.

Courses

History majors should take HIST:2151 Introduction to the History Major during their sophomore year or the first semester after they declare the major. First-year students planning to major in history may be admitted to HIST:2151 with permission from the director of undergraduate studies in the Department of History.

History Courses

HIST:1000 First-Year Seminar **1-2 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

HIST:1010 History Matters **3 s.h.**

How do we understand the past on its own terms and what is its relevance to the present? Introduction to historical thinking through a variety of topics. GE: Historical Perspectives.

HIST:1016 The History That Made Our World **3 s.h.**

How does history help to explain our interconnected world? Introduction to international and global thinking through a variety of topics. GE: Historical Perspectives; International and Global Issues.

HIST:1025 Medieval Religion and Culture **3 s.h.**

Religion in Europe from classical antiquity to dawn of the Reformation; the religious element in traditions such as art, architecture, literature. GE: Historical Perspectives. Same as RELS:1225.

HIST:1030 Introduction to Islamic Civilization **3 s.h.**

Survey of texts, ideas, events, institutions, geography, communities, literature, arts, sciences, and cultures in Islamic communities and societies since the 7th century. GE: International and Global Issues; Values and Culture. Same as RELS:1130.

HIST:1040 Diversity in History **3 s.h.**

How did diversity affect past societies? How does history help us to understand diversity today? Introduction to thinking about diversity and inclusion; topics vary. GE: Diversity and Inclusion.

HIST:1049 Introduction to American Indian and Native Studies **3 s.h.**

Exploration of past, present, and future of American Indians in the United States and beyond through film, art, music, and comedy. GE: Values and Culture. Same as AMST:1049, NAIS:1049.

HIST:1050 Modern Religion and Culture **3 s.h.**

European and American religious life from Renaissance to 21st century; focus on specific themes, such as secularism, regionalism, pluralism. GE: Historical Perspectives. Same as RELS:1250.

- HIST:1101 The Modern World** 3 s.h.
How did today's globalized world come to be? Which aspects of globalization are new and which are inherited from the past? Taking a long-term perspective, this course traces the development and acceleration of global interdependence since the 14th century; how far-flung parts of the globe have been linked to one another, how long-distance connections affected the societies involved, and how individuals have experienced and contributed to such global networks; students develop an understanding of globalization's long history leading up to the present and of their place in contemporary global networks. GE: Historical Perspectives.
- HIST:1115 The History and Science of Oil** 3 s.h.
Historical perspective on business, science, geology, technology, politics, environment, and culture of the global oil industry; the rise of oil as the most influential international business of the last 150 years, the material foundation of economies, a major force in world politics, a shaper of daily life, and a guide to understanding Earth's deep history. Offered fall semesters. GE: Historical Perspectives. Same as EES:1115, ENVS:1115, GEOG:1115.
- HIST:1166 Rapid Response History** 1 s.h.
Bringing historians' expertise to bear on breaking news.
- HIST:1216 The American Dream in Historical Context** 1-3 s.h.
Introduction to the "American Dream" from the perspective of workers in the United States.
- HIST:1219 Big Ideas: Equality, Opportunity, and Public Policy in America** 3 s.h.
Examination of major social issues and challenges faced by nation, state, and communities; what government's role is in a democratic society; how we decide when, where, and how government acts in ways consistent with social goals and values; focus on pressing social issues (i.e., education, inequality, labor standards, health care); historical development of the problem or policy; ways we address social issues; effectiveness of current policies and alternative policies; ways in which social science contributes to policy design and assessment. GE: Social Sciences. Same as SOC:1219.
- HIST:1261 American History to 1877** 3 s.h.
America before European colonization; encounters between Native Americans, Europeans, and Africans in North America; the rise and decline of European imperial powers; the independence and expansion of the American republic; economic, political, and social change from the American Revolutionary era through Civil War and Reconstruction. GE: Historical Perspectives.
- HIST:1262 American History 1877-Present** 3 s.h.
America since Civil War and Reconstruction; politics, society, and culture from the post-Civil War decades through the Progressive Era, the Great Depression, and two world wars; the "Cold War" with Soviet communism abroad and at home, social protest movements and their influence on electoral politics, and the evolving economic and political role of U.S. in the world. GE: Historical Perspectives.
- HIST:1275 Black Chicago: The Past, Present, and Future of an American Community** 3 s.h.
Students explore the history of Chicago's Black communities; modern issues impacting Chicago's Black neighborhoods; cultural, social, and political contributions of Black Chicagoans to city and nation; consideration of what strategies might be deployed to shape a better future for Black Chicago. Same as AFAM:1275.
- HIST:1290 Native American Foods and Foodways** 3 s.h.
Native Americans as original farmers of 46 percent of the world's table vegetables; examination of food as a cultural artifact (e.g., chocolate, tobacco); food as a primary way in which human beings express their identities; environmental, material, and linguistic differences that shape unique food cultures among Native peoples across the Western Hemisphere; close analysis of Indigenous foods, rituals, and gender roles associated with them; how colonization transformed Native American, European, and African American cultures. GE: Diversity and Inclusion. Same as AMST:1290, GHS:1290, NAIS:1290.
- HIST:1401 The West and the World: Ancient** 3-4 s.h.
Many consider Greece and Rome important influences for the modern West, but who influenced the Greeks and Romans? Students look to the ancient Near East, home to civilizations such as Egypt and the Babylonians, and investigate the formation of larger communities, study how peoples of the ancient Mediterranean viewed their world, follow the paths of Greeks and Romans, and end with Christianization of the Roman Empire, to not only understand the history of the period, but also learn how to think, read, and write critically. GE: Historical Perspectives.
- HIST:1402 The West and the World: Medieval** 3-4 s.h.
How have events of European history shaped modern institutions, politics, and culture worldwide, and how have other regions of the world shaped Europe? Students explore this question by tracing European history in a global context from the late Roman Empire to the 18th century to not only understand this history, but also learn how to read, write, and think critically about it. GE: Historical Perspectives.
- HIST:1403 The West and the World: Modern** 3-4 s.h.
What is "the West" and how does it relate to the rest of the world? Is it the inspiring values of the U.S. and French Revolutions or an exclusive idea that justifies racism and imperialism? Students explore social, cultural, and political developments in modern Europe and its colonies that gave rise to the idea of the West; debates about democracy, industrialization, nationalism, and empire over the last 300 years; how our own ideas about liberty and equality, rights and justice, peace and conflict are shaped by this history; to not only understand this history, but also learn how to read, write, and think critically about it. GE: Historical Perspectives; International and Global Issues.
- HIST:1601 Civilizations of Asia: China from Origins to the 17th Century** 3 s.h.
Introductory survey of Chinese history and civilization from its origins to 1800; exploration of traditions in politics, social organization, thought, religion, and culture. Same as ASIA:1601.
- HIST:1602 Civilizations of Asia: China from the 17th Century to the Present** 3 s.h.
Introductory survey of Chinese history from the 17th century to present; exploration of political, social, economics, and culture. GE: Historical Perspectives; International and Global Issues. Same as ASIA:1602.
- HIST:1604 Civilizations of Asia: Japan** 3-4 s.h.
GE: Historical Perspectives; International and Global Issues. Same as ASIA:1604.
- HIST:1606 Civilizations of Asia: South Asia** 3-4 s.h.
Civilization of a vast region that includes India, Pakistan, Bangladesh, Nepal, and Sri Lanka. GE: Historical Perspectives; International and Global Issues. Same as ASIA:1606, RELS:1606.

HIST:1607 Civilizations of Asia: Korea 3-4 s.h.

Introduction to Korean history and culture; how meanings of "Korea" and "Koreans" changed from ancient times to present; relevant issues of politics, society, and culture; events that shaped ancient Korean states—Koryo state (918-1392), the Choson dynasty (1392-1910), Japanese colonization (1910-1945), and the two Koreas (1945-present); how present perspectives on Korea have influenced understandings of its past. GE: Historical Perspectives; International and Global Issues. Same as ASIA:1607.

HIST:1609 India Now! Surveying the World's Largest Democracy 3-4 s.h.

Introduction to India and its place in global economics, politics, religion, science, and culture since independence in 1947; India's contributions and adaptations to contemporary world, gender roles, changing sexual standards, and new ways India enters American lives—from globalized Bollywood films and music to new foods, fashions, and lifestyles; students examine the quiet revolution of affirmative action that has brought self-respect to millions, and market liberalization that has heightened economic inequality; consideration of ongoing challenges to world's largest democracy and contemporary efforts, both peaceful and violent, to address them. GE: Values and Culture. Same as ASIA:1609.

HIST:1610 Living Religions of the East 3 s.h.

Religious beliefs, practices in India, China, Japan. GE: Values and Culture. Same as ASIA:1040, RELS:1404.

HIST:1612 Introduction to Buddhism 3 s.h.

Development of Buddhism in India, its spread across Asia, and arrival in the West; exploration of diverse Buddhist philosophies, practices, and cultures; readings from India, Tibet, China, Japan, Korea, and Southeast Asia. GE: Values and Culture. Same as ASIA:1060, RELS:1506.

HIST:1708 Civilizations of Africa 3 s.h.

Introduction to the study of Africa; brief survey of African history; aspects of modern African life, including political and social issues, economic and health problems (including HIV/AIDS); classroom discussion of selected African films and assigned African novels. GE: Values and Culture.

HIST:2120 World History: Stone Age to Feudal Age 3 s.h.

World history from human origins, through classical antiquity, to the 16th century; political, economic, and environmental forces contributing to social transformations. Same as IS:2120.

HIST:2122 World History: Feudal Age to Nuclear Age 3 s.h.

World history from the late 1400s to 1945; colonialism, imperialism, capitalism, and industrialization as forces of global social and cultural transformation. Same as IS:2122.

HIST:2148 The Invention of Writing: From Cuneiform to Computers 3 s.h.

Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, CLSA:2048, COMM:2248, GRMN:2248, IS:2248, LING:2248, TRNS:2248, WLLC:2248.

HIST:2151 Introduction to the History Major 3 s.h.

Requirements: history major.

HIST:2195 Digital History Workshop 3-4 s.h.

Introduction to use of new media in historical research and writing; web-based publishing and blogging; photo, text, and video editing; digital mapping; curation of digital resources; projects may include short documentary videos, web development, mapping projects, or collaborative curation (identifying, digitizing, annotating artifacts or documents from University collections) in collaboration with University of Iowa Libraries Digital Research & Publishing.

HIST:2210 Diversity in American Religious History: Experimenting with Gender and Sexuality 3 s.h.

Introduction to select popular, alternative, and communal religious groups from the 19th and 20th centuries that have challenged society's norms for gender and sexuality. Same as GWSS:2110, RELS:2110.

HIST:2230 Fame and Celebrity in U.S. History 3 s.h.

Cultural history of the meanings and implications of fame and celebrity in America; conception of fame in the 18th century as something earned through great deeds and conferred by future generations; rise of a culture of celebrity in 19th- and 20th-century America; focus on theater, sports, movie, and musical stars; use of celebrities to sell products; implications for presidential campaigns; instant and ephemeral celebrity generated by television and the internet. Same as AMST:2230.

HIST:2250 The History of Social Justice Movements 3 s.h.

History of contemporary social movements in the U.S. and how these movements have directly affected policies related to environment, food, reproductive justice, civil rights, immigration, labor, race, and gender; students read, explore, discuss, and write about the history of contemporary social movements in the U.S. that had lasting effects on policies related to environment, agriculture, health, reproductive justice, civil rights, labor, race, gender, and immigration; exploration of multiple modes of representation and resistance including protests, boycotts, strikes, music, art, writing, riots, civil disobedience, theater, poetry, dance, and poetry. Same as GWSS:2250, SJUS:2250.

HIST:2266 Civil War and Emancipation 3 s.h.

150 years later, what can we learn about American history from studying a war that both killed and liberated a remarkable and an unprecedented number of people? Why did it take a war to end slavery? How did emancipation occur and how did enslaved people accelerate the destruction of U.S. slavery during the war? Same as AFAM:2266.

HIST:2267 African American History to 1877: From Slave Cabin to Senate Floor 3 s.h.

Experiences of African and African American people in the American colonies and the states of the new nation; history of Africans and African Americans as early settlers, enslaved and free, in places such as Detroit, Chicago, New York, and New Orleans; interactions with Indigenous people; role in the war for American independence; long history of resistance to slavery and racial discrimination; exploration of the rich history of community building, creation of significant Black social and cultural institutions, and formation of Black political thought and political activism. GE: Diversity and Inclusion. Same as AFAM:2267.

HIST:2268 African American History Since the Civil War 3 s.h.

Exploration of racial oppression of African Americans and multiracial struggles against that oppression since the Civil War era; students examine the history of racism at individualized and systematic levels; historical efforts made by individuals and collective movements in service of the long Black freedom struggle; and the ways these twinned histories have shaped modern America. GE: Diversity and Inclusion. Same as AFAM:2268.

HIST:2280 Introduction to Latina/o/x Studies 3 s.h.

Introduction to field of Latina/o/x studies through interdisciplinary readings from literature, history, sociology, political science, urban studies, and anthropology; commonalities and differences among long-standing Latina/o/x populations (i.e., Mexican Americans, Puerto Ricans, Cuban Americans); challenges faced by newer arrivals (i.e., Dominican Americans, Salvadoran Americans, Guatemalan Americans, Central and South American immigrants). Taught in English. GE: Diversity and Inclusion. Same as LATS:2280, SPAN:2280.

HIST:2288 Introduction to Mexican American History 3 s.h.

Introduction to major themes in Mexican American history from the 18th century to the present; settlement of Mexico's Far North by Spanish Mexican residents, their incorporation into the United States after a war of conquest, and the growth of Mexican Americans into the nation's largest Latino group.

HIST:2292 Introduction to American Indian History and Policy 3 s.h.

Survey of relationships among American Indian tribes, the U.S. government, and the American settler society; consequences of contact and colonialism through study of an individual tribe, impacts of U.S. federal policy and settler colonialism on tribal communities, and how tribes responded variously to these challenges. Same as NAIS:2292.

HIST:2294 Indigenous Art Activism and Social Justice 3 s.h.

Examination of the Native and political aspects of Native arts in the 19th and 20th centuries, from drawings and material culture produced for tourists and collectors to works that explicitly address Native oppression through federal policies, popular cultural appropriations, and colonial representations of Indigenous peoples; emphasis on Indigenous interpretations of colonial and settler history and culture through various media and representations of Indigenous identity and politics. Same as NAIS:2294, SJUS:2294.

HIST:2420 Germany in the World 3-4 s.h.

The Federal Republic of Germany's increasing prominence in post-Cold War international affairs, against backdrop of 20th-century history. Taught in English. GE: International and Global Issues. Same as GRMN:2720.

HIST:2431 Roman Law, Order, and Crime 3 s.h.

Case-based introduction to Roman law; principles of Roman law ranging from standards of evidence to trial procedures to various topics in civil and criminal law, including family law and the law of delict. Same as CLSA:2151.

HIST:2444 Engineering and Technology in the Ancient World 3 s.h.

Technologies developed and used in the ancient world—primarily in Greece and Rome, also in Egypt and the Ancient Near East; agriculture and food preparation; construction and architecture; technologies related to warfare. Same as CLSA:2144.

HIST:2461 Middle East and Mediterranean: Alexander to Suleiman 3 s.h.

GE: Historical Perspectives. Same as CLSA:2461, RELS:2361.

HIST:2462 Middle East and Mediterranean: Saladin to Napoleon 3 s.h.

Complement to HIST:2461; Mediterranean world from the age of Saladin (12th century) to Napoleon (early 19th century); history and imaginaries of the relationship between Europe and the Middle East.

HIST:2465 Europe Since 1945 3 s.h.

Europe since World War II: recovery, cold war, social and economic change, global perspectives.

HIST:2483 History of Britain: Fall of Rome to the Norman Conquest 3 s.h.

History of Britain from fall of Rome (after 410) and through Anglo-Saxon era, until Norman Conquest of 1066; Anglo-Saxon kings and kingdoms, church and society; poetry, historical writings, archaeology.

HIST:2687 Perspectives on Korea 3 s.h.

History of Korea from earliest times to present; changing meanings of Korea and Koreans; relevant issues of politics, society, and culture; events that shaped ancient Korean kingdoms, the Choson dynasty (1392-1910), Japanese occupation, and divided Korean peninsula; how present perspectives on Korea have influenced understandings of its past; placement of Korea within a regional and global context to examine Korea's relationship with the world. Same as ASIA:2887.

HIST:3047 American Disasters 3 s.h.

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

HIST:3101 History Internship 3-6 s.h.

Internship involving historical work. Requirements: consent of director of undergraduate studies and Pomerantz Career Center.

HIST:3102 Historical Background of Contemporary Issues arr.

Historical background and understanding of modern world issues.

HIST:3106 History Behind the Headlines 1-3 s.h.

Examination of selected national and international news stories and their historical background; a goal of creating informed world citizens.

HIST:3126 History of Globalization 3 s.h.

Broad overview of globalization in modern world history; focus on evolution of international business, world economy, interstate system, and cultural interchange in 19th and 20th centuries; long-distance trade and exchange; global economy under British Empire; globalization after 1945 following a 30-year period of nationalism, war, and depression; global market integration in late 20th century under American supremacy.

- HIST:3133 Science, Technology, and Society in the Modern World** 3 s.h.
Do animals have souls? Are robots really coming to take our jobs? Did humans evolve from apes? Does the universe run like clockwork? Where do we fix the boundaries between animal, human, and machine? How answers to these questions have changed since the 17th century; key topics in the history of science and technology (e.g., origins of experimental science, evolutionary theory, artificial intelligence, the Space Race); ideas and technologies in cultural, social, and economic context; controversies generated by Darwin's theory of evolution; how science and technology play major roles in the modern world.
- HIST:3143 International Politics: The History of the Present** 3-4 s.h.
Historical approach to international relations; comprehensive overview of key developments and concepts in history of international politics.
- HIST:3145 Europe and the United States in the Twentieth Century** 3 s.h.
Traveling in time and across the Atlantic, through movies and documentaries, propaganda and art, government documents and private letters, students explore the history of Europe and the United States in the 20th century and watch major events unfold: impact of the Great War and rise of fascism, World War Two and the Holocaust, origins of the European Union and NATO, major crises and resolution of the Cold War, transatlantic conflict and cooperation.
- HIST:3150 Feminist Readings of History** 3 s.h.
Feminist analysis has revolutionized the writing of history—not only on gender and sexuality, but also on topics as diverse as politics, economics, international relations, and social hierarchies (e.g., race, class, ability, religion); students examine feminist transformations of history with specific topics chosen by instructor. Same as GWSS:3150.
- HIST:3155 The World Since 1945** 3 s.h.
- HIST:3157 Gender, Sexuality, and Human Rights** 3 s.h.
History of gender and sexuality as components in international human rights activism and law; current debates, representative topics. Same as GWSS:3157.
- HIST:3160 Malcolm X, King, and Human Rights** 3 s.h.
Religion and politics of Malcolm X and Martin Luther King, Jr. in the context of U.S. civil rights and international human rights in West Africa and the Muslim world; emphasis on civil rights connections to Gandhi, the Nobel Peace prize, and other international experiences that have impacted Pan Africanists, such as Stokely Carmichael, who worked on human rights. Recommendations: international studies major or undergraduate standing. Same as AFAM:3500, RELS:3808.
- HIST:3190 Medieval to Modern: The Birth of Protestantism** 3 s.h.
Same as RELS:3190.
- HIST:3191 Individual Study: Undergraduate** arr.
- HIST:3193 Undergraduate History Portfolio** 0 s.h.
Submission of required history portfolio. Requirements: history major and senior standing.
- HIST:3205 Modern American Cultural History** 3 s.h.
Nineteenth- and twentieth-century U.S. history from a cultural perspective; culture defined broadly to encompass paintings, sculpture, theater, novels, and newer forms of entertainment made available by lithography, photography, cinema, the phonograph, radio, and television; rather than assume Americans were passive consumers of commercial culture, students examine how Americans expressed themselves through foodways, home decor, clothing fashions, or slang; how Americans drew on these cultural forms in social/political struggles over race, gender, class, and sexuality. Same as AMST:3205.
- HIST:3217 Latina/o/x Immigration** 3 s.h.
Immigration experiences of people arriving in the United States from other regions of the Americas (e.g., Mexico, Central America, the Caribbean, South America); what has fueled immigration—social, political, and economic developments in the United States and other nations; territorial conquest, colonialism, real and imagined borders, chain migration, formation of immigrant communities, acculturation, circular migration, social networks; how migration restructures gender relations; immigrant communities and pan-Latina/o/x identity in the United States. Same as LAS:3217, LATS:3217.
- HIST:3220 Pandemic Politics: The COVID-19 Crisis in Historical Perspective** 3 s.h.
How the COVID-19 crisis marks an unprecedented public health and public policy moment in American history; challenges to public policies and governing institutions that have important parallels in earlier historical moments—particularly the Great Depression and the mobilization for World War II—and also mark important departures; examination of historical, political, and public policy implications of the COVID-19 crisis in the United States; placement of current moment in historical perspective; history of key public policies including public health, health insurance, employment security, and social assistance across the last century.
- HIST:3230 American Environmental History** 3 s.h.
Introduction to environmental change in American history; human-nature interactions from colonial period to recent past; food and agriculture, industrial technologies and transportation, energy production and consumption, urbanization and sprawl, public lands and public works, environmental politics and law, toxic pollution and health, natural disasters, climate change.
- HIST:3232 History of American Inequality** 3 s.h.
Survey of causes and consequences of inequality in modern American history.
- HIST:3234 Hard Times, Hard Luck: Social Policy in the United States** 3 s.h.
Students examine the history of the American "safety net"; policies that provide state assistance to individuals and families; history of public role in addressing poverty, unemployment, health, and retirement security; how policies and policy makers determine who is deserving or undeserving of public assistance; historical background of current social policy debates.
- HIST:3240 U.S. Energy Policy in Global Context** 3 s.h.
Historical and contemporary aspects of U.S. governmental planning and policy on a wide range of energy issues in global context. Same as GEOG:3780, GHS:3780.

- HIST:3242 The United States in World Affairs** 3-4 s.h.
America's emergence as leader in world affairs; imperialism, international collaboration, participation in world wars, the Cold War.
- HIST:3249 History of Iowa and the Midwest** 3 s.h.
People of Iowa and surrounding Midwestern states—a land where people work hard, are practical, down to earth, and honest; the idea of a place in the heartland as real or simply a myth; history of Midwestern states from Native American occupation to present; how reality, ideas, and images are portrayed.
- HIST:3250 American Stuff: Discovering History in Things** 3 s.h.
Introduction to the historical study of material artifacts; how people have used objects to construct their memories, identities (e.g., class, race, sexuality, gender, nation), relationships, and status/power; how objects have inadvertently shaped us; finding artifacts in local collections; analyzing artifacts as historical sources; researching how objects were produced and sold and how they were used or misused; curating one's own exhibition; objects range from utilitarian (e.g., guns, farming tools, office gadgets, automobiles) to decorations, toys, souvenirs, and more.
- HIST:3251 The Office: Business Life in America** 3 s.h.
History of business life in America from birth of Wall Street to rise of Silicon Valley; modes of managing and regulating office workers; changing designs of office buildings, furniture, gadgets; corporate response to rise of class inequalities and growing gender and racial diversity in workforce; portrayal of businessperson in novels, movies, television, art, photography. Same as AMST:3251.
- HIST:3252 Blacks and Jews: Race, Ethnicity, and Culture in America** 3 s.h.
Examination of the historical relationship between Blacks and Jews from antebellum era to present. Same as GWSS:3130, SJUS:3130.
- HIST:3253 The Civil Rights Movement** 3 s.h.
History of the American civil rights movement. Same as AFAM:3053, AMST:3053.
- HIST:3259 Making Change, Making History: Iowa's Black Activists and Digital History** 3 s.h.
From the 1830s through the end of the 19th century, African Americans formed local, state, and national meetings called "Colored Conventions," where they strategized about how to achieve social justice; students explore Iowa's connections to this history of political activism. Same as GWSS:3459, SJUS:3459.
- HIST:3260 Violence in Black America** 3 s.h.
Examination of violence—physical, structural, gendered, and psychological—and its impact of shaping Black American experience through resistance, cultural production, and community development. Same as AFAM:3260.
- HIST:3263 American Ruins** 3 s.h.
Emergence and development of American fascination with ruins, from Indigenous to urban-industrial remains; actual ruins and depiction of imagined ruins in art, literature, cinema.
- HIST:3265 American Monuments** 3 s.h.
History of public monuments in America from the inception of first major monuments in the 1820s to the latest incarnations (e.g., counter-monuments such as the 9/11 Memorial, spontaneous and temporary monuments, online memorials); how monuments have depicted Indians, Blacks, Southern confederates, women, and other groups; how monuments have commemorated wars, Indian massacres, lynchings, and political movements (e.g., civil rights, women's suffrage); how monuments have been reinterpreted through popular protests and depositing of artifacts; why monuments have attracted so much controversy, culminating in recent events at Charlottesville. Same as AMST:3265.
- HIST:3270 Colonial North America, ca. 1600-1775** 3 s.h.
Introduction to major themes in colonial American history prior to the American Revolution; Native American history; colonialism and Native resistance; slavery; material culture; religion and spirituality; immigration; gender and sexuality in cross-cultural perspective. Same as NAIS:3270.
- HIST:3271 American Revolutionary Period** 3 s.h.
Political and military history of colonies 1754-1776; imperial upheaval; building a new nation; creation of federal system.
- HIST:3272 Native Americans in the Age of Empires, ca. 1500-1815** 3 s.h.
Overview of major issues in Native American history during the period of European Imperialism; colonialism, diplomacy and alliance building, warfare, captivity, religious and spiritual exchanges, revolution, and the disintegration of Native-European alliances in the early 19th century. Same as NAIS:3272.
- HIST:3273 War and Violence in Early American Societies and Culture** 3 s.h.
Introduction to role of warfare and violence in shaping early American society.
- HIST:3275 History of Slavery in the U.S.A.** 3-4 s.h.
Beginning, expansion, and ending of American slavery; how our national memory of slavery in popular culture (in high school history, in historical landmarks and museums) helps or hinders our understanding of history of slavery in the U.S. Same as AFAM:3275.
- HIST:3280 Women and Power in U.S. History Through the Civil War** 3 s.h.
Exploration of how women, as political actors, shaped the outcome of familiar events (the American Revolution, the Civil War); how they organized social movements around important issues of their lives such as the abolition of slavery and the right to consent to sexual intimacy; how women's inequality was established in law and social practice; how women thought about and challenged inequality, both as individuals and in social movements. Same as GWSS:3280.
- HIST:3282 Women and Power in U.S. History Since the Civil War** 3 s.h.
Major events and themes in U.S. women's history from late 19th century to present; how women's experiences have differed from men's; exploration of distinct, but interconnected histories of different groups of women; changing ideals of femininity; women's experience of industrialization, immigration, depression, war, and sexual revolution; women's activism for social reform, women's rights, labor, civil rights, peace, and the New Right. Same as GWSS:3282.

HIST:3289 The Atlantic World c. 1450-1850 3 s.h.

Interactions between peoples of Europe, Africa, and the Americas between the 15th and mid-19th centuries, interconnected system of exchange that defied national and imperial boundaries; encounters between Native Americans, Africans, and Europeans in different parts of the Americas; forced and voluntary resettlement of Africans and Europeans overseas; development of plantation slave societies; biological consequences of transatlantic contact; circulation of people, goods, and ideas; development of creole societies; era of revolutions; abolition of slavery. Same as NAIS:3289.

HIST:3401 Ancient Egypt and the Ancient Near East 3 s.h.

Survey of political, economic, religious, and social change in ancient Egypt from ca. 3000 B.C.E. until its conquest by Persia, and of the ancient Near East from ca. 3000 B.C.E. until Alexander the Great's conquests. Same as CLSA:3401.

HIST:3404 The World of Ancient Greece 3 s.h.

Survey of Greece history from ca. 2000 B.C. to 300 B.C.; Minoan, Mycenaean, and Greek society and culture; contact between Greek mainland and eastern Mediterranean cultures; development of the polis; political developments throughout the period; readings include a variety of sources in translation as well as modern interpretations; methodological problems in studying ancient Greece including interpretation of ancient historiography and using evidence from art, archaeology, and literature; knowledge of ancient Greek not required. Same as CLSA:3404.

HIST:3409 Medieval Civilization I 3 s.h.

Europe from the decline of Roman empire to the eleventh century; cultural, political, economic, artistic and architectural foundations of Western civilization. Same as MDVL:3409.

HIST:3410 Medieval Civilization II 3 s.h.

Europe from the eleventh century to the Italian Renaissance; cultural, political, economic, artistic, and architectural foundations of Western civilization. Same as MDVL:3410.

HIST:3412 Medieval Philosophy 3 s.h.

Introduction to St. Thomas Aquinas, William of Ockham, and Duns Scotus, three of the most brilliant philosophers of the high middle ages (11th through 13th centuries); their writing as Christians in (fascinated) reaction to philosophical systems of their pagan predecessors; how medieval philosophers wrestled with problems concerning possibility of free will and responsibility in face of divine omniscience and foreknowledge; existence of abstract universals in a world that is nonabstract and particular; nature and existence of God; skepticism and limits of human knowledge; nature of good and evil. Same as PHIL:3112.

HIST:3413 Early Modern Britain: The Tudor and Stuart Era 3 s.h.

History of Britain during the reigns of the Tudor and Stuart monarchs (1509-1714); focus on political institutions, economic development, civil conflict, religious change, origins of the British Empire, and everyday life.

HIST:3415 Modern Britain: The Victorian Age 3-4 s.h.

History of Great Britain and British Empire from early 19th-century industrial revolution and Romantic movement to the outbreak of World War I; topics include Britain's mid-Victorian imperial and industrial prominence in the world, rapid expansion of British empire, struggle for equality for women, growth of Britain's churches at home and in the empire, struggle between science and religion, and advent of democratic socialism.

HIST:3416 Modern Britain: War and Empire in the Twentieth Century 3 s.h.

Great Britain from the First World War to Tony Blair's political triumph; World War I and the postwar settlement, expansion of the British Empire in the Middle East, rise of the Labour Party, the Depression, appeasement, World War II, Labour Party's triumph after the war, decolonization and emergence of postcolonial independent states around the world, 1960s cultural changes, Margaret Thatcher's political ascendancy, transformation of the Labour Party under Blair, and emergence of a new, multicultural and multiracial Britain.

HIST:3420 Health and Healing in Early Modern Europe 3 s.h.

Health, healing, and medicine (1200-1700); transmission of medical knowledge from medieval Islam and ancient Greece; healers including physicians, midwives, surgeons, apothecaries, and ordinary people; epidemic disease; diet and the body; sex and reproduction; health in the colonial Atlantic world; healing and religion including prayer, magic, and witchcraft. Same as GHS:3420.

HIST:3423 Ireland in the Early Middle Ages 3 s.h.

Ireland and the northern British islands 400-1000 C.E., a region of small kingdoms and thin population, lacking natural resources, far from Rome and ancient centers of Mediterranean culture; development of civilization, including monastic, legal, theological, and scholarly traditions that had a major impact on continental Europe; early medieval Irish history; introduction to the world of historical scholarship. Same as MDVL:3423.

HIST:3427 Family, Gender, and Society in Early Modern Europe 3 s.h.

Social and gender ideologies as inscribed in patterns of authority (household, church, state); ranges of human endeavor (intellectual, psychological, biological); community organization (social, economic, legal, sexual); their influence on concept of community. Same as GWSS:3427.

HIST:3436 Food in Ancient Mediterranean Society 3 s.h.

Practices and values influenced by consumption and production of food in ancient Mediterranean societies; varied topics, including methods of food production and distribution, hierarchies of status as associated with food, food and ethnic identity, food and health, food and religion; focus on classical Greek and Roman society, Egypt, the ancient Near East, and Persia. Recommendations: familiarity with Greek and Roman civilization and history. Same as ANTH:3204, CLSA:3836.

HIST:3448 Barbarians and the Fall of Rome 3 s.h.

Did barbarian hordes cause the decline and fall of the Roman Empire? In the span of just a few hundred years, the Roman empire of the Mediterranean world was transformed in terms of culture, religion, and the peoples that inhabited it, but we can't place all the blame for the so-called fall of Rome on the Huns, Visigoths, Vandals, and other migrating peoples; students explore textual, visual, and archaeological evidence for the spread of these "barbarian" cultures, the sacking of Rome, and the late antique transition to the Middle Ages from 200-800 C.E. Same as CLSA:3148.

- HIST:3470 France from 1815 to Present** 3 s.h.
History of France in the 19th century to present; major topics include the French Revolution, France and the European balance of power, Napoleon, the Bourbon Restoration, the Revolutions of 1830 and 1848, Napoleon III and the Second Empire, creation and survival of the Third French Republic, relations between the French state and the Catholic Church, the Dreyfus Affair, French colonial expansion, France and the origins of the First World War, France's role in World War I, and France and the origins of the Second World War.
- HIST:3473 German History 1648-1914** 3 s.h.
Introduction to history of German-speaking lands from the devastation of the Thirty-Years War through the trauma of World War I, cutting across the French Revolution, the Revolutions of 1848, and German unification (1871); role of the German nation-state in European politics, not centered on the rise of that state and those politics, instead, an exploration of the vast diversity of German communities that emerged and persisted across this period; students are challenged to think about ways in which German history was part of a global history that extended into Iowa as well as many other places in the world.
- HIST:3475 Germany's Twentieth Century** 3-4 s.h.
How did Germany come to play such a great role in 20th century history, and how does that legacy shape the 21st century? Students pick up the story with Germany as an upstart new nation-state in the late 19th century and explore causes and consequences of World War I; the promise and crises of the Weimar Republic; Nazism, the Holocaust, and World War II; divided Germany in the Cold War; reunification; what the larger power structures, economic developments, and geopolitics were that shaped this history; how ordinary people experienced and contributed to it, and what Germany's impact is on the larger world.
- HIST:3485 Early Modern Catholicism** 3 s.h.
Same as RELS:3385.
- HIST:3501 Rebel Island: A History of Cuba** 3 s.h.
Cuban society and revolutionary movements since the late colonial period, including the years since 1959. Same as LAS:3501.
- HIST:3508 Disease and Health in Latin American History** 3 s.h.
Survey of major topics in Latin American history in relation to development of medicine and public health. Same as GHS:3508, LAS:3508.
- HIST:3515 Introduction to Modern Latin America** 3 s.h.
Introduction to modern history of Latin America from independence movements of the early 19th century to present; topics include race and ethnicity, slave emancipation, gender, labor relations, and foreign interventions; exploration of relationship between economic, social, and political structures over time to explain difference and commonality between Latin American people and societies; focus on topics pertaining to histories of Mexico, Central America, the Caribbean, and South America. Same as LAS:3515.
- HIST:3644 Gandhi and His Legacy** 0-1,3 s.h.
In-depth introduction to the life, ideas, and ongoing impact of Mohandas Karamchand Gandhi (1869-1948); from his conservative upbringing to his early career as a lawyer, his transformative experiences, and self-transformation into a charismatic mahatma ("great soul"), the pursuit of political and social liberation through non-violent civil disobedience, the assertion of human rights, and the quest for sustainable lifestyles that uphold the common good and protect the natural environment; evolution of Gandhi's thought and activism and his legacy. Same as RELS:3644, SOAS:3644.
- HIST:3650 Chinese History from 1600 to 1911** 3 s.h.
Chinese history from the 17th to early 20th century, history of the Qing dynasty (1644-1911); Qing's role in shaping aspects of today's politics in China and the mentality of Chinese people; foundation of Manchu state in early 17th century, Ming-Qing transition in 1644, politics and society during the high Qing era, decline of the empire under foreign invasion and inner rebellions in the 19th century, collapse of the dynasty in 1911. Same as ASIA:3650.
- HIST:3652 Twentieth-Century China** 3 s.h.
Communist revolution from 1920s to founding of People's Republic of China in 1949; Mao Zedong's radical policies, Cultural Revolution; Deng Xiaoping's economic reforms; China today. Same as ASIA:3652.
- HIST:3655 Zen Buddhism** 3 s.h.
Same as ASIA:3655, RELS:3655.
- HIST:3685 Modern Korean History** 3 s.h.
Transformation of Choson Korea to North and South Korea; local, regional, and global transformations in Korea from the late 19th century to present; severing of historic ties with China; encounters with the West and Japan; new ideas of civilization and political community; erasure of Choson as a country in 1910; colonial experience; civil war; industrialization; creation of North Korea; democratic movement in South Korea and spread of diasporic communities abroad; Korean peninsula as a laboratory for analyzing compressed communist and capitalist modernities of the 20th century. Same as ASIA:3685.
- HIST:3745 Islam in Africa** 4 s.h.
African Islamic history beginning with earliest Muslim migrants from Arabia to Ethiopia in early 7th century C.E. to dawn of 21st century; focus on historical development of Islam on African continent, specific regions, and particular themes; part of Islamic Studies Virtual Curriculum and Committee on Institutional Cooperation (CIC) CourseShare Program. Same as IS:3745, RELS:3845.
- HIST:3755 Understanding Health and Disease in Africa** 3 s.h.
Cultural, historical, and political framework for the delivery of health care services in African nations. Recommendations: junior or higher standing. Same as GHS:3555, IS:3555.
- HIST:3758 The Ancient African Past** 3 s.h.
Africa to 1880; oral tradition and other sources; political development, ecological change, slavery and slave trade. Same as AFAM:3758.
- HIST:3760 The Making of Modern Africa** 3 s.h.
Africa in colonial and postcolonial period; economics, political structures of colonialism; social change, political life in the 20th century. Same as AFAM:3760.

- HIST:3808 Draw Me History: The Middle East and North Africa Through Comics and Animated Films** 3 s.h.
Introduction to contemporary history of the Middle East and North Africa; exploration of comics and animated films as a means of comprehending individual-lived experiences such as the Lebanese civil war, the Iranian Islamic Revolution, and Middle Eastern emigration and exile.
- HIST:3810 History of the Modern Middle East** 3 s.h.
Survey of major political, socioeconomic, and cultural changes in the Middle East and North Africa after 1900.
- HIST:3995 History Honors Research Seminar** 0-3 s.h.
Research and method seminar; developing and writing an honors thesis in history. Corequisites: HIST:3996. Requirements: g.p.a. of 3.33.
- HIST:3996 Honors Thesis** 3 s.h.
Individual research and writing under supervision of faculty member; occasional group sessions with other students in the course.
- HIST:4101 History of Human Rights** 3 s.h.
Introduction to history of human rights in the 20th century; disjuncture between human rights in theory and in practice; provides an international approach to the history of human rights by situating U.S. human rights activism and policy in a global context; focus on human rights following World War II, contradictory impact of the Cold War; emergence of human rights politics in 1970s United States, challenges of post-Cold War human rights activism, and human rights rhetoric of the Global War on Terrorism.
- HIST:4115 Workshop for History Educators and Cultural Professionals** 1-3 s.h.
Topics vary based on ongoing project work and instructors.
- HIST:4130 Museum Literacy and Historical Memory** 3 s.h.
Concepts and methods for understanding the role of museums in shaping knowledge and collective memory of history; institutionally based exhibits and collections, historical markers and public monuments, public holidays and events, media and artistic works that interpret the past; how events, people, and civic ambitions are memorialized and how memories of them are shaped; appearance of museums and related practices in the non-Western world after 1850. Same as MUSM:4130.
- HIST:4131 Origins of Western Science** 3 s.h.
Exploration of philosophical, cultural and religious factors behind birth and growth of natural philosophy (science) from prehistory to High Middle Ages. Recommendations: junior or senior standing.
- HIST:4132 Science, Medicine, and Race** 3 s.h.
Examination of social construction of race in scientific and medical thought; focus on Atlantic world (Europe, Africa, the Americas); construction of race in other parts of world.
- HIST:4148 Global History as Local History: European Immigration in Iowa** 1,3-4 s.h.
Opportunity to use skills developed in other courses to pursue global history locally; waves of immigration that flowed across Iowa during 19th century; ways in which national and international shifts in economics and geopolitics affected this population and state from mid-19th century through World War II; research project based on a local community of student's choice; capstone course. Recommendations: junior or senior standing.
- HIST:4162 History of Global Health** 3 s.h.
Foremost problems of health and disease in colonial and postcolonial societies; topical approach. Same as GHS:4162.
- HIST:4176 Vietnam War on Film** 3-4 s.h.
- HIST:4201 History of the American Deaf Community** 3-4 s.h.
Creation of a distinct language and culture of Deaf people in America during the 19th and 20th centuries. Taught in American Sign Language. Prerequisites: ASL:2002. Same as ASL:4201.
- HIST:4203 Disability in American History** 3 s.h.
- HIST:4205 American Cultural History 1820-1920** 3 s.h.
Culture as contested terrain; creation of cultural hierarchy (high and popular culture); struggles over the cultural construction of meaning; competing stories of America; advent and significance of mass culture. Same as AMST:4205.
- HIST:4216 Mexican American History** 3 s.h.
Survey of Chicana/o (Mexican American) history from 18th century to present; Mexican American society's diverse nature, explored through class, ethnic, gender, and regional divisions. Same as LAS:4216.
- HIST:4228 Cold War America** 3 s.h.
Key historical developments of the Cold War; examination of how the war shaped ideological, political, economic, and cultural aspects of American society.
- HIST:4229 The United States as Empire** 3 s.h.
The U.S. rise to world power; continental empire-building in the 19th century; industrial, military and colonial power in the early 20th century; global hegemony from the mid-20th century to the present; white settler colonialism; overseas rule of Philippines and Puerto Rico; cultural Americanization; Cold War interventionism; post-9/11 unilateralism; meanings of American exceptionalism, intersections of U.S. nationalism with race and gender, remaking of domestic U.S. society within a changing global and imperial context.
- HIST:4245 The Social History of American Baseball** 3 s.h.
History of baseball in the United States from its beginnings as a working-class recreation through the present; history of the game and the people who have played it, how the history of American society is viewed through the lens of baseball, how the game has contributed to social change; social class, race, urbanization, crime and political corruption, public health, big business and professionalism, spectatorship, entertainment and mass culture, national mythology, the exercise of legitimate authority (umpires!).
- HIST:4252 American Labor in the Twentieth Century** 3-4 s.h.
Competing philosophies and organizational strategies of workers in a maturing industrial economy; impact of world wars and Great Depression on American workers and their unions; rise of service sector, deindustrialization.
- HIST:4256 The Progressive Era in America** 3 s.h.
Protest and reform, imperialism, World War I, from 1890s to 1920.
- HIST:4260 The Sixties in America** 3 s.h.
The 1960s as a moment in American politics and culture, pivotal and romanticized; major events and conflicts, including the election and assassination of President Kennedy, Lyndon B. Johnson (LBJ) and the Great Society, civil rights movement and Black Power movement, counterculture and the urban crisis, sexual revolution and second wave feminism, anti-war protest and silent majority; changing conceptions of the sixties and development of a fresh interpretation.

- HIST:4264 The American Home Front During World War II** 3 s.h.
Examination of the significance and impact of World War II on the American home front; topics include labor relations, private lives, citizenship and civil rights, popular culture, and propaganda.
- HIST:4286 U.S. Legal History** 3 s.h.
History of the law in the United States, as it developed from era of the Revolution to present; interaction of courts and legislatures with social movements; readings on court decisions, social histories, fiction (film and prose).
- HIST:4334 Topics in American Borderlands History** 3 s.h.
Broad historical overview of the American Borderlands, a region that has been the site of conflict, cultural exchange, and economic interdependence.
- HIST:4400 The Roman Empire** 3 s.h.
History of Roman empire from assassination of Julius Caesar through 5th century A.D.; political, economic, cultural, and social developments from the transition to imperial power to the shift of power from west to east. Same as CLSA:4400.
- HIST:4403 Alexander the Great** 3 s.h.
History of Alexander the Great and the generals who succeeded him in ruling the lands he conquered; military, political, and social history. Same as CLSA:4403.
- HIST:4404 The World of Ancient Greece** 3 s.h.
- HIST:4406 Warfare in Ancient Mediterranean Society** 3 s.h.
Same as CLSA:4106.
- HIST:4407 The Hellenistic World and Rome** 3 s.h.
Social, economic, political, intellectual history of Graeco-Roman world, from fourth century B.C.E. to Justinian's reign.
- HIST:4412 History of the Medieval Church** 3 s.h.
Development of Christianity to end of great schism; rise of Roman primacy, development of monasticism, orthodox and heterodox groups. Same as MDVL:4412.
- HIST:4414 Christianity and Empire (35-450 AD)** 2-3 s.h.
Introduction to major topics in history of Europe and the church; relationship between Christian message and political power as evidenced in Christian writings from Paul to St. Augustine; examination of key historical moments.
- HIST:4415 European Intellectual History Medieval to Modern** 3 s.h.
Long view of European intellectual life from Middle Ages to modern times; students learn about key thinkers of the medieval period before expanding focus to include Renaissance and Early Modern thinkers (e.g., Cusanus, Giordano Bruno, Vico); exploration of modern European philosophical and historiographical tradition—intertwining patterns of sociology, philosophy, and history including Hans Jonas, Hannah Arendt, and Ernst Cassirer; understanding these thinkers within broader context of European cultural and political history. Same as MDVL:4415.
- HIST:4417 Medieval Intellectual History 300-1150** 3 s.h.
Philosophy, art, literature, religious culture of Europe from waning of classical intellectual modes of culture in late antiquity, to their recovery in 12th century. Same as MDVL:4417.
- HIST:4418 Medieval Intellectual History 1150-1500** 3 s.h.
European philosophy, religion, literature, art from 12th-century rise of scholasticism; their transformation in period of Copernicus, Luther. Same as MDVL:4418.
- HIST:4419 Ancient and Medieval Science** 3 s.h.
Greeks' initiation of scientific inquiry; developments in astronomy, cosmology, optics, mathematics, physics, medicine, psychology in ancient and medieval societies of Middle East, Europe. Same as MDVL:4419.
- HIST:4421 The Middle Ages in Film** 3 s.h.
How films that represent medieval events and literature may be analyzed to reveal the culture and times in which the films were made; Middle Ages and European nationalistic mythmaking as represented in film. Same as MDVL:4421.
- HIST:4428 Nineteenth-Century Europe** 3 s.h.
Political, social, economic, and cultural factors.
- HIST:4430 Topics in Material Analysis** 3 s.h.
Analysis and description of physical book artifacts and their component parts (parchment, paper, bookbinding) and allied specialties (the lettering arts, printing and illustration techniques); reading, writing, presentations. Same as UICB:4930.
- HIST:4433 France Under Nazi Occupation, 1940-1944** 3-4 s.h.
Political, economic, social, and cultural conditions that prevailed following the Nazi conquest of France in 1940; examination of this period of upheaval through work of prominent historians of France; representations of occupied France in literary works, documentary, and fictional films produced during the war and in the politically fraught culture of collective memorialization that formed in aftermath of this national trauma. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. Same as FREN:4433.
- HIST:4435 War and Society in Modern Europe** 3 s.h.
Impact of war on European societies since the French Revolution.
- HIST:4438 Modern European Imperialism** 3 s.h.
Introduction to the history of European imperialism since the 18th century; major shifts in the nature of European empire examined through the Haitian Revolution, India, Australia, Congo, Algeria.
- HIST:4440 Artists, Intellectuals, and Politics in 20th-Century Europe** 3 s.h.
Political engagement of European artists and intellectuals from 1870 to present; cultural and intellectual history, rise of social science, artistic avant-gardes, fascist and socialist aesthetics, world war, Cold War, existentialism, feminism, anti-colonialism.
- HIST:4455 Religious Conflict: Early Modern Period** 3 s.h.
Religious conflict among European Christians (Catholics, Lutherans, Calvinists, and Radicals), as well as between Christians and non-Christians from the Late Middle Ages through the Reformation of the 16th century and beyond. Same as RELS:4155.
- HIST:4460 Twentieth-Century Europe: The Nazi Era** 3 s.h.
- HIST:4464 Modern France 1789-1871** 3 s.h.
- HIST:4465 Modern France 1870-Present** 3 s.h.

- HIST:4466 France and Algeria from Pirates to Terrorism** 3 s.h.
Long, complex history of relationship between France and Algeria since 18th century; early modern conflicts over Barbary piracy, French invasion, and colonization of Algeria in 19th century; brutal Algerian War of Independence, postcolonial migration, and ongoing war of memory over shared Franco-Algerian history of colonization and decolonization. Taught in English.
- HIST:4478 Holocaust in History and Memory** 3 s.h.
Origins and implementation of Holocaust; perpetrators, victims, and bystanders; impact of Holocaust on post-World War II world.
- HIST:4484 Modern Britain: The Eighteenth Century** 3 s.h.
Great Britain from Glorious Revolution of 1688 to end of the Napoleonic Wars in 1815; post-revolution political settlement, political conflict, growth of British empire, religious dissent, evangelical revival, Industrial Revolution, American Revolution, British response to the French Revolution.
- HIST:4493 Soviet Union 1917-1945** 3-4 s.h.
Revolution, foundation of Soviet Union; Leninism; major political, social, ideological developments during Stalinist period—collectivization, industrialization, terror; nationalities, foreign policy; World War II; Cold War; socialist state system.
- HIST:4499 First World War** 3-4 s.h.
Social, economic, political, technological, military aspects of causes, conduct, consequences of war of 1914-1918; fiction, contemporary documents, historical works, films.
- HIST:4502 History of Mexico** 3 s.h.
Mexican history since the eve of the Spanish invasion, with focus on the national period; may include ethnic groups, conquest and demographic disaster, native survival, labor and migration, social protest and rebellions, nationhood, regional differences, religions, popular culture, economic growth and distribution, state building, international relations; survey. Same as LAS:4502, NAIS:4502.
- HIST:4504 Latin American Studies Seminar** 3 s.h.
Examination of past, present, and future of Latin America; interdisciplinary. Taught in English. Same as ANTH:4700, LAS:4700, PORT:4700, SPAN:4900.
- HIST:4505 Topics in Latin American History** 3 s.h.
- HIST:4510 Colonial Latin America** 3 s.h.
Cultural, institutional continuity from 16th century to independence.
- HIST:4610 Japan - Age of the Samurai** 3 s.h.
Society, culture, and politics of feudal Japan; social class, gender, norms, and political and economic developments explored through cinema and literature. Taught in English. Same as JPNS:4610.
- HIST:4615 Modern Japan** 3 s.h.
Political, social, and cultural developments of Japanese feudalism; feature films, fiction. Taught in English. Same as JPNS:4615.
- HIST:4616 Japanese History and Society: World War II to the Twenty-First Century** 3 s.h.
Transformation of Japan from devastation and unconditional surrender in 1945 to peace and prosperity in late 20th century; defeat and occupation, 1945-1952; peace and high economic growth, mid-1950s to early 1990s; economic, social, and political challenges of 21st century; combination of historical analysis with discussion of contemporary political, cultural, social, economic, ecological, and geopolitical developments through reading of English-language media.
- HIST:4620 Japan-U.S. Relations** 3 s.h.
Political, social, economic, and cultural developments in Japan mid-19th century to late 20th century. Taught in English. Same as JPNS:4620.
- HIST:4640 Imperialism and Modern India** 3 s.h.
Introduction to the political, economic, social, and cultural history of India from 1700 to present; historically India included the territories of present-day Pakistan and Bangladesh; at present India extends through diasporic Indian communities to East Africa, North America, Europe, and the Caribbean.
- HIST:4666 Topics in Asian History** 3 s.h.
Same as ASIA:4166.
- HIST:4815 Topics in the Modern Middle East** 3 s.h.
- HIST:4910 The Book in the Middle Ages** 3 s.h.
Relation of text, decoration, function, creators, and audience in different genres of medieval manuscript books 400-1500 A.D. Same as SLIS:4910, UICB:4910.
- HIST:4920 The Transition from Manuscript to Print** 3 s.h.
History of the book and communication in Europe 1400-1800; production, distribution, and use of texts in cultural context. Same as SLIS:4920, UICB:4920.
- HIST:5431 Roman Law, Order, and Crime** 3 s.h.
Case-based introduction to Roman law; principles of Roman law ranging from standards of evidence to trial procedures to various topics in civil and criminal law, including family law and the law of delict. Recommendations: some background in Roman history. Same as CLSA:5151.
- HIST:6001 First-Year Graduate Colloquium** 3 s.h.
Introduction to history graduate program.
- HIST:6002 Introduction to Graduate Studies in History: Historiography and Methods** 3 s.h.
Students gain a better understanding of the principal intellectual strengths of the history department, degree requirements (e.g., M.A. essay and comprehensive exams), various methodological approaches and audiences, fundamental analytical skills (e.g., how to write a historiographical essay, how to use databases, how to edit their own work), and professional issues (e.g., participation in conferences and academic associations); for students getting started on their M.A. essays or Ph.D. dissertations. Requirements: first-year history graduate standing.
- HIST:6003 History Theory and Interpretation** 3 s.h.
Introduction to basic theoretical approaches to historical research.
- HIST:6004 Comprehensive Exams Seminar I** 3 s.h.
Comprehensive exams seminar; for history graduate students in semester prior to comprehensive exams. Requirements: history graduate standing in third semester.

- HIST:6005 Comprehensive Exams Seminar II** 3 s.h.
Comprehensive exams seminar; for history graduate students during the semester in which they take their comprehensive examinations. Requirements: history graduate standing.
- HIST:6120 Teaching Seminar: Graduate Instructors** 2-3 s.h.
Issues and methods for effective history teaching at the college level.
- HIST:6135 Crossing Borders Seminar** 2-3 s.h.
Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, IWP:6635, POLI:6635, SPAN:6904.
- HIST:6140 Engaged Scholarship in the Humanities** 0,3 s.h.
Survey of literature on community-engaged scholarship (CES) in the humanities; exploration of the pioneering work of engaged scholars in Native American, Latino, and African American studies; students write a research prospectus that is consistent with CES methodologies. Same as AMST:6140.
- HIST:6158 Approaches to Teaching Global History** arr.
Approaching history from a global or international perspective; introduction to issues; preparation for teaching courses at college level; historiographies and methodologies, problems of periodization and area divisions, syllabi on world and global history.
- HIST:6203 History and Theories of Planning** 3 s.h.
History of urban planning and policy in America as a reflection of social and economic forces; alternative planning philosophies, roles, and ethical choices open to planners and policy leaders; special attention given to ways in which urban planning has confronted issues of racism and social justice, as well as climate change and its implications for cities and social justice. Same as URP:6203.
- HIST:6250 American Religious Histories** 3 s.h.
Focused examination of the variety and vagaries of religious experiences in the Americas, 16th to 21st centuries. Same as RELS:6150.
- HIST:6475 Seminar: Reformation Culture** arr.
Culture and thought of 16th-century Europe. Same as RELS:6475.
- HIST:7101 Research Seminar** arr.
Research for students in all areas of history.
- HIST:7122 Readings: History of Gender and Sexuality** arr.
Topics in international and transnational history of gender and sexuality. Same as GWSS:7122.
- HIST:7126 Readings on the History of Human Rights** arr.
Survey of recent literature on history of human rights; development of bibliographies; readings from individual areas of interest (e.g., transitional justice, migration, gender and sexuality, labor).
- HIST:7155 Theories of Diaspora, Immigration, and Migration** arr.
Vexed notion of diaspora(s); challenge of understanding and writing histories of immigration and migration during modern era; exploration of central questions including difficulty of tracking things in motion—individuals, families, groups, and ever-elusive cultural traits as they flow through local, national, and international contexts that are themselves in flux.
- HIST:7160 Global History of Race, Science, and Medicine** 3 s.h.
Examination of the history of social construction of race in scientific and medical thought; use of science and medicine to conceptualize race, as well as how race was used by scientists and physicians in their practice; primary focus is on the Atlantic World—Europe, Africa, and the Americas—and touches briefly on the construction of race in other parts of the world. Same as GHS:7160.
- HIST:7175 Theories of World History** arr.
Macrohistorical theories of world history; can a prominent theory or combination of theories explain the social evolution of humankind over hundreds of thousands of years; how to periodize world history; does history have a direction, and if so, what direction; the future of humankind.
- HIST:7190 Individual Study: Graduate** arr.
- HIST:7192 Predissertation Seminar** arr.
Preparing for dissertation work for students in all areas of history; thesis topic, relevant literature in the topic field, potential sources, primary research strategy, sources of research funding, research proposal; preparation for submitting applications for dissertation research fellowships and beginning of completing the thesis prospectus.
- HIST:7193 Thesis** arr.
- HIST:7202 Readings: 20th-Century Native American History** arr.
Examination of the Indigenous 20th century through a series of themes including settler colonialism, sovereignty and self-determination, federal Indian policy, and Indigenous feminism; readings focus primarily on secondary sources, but attention is given to key primary sources; students are required to carry out specified research tasks. Same as NAIS:7202.
- HIST:7205 Gender and Race in Nineteenth-Century United States** arr.
Same as AFAM:7205, GWSS:7205.
- HIST:7208 The American Civil War in History and Memory** arr.
- HIST:7210 The Long Civil Rights Movement** arr.
Exploration of the history and historiography of the modern Black freedom struggle in the United States, with particular attention to how historians in recent years have reconsidered traditional framings of that struggle's chronology, geography, gender politics, political aspirations, and achievements. Same as AFAM:7210.
- HIST:7212 Seminar: Research in Race and Ethnicity** arr.
- HIST:7214 Readings: African American Women's History** arr.
Same as AFAM:7214, GWSS:7214.
- HIST:7217 Social Movements in the United States from 1965 to Present** 3 s.h.
Exploration of social movements in the United States and how they have shaped the country and its people since 1965; students study a range of historic movements that were diverse in their ideology and goals—from the fight for welfare rights to conservative tax revolts, LGBTQ+ rights to the White Power Movement—and examine more contemporary movements (e.g., Standing Rock and Black Lives Matter) and situate them historically in their respective protest lineages; interrogation of what constitutes a social movement and how and why they emerge, operate, and ultimately end; opportunity to work on a research project relevant to student's own interests.

- HIST:7219 Seminar: Gender in Nineteenth-Century United States** arr.
- HIST:7220 Readings: History of Sexuality in the United States** arr.
History of sexuality within the family, its move into the marketplace; social customs and taboos, methods of birth control and abortion, religion, medical and psychological writings, state policies. Same as GWSS:7220.
- HIST:7227 Readings in American Environmental History** arr.
Introduction to historiography—classic texts and recent work—in American environmental history; topics from colonial period to recent past.
- HIST:7236 Readings in Borderlands History** arr.
Comparative borderlands; articles on diverse topics from borderland regions worldwide (main focus on U.S.-Mexico borderlands, with inclusion of European, Asian, African, and Latin American borderlands); analysis of each article for its thesis, research questions, methodology, primary sources, and weaknesses; seminar.
- HIST:7241 Readings in U.S. Social Policy** arr.
History and historiography of social welfare policy, chiefly in the United States; proceeds chronologically with analysis of private and public efforts to address problems including poverty, unemployment, sickness, homelessness, and family violence.
- HIST:7246 United States in the World** arr.
Historiographies that situate modern U.S. history in a global context; how historians study the American past beyond traditional, nation-centered frames; transnational histories of migration, nativism and exclusion; social movements; colonial empire-building; commercial and cultural Americanization; transfer of policy ideas; military occupations; decolonization; Cold War's impact on social reform; post-9/11 moment.
- HIST:7260 Seminar: American Colonial History** arr.
- HIST:7261 Readings: Early American History** arr.
- HIST:7263 Readings: Contemporary United States** arr.
New work in American social, political, and economic history; readings tailored for students seeking background for research or preparing for comprehensive exams.
- HIST:7265 Seminar: Contemporary United States** arr.
- HIST:7271 Seminar: Research in Transnational U.S. History** arr.
Experience framing, organizing, and carrying out an original investigation on a theme in U.S. transnational history, followed by review and discussion of drafts; opportunity to explore transnational methodologies while developing professional skills of literature review, source interpretation, and collegial critique.
- HIST:7275 Readings in the History of Women and Gender in the U.S.A.** arr.
Same as GWSS:7275.
- HIST:7287 Seminar: History of Women and Gender** arr.
Opportunity to pursue research for a single paper, M.A. thesis, or doctoral dissertation in the history of women and gender in the United States; interdisciplinary and internationally comparative projects; meetings and evaluations with attention to the craft of writing.
- HIST:7293 Graduate Readings in Public History** arr.
Overview of public history with attention to ways in which historians have engaged various publics; major theoretical constructs (memory, heritage, commemoration); public history methodologies (oral history, material culture, archival documentation); legal ethics; how history is communicated to the public; how public history sites contribute to public memory; how and why controversies emerge in public history settings; relationship between academic history and public history.
- HIST:7415 Graduate Readings: Monastic History** arr.
History of Christian monasticism in the medieval west; the developing monastic and religious orders, nuns of those groups; tertiary, beguines, other orthodox penitent movements from the development of Christianity to the Reformation.
- HIST:7418 Seminar: Medieval Intellectual History** arr.
- HIST:7419 Readings: Medieval Intellectual History** arr.
- HIST:7422 Medieval Latin Paleography** arr.
- HIST:7428 Seminar: Medieval Philosophy** arr.
Investigation of theories of knowledge developed by medieval philosophers including Augustine, Boethius, Duns Scotus, Ockham, and Auriol.
- HIST:7435 Readings: Women, Men, and Gender in Modern Europe** arr.
Same as GWSS:7435.
- HIST:7440 Readings in Modern German History** arr.
Major problems in modern German history; historiographic debates organized thematically and proceeds chronologically from the French Revolution to the present; oral presentations and comparative essays.
- HIST:7445 Readings: Imperialism and Colonialism** 3-4 s.h.
Engagement of Europeans in an immense outward expansion of people, goods, ideas, and more than a few germs since 1492; exploration of some of the implications of this expansion by focusing on a selection of different colonial encounters and some legacies of European empires.
- HIST:7455 Seminar: Modern Europe** arr.
- HIST:7456 Readings: Modern European History** arr.
- HIST:7458 Readings: War and Society in Modern Europe** arr.
Preparation, conduct, and aftermath of war; social-historical examination; conflicts on European territory, colonial wars, and wars of decolonization, from French Revolution through late 20th century.
- HIST:7460 Readings in the History of Modern France** arr.
- HIST:7505 Readings: Latin American History** arr.
Introduction to historiography in the field of Latin American history; students deepen their understanding of the region's history and become acquainted with trends in topical concerns, sources, and methods that are shaping historical research on Latin America's past. Taught in English. Same as SPAN:7505.
- HIST:7535 Readings in Latina/o/x History** arr.
Introduction to major works and recent scholarship in Latina/o/x history.
- HIST:7551 Readings: Globalizing Latin American Science and Medicine** arr.
Recent trends in Latin American history of science and medicine.

HIST:7606 Readings in Chinese History arr.
Same as ASIA:7606.

HIST:7622 Readings in Modern Korean History arr.
Introduction to English-language scholarly works on modern Korean history; focus on nationalist discourse, social and cultural history, and complex interactions among Koreans and Japanese within space of empire; major historiographical issues in Korean and East Asian history.

HIST:7691 Topics in East Asian History arr.
Introduction to major works and recent scholarship on border-crossing topics in East Asian history, including transnational/regional exchange, empire, frontiers/borderlands, migration, ethnicity, and historiography.

HIST:7705 Seminar: African History arr.
Themes in African precolonial and modern history.

HIST:7706 Readings in African History arr.

HIST:7710 Seminar: Interpreting Oral Histories arr.
Interpretations and methods applied by historians in various world regions to different forms of oral history, from old oral traditions to contemporary autobiographical testimony. Same as AFAM:7710.

HIST:7805 Readings in Middle East History arr.
Global perspective on major topics in modern history of the Middle East and North Africa including gender, sexuality, race, and empire. Same as GWSS:7805.

History, B.A.

Learning Outcomes

Historical knowledge gives insight into the depth and range of human experience and perspective on the increasingly interconnected world in which we live. Students of history learn how to locate, verify, and interpret many kinds of evidence in order to understand the causes and effects of changes over time. History courses strengthen skills in analyzing and explaining the major ideas and complex problems of the past and the present. The history major provides students with the tools and perspective for active citizenship in a democratic, pluralistic society, as well as for success in graduate studies and a wide range of careers.

The undergraduate program is organized around the intertwined skills of research and communication—whether digital, written, or verbal. Students learn about significant events, places, and people of the past, but just as importantly, they learn how to engage in factual research about the past, how to understand the context of human actions, and how to identify the factors that brought about the world of the past and the world we know today.

- Students of history acquire a broad knowledge of history and historical change, across multiple regions of the globe and a range of historical periods.
- Students gain an awareness of their own place in today's world and of the connections between past and present. This prepares the way for better understanding between individuals and across cultural boundaries.
- Students learn to value the role of evidence in their understanding of the world, and how to assess and verify different types of data, whether written, visual, oral, statistical, or cultural.
- Students learn how to distinguish between primary and secondary sources, and how each kind of source is used. They develop an understanding of the possible impact of authorial bias, social background, or ideology. Students learn to employ differing methods of analysis, and they explore diverse ways of thinking about the past and human society.
- Students develop skills in research, critical thinking, reading, and writing. History writing assignments sharpen students' skills in original research and analysis, while reading assignments develop their abilities to synthesize information and grapple with varying points of view.

Requirements

The Bachelor of Arts with a major in history requires a minimum of 120 s.h., including 36 s.h. of work for the major. Of the 36 s.h., at least 24 s.h. must be numbered 2000 or above. No more than 3 s.h. in courses numbered HIST:1002-HIST:1099 may count toward the major. Courses that count toward the major may not be taken on a pass/nonpass basis. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

College Level Equivalency Program (CLEP) and Advanced Placement Program (APP) credit does not count toward the history major. Transfer work that is equivalent to University of Iowa coursework may be accepted toward the major, but at least 18 s.h. of work for the major, including HIST:2151

Introduction to the History Major, must be taken at the University of Iowa.

Major requirements include an introductory course and a history portfolio in addition to a range of coursework in history.

Undergraduate courses in history are divided into four areas: American history, European history, non-Western history, and courses that have no specific area designation. Students must earn at least 6 s.h. in each of the designated areas (American, European, non-Western), with at least 3 s.h. in each of those areas taken in courses numbered 3000 or above. Courses numbered 1100-1199, 2100-2199 (including HIST:2151 Introduction to the History Major), 3100-3199, 3995-3996, or 4100-4199 do not fulfill a specific geographical area or the pre-1700 requirement.

Students may count a maximum of 18 s.h. earned in American history courses (numbered 1200-1299, 2200-2299, 3200-3299, and 4200-4299) toward the major.

History majors are encouraged to take courses in other fields that illuminate and expand the meaning of history courses and that introduce information and a variety of approaches to understanding how societies and cultures work.

Students majoring in history are encouraged to complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20] World Languages requirement by choosing a language that fits their interests in history. The department also encourages study abroad programs that complement students' foreign area interests.

The B.A. with a major in history requires the following coursework.

Code	Title	Hours
Introductory Course		
HIST:2151	Introduction to the History Major	3
American History Courses		
Two American history courses (numbered 1200-1299, 2200-2299, 3200-3299, or 4200-4299) including at least one numbered 3000 or above		6
European History Courses		
Two European history courses (numbered 1400-1499, 2400-2499, 3400-3499, or 4400-4499) including at least one numbered 3000 or above		6
Non-Western History Courses		
Two non-Western history courses (numbered 1500-1999, 2500-2899, 3500-3899, 4500-4999) including at least one numbered 3000 or above		6
Pre-1700 History Course		
One pre-1700 history course (select from the list below)		3
History Electives		
Additional history courses selected by the student		12
Portfolio Course		
HIST:3193	Undergraduate History Portfolio	0
Total Hours		36

Introductory Course

Students enroll in HIST:2151 Introduction to the History Major as soon as possible after declaring the major in history. Topics vary, but all sections of HIST:2151 instruct students in the skills they need to succeed in upper-level history courses. Students explore the diverse kinds of sources historians use, including both primary (original) sources and secondary (scholarly) sources. They learn how to frame a historical question, find and interpret relevant sources (in libraries, online, and in archives), and then integrate them into a historical argument, expressed clearly and in accordance with appropriate scholarly conventions. By the end of the semester, students have produced a substantial research paper or project and have a clearer understanding of the historian's craft. Students must include at least one graded paper or project from the course HIST:2151 in their history portfolio (see "Portfolio" below). Introduction to the History Major (HIST:2151) does not count toward the area (American, European, non-Western) or pre-1700 era requirements.

Pre-1700 History Courses

A course taken to fulfill the pre-1700 history course requirement also may be counted toward the requirement in American, European, or non-Western history. These courses fulfill the pre-1700 history requirement.

Code	Title	Hours
HIST:1401	The West and the World: Ancient	3
HIST:1402	The West and the World: Medieval	3
HIST:1601	Civilizations of Asia: China from Origins to the 17th Century	3
HIST:1602	Civilizations of Asia: China from the 17th Century to the Present	3
HIST:1604	Civilizations of Asia: Japan	3
HIST:1606	Civilizations of Asia: South Asia	3
HIST:2444	Engineering and Technology in the Ancient World	3
HIST:2461	Middle East and Mediterranean: Alexander to Suleiman	3
HIST:2483	History of Britain: Fall of Rome to the Norman Conquest	3
HIST:3270	Colonial North America, ca. 1600-1775	3
HIST:3289	The Atlantic World c. 1450-1850	3
HIST:3401	Ancient Egypt and the Ancient Near East	3
HIST:3409	Medieval Civilization I	3
HIST:3410	Medieval Civilization II	3
HIST:3413	Early Modern Britain: The Tudor and Stuart Era	3
HIST:3423	Ireland in the Early Middle Ages	3
HIST:3427	Family, Gender, and Society in Early Modern Europe	3

HIST:3448	Barbarians and the Fall of Rome	3
HIST:3758	The Ancient African Past	3
HIST:4400	The Roman Empire	3
HIST:4404	The World of Ancient Greece	3
HIST:4406	Warfare in Ancient Mediterranean Society	3
HIST:4407	The Hellenistic World and Rome	3
HIST:4412	History of the Medieval Church	3
HIST:4417	Medieval Intellectual History 300-1150	3
HIST:4418	Medieval Intellectual History 1150-1500	3
HIST:4419	Ancient and Medieval Science	3
HIST:4510	Colonial Latin America	3
HIST:4610	Japan - Age of the Samurai	3
HIST:4910	The Book in the Middle Ages	3
HIST:4920	The Transition from Manuscript to Print	3

Portfolio

All history majors must complete a portfolio, enrolling in the portfolio course during the semester in which they plan to graduate. The portfolio includes three papers or projects completed in history courses and submitted electronically (preferably a student submits graded papers/projects, and one paper/project should be from HIST:2151 Introduction to the History Major). The portfolio does not affect a student's grade-point average; timely submission fulfills the requirement on a nongraded basis with an assignment of S (satisfactory).

Students should submit their portfolios on the University of Iowa ICON website for HIST:3193 Undergraduate History Portfolio early during the semester in which they plan to graduate.

Code	Title	Hours
This course:		
HIST:3193	Undergraduate History Portfolio	0

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in history who are interested in earning a master's degree in business analytics with a career

subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in history who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences; additionally, students must maintain a 3.33 cumulative g.p.a. in the major, a g.p.a. set by the Department of History. Students write an honors thesis, which is an extended research paper (25-35 pages). Research for the thesis is done under the supervision of a faculty member who specializes in the field that a student chooses for the research. Students register for 3 s.h. in HIST:3995 History Honors Research Seminar, usually during the spring of their junior year, and HIST:3996 Honors Thesis, usually during the fall of their senior year. The 6 s.h. of credit counts toward the semester hours required for the history major.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the history major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: three courses in the major, including HIST:2151 Introduction to the History Major

Before the seventh semester begins: four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: three more courses in the major

During the eighth semester: submission of the portfolio of written work (three history papers/projects, preferably graded) to the director of undergraduate studies through the HIST:3193 Undergraduate History Portfolio ICON website (a student must be enrolled in HIST:3193 in order to submit the portfolio), enrollment in all remaining coursework in the major (two courses), all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Iowa Degree in Three

University of Iowa majors who are strongly motivated can graduate with a degree in three years under the Iowa Degree in Three. The program is available to students who can complete more semester hours each term than they would on the Four-Year Graduation Plan.

Students sign an agreement during their first semester of enrollment; meet with an advisor at least once a semester to review their plans and progress; take courses during summer sessions, if necessary; meet specific course checkpoints; and maintain the grade-point average required for the major.

Students are allowed to bring Advanced Placement (AP), College Level Examination Program (CLEP), or transfer credit upon admission to reduce the number of semester hours required for their degree. They should consult their advisor about the program.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

History, B.A.

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: history elective course	^{a, b, c, d, e}	3 - 4
GE CLAS Core: Social Sciences	^f	3
Elective course	^g	3
CSI:1600	Success at Iowa	2
Hours		14-16
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: history elective course	^{a, c, d, e}	3 - 4
GE CLAS Core: Diversity and Inclusion	^f	3
GE CLAS Core: Natural Sciences with Lab	^f	4
Elective course	^g	2
Hours		15-17
Second Year		
Fall		
HIST:2151	Introduction to the History Major	^c 3

Major: American history course ^{c, h}	3
GE CLAS Core: Quantitative or Formal Reasoning ^f	3
GE CLAS Core: World Languages First Level Proficiency or elective course ⁱ	4 - 5
GE CLAS Core: International and Global Issues ^f	3
Hours	16-17

Spring

Major: European history course ^c	3
Major: non-Western history course ^c	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ⁱ	4 - 5
Elective course ^g	3
Elective course ^g	3
Hours	16-17

Third Year**Fall**

Major: 3000+ American history course ^{c, h}	3
Major: 3000+ European history course ^c	3
GE CLAS Core: Natural Sciences without Lab ^f	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ⁱ	4 - 5
Elective course ^g	3
Hours	16-17

Spring

Major: pre-1700 history course ^c	3
Major: 3000+ non-Western history course ^c	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ⁱ	4 - 5
Elective course ^g	3
Elective course ^g	3
Hours	16-17

Fourth Year**Fall**

Major: history elective course ^{a, c, d}	3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^f	3
Elective course ^g	3
Elective course ^g	3
Elective course ^g	3
Hours	15-16

Spring

HIST:3193 Undergraduate History Portfolio	0
Major: history elective course ^{a, c, d}	3 - 4
GE CLAS Core: Values and Culture ^f	3
Elective course ^g	3
Elective course ^g	3
Elective course ^g	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j	
Hours	15-16
Total Hours	123-133

- a Students may count a maximum of 3 s.h. numbered HIST:1002-1099 toward the major.
- b Consider choosing a course that also fulfills the GE CLAS Core: International and Global Issues requirement.
- c Students must complete 24 s.h. from courses in prefix HIST numbered 2000 or above.
- d Students complete at least 12 s.h. in history electives.
- e Fulfills a major requirement and may fulfill a GE requirement.

f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

h Students may count a maximum of 18 s.h. earned in American history courses toward the major.

i Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Students of history develop an understanding of change that enables them to function as active, well-informed citizens. Because of the geographical breadth required for the degree, history students develop a global consciousness that helps them to understand developments worldwide.

University of Iowa's history graduates win admission to the best graduate and professional schools in the country. Employers value history students' ability to analyze human and social behavior, to research pressing problems, and to express themselves clearly. Graduates of the department occupy prominent positions in government, business, journalism, law, entertainment, education, the nonprofit sector, library science, social work, and philanthropy, among others. A recent study showed that history graduates with a B.A. earn more than graduates in any other humanities field.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

History, Minor

Requirements

The undergraduate minor in history requires a minimum of 15 s.h. in history courses, including 12 s.h. earned in courses numbered 2000 or above. At least 12 s.h. must be earned in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor. Coursework in the minor may not be taken pass/nonpass.

History, M.A.

The Department of History offers a master's degree program in history. Students interested in graduate work may obtain a copy of the current Guide to Graduate Study in history from the Department of History website. The guide is revised annually to include the latest faculty listings, research interests of faculty members, detailed regulations on study toward advanced degrees, and other information for students.

Requirements

The Master of Arts program in history requires a minimum of 30 s.h. of graduate credit, including at least 24 s.h. in history coursework numbered 3000 or above. Students must maintain a UI cumulative g.p.a. of at least 3.33. The M.A. is offered with two options: one that emphasizes the development of research capabilities culminating in a research essay that is designed to prepare students for doctoral studies, and one that stresses breadth of learning through coursework.

Students are required to take HIST:6002 Introduction to Graduate Studies in History: Historiography and Methods during their first semester in the program. They must take 12 s.h. of coursework (one course numbered 6000 or above) in one major division of history; and 6 s.h. each in two other divisions (with at least one course numbered 6000 or above in one of the two divisions), either in history or a related field. Students work with their primary faculty advisor to determine appropriate coursework.

Students who choose the coursework option must take an exam in their major division of history, which they defend to a committee of three faculty members.

Students who choose the research option must complete and defend a research essay to a committee of three faculty members. The essay must be based on original research and should be approximately 25-35 pages long. It is completed under the guidance of a faculty advisor. The finished essay should emulate the character of articles in learned journals, just as the Ph.D. dissertation takes the form of a full-length scholarly monograph.

Combined Programs

Combined M.A./J.D.

The Department of History and the College of Law offer a combined Master of Arts/Juris Doctor. The combined degree program allows students to count a limited amount of credit toward both degrees.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must submit academic transcripts and Graduate Record Examination (GRE) General Test scores. They also must submit examples of original writing to the Department of History, such as a term paper, a seminar paper, or an honors

thesis; letters of recommendation from three persons familiar with the student's past academic work; and a one- or two-page personal statement of the applicant's purpose for doing graduate work. Applicants submit their application online; see History (M.A. or Ph.D.) on the University of Iowa Graduate Admissions website.

All application materials are due by January 15 for entry the following August.

Career Advancement

Graduate study in history prepares students for occupations such as high school or college teaching, publishing, commercial research, foundations and nongovernmental organizations, and government or other public service. With additional specialized training, students may become qualified for careers in historical site preparation and display, and archival, library, or museum work.

Some students choose to pursue the combined Master of Arts/Juris Doctor program which leads to degrees in both law and history; see Combined Programs [p. 665] in this section of the Catalog.

The University of Iowa's history graduates who earn an M.A. experience remarkable job placement rates, depending on their area of study. Graduate and postdoctoral career services offers multiple resources to assist students in locating opportunities and preparing for jobs upon completion of the program.

History, Ph.D.

The Department of History offers a doctoral program for students interested in earning a Ph.D. in history. Students interested in graduate work may obtain a copy of the current Guide to Graduate Study in history from the Department of History website. The guide is revised annually to include the latest faculty listings, research interests of faculty members, detailed regulations on study toward advanced degrees, and other information for students.

Requirements

The Doctor of Philosophy program in history requires at least 72 s.h. of graduate credit. Students must maintain a UI cumulative g.p.a. of at least 3.33. Those who have earned M.A. degrees can apply up to 30 s.h. of credit toward the Ph.D. degree.

Students must complete at least seven graduate-level history or related field courses numbered 6000 or above, earning 3 or 4 s.h. of credit for each course. Courses taken at the M.A. level may be counted toward this requirement. Students must complete a required course sequence their first year: HIST:6002 Introduction to Graduate Studies in History: Historiography and Methods and HIST:6003 History Theory and Interpretation. These courses develop an understanding of the philosophy of history, historiography, and methods of historical research.

Students must complete a qualifying research essay before the end of their third semester in the program. The essay must be based on original research and should be approximately 7,000 to 9,000 words. It is completed under the guidance of a faculty advisor and should emulate the character of articles in learned journals, just as the Ph.D. dissertation takes the form of a full-length scholarly monograph. The essay must be approved by the faculty advisor and a second faculty member in order for a student to continue in the program.

The department has a basic world language requirement for the Ph.D.; however, the supervising faculty member may require a student to demonstrate a reading knowledge of one or more languages and proficiency in the use of other study tools. Students may not complete the comprehensive examination until these requirements have been met.

The comprehensive written and oral examinations cover three distinct fields. The primary field is defined thematically and geographically in consultation with the advisor. The secondary field is defined with a field supervisor; it must have a different thematic and/or geographic focus than the primary field. Both of these fields are based on core sets of readings created together with advisors. There are two options for the third field—a teaching option and a non-teaching option. In either case, the parameters are set by the student's advisor, and the required work must be completed prior to the written examinations. The written portion of the comprehensive exams consists of two questions for each field, each answered over two days during the comprehensive exam period. The oral portion of the comprehensive examination focuses on the submitted written examination.

In most cases, the candidate submits a written prospectus for the dissertation to the faculty advisor before the comprehensive exams, and the student defends the prospectus within two weeks of passing the oral portion of the examination. The examination committee considers

the prospectus and may approve it, reject it, or require its revision. When the dissertation is completed in final form, a dissertation committee made up of five faculty members administers the final examination. A formal oral defense of the dissertation typically lasts two hours.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must submit academic transcripts and Graduate Record Examination (GRE) General Test scores. They also must submit examples of original writing to the history department, such as a term paper, a seminar paper, or a master's essay; letters of recommendation from three persons familiar with the student's past academic work; and a one- or two-page personal statement of the applicant's purpose for doing graduate work. Applicants submit their application online; see History (M.A. or Ph.D.) on the Graduate Admissions website.

All application materials are due by January 15 for entry the following August.

Career Advancement

Graduate study in history prepares students for occupations such as secondary or college teaching, publishing, commercial research, foundations and nongovernmental organizations, and government or other public service. With additional specialized training, students may become qualified for careers in historical site preparation and display, or archival, library, or museum work.

The University of Iowa's history graduates who earn a Ph.D. have an excellent history of job placement, depending on their area of study. Graduate and postdoctoral career services offers multiple resources to assist students in preparing for job opportunities upon completion of the program.

Interdepartmental Studies

Interim Director, Division of Interdisciplinary Programs

- Kristy Nabhan-Warren

Chair, Interdepartmental Studies

- Helena R. Dettmer

Coordinator, Interdepartmental Studies

- Andy Tinkham

Undergraduate major: interdepartmental studies (B.A.)

Faculty: <https://clas.uiowa.edu/interdepartmental-studies/people>

Website: <https://clas.uiowa.edu/interdepartmental-studies/>

The Interdepartmental Studies Program (ISP) provides an alternative to traditional undergraduate majors. It gives students the opportunity to design an individualized plan of study or to choose a preapproved plan in applied human services, business studies, or health science. Each track includes coursework from a variety of departments.

Since the major in interdepartmental studies affords opportunities outside the traditional degree pattern, students must create or choose study programs that meet their individual educational and career objectives. Those who plan to seek employment immediately after graduation should familiarize themselves with the educational background and qualifications required by employers and should include appropriate courses in their study programs.

Students preparing for advanced study should become familiar with the admissions requirements of graduate or professional schools that interest them. The earlier students decide to pursue graduate or professional study, the easier it is to complete necessary prerequisites.

The Interdepartmental Studies Program is one of the academic units in the Division of Interdisciplinary Programs [p. 364].

Programs

Undergraduate Program of Study

Major

- Major in Interdepartmental Studies (Bachelor of Arts) [p. 669]

Courses

Interdepartmental Studies Courses

INTD:3005 Professional and Creative Business Communication 3 s.h.

Solid foundation for creative and professional communication in today's modern work world; exploration of techniques, strategies, and craft of writing résumés, letters of interest, email and its related etiquette, and organization of ideas into presentable form; semester-long creative project that builds a bridge between office and the world using modern technology and social media; readings and discussions of literature to better understand issues of ethics, leadership, conflict, moral judgment, decision making, and human nature; how to navigate and succeed in business or any professional field. GE: Engineering Be Creative. Same as CW:3005, WRIT:3005.

INTD:3027 Nutrition in Health and Performance 3 s.h.

Effects of exercise and nutrition on health- and sports-related fitness; for professionals in health and physical education. Same as SRM:3020.

INTD:3030 Coaching for Health and Wellness 3 s.h.

Opportunities to expand knowledge and develop skills to help individuals change behavior and meet health-related goals; general health and wellness principles; principles and techniques for change; experience providing health-coaching services to clients. Prerequisites: HHP:2200 and HHP:2310. Same as HHP:3030.

INTD:3107 Creative Writing for the Health Professions 3 s.h.

GE: Engineering Be Creative. Same as CW:3107.

INTD:3200 Creative Writing for New Media 3 s.h.

Prepares creative writers for evolving marketplace of electronic text and media; experience writing in varied media (e.g., internet, e-books, video games, mobile devices, emergent social narratives). GE: Engineering Be Creative. Same as CW:3218.

INTD:3210 Creative Writing and the Natural World 3 s.h.

How humans tether to their environment through stories; students write stories and through writing explore if there is a new tie to sustainable history. GE: Engineering Be Creative. Same as CW:3210.

INTD:3250 Fieldwork in Social Innovation 3 s.h.

Entrepreneurial skills necessary to actualize ideas in the community; students work with local partners to brainstorm, prototype, and build an original community-based venture involving needs assessment, social history of problem, and concept mapping; students learn soft skills such as interviewing, networking, collaboration, and building trust. Requirements: enrollment in engaged social innovation plan of study and honors program membership in good standing. Same as HONR:3250.

INTD:3300 Creative Writing and Popular Culture 3 s.h.

Creative writing through the lens of popular culture; topics include television, film writing, adaptations, commercials, advertising, magazines, newspapers, comic books, song lyrics, billboards, and backs of cereal boxes. GE: Engineering Be Creative. Same as CW:3215.

INTD:3510 Introduction to Arts Management 3 s.h.

Nonprofit performing arts management and administrative principles; practical applications, trends in the field; focus on arts organizations and their key administrative positions. Same as DPA:3510, THTR:3510.

INTD:3520 Starting Up the Arts Start-up 3 s.h.

Arts administration principles and trends as applied to creation of an arts-related enterprise; case studies; students create business plan for a new arts organization. Duplicates ENTR:2000 and MGMT:3100. Corequisites: ENTR:1350 or (ACCT:2100 and MKTG:3000). Same as DPA:3520, ENTR:3520, THTR:3520.

INTD:4098 Independent Study arr.

Individual study of issues or topics related to a specific interdepartmental focus chosen by the student.

INTD:4099 Interdepartmental Studies Practicum arr.

Opportunity to relate a student's chosen area of study to practical application. Requirements: interdepartmental studies student.

INTD:4510 Arts Leadership Seminar 3 s.h.

Performing arts management and administrative principles, practical applications, trends in arts leadership and advocacy. Prerequisites: THTR:3510 or ENTR:2000 or THTR:3520. Same as DPA:4510, ENTR:4510, THTR:4510.

Interdepartmental Studies, B.A.

Learning Outcomes

After completing any of the three tracks—applied human services, business studies, or health science—in the interdepartmental studies major, students will:

- possess the mathematical skills to present and understand data and to create probability models, or to design, analyze, and interpret research using a correlational design;
- understand how social and/or political issues shape economic behavior, or how key anthropological concepts assist in comprehending global or societal problems; and
- synthesize key concepts or techniques related to the track they are pursuing.

Requirements

The Bachelor of Arts with a major in interdepartmental studies requires a minimum of 120 s.h., including at least 33-47 s.h. of work for the major (total semester hours required depends on the track). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students choose one of five tracks for the major: applied human services, business studies, engaged social innovation, health science, or an individualized plan of study. The engaged social innovation and individualized plan of study tracks are selective; students must apply and be admitted to one of these tracks before they may declare it. The other three tracks are open; students may declare them without an application.

Students who choose the individualized plan of study track design their own major. Those admitted to the engaged social innovation track complete a common core, plan and complete an internship, and design their remaining coursework to support the internship. Students who choose the applied human services track, business studies track, or health science track follow a preapproved study plan, which includes foundation courses and a selection of emphasis areas. The applied human services track offers three emphasis areas: aging services, community-based services, and corrections services. The business studies track offers four emphasis areas: organizational practice and perspectives, values and ethics, arts management, and technology and inquiry. The health science track offers six emphasis areas: multidisciplinary science, entrepreneurial, aging, global health, cultures of healing, and writing for the sciences.

Interdepartmental studies students who earn a second major may count a maximum of two courses from the second major toward the interdepartmental studies major. Students who earn the major in interdepartmental studies may earn the major in global health studies as long as they select an emphasis in interdepartmental studies other than the global health emphasis in the health science track.

Students majoring in interdepartmental studies may earn certificates in other programs, departments, or colleges.

Interdepartmental studies students who earn minors in other departments or programs may not count courses from the minors toward the interdepartmental studies major.

The B.A. with a major in interdepartmental studies requires the following coursework.

- Applied Human Services Track [p. 669]
- Business Studies Track [p. 672]
- Engaged Social Innovation Track [p. 678]
- Health Science Track [p. 679]
- Individualized Plan of Study Track [p. 685]

Applied Human Services Track

Students in the applied human services track may not earn a minor in human relations. Students in this track may count courses that reside in another college outside the College of Liberal Arts and Sciences (CLAS) toward their residence requirement. For example, Department of Rehabilitation and Counselor Education courses (prefix RCE) offered through the College of Education will be accepted toward the CLAS residence requirement for students in the applied human services track.

The applied human services track requires 36-42 s.h. of work for the major. It provides a preapproved plan of study that combines a generalized psychology background with a choice of three emphasis areas: aging services, community-based services, and corrections services. Students who choose this track also have the option of proposing their own human services-related emphasis area to the faculty advisory committee.

Applied human services track students must complete foundation coursework (24-26 s.h.), one emphasis area (at least 12 s.h.), and an internship (0-3 s.h.). They must complete a minimum of 15 s.h. of work for the major at the University of Iowa. The Academic Advising Center advises applied human services track students; contact the center for more information about requirements.

Code	Title	Hours
	Foundation Courses	24-26
	Emphasis Area	12-13
	Internship	0-3
	Total Hours	36-42

Applied Human Services Track: Foundation Courses

Psychology Core

Code	Title	Hours
	This course:	
PSY:1001	Elementary Psychology	3
	One of these:	
PSY:2811	Research Methods and Data Analysis in Psychology I	3
STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4

Human Relations Core

Code	Title	Hours
One of these:		
CCCC:2220	Foundations of Critical Cultural Competence	3
RCE:4197	Citizenship in a Multicultural Society	3
Both of these:		
RCE:4195	Ethics in Human Relations and Counseling	3
RCE:4199	Counseling for Related Professions	3

Psychology Electives

Code	Title	Hours
Three of these:		
PSY:2301	Introduction to Clinical Psychology	3
PSY:2401	Introduction to Developmental Science	3
PSY:2501	Introduction to Social Psychology	3
PSY:2601	Introduction to Cognitive Psychology	3
PSY:2701	Introduction to Behavioral Neuroscience	4

Aging Services Emphasis

Students who choose the aging services emphasis area may not earn the Certificate in Aging and Longevity Studies.

Students who choose the aging services emphasis must complete the foundation component (3 s.h.), the elective component (9 s.h.), and the internship (0-3 s.h.).

Aging Services Emphasis: Foundation Component

Code	Title	Hours
This course:		
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3

Aging Services Emphasis: Elective Component

Code	Title	Hours
9 s.h. from these:		
ASP:2000/ ARTS:2000/ EDTL:2000/ RHET:2000	Big Ideas: Creativity for a Lifetime	3
ASP:2181/ ANTH:2181/ GHS:2181	The Anthropology of Aging	3
ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
ASP:3150	Psychology of Aging	3
ASP:3151/ ANTH:3151/ GHS:3151	The Anthropology of the Beginnings and Ends of Life	3

ASP:3152/ ANTH:3152/ GHS:3152	Anthropology of Caregiving and Health	3
ASP:3160	Biology of Aging	3
ASP:3170	Health and Aging	3
ASP:3300	Mapping the Creative Legacy	3
ASP:3519/ POLI:3519	Politics of Aging	3
ASP:3740/ MED:3740/ NURS:3740/ PHAR:3740	End-of-Life Care for Adults and Families	3
ASP:3786/ SSW:3786	Death/Dying: Issues Across the Life Span	3-4
ASP:4165/CSD:4165	Communication Disorders and Aging	2
ASP:4470/HHP:4470	Physiology of Aging	3
CW:3107/ INTD:3107	Creative Writing for the Health Professions	3
PSY:2930	Abnormal Psychology: Health Professions	3

Aging Services Emphasis: Internship

Code	Title	Hours
One of these:		
CCP:1005	Internship in Liberal Arts and Sciences	0
CCP:1201	Academic Internship	1-3
INTD:4099	Interdepartmental Studies Practicum	arr.

Community-Based Services Emphasis

Students who choose the community-based services emphasis complete the elective component (12 s.h.) and the internship (0-3 s.h.).

Community-Based Services Emphasis: Elective Component

Code	Title	Hours
12 s.h. from these:		
PSQF:1027	Mindfulness Foundations in the Helping Professions	3
PSY:2930	Abnormal Psychology: Health Professions	3
RCE:4130	Human Sexuality	3
RCE:4132	Introduction to Addictions and Impulse Control Disorders	3
RCE:4140	Foundations of Leadership for Community Agencies	3
RCE:4145/ PSQF:4145	Marriage and Family Interaction	3
RCE:4162/ PSQF:4162	Introduction to Couple and Family Therapy	3
RCE:4173	Trauma Across the Lifespan	3
RCE:4174	Positive Psychology	3
RCE:4175	Motivational Interviewing	3
RCE:4177	Life After Service: Veterans in College	3
RCE:4178	Microcounseling	1-3

RCE:4179	Sexuality Within the Helping Professions	3	ANTH:2100	Anthropology and Contemporary World Problems	3
RCE:4180	Topical Seminar for Helping Professionals	arr.	CRIM:1410	Introduction to Criminology	3
RCE:4185	Introduction to Substance Abuse	3	CRIM:1447	Introduction to the Criminal Justice System	3
RCE:4187/ EDTL:4987	Introduction to Assistive Technology	3	CRIM:2430	Comparative Criminal Justice Systems	3
RCE:4191	Advocacy: Awareness, Assertiveness, and Activism	arr.	CRIM:2460	Policing in Modern Society	3
RCE:4192	Group Leadership in Human Sexuality	0-3	MGMT:2000	Introduction to Law	3
RCE:4193	Individual Instruction - Undergraduate	arr.	PSY:2930	Abnormal Psychology: Health Professions	3
RCE:4194	Interpersonal Effectiveness	3	SOC:1022/ SSW:1022	Social Justice and Social Welfare in the United States	3
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	1-3	SOC:1420	Law and Society	3
SSW:3729	Substance Use and Abuse	2-3	SOC:2810	Social Inequality	3
SSW:3797	Child Welfare Policy and Practice	3			

Community-Based Services Emphasis: Internship

Code	Title	Hours
One of these:		
CCP:1005	Internship in Liberal Arts and Sciences	0
CCP:1201	Academic Internship	1-3
INTD:4099	Interdepartmental Studies Practicum	arr.

Corrections Services Emphasis

Students in the correction services emphasis area may not earn a major or a minor in sociology or in criminology, law and justice.

Students who choose the corrections services emphasis must complete the foundation component (3-4 s.h.), the elective component (9 s.h.), and the internship (0-3 s.h.). The elective component must include 6 s.h. earned in courses numbered 3000 or above.

Corrections Services Emphasis: Foundation Component

Code	Title	Hours
One of these:		
SOC:1010	Introduction to Sociology	3-4
SOC:1030	Contemporary Social Problems	3-4

Corrections Services Emphasis: Elective Component

Students select 9 s.h. of electives from the following lists of lower-level and advanced courses, with a minimum of 6 s.h. from the advanced courses list.

Code	Title	Hours
Lower-Level Courses		
Maximum of 3 s.h. from these:		
ANTH:1101/IS:1101	Cultural Anthropology	3

ANTH:2100	Anthropology and Contemporary World Problems	3
CRIM:1410	Introduction to Criminology	3
CRIM:1447	Introduction to the Criminal Justice System	3
CRIM:2430	Comparative Criminal Justice Systems	3
CRIM:2460	Policing in Modern Society	3
MGMT:2000	Introduction to Law	3
PSY:2930	Abnormal Psychology: Health Professions	3
SOC:1022/ SSW:1022	Social Justice and Social Welfare in the United States	3
SOC:1420	Law and Society	3
SOC:2810	Social Inequality	3

Advanced Courses

At least 6 s.h. from these:

ANTH:3101/ GWSS:3101	Anthropology of Sexuality	3
CRIM:3250	Drugs, Deviance, and Social Control	3
CRIM:3350	Life Course Criminology	3
CRIM:3415	Global Criminology	3
CRIM:3416	Race, Crime, and Justice	3
CRIM:3417	Community Corrections	3
CRIM:3420	Juvenile Delinquency	3
CRIM:3425/ GWSS:3425	Women, Crime, and Justice	3
CRIM:3437	American Crime	3
CRIM:3450	Criminal Legal System	3
CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4420	Criminal Punishment	3
CRIM:4430	Interpersonal Violence in Society	3
CRIM:4440	Sociology of White-Collar Crime	3
CRIM:4450	Juvenile Justice: A Sociolegal Perspective	3
CRIM:4460	Sociology of Law	3
CRIM:4470	Communities and Crime	3
CRIM:4901	Advanced Topics in Criminology, Law, and Justice	3
GWSS:3005	Gender, Women's, and Sexuality Studies Practicum	3-4
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
SOC:3171	Drugs and Society	3
SOC:3220	Sociology of Mental Illness	3
SSW:3796	Family Violence	2-3

Corrections Services Emphasis: Internship

Code	Title	Hours
One of these:		
CCP:1005	Internship in Liberal Arts and Sciences	0
CCP:1201	Academic Internship	1-3

INTD:4099 Interdepartmental Studies arr.
Practicum

Business Studies Track

Students in the business studies track may not earn a business administration minor.

The business studies track requires 37-50 s.h. of work for the major. It provides a preapproved plan of study that combines a generalized business background with a choice of four emphasis areas: organizational practice and perspectives, values and ethics, arts management, and technology and inquiry. Students who choose this track also have the option of proposing their own business-related emphasis area to the faculty advisory committee.

Business studies track students must complete foundation coursework (at least 11 s.h.), business electives (at least 10 s.h.), one emphasis area (at least 15 s.h.), and the career preparation component (at least 1 s.h.). They must complete a minimum of 15 s.h. of work for the major at the University of Iowa. The Academic Advising Center advises business studies track students; contact the center for more information about requirements.

Code	Title	Hours
Foundation Courses		11-15
Business Electives		10-12
Emphasis Area		15-20
Career Preparation Component		1-3
Total Hours		37-50

Business Studies Track: Foundation Courses

Foundational Math

Code	Title	Hours
Both of these:		
MATH:1005	College Algebra	4
MATH:1010	Trigonometry	3
Or one of these:		
MATH:1020	Elementary Functions	4
MATH:1340	Mathematics for Business	4
MATH:1350	Quantitative Reasoning for Business	4
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4

Foundational Statistics

Code	Title	Hours
One of these:		
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4

STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Foundational Economics

Code	Title	Hours
One of these:		
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4

Business Studies Track: Business Electives

Students complete four electives (at least 10 s.h.) from the following list.

Code	Title	Hours
ACCT:2100	Introduction to Financial Accounting	3
ACCT:2200	Managerial Accounting	3
BAIS:3000	Operations Management	2
CS:2420	Databases for Informatics	3
CS:4400	Database Systems	3
ENTR:1350	Foundations in Entrepreneurship	3
FIN:3000	Introductory Financial Management	3
MGMT:2000	Introduction to Law	3
MGMT:2100	Introduction to Management	3
MKTG:3000	Introduction to Marketing Strategy	3
May include one of these:		
BAIS:1500	Business Computing Essentials	2
CS:1020	Principles of Computing	3

Organizational Practice and Perspectives Emphasis

Students who choose the organizational practice and perspectives emphasis must complete at least one course from each of the four components (speaking and writing, communication and media, cultural diversity, and entrepreneurship) for a total of 15 s.h. and one course from the career preparation component (at least 1 s.h.). The required 15 s.h. must include 9 s.h. earned in advanced courses. Advanced courses for each component are listed below.

Organizational Practice and Perspectives Emphasis: Speaking and Writing Component

Code	Title	Hours
At least one course from these or from the advanced courses:		
CNW:1620	Introduction to Creative Nonfiction	3

CNW:2680	The Art and Craft of Creative Nonfiction	3
COMM:1112	Interpersonal Communication	3
COMM:1117	Theory and Practice of Argument	4
COMM:1130	The Art of Persuading Others	3
COMM:1814	Elements of Debate	3
COMM:1816	Business and Professional Communication	3
COMM:2821/ EDTL:2821	Oral Interpretation	3
CW:1800	Creative Writing Studio Workshop	3
CW:2100	Creative Writing	3
CW:2870	Fiction Writing	3
LING:1030/ WRIT:1030	English Words	3
RHET:2055/ GWSS:2055	Persuasion and Advocacy	3
RHET:2065	Persuading Different Audiences: Launching a Successful Career	3
RHET:2070	Persuasive Stories	3
RHET:2085	Speaking Skills	3
RHET:2095	Fundamental Strategies of Persuasion	3
RHET:2350	Forensic Rhetoric	3
RHET:2620	Body Language: Study of Movement and Gesture in Speaking	3
THTR:1140	Basic Acting	3
THTR:2610/ RHET:2610	Acting for Success	3
Advanced Courses		
BUS:3800	Business Writing	3
CLSA:3742/ WRIT:3742	Word Power: Building English Vocabulary	3
CNW:3600	Issues in Creative Nonfiction	3
CNW:3630	Advanced Nonfiction Writing	3
CNW:3632/ WRIT:3632	Prose Style	3
CNW:3633	Personal Writing	3
CNW:3640	Writing for Business	3
CW:3210/ INTD:3210	Creative Writing and the Natural World	3
CW:3215/ INTD:3300	Creative Writing and Popular Culture	3
CW:3218/ INTD:3200	Creative Writing for New Media	3
CW:4745/ WRIT:4745	The Sentence: Strategies for Writing	3
CW:4760/ WRIT:4760	The Art of Revision: Rewriting Prose for Clarity and Impact	3
GWSS:3138/ RHET:3138/ SJUS:3138	Writing to Change the World	3
INTD:3005/ CW:3005/ WRIT:3005	Professional and Creative Business Communication	3

LING:3001	Introduction to Linguistics	3
RHET:3085	Advanced Speaking Skills	3

Organizational Practice and Perspectives Emphasis: Communication and Media Component

Code	Title	Hours
At least one course from these or from the advanced courses:		
ANTH:1040/ LING:1040	Language Rights	3
ANTH:1401	Language, Culture, and Communication	3
COMM:1170	Communication Theory in Everyday Life	3
COMM:1174	Media and Society	3
COMM:1305	Understanding Communication: Social Scientific Approaches	3
COMM:1306	Understanding Communication: Humanistic Approaches	3
COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
JMC:1100	Media Uses and Effects	3
JMC:1200	Media History and Culture	3
JMC:1300	Principles of Strategic Communication	3
JMC:1500	Social Media Today	3
JMC:2500	Community Media	3
LS:1020	Introduction to Leadership	3

Advanced Courses

ENGL:3182	Digital Cultures and Literacies	3
EVNT:3154	Foundations of Event Management	3
EVNT:3260	Event Management Workshop	3
JMC:3125	Media and Consumers	3
JMC:3530	Social Media Marketing	3
JMC:3540/ SPST:3181	The Business of Sport Communication	3
JMC:3710	Fundraising Fundamentals	3
RCE:4111	Building Leadership and Success at Work	3
RCE:4140	Foundations of Leadership for Community Agencies	3
RHET:3009/ PBAF:3217/ URP:3217	Negotiation and Conflict Resolution	3
SOC:4225	The Social Psychology of Leadership	3

Organizational Practice and Perspectives Emphasis: Cultural Diversity Component

Code	Title	Hours
At least one course from these or from the advanced courses:		

AFAM:1020/ AMST:1030	Introduction to African American Culture	3
AFAM:1030	Introduction to African American Society	3
AFAM:1250/ RELS:1350	Introduction to African American Religions	3
AFAM:2070/ COMM:2069	Black Television Culture	3
AFAM:2500	Black Culture and Experience: Contemporary Issues	3
AMST:1010	Understanding American Cultures	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America	3
CCCC:2220	Foundations of Critical Cultural Competence	3
COMM:1898/ LATS:1898	Introduction to Latina/o/x Communication and Culture	3
DST:1101	Introduction to Disability Studies	3
ENGL:1350	Literature and Sexualities	3
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies	3
GWSS:1002	Diversity and Power in the U.S.	3
HIST:1040	Diversity in History	3
HIST:2267/ AFAM:2267	African American History to 1877: From Slave Cabin to Senate Floor	3
HIST:2280/ LATS:2280/ SPAN:2280	Introduction to Latina/o/x Studies	3
JMC:2600	Freedom of Expression	3
LING:2900	Language, Gender, and Sexuality	3
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1720	History of Jazz	3
MUS:2014/ AFAM:2014	Giants of Jazz: Miles, Trane, and Duke	3
NAIS:1049/ AMST:1049/ HIST:1049	Introduction to American Indian and Native Studies	3
POLI:1601	Introduction to Social Media and Politics	3
POLI:1800	Introduction to the Politics of Class and Inequality	3
RELS:1350/ AFAM:1250	Introduction to African American Religions	3
RELS:1810	Happiness in a Difficult World	3
RELS:2700/ NAIS:2700	Sacred World of Native Americans	3
RHET:2135	Rhetorics of Diversity and Inclusion	3
SOC:1310/ GWSS:1310	Gender and Society	3
SOC:2810	Social Inequality	3
SOC:2830	Race and Ethnicity	3

SPAN:1700/ LATS:1700	Latina/o/x Literature in the United States	3
SPAN:2700/ COMM:2800/ IS:2700/LAS:2700/ PORT:2700	Introduction to Latin American Studies	3

Advanced Courses

ENGL:3455	Jewish American Literature	3
HIST:4201/ ASL:4201	History of the American Deaf Community	3-4
HIST:4203	Disability in American History	3
HIST:4216/ LAS:4216	Mexican American History	3
JMC:3165/ AFAM:3925	African Americans and the Media	3
RELS:3745/ AFAM:3245	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	1-3

Organizational Practice and Perspectives Emphasis: Entrepreneurship Component

Code	Title	Hours
At least one of these (all are advanced courses):		
ECON:3650	Policy Analysis	3
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
ENTR:3400	Strategic Management of Technology and Innovation	3
ENTR:3500	Social Entrepreneurship	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
ENTR:4000	Topics in Entrepreneurship	2-3
ENTR:4200	Entrepreneurship: Business Consulting	3
ENTR:4300	Entrepreneurship: Advanced Business Planning	3
ENTR:4400	Managing the Growth Business	3
ENTR:4450	Professional Sports Management	3
ENTR:4460	Entrepreneurship and Global Trade	3
MGMT:3500/ ENTR:3595/ MUSM:3500/ NURS:3595/ RELS:3700/ SSW:3500	Nonprofit Organizational Effectiveness I	3
MGMT:3600/ NURS:3600/ RELS:3701/ SSW:3600	Nonprofit Organizational Effectiveness II	3

Organizational Practice and Perspectives Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Values and Ethics Emphasis

Students who choose the values and ethics emphasis must complete at least two courses from each of the two components (values and theories, institutions and policies) for a total of 15 s.h. and one course from the career preparation component (at least 1 s.h.).

Values and Ethics Emphasis: Values and Theories Component

Code	Title	Hours
At least two of these:		
JMC:2600	Freedom of Expression	3
PHIL:1033	The Meaning of Life	3
PHIL:1034	Liberty and the Pursuit of Happiness	3
PHIL:2402	Introduction to Ethics	3
PHIL:2435	Philosophy of Law	3
POLI:1200	Introduction to Political Behavior	3
POLI:1300	Introduction to Political Thought and Action	3
POLI:3400	Political Economy	3
SOC:1420	Law and Society	3

Values and Ethics Emphasis: Institutions and Policies Component

Code	Title	Hours
At least two of these:		
CRIM:1410	Introduction to Criminology	3
CRIM:3450	Criminal Legal System	3

PHIL:1401	Matters of Life and Death	3
PHIL:2432	Introduction to Political Philosophy	3
POLI:3101	American Constitutional Law and Politics	3
POLI:3102	The U.S. Congress	3
POLI:3111	American Public Policy	3
POLI:3116	The Presidency	3
POLI:3117	Bureaucratic Politics and Public Administration	3
POLI:3120	The Criminal Justice System	3
POLI:3121	The Judicial Process	3
POLI:3202	Political Psychology	3
SOC:2810	Social Inequality	3

Values and Ethics Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Arts Management Emphasis

Students who choose the arts management emphasis must complete the administration component (6 s.h.), the history component (3 s.h.), the production component (3 s.h.), the elective component (3 s.h.), and one course from the career preparation component (at least 1 s.h.).

Arts Management Emphasis: Administrative Component

Code	Title	Hours
Two of these:		
INTD:4510/ DPA:4510/ ENTR:4510/ THTR:4510	Arts Leadership Seminar	3

THTR:3510/ DPA:3510/ INTD:3510	Introduction to Arts Management	3
--------------------------------------	------------------------------------	---

May include one of these:

ENTR:2000	Entrepreneurship and Innovation	3
-----------	------------------------------------	---

THTR:3520/ DPA:3520/ ENTR:3520/ INTD:3520	Starting Up the Arts Start-up	3
--	-------------------------------	---

Arts Management Emphasis: History Component

Code	Title	Hours
One of these:		
AMST:1075	American Popular Music: Rock and Roll to 1980	3
ARTH:1010	Art and Visual Culture	3
ARTH:1020	Masterpieces: Art in Historical and Cultural Perspectives	3
ARTH:1030	Themes in Global Art	3
ARTH:1040	Arts of Africa	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
ARTH:1070/ CHIN:1070	Asian Art and Culture	3
ARTH:1090	Earthly Paradises: A Global History of Gardens	3
ARTH:1095/ NAIS:1095	Native American Art	3
COMM:1168	Music and Social Change	3
DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3
DANC:3060	Western Concert Dance History: Romantic to Contemporary	3
DPA:1412/ DANC:1412/ THTR:1412	The Arts in Performance	3
ENGL:2160	Introduction to Drama	3
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1066	Introduction to Film Music	3
MUS:1302	Great Musicians	3
MUS:1303	Roots, Rock, and Rap: A History of Popular Music	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:1800/ DPA:1800	World of the Beatles	3
MUS:2014/ AFAM:2014	Giants of Jazz: Miles, Trane, and Duke	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

MUSM:3001/ ANTH:3001/ EDTL:3001/ SIED:3001	Introduction to Museum Studies	3
---	-----------------------------------	---

MUSM:3120	Museum Origins	3
THTR:1400	Theatre and Society: Ancients and Moderns	3

THTR:1401	Theatre and Society: Romantics and Rebels	3
-----------	--	---

THTR:1411	Comedy and Society	3
-----------	--------------------	---

THTR:2410	History of Theatre and Drama I	3
-----------	-----------------------------------	---

THTR:2411	History of Theatre and Drama II	3
-----------	------------------------------------	---

THTR:3440/ ENGL:3440	American Drama Since 1900	3
-------------------------	---------------------------	---

Arts Management Emphasis: Production Component

Code	Title	Hours
3 s.h. from these:		
ARTS:1010	Elements of Art	3
ARTS:1020	Elements of 3-D Design	3
ARTS:1030	Elements of Jewelry and Metal Arts	3
ARTS:1050	Elements of Printmaking	3
ARTS:1060	Elements of Digital Photography	3
ARTS:1080	Elements of Sculpture	3
ARTS:1510	Basic Drawing	3
ARTS:1520	Design Fundamentals	3
DANC:1010	Beginning Tap	2
DANC:1020	Beginning Jazz	2
DANC:1030	Beginning Ballet	2
DANC:1040	Beginning Modern Dance	2
DANC:1085	Introduction to Afro- Caribbean Dance Techniques	2
DANC:1090	Dance Production	3
DANC:1120	Continuing Jazz	2
DANC:1130	Continuing Ballet	2
DANC:1140	Continuing Modern Dance	2
DANC:2020	Intermediate Jazz	2
DANC:2030	Majors Intermediate Ballet	3
DANC:2040	Majors Intermediate Modern Dance	3
DANC:3030	Major Ballet I	3
DANC:3040	Major Modern Dance I	1-3
DANC:3080	Music Essentials for Dance	3
DANC:3530	Major Ballet II	1-2
DANC:3540	Major Modern Dance II	1-2
MUS:1001	Group Piano I: Non-Music Majors	1
MUS:1020	Performance Instruction for Nonmajors	1
MUS:1160	University Band	1
MUS:1165	Hawkeye Marching Band	1
MUS:1166	Large Pep Band	1
MUS:1176	Women's Chorale	1

MUS:1180	All-University String Orchestra	1
MUS:2020	Lower Level Voice	arr.
MUS:2021	Lower Level Piano	arr.
MUS:2022	Lower Level Organ	arr.
MUS:2023	Lower Level Violin	arr.
MUS:2024	Lower Level Viola	arr.
MUS:2025	Lower Level Cello	arr.
MUS:2026	Lower Level String Bass	arr.
MUS:2027	Lower Level Flute	arr.
MUS:2028	Lower Level Oboe	arr.
MUS:2029	Lower Level Clarinet	arr.
MUS:2030	Lower Level Bassoon	arr.
MUS:2031	Lower Level Saxophone	arr.
MUS:2032	Lower Level Horn	arr.
MUS:2033	Lower Level Trumpet	arr.
MUS:2034	Lower Level Trombone	arr.
MUS:2035	Lower Level Euphonium	arr.
MUS:2036	Lower Level Tuba	arr.
MUS:2037	Lower Level Percussion	arr.
MUS:2038	Lower Level Jazz Guitar	2
MUS:3160	Symphony Band/Concert Band	1
MUS:3163	Intermediate Steel Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1
MUS:3182	Chamber Orchestra	1
MUS:3730	Jazz Band	1
MUSM:3004	Exhibition Planning	3
THTR:1120	Basic Acting for Language Learners	3
THTR:1140	Basic Acting	3
THTR:2140	Acting I	3
THTR:2200	Elements of Design	3
THTR:2215	Theatre Technology	3
THTR:2301	Playwriting I	3
THTR:3221/ DPA:3221	Technology for the Entertainment Industry	3

Arts Management Emphasis: Elective Component

Code	Title	Hours
One of these:		
ARTH:4081/ MUSM:4081	The American Art Museum: Theory and Practice	3
ARTS:3400	Grant Writing in the Arts	3
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
INTD:3005/ CW:3005/ WRIT:3005	Professional and Creative Business Communication	3
JMC:2600	Freedom of Expression	3
MGMT:2100	Introduction to Management (if not already used to fulfill foundation coursework requirement)	3

MGMT:3600/ NURS:3600/ RELS:3701/ SSW:3600	Nonprofit Organizational Effectiveness II	3
MUSM:3001/ ANTH:3001/ EDTL:3001/ SIED:3001	Introduction to Museum Studies	3
MUSM:3200/ EES:3200	Collection Care and Management	3
MUSM:3500/ ENTR:3595/ MGMT:3500/ NURS:3595/ RELS:3700/ SSW:3500	Nonprofit Organizational Effectiveness I	3
THTR:2610/ RHET:2610	Acting for Success	3

Arts Management Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Technology and Inquiry Emphasis

Students who choose the technology and inquiry emphasis must complete the applied technology component (6 s.h.), the analytics and research component (3 s.h.), the organizational communication component (6 s.h.), and one course from the career preparation component (at least 1 s.h.).

Technology and Inquiry Emphasis: Applied Technology Component

Code	Title	Hours
Two of these:		
ARTS:1020	Elements of 3-D Design	3

ARTS:1060	Elements of Digital Photography	3
ARTS:1070	Elements of Graphic Design	3
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
CS:2110	Programming for Informatics	4
CS:2230	Computer Science II: Data Structures	4
DSGN:2500	Graphic Design I	3
DSGN:2600/ UICB:2600	Graphic Design II	3
GEOG:1050	Foundations of GIS	4
GEOG:3500/ IGPI:3500	Introduction to Environmental Remote Sensing	3
GHS:3037	Technology to Improve Global Health	3
JMC:1500	Social Media Today	3
JMC:3610	Graphic Design	3-4

Technology and Inquiry Emphasis: Analytics and Research Component

Code	Title	Hours
One of these:		
CS:2210	Discrete Structures	3
POLI:1050/ RELS:1050	Big Ideas: Introduction to Information, Society, and Culture	3
PSQF:1075	Educational Psychology and Measurement	3
SOC:2160	Applied Statistics for Social Scientists	3
STAT:2010	Statistical Methods and Computing	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3

Technology and Inquiry Emphasis: Organizational Communication Component

Code	Title	Hours
Two of these:		
ARTS:3400	Grant Writing in the Arts	3
BAIS:3400	Data Communications	3
CNW:2730	The Art and Craft of Science Writing	3
CNW:3640	Writing for Business	3
COMM:1816	Business and Professional Communication	3
COMM:2011	Group Communication	3
COMM:2057	Introduction to Computer-Mediated Communication	3
INTD:3005/ CW:3005/ WRIT:3005	Professional and Creative Business Communication	3
INTD:3107/ CW:3107	Creative Writing for the Health Professions	3
INTD:3200/ CW:3218	Creative Writing for New Media	3

RHET:2065	Persuading Different Audiences: Launching a Successful Career	3
RHET:2610/ THTR:2610	Acting for Success	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3
WRIT:1500	Writing Commons: A Community of Writers	1-3

Technology and Inquiry Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Engaged Social Innovation Track

The engaged social innovation track requires 33 s.h. of work for the major. The track combines coursework and experiential learning with a student-designed capstone internship. By focusing on coursework with a strong hands-on component, the track encourages students to learn in multiple ways, both in and out of the classroom, and prepares them to bring social change through innovation to communities.

Admission to the engaged social innovation track is selective; students must apply using the online application in order to be admitted. Applicants must show evidence of commitment to community engagement and service.

Engaged social innovation students complete core courses, an individualized plan of study, and an internship.

Code	Title	Hours
Core Courses		12
Individualized Plan of Study		15
Internship		6
Total Hours		33

Engaged Social Innovation Track: Core Courses

Code	Title	Hours
All of these:		
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3500	Social Entrepreneurship	3
HONR:3250/ INTD:3250	Fieldwork in Social Innovation	3
RHET:2400	Idea to Innovation	3

Engaged Social Innovation Track: Individualized Plan of Study

Coursework selected by each student must reflect and support the student's internship project. Students must earn at least 15 s.h. in upper-level coursework (generally numbered 3000 or above).

Engaged Social Innovation Track: Internship

Code	Title	Hours
This course:		
INTD:4098	Independent Study	6

Health Science Track

The health science track requires 38-43 s.h. of work for the major. It provides a preapproved plan of study that combines a generalized health background with a varied choice of emphasis areas: multidisciplinary science, entrepreneurial, aging, global health, cultures of healing, and writing for the sciences. Students who choose this track also have the option of proposing their own health science-related emphasis area to the faculty advisory committee.

Health science track students must complete foundation coursework (at least 22 s.h.), one emphasis area (at least 15 s.h.), and the career preparation component (at least 1 s.h.). They must complete a minimum of 15 s.h. for the major at the University of Iowa. The Academic Advising Center advises health science track students; contact the center for more information about requirements.

Code	Title	Hours
Foundation Courses		22-25
Emphasis Area		15
Career Preparation Component		1-3
Total Hours		38-43

Health Science Track: Foundation Courses

Students must complete at least 22 s.h. of foundation courses from the following.

Foundational Chemistry

Code	Title	Hours
One of these:		
CHEM:1070	General Chemistry I	3
CHEM:1110	Principles of Chemistry I	4

One of these:

CHEM:1080	General Chemistry II	3
CHEM:1120	Principles of Chemistry II	4

Foundational Biology

Code	Title	Hours
One of these:		
BIOL:1140	Human Biology	4
BIOL:1141	Introductory Animal Biology	4
BIOL:1411	Foundations of Biology	4

Foundational Math and Statistics

Code	Title	Hours
One of these:		
MATH:1020	Elementary Functions	4
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1440	Mathematics for the Biological Sciences	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1850	Calculus I	4
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Foundational Social Science

Code	Title	Hours
One of these:		
ANTH:1101/IS:1101	Cultural Anthropology	3
ANTH:2100	Anthropology and Contemporary World Problems	3
PSY:1001	Elementary Psychology	3
SOC:1010	Introduction to Sociology	3-4
SOC:1030	Contemporary Social Problems	3-4
SOC:1220	Principles of Social Psychology	3-4

Foundational Science Elective

Code	Title	Hours
One of these:		
ACB:3110	Principles of Human Anatomy	3
BIOL:1412	Diversity of Form and Function	4
HHP:1100	Human Anatomy	3
HHP:1150	Human Anatomy Lecture with Lab	4
HHP:3105	Anatomy for Human Physiology	3
MICR:2157	General Microbiology	3
PSY:2701	Introduction to Behavioral Neuroscience	4
PSY:2975	Introduction to Cognitive Neuroscience	3

Foundational Elective

Code	Title	Hours
One of these:		
HHP:1300	Fundamentals of Human Physiology	3
HHP:1350	Fundamentals of Human Physiology with Laboratory	4
HHP:2200	Physical Activity and Health	3
HHP:2310	Nutrition and Health	3
HHP:3400	Applied Exercise Physiology	3
HHP:3500	Human Physiology	3
HHP:3550	Human Physiology with Laboratory	5
HHP:4440	Physiology of Nutrition	3
NURS:1030	Human Development and Behavior	3
PSY:2401	Introduction to Developmental Science	3
PSY:2701	Introduction to Behavioral Neuroscience	4
SRM:1045	Diversity and Inclusion in Healthy Living	3

Multidisciplinary Science Emphasis

Students who choose the multidisciplinary science emphasis must complete 15 s.h. from the following list and the career preparation component (at least 1 s.h.).

Code	Title	Hours
ANTH:2164/ GHS:2164	Culture and Healing for Future Health Professionals	3
ANTH:2320/ GHS:2320	Origins of Human Infectious Disease	3
BIOC:3110	Biochemistry	3
BIOC:3120	Biochemistry and Molecular Biology I	3
BIOC:3130	Biochemistry and Molecular Biology II	3
BIOL:2211	Genes, Genomes, and the Human Condition	3
BIOL:2254	Endocrinology	3
BIOL:2512	Fundamental Genetics	4
BIOL:2723	Cell Biology	3
BIOL:2753	Introduction to Neurobiology	3
CPH:1400	Fundamentals of Public Health	3
CW:3107/ INTD:3107	Creative Writing for the Health Professions	3
MED:1100	Introduction to Health Care Professions	3
MICR:2157	General Microbiology (if not taken as foundational science elective)	3
MICR:3164	Microbiology and Human Health	4
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3
SOC:3510	Medical Sociology	3
SRM:3020/ INTD:3027	Nutrition in Health and Performance	3

May include one of these:

CHEM:2210	Organic Chemistry I	3
CHEM:2230	Organic Chemistry I for Majors	3

May include one of these:

CHEM:2220	Organic Chemistry II	3
CHEM:2240	Organic Chemistry II for Majors	3

May include one of these:

CHEM:2410	Organic Chemistry Laboratory	3
CHEM:2420	Organic Chemistry Laboratory for Majors	3

May include one of these:

HHP:2310	Nutrition and Health (if not used to fulfill foundation requirement)	3
HHP:4440	Physiology of Nutrition (if not used to fulfill foundation requirement)	3

May include one of these:

PHYS:1511	College Physics I	4
PHYS:1611	Introductory Physics I	4

May include one of these:

PHYS:1512	College Physics II	4
PHYS:1612	Introductory Physics II	3-4

Multidisciplinary Science Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Entrepreneurial Emphasis

Students who chose the entrepreneurial emphasis area may not earn the Certificate in Entrepreneurial Management.

Students who choose the entrepreneurial emphasis must complete 15 s.h. from the following list and the career preparation component (at least 1 s.h.).

Code	Title	Hours
ACCT:2100	Introduction to Financial Accounting	3
BUS:3800	Business Writing	3
CNW:3640	Writing for Business	3
ECON:3650	Policy Analysis	3
ECON:3760	Health Economics	3
ENTR:1350	Foundations in Entrepreneurship	3
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
ENTR:3400	Strategic Management of Technology and Innovation	3
ENTR:3500	Social Entrepreneurship	3
ENTR:3520/ DPA:3520/ INTD:3520/ THTR:3520	Starting Up the Arts Start-up	3
ENTR:3595/ MGMT:3500/ MUSM:3500/ NURS:3595/ RELS:3700/ SSW:3500	Nonprofit Organizational Effectiveness I	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
ENTR:3700	Sustainable Product Innovation and Management	3
ENTR:4000	Topics in Entrepreneurship	2-3
ENTR:4100	International Entrepreneurship and Culture	1-3
ENTR:4200	Entrepreneurship: Business Consulting	3
ENTR:4300	Entrepreneurship: Advanced Business Planning	3
ENTR:4400	Managing the Growth Business	3
ENTR:4450	Professional Sports Management	3
ENTR:4460	Entrepreneurship and Global Trade	3
ENTR:4510/ DPA:4510/ INTD:4510/ THTR:4510	Arts Leadership Seminar	3
MGMT:2100	Introduction to Management	3
MGMT:3600/ NURS:3600/ RELS:3701/ SSW:3600	Nonprofit Organizational Effectiveness II	3
MKTG:3000	Introduction to Marketing Strategy	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3

Entrepreneurial Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Aging Emphasis

Students who choose the aging emphasis area may not earn the Certificate in Aging and Longevity Studies or the minor in aging and longevity studies.

Students who choose the aging emphasis must complete 15 s.h. from the following list and the career preparation component (at least 1 s.h.).

Code	Title	Hours
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
ASP:2181/ ANTH:2181/ GHS:2181	The Anthropology of Aging	3
ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
ASP:3150	Psychology of Aging	3
ASP:3151/ ANTH:3151/ GHS:3151	The Anthropology of the Beginnings and Ends of Life	3
ASP:3152/ ANTH:3152/ GHS:3152	Anthropology of Caregiving and Health	3
ASP:3160	Biology of Aging	3
ASP:3170	Health and Aging	3
ASP:3300	Mapping the Creative Legacy	3

ASP:3519/ POLI:3519	Politics of Aging	3
ASP:3740/ MED:3740/ NURS:3740/ PHAR:3740	End-of-Life Care for Adults and Families	3
ASP:3786/ SSW:3786	Death/Dying: Issues Across the Life Span	3
ASP:5750/ HMP:5750	Medicare and Medicaid Policy	3
BIOL:2603	Mechanisms of Aging	3
CW:3107/ INTD:3107	Creative Writing for the Health Professions	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3

Aging Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Global Health Emphasis

Students who choose the global health emphasis area may not earn the Certificate in Global Health Studies or the minor in global health studies.

Students who choose the global health emphasis must complete 15 s.h. from the following list and the career preparation component (at least 1 s.h.).

Code	Title	Hours
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3

GHS:1100/ CLSA:1100/ GRMN:1100/ GWSS:1100/ WLLC:1100	Contraception Across Time and Cultures	3
GHS:1181/ CLSA:1181	Ancient Medicine	3
GHS:1200/ DST:1200/ GRMN:1200/ WLLC:1200	Disabilities and Inclusion in Writing and Film Around the World	3
GHS:1290/ AMST:1290/ HIST:1290/ NAIS:1290	Native American Foods and Foodways	3
GHS:2000/ ANTH:2103	Introduction to Global Health Studies	3
GHS:2080/ GWSS:2080	The Cultural Politics of HIV-AIDS	3
GHS:2110/ GEOG:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GHS:2164/ ANTH:2164	Culture and Healing for Future Health Professionals	3
GHS:2181/ ANTH:2181/ ASP:2181	The Anthropology of Aging	3
GHS:2182/ ANTH:2182	Africa: Health and Society	3
GHS:2265/ RELS:2265	Hard Cases in Healthcare at the End of Life	3
GHS:2260/ RELS:2260	Hard Cases in Healthcare at the Beginning of Life	3
GHS:2320/ ANTH:2320	Origins of Human Infectious Disease	3
GHS:2415/ PHIL:2415	Bioethics	3
GHS:2570/IS:2570/ RELS:2570	Introduction to Islamic Psychology	3
GHS:2650/ GWSS:2650	Global Reproduction	3
GHS:3010/ IGPI:3011	Identifying and Developing a Global Health Project (only one enrollment may count toward major)	2-3
GHS:3015/ GWSS:3010	Transnational Sexualities	3
GHS:3030/ CPH:3240	Global Health Today (only one enrollment may count toward major)	1
GHS:3035	Engaging in Global Health	1
GHS:3036	Ethics, Politics, and Global Health	3
GHS:3040/ ANTH:3111/ LAS:3111	Health in Mexico	3
GHS:3050/ ASP:3135/ SSW:3135	Global Aging	3
GHS:3060	Studies in Complementary and Alternative Medicine	3
GHS:3070/ GEOG:3070	Hungry Planet: Global Geographies of Food	3

GHS:3102/ ANTH:3102/ CBH:3102	Medical Anthropology	3	GHS:3850/ HHP:3850	Promoting Health Globally	3
GHS:3110/ ANTH:3110/ NAIS:3110	Health of Indigenous Peoples	3	GHS:4000	Global Health Studies Service Learning: Local Health is Global Health	4
GHS:3111/ GEOG:3110	Geography of Health	3	GHS:4001	Social Entrepreneurship and Global Health	3
GHS:3113/ ANTH:3113/ ASIA:3561/ RELS:3580	Religion and Healing	3	GHS:4100	Topics in Global Health	1-3
GHS:3120	Global Maternal and Child Health	3	GHS:4140/ ANTH:4140/ CBH:4140/ GWSS:4140	Feminist Activism and Global Health	3
GHS:3131/ RUSS:3131	Health Care and Health Reforms in Russia	3	GHS:4150/ GEOG:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GHS:3150/ CBH:3150/JMC:3150	Media and Health	3	GHS:4162/ HIST:4162	History of Global Health	3
GHS:3151/ ANTH:3151/ ASP:3151	The Anthropology of the Beginnings and Ends of Life	3	GHS:4180	Climate Change and Health	3
GHS:3152/ ANTH:3152/ ASP:3152	Anthropology of Caregiving and Health	3	GHS:4260/ OEH:4260	Global Water and Health	3
GHS:3170	Visualizing Global Health Through Popular Fiction and Film	3	GHS:4530/ CPH:4220/ OEH:4530	Global Road Safety	3
GHS:3191	Sustainable Development: India and the Global Context	3	GHS:4600	Global Health and Human Rights	2-3
GHS:3192	Environment and Health in Modern India	3	GHS:4770/ GEOG:4770	Environmental Justice	3
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3	GHS:4900	Approaches to Global Health Studies	3
GHS:3327/ GWSS:3326	The Politics of Progress: NGOs, Development, and Sexuality	3	GHS:4990	Independent Project in Global Health (only one enrollment may count toward major)	arr.
GHS:3500/ CPH:3500	Global Public Health	3	RHET:3250	Persuasive Writing for Science and Health Care Professionals	3
GHS:3508/ HIST:3508/ LAS:3508	Disease and Health in Latin American History	3	Global Health Emphasis: Career Preparation Component		
GHS:3555/ HIST:3755/IS:3555	Understanding Health and Disease in Africa	3	Code	Title	Hours
GHS:3560	Global Garbage and Global Health	3	One of these (at least 1 s.h.):		
GHS:3600	Development in a Global Context I: Preparing for an Internship in Health, Gender, and Environment	1	CCP:1069	Military-to-Civilian Career Exploration	arr.
GHS:3700	Development in a Global Context II: Reflections on Real World Interventions	2	CCP:1301	Communication for the Workplace	1
GHS:3720	Contemporary Issues in Global Health (only one enrollment may count toward major)	3	CCP:1302	Office Etiquette for the Workplace	1
GHS:3760/ GEOG:3760	Hazards and Society	3	CCP:1303	Successful Teamwork for the Workplace	1
GHS:3780/ GEOG:3780/ HIST:3240	U.S. Energy Policy in Global Context	3	CCP:1306	UI STEP - Student to Employed Professional	2
			CCP:2001	Graduate Admissions 101	1
			CCP:2004	Internships: Search, Secure, and Succeed	1
			CCP:3102	Job Search Essentials	1-3
			CCP:3104	Defining Your Career Path	2
			CCP:3105	Transitioning from Campus to the Workplace	1
			CCP:3107	Social Media for Your Job Search	1

LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Cultures of Healing Emphasis

Students who choose the cultures of healing emphasis must complete the foundation component (3 s.h.), the elective component (12 s.h.), and the career preparation component (at least 1 s.h.). The elective component must include 6 s.h. earned in advanced courses.

Cultures of Healing Emphasis: Foundation Component

Code	Title	Hours
One of these:		
CLSA:1181/ GHS:1181	Ancient Medicine	3
CLSA:4181	History of Western Medicine	3

Cultures of Healing Emphasis: Elective Component

Students complete 12 s.h. of electives from the following lists of lower-level and advanced courses, with a minimum of 6 s.h. from the advanced courses list.

Code	Title	Hours
Lower-Level Courses		
Maximum of 6 s.h. from these:		
RELS:2700/ NAIS:2700	Sacred World of Native Americans	3
RELS:3976/ NAIS:3276	American Indian Environmentalism	3
May include one of these:		
ANTH:1101/IS:1101	Cultural Anthropology	3
ANTH:2100	Anthropology and Contemporary World Problems	3

Advanced Courses

At least 6 s.h. from these:

ANTH:2261	Human Impacts on the Environment	3
ANTH:3101/ GWSS:3101	Anthropology of Sexuality	3
ANTH:3102/ CBH:3102/ GHS:3102	Medical Anthropology	3
ANTH:3103	Environment and Culture	3
ANTH:3110/ GHS:3110/ NAIS:3110	Health of Indigenous Peoples	3
ANTH:3111/ GHS:3040/LAS:3111	Health in Mexico	3
ANTH:3300/ GWSS:3300	Mothers and Motherhood	3
ANTH:4140/ CBH:4140/ GHS:4140/ GWSS:4140	Feminist Activism and Global Health	3

CLSA:3750	Medical and Technical Terminology	2
CLSA:4181	History of Western Medicine (if not used to fulfill foundation requirement)	3
HIST:4201/ ASL:4201	History of the American Deaf Community	3-4
HIST:4203	Disability in American History	3
INTD:3107/ CW:3107	Creative Writing for the Health Professions	3
RELS:3580/ ANTH:3113/ ASIA:3561/ GHS:3113	Religion and Healing	3
RELS:3666	The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3

Cultures of Healing Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Writing for the Sciences Emphasis

Students who choose the writing for the sciences emphasis must complete the foundation component (6 s.h.), the elective component (at least 9 s.h.), and the career preparation component (at least 1 s.h.).

Writing for the Sciences Emphasis: Foundation Component

Code	Title	Hours
One of these:		
CLSA:1740/ WRIT:1740	Writing Strategies: Word Origins and Word Choice	3
CLSA:3742/ WRIT:3742	Word Power: Building English Vocabulary	3
One of these:		
CNW:3632/ WRIT:3632	Prose Style	3
CW:4745/ WRIT:4745	The Sentence: Strategies for Writing	3
RHET:2095	Fundamental Strategies of Persuasion	3

Writing for the Sciences Emphasis: Elective Component

Code	Title	Hours
9 s.h. from these:		
CNW:2730	The Art and Craft of Science Writing	3
CNW:3664	Writing About Science	3
CW:3107/ INTD:3107	Creative Writing for the Health Professions	3
EALL:4130/ MUSM:4150	Introduction to Grant Writing	3
HHP:3900	Writing for Health and Human Physiology	3
POLI:3107	Writing in Political Science: Writing for "Science" and for "Politics"	arr.
RHET:3140	Nature and Society: Controversies and Images	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3

Writing for the Sciences Emphasis: Career Preparation Component

Code	Title	Hours
One of these (at least 1 s.h.):		
CCP:1069	Military-to-Civilian Career Exploration	arr.
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1
CCP:1303	Successful Teamwork for the Workplace	1
CCP:1306	UI STEP - Student to Employed Professional	2
CCP:2001	Graduate Admissions 101	1
CCP:2004	Internships: Search, Secure, and Succeed	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2

CCP:3105	Transitioning from Campus to the Workplace	1
CCP:3107	Social Media for Your Job Search	1
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:2013	Strengths-Based Leadership	1
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

Individualized Plan of Study Track

The individualized plan of study track requires a minimum of 36 s.h. of work for the major, all taken at the University of Iowa. Students who choose this track build their own study plan, creating a unique major that speaks to interests across departments and that integrates varied approaches to a particular topic (e.g., aging studies, international business, children's studies, environmental issues, health issues).

Students must submit their study plan for approval. The plan must include an essay that provides a clear statement of the area of intellectual focus; the reasons for preferring the Interdepartmental Studies Program (ISP) to any departmental program; a concrete discussion of how the advanced courses relate to each other, to personal interests, and to the central focus of the study plan; a description of academic goals for the bachelor's degree; a list of advanced-level coursework already completed; and a list of advanced-level coursework planned for all remaining semesters.

Each study plan is approved by a faculty advisory committee. If the advisory committee does not grant approval, the study plan may be returned to a student for revisions and resubmitted. In some cases, a student may be referred to an appropriate departmental major.

Once the study plan is approved, a student is required to follow the plan, taking the courses approved for it. A limited number of substitutions may be allowed, but only if they are clearly consistent with the area of intellectual focus in the approved study plan, and only if they are approved in advance by the ISP advisor. Unauthorized substitutions may be designated as elective coursework.

Significant changes in the focus of a student's study plan require the submission and approval of a revised study plan. A student's academic advisor determines whether changes warrant a revised plan.

See the Interdepartmental Studies Program website for up-to-date information on the individualized plan of study track and rules for submission of study plans.

Students who choose the individualized plan of study track are advised by the ISP coordinator; they work closely with the Interdepartmental Studies Program office while designing the study plan. Students who intend to submit a study plan should contact the ISP coordinator as early as possible.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in interdepartmental studies who are interested in earning a master's degree in business analytics

with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in interdepartmental studies who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major; they usually complete the honors requirements of a particular department or program appropriate to their area of study. Students should initiate inquiries about graduating with honors in the interdepartmental studies major by contacting the Interdepartmental Studies Program (ISP) coordinator; they should inquire early in their junior year to allow time for foundation coursework. Students must submit an honors project approval form to the ISP coordinator.

The College of Liberal Arts and Sciences requires that students who earn honors in the major maintain a minimum University of Iowa cumulative g.p.a. of at least 3.33. Additional g.p.a. standards and requirements are set by each department or program.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the interdepartmental studies major.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is available only to Interdepartmental Studies Program (ISP) students in the individualized plan of study track. Students in the other

ISP tracks work with their advisors to develop individual graduation plans.

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan. Courses in the major are those required to complete the major.

Before the seventh semester begins: an approved individualized plan of study, at least six courses in the plan of study, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: a total of at least nine courses in the plan of study

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Interdepartmental Studies, B.A.

- Applied Human Services Track [p. 686]
- Business Studies Track [p. 687]
- Health Science Track [p. 688]

Applied Human Services Track

Community-Based Services Emphasis

Course	Title	Hours
Academic Career		
Any Semester		
Students can declare the major once 60 s.h. have been earned.		
	Hours	0
First Year		
Fall		
PSY:1001	Elementary Psychology ^a	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
	Hours	15-17
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: lower-level psychology course		3
GE CLAS Core: International and Global Issues ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
	Hours	16-18
Second Year		
Fall		
Major: psychology core statistics course ^e		3 - 4
Major: lower-level psychology course		3
GE CLAS Core: Historical Perspectives ^b		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5
Elective course ^d	2 - 3
Hours	15-18

Spring

Major: emphasis area course	3
Major: lower-level psychology course	3
GE CLAS Core: Natural Sciences without Lab ^b	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c	4 - 5
Elective course ^d	3
Hours	16-17

Third Year**Fall**

Major: emphasis area course	3
RCE:4199 Counseling for Related Professions	3
GE CLAS Core: Values and Culture ^b	3
Elective course ^d	3
Elective course ^d	3
Hours	15

Spring

Major: emphasis area course	3
CCCC:2220 Foundations of Critical Cultural or RCE:4197 Competence or Citizenship in a Multicultural Society	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
GE CLAS Core: Natural Sciences with Lab ^b	4
Elective course ^d	2 - 3
Hours	15-16

Fourth Year**Fall**

Major: emphasis area course	3
GE CLAS Core: Quantitative or Formal Reasoning (if not met by cognate course) ^b	3
Elective course ^d	3
Elective course ^d	3
RCE:4195 Ethics in Human Relations and Counseling	3
Hours	15

Spring

Major: internship or practicum	0 - 6
Elective course ^d	3
Elective course ^d	3
Elective course (if needed) ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^f	
Hours	9-15
Total Hours	116-131

a Fulfills a major requirement and may fulfill a GE requirement.

b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

e Choose from PSY:2811, STAT:1010, STAT:1020, STAT:1030.

f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Business Studies Track**Organizational Practice and Perspectives Emphasis**

Course	Title	Hours
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Elective course ^a		3
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: Values and Culture ^b		3
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
ECON:1200 or ECON:1100	Principles of Macroeconomics ^c or Principles of Microeconomics	4
Major: mathematics requirement ^{d, e}		4
GE CLAS Core: Natural Sciences with Lab ^b		4
Hours		15-16

Second Year**Fall**

Major: business core course		3
Major: statistics requirement ^d		3 - 4
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Hours		13-15

Spring

Major: business core course		3
Major: business core course		3
GE CLAS Core: International and Global Issues ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^a		2
Hours		15-16

Third Year**Fall**

Major: business core course		3
Major: emphasis area course ^g		3
GE CLAS Core: Natural Sciences without Lab ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^a		3
Hours		16-17

Spring

Major: emphasis area course ^g	3
Major: emphasis area course ^g	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f	4 - 5
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
Major: career preparation component ^g	1 - 3
Hours	14-17

Fourth Year**Fall**

Elective course ^a	3
Major: emphasis area course ^g	3
Major: elective course (recommended)	3
Elective course ^a	3
Elective course ^a	3
Hours	15

Spring

Major: emphasis area course ^g	3
Major: elective course (recommended)	3
Elective course ^a	3
Elective course ^a	3
Elective course (if needed) ^a	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	

Hours	15
Total Hours	117-126

- a Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students should choose a mathematics or statistics requirement that will also complete the GE: Quantitative or Formal Reasoning requirement.
- e Enrollment in math courses requires completion of a placement exam.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g The required 16 s.h. of emphasis area courses must include 9 s.h. earned in advanced courses. See General Catalog for lists of approved courses.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Health Science Track**Multidisciplinary Science Emphasis**

Course	Title	Hours
First Year		
Fall		
CHEM:1110 or CHEM:1070	Principles of Chemistry I ^{a, b} or General Chemistry I	3 - 4

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
Foundational Social Science ^d		3
CSI:1600	Success at Iowa	2
Hours		14-16

Spring

CHEM:1120 or CHEM:1080	Principles of Chemistry II or General Chemistry II	3 - 4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Foundational Math/Statistics Elective ^{d, e}		3 - 4
GE CLAS Core: Values and Culture ^c		3
Hours		12-15

Second Year**Fall**

BIOL:1140 or BIOL:1141 or BIOL:1411	Human Biology ^d or Introductory Animal Biology or Foundations of Biology	4
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^g		3
Hours		14-15

Spring

Foundational Science Elective		3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^g		3
Hours		16-18

Third Year**Fall**

Foundational Elective		3 - 4
Emphasis Area Course ^h		3 - 4
Elective course ^g		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^g		3
Hours		16-19

Spring

Emphasis Area Course ^h		3 - 4
Elective course ^g		3
Elective course ^g		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Elective course ^g		3
Hours		16-18

Fourth Year**Fall**

Emphasis Area Course ^h		3 - 4
Emphasis Area Course ^h		3 - 4
Elective course ^g		3
Elective course ^g		3

Elective course ^g	3
Hours	15-17
Spring	
Emphasis Area Course ^h	3 - 4
Emphasis Area Course ^h	1 - 3
Elective course ^g	3
Elective course ^g	3
Elective course ^g	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ	
Hours	13-16
Total Hours	116-134

- a CHEM:1070 not required before CHEM:1080 if student has completed high school chemistry.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Fulfills a major requirement and may fulfill a GE requirement.
- e Enrollment in math courses requires completion of a placement exam.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h Students must complete 15 s.h. in their chosen emphasis area and at least 1 s.h. for the career preparation component. See General Catalog for list of approved courses.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Graduates in the applied human services, business studies, engaged social innovation, and health science tracks have career options in a variety of settings, including retirement homes, hospitals, health clubs, government agencies, insurance companies, and performing arts companies.

Students who create individualized plans of study stand out when they apply for jobs because their major emphasizes a unique set of strengths and interests. In addition, employers often are impressed by their enthusiasm and self-directed nature.

Many interdepartmental studies majors go on to graduate school.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

International Relations

Chair, Department of Political Science

- Brian H. Lai

Undergraduate major: international relations (B.A., B.S.)

Undergraduate minor: international relations

Faculty: <https://clas.uiowa.edu/polisci/people/faculty>

Website: <https://clas.uiowa.edu/polisci/>

The undergraduate programs of study in international relations are administered by the Department of Political Science [p. 909] which offers related B.A. and B.S. programs of study in political science. The department also offers the Certificate in Political Risk Analysis [p. 907], and it collaborates with other departments to offer the Certificate in Social Science Analytics [p. 987]. The department additionally provides a number of courses that undergraduate students in all majors may use to fulfill GE CLAS Core [p. 20] requirements.

Programs

Undergraduate Programs of Study

Majors

- Major in International Relations (Bachelor of Arts) [p. 691]
- Major in International Relations (Bachelor of Science) [p. 697]

Minor

- Minor in International Relations [p. 704]

International Relations, B.A.

A major in international relations focuses on economic relations between states, a crucial area of study in today's globalized world. Students are introduced to the politics of foreign countries. They develop an understanding of how countries interact and acquire a deep appreciation for the root causes of problems that transcend national boundaries.

Requirements for the major are the same for B.A. and B.S. students, except that the major for the B.S. requires a set of mathematics/statistics courses, while the major for the B.A. does not.

Learning Outcomes

Graduates will:

- possess a broad understanding of international relations,
- be able to apply a theoretical approach in international relations to understand a specific area of international relations,
- have effective written and oral communication skills, and
- be able to conceptualize problems and apply analytical tools to solve them.

Requirements

The Bachelor of Arts with a major in international relations requires a minimum of 120 s.h., including at least 37 s.h. of work for the major. At least 18 s.h. of coursework for the major must be taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students choose one of five tracks: conflict and foreign policy, international business and economic relations, regional politics and relationships, transnational issues, or a self-defined track.

The B.A. with a major in international relations requires the following coursework.

Code	Title	Hours
	International Relations Core	12-13
	Methods Course	3
	Senior Seminar Courses	4
	Track Courses	18
	Total Hours	37-38

International Relations Core

Code	Title	Hours
All of these:		
POLI:1500	Introduction to International Relations	3
POLI:3512	International Conflict	3
POLI:3516	The Politics of International Economics	3
One of these:		
HIST:1101	The Modern World	3
HIST:1403	The West and the World: Modern	3-4

HIST:3143	International Politics: The History of the Present	3-4
HIST:3155	The World Since 1945	3

Methods Course

Code	Title	Hours
One of these:		
POLI:2000	Designing Political Research	3
POLI:3000	Analyzing Political Data	3

Senior Seminar Courses

Code	Title	Hours
This course:		
POLI:4802	International Relations Senior Seminar Preparation	1
One of these:		
POLI:4800	Senior Seminar in International Relations	3
POLI:4801	Honors Senior Seminar in International Relations	3

Tracks

International relations students complete one of the following five tracks, each of which requires 18 s.h. of coursework. Students who would like to declare the major in international relations before deciding on a track may declare the open track for advising purposes. They should talk with an advisor and decide on a track as soon as possible.

- Conflict and Foreign Policy Track [p. 691]
- International Business and Economic Relations Track [p. 692]
- Regional Politics and Relationships Track [p. 692]
- Transnational Issues Track [p. 693]
- Self-Defined Track [p. 694]

Conflict and Foreign Policy Track

The conflict and foreign policy track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
This course:		
POLI:1501	Introduction to American Foreign Policy	3
Five of these, including at least 6 s.h. in courses from each of two departments:		
POLI:2416	Revolutions and Political Violence	3
POLI:2417	Comparative Environmental Policy	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3126	Environmental Policy	3
POLI:3405	Authoritarian Politics	3
POLI:3410	Russian Foreign Policy	3
POLI:3411	Democracy: Global Trends and Struggles	3
POLI:3420	Southeast Asia: Politics and Development	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3

POLI:3423	The Middle East: Policy and Diplomacy	3
POLI:3425	South Asia: Politics, Identity, and Conflict	3
POLI:3501	International Organization and World Order	3
POLI:3503	Politics of Terrorism	3
POLI:3505	Civil Wars	3
POLI:3506	Consequences of War	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
POLI:3518	Water Wars: Conflict and Cooperation	3
POLI:3521	Twenty-first-Century Technology and Warfare	3
POLI:3522	Ending Wars and Keeping Peace	3
POLI:3523	Non-State Violent Actors	3
POLI:3530	Diplomacy Lab	arr.
POLI:3550	Problems of International Politics	3
POLI:3603	War and Film	3
HIST:2420/ GRMN:2720	Germany in the World	3-4
HIST:3106	History Behind the Headlines	3
HIST:3145	Europe and the United States in the Twentieth Century	3
HIST:3242	The United States in World Affairs	3-4
HIST:4176	Vietnam War on Film	3-4
HIST:4228	Cold War America	3
HIST:4264	The American Home Front During World War II	3
HIST:4435	War and Society in Modern Europe	3
HIST:4478	Holocaust in History and Memory	3
HIST:4499	First World War	3-4
HIST:4620/ JPNS:4620	Japan-U.S. Relations	3

International Business and Economic Relations Track

The international business and economic relations track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
Two of these:		
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
GEOG:2910	The Global Economy	3
Four of these, including courses from at least two departments:		
POLI:2417	Comparative Environmental Policy	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3126	Environmental Policy	3

POLI:3400	Political Economy	3
POLI:3424	Global Development	3
POLI:3504	Globalization	3
POLI:3524	Politics and Multinational Enterprises	3
ECON:3345	Global Economics and Business	3
ECON:3620	Economic Growth and Development	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
ECON:3750/ GEOG:3940/ URP:3350	Transportation Economics	3
ECON:4110	International Economics	3
ENTR:4460	Entrepreneurship and Global Trade	3
FIN:4240	International Finance (prerequisite required)	3
GEOG:2410	Environment and Development	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3800	Environmental Economics and Policy	3
IS:3200	Sustainable Development	3
IS:3333/RELS:3333	Economics and Islam	3
MGMT:3450	International Business Environment	3
MKTG:4300	International Marketing (prerequisite required)	3

Regional Politics and Relationships Track

The regional politics and relationships track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
This course:		
POLI:1400	Introduction to Comparative Politics	3
Five of these, including at least 6 s.h. in courses from each of two departments:		
POLI:1401	Introduction to Russian Politics	3
POLI:1445	Introduction to Asian Politics: China	3
POLI:1449	Introduction to European Politics	3
POLI:2415	Latin American Politics	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3405	Authoritarian Politics	3
POLI:3408	Chinese Politics and Society	3
POLI:3410	Russian Foreign Policy	3
POLI:3413	Russian Politics	3
POLI:3420	Southeast Asia: Politics and Development	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3

POLI:3423	The Middle East: Policy and Diplomacy	3
POLI:3424	Global Development	3
POLI:3425	South Asia: Politics, Identity, and Conflict	3
POLI:3450	Problems in Comparative Politics	3
POLI:3514	Regional Peace and Security	3
HIST:1602/ ASIA:1602	Civilizations of Asia: China from the 17th Century to the Present	3
HIST:1604/ ASIA:1604	Civilizations of Asia: Japan	3-4
HIST:1606/ ASIA:1606/ RELS:1606	Civilizations of Asia: South Asia	3-4
HIST:1607/ ASIA:1607	Civilizations of Asia: Korea	3-4
HIST:1609/ ASIA:1609	India Now! Surveying the World's Largest Democracy	3-4
HIST:1708	Civilizations of Africa	3
HIST:2420/ GRMN:2720	Germany in the World	3-4
HIST:3145	Europe and the United States in the Twentieth Century	3
HIST:3289/ NAIS:3289	The Atlantic World c. 1450-1850	3
HIST:3416	Modern Britain: War and Empire in the Twentieth Century	3
HIST:3470	France from 1815 to Present	3
HIST:3475	Germany's Twentieth Century	3-4
HIST:3501/ LAS:3501	Rebel Island: A History of Cuba	3
HIST:3515/ LAS:3515	Introduction to Modern Latin America	3
HIST:3652/ ASIA:3652	Twentieth-Century China	3
HIST:3685/ ASIA:3685	Modern Korean History	3
HIST:3760/ AFAM:3760	The Making of Modern Africa	3
HIST:3810	History of the Modern Middle East	3
HIST:4433/ FREN:4433	France Under Nazi Occupation, 1940-1944	3-4
HIST:4438	Modern European Imperialism	3
HIST:4502/ LAS:4502/ NAIS:4502	History of Mexico	3
HIST:4615/ JPNS:4615	Modern Japan	3
HIST:4640	Imperialism and Modern India	3
HIST:4666/ ASIA:4166	Topics in Asian History	3

Transnational Issues Track

The transnational issues track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
Six of these, including at least 3 s.h. in courses from each of three departments:		
POLI:2417	Comparative Environmental Policy	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3126	Environmental Policy	3
POLI:3411	Democracy: Global Trends and Struggles	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3
POLI:3424	Global Development	3
POLI:3501	International Organization and World Order	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
CRIM:3415	Global Criminology	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
ECON:3750/ GEOG:3940/ URP:3350	Transportation Economics	3
ECON:3760	Health Economics	3
GEOG:1020	The Global Environment	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:1090	Globalization and Geographic Diversity	3
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:2410	Environment and Development	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3110/ GHS:3111	Geography of Health	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:3331	Human Dimensions of Climate	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:3800	Environmental Economics and Policy	3
GEOG:4770/ GHS:4770	Environmental Justice	3
GHS:3030/ CPH:3240	Global Health Today	1
GHS:3037	Technology to Improve Global Health	3
GHS:3050/ ASP:3135/ SSW:3135	Global Aging	3

GHS:3110/ ANTH:3110/ NAIS:3110	Health of Indigenous Peoples	3
GHS:3120	Global Maternal and Child Health	3
GHS:3150/ CBH:3150/JMC:3150	Media and Health	3
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3
GHS:3325	Global Epidemics	3
GHS:3500/ CPH:3500	Global Public Health	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:3850/ HHP:3850	Promoting Health Globally	3
GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
GHS:4162/ HIST:4162	History of Global Health	3
GHS:4180	Climate Change and Health	3
GHS:4600	Global Health and Human Rights	2-3
GWSS:1046/ ANTH:1046/ GEOG:1046/ SJUS:1046	Environmental Politics in India	3
GWSS:2045	Working for Social Justice	1-3
GWSS:2151/ ANTH:2151/IS:2151	Global Migration in the Contemporary World	3
GWSS:2190/ ANTH:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3157/ HIST:3157	Gender, Sexuality, and Human Rights	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
HIST:4101	History of Human Rights	3
HIST:4438	Modern European Imperialism	3
HIST:4640	Imperialism and Modern India	3
HRTS:3905/IS:3905	Topics in Human Rights	1-3
HRTS:3906	Global Crises and Human Rights	3
HRTS:3910/IS:3910	Human Rights Advocacy	3
IS:2151/ ANTH:2151/ GWSS:2151	Global Migration in the Contemporary World	3
IS:3116/JMC:3116	Media and Global Cultures	3
IS:3200	Sustainable Development	3
IS:4131/ COMM:4131	Globalization and Culture	3

Self-Defined Track

Students may create their own track with permission from the director of undergraduate studies. A self-defined track may not duplicate an existing track or another academic program of study at the University of Iowa. It must consist of at least 18 s.h. of coursework, which must include 3 s.h. of credit earned in courses from each of three departments.

Honors

Honors in the Major

Students majoring in international relations have the opportunity to graduate with honors in the major. Students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences, and a major g.p.a. of at least 3.50. They must complete POLI:4000 Honors Seminar on the Study of Politics in addition to the minimum major requirements. Honors students complete an honors thesis through their enrollment in POLI:4801 Honors Senior Seminar in International Relations.

National Honor Society

The department sponsors a chapter of Pi Sigma Alpha. Students who have a cumulative g.p.a. of at least 3.30, have attained junior standing, and have completed 15 s.h. of coursework in political science are considered for membership. Contact the Department of Political Science honors advisor for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the international relations major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: POLI:1500 Introduction to International Relations

Before the fifth semester begins: all core courses and the methods course

Before the seventh semester begins: at least 12 s.h. in the track and at least 90 s.h. earned toward the degree

Before the eighth semester begins: all track requirements

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and

should be discussed with an academic advisor. For additional sample plans, see MyUI.

International Relations, B.A.

International Business and Economic Relations Track

Course	Title	Hours
First Year		
Fall		
POLI:1500	Introduction to International Relations ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: history core course		3
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
Hours		16-18
Second Year		
Fall		
POLI:2000	Designing Political Research	3
GE CLAS Core: Quantitative or Formal Reasoning ^{d, e}		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
Elective course ^c		3
Hours		16-17
Spring		
ECON:1100	Principles of Microeconomics ^a	4
POLI:3512	International Conflict	3
GE CLAS Core: Natural Sciences with Lab ^d		4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b		4 - 5
Elective course ^c		1
Hours		16-17
Third Year		
Fall		
GEOG:2910 or ECON:1200	The Global Economy or Principles of Macroeconomics	3 - 4
POLI:3516	The Politics of International Economics	3
GE CLAS Core: Values and Culture ^d		3
GE CLAS Core: Natural Sciences without Lab ^d		3
Elective course ^c		3
Hours		15-16

Spring

Major: international business and economic relations track course ^f	3
Major: international business and economic relations track course ^f	3
GE CLAS Core: Literary, Visual, and Performing Arts ^d	3
Elective course ^c	3
Elective course ^c	3
Hours	15

Fourth Year

Fall		
POLI:4802	International Relations Senior Seminar Preparation	1
Major: international business and economic relations track course ^f	3	
Major: international business and economic relations track course ^f	3	
GE CLAS Core: Historical Perspectives ^d	3	
Elective course ^c	3	
Elective course ^c	2	
Hours	15	

Spring

POLI:4800	Senior Seminar in International Relations	3
Elective course ^c	3	
Elective course ^c	3	
Elective course ^c	3	
Elective course ^c	3	
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours	15	
Total Hours	123-130	

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e STAT:1010 or STAT:1020 recommended.
- f Students complete four approved international business and economic relations track elective courses, including courses from at least two different departments.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

A major in international relations is an excellent choice for any student considering a career in either the public or private sector, including the diplomatic service, intelligence organizations, multinational corporations, nongovernmental organizations, international organizations, think tanks, public

health agencies, the media, and numerous other professions. The international relations major also prepares students to pursue postbaccalaureate degrees such as the J.D., M.A., or Ph.D.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

International Relations, B.S.

A major in international relations focuses on economic relations between states, a crucial area of study in today's globalized world. Students are introduced to the politics of foreign countries. They develop an understanding of how countries interact and acquire a deep appreciation for the root causes of problems that transcend national boundaries.

Requirements for the major are the same for B.S. and B.A. students, except that the major for the B.S. requires a set of mathematics/statistics courses, while the major for the B.A. does not.

Learning Outcomes

Graduates will:

- possess a broad understanding of international relations,
- be able to apply a theoretical approach in international relations to understand a specific area of international relations,
- have effective written and oral communication skills, and
- be able to conceptualize problems and apply analytical tools to solve them.

Requirements

The Bachelor of Science with a major in international relations requires a minimum of 120 s.h., including at least 48 s.h. of work for the major. At least 18 s.h. of coursework for the major must be taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students choose one of five tracks: conflict and foreign policy, international business and economic relations, regional politics and relationships, transnational issues, or a self-defined track.

The B.S. with a major in international relations requires the following coursework.

Code	Title	Hours
	International Relations Core	12-13
	Methods Course	3
	Senior Seminar Courses	4
	Mathematics/Statistics Courses	11
	Track Courses	18
Total Hours		48-49

International Relations Core

Code	Title	Hours
All of these:		
POLI:1500	Introduction to International Relations	3
POLI:3512	International Conflict	3
POLI:3516	The Politics of International Economics	3
One of these:		
HIST:1101	The Modern World	3

HIST:1403	The West and the World: Modern	3-4
HIST:3143	International Politics: The History of the Present	3-4
HIST:3155	The World Since 1945	3

Methods Course

Code	Title	Hours
One of these:		
POLI:2000	Designing Political Research	3
POLI:3000	Analyzing Political Data	3

Senior Seminar Courses

Code	Title	Hours
This course:		
POLI:4802	International Relations Senior Seminar Preparation	1
One of these:		
POLI:4800	Senior Seminar in International Relations	3
POLI:4801	Honors Senior Seminar in International Relations	3

Mathematics/Statistics Courses

Students must complete one of the following approved sets of mathematics/statistics courses (11 s.h.) with a g.p.a. of at least 2.00. Substitutions must be approved by the director of undergraduate studies.

Set 1

Code	Title	Hours
MATH:1380	Calculus and Matrix Algebra for Business (or equivalent or higher-level calculus course)	4
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3
STAT:6513/ PSQF:6243	Intermediate Statistical Methods	4

Set 2

Code	Title	Hours
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Tracks

International relations students complete one of the following five tracks, each of which requires 18 s.h. of coursework. Students who would like to declare the major in international relations before deciding on a track may declare the open track for advising purposes. They should talk with an advisor and decide on a track as soon as possible.

- Conflict and Foreign Policy Track [p. 698]
- International Business and Economic Relations Track [p. 698]
- Regional Politics and Relationships Track [p. 699]

- Transnational Issues Track [p. 699]
- Self-Defined Track [p. 700]

Conflict and Foreign Policy Track

The conflict and foreign policy track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
This course:		
POLI:1501	Introduction to American Foreign Policy	3
Five of these, including at least 6 s.h. in courses from each of two departments:		
POLI:2416	Revolutions and Political Violence	3
POLI:2417	Comparative Environmental Policy	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3126	Environmental Policy	3
POLI:3405	Authoritarian Politics	3
POLI:3410	Russian Foreign Policy	3
POLI:3411	Democracy: Global Trends and Struggles	3
POLI:3420	Southeast Asia: Politics and Development	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3
POLI:3423	The Middle East: Policy and Diplomacy	3
POLI:3425	South Asia: Politics, Identity, and Conflict	3
POLI:3501	International Organization and World Order	3
POLI:3503	Politics of Terrorism	3
POLI:3505	Civil Wars	3
POLI:3506	Consequences of War	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
POLI:3518	Water Wars: Conflict and Cooperation	3
POLI:3521	Twenty-first-Century Technology and Warfare	3
POLI:3522	Ending Wars and Keeping Peace	3
POLI:3523	Non-State Violent Actors	3
POLI:3530	Diplomacy Lab	arr.
POLI:3550	Problems of International Politics	3
POLI:3603	War and Film	3
HIST:2420/ GRMN:2720	Germany in the World	3-4
HIST:3106	History Behind the Headlines	3
HIST:3145	Europe and the United States in the Twentieth Century	3
HIST:3242	The United States in World Affairs	3-4
HIST:4176	Vietnam War on Film	3-4
HIST:4228	Cold War America	3

HIST:4264	The American Home Front During World War II	3
HIST:4435	War and Society in Modern Europe	3
HIST:4478	Holocaust in History and Memory	3
HIST:4499	First World War	3-4
HIST:4620/ JPNS:4620	Japan-U.S. Relations	3

International Business and Economic Relations Track

The international business and economic relations track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
Two of these:		
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
GEOG:2910	The Global Economy	3
Four of these, including courses from at least two departments:		
POLI:2417	Comparative Environmental Policy	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3126	Environmental Policy	3
POLI:3400	Political Economy	3
POLI:3424	Global Development	3
POLI:3504	Globalization	3
POLI:3524	Politics and Multinational Enterprises	3
ECON:3345	Global Economics and Business	3
ECON:3620	Economic Growth and Development	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
ECON:3750/ GEOG:3940/ URP:3350	Transportation Economics	3
ECON:4110	International Economics	3
ENTR:4460	Entrepreneurship and Global Trade	3
FIN:4240	International Finance (prerequisite required)	3
GEOG:2410	Environment and Development	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3800	Environmental Economics and Policy	3
IS:3200	Sustainable Development	3
IS:3333/RELS:3333	Economics and Islam	3
MGMT:3450	International Business Environment	3
MKTG:4300	International Marketing (prerequisite required)	3

Regional Politics and Relationships Track

The regional politics and relationships track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
This course:		
POLI:1400	Introduction to Comparative Politics	3
Five of these, including at least 6 s.h. in courses from each of two departments:		
POLI:1401	Introduction to Russian Politics	3
POLI:1445	Introduction to Asian Politics: China	3
POLI:1449	Introduction to European Politics	3
POLI:2415	Latin American Politics	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3405	Authoritarian Politics	3
POLI:3408	Chinese Politics and Society	3
POLI:3410	Russian Foreign Policy	3
POLI:3413	Russian Politics	3
POLI:3420	Southeast Asia: Politics and Development	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3
POLI:3423	The Middle East: Policy and Diplomacy	3
POLI:3424	Global Development	3
POLI:3425	South Asia: Politics, Identity, and Conflict	3
POLI:3450	Problems in Comparative Politics	3
POLI:3514	Regional Peace and Security	3
HIST:1602/ ASIA:1602	Civilizations of Asia: China from the 17th Century to the Present	3
HIST:1604/ ASIA:1604	Civilizations of Asia: Japan	3-4
HIST:1606/ ASIA:1606/ RELS:1606	Civilizations of Asia: South Asia	3-4
HIST:1607/ ASIA:1607	Civilizations of Asia: Korea	3-4
HIST:1609/ ASIA:1609	India Now! Surveying the World's Largest Democracy	3-4
HIST:1708	Civilizations of Africa	3
HIST:2420/ GRMN:2720	Germany in the World	3-4
HIST:3145	Europe and the United States in the Twentieth Century	3
HIST:3289/ NAIS:3289	The Atlantic World c. 1450-1850	3
HIST:3416	Modern Britain: War and Empire in the Twentieth Century	3
HIST:3470	France from 1815 to Present	3

HIST:3475	Germany's Twentieth Century	3-4
HIST:3501/ LAS:3501	Rebel Island: A History of Cuba	3
HIST:3515/ LAS:3515	Introduction to Modern Latin America	3
HIST:3652/ ASIA:3652	Twentieth-Century China	3
HIST:3685/ ASIA:3685	Modern Korean History	3
HIST:3760/ AFAM:3760	The Making of Modern Africa	3
HIST:3810	History of the Modern Middle East	3
HIST:4433/ FREN:4433	France Under Nazi Occupation, 1940-1944	3-4
HIST:4438	Modern European Imperialism	3
HIST:4502/ LAS:4502/ NAIS:4502	History of Mexico	3
HIST:4615/ JPNS:4615	Modern Japan	3
HIST:4640	Imperialism and Modern India	3
HIST:4666/ ASIA:4166	Topics in Asian History	3

Transnational Issues Track

The transnational issues track requires the following coursework (minimum of 18 s.h.).

Code	Title	Hours
Six of these, including at least 3 s.h. in courses from each of three departments:		
POLI:2417	Comparative Environmental Policy	3
POLI:3035	Careers in Political Science and International Relations	3
POLI:3126	Environmental Policy	3
POLI:3411	Democracy: Global Trends and Struggles	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3
POLI:3424	Global Development	3
POLI:3501	International Organization and World Order	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
CRIM:3415	Global Criminology	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
ECON:3750/ GEOG:3940/ URP:3350	Transportation Economics	3
ECON:3760	Health Economics	3
GEOG:1020	The Global Environment	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:1090	Globalization and Geographic Diversity	3

GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:2410	Environment and Development	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3110/ GHS:3111	Geography of Health	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:3331	Human Dimensions of Climate	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:3800	Environmental Economics and Policy	3
GEOG:4770/ GHS:4770	Environmental Justice	3
GHS:3030/ CPH:3240	Global Health Today	1
GHS:3037	Technology to Improve Global Health	3
GHS:3050/ ASP:3135/ SSW:3135	Global Aging	3
GHS:3110/ ANTH:3110/ NAIS:3110	Health of Indigenous Peoples	3
GHS:3120	Global Maternal and Child Health	3
GHS:3150/ CBH:3150/JMC:3150	Media and Health	3
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3
GHS:3325	Global Epidemics	3
GHS:3500/ CPH:3500	Global Public Health	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:3850/ HHP:3850	Promoting Health Globally	3
GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
GHS:4162/ HIST:4162	History of Global Health	3
GHS:4180	Climate Change and Health	3
GHS:4600	Global Health and Human Rights	2-3
GWSS:1046/ ANTH:1046/ GEOG:1046/ SJUS:1046	Environmental Politics in India	3
GWSS:2045	Working for Social Justice	1-3
GWSS:2151/ ANTH:2151/IS:2151	Global Migration in the Contemporary World	3

GWSS:2190/ ANTH:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3157/ HIST:3157	Gender, Sexuality, and Human Rights	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
HIST:4101	History of Human Rights	3
HIST:4438	Modern European Imperialism	3
HIST:4640	Imperialism and Modern India	3
HRTS:3905/IS:3905	Topics in Human Rights	1-3
HRTS:3906	Global Crises and Human Rights	3
HRTS:3910/IS:3910	Human Rights Advocacy	3
IS:2151/ ANTH:2151/ GWSS:2151	Global Migration in the Contemporary World	3
IS:3116/JMC:3116	Media and Global Cultures	3
IS:3200	Sustainable Development	3
IS:4131/ COMM:4131	Globalization and Culture	3

Self-Defined Track

Students may create their own track with permission from the director of undergraduate studies. A self-defined track may not duplicate an existing track or another academic program of study at the University of Iowa. It must consist of at least 18 s.h. of coursework, which must include 3 s.h. of credit earned in courses from each of three departments.

Honors

Honors in the Major

Students majoring in international relations have the opportunity to graduate with honors in the major. Students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences, and a major g.p.a. of at least 3.50. Students also must complete POLI:4000 Honors Seminar on the Study of Politics in addition to the minimum major requirements. Honors students complete an honors thesis through their enrollment in POLI:4801 Honors Senior Seminar in International Relations.

National Honor Society

The department sponsors a chapter of Pi Sigma Alpha. Students who have a cumulative g.p.a. of at least 3.30, have attained junior standing, and have completed 15 s.h. of coursework in political science are considered for membership. Contact the Department of Political Science honors advisor for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the international relations major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: POLI:1500 Introduction to International Relations

Before the fifth semester begins: all core courses and the methods course

Before the seventh semester begins: at least two of the mathematics/statistics courses, at least 12 s.h. in the track, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: all core courses, the methods course, the remaining mathematics/statistics course, and all track requirements

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

International Relations, B.S.

- Conflict and Foreign Policy Track [p. 701]
- Transnational Issues Track [p. 702]

Conflict and Foreign Policy Track

Course	Title	Hours
First Year		
Fall		
POLI:1500	Introduction to International Relations ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: history core course		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^b	4 - 5	
GE CLAS Core: Diversity and Inclusion ^d	3	
Elective course ^c	3	
Hours		16-18

Second Year

Fall		
POLI:1501	Introduction to American Foreign Policy ^{a, e}	3
Major: calculus course ^{a, f, g}		4 - 5
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
POLI:2000	Designing Political Research	3
Elective course ^c		2 - 3
Hours		16-19

Spring

POLI:3512	International Conflict	3
Major: calculus or statistics course ^f		3 - 5
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
Elective course ^c		3
Hours		16-19

Third Year

Fall		
Major: conflict and foreign policy track course numbered POLI:XXXX ^e		3
Major: statistics course ^f		3 - 4
GE CLAS Core: Values and Culture ^d		3
POLI:3516	The Politics of International Economics	3
Elective course ^c		3
Hours		15-16

Spring

Major: conflict and foreign policy track course numbered HIST:XXXX ^e		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Fourth Year

Fall		
POLI:4802	International Relations Senior Seminar Preparation	1
Major: conflict and foreign policy track course numbered POLI:XXXX ^e		3
Major: conflict and foreign policy track course numbered POLI:XXXX or HIST:XXXX ^e		3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Natural Sciences without Lab		3
Elective course ^c		2
Hours		15

Spring

POLI:4800	Senior Seminar in International Relations	3
-----------	---	---

Major: conflict and foreign policy track course numbered HIST:XXXX ^e	3
GE CLAS Core: Natural Sciences with Lab ^d	4
Elective course ^c	3
Elective course ^c	2 - 3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	15-16
Total Hours	123-135

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e The conflict and foreign policy track requires POLI:1501 and at least five additional approved courses (18 s.h. total). This must include at least 6 s.h. in courses from each of two departments.
- f Students must complete one of the approved sets of mathematics/statistics courses.
- g Enrollment in math courses requires completion of a placement exam.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Transnational Issues Track

Course	Title	Hours
First Year		
Fall		
POLI:1500	Introduction to International Relations ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: history core course		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-18
Second Year		
Fall		
Major: transnational issues track course ^e		3
Major: calculus course ^{a, f, g}		4 - 5
POLI:2000	Designing Political Research	3

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5
Elective course ^d	2 - 3
Hours	16-19

Spring

POLI:3512	International Conflict	3
Major: calculus course or statistics course ^f		3 - 5
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-19

Third Year

Fall

Major: transnational issues track course ^e	3
Major: statistics course ^f	3 - 4
GE CLAS Core: Values and Culture ^b	3
GE CLAS Core: Social Sciences ^b	3
Elective course ^d	3
Hours	15-16

Spring

Major: transnational issues track course ^e	3
Major: transnational issues track course ^e	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
Elective course ^d	3
Elective course ^d	3
Hours	15

Fourth Year

Fall

POLI:3516	The Politics of International Economics	3
POLI:4802	International Relations Senior Seminar Preparation	1
Major: transnational issues track course ^e		3
GE CLAS Core: Historical Perspectives ^b		3
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^d		3
Hours		16

Spring

POLI:4800	Senior Seminar in International Relations	3
Major: transnational issues track course ^e		3
GE CLAS Core: Natural Sciences with Lab ^b		4
Elective course ^d		3
Elective course ^d		2 - 3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		15-16
Total Hours		124-136

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e The transnational issues track requires at least six approved track courses (18 s.h. total). This must include at least 3 s.h. in courses from each of three departments.
- f Students must complete one of the approved sets of mathematics/statistics courses.
- g Enrollment in math courses requires completion of a placement exam.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Because international relations and the international community are so important, a major in international relations is an excellent choice for any student considering a career in either the public or private sector, including the diplomatic service, intelligence organizations, multinational corporations, nongovernmental organizations, international organizations, think tanks, public health agencies, the media, and numerous other professions. The international relations major also prepares students to pursue postbaccalaureate degrees such as the J.D., M.A., or Ph.D.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

International Relations, Minor

Requirements

The undergraduate minor in international relations requires a minimum of 15 s.h. in coursework approved for the international relations major, including at least 9 s.h. in courses numbered 3000 or above and at least 12 s.h. taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students may count a maximum of 9 s.h. earned in coursework from one department toward the minor. To view the selection of courses available, see the B.A. in international relations [p. 691] or the B.S. in international relations [p. 697] in the Catalog.

Courses for the minor in international relations must include the following.

Code	Title	Hours
This course:		
POLI:1500	Introduction to International Relations	3
One of these:		
POLI:3512	International Conflict	3
POLI:3516	The Politics of International Economics	3

International Studies

Interim Director, Division of Interdisciplinary Programs

- Kristy Nabhan-Warren

Director, International Studies

- Emily A. Wentzell (Anthropology)

Academic Coordinator

- Meredith Mahy Gall

Undergraduate major: international studies (B.A.)

Undergraduate minor: international studies

Faculty: <https://clas.uiowa.edu/international-studies/tracksfaculty>

Website: <https://clas.uiowa.edu/international-studies/>

The International Studies Program offers a multidisciplinary approach to international issues and global connections.

International Studies is one of the academic units in the Division of Interdisciplinary Programs [p. 364].

Programs

Undergraduate Programs of Study

Major

- Major in International Studies (Bachelor of Arts) [p. 708]

Minor

- Minor in International Studies [p. 727]

Courses

International Studies Courses

IS:1000 Designing Your International Studies

Major

1 s.h.

Importance of interdisciplinarity, global perspectives, and world language study for 21st-century liberal education; intentional planning of courses and other out-of-class experiences to prepare students for life and career after college.

IS:1030 International Events Attendance

1 s.h.

Attendance at internationally oriented academic, artistic, or cultural events taking place in Iowa City.

IS:1101 Cultural Anthropology

3 s.h.

Comparative study of culture, social organization. GE: Social Sciences; Values and Culture. Same as ANTH:1101.

IS:2000 Introduction to International Studies

3 s.h.

Introduction to the interdisciplinary field of international studies; globalization, migration, and inequality. GE: International and Global Issues.

IS:2009 World Travel: Cross-Cultural Skills for International Business, Education, and Service

3 s.h.

Cross-cultural skills and ethics for international business, education, and service.

IS:2012 Issues in International Studies

1 s.h.

Modules focusing on varied topics, taught by international studies faculty members.

IS:2013 Issues in International Studies

1-3 s.h.

Modules focusing on varied topics, taught by international studies faculty members.

IS:2020 World Events Today!

3 s.h.

Current events that introduce students to political and cultural developments throughout the world. GE: Diversity and Inclusion.

IS:2041 Understanding "The Muslim World"

3 s.h.

Exploration of expressions and experiences of Muslims in increasingly diverse societies around the world. Same as ASIA:2041, RELS:2041.

IS:2042 Intercultural Communication

3 s.h.

Culture defined as a system of taken-for-granted assumptions about the world that influence how people think and act; cultural differences that produce challenges and opportunities for understanding and communication; those differences from several theoretical perspectives; opportunities to examine culture and cultural differences in practical, experience-driven ways. Same as COMM:2042, SSW:2042.

IS:2115 Introduction to Human Rights

3 s.h.

Analysis and evaluation of the international human rights program; relationship between human rights and international law. Same as HRTS:2115.

IS:2120 World History: Stone Age to Feudal Age

3 s.h.

World history from human origins, through classical antiquity, to the 16th century; political, economic, and environmental forces contributing to social transformations. Same as HIST:2120.

IS:2122 World History: Feudal Age to Nuclear Age

3 s.h.

World history from the late 1400s to 1945; colonialism, imperialism, capitalism, and industrialization as forces of global social and cultural transformation. Same as HIST:2122.

IS:2151 Global Migration in the Contemporary World

3 s.h.

Examination of social, economic, and cultural dimensions of global migration in the contemporary world from a transnational and anthropological perspective; primary focus is on Asian migration to the United States, but in comparison to other migration trajectories. Recommendations: an introductory course in cultural anthropology is useful, but not required. GE: Diversity and Inclusion. Same as ANTH:2151, GWSS:2151.

IS:2190 Love Rules: Law and the Family Across Cultures

3 s.h.

Recent debates over legalizing gay marriage remind us that the law is not an abstract concept, it is a social creation that emphasizes certain cultural norms over others, both powerful and changeable; family law outlines what one cultural vision of relationships—those between lovers, parent and child, and between kin—supposedly should look like in a given society, a vision always marked by gendered, racial, and sexual divisions of power; students consider what happens when legal norms intersect with diverse ways that people make families through topics including marriage, divorce, custody, and surrogacy across the world. Same as ANTH:2190, GWSS:2190.

- IS:2248 The Invention of Writing: From Cuneiform to Computers** 3 s.h.
Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, CLSA:2048, COMM:2248, GRMN:2248, HIST:2148, LING:2248, TRNS:2248, WLLC:2248.
- IS:2500 Working Internationally** 1 s.h.
Information on international job sectors; presentations by experts in the field; advice on what is required to work internationally.
- IS:2570 Introduction to Islamic Psychology** 3 s.h.
Psychology in Islamic civilization; the nature of the human being; pathology, illness, healing, and therapies in the Islamic tradition; Islamic models compared with Euro-American frameworks. Recommendations: basic knowledge of psychology and Islam. Same as GHS:2570, RELS:2570.
- IS:2600 Muslim Minorities in the West** 3-4 s.h.
Introduction to lives of Muslim immigrants in the USA, France, Germany, and England; examination of various theories on multiculturalism. Taught in English. GE: Values and Culture. Same as GRMN:2655.
- IS:2700 Introduction to Latin American Studies** 3 s.h.
Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Taught in English. Same as COMM:2800, LAS:2700, PORT:2700, SPAN:2700.
- IS:3009 International Perspectives: Xicotepec** 2-3 s.h.
Introduction to provision of service to a community in a less-developed country; development of discipline-specific projects aimed at improving community life in Xicotepec, Mexico in collaboration with Rotary International; cultural and professional preparation for teamwork in an international environment; service-learning course requiring travel to Xicotepec, Mexico during spring break.
- IS:3010 Designing an International Studies Project** 3 s.h.
How to do research related to international and global topics; preparation for a local or international project which addresses international issues in a systematic way. Requirements: junior or higher standing.
- IS:3011 Global Research: Strategies and Skills** 1 s.h.
Skill development in international research; academic projects; work with research librarian; activity-based introduction to article, statistical, and governmental databases; research and popular materials; information discovery process (tools and search strategies); enhancement of critical thinking skills. Same as GHS:3011, ULIB:3011.
- IS:3012 Service Learning in International Studies** 3 s.h.
Internationally focused service learning in local communities.
- IS:3020 Writing Projects in International Studies** 0-3 s.h.
Writing project completed with the supervision of an approved faculty mentor.
- IS:3116 Media and Global Cultures** 3 s.h.
Communication as a vital component for any effort to create social change; necessary communication to reach out to target audiences—people and communities in need—from campaigns persuading communities to change knowledge, attitudes, and practices to aiding other development efforts in areas of health, education, rural development, or sustainable agricultural practices; importance of communication as an integral part to any effort aimed at creating large-scale social change. Same as JMC:3116.
- IS:3142 Social Media for Social Change** 3 s.h.
Individuals and groups use social media to organize, collaborate, and spread their messages to local and global audiences; students explore the myriad ways that people and organizations use social media as tools for civic engagement, activism, and political participation; drawing on a broad range of international and national cases, students examine unfolding social movements from early internet activism to the present. Same as JMC:3142.
- IS:3190 Global Debt** 3 s.h.
Economies as cultural systems that emphasize the role of worldviews and "meaning-making" in organizing economies; debt as a key mechanism in creation and maintenance of relationships; focus on how exchange, distribution, and obligation serve to shore up or sever various social institutions and links between debt, inequality, and power; debt in various forms, from a round of drinks to student loans, and from the U.S. mortgage crisis to development aid; diverse array of economies—from gift exchange to ceremonial destruction of wealth, and from Melanesia to Wall Street—to evaluate assumptions that undergird different systems of debt and credit. Requirements: introductory course in anthropology or international studies or gender, women's, and sexuality studies. Same as ANTH:3190, SJUS:3190.
- IS:3199 Global Environmental Politics** 3 s.h.
Survey of major environmental crises and conflict between environmental groups and their detractors; climate change, global warming, loss of biodiversity, pollution, toxins, nuclear power, deforestation.
- IS:3200 Sustainable Development** 3 s.h.
Overview of development theory and debate; increasing role of China and other new players in development funding and projects; development-oriented projects, career paths.
- IS:3333 Economics and Islam** 3 s.h.
Origins, functions, and impact of Islamic and related religions' ideas and practices in the realms of economic development, financial services and products, business models, and matters of social justice. Same as RELS:3333.
- IS:3350 Transnational Feminism** 3 s.h.
Exploration of feminist perspectives from the United States and outside of the United States; how geopolitics shapes understanding of familiar feminist issues (e.g., reproduction, cultural practices, sexualities, poverty); emphasis on global south regions and populations. Same as ANTH:3125, GWSS:3350.
- IS:3550 Special Topics in International Studies** 1-3 s.h.
Special topics related to international studies.
- IS:3555 Understanding Health and Disease in Africa** 3 s.h.
Cultural, historical, and political framework for the delivery of health care services in African nations. Recommendations: junior or higher standing. Same as GHS:3555, HIST:3755.

- IS:3560 Global Food Migrations** **3 s.h.**
Understanding how food influences, and is influenced by, social, political, and cultural factors.
- IS:3565 Global Perspectives on Negotiation, Persuasion, and Communication** **3 s.h.**
Cross-cultural approach to preparation for negotiation; exploration of how culture simultaneously enhances and complicates persuasive interactions at the individual, organizational, and global levels; evaluation and improvement of negotiation and cross-cultural communication skills through experiential in-class exercises.
- IS:3600 Development in a Global Context I: Preparing for an Internship in Health, Gender, and Environment** **1 s.h.**
Students work with a UI faculty mentor to articulate an international development project and apply to an international development organization for an internship; students are matched to an organization/project and begin preparation for their internship by communicating with onsite mentor/supervisor.
- IS:3700 Development in a Global Context II: Reflections on Real World Interventions** **2 s.h.**
Students produce a research paper analyzing their personal internship in an international development program.
- IS:3745 Islam in Africa** **4 s.h.**
African Islamic history beginning with earliest Muslim migrants from Arabia to Ethiopia in early 7th century C.E. to dawn of 21st century; focus on historical development of Islam on African continent, specific regions, and particular themes; part of Islamic Studies Virtual Curriculum and Committee on Institutional Cooperation (CIC) CourseShare Program. Same as HIST:3745, RELS:3845.
- IS:3855 Human Rights and Islam** **3 s.h.**
Human rights in religious and secular discourse, seventh century to present; Islamic law, human rights law, religion, politics. GE: International and Global Issues. Same as RELS:3855.
- IS:3905 Topics in Human Rights** **1-3 s.h.**
Examination of emerging human rights issues from an interdisciplinary and international perspective. Same as HRTS:3905.
- IS:3910 Human Rights Advocacy** **3 s.h.**
Theoretical foundations and critical issues for international human rights advocacy and international humanitarian movements. Same as HRTS:3910.
- IS:3990 Independent Study in International Studies arr.**
Research on a topic of international significance. Requirements: international studies major.
- IS:4131 Globalization and Culture** **3 s.h.**
How context for everyday experience has increasingly become globally determined (e.g., ever-increasing transnational migration of people, spread of American culture, growth of international corporations and trade, rise of international conflict and transnational activism); range of theoretical and critical readings on globalization; various phenomena and perspectives regarding topic; themes directly relevant to lives of modern youth; how globalization affects opportunities and risks, identities and relationships. Prerequisites: (4 of the following are required: (COMM:1112 or COMM:1170), (COMM:1117 or COMM:1130), (COMM:1168 or COMM:1174), COMM:1305, COMM:1306) and (2 of the following are required: COMM:1809, COMM:1814, COMM:1816, COMM:1818, COMM:1819, COMM:2020, COMM:2030, COMM:1830, COMM:1840, COMM:1845, COMM:1898, COMM:2010, COMM:2011, COMM:2040, COMM:2041, COMM:2042, COMM:2044, COMM:2045, COMM:2048, COMM:2051, COMM:2052, COMM:2053, COMM:2054, COMM:2057, COMM:2060, COMM:2064, COMM:2065, AFAM:2070, COMM:2070, COMM:2075, COMM:2076, COMM:2077, RELS:2930, COMM:2080, COMM:2085, COMM:2086, COMM:2087, COMM:2088, COMM:2089, COMM:2090, COMM:2091, CL:2248). Same as COMM:4131.
- IS:4990 International Studies Senior Project** **3 s.h.**
Prerequisites: IS:3010. Requirements: international studies major.
- IS:4991 Honors Thesis in International Studies** **3 s.h.**
Prerequisites: IS:3010. Requirements: international studies major.
- IS:4999 International Experience** **0 s.h.**
Engagement in international experiences. Same as GHS:4999.

International Studies, B.A.

International studies students learn that the complexity of current world conditions requires a multidisciplinary approach to problem solving. Engaged faculty members help students tailor the major to their unique interests and goals in order to develop global perspectives and skills required for life and careers in the 21st century. Students choose a track, a world language, and a capstone program option. The tracks combine courses from the social sciences, humanities, and arts that focus on a world region or an important global issue. As a second major, international studies can add cross-cultural skills and perspectives to degrees in business, health sciences, journalism, and the arts.

International studies students also are encouraged to develop real-world intercultural skills by studying abroad, engaging locally with international communities, completing internships, participating in service learning, and conducting research. Through academic and cocurricular experiences, students become prepared to positively contribute to the world.

Learning Outcomes

Students will be able to:

- recognize that the complexity of current world conditions requires a multidisciplinary approach to problem solving,
- analyze and synthesize information about key topics related to their chosen major track,
- demonstrate intellectual open-mindedness when addressing global issues, and
- apply cross-cultural skills when engaging respectfully with people from other countries and diverse communities in the United States.

Requirements

The Bachelor of Arts with a major in international studies requires a minimum of 120 s.h., including at least 43 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major in international studies is flexible, drawing on courses across the humanities, social sciences, and the arts. Students work closely with an academic advisor to plan their program of study.

Work for the major includes two introductory courses, three foundation courses, language study beyond that required by the GE CLAS Core, requirements for one of the major's three program options (A, B, or C), and required coursework in one of the major's tracks.

International studies students must complete coursework from at least four different departments and/or programs; they may count a maximum of 12 s.h. from any department or program toward the major. Students may apply up to 12 s.h. of coursework from each additional major, minor, or certificate they earn toward the international studies major. Transfer credit approved by the International Studies Program may be applied to the major. Students must complete at least 15 s.h. of work for the major at the University of Iowa.

Students who earn the major in international studies and want to earn a major in global health studies can do so as long as they select a track in international studies other than the global health studies track.

The B.A. with a major in international studies requires the following coursework.

Code	Title	Hours
Introductory Courses		4
Foundation Courses		9
Language Requirement		6
Track Courses		18
Program Option A, B, or C		6
Total Hours		43

Introductory Courses

Code	Title	Hours
One of these:		
IS:1000	Designing Your International Studies Major	1
IS:2500	Working Internationally	1
And, this course:		
IS:2000	Introduction to International Studies	3

Foundation Courses

Students earn a minimum of 9 s.h. in foundation courses chosen from the following lists. Foundation courses provide an overview of global issues and introduce a disciplinary approach to global topics, laying the groundwork for continuing study.

Code	Title	Hours
ANTH:1101/IS:1101	Cultural Anthropology	3
ARTH:1030	Themes in Global Art	3
DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3
ENGL:2505	Introduction to Postcolonial Studies	3
IS:2020	World Events Today!	3
POLI:1400	Introduction to Comparative Politics	3
RELS:1015	Global Religious Conflict and Diversity	3
May include one of these:		
HIST:1101	The Modern World	3
HIST:3155	The World Since 1945	3
May include one of these:		
GEOG:1090	Globalization and Geographic Diversity	3
GEOG:2910	The Global Economy	3
May include one of these:		
CL:1240/CLSA:1040	World Literature: Antiquity to 1700	3
CL:1241	World Literature: 1700 to Present	3

Language Requirement

All students must complete a minimum of two semesters of language study beyond that required by the GE CLAS Core [p. 20]. This additional language requirement may be met

either by completing two semesters of upper-level study in the same language used to fulfill the GE CLAS Core World Languages requirement or by completing two semesters, or the equivalent, of a second world language at any level.

In fulfilling the language requirement, most students are eligible to receive an additional 4 s.h. of ungraded credit under the Furthering Language Incentive Program (FLIP). This credit may be applied to the minimum 120 s.h. required for graduation, but it does not count toward requirements for the international studies major.

Tracks

Students complete their choice of one of the major's tracks. Each track requires a minimum of 18 s.h. of coursework, including at least 12 s.h. earned in courses numbered 2000 or above. Students may not count their foundation courses toward track requirements.

Students may petition the International Studies Program for permission to include a course that is not on the list of courses approved for their track; they must submit their petition by the semester's specified deadline date.

With the International Studies Program's approval, students may develop other tracks for which sufficient courses exist. Students interested in developing a unique track should discuss their ideas with the international studies advisor as soon as possible.

International studies majors completing the Certificate in Global Health Studies, International Business, or Latin American Studies or the minor in global health studies, Latin American studies, or Russian and Eastern European studies may not choose an international studies track that corresponds with those certificate(s) or minor(s).

Tracks are listed under "Tracks and Approved Courses" below.

Program Options

International studies students complete all of the requirements for one of the major's three program options: A, B, or C. Program option requirements are not interchangeable.

Program Option A

Students explore issues and opportunities related to their interests and goals with the following coursework. The same course cannot be used to satisfy more than one requirement.

Code	Title	Hours
Both of these:		
IS:3010	Designing an International Studies Project	3
A course numbered 2000-4999 chosen from a second international studies track		3

Program Option B

Students complete a senior project related to coursework in their international studies track and complete the following.

Code	Title	Hours
Both of these:		
IS:3010	Designing an International Studies Project	3
IS:4990	International Studies Senior Project	3

Students prepare for the senior project by completing IS:3010 Designing an International Studies Project, in which

they learn research methodologies and prepare a project proposal. During their last year of study, they enroll in IS:4990 International Studies Senior Project and complete a semester-long individual research project that culminates in a substantial written or creative work. They complete the course and project under the supervision of a faculty mentor.

Program Option C

Students complete an approved experiential learning activity (credit or noncredit), such as study abroad or related volunteer work, along with two required courses. They also submit an international studies essay during their last year. Students interested in choosing program option C should speak with the international studies advisor about procedures for the option.

Code	Title	Hours
Both of these:		
IS:3010	Designing an International Studies Project	3
IS:2009	World Travel: Cross-Cultural Skills for International Business, Education, and Service	3

Tracks and Approved Courses

- African Studies Track [p. 709]
- Caribbean Studies Track [p. 710]
- Development Track [p. 710]
- East Asian Studies Track [p. 711]
- European Studies Track [p. 712]
- Global Health Studies Track [p. 715]
- Global Resources and the Environment Track [p. 717]
- Global South and Diasporic Studies Track [p. 718]
- International Business Track [p. 719]
- International Communication and Information Track [p. 719]
- International Human Rights Track [p. 721]
- Islamic and Middle Eastern Studies Track [p. 721]
- Latin American Studies Track [p. 722]
- Russian, East European, and Eurasian Studies Track [p. 723]
- South Asian Studies Track [p. 724]

African Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:2136	Urban Anthropology	3
ANTH:2182/ GHS:2182	Africa: Health and Society	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
ANTH:3275/ CLSA:3596	The Archaeology of Ancient Egypt	3
ARTH:1040	Arts of Africa	3
ARTH:3150	Art of West Africa	3
ARTH:3151	Art of Central Africa	3
ARTH:3160	Themes in African Art	3

DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3
ENGL:2505	Introduction to Postcolonial Studies	3
ENGL:3550/ AFAM:3550	African Literature	3
ENGL:3555/ AFAM:3555	Topics in African Cinema	3
FREN:1006	Global Sports and National Cultures	3
FREN:3130	French-Speaking Cultures	3
FREN:4015	Francophone Cinema	3-4
FREN:4080	Post-Colonial Literature in France	3
FREN:4110	Francophone Literature of the African Diaspora	3
FREN:4210/ MUSM:4310/ WLLC:4210	Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South	3-4
GWSS:2571/ ENGL:2571/ SJUS:2571	Visualizing Human Rights	3
HIST:1708	Civilizations of Africa	3
HIST:3289/ NAIS:3289	The Atlantic World c. 1450-1850	3
HIST:3401/ CLSA:3401	Ancient Egypt and the Ancient Near East	3
HIST:3745/IS:3745/ RELS:3845	Islam in Africa	4
HIST:3758/ AFAM:3758	The Ancient African Past	3
HIST:3760/ AFAM:3760	The Making of Modern Africa	3
HIST:3808	Draw Me History: The Middle East and North Africa Through Comics and Animated Films	3
IS:3200	Sustainable Development	3
IS:3555/GHS:3555/ HIST:3755	Understanding Health and Disease in Africa	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	arr.
POLI:3423	The Middle East: Policy and Diplomacy	3
RELS:1350/ AFAM:1250	Introduction to African American Religions	3
RELS:3808/ AFAM:3500/ HIST:3160	Malcolm X, King, and Human Rights	3
SWAH:1010	Introduction to Swahili Language and Culture	2

Caribbean Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ENGL:2505	Introduction to Postcolonial Studies	3
ENGL:3525	Literature and Culture of the Americas	3

ENGL:3530	Caribbean Literature and Culture	3
FREN:3130	French-Speaking Cultures	3
FREN:4015	Francophone Cinema	3-4
FREN:4110	Francophone Literature of the African Diaspora	3
FREN:4210/ MUSM:4310/ WLLC:4210	Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South	3-4
GWSS:2571/ ENGL:2571/ SJUS:2571	Visualizing Human Rights	3
HIST:3289/ NAIS:3289	The Atlantic World c. 1450-1850	3
HIST:3501/ LAS:3501	Rebel Island: A History of Cuba	3
HIST:3515/ LAS:3515	Introduction to Modern Latin America	3
HIST:3758/ AFAM:3758	The Ancient African Past	3
HIST:3760/ AFAM:3760	The Making of Modern Africa	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3
MUS:3163	Intermediate Steel Band	1
SPAN:4350	Twentieth-Century Spanish American Theater and Performance	3
SPAN:4390/ LAS:4390	Topics in Spanish American Literature	3

Development Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2136	Urban Anthropology	3
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:2182/ GHS:2182	Africa: Health and Society	3
ANTH:2261	Human Impacts on the Environment	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
ANTH:3190/ IS:3190/SJUS:3190	Global Debt	3
CL:3222	City as Text/Text as City	3
ECON:3620	Economic Growth and Development	3
ECON:4110	International Economics	3
GEOG:1060	Geography of Asia: From Japan to Pakistan	3

GEOG:1090	Globalization and Geographic Diversity	3
GEOG:2410	Environment and Development	3
GEOG:2910	The Global Economy	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
GHS:3037	Technology to Improve Global Health	3
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3
GHS:4001	Social Entrepreneurship and Global Health	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
HIST:3106	History Behind the Headlines	3
HIST:3126	History of Globalization	3
HIST:3242	The United States in World Affairs	3-4
HRTS:3910/IS:3910	Human Rights Advocacy	3
IS:3199	Global Environmental Politics	3
IS:3200	Sustainable Development	3
IS:3555/GHS:3555/ HIST:3755	Understanding Health and Disease in Africa	3
JMC:3116/IS:3116	Media and Global Cultures	3
POLI:3420	Southeast Asia: Politics and Development	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3
POLI:3424	Global Development	3
POLI:3504	Globalization	3
POLI:3516	The Politics of International Economics	3
POLI:3524	Politics and Multinational Enterprises	3
RELS:3333/IS:3333	Economics and Islam	3
RHET:3140	Nature and Society: Controversies and Images	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3

East Asian Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:2175/ JPNS:2175	Japanese Society and Culture	3
ANTH:3170	Peoples and Cultures of Southeast Asia	3
ANTH:3171	Voices of Islam in Southeast Asia	3
ANTH:3172/ ASIA:3172	Chinese Marriage and Family in Comparative Perspective	3
ARTH:1070/ CHIN:1070	Asian Art and Culture	3
ARTH:2220/ ASIA:2231	Introduction to the Art of China	3
ARTH:2250/ JPNS:2250	Introduction to the Art of Japan	3
ARTH:3220/ ASIA:3219	Chinese Art and Culture	3
ARTH:3225	Contemporary Art and Culture in China	3
ARTH:3230/ ASIA:3220	Chinese Painting I: Pagodas and Palaces	3
ARTH:3260/ JPNS:3260	Japanese Painting	3
ARTH:3270/ ASIA:3270	Themes in Asian Art History	3
ARTH:3280	The Materialization of Sexuality in China and Beyond	3
ASIA:1016/ WLLC:1016	Classical Chinese Short Fiction	1
ASIA:1510/ WLLC:1510	Ghost Stories and Tales of the Weird in Premodern Chinese Literature	3
ASIA:2222/ GWSS:2222/ WLLC:2222	Women in Premodern East Asian Literature	3
ASIA:3208/ TRNS:3208/ WLLC:3208	Classical Chinese Literature Through Translation	3
CHIN:1504	Asian Humanities: China	3
CHIN:1702	Chinese Popular Culture	3
CHIN:1800	Chinese Character Writing and Calligraphy	3
CHIN:3341	Chinese Literature: Poetry	3
CHIN:4203	Modern Chinese Writers	3
CHIN:4206	Transnational Chinese Cinemas	3
CLSA:2127/ JPNS:2127	Global Manuscript Cultures	3
GEOG:1060	Geography of Asia: From Japan to Pakistan	3
HIST:1602/ ASIA:1602	Civilizations of Asia: China from the 17th Century to the Present	3
HIST:1604/ ASIA:1604	Civilizations of Asia: Japan	3-4

HIST:1607/ ASIA:1607	Civilizations of Asia: Korea	3-4
HIST:3650/ ASIA:3650	Chinese History from 1600 to 1911	3
HIST:3652/ ASIA:3652	Twentieth-Century China	3
HIST:3685/ ASIA:3685	Modern Korean History	3
HIST:4176	Vietnam War on Film	3-4
HIST:4610/ JPNS:4610	Japan - Age of the Samurai	3
HIST:4615/ JPNS:4615	Modern Japan	3
HIST:4620/ JPNS:4620	Japan-U.S. Relations	3
HIST:4666/ ASIA:4166	Topics in Asian History	3
IS:3200	Sustainable Development	3
IS:3560	Global Food Migrations	3
JPNS:1506	Asian Humanities: Japan	3
JPNS:3201/ TRNS:3201	Workshop in Japanese Literary Translation	3
JPNS:3202	Traditional Japanese Literature in Translation	3
JPNS:3203	Modern Japanese Fiction in Translation	3
JPNS:3204	Topics in Japanese Literature in Translation	3
JPNS:3206	Warriors' Dreams	3
JPNS:3207	Japan Illuminated: Japanese Literature and Visual Culture	3
JPNS:3208	Japanese Film	3
JPNS:3210	Japanese Theater	3
JPNS:3401	Language in Japanese Society	3
JPNS:3402	Japan: Culture and Communication	3
JPNS:3601	Contemporary Japanese Culture	3
JPNS:4201	The Tale of Genji	3
KORE:1135	Korean Language in Culture and Society	3
KORE:1500	Asian Humanities: Korea	3
KORE:3070	Topics in Korean Studies	3
PHIL:2352	Chinese Philosophy	3
PHIL:3845/ RELS:3645	Buddhist Philosophy	3
POLI:1410	Introduction to Asian International Relations	3
POLI:1445	Introduction to Asian Politics: China	3
POLI:3408	Chinese Politics and Society	3
POLI:3420	Southeast Asia: Politics and Development	3
RELS:1404/ ASIA:1040/ HIST:1610	Living Religions of the East	3
RELS:1506/ ASIA:1060/ HIST:1612	Introduction to Buddhism	3

RELS:1670/ ASIA:1670/ KORE:1670	Korea in the World	3
RELS:1725/ ASIA:1725/ GWSS:1725/ KORE:1725	Gender and Religion in Korean Visual Culture	3
RELS:3655/ ASIA:3655/ HIST:3655	Zen Buddhism	3
RELS:3666	The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond	3

European Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:3239	The Archaeology of the First Europeans	3
ANTH:3276/ CLSA:3235	Greek Archaeology and Ethnohistory	3
ANTH:3277/ CLSA:3240	Roman Archaeology	3
ARTH:1020	Masterpieces: Art in Historical and Cultural Perspectives	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
ARTH:2020	Western Architecture from Prehistory to the Present	3
ARTH:2320/ CLSA:2226	Ancient Art from the Great Pyramids of Egypt to St. Peter's Basilica in Rome	3
ARTH:2340/ CLSA:2340	The Power of Art in Greece and Rome	3
ARTH:2420	Medieval Art from Constantine to Columbus	3
ARTH:2520	Italian Renaissance Art	3
ARTH:2740	Art of the Northern Renaissance: Jan van Eyck, Hieronymus Bosch, Albrecht Durer, and Beyond	3
ARTH:2820	Introduction to Twentieth-Century Art	3
ARTH:3020	Paris and the Art of Urban Life	3
ARTH:3197	Themes in Modern and Contemporary Art	3
ARTH:3310	Celtic and Viking Art	3
ARTH:3330/ CLSA:3227	Classical Greek Art	3
ARTH:3350/ CLSA:3232	Art of Early Rome: Patrons and Politics	3
ARTH:3360/ CLSA:3233	Art of the Ancient Roman Empire	3

ARTH:3370/ CLSA:3234	Houses, Brothels, and Tombs: Life and Death in Ancient Pompeii	3	ENGL:2310	Selected British Authors After 1900	3
ARTH:3390	Early Medieval Art	3	ENGL:2329	Topics in Modern British Literature Before 1900	3
ARTH:3400	Romanesque and Gothic Art	3	ENGL:2330	Topics in Modern British Literature After 1900	3
ARTH:3420	Gothic Architecture	3	ENGL:2338	Eighteenth-Century British Literature	3
ARTH:3560	Art in Renaissance Venice	3	ENGL:2348	British Romanticism	3
ARTH:3720	The Romantic Revolution	3	ENGL:2359	Victorian Literature	3
ARTH:3740	Manet to Matisse	3	ENGL:2360	Twentieth-Century British Literature	3
ARTH:3820	Modern Art	3	ENGL:2361	Twenty-first-Century British Literature	3
ARTH:3870	History of Photography	3	ENGL:2369	Topics in British Culture and Identity	3
CL:1240/CLSA:1040	World Literature: Antiquity to 1700	3	ENGL:3010	Children's Literature	3
CL:1241	World Literature: 1700 to Present	3	ENGL:3216	Topics in Medieval and Renaissance Literature	3
CLSA:1010	Hero, God, Mortal: Literature of Greece	3	ENGL:3226/ MDVL:3226	Literature and Culture of the Middle Ages	3
CLSA:1020	Love and Glory: The Literature of Rome	3	ENGL:3228	Literature and Culture of the Restoration	3
CLSA:1117	Intrigue and Command in Ancient Rome: From Julius Caesar to Nero	3	ENGL:3236	Literature and the Culture of the Renaissance	3
CLSA:1181/ GHS:1181	Ancient Medicine	3	ENGL:3237	Literature and Culture of Seventeenth-Century England	3
CLSA:1340	Magic in the Ancient World	3	ENGL:3246	16th- and 17th-Century Poetry	3
CLSA:1809	Classics and Cinema	3	ENGL:3257	Old English Beowulf	3
CLSA:1830	Greek Civilization	3	ENGL:3266	Medieval Celtic Literature	3
CLSA:1840	Roman Civilization	3	ENGL:3267	Medieval Norse Literature	3
CLSA:1875	Ancient Sports and Leisure	3	ENGL:3276/ THTR:3276	Medieval Drama	3
CLSA:2016	Classical Mythology	3	ENGL:3277/ THTR:3277	English Renaissance Drama	3
CLSA:2127/ JPNS:2127	Global Manuscript Cultures	3	ENGL:3286	Chaucer	3
CLSA:2151/ HIST:2431	Roman Law, Order, and Crime	3	ENGL:3287	Shakespeare	3
CLSA:2482/ RELS:2182	Ancient Mediterranean Religions	3	ENGL:3296	Milton	3
CLSA:2800	Race and Marginality in the Ancient World	3	ENGL:3320	Modern British Drama	3
CLSA:2913	Power, Class, and Gender	3	ENGL:3329	Literature and Culture of Eighteenth-Century Britain	3
CLSA:3016	Myth Makers of the Classical World	3	ENGL:3338	Literature and Culture of the Romantic Period	3
CLSA:3235/ ANTH:3276	Greek Archaeology and Ethnohistory	3	ENGL:3339	Literature and Culture of Nineteenth-Century Britain	3
CLSA:3240/ ANTH:3277	Roman Archaeology	3	ENGL:3348	Literature and Culture of Nineteenth-Century Scotland	3
CLSA:3288/ ENGL:3288	Shakespeare's Romans: The Ancient World Meets the Elizabethan Stage	arr.	ENGL:3350	Literature and Culture of 20th- and 21st-Century Britain	3
CLSA:3416/ RELS:3716	Greek Religion and Society	3	ENGL:3355	British Poetry	3
CLSA:3445/ RELS:3245	Mythology of Otherworldly Journeys	3	ENGL:3360	British Fiction	3
CLSA:3821	City of Athens: Bronze Age to Roman World	3	FREN:1005	Texts and Contexts: French- Speaking World	3
DANC:2060/ DPA:2060	Dance and Society in Global Contexts	3	FREN:1006	Global Sports and National Cultures	3
ENGL:2216	Selected Works of the Middle Ages	3	FREN:1007	Nature/Ecology French Philosophy and Fiction	3
ENGL:2236	Selected Early Authors	3			
ENGL:2309	Selected British Authors Before 1900	3			

FREN:1510	Cultural Misunderstandings: France and U.S.A.	3	GWSS:3427/ HIST:3427	Family, Gender, and Society in Early Modern Europe	3
FREN:3120	French Civilization	3	HIST:1025/ RELS:1225	Medieval Religion and Culture	3
FREN:3225	Studies in Modern France	3	HIST:2465	Europe Since 1945	3
FREN:3250	Topics in French Studies I	3	HIST:2483	History of Britain: Fall of Rome to the Norman Conquest	3
FREN:4030	Aspects of Poetry	3-4			
FREN:4080	Post-Colonial Literature in France	3	HIST:3143	International Politics: The History of the Present	3-4
FREN:4100	French Cinema	3-4	HIST:3190/ RELS:3190	Medieval to Modern: The Birth of Protestantism	3
FREN:4210/ MUSM:4310/ WLLC:4210	Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South	3-4	HIST:3289/ NAIS:3289	The Atlantic World c. 1450-1850	3
FREN:4433/ HIST:4433	France Under Nazi Occupation, 1940-1944	3-4	HIST:3409/ MDVL:3409	Medieval Civilization I	3
FREN:4520	Versailles Under the Sun King	3-4	HIST:3410/ MDVL:3410	Medieval Civilization II	3
FREN:4540/ GWSS:4540	Gender and Sexuality in French Cinema	3-4	HIST:3413	Early Modern Britain: The Tudor and Stuart Era	3
FREN:4750	Topics in French Studies II	3	HIST:3416	Modern Britain: War and Empire in the Twentieth Century	3
GRMN:2275	Scandinavian Crime Fiction	3	HIST:3420/ GHS:3420	Health and Healing in Early Modern Europe	3
GRMN:2550/ WLLC:2550	Mardi Gras and More: Cultures of Carnival	3-4	HIST:3423/ MDVL:3423	Ireland in the Early Middle Ages	3
GRMN:2618/ WLLC:2618	The Third Reich and Literature	3-4	HIST:3475	Germany's Twentieth Century	3-4
GRMN:2620/ WLLC:2620	Anne Frank and Her Story	3-4	HIST:4148	Global History as Local History: European Immigration in Iowa	1,3-4
GRMN:2630	German Cinema: Greatest Hits	3-4	HIST:4406/ CLSA:4106	Warfare in Ancient Mediterranean Society	3
GRMN:2650	German Nationalism After WWII	3-4	HIST:4407	The Hellenistic World and Rome	3
GRMN:2655/IS:2600	Muslim Minorities in the West	3	HIST:4412/ MDVL:4412	History of the Medieval Church	3
GRMN:2666/ RUSS:2666/ WLLC:2666	Pact with the Devil	3-4	HIST:4414	Christianity and Empire (35-450 AD)	2-3
GRMN:2675	The Politics of Memory: Holocaust, Genocide, and 9/11	3-4	HIST:4415/ MDVL:4415	European Intellectual History Medieval to Modern	3
GRMN:2720/ HIST:2420	Germany in the World	3	HIST:4419/ MDVL:4419	Ancient and Medieval Science	3
GRMN:2770	Norse Mythology: Gods, Heroes, and Monsters of Northern Europe	3-4	HIST:4421/ MDVL:4421	The Middle Ages in Film	3
GRMN:2785	Cyborgs, Monsters, and the Uncanny	3	HIST:4438	Modern European Imperialism	3
GRMN:3236	German Film	3	HIST:4466	France and Algeria from Pirates to Terrorism	3
GRMN:3250	Brief Texts About Big Events	3	HIST:4478	Holocaust in History and Memory	3
GRMN:3405	German Cultural History	3	HIST:4499	First World War	3-4
GRMN:3501	German Writers Engaged	3	IS:3560	Global Food Migrations	3
GRMN:3550	The Politics of Remembrance in German Multicultural Literature and Film	3	ITAL:2550	Images of Modern Italy	3-4
GRMN:3865	History of the German Language	3	ITAL:2770	The Mafia and the Movies	3
GRMN:4315	German Society Today	3	ITAL:4633	Dante's Inferno	3
GWSS:1600/ WLLC:1600	Wonder Woman Unleashed: A Hero for Our Times	3	ITAL:4634	The Italian Renaissance	3
GWSS:2651/ CLSA:2651	Gender and Sexuality in the Ancient World	3	ITAL:4667	Modern Italian Fiction	3
			ITAL:4668	Modern Italian Poetry and Theater	3

LING:3080/ WRIT:3080	History of the English Language	3	THTR:1400	Theatre and Society: Ancients and Moderns	3
MUS:1800/ DPA:1800	World of the Beatles	3	THTR:1401	Theatre and Society: Romantics and Rebels	3
PHIL:2111	Ancient Philosophy	3	THTR:2410	History of Theatre and Drama I	3
PHIL:2214	Seventeenth-Century Philosophy	3	THTR:2411	History of Theatre and Drama II	3
PHIL:2215	Modern Philosophy	3	UICB:4910/ HIST:4910/ SLIS:4910	The Book in the Middle Ages	3
PHIL:2432	Introduction to Political Philosophy	3	UICB:4920/ HIST:4920/ SLIS:4920	The Transition from Manuscript to Print	3
PHIL:2435	Philosophy of Law	3	Global Health Studies Track		
PHIL:3112/ HIST:3412	Medieval Philosophy	3	Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.		
PHIL:3143	Existentialism	3	Code	Title	Hours
PHIL:3318	Twentieth-Century Philosophy	3	ANTH:2164/ GHS:2164	Culture and Healing for Future Health Professionals	3
PHIL:4152	Plato	3	ANTH:2181/ ASP:2181/ GHS:2181	The Anthropology of Aging	3
PHIL:4153	Aristotle	3	ANTH:2182/ GHS:2182	Africa: Health and Society	3
PHIL:4258	Descartes	3	ANTH:2320/ GHS:2320	Origins of Human Infectious Disease	3
PHIL:4260	Spinoza and Leibniz	3	ANTH:3102/ CBH:3102/ GHS:3102	Medical Anthropology	3
PHIL:4346	Frege and Russell	3	ANTH:3110/ GHS:3110/ NAIS:3110	Health of Indigenous Peoples	3
PHIL:4377	Wittgenstein	3	ANTH:3111/ GHS:3040/LAS:3111	Health in Mexico	3
PHIL:4482	Early Modern Ethics	3	ANTH:3151/ ASP:3151/ GHS:3151	The Anthropology of the Beginnings and Ends of Life	3
POLI:1449	Introduction to European Politics	3	ANTH:3152/ ASP:3152/ GHS:3152	Anthropology of Caregiving and Health	3
PORT:4100	Topics in Luso-Brazilian Culture	3	ANTH:4140/ CBH:4140/ GHS:4140/ GWSS:4140	Feminist Activism and Global Health	3
RELS:1070	Introduction to the Hebrew Bible/Old Testament	3	ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
RELS:1080	Introduction to the New Testament	3	CLSA:1181/ GHS:1181	Ancient Medicine	3
RELS:2775	The Bible and the Holocaust	3	CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2
RELS:3243/ CLSA:3443	Pagans and Christians: The Church from Jesus to Muhammad	3	CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
RELS:4155/ HIST:4455	Religious Conflict: Early Modern Period	3	CPH:2400	The U.S. Health System in a Global Context	3
RUSS:1500	Ukraine, a Country at the Crossroads: An Interdisciplinary Seminar on Ukrainian History and Culture	3			
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3			
SPAN:2400	Readings in Spanish Literature	3			
SPAN:2810	Screening Spain	3			
SPAN:3500	Topics in Culture of the Hispanic World	3			
SPAN:3600	Cultures of Spain	3			
SPAN:3620	Madrid	3			
SPAN:3820	Modern and Contemporary Spanish Literature	3			
SPAN:3840	Contemporary Spanish Short Story	3			
SPAN:4650	Don Quijote	3			
SPAN:4690	Topics in Spanish Literature	3			
SPAN:4840	Visual Culture in Modern and Contemporary Spain	3			

CPH:3400/ GEOG:3210	Health, Work, and the Environment	3	GHS:3850/ HHP:3850	Promoting Health Globally	3
CPH:3500/ GHS:3500	Global Public Health	3	GHS:4000	Global Health Studies Service Learning: Local Health is Global Health	4
CPH:4200	Agriculture, Food Systems, and Sustainability	3	GHS:4001	Social Entrepreneurship and Global Health	3
ECON:3760	Health Economics	3	GHS:4002	Working in Global Health	3
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3	GHS:4003	Case Studies in Global Health Inequities: Challenges and Interventions	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3	GHS:4100	Topics in Global Health	1-3
GEOG:3110/ GHS:3111	Geography of Health	3	GHS:4180	Climate Change and Health	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3	GHS:4600	Global Health and Human Rights	2-3
GEOG:3331	Human Dimensions of Climate	3	GWSS:2080/ GHS:2080	The Cultural Politics of HIV-AIDS	3
GEOG:3760/ GHS:3760	Hazards and Society	3	GWSS:2650/ GHS:2650	Global Reproduction	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3	GWSS:3010/ GHS:3015	Transnational Sexualities	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3	GWSS:3118/ ANTH:3118	Politics of Reproduction	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3	GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
GEOG:4770/ GHS:4770	Environmental Justice	3	HIST:3420/ GHS:3420	Health and Healing in Early Modern Europe	3
GHS:2000/ ANTH:2103	Introduction to Global Health Studies	3	HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
GHS:3010/ IGPI:3011	Identifying and Developing a Global Health Project	2-3	HIST:4162/ GHS:4162	History of Global Health	3
GHS:3030/ CPH:3240	Global Health Today	1	HRTS:3910/IS:3910	Human Rights Advocacy	3
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1	IS:3555/GHS:3555/ HIST:3755	Understanding Health and Disease in Africa	3
GHS:3035	Engaging in Global Health	1	JMC:3150/ CBH:3150/ GHS:3150	Media and Health	3
GHS:3036	Ethics, Politics, and Global Health	3	NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
GHS:3037	Technology to Improve Global Health	3	OEH:4240	Global Environmental Health	3
GHS:3060	Studies in Complementary and Alternative Medicine	3	OEH:4260/ GHS:4260	Global Water and Health	3
GHS:3120	Global Maternal and Child Health	3	OEH:4530/ CPH:4220/ GHS:4530	Global Road Safety	3
GHS:3170	Visualizing Global Health Through Popular Fiction and Film	3	PHIL:2415/ GHS:2415	Bioethics	3
GHS:3230	Health Experience of Immigrants, Migrants, and Refugees	3	RELS:2260/ GHS:2260	Hard Cases in Healthcare at the Beginning of Life	3
GHS:3325	Global Epidemics	3	RELS:2265/ GHS:2265	Hard Cases in Healthcare at the End of Life	3
GHS:3560	Global Garbage and Global Health	3	RELS:2570/ GHS:2570/IS:2570	Introduction to Islamic Psychology	3
GHS:3720	Contemporary Issues in Global Health	3	RELS:2674/ GHS:2674/ KORE:2674	Food, Body, and Belief: A Global Perspective	3

RELS:3580/ ANTH:3113/ ASIA:3561/ GHS:3113	Religion and Healing	3	GEOG:1060	Geography of Asia: From Japan to Pakistan	3
RUSS:3131/ GHS:3131	Health Care and Health Reforms in Russia	3	GEOG:1070	Contemporary Environmental Issues	3
SOC:3510	Medical Sociology	3	GEOG:1090	Globalization and Geographic Diversity	3
SPAN:2090/ GHS:2090	Medical Spanish in Contemporary Society	4	GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
SPAN:4205/ GHS:4205	Culture, Language, and Health	3	GEOG:2410	Environment and Development	3
WLLC:1100/ CLSA:1100/ GHS:1100/ GRMN:1100/ GWSS:1100	Contraception Across Time and Cultures	3	GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
WLLC:1200/ DST:1200/ GHS:1200/ GRMN:1200	Disabilities and Inclusion in Writing and Film Around the World	3	GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
			GEOG:3331	Human Dimensions of Climate	3
			GEOG:3760/ GHS:3760	Hazards and Society	3
			GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
			GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3

Global Resources and the Environment Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours	Code	Title	Hours
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3	GEOG:4750/ URP:4750	Environmental Impact Analysis	3
ANTH:2136	Urban Anthropology	3	GEOG:4770/ GHS:4770	Environmental Justice	3
ANTH:2261	Human Impacts on the Environment	3	GHS:3560	Global Garbage and Global Health	3
ANTH:3103	Environment and Culture	3	GHS:4180	Climate Change and Health	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3	IS:3199	Global Environmental Politics	3
ANTH:4130/ RELS:4730	Religion and Environmental Ethics	3	IS:3200	Sustainable Development	3
ARTH:1090	Earthly Paradises: A Global History of Gardens	3	IS:3555/GHS:3555/ HIST:3755	Understanding Health and Disease in Africa	3
CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2	NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
CPH:3400/ GEOG:3210	Health, Work, and the Environment	3	OEH:4240	Global Environmental Health	3
CPH:4200	Agriculture, Food Systems, and Sustainability	3	OEH:4260/ GHS:4260	Global Water and Health	3
CLSA:3836/ ANTH:3204/ HIST:3436	Food in Ancient Mediterranean Society	3	POLI:2417	Comparative Environmental Policy	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3	POLI:3518	Water Wars: Conflict and Cooperation	3
EES:1115/ ENVS:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3	RELS:3976/ NAIS:3276	American Indian Environmentalism	3
ENGL:1510	Introduction to Environmental Literature	3	RHET:3140	Nature and Society: Controversies and Images	3
GEOG:1020	The Global Environment	3	RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3
			URP:4170	Megacities Seminar	1-3
			URP:4752	Eight Generational Planning: Envisioning Cities for Year 2228	3

Global South and Diasporic Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2136	Urban Anthropology	3
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:2182/ GHS:2182	Africa: Health and Society	3
ANTH:3171	Voices of Islam in Southeast Asia	3
ANTH:3237/ MUSM:3237	Politics of the Archaeological Past	3
ASIA:2450	India Beat: The Aesthetics and Politics of India Today	3
CL:3222	City as Text/Text as City	3
DANC:2065	Performing Power/ Performing Protest: The Body, Identity, and the Image	3
ENGL:2505	Introduction to Postcolonial Studies	3
ENGL:2510	Selected Transnational Authors	3
ENGL:3467/ LATS:3467	Latina/o/x Literatures and Cultures	3
ENGL:3510	Topics in Transnational Literature	3
ENGL:3515	Topics in Postcolonial Studies	3
ENGL:3525	Literature and Culture of the Americas	3
ENGL:3535/ LAS:3535	Topics in Literature and Culture of the Americas	3
ENGL:3540	Literature of the Indian Subcontinent	3
ENGL:3570/ GWSS:3570	Transnational and Postcolonial Writing by Women	3
FREN:3130	French-Speaking Cultures	3
FREN:4015	Francophone Cinema	3-4
FREN:4080	Post-Colonial Literature in France	3
FREN:4090	Quebecois Literature	3
FREN:4110	Francophone Literature of the African Diaspora	3
FREN:4210/ MUSM:4310/ WLLC:4210	Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South	3-4
GRMN:2650	German Nationalism After WWII	3-4
GRMN:2655/IS:2600	Muslim Minorities in the West	3-4

GWSS:2080/ GHS:2080	The Cultural Politics of HIV-AIDS	3
GWSS:2500/ ENGL:2570/ SJUS:2500	Love, War, Activism: Stories About Women from Across the World	3
GWSS:2571/ ENGL:2571/ SJUS:2571	Visualizing Human Rights	3
GWSS:2650/ GHS:2650	Global Reproduction	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
HIST:3106	History Behind the Headlines	3
HIST:3155	The World Since 1945	3
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3
HIST:3289/ NAIS:3289	The Atlantic World c. 1450-1850	3
HIST:4216/ LAS:4216	Mexican American History	3
HIST:4466	France and Algeria from Pirates to Terrorism	3
HIST:4640	Imperialism and Modern India	3
HIST:4815	Topics in the Modern Middle East	3
IS:3560	Global Food Migrations	3
IWP:3191/ ENGL:3595/ WLLC:3191	International Literature Today	1,3
LAS:4700/ ANTH:4700/ HIST:4504/ PORT:4700/ SPAN:4900	Latin American Studies Seminar	3
LATS:2280/ HIST:2280/ SPAN:2280	Introduction to Latina/o/x Studies	3
MUS:1310	World Music	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3
POLI:3104/ LAS:3104/ LATS:3104	Immigration Politics	3
PORT:4100	Topics in Luso-Brazilian Culture	3
RELS:2041/ ASIA:2041/IS:2041	Understanding "The Muslim World"	3
RELS:2674/ GHS:2674/ KORE:2674	Food, Body, and Belief: A Global Perspective	3
RELS:3808/ AFAM:3500/ HIST:3160	Malcolm X, King, and Human Rights	3
SPAN:3440/ LATS:3440	Topics in Latina/o/x Literature and Culture	3
SPAN:4360	The Orient in Contemporary Latin American Literature and Culture	3

SPAN:4815/
LAS:4815 Lost Childhoods: Marginal
Children of Latin America 3

International Business Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
ANTH:3190/ IS:3190/SJUS:3190	Global Debt	3
CHIN:3103	Business Chinese I	3
CHIN:3104	Business Chinese II	3
CLSA:2913	Power, Class, and Gender	3
COMM:2042/ IS:2042/SSW:2042	Intercultural Communication	3
COMM:4131/ IS:4131	Globalization and Culture	3
CPH:2400	The U.S. Health System in a Global Context	3
ECON:3345	Global Economics and Business	3
ECON:3620	Economic Growth and Development	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
ECON:4110	International Economics	3
ENTR:4100	International Entrepreneurship and Culture	1-3
ENTR:4460	Entrepreneurship and Global Trade	3
FIN:4240	International Finance	3
FREN:1510	Cultural Misunderstandings: France and U.S.A.	3
FREN:3410	Business French	3
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2410	Environment and Development	3
GEOG:2910	The Global Economy	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GHS:4001	Social Entrepreneurship and Global Health	3
GRMN:2720/ HIST:2420	Germany in the World	3-4
GRMN:3214	Business German	3
HIST:3106	History Behind the Headlines	3
HIST:3242	The United States in World Affairs	3-4
HIST:3251/ AMST:3251	The Office: Business Life in America	3
IS:3200	Sustainable Development	3

IS:3565 Global Perspectives on Negotiation, Persuasion, and Communication 3

JPNS:3500	Japanese for Professional Purposes I	3
JPNS:3501	Japanese for Professional Purposes II	3
MGMT:3450	International Business Environment	3
MGMT:4500	Strategy, Innovation and Global Competition	3
MKTG:4300	International Marketing	3
POLI:2417	Comparative Environmental Policy	3
POLI:3400	Political Economy	3
POLI:3424	Global Development	3
POLI:3504	Globalization	3
POLI:3516	The Politics of International Economics	3
POLI:3524	Politics and Multinational Enterprises	3
RELS:2333	Economics and Religion: Theories and Practices	3
RELS:3333/IS:3333	Economics and Islam	3
RUSS:2100	Russian Mindset: Sex, Business, and Politics	3
SPAN:2080	Business Spanish	4
SPAN:3080	Spanish for International Business	3
SPAN:3550/ LAS:3550	Doing Business in Latin America	3
SPST:2170	Sport and Globalization	3
SPST:3500	The Olympics	3
SRM:1085	Introduction to Travel and Tourism	3

International Communication and Information Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:1401	Language, Culture, and Communication	3
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:2191/ GWSS:2900	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
ARTH:1030	Themes in Global Art	3
ASIA:3208/ TRNS:3208/ WLLC:3208	Classical Chinese Literature Through Translation	3
CHIN:4206	Transnational Chinese Cinemas	3

CL:2248/ ANTH:2248/ ASIA:2248/ CLSA:2048/ COMM:2248/ GRMN:2248/ HIST:2148/IS:2248/ LING:2248/ TRNS:2248/ WLLC:2248	The Invention of Writing: From Cuneiform to Computers	3	JMC:3116/IS:3116 JMC:3142/IS:3142	Media and Global Cultures Social Media for Social Change	3 3
CL:3222	City as Text/Text as City	3	JPNS:3201/ TRNS:3201	Workshop in Japanese Literary Translation	3
CLSA:2127/ JPNS:2127	Global Manuscript Cultures	3	JPNS:3207	Japan Illuminated: Japanese Literature and Visual Culture	3
COMM:1898/ LATS:1898	Introduction to Latina/o/x Communication and Culture	3	JPNS:3208	Japanese Film	3
COMM:2042/ IS:2042/SSW:2042	Intercultural Communication	3	JPNS:3401	Language in Japanese Society	3
COMM:2052/ LAS:2052	Latin American Media	3	JPNS:3402	Japan: Culture and Communication	3
COMM:2086	Global Media Studies	3	KORE:1135	Korean Language in Culture and Society	3
COMM:4131/ IS:4131	Globalization and Culture	3	LING:1010	Language and Society	3
COMM:4174	Communication, Technology, and National Security	3	LING:1040/ ANTH:1040	Language Rights	3
ENGL:3182	Digital Cultures and Literacies	3	LING:1060	Languages of the World	3
FREN:1006	Global Sports and National Cultures	3	LING:2900	Language, Gender, and Sexuality	3
FREN:1510	Cultural Misunderstandings: France and U.S.A.	3	MUS:1310	World Music	3
FREN:3190/ LING:3190/ SPAN:3190	Psycholinguistic Aspects of Bilingualism	3-4	POLI:1600	Introduction to Political Communication	3
FREN:4017	Global Comics	3-4	RHET:2090	Conversation Practicum	3
FREN:4890/ TRNS:4497	Techniques of Translation	3	SPAN:2005	Writing Global Spanish	3
GRMN:3200/ TRNS:3200	Literary Translation from German	3	SPAN:2050/ LATS:2050	Spanish in the United States	3
GRMN:3550	The Politics of Remembrance in German Multicultural Literature and Film	3	SPAN:2090/ GHS:2090	Medical Spanish in Contemporary Society	4
GRMN:3865	History of the German Language	3	SPAN:2810	Screening Spain	3
GWSS:2571/ ENGL:2571/ SJUS:2571	Visualizing Human Rights	3	SPAN:2900/ LAS:2900	Music of the Hispanic World	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3	SPAN:3020/ JMC:3445	Journalistic Writing in Spanish	3
HIST:3808	Draw Me History: The Middle East and North Africa Through Comics and Animated Films	3	SPAN:3030	Translation Workshop: English to Spanish	3
IS:3012	Service Learning in International Studies	3	SPAN:3050	Translation Workshop: Spanish to English	3
IS:3565	Global Perspectives on Negotiation, Persuasion, and Communication	3	SPAN:3100	Structures of Spanish: Words and Sentences	3
ITAL:2770	The Mafia and the Movies	3	SPAN:3130	Introduction to Bilingualism	3
IWP:3191/ ENGL:3595/ WLLC:3191	International Literature Today	1,3	SPAN:3150	Spanish Applied Linguistics	3
			SPAN:3210	Cultural Storytelling	3
			SPAN:3550/ LAS:3550	Doing Business in Latin America	3
			SPAN:4205/ GHS:4205	Culture, Language, and Health	3
			SPAN:4980	Advanced Translation: Spanish to English	3
			SPST:3176	Sport and Nationalism	3
			SWAH:4050	Kiswahili in Cyberspace	3
			THTR:2320	Playwriting in a Global World	3
			TRNS:2000	Translation and Global Society	3
			TRNS:3179/ CLSA:3979/ ENGL:3850	Undergraduate Translation Workshop	3
			TRNS:4480	Literature and Translation	3
			UICB:4920/ HIST:4920/ SLIS:4920	The Transition from Manuscript to Print	3

WLLC:2001/ ASIA:2001/ FREN:2010/ RUSS:2001/ SPAN:2001/ TRNS:2001	Global Science Fiction	3
---	------------------------	---

International Human Rights Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:3123	Making a Living: Perspectives on Economic Anthropology	3
CRIM:2430	Comparative Criminal Justice Systems	3
CRIM:3415	Global Criminology	3
GEOG:4770/ GHS:4770	Environmental Justice	3
GHS:3034	Doing Harm by Doing Good: The Ethics of Studying, Volunteering, and Working in Global Communities	1
GHS:4600	Global Health and Human Rights	2-3
GRMN:2620/ WLLC:2620	Anne Frank and Her Story	3-4
GRMN:2675	The Politics of Memory: Holocaust, Genocide, and 9/11	3-4
GWSS:2190/ ANTH:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3
GWSS:2500/ ENGL:2570/ SJUS:2500	Love, War, Activism: Stories About Women from Across the World	3
GWSS:2571/ ENGL:2571/ SJUS:2571	Visualizing Human Rights	3
GWSS:3010/ GHS:3015	Transnational Sexualities	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
GWSS:3326/ GHS:3327	The Politics of Progress: NGOs, Development, and Sexuality	3
HIST:3106	History Behind the Headlines	3
HIST:3242	The United States in World Affairs	3-4
HIST:3644/ RELS:3644/ SOAS:3644	Gandhi and His Legacy	3
HIST:4101	History of Human Rights	3
HRTS:2115/IS:2115	Introduction to Human Rights	3
HRTS:3905/IS:3905	Topics in Human Rights	1-3

HRTS:3906	Global Crises and Human Rights	3
HRTS:3910/IS:3910	Human Rights Advocacy	3
LAW:8570	Human Rights in the World Community	1-3
LAW:8698	Law in the Muslim World	2-3
LING:1040/ ANTH:1040	Language Rights	3
PHIL:1034	Liberty and the Pursuit of Happiness	3
PHIL:2429	War, Terrorism, and Torture	3
PHIL:3430	Philosophy of Human Rights	3
PHIL:4482	Early Modern Ethics	3
POLI:3405	Authoritarian Politics	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
RELS:2775	The Bible and the Holocaust	3
RELS:2855	Human Rights, Law, Religion, and Culture	3
RELS:3808/ AFAM:3500/ HIST:3160	Malcolm X, King, and Human Rights	3
RELS:3855/IS:3855	Human Rights and Islam	3
RUSS:1500	Ukraine, a Country at the Crossroads: An Interdisciplinary Seminar on Ukrainian History and Culture	3
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
SPAN:4160/ LATS:4160	Language, Justice, and the Law	3
SPAN:4815/ LAS:4815	Lost Childhoods: Marginal Children of Latin America	3

Islamic and Middle Eastern Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:3171	Voices of Islam in Southeast Asia	3
ARAB:1050	Topics in Middle East/Muslim World Studies I	3
ARAB:2025	Study Abroad: Culture and Society	1
ARAB:2050	Topics in Middle East/Muslim World Studies II	3
ARAB:3005	Culture and Resistance: The Modern Middle East	3-4
ARAB:3050	Arab Culture Through Dialects	3
ARTH:3320/ RELS:3704	Egyptian Art	3
ARTH:3325	Kings, Gods, and Heroes: Art of the Ancient Near East	3

ARTH:3375/ RELS:3375	The Great Collision	3
CLSA:1181/ GHS:1181	Ancient Medicine	3
CLSA:2482/ RELS:2182	Ancient Mediterranean Religions	3
CLSA:3235/ ANTH:3276	Greek Archaeology and Ethnohistory	3
CLSA:3443/ RELS:3243	Pagans and Christians: The Church from Jesus to Muhammad	3
CLSA:3445/ RELS:3245	Mythology of Otherworldly Journeys	3
CLSA:3596/ ANTH:3275	The Archaeology of Ancient Egypt	3
GRMN:2650	German Nationalism After WWII	3-4
GRMN:2655/IS:2600	Muslim Minorities in the West	3-4
HIST:2461/ CLSA:2461/ RELS:2361	Middle East and Mediterranean: Alexander to Suleiman	3
HIST:2462	Middle East and Mediterranean: Saladin to Napoleon	3
HIST:3401/ CLSA:3401	Ancient Egypt and the Ancient Near East	3
HIST:3745/IS:3745/ RELS:3845	Islam in Africa	4
HIST:3808	Draw Me History: The Middle East and North Africa Through Comics and Animated Films	3
HIST:3810	History of the Modern Middle East	3
HIST:4419/ MDVL:4419	Ancient and Medieval Science	3
HIST:4466	France and Algeria from Pirates to Terrorism	3
HIST:4815	Topics in the Modern Middle East	3
IS:3560	Global Food Migrations	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3
POLI:3423	The Middle East: Policy and Diplomacy	3
POLI:3505	Civil Wars	3
RELS:1001	Judaism, Christianity, and Islam	3
RELS:1070	Introduction to the Hebrew Bible/Old Testament	3
RELS:1130/ HIST:1030	Introduction to Islamic Civilization	3
RELS:2041/ ASIA:2041/IS:2041	Understanding "The Muslim World"	3
RELS:2289/ CLSA:2489	Jerusalem: The Holy City	3
RELS:2570/ GHS:2570/IS:2570	Introduction to Islamic Psychology	3
RELS:2852/ GWSS:2052	Women in Islam and the Middle East	3

RELS:2855	Human Rights, Law, Religion, and Culture	3
RELS:3333/IS:3333	Economics and Islam	3
RELS:3855/IS:3855	Human Rights and Islam	3
RELS:4352/ CLSA:4452	The Dead Sea Scrolls	3
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
RUSS:3100	West and East: Women in the Slavic World	3

Latin American Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3
ANTH:3111/ GHS:3040/LAS:3111	Health in Mexico	3
ARTH:3120/ LAS:3120	The Art of Ancient Mexico	3
COMM:1898/ LATS:1898	Introduction to Latina/o/x Communication and Culture	3
COMM:2052/ LAS:2052	Latin American Media	3
DANC:1150/ LAS:1150	Brazilian Culture and Carnival	3
ENGL:3467/ LATS:3467	Latina/o/x Literatures and Cultures	3
ENGL:3525	Literature and Culture of the Americas	3
ENGL:3535/ LAS:3535	Topics in Literature and Culture of the Americas	3
FREN:1006	Global Sports and National Cultures	3
GWSS:2400/ CPH:2240/ LATS:2400	Health Disparities and Intersectionality with U.S. Latina/o/x Peoples	3
GWSS:2650/ GHS:2650	Global Reproduction	3
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3
HIST:3501/ LAS:3501	Rebel Island: A History of Cuba	3
HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
HIST:3515/ LAS:3515	Introduction to Modern Latin America	3
HIST:4216/ LAS:4216	Mexican American History	3
HIST:4334	Topics in American Borderlands History	3
HIST:4502/ LAS:4502/ NAIS:4502	History of Mexico	3

HIST:4505	Topics in Latin American History	3	SPAN:3550/ LAS:3550	Doing Business in Latin America	3
HIST:4510	Colonial Latin America	3	SPAN:4160/ LATS:4160	Language, Justice, and the Law	3
LAS:2700/ COMM:2800/ IS:2700/PORT:2700/ SPAN:2700	Introduction to Latin American Studies	3	SPAN:4330	Colonial Spanish American Literature	3
LAS:4700/ ANTH:4700/ HIST:4504/ PORT:4700/ SPAN:4900	Latin American Studies Seminar	3	SPAN:4350	Twentieth-Century Spanish American Theater and Performance	3
LATS:2280/ HIST:2280/ SPAN:2280	Introduction to Latina/o/x Studies	3	SPAN:4360	The Orient in Contemporary Latin American Literature and Culture	3
LATS:3550	Topics in Latina/o/x Studies: History and Culture	1-3	SPAN:4390/ LAS:4390	Topics in Spanish American Literature	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3	SPAN:4805/ CINE:4705/ LATS:4805	Chicano Cinema	3
POLI:2415/ LAS:2415	Latin American Politics	3	SPAN:4815/ LAS:4815	Lost Childhoods: Marginal Children of Latin America	3
POLI:3104/ LAS:3104/ LATS:3104	Immigration Politics	3	SPAN:4820/ LATS:4800	Latina/o/x Popular Culture	3
PORT:3400	Brazilian Literature After 1900	3	Russian, East European, and Eurasian Studies Track		
PORT:3850/ SPAN:3850	Topics in Cultural Studies	3	Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.		
PORT:4000	Topics in Luso-Brazilian Literature	3	Code	Title	Hours
PORT:4100	Topics in Luso-Brazilian Culture	3	ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
RELS:1765/ LATS:1765	U.S. Latina/o/x Religions	3	HIST:4493	Soviet Union 1917-1945	3-4
SPAN:1700/ LATS:1700	Latina/o/x Literature in the United States	3	POLI:1401	Introduction to Russian Politics	3
SPAN:1800	Contemporary Spanish American Narrative	3	POLI:3410	Russian Foreign Policy	3
SPAN:2050/ LATS:2050	Spanish in the United States	3	POLI:3413	Russian Politics	3
SPAN:2200	Introduction to Spanish American Cultures	3	RUSS:1082	Youth Subcultures After Socialism	3
SPAN:2500	Readings in Spanish American Literature	3	RUSS:1131/ WLLC:1131	Introduction to Russian Culture	3
SPAN:2800/ LAS:2800	Screening Latin America	3	RUSS:1132	Russia Today	3
SPAN:2900/ LAS:2900	Music of the Hispanic World	3	RUSS:1500	Ukraine, a Country at the Crossroads: An Interdisciplinary Seminar on Ukrainian History and Culture	3
SPAN:3200	Latin American Cultural Studies	3	RUSS:1531	Slavic Folklore	3
SPAN:3210	Cultural Storytelling	3	RUSS:1532	Traces of Ancient Russian Culture (IX-XVII Centuries): Vikings, Mongols, and Tsars	3
SPAN:3215/ LAS:3215	Medellin	3	RUSS:2030	Russian Comedy	3-4
SPAN:3230	Modern Mexico	3	RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
SPAN:3310	Spanish American Short Story	3	RUSS:2100	Russian Mindset: Sex, Business, and Politics	3
SPAN:3320	Spanish American Poetry	3	RUSS:2110	Russian Sports: Politics, Scandal, Glory	3
SPAN:3350	Contemporary Spanish American Literature	3	RUSS:2122	Cult Films of the Last Soviet Generation	3
SPAN:3440/ LATS:3440	Topics in Latina/o/x Literature and Culture	3	RUSS:2131	Women in Russian Society	3

RUSS:2232	Romani (Gypsy) Cultures of Eastern Europe	3
RUSS:2531	Topics in Russian, East European, and Eurasian Studies	arr.
RUSS:2600	Issues in Russian Identity: Nationalism	3
RUSS:3100	West and East: Women in the Slavic World	3
RUSS:3122/ TRNS:3122/ WLLC:3122	Tolstoy and Dostoevsky	3-4
RUSS:3124	Invitation to Nabokov	3-4
RUSS:3131/ GHS:3131	Health Care and Health Reforms in Russia	3
RUSS:3200	Advanced Russian Through Music, Literature, and Film I	3
RUSS:3201	Advanced Russian Through Music, Literature, and Film II	3
RUSS:3202/ TRNS:3203/ WLLC:3202	Russian Literature in Translation 1860-1917	3

South Asian Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in courses numbered 2000 or above.

Code	Title	Hours
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2108/ GWSS:2108	Gendering India	3
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3
ANTH:3121/ GWSS:3121	Love, Marriage, and Family in India	3
ASIA:2450	India Beat: The Aesthetics and Politics of India Today	3
ENGL:2505	Introduction to Postcolonial Studies	3
ENGL:3540	Literature of the Indian Subcontinent	3
ENGL:3570/ GWSS:3570	Transnational and Postcolonial Writing by Women	3
GEOG:1060	Geography of Asia: From Japan to Pakistan	3
HIST:1606/ ASIA:1606/ RELS:1606	Civilizations of Asia: South Asia	3-4
HIST:1609/ ASIA:1609	India Now! Surveying the World's Largest Democracy	3-4
HIST:3644/ RELS:3644/ SOAS:3644	Gandhi and His Legacy	3
HIST:4640	Imperialism and Modern India	3
PHIL:3845/ RELS:3645	Buddhist Philosophy	3

POLI:3425	South Asia: Politics, Identity, and Conflict	3
RELS:1404/ ASIA:1040/ HIST:1610	Living Religions of the East	3
RELS:1410	Introduction to Indian Religions	3
RELS:1506/ ASIA:1060/ HIST:1612	Introduction to Buddhism	3
RELS:3572/ ASIA:3890	Comparative Ritual	3
RELS:3580/ ANTH:3113/ ASIA:3561/ GHS:3113	Religion and Healing	3
SOAS:1502/ RELS:1502	Asian Humanities: India	3
SOAS:1620/ RELS:1620/ TRNS:1620	Bhagavad Gita: Essential Teachings of Indian Religion	3

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. International studies honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all coursework for the major and in all coursework that may be applied to the major.

To graduate with honors in the major, students must complete a minimum of 46 s.h. for the major (an additional 3 s.h.), including at least 15 s.h. in courses numbered 2000 or above and at least 6 s.h. in courses designated as honors courses. Students may meet this requirement in one of two ways. They may complete 21 s.h. in a single track, with at least 15 s.h. in courses numbered 2000 or above. Alternatively, students may select courses from two tracks, completing at least 12 s.h. in the first track, including 9 s.h. in courses numbered 2000 or above; and completing at least 9 s.h. in the second track, including 6 s.h. in courses numbered 2000 or above.

Honors students completing the Certificate in Global Health Studies, International Business, or Latin American Studies or the minor in global health studies, Latin American studies, or Russian and Eastern European studies may not choose an international studies track that corresponds with those certificate(s) or minor(s). Those who choose the two-track option may not choose a first track that corresponds with those certificate(s) or minor(s).

Honors students must choose Program Option B for the major. Instead of completing IS:4990 International Studies Senior Project, they complete IS:4991 Honors Thesis in International Studies and present their research at a venue approved by the International Studies Program.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the international studies major.

Academic Plans

Four-Year Graduation Plan

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

Students who intend to study abroad during their junior year should schedule an appointment during their fourth semester to meet with an advisor from International Programs Study Abroad; those who intend to study abroad during their senior year should schedule an appointment during their sixth semester.

Before the fifth semester begins: at least the two introductory courses and one foundation course

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

Before the eighth semester begins: at least 12 courses in the major, including the required research preparation course for Program Option B students or the first writing course for Program Option C students

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Iowa Degree in Three

University of Iowa majors who are strongly motivated can graduate with a degree in three years under the Iowa Degree in Three. The program is available to students who can complete more semester hours each term than they would on the Four-Year Graduation Plan.

Students sign an agreement during their first semester of enrollment; meet with an advisor at least once a semester to review their plans and progress; take courses during summer sessions, if necessary; meet specific course checkpoints; and maintain the grade-point average required for the major.

Students are allowed to bring Advanced Placement (AP), College Level Examination Program (CLEP), or transfer credit upon admission to reduce the number of semester hours required for their degree. They should consult their advisor about the program.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

International Studies, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
The International Studies Program encourages students to develop cross-cultural skills through study abroad and/or involvement with internationally-focused U.S.-based organizations. ^a		
IS:2500	Working Internationally ^b	1

Honors: thesis ^c		
Hours		1
First Year		
Fall		
ANTH:1101	Cultural Anthropology ^{d, e}	3
ENGL:1200	The Interpretation of Literature	3 - 4
	or RHET:1030 or Rhetoric	
GE CLAS Core: World Languages First Level Proficiency ^f		4 - 5
First-year seminar course with international content encouraged		1
CSI:1600	Success at Iowa	2
Major: international studies foundation course (may choose course that also satisfies GE requirements) ^{d, e}		3
Hours		16-18
Spring		
IS:2500	Working Internationally	1
	or IS:1000 or Designing Your International Studies Major	
IS:2000	Introduction to International Studies ^e	3
RHET:1030	Rhetoric	3 - 4
	or ENGL:1200 or The Interpretation of Literature	
Major: international studies foundation course (may choose course that also satisfies GE requirements) ^{d, e}		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		14-16
Second Year		
Fall		
Major: international studies track course		3
GE CLAS Core: Diversity and Inclusion ^g		3
GE CLAS Core: Natural Sciences without Lab ^g		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^h		3
Hours		16-17
Spring		
Major: international studies track course (numbered 2000 or above)		3
GE CLAS Core: Literary, Visual, and Performing Arts ^g		3
GE CLAS Core: Quantitative or Formal Reasoning ^g		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Elective course ^h		3
Hours		16-17
Third Year		
Fall		
Major: international studies track course (numbered 2000 or above)		3
GE CLAS Core: Historical Perspectives ^g		3
GE CLAS Core: Natural Sciences with Lab ^g		4
Major: additional World Language course ⁱ		3 - 5
Elective course ^h		2 - 3
Hours		15-18

Spring

Major: international studies track course	3
Major: additional World Language course ⁱ	3 - 5
Elective course ^h	3
Elective course ^h	3
Elective course ^h	3
Hours	15-17

Fourth Year**Fall**

Major: international studies track course (numbered 2000 or above)	3
IS:3010 Designing an International Studies Project	3
GE CLAS Core: Social Sciences ^g	3
Elective course ^h	3
Elective course ^h	3
Hours	15

Spring

Major: international studies track course (numbered 2000 or above)	3
Major: international studies program option A, B, or C course	3
Elective course ^h	3
Elective course ^h	3
Elective course ^h	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j	
Hours	15
Total Hours	123-134

- a Students meet regularly with the International Studies academic advisor for help in identifying experiential learning activities and integrating them into their International Studies academic plans.
- b International Studies students are encouraged to enroll in this course to explore a variety of international career opportunities. This course is required for program option C.
- c Students completing Honors in the International Studies major work with a faculty mentor to produce an honors thesis and also present their research at the spring International Studies honors poster session and graduation reception.
- d Students earn a minimum of 9 s.h. in foundation courses chosen from approved course lists.
- e Fulfills a major requirement and may fulfill a GE requirement.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- h Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- i Students complete a minimum of two semesters of language study beyond that required by the General Education Program. This additional language requirement may be met either by completing two semesters of upper-level study in the same language used to fulfill the General Education Program's World Languages requirement or by completing two semesters, or the equivalent, of a second world language at any level.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The flexible structure of the international studies major allows students to tailor the degree to fit a wide range of academic interests and career goals. International studies is an ideal complement to a variety of academic degree programs and many students combine the international studies major with another major such as world languages, business, journalism, health sciences, or the arts.

International studies alumni find employment in a range of career sectors such as education, nonprofit/nongovernmental organizations (NGOs), business, government, and translation/interpreting.

Specific examples of organizations where recent graduates have found post-graduation opportunities include Doctors without Borders (New York City, New York), the International Visitor Leadership Program/U.S. Department of State (Washington, D.C.), Coyote Logistics (Chicago, Illinois), Peace Corps (Cambodia and Uganda), American Councils for International Education (Washington, D.C.), CET Study Abroad Programs (Greece), RefugeeRISE AmeriCorps (Des Moines and Iowa City, Iowa), Japan Exchange and Teaching Program (Japan), The Bold Italic (San Francisco, California), and Texas Rio Grande Legal Aid (Austin, Texas).

International studies graduates also have used their cross-cultural, interdisciplinary education to win prestigious awards such as the Fulbright English Teaching Assistantship (Czech Republic, Taiwan, Brazil, Russia), the Gilman Scholarship, the Stanley Undergraduate Award for International Research, the Princeton in Latin America Fellowship, and the Critical Language Scholarship.

Additionally, the international studies major is excellent preparation for graduate and professional programs in law, international development, medicine, nonprofit management, higher education, public health, and urban and regional planning.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

International Studies, Minor

Requirements

The undergraduate minor in international studies requires a minimum of 16 s.h., including 13 s.h. in courses taken at the University of Iowa.

Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students may count a maximum of 6 s.h. from a single department or program, from the Tippie College of Business, or from a major, another minor, or a certificate toward the minor in international studies.

A minor in international studies requires the following work.

Required Courses

Code	Title	Hours
One of these:		
IS:2000	Introduction to International Studies	3
IS:2020	World Events Today!	3
Both of these:		
IS:2009	World Travel: Cross-Cultural Skills for International Business, Education, and Service	3
IS:2500	Working Internationally	1

Additional Requirements

Coursework/Approved Credit-Bearing Experiential Learning Activity

For approved coursework options listed below, students can choose courses under Requirements [p. 708] in the B.A. in international studies section of the Catalog. The courses with course numbers listed below are experiential learning activities. Students may consult with their program of study academic advisor to find additional opportunities that they can petition to use toward the minor.

Code	Title	Hours
These:		
Approved coursework numbered 2000-4999		6
One of these (minimum of 3 s.h.):		
Approved coursework numbered 2000-4999		3
Approved study abroad coursework		3
CSD:3187/ EDTL:3187	Early Literacy Instruction for Young Children	3
GHS:4000	Global Health Studies Service Learning: Local Health is Global Health	4
IS:3012	Service Learning in International Studies	3
LS:1024	Hawkeye Service Breaks	3
RHET:2090	Conversation Practicum	3
SPAN:3092	Spanish in the Community	3

WRIT:2100	Writing and Community Outreach	3
-----------	--------------------------------	---

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

International Studies, Minor

Course	Title	Hours
Academic Career		
Any Semester		
The minor in International Studies requires 16 s.h. of which at least 13 s.h. must be completed at the University of Iowa.		
A maximum of 6 s.h. from a single department, program, or from the Tippie College of Business, or from a major, another minor, or a certificate may be applied to the minor.		
		Hours
		0
First Year		
Fall		
IS:2009	World Travel: Cross-Cultural Skills for International Business, Education, and Service	3
		Hours
		3
Spring		
IS:2000 or IS:2020	Introduction to International Studies or World Events Today!	3
		Hours
		3
Second Year		
Fall		
IS:2500	Working Internationally	1
		Hours
		1
Spring		
Minor: course numbered 2000+ and approved for the International Studies BA ^a		3
		Hours
		3
Third Year		
Fall		
Minor: course numbered 2000+ and approved for the International Studies BA ^a		3
		Hours
		3
Spring		
Minor: course numbered 2000+ and approved for the International Studies BA or an approved credit-bearing experiential learning activity (may complete during any session) ^{a, b}		3
		Hours
		3
		Total Hours
		16

a Choose by reviewing the international studies course database available on the international studies website.

b The experiential learning activity can be study abroad or service-learning coursework. Contact UI Study Abroad to find approved study abroad programs.

Journalism and Mass Communication

Director

- David Ryfe

Undergraduate major: journalism and mass communication (B.A.)

Undergraduate minor: mass communication

Graduate degrees: M.A. in journalism; M.A. in strategic communication; Ph.D. in mass communications

Faculty: <https://clas.uiowa.edu/sjmc/people/faculty>

Website: <https://clas.uiowa.edu/sjmc/>

The School of Journalism and Mass Communication offers an undergraduate major and minor as well as graduate degree programs. Undergraduate students in all majors may use approved journalism and mass communication courses to satisfy the Diversity and Inclusion, Historical Perspectives, Social Sciences, and Values and Culture requirements of the College of Liberal Arts and Sciences GE CLAS Core [p. 20], and the school's First-Year Seminar is designed specifically for entering undergraduate students. The School of Journalism and Mass Communication also administers the three undergraduate certificates listed below.

The school is accredited by the Accrediting Council on Education in Journalism and Mass Communications.

Certificates

The School of Journalism and Mass Communication administers the Certificate in Event Management (in collaboration with the Departments of Communication Studies, Health and Human Physiology, and Marketing) and the Certificate in Media Entrepreneurialism (in collaboration with the Tippie College of Business). It also collaborates with the Department of Management and Entrepreneurship to offer the Certificate in Nonprofit Leadership and Philanthropy.

Event Management

See the Certificate in Event Management [p. 479] in the Catalog.

Media Entrepreneurialism

See the Certificate in Media Entrepreneurialism [p. 808] in the Catalog.

Nonprofit Leadership and Philanthropy

See the Certificate in Nonprofit Leadership and Philanthropy [p. 1998] in the Catalog.

Professional Enrichment

Internships

The school encourages undergraduate majors to complete at least one internship. The school's internship coordinator helps students find appropriate positions.

Undergraduate students may earn up to a total of 4 s.h. of internship credit, but not more than 3 s.h. from one single internship, registering with appropriate faculty sponsorship for JMC:2100 Journalism Internship (1-3 s.h.). Internships do not fulfill requirements for the major, but internship credit counts toward the total journalism and mass communication credit that students may apply toward a B.A. degree

(maximum of 48 s.h.). Students may take internships for no credit through CCP:1201 Academic Internship.

Students also are encouraged to pursue opportunities for journalism experience on campus through student-operated media, including The Daily Iowan, Daily Iowan TV, and KRUI-FM radio.

Activities

The school engages in a variety of activities for the enrichment of students, faculty, and the entire campus. Speakers visit campus each year under lectureships funded by the Li Chen Fund and the M. Holly McGranahan Lecture. In addition, guest speakers are funded through the Hearst Visiting Professionals Program. Campus organizations for students include Kappa Tau Alpha (KTA), a national society honoring scholarship in journalism), the National Association of Black Journalists (NABJ), the Public Relations Student Society of America (PRSSA), and Ed on Campus (EOC).

Financial Support

More than \$200,000 in scholarships and awards is disbursed to journalism and mass communication students each year. Scholarship information and applications are available each fall. Visit Scholarships and Awards on the School of Journalism and Mass Communication website or contact the school.

Additionally, the school has a limited number of annual awards to encourage and support journalism and mass communication majors who seek an international experience or an immersive internship experience.

The school offers research and teaching assistantships for graduate students; preference is given to Ph.D. students. Journalism and mass communication students have been successful in winning competitive fellowships open to all graduate students; applicants must be nominated by the graduate committee.

Programs

Undergraduate Programs of Study

Major

- Major in Journalism and Mass Communication (Bachelor of Arts) [p. 735]

Minor

- Minor in Mass Communication [p. 740]

Graduate Programs of Study

Majors

- Master of Arts in Journalism [p. 741]
- Master of Arts in Strategic Communication [p. 742]
- Doctor of Philosophy in Mass Communications [p. 744]

Facilities

The School of Journalism and Mass Communication is housed in the Philip D. Adler Journalism and Mass Communication Building. The 65,000-square-foot building has computer laboratories for audio, video, design, writing and web publishing, a resource center, and the Moeller Media Research Lab. The building also is home to offices of the Iowa High

School Press Association; the Quill and Scroll Society, an international honor society for high school journalists; the University's award-winning student newspaper, *The Daily Iowan*; *Daily Iowan TV*, a student-run newscast; and the *Journal of Communication Inquiry*.

Courses

Journalism and Mass Communication Courses

JMC:1000 First-Year Seminar 1-2 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

JMC:1100 Media Uses and Effects 3 s.h.

Introduction to mass communication theory as it relates to practical applications in the media industry and American society. GE: Social Sciences.

JMC:1200 Media History and Culture 3 s.h.

Historical development of journalism in the United States; cultural, historical content. GE: Historical Perspectives.

JMC:1300 Principles of Strategic Communication 3 s.h.

Theory and practice of public relations; cultural, social, organizational roles of public relations, opportunities, problems, and solutions.

JMC:1400 Principles of Journalism 3 s.h.

Understanding changes in American journalism; including factors driving this change, orientation to the contemporary landscape of journalism, and making educated guesses about the near-term future of journalism; reflection on distinctive public service mission of journalism and its adaptation to the digital age.

JMC:1500 Social Media Today 3 s.h.

Prehistory of social media and identification of ideas, events, and elements in ancient and historical times; earliest days of online posting and interacting; first instances of social engagement on the Web; how social media (journalism, politics, health care, romance and lifestyle, entertainment, war and terrorism, professions and jobs) affects individual areas of life, culture, and society; what's next and how social media changes lives in the future and affects the fate of humanity. GE: Values and Culture.

JMC:1600 Writing Fundamentals 1 s.h.

The importance of grammar; recognition of common errors in the student's own writing, with a focus on fixing these problems.

JMC:1800 Twenty-first-Century Science: Environmental Communication in the Digital Age 3 s.h.

How information created by scientists about environmental issues is used by media, public relations practitioners, law makers, regulators, and decision makers in governments, organizations, and corporations, as well as by lay citizens; analysis of strategies to get scientific knowledge to the public arena in ways that inform, educate, and empower the public; examination of how this information can be used to mislead or confuse the public.

JMC:2010 Journalistic Reporting and Writing 4 s.h.

Fundamental skills of journalistic reporting and writing. Prerequisites: JMC:1200 with a minimum grade of C- and JMC:1100 with a minimum grade of C- and JMC:1600 with a minimum grade of C- and (JMC:1300 with a minimum grade of C- or JMC:1400 with a minimum grade of C-). Corequisites: JMC:2020. Requirements: journalism major.

JMC:2020 Introduction to Multimedia Storytelling 4 s.h.

Fundamental skills of multimedia storytelling, including visual and digital. Prerequisites: JMC:1200 with a minimum grade of C- and JMC:1100 with a minimum grade of C- and JMC:1600 with a minimum grade of C- and (JMC:1300 with a minimum grade of C- or JMC:1400 with a minimum grade of C-). Corequisites: JMC:2010. Requirements: journalism major.

JMC:2100 Journalism Internship 1-3 s.h.

Faculty-supervised professional work experience in journalism and mass communication. Prerequisites: JMC:2020 and JMC:2010. Requirements: journalism major.

JMC:2150 News and Knowledge: Chinese Culture, History, and Journalism 1 s.h.

Chinese culture, and social and cultural issues as perceived by people inside and outside China from a journalistic view.

JMC:2500 Community Media 3 s.h.

The boundaries of community can be set in many ways—by geography, age, ability, race, ethnicity, and more—or by intersection of several of these factors; students engage deeply with media representations of different types of communities, discuss basic concepts of identity and community, and explore some of the major fault lines, biases, and privileges in contemporary life; students critique common stereotypes that often show up in media coverage of marginalized communities to better practice storytelling across difference, focusing on how stories from communities that are underrepresented or misrepresented by media can be amplified. GE: Diversity and Inclusion.

JMC:2600 Freedom of Expression 3 s.h.

Philosophy, history, political science, and legal studies blended into a semester-long meditation on the meaning of freedom of expression, especially in the United States, and specifically on the U.S. Supreme Court; special attention given to the way in which freedom of expression enters into societal debates about benefits and challenges of diversity, and whether and how to rectify structural relationships of inequality; as students learn the history and tradition of how Americans have understood this concept, they reflect on their own perspectives and engage with others who may have different ideas from their own. GE: Diversity and Inclusion.

JMC:2700 Media Ethics and Diversity 3 s.h.

Application of ethical principles in journalistic decision making; consideration of potentially conflicting values, loyalties, and goals that force professional journalists to make difficult choices.

JMC:3116 Media and Global Cultures 3 s.h.

Communication as a vital component for any effort to create social change; necessary communication to reach out to target audiences—people and communities in need—from campaigns persuading communities to change knowledge, attitudes, and practices to aiding other development efforts in areas of health, education, rural development, or sustainable agricultural practices; importance of communication as an integral part to any effort aimed at creating large-scale social change. Same as IS:3116.

- JMC:3122 Digital and Gaming Culture** 3 s.h.
Examination of three of the most powerful and profitable areas of today's popular media culture—sports media, video games, and digital publishing; case studies of Rockstar Games (the company that produces the Grand Theft Auto video games), formation of ESPN's sports media empire, and digital publishers' race for mobile audiences and revenue despite the rising use of ad-blocking technology.
- JMC:3123 Advocacy Communication** 3 s.h.
Explore how organizations, businesses, nonprofits, and grassroots groups attempt to shape public policy through use of traditional and new media, direct communication, and lobbying.
- JMC:3124 Entertainment Media** 3 s.h.
Explore the technological revolution as it has profoundly shaped entertainment media, analyzing the parallels and differences among a variety of digitized media (movies, music, television, books, even video games); everything has changed, from the distribution to consumption to creation.
- JMC:3125 Media and Consumers** 3 s.h.
Communications media in historical, political, economic contexts and their relationships with audiences; criteria for evaluating media content in relation to nature and consequences of news, entertainment, advertising.
- JMC:3135 New Media and the Future of Sport** 3 s.h.
Emergence and significance of internet blogs, social media, convergence journalism, video games, and fantasy sports; economic, regulatory, and cultural forces that shape new media sport journalism and entertainment. Same as AMST:3198, SPST:3198.
- JMC:3142 Social Media for Social Change** 3 s.h.
Individuals and groups use social media to organize, collaborate, and spread their messages to local and global audiences; students explore the myriad ways that people and organizations use social media as tools for civic engagement, activism, and political participation; drawing on a broad range of international and national cases, students examine unfolding social movements from early internet activism to the present. Same as IS:3142.
- JMC:3150 Media and Health** 3 s.h.
Potential and limits of mass media's ability to educate the public about health; research and theory on the influence of information and entertainment media; theories, models, assumptions of mass communication in relation to public health issues. Same as CBH:3150, GHS:3150.
- JMC:3165 African Americans and the Media** 3 s.h.
Same as AFAM:3925.
- JMC:3175 Gender and Mass Media** 3 s.h.
Media images and representations of the body in terms of gender; impact on people, society; media and body image, sexuality, gender roles, gender and power, race, ethnicity, class, age; critical analysis of mediated images.
- JMC:3182 Sport, Scandal, and Strategic Communication in Media Culture** 3 s.h.
Use of sport scandal to consider relationship between sport and media in American and global popular culture; broad range of case studies used to consider what constitutes a sport scandal, how this definition shifts in different circumstances; crucial roles media play in creating, communicating, and diffusing these crises; how phenomenon of sports scandal has intensified along with emergence of cable television, internet, and social media. Same as SPST:3182.
- JMC:3183 Sport and the Media** 3 s.h.
Examination of sport and media's intimate relationship; aesthetic, cultural, political, economic, and industrial factors that shape it. Same as SPST:3175.
- JMC:3184 Narrative Sports Journalism** 3 s.h.
Historical review of long-form sports journalism to understand development of subjects, form, and technique of sports coverage and long-form nonfiction writing; students read several long-form articles and books that incorporate reporting about sports, and propose an original long-form work about sports. Same as SPST:3184.
- JMC:3185 Topics in Understanding Media** 3 s.h.
Focus on particular area, issue, approach, or body of knowledge; may include international media, media criticism, new technologies, history of documentary photography, literary journalism, media management.
- JMC:3190 Classics of Sports Journalism: From Jack London to Grantland** 3 s.h.
Historical examples of celebrated works of sports journalism; focus on long-form texts. Same as SPST:3180.
- JMC:3210 Workshop for Secondary School Journalism/Communication Teachers** 1-3 s.h.
Workshops on journalism/mass media curriculum, audio/video production, photojournalism, publication design, journalistic writing techniques, advising student publications. Same as EDTL:3026.
- JMC:3350 Journalism Topics for Nonmajors** 3 s.h.
Varied journalism topics. Requirements: non-journalism major.
- JMC:3360 Journalism Writing for Nonmajors** 3 s.h.
Intensive writing on varied journalism topics. Requirements: non-journalism major.
- JMC:3400 Topics in Writing/Storytelling** 3-4 s.h.
Topics may include public affairs, law, science, business, medicine, intercultural affairs, education, computer-assisted reporting. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.
- JMC:3410 Magazine Reporting and Writing** 3-4 s.h.
Finding ideas, researching, interviewing; problems of organization and style; identification of audiences and markets; development of writing skills. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.
- JMC:3411 Multimedia News Storytelling** 3-4 s.h.
Principles; gathering, writing, editing, reporting the news; techniques and concepts as a foundation for understanding, successfully writing, and delivering broadcast news. Prerequisites: JMC:2020 with a minimum grade of C- and JMC:2010 with a minimum grade of C-. Requirements: journalism major.
- JMC:3412 Strategic Communication Writing** 3-4 s.h.
Principles and practices of persuasive writing; focus on public relations; may include editorials, op-ed pieces, magazine essays, reviews. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.
- JMC:3413 Sports Writing** 3-4 s.h.
Introduction to the history, culture, industry, and practice of sports writing. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-.

JMC:3414 Basic Elements of Book Writing: Fiction and Nonfiction 3-4 s.h.

Basic elements involved in writing a novel or a nonfiction book; students will research, write, and workshop either a nonfiction book or novel proposal; they will complete a chapter outline and one chapter from their manuscript, and constructively edit and evaluate the work of fellow classmates through individual workshop sessions; course will culminate in an author's pavilion where students will select five minutes from their chapter to read to an audience. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.

JMC:3415 Writing Across Cultures 3-4 s.h.

Forms of travel writing and other types of cross-cultural reporting; skills, knowledge, understandings vital to writing well about an increasingly multicultural and diverse world. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.

JMC:3420 Content Marketing 3-4 s.h.

Tools for creating great content, as well as tactics for getting that content in front of the right audiences with the right message at the right time. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism and mass communication major.

JMC:3425 Applied Digital and Social Media 3-4 s.h.

Creation of original journalistic websites incorporating writing, design, and structure; contemporary online media issues. Prerequisites: JMC:2020 with a minimum grade of C- and JMC:2010 with a minimum grade of C-. Requirements: journalism major.

JMC:3430 Political Public Relations 3-4 s.h.

How strategic communication goals, objectives, strategies, and tactics can influence public debate on policy issues; students apply this knowledge for the benefit of a real-world client, producing a portfolio of work by the end of the semester. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism and mass communication major.

JMC:3435 Cross-Platform Journalism 3-4 s.h.

These days reporters are asked to take a story concept and be able to produce content across platforms; students cover writing and reporting on and for digital and social platforms with emphasis on Facebook, Twitter, digital writing, and podcasting. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.

JMC:3440 Digital Storytelling 3-4 s.h.

Builds on skills learned in JMC:2020 to develop compelling multipart digital stories; focus on a range of storytelling techniques and tools to create in-depth stories that incorporate visual, audio, text, and data; students strengthen their digital storytelling skills by producing various multimedia projects, such as podcasts and digital long-form stories; project-based with opportunities to produce individual and collaborative work. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.

JMC:3445 Journalistic Writing in Spanish 3 s.h.

Spanish writing skills; introduction to style and practice of journalistic reporting and writing. Taught in Spanish. Requirements: at least one course taught in Spanish at the 2000 level or above. Same as SPAN:3020.

JMC:3460 Arts and Culture Reporting and Writing 3-4 s.h.

Writing about arts and culture in a range of formats (e.g., news, profiles, features, criticism, essays); emphasis on original reporting that draws on resources, issues, people, and events on campus and in the community, especially in visual and performing arts. Prerequisites: JMC:2020 with a minimum grade of C- and JMC:2010 with a minimum grade of C-. Requirements: journalism major.

JMC:3470 Narrative Journalism 3-4 s.h.

Process of writing the true story; development of skills in researching, interviewing, information gathering, organization, story-telling techniques, writing final story; story publication in magazines, newspapers, journals, online. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.

JMC:3490 Feature Reporting and Writing 3-4 s.h.

Storytelling techniques for magazine, newspaper, website features; stylistic flair; human elements in stories; research, interviewing, and reporting. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.

JMC:3500 Topics in Managing/Planning 3 s.h.

Focus on particular area, issue, approach, or body of knowledge.

JMC:3510 Audience Engagement: Marketing Research in the Digital Age 3 s.h.

Solutions to problems related to communication channels, content, users, and audiences sought daily by media and communication professionals to understand what the public thinks, feels, and does about ideas, events, and trends; learn about audience needs; ways to improve or change content; systematic and methodical ways to investigate problems and figure out how best to tackle communication problems related to media content, audiences, media practice, and media institutions.

JMC:3520 Business of Media: Profits, People, and Power 3 s.h.

How U.S. media is managed; decision making in a current highly charged, rapidly changing media culture; how major company decision makers seek competitive advantage, and their consequent successes and failures in doing so.

JMC:3530 Social Media Marketing 3 s.h.

Social media marketing as an ever-changing area that seems to only grow in importance for everyone from academic institutions to nonprofits to businesses big and small; each of these entities and more has an online brand and goals that social media can help them meet.

JMC:3540 The Business of Sport Communication 3 s.h.

Critical and practical approach to understanding contemporary sports media and business practices that mark it; focus on sports media industries and institutions; branding, marketing, demographic, public relations, and promotional factors that shape content. Same as SPST:3181.

JMC:3550 Editing 3-4 s.h.

Principles and process of editing content for publication; micro- and macroediting, headline writing, other aspects of editing.

- JMC:3600 Topics in Designing/Producing** 3-4 s.h.
Analysis and solution of problems with communication strategies and/or media products; public relations, newsletter production, radio, media research, web basics, global media, interviewing, PR fund-raising. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.
- JMC:3603 Multimedia News Production** 3-4 s.h.
Electronic news gathering (ENG); conceptualization, shooting, editing basic news packages. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.
- JMC:3610 Graphic Design** 3-4 s.h.
Problems of design, layout and production; practical and aesthetic considerations; digital techniques; creative projects. Prerequisites: JMC:2020 with a minimum grade of C- and JMC:2010 with a minimum grade of C-. Requirements: journalism major.
- JMC:3611 Web Design Basics** 3-4 s.h.
Web development from the ground up; students will choose topics and build personal sites for original pieces of journalism. Prerequisites: JMC:2020 with a minimum grade of C- and JMC:2010 with a minimum grade of C-. Requirements: journalism major.
- JMC:3630 Photojournalism Basics** 3-4 s.h.
Techniques; basic craft, location shooting, editing photographs; group critiques of assignments. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-.
- JMC:3640 Data Journalism** 3-4 s.h.
How to find and tell stories using data; hands-on introduction to data visualization, data analysis and data literacy for journalists and communications professionals. Prerequisites: (JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-) or CS:2110 or IGPI:5110.
- JMC:3650 Producing Video for Mobile and Social** 3-4 s.h.
Creation of high-quality videos for social media and mobile platforms; students learn how to use digital single-lens reflex (DSLR) cameras and Final Cut Pro to create professional content customized for social media sites such as YouTube and Facebook; how to use smartphone cameras and editing software to make shareable videos for mobile apps such as Instagram and Snapchat; current industry trends and preferred practices for designing, directing, and editing compelling video stories for multiple digital platforms. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.
- JMC:3660 Audio Basics** 3-4 s.h.
Techniques; basic craft, audio recording, audio editing; individual and group production; group critiques of assignments. Prerequisites: JMC:2010 with a minimum grade of C- and JMC:2020 with a minimum grade of C-. Requirements: journalism major.
- JMC:3700 Field Experience: Nonprofit Leadership and Philanthropy** 3 s.h.
Faculty-supervised professional work experience with a nonprofit organization with associated academic content.
- JMC:3710 Fundraising Fundamentals** 3 s.h.
Nonprofit organization reliance on raised funds to survive and thrive; basic concepts of fundraising for successful nonprofit organization; work with a nonprofit organization to explore basic fundraising techniques that nonprofits typically use including donor research, annual fund campaigns (phone, mail, email), capital campaigns, events, cause-related marketing, grants, planned giving, and donor stewardship; when and how to use different fundraising strategies to meet an organization's goals.
- JMC:3720 Nonprofit Communication** 3 s.h.
Practical experience planning and writing fundraising materials; how yearly fundraising helps approximately 1.5 million nonprofit organizations receive more than \$3 billion from individuals, foundations, and corporations to help people in need, advocate for causes, support research/arts/culture, and enhance opportunities for public and/or their members.
- JMC:4000 Scientists and Writers** 1 s.h.
Science communication and collaborative skills that are highly sought after by employers in STEM firms including pharmaceutical firms, biotech start-ups, and many others; these same skills essential for reporting on, writing about, or translating science in any area; studio-style format. Requirements: STEM graduate standing in biological, chemical, physical, medical science, or engineering disciplines; or advanced undergraduate standing in journalism, creative writing, English, or any other writing-intensive major. Same as CHEM:4000, WRIT:4002.
- JMC:4100 Advanced Topics in Writing/ Storytelling** 3-4 s.h.
Project journalism; extended magazine pieces, explanatory/ investigative journalism, series for newspapers, or task-force projects by entire class on a major issue, with goal of publication. Prerequisites: JMC:3400 or JMC:3405 or JMC:3410 or JMC:3411 or JMC:3412 or JMC:3413 or JMC:3414 or JMC:3415 or JMC:3420 or JMC:3425 or JMC:3430 or JMC:3435 or JMC:3440 or JMC:3445 or JMC:3460 or JMC:3470 or JMC:3490. Requirements: journalism major.
- JMC:4110 Iowa Journalist** 3-4 s.h.
Development of research, writing, editing, and design skills necessary to produce an engaging *Iowa Journalist* alumni magazine; students generate effective, strategy-based copy delivered through a variety of formats including print, online, and social media; critical thinking about magazine content and design and how they relate to public relations practice. Prerequisites: (JMC:3400 or JMC:3405 or JMC:3410 or JMC:3411 or JMC:3412 or JMC:3413 or JMC:3414 or JMC:3415 or JMC:3420 or JMC:3425 or JMC:3430 or JMC:3435 or JMC:3440 or JMC:3445 or JMC:3460 or JMC:3470 or JMC:3490) and (JMC:3600 or JMC:3603 or JMC:3610 or JMC:3611 or JMC:3630 or JMC:3640 or JMC:3650 or JMC:3660). Requirements: journalism and mass communication major.
- JMC:4125 Advanced Strategic Storytelling** 3-4 s.h.
Advanced tools for creating great content; tactics for getting that content in front of the right audiences with the right message at the right time. Prerequisites: 2 of the following are required: JMC:3412, JMC:3420, JMC:3530. Requirements: journalism major.
- JMC:4300 Advanced Photojournalism** 3-4 s.h.
Photojournalism skills; may include documentary photography, advanced photojournalism methods and techniques. Prerequisites: JMC:3630.

- JMC:4310 Advanced Topics in Designing/Producing** 3-4 s.h.
Journalism and mass communication skills; may include editing, broadcasting, design, multimedia. Prerequisites: JMC:3600 or JMC:3603 or JMC:3610 or JMC:3611 or JMC:3630 or JMC:3640 or JMC:3650 or JMC:3660. Requirements: journalism major.
- JMC:4315 Advanced Strategic Communication** 3-4 s.h.
Development and presentation of public relations campaigns for client organizations; communication theory and research techniques applied to analyzing and solving public relations problems through objective-based strategic planning. Prerequisites: JMC:3412 or JMC:3420. Requirements: journalism and mass communication major.
- JMC:4350 Advanced Graphic Design** 3-4 s.h.
Advanced design, layout, and production; practical and aesthetic considerations; digital techniques; creative projects. Prerequisites: JMC:3610. Requirements: journalism major.
- JMC:4360 Advanced Web Design** 3-4 s.h.
Course builds upon techniques learned in JMC:3611. Prerequisites: JMC:3611. Requirements: journalism major.
- JMC:4400 Capstone** 3-4 s.h.
Application and practice of classroom experience to a specific project with guidance from a faculty member. Prerequisites: (JMC:3400 or JMC:3405 or JMC:3410 or JMC:3411 or JMC:3412 or JMC:3413 or JMC:3414 or JMC:3415 or JMC:3420 or JMC:3425 or JMC:3430 or JMC:3435 or JMC:3440 or JMC:3445 or JMC:3460 or JMC:3470 or JMC:3490) and (JMC:3600 or JMC:3603 or JMC:3610 or JMC:3611 or JMC:3630 or JMC:3640 or JMC:3650 or JMC:3660). Requirements: journalism major.
- JMC:4900 Special Projects in Mass Communication** arr.
Research and readings to fit needs, interests of students.
- JMC:4910 Readings in Communication and Mass Communication** 1-3 s.h.
Focus on a problem or issue.
- JMC:4955 Honors Project** 3 s.h.
Independent research or project for honors students. Requirements: honors standing.
- JMC:4960 Media Entrepreneurialism Certificate Case Study** 3 s.h.
Required capstone course for students pursuing the Certificate in Media Entrepreneurialism.
- JMC:5100 Masters Seminar** 1 s.h.
Theoretical or methodological problems in mass communication.
- JMC:5200 Topics in Strategic Communication** 3 s.h.
Various topics relevant to strategic communication.
- JMC:5235 Strategic Communications Research** 3 s.h.
Methodology of social science inquiry, the process and instruments of data gathering, evaluation of evidence, and the usefulness and appropriateness of various information sources in the service of strategic communication research; blends theory and practice.
- JMC:5237 Financial and Budget Fundamentals for Communicators** 3 s.h.
How a company operates as a business; rapid changes in international economy; important SEC documents and other sources of information on public companies; a public company's financial statements; comparison of public companies financial conditions; analysis and informed conclusions about a public company's financial condition.
- JMC:5238 Strategic Communication Campaigns** 3 s.h.
Practice of strategic communication through traditional and new media for purpose of benefiting nonprofit organizations or bringing about social change; examples and strategies from corporate, nonprofit, and social marketing campaigns; application of knowledge for benefit of real-world clients; principles and strategies applied to professional projects. Prerequisites: JMC:5300 and JMC:5400.
- JMC:5239 Strategic Web Video Communication** 3 s.h.
Production of video content and releasing visual stories online; tools needed to capture compelling images and edit meaningful stories; strengths and weaknesses of video storytelling using portable video cameras and affordable editing software; for graduate students who are working professionals.
- JMC:5240 Digital Strategic Communication** 3 s.h.
Exploration of information industry growth; creative processes involved in developing a blog and utilizing multimedia tools to enhance strategic messages; focus on characteristics and spread of new communication technologies and their social, economic, and political effects.
- JMC:5243 Copywriting for Strategic Communication** 3 s.h.
Focusing copy to a targeted audience to move them to action; multiple platforms where copywriting can appear; learn how professional copywriters craft motivational, persuasive messages and continuously refine their skills; build copywriting skills through weekly exercises, peer reviews, and a final portfolio.
- JMC:5248 Strategic Political Communication** 3 s.h.
Study of political communication; topics range from classic issues (agenda setting) to current debates and emerging topics associated with new media; readings address political communication in the United States.
- JMC:5250 Strategic Communication for Nonprofits** 3 s.h.
Examination of components, objectives, and initiatives of strategic communications for nonprofit organizations; students specifically examine strategies that inspire and persuade diverse audiences and stakeholders through multi-channel communications with emphasis on audience analysis; in addition to assigned texts, students utilize case studies to examine organizational approaches and identify successful—and unsuccessful—strategies; although focus is primarily on nonprofits, the teaching modules are applicable to diverse industries.
- JMC:5255 Strategic Global Communication** 3 s.h.
Examination of communications practices around the globe and exploration of different professions and organizations that employ international strategic communications; emphasis on practical application of communications theory, with copious use of real-life case studies and examples from leading expert practitioners; through a combination of projects, discussions, and case studies, students develop a more nuanced understanding of international and intercultural communication strategies while taking into account cultural context, stakeholders, and trends.
- JMC:5260 Digital Analytics for Strategic Communication** 3 s.h.
Introduction to multiple digital analytics platforms and dashboards; how to align business objectives and digital metrics, ensuring the ability to make more strategic content, marketing, and audience targeting decisions; strategies to assist students in communicating insights and analytics to leadership.

- JMC:5266 Risk Communication** 3 s.h.
Examination of risk as a central concept in communication process; risk as intrinsically an interdisciplinary concept; literature from a wide range of disciplines and perspectives (communication, psychology, sociology, formal risk analysis); case studies drawn from issues and cultural contexts (environmental, technological or health risks, food safety risks; international military crisis or threats of terrorism, natural disasters); emphasis on comparison of European and American contexts.
- JMC:5267 Strategic Health Care Communication** 3 s.h.
Breaking down health care to basics; writing and communicating about health care in an understandable way so that hospitals, medical groups, and health care businesses can be better understood when doing business with each other as well as the public and consumers at large; health care writing and communication so consumers can understand, avoid injuries and even death from medical errors shown by studies on health literacy; how doctors and insurance companies can convey their messages in easy-to-understand way to lessen public frustration with the system.
- JMC:5269 Media Management for Strategic Communicators** 3 s.h.
Looking at media in a completely new way; focus on economics and management of competitive businesses; how modern-day businesses in the media sector succeed or fail and why; decision making, competition, and outcomes; emphasis on news media companies that operate in public glare and offer rich opportunities for critical observation.
- JMC:5270 Leadership Communication** 3 s.h.
Using communications skills effectively for leadership in the modern workplace; how technological, global, and demographic developments have combined to transform the field of strategic communications; skills necessary to be effective in an environment of collaboration, teamwork, and self-management across a variety of platforms.
- JMC:5285 Strategic Communication Externship** 3 s.h.
Externship to allow connection between academic program and professional world; enhancement of skill and knowledge.
- JMC:5300 Foundations of Strategic Communication** 3 s.h.
Introduction to the field of strategic communication.
- JMC:5400 Strategic Communication Writing** 3 s.h.
Writing workshop for M.A. strategic communication students.
- JMC:5910 Masters Tutorial** arr.
Topics in communication and mass communication inquiry.
- JMC:5950 Capstone Project in Strategic Communication** 1-3 s.h.
Workshop of capstone projects required for graduation; for students nearing completion of M.A. in strategic communication. Requirements: M.A. in strategic communication program enrollment.
- JMC:5955 Masters Research** arr.
Independent research for projects, theses.
- JMC:6100 Ph.D. Seminar** 1 s.h.
Forum on theoretical or methodological problems in mass communication.
- JMC:6330 Reading Group** 1-3 s.h.
Analysis and discussion of important texts.
- JMC:6333 Seminar in Media Communication** 3 s.h.
Topics vary.
- JMC:6700 Approaches to Media Communication** 3 s.h.
Institutional and disciplinary issues that influence media communication.
- JMC:6910 Ph.D. Tutorial** arr.
Communication and mass communication inquiry.
- JMC:6920 Ph.D. Research Practicum** arr.
Conceptualization and execution of research projects.
- JMC:6999 Dissertation** arr.

Journalism and Mass Communication, B.A.

Media writing and visual storytelling form the core of the undergraduate major in journalism and mass communication. Students are required to take introduction, foundation, application, and capstone courses offered by the school; they develop professional skills while studying the historical, legal, cultural, and institutional roles of media in society. They also complete extensive academic work outside the school, consistent with the University's commitment to the liberal arts and sciences.

First-year students completing a major in journalism and mass communication are advised at the Academic Advising Center. Students who have earned 30 s.h. or more and have declared the journalism and mass communication major are advised in the School of Journalism and Mass Communication by one of the journalism and mass communication academic advisors.

Transfer Students

The School of Journalism and Mass Communication may accept transfer credit in journalism earned at institutions accredited by the Accrediting Council on Education in Journalism and Mass Communications. A maximum of 9 s.h. of approved transfer credit may be applied to the major in journalism and mass communication. Some journalism coursework taken at other schools may be used to fulfill the GE CLAS Core [p. 20] and/or second area of concentration requirements.

Students who wish to apply transfer credit toward School of Journalism and Mass Communication requirements must discuss the proposed transfer credit with a journalism advisor and must have approval from the head of undergraduate studies.

Learning Outcomes

- **Law and Ethics Learning Goal**
Students will understand and be able to apply the principles and laws of freedom of speech and press in real space and cyberspace, and demonstrate an understanding of professional ethical principles and their historical development.
- **Media Literacy Learning Goal**
Students will understand the principles of media literacy and develop the skills necessary to access, analyze, evaluate, and create media messages across multiple media domains.
- **Writing and Storytelling Learning Goal**
Students will understand that clear, concise, and correct writing is at the heart of journalistic expression, and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally accepted standards in all work.
- **Multiculturalism Learning Goal**
Students will be able to demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion, and sexual orientation) in a global society in relationship to communications.

- **Media History Learning Goal**

Students will understand the history of media in the context of industries and identify transformations in audiences, engagement, and business practice over time. They will grasp the significance of advances in mass communication technology for cultural production in domestic and global media markets from the printing press to the latest digital platforms. Students will trace the production of cultural meanings across historical periods as well as connections between business models and news consumption.

Requirements

The Bachelor of Arts with a major in journalism and mass communication requires a minimum of 120 s.h., including at least 42 s.h. in journalism and mass communication courses, plus a second major, certificate, or minor from the school's approved list. See "Second Major or Concentration Area" below for specific requirements.

Students must maintain a g.p.a. of at least 2.00 in the major. All students must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students may count a maximum of 48 s.h. earned in School of Journalism and Mass Communication courses (prefix JMC) toward the 120 s.h. required for the degree.

Each student works with an assigned educational advisor and/or faculty advisor to develop a study plan that meets the major's requirements. Requirements for the major are consistent with the program's accreditation requirements; the school cannot make exceptions.

The B.A. with a major in journalism and mass communication requires the following coursework.

Code	Title	Hours
	Introduction Courses	10
	Foundation Courses	14
	Application Courses	15
	Advanced or Capstone Course	3
	Second Major or Concentration Area	
	Total Hours	42

Introduction Courses

Students must complete these courses before they enroll in the Foundation courses, JMC:2010 Journalistic Reporting and Writing and JMC:2020 Introduction to Multimedia Storytelling.

Code	Title	Hours
	All of these completed with a grade of C-minus or higher:	
JMC:1100	Media Uses and Effects	3
JMC:1200	Media History and Culture	3
JMC:1600	Writing Fundamentals	1
	One of these completed with a grade of C-minus or higher:	
JMC:1300	Principles of Strategic Communication	3
JMC:1400	Principles of Journalism	3

Foundation Courses

Students must complete JMC:2010 Journalistic Reporting and Writing and JMC:2020 Introduction to Multimedia Storytelling

before they enroll in a Designing/Producing or Writing/Storytelling course.

Code	Title	Hours
Both of these completed with a grade of C-minus or higher:		
JMC:2010	Journalistic Reporting and Writing	4
JMC:2020	Introduction to Multimedia Storytelling	4
And, both of these:		
JMC:2600	Freedom of Expression	3
JMC:2700	Media Ethics and Diversity	3

Application Courses

Managing/Planning

Code	Title	Hours
One of these:		
JMC:3500	Topics in Managing/Planning	3
JMC:3510	Audience Engagement: Marketing Research in the Digital Age	3
JMC:3520	Business of Media: Profits, People, and Power	3
JMC:3530	Social Media Marketing	3
JMC:3540	The Business of Sport Communication	3
JMC:3550	Editing	3
JMC:3720	Nonprofit Communication	3

Understanding Media

Code	Title	Hours
One of these:		
JMC:3116	Media and Global Cultures	3
JMC:3122	Digital and Gaming Culture	3
JMC:3123	Advocacy Communication	3
JMC:3124	Entertainment Media	3
JMC:3125	Media and Consumers	3
JMC:3135	New Media and the Future of Sport	3
JMC:3142	Social Media for Social Change	3
JMC:3150	Media and Health	3
JMC:3165	African Americans and the Media	3
JMC:3175	Gender and Mass Media	3
JMC:3182	Sport, Scandal, and Strategic Communication in Media Culture	3
JMC:3183	Sport and the Media	3
JMC:3184	Narrative Sports Journalism	3
JMC:3185	Topics in Understanding Media	3
JMC:3190	Classics of Sports Journalism: From Jack London to Grantland	3

Designing/Producing

Code	Title	Hours
One of these:		
JMC:3600	Topics in Designing/Producing	3
JMC:3603	Multimedia News Production	3
JMC:3610	Graphic Design	3
JMC:3611	Web Design Basics	3
JMC:3630	Photojournalism Basics	3
JMC:3640	Data Journalism	3
JMC:3650	Producing Video for Mobile and Social	3
JMC:3660	Audio Basics	3

Writing/Storytelling

Code	Title	Hours
Two of these:		
JMC:3400	Topics in Writing/Storytelling	3
JMC:3410	Magazine Reporting and Writing	3
JMC:3411	Multimedia News Storytelling	3
JMC:3412	Strategic Communication Writing	3
JMC:3413	Sports Writing	3
JMC:3414	Basic Elements of Book Writing: Fiction and Nonfiction	3
JMC:3415	Writing Across Cultures	3
JMC:3420	Content Marketing	3
JMC:3425	Applied Digital and Social Media	3
JMC:3430	Political Public Relations	3
JMC:3435	Cross-Platform Journalism	3
JMC:3440	Digital Storytelling	3
JMC:3445	Journalistic Writing in Spanish	3
JMC:3460	Arts and Culture Reporting and Writing	3
JMC:3470	Narrative Journalism	3
JMC:3490	Feature Reporting and Writing	3

Advanced or Capstone Course

Code	Title	Hours
One of these:		
JMC:4100	Advanced Topics in Writing/Storytelling	3
JMC:4125	Advanced Strategic Storytelling	3
JMC:4300	Advanced Photojournalism	3
JMC:4310	Advanced Topics in Designing/Producing	3
JMC:4315	Advanced Strategic Communication	3
JMC:4350	Advanced Graphic Design	3
JMC:4360	Advanced Web Design	3
JMC:4400	Capstone	3

Optional Journalism Electives

Students may earn elective credit by completing additional journalism and mass communication coursework (prefix JMC), but they may not exceed a maximum of 48 s.h. earned in the School of Journalism and Mass Communication toward the 120 s.h. required for the degree. Credit earned in JMC:4955 Honors Project counts toward the total journalism and mass communication coursework that students may apply to their degree.

Code	Title	Hours
JMC:1000	First-Year Seminar	1-2
JMC:1500	Social Media Today	3
JMC:1800	Twenty-first-Century Science: Environmental Communication in the Digital Age	3
JMC:2100	Journalism Internship	1-3
JMC:2150	News and Knowledge: Chinese Culture, History, and Journalism	1
JMC:2500	Community Media	3
JMC:3210	Workshop for Secondary School Journalism/Communication Teachers	1-3
JMC:3350	Journalism Topics for Nonmajors	3
JMC:3360	Journalism Writing for Nonmajors	3
JMC:3700	Field Experience: Nonprofit Leadership and Philanthropy	3
JMC:3710	Fundraising Fundamentals	3
JMC:4900	Special Projects in Mass Communication	arr.
JMC:4910	Readings in Communication and Mass Communication	1-3
JMC:4955	Honors Project	3
JMC:4960	Media Entrepreneurialism Certificate Case Study	3

Second Major or Concentration Area

Every student majoring in journalism and mass communication must complete a second major, an approved certificate, or a concentration area outside the School of Journalism and Mass Communication. Study in the second major or concentration area enables students to acquire a substantial body of knowledge or expertise in a relevant area, learn how another discipline views the world, and/or develop a companion set of skills to those in journalism and mass communication.

The Certificate in Media Entrepreneurialism does not satisfy the requirement for a second major or concentration area.

Specific Requirements for the Second Major or Concentration Area

Students must complete the requirements for the journalism and mass communication major (at least 42 s.h.) and must satisfy the school's second major or concentration area requirement in one of three ways.

Option 1: complete a B.A. major in another department.

Option 2: complete an undergraduate certificate or minor that is listed on the department's approved list (students may not double count courses for their journalism and mass communication major and a certificate or minor). Students can choose from one of the following: aging and longevity studies, arts entrepreneurship, business administration minor, critical cultural competence, disability studies, drug delivery, entrepreneurial management, event management, geographic information science, global health studies, human rights, international business, interscholastic athletic/activities administration, Latin American studies, leadership studies, medieval studies, museum studies, Native American and Indigenous studies, naval hydrodynamics, nonprofit leadership and philanthropy, political risk analysis, public digital arts, public health, resilience and trauma-informed perspectives, risk management and insurance, social science analytics, sustainability, technological entrepreneurship, and writing.

Option 3: reasonable accommodations may be made for students who wish to develop their own secondary area of concentration, which must consist of a minimum of 24 s.h., and at least 15 of the 24 s.h. must be earned in advanced courses numbered 3000 or above or with approval of advisor.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in journalism and mass communication who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in journalism and mass communication who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in journalism and mass communication have the opportunity to graduate with honors in the major.

Students in the school's honors program must have a g.p.a. of at least 3.50 in work for the major and a UI cumulative g.p.a. of at least 3.33. To graduate with honors in the major, they complete JMC:4955 Honors Project, earning 3 s.h. of credit in work guided by a faculty member. The honors project may be a thesis or a professional project and typically is completed during the last semester of the senior year.

National Honor Society

The school's chapter of Kappa Tau Alpha, the national society honoring scholarship in journalism and mass communication, was founded in 1936 and is named for former director Leslie G. Moeller. Students are considered for membership if their grade-point average places them in the top 10 percent of their class and they have completed at least five semesters of University work, including a minimum of 9 s.h. in journalism and mass communication skills courses. Contact the school's Kappa Tau Alpha advisor for details.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the journalism and mass communication major.

All majors with a UI cumulative g.p.a. of at least 3.33 are encouraged to take any journalism and mass communication course for honors credit and to make use of other honors opportunities in the school. Visit Journalism Honors Program on the school's website or contact the school's honors advisor for details.

Academic Plans

Four-Year Graduation Plan

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

Students must declare the journalism and mass communication major by the first semester of their sophomore year in order to be eligible for the Four-Year Graduation Plan. The checkpoints below include the required work in journalism and mass communication plus a second concentration area, but they do not include the requirements of a second major, since the Four-Year Graduation Plan does not apply to second majors.

Before the fifth semester begins: JMC:1100 Media Uses and Effects, JMC:1200 Media History and Culture, JMC:1300 Principles of Strategic Communication or JMC:1400 Principles of Journalism, JMC:1600 Writing Fundamentals, and at least one quarter of the semester hours required for graduation

Before the seventh semester begins: JMC:2010 Journalistic Reporting and Writing, JMC:2020 Introduction to Multimedia Storytelling, JMC:2600 Freedom of Expression, JMC:2700 Media Ethics and Diversity, an additional course in the major, and at least one-half of the semester hours required for graduation

During the seventh semester: one writing/storytelling or designing/producing course, one conceptual course, and

at least three-quarters of the semester hours required for graduation

During the eighth semester: one writing/storytelling or designing/producing course, one advanced workshop course, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Journalism and Mass Communication, B.A.

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^a		4 - 5
JMC:1200	Media History and Culture ^{b, c}	3
JMC:1600	Writing Fundamentals ^d	1
CSI:1600	Success at Iowa	2
Hours		13-15
Spring		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^a		4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
JMC:1100	Media Uses and Effects ^{b, c}	3
GE CLAS Core: Natural Sciences with Lab ^e		4
Hours		14-16
Second Year		
Fall		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^a		4 - 5
JMC:2600	Freedom of Expression ^c	3
JMC:1300 or JMC:1400	Principles of Strategic Communication ^b or Principles of Journalism	3
Major: second program of study ^f		3
Hours		13-14
Spring		
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^a		4 - 5
JMC:2010	Journalistic Reporting and Writing ^g	4
JMC:2020	Introduction to Multimedia Storytelling ^g	4
Major: second program of study ^f		3
Internship: begin planning to apply for internships (not required for the degree but strongly encouraged)		
Hours		15-16
Third Year		
Fall		
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
GE CLAS Core: International and Global Issues ^e		3

Major: writing/storytelling course (prefix JMC, numbered 34XX)	3
JMC:2700 Media Ethics and Diversity	3
Major: second program of study ^f	3
Hours	15

Spring

GE CLAS Core: Values and Culture ^e	3
GE CLAS Core: Natural Sciences without Lab ^e	3
Major: managing/planning course (prefix JMC, numbered 35XX)	3
Major: designing/producing course (prefix JMC, numbered 36XX)	3
Major: second program of study ^f	3
Hours	15

Fourth Year**Fall**

Major: writing/storytelling course (prefix JMC, numbered 34XX)	3
Major: understanding media course (prefix JMC, numbered 31XX)	3
Major: second program of study ^f	3
Major: second program of study or elective ^f	3
Major: second program of study or elective ^f	3
Hours	15

Spring

GE CLAS Core: Literary, Visual, and Performing Arts ^e	3
Major: advanced or capstone course (prefix JMC, numbered 4100-4499)	3
Major: second program of study ^f	3
Major: second program of study ^f	3
Major: second program of study or elective ^f	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	

Hours	15
Total Hours	115-121

- a Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- b Students must complete these courses before they enroll in the foundation courses, JMC:2010 and JMC:2020.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students must complete a grammar requirement by either completing JMC:1600 or successfully completing an online grammar and usage test before progressing to JMC:2010 and JMC:2020.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students must complete a second area of study. There are three options: 1. complete a second major, 2. complete a certificate on the School of Journalism and Mass Communication's list of approved certificate programs (the Business Administration Minor is also on this list), or 3. complete a student-designed area of concentration, which must be approved by the SJMC and consist of a minimum of 24 s.h.; at least 15 of the 24 s.h. must be earned in advanced courses (typically numbered above 3000).
- g JMC:2010 and JMC:2020 should be taken concurrently. Students must complete JMC:2010 and JMC:2020 before they enroll in a designing/producing or writing/storytelling course.

- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major prepares students for careers in the field. Graduates find employment in a variety of areas, such as public relations, advertising, marketing, political communication, health communication, philanthropy and fundraising communication, newspapers, magazines, radio, television, online communications and social media, publication design, photojournalism, and media research.

The school's internship and assessment coordinator helps students seeking career guidance and employment opportunities. The school compiles and publicizes notices of professional jobs open to journalism and mass communication students and graduates. It also cooperates with the University's Pomerantz Career Center in providing career guidance and placement services as well as workshops and programs on seeking jobs.

Mass Communication, Minor

Requirements

The minor in mass communication requires a minimum of 15 s.h. in mass communication courses, including 12 s.h. earned in courses considered advanced for the minor taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Courses for the minor may not be taken pass/nonpass.

Students are encouraged to take one of these courses as a lower-level course: JMC:1100 Media Uses and Effects, JMC:1200 Media History and Culture, JMC:1300 Principles of Strategic Communication, JMC:1400 Principles of Journalism, JMC:1500 Social Media Today, JMC:1800 Twenty-first-Century Science: Environmental Communication in the Digital Age, JMC:2500 Community Media, or JMC:2600 Freedom of Expression.

The minor introduces students to the field of mass communication; it does not prepare them for careers in media.

Advanced Courses

Managing/Planning

Code	Title	Hours
JMC:3500	Topics in Managing/Planning	3
JMC:3510	Audience Engagement: Marketing Research in the Digital Age	3
JMC:3520	Business of Media: Profits, People, and Power	3
JMC:3530	Social Media Marketing	3
JMC:3540	The Business of Sport Communication	3
JMC:3550	Editing	3
JMC:3720	Nonprofit Communication	3

Understanding Media

Code	Title	Hours
JMC:3116	Media and Global Cultures	3
JMC:3122	Digital and Gaming Culture	3
JMC:3123	Advocacy Communication	3
JMC:3124	Entertainment Media	3
JMC:3125	Media and Consumers	3
JMC:3135	New Media and the Future of Sport	3
JMC:3142	Social Media for Social Change	3
JMC:3150	Media and Health	3
JMC:3165	African Americans and the Media	3
JMC:3175	Gender and Mass Media	3
JMC:3182	Sport, Scandal, and Strategic Communication in Media Culture	3
JMC:3183	Sport and the Media	3

JMC:3185	Topics in Understanding Media	3
JMC:3190	Classics of Sports Journalism: From Jack London to Grantland	3

Journalism, M.A.

Requirements

The School of Journalism and Mass Communication offers a Master of Arts in journalism. The M.A. program requires 31 s.h. with thesis. Students who plan to continue on to doctoral studies in the school can complete the required coursework for the master's degree, plus one additional course, and successfully pass a qualifying examination; a thesis is not required.

Students in the M.A. program in journalism must complete the following coursework. They are required to take at least two courses in the School of Journalism and Mass Communication selected from the methods, theory, or electives areas.

Code	Title	Hours
	Humanistic Approaches to Media Communication	3
	Critical and Cultural Approaches to Media Communication	3
	Methods Area Course	3
	Theory Area Course	3
	Concentration Courses	6
	Relevant Electives	6
	Master's Seminar	4
	Master's Thesis	3
Total Hours		31

For a more detailed description of the M.A. program in journalism, contact the School of Journalism and Mass Communication.

Combined Programs

M.A./J.D.

The School of Journalism and Mass Communication and the College of Law offer a combined Master of Arts in journalism/Juris Doctor program. The combined degree program allows students to count a limited amount of credit toward both degrees. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. Admission for the M.A. program in journalism is for fall entry.

For information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Admission to the program is for fall entry.

Financial Support

The school offers research and teaching assistantships for graduate students; preference is given to Ph.D. students. Journalism and mass communication students have been successful in winning competitive fellowships open to all

graduate students; applicants must be nominated by the graduate committee.

Career Advancement

This is an academically oriented degree that prepares students for doctoral studies or a career in research.

The M.A. program is designed to meet the needs of:

- Journalism and mass communication students who have earned a bachelor's degree and wish to continue their education; M.A. students can be considered for admission into the doctoral program after completion of all their M.A. degree requirements.
- Experienced journalists or communicators who wish to prepare themselves for teaching by earning the M.A. degree, possibly continuing on to earn their Ph.D.

Strategic Communication, M.A.

Requirements

The Master of Arts program in strategic communication requires a minimum of 30 s.h. of graduate credit. Courses for the program are offered online.

The curriculum consists of core courses, electives, and a capstone project in place of a thesis. In most courses, students are encouraged to introduce case studies and projects from their workplace.

The M.A. with a major in strategic communication requires the following coursework.

Core Courses

Code	Title	Hours
All of these:		
JMC:5235	Strategic Communications Research	3
JMC:5240	Digital Strategic Communication	3
JMC:5300	Foundations of Strategic Communication	3
JMC:5400	Strategic Communication Writing	3
JMC:5950	Capstone Project in Strategic Communication	3

Electives

In consultation with their advisors, students earn 15 s.h. in elective coursework chosen from the list below. They also may choose other electives that are appropriate for their individual programs, drawing from courses offered by the School of Journalism and Mass Communication and by other University of Iowa departments and programs.

Code	Title	Hours
JMC:5200	Topics in Strategic Communication	3
JMC:5237	Financial and Budget Fundamentals for Communicators	3
JMC:5238	Strategic Communication Campaigns	3
JMC:5243	Copywriting for Strategic Communication	3
JMC:5248	Strategic Political Communication	3
JMC:5250	Strategic Communication for Nonprofits	3
JMC:5255	Strategic Global Communication	3
JMC:5260	Digital Analytics for Strategic Communication	3
JMC:5266	Risk Communication	3
JMC:5267	Strategic Health Care Communication	3
JMC:5269	Media Management for Strategic Communicators	3

JMC:5270	Leadership Communication	3
JMC:5285	Strategic Communication Externship	3

For a more detailed description of the M.A. in strategic communication, contact the School of Journalism and Mass Communication.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applications for admission to the program are accepted all year.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Strategic Communication, M.A.

Course	Title	Hours
Academic Career		
Any Semester		
30 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^{a, b}		
Maintain a cumulative GPA of at least 2.75.		
Hours		0
First Year		
Fall		
JMC:5300	Foundations of Strategic Communication ^{c, d}	3
Required Core or Elective ^{c, d}		3
Hours		6
Spring		
JMC:5400	Strategic Communication Writing ^{c, d}	3
Required Core or Elective ^{c, d}		3
Hours		6
Summer		
JMC:5200	Topics in Strategic Communication ^e	3
Hours		3
Second Year		
Fall		
Required Core or Elective ^{c, d}		3
Required Core or Elective ^{c, d}		3
Hours		6
Spring		
Required Core or Elective ^{c, d}		3
Required Core or Elective ^{c, d}		3

JMC:5950	Capstone Project in Strategic Communication	3
	Hours	9
	Total Hours	30

- a Note: Most students take 2 courses per semester with some summer courses; program courses are offered online, so most students work full-time jobs.
- b Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- c Students may complete graduate elective coursework based on their specific career goals; electives (3000 level or above) may be taken from within the program or across the university. Work with faculty advisor to determine elective coursework and sequence.
- d Students must complete JMC:5235, JMC:5240, JMC:5300, JMC:5400, JMC:5950; work with faculty advisor to determine required core coursework and sequence.
- e SJMC usually offers a JMC:5200 Topics course in summer. Students may also opt to take an elective across the university.

Career Advancement

The strategic communication program is designed for professionals in a wide variety of areas, such as corporate and organizational communication, public relations, integrated marketing communication, advertising, political and public affairs communication, health communication, event management, risk communication, and professional writing. The program focuses on the skills, knowledge, and experience that working professionals need, including the ability to anticipate and meet the challenges of radical change in the media landscape.

Mass Communications, Ph.D.

Requirements

The Doctor of Philosophy program in mass communications requires 72 s.h. of graduate credit. The program provides training in research methods, communication theory, and teaching skills.

The program emphasizes interdisciplinary studies, with coursework and research tailored to each student's interests under the guidance of faculty members. The school offers several areas of strength to support graduate student research in both traditional and digital media:

- critical and cultural studies,
- sports and media,
- international/development studies,
- health and science communication,
- journalism studies, and
- history of media and media institutions.

Students in the Ph.D. program in mass communications must complete the following curriculum:

Code	Title	Hours
	Humanistic Approaches to Media Communication	3
	Critical and Cultural Approaches to Media Communication	3
RHET:5100	Practicum: College Teaching and Professional Development for Teaching Assistants	1
	Methods Area Courses	3
	Theory Area Courses	3
	Concentration Courses	6
	Relevant Electives	6
	Ph.D. Seminar	8
	Professionalization	2
	Guided Reading	3
JMC:6999	Dissertation	4
	Credit from master's degree and/or additional Ph.D. courses	30
Total Hours		72

For a more detailed description of the Ph.D. program, contact the School of Journalism and Mass Communication.

Combined Programs

J.D./Ph.D.

The School of Journalism and Mass Communication and the College of Law offer a combined Juris Doctor/Doctor of Philosophy in mass communications program. The combined degree program allows students to count a limited amount of credit toward both degrees. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. Admission for the Ph.D. program in mass communications is for fall entry.

For information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Admission to the program is for fall entry.

Financial Support

The school offers research and teaching assistantships for graduate students; preference is given to Ph.D. students. Journalism and mass communication students have been successful in winning competitive fellowships open to all graduate students; applicants must be nominated by the graduate committee.

Career Advancement

Students in this program prepare for careers as teachers and industry researchers.

Latham Science Engagement Initiative

Chair, Department of Biology

- Diane C. Slusarski

Program Director, Latham Science Engagement Initiative

- Lori Adams (Biology)

Faculty: <https://latham.uiowa.edu/people/faculty>

Website: <https://latham.uiowa.edu/>

The Latham Science Engagement Initiative provides the opportunity to engage highly talented undergraduate students across science disciplines in community outreach. The program enhances research opportunities for selected undergraduate students with the goal to position students with scientific and creative ability for graduate work.

The program prepares students to communicate science in the public sphere, work in interdisciplinary settings, and demonstrate the broader impact of scientific research. Students experience the strength of interdisciplinary interactions through exposure to research in other disciplines and work with students in other science majors on group projects. In addition, they develop fluency in communicating to diverse audiences in the community.

Students selected for the program complete two courses, design and implement an outreach project, and participate in an event that highlights their achievements.

The Latham Science Engagement Initiative is administered by the Department of Biology [p. 175]. For additional information, contact the Latham Science Engagement Initiative and Fellowship Program.

Admission

Students must apply for this program. Requirements include first-year, sophomore, or junior standing in the College of Liberal Arts and Sciences; a g.p.a. of at least 3.00; a minimum of one semester of undergraduate research experience; and an interest in speaking about science in a public forum.

Courses

Latham Science Engagement Initiative Courses

LATH:3000 Latham Fellows: Science Communication Skill Building **1-2 s.h.**

Provide Latham Fellows with various communication skills needed to explain scientific research to varied audiences.

LATH:3001 Latham Fellows: Science Outreach Project **2 s.h.**

Guidance to Latham Fellows as they implement one individual and one group project proposed the previous fall. Prerequisites: LATH:3000. Requirements: Latham Fellow standing.

LATH:4900 Science Communication and Engagement **0 s.h.**

Independent science outreach and engagement project through the Latham Science Engagement Initiative. Prerequisites: LATH:3000 and LATH:3001. Requirements: admission to the Latham Science Engagement Fellows Program.

LATH:4990 Science Communication and Engagement **1-3 s.h.**

Independent science outreach and engagement project through the Latham Science Engagement Initiative. Prerequisites: LATH:3000 and LATH:3001. Requirements: admission to the Latham Science Engagement Fellows Program.

Latin American Studies

Interim Director, Division of Interdisciplinary Programs

- Kristy Nabhan-Warren

Director, Latin American Studies

- Amber E. Brian (Interdisciplinary Programs/Spanish and Portuguese)

Associate Director, Latin American Studies

- Karmen R. Berger

Undergraduate minor: Latin American studies

Undergraduate certificate: Latin American studies

Faculty: <https://clas.uiowa.edu/latin-american-studies/people>

Website: <https://clas.uiowa.edu/latin-american-studies/>

The Latin American Studies Program (LASP) is an interdisciplinary curriculum that introduces students to the cultures, arts, languages, histories, and social practices from Mexico, Central and South America, and the Caribbean, and provides students with frameworks for making sense of the social, political, and economic challenges faced in those regions.

Faculty members from across the College of Liberal Arts and Sciences participate in the Latin American Studies Program as affiliated faculty members. Other University of Iowa faculty members occasionally offer courses and participate in the program's research, study, and interdisciplinary activities.

In addition to its instructional activity, LASP sponsors a wide variety of activities, brings scholars of Latin America to campus, and fosters institutional linkages.

Latin American Studies is one of the academic units in the Division of Interdisciplinary Programs [p. 364].

Study Abroad

The Latin American Studies Program highly recommends, but does not require, that students have an in-depth Latin American cultural experience, usually through study abroad, before completing their undergraduate requirements.

In cooperation with International Programs Study Abroad, LASP faculty members facilitate student participation in programs in many Latin American countries. University of Iowa students may enroll in programs in Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Honduras, Mexico, and Uruguay. Programs range from intensive language study to group programs with a special focus. The University of Iowa cosponsors these programs through various consortiums.

Study abroad courses may be counted toward requirements for the certificate and the minor with prior approval from a LASP director.

Financial Support

Students are encouraged to apply for a Stanley Undergraduate Award for International Research/Fieldwork through University of Iowa International Programs. The awards are given to outstanding University of Iowa undergraduates who, in close consultation with a faculty member, propose well-conceived, small-scale research or fieldwork projects that require travel abroad. Students may conduct projects while participating in a study abroad program and may combine

the award with other awards and financial assistance. For information regarding other scholarships, contact LASP advisors, International Programs staff, and the LASP director.

Activities

In addition to its instructional activity, LASP organizes a range of public programming activities each semester, including film series, photography and art exhibits, conferences, roundtable discussions, and lectures. Recent events include public lectures on community media and violence in Mexico and Colombia and on the cultural legacies of the 1960s in Latin America, and the annual Charles A. Hale Lecture in Latin American Studies.

Programs

Undergraduate Programs of Study

Minor

- Minor in Latin American Studies [p. 750]

Certificate

- Certificate in Latin American Studies [p. 751]

Courses

- Associated Courses [p. 746]
- Latin American Studies Courses [p. 748]

Associated Courses

The following courses are approved for the Latin American studies certificate and minor. Students may petition to include other courses that have significant Latin American content; consult the Latin American Studies Program.

Anthropology

Code	Title	Hours
ANTH:2220	The Olmec, Maya, and Aztecs: Archaeology of Mesoamerica	3
ANTH:3111/ GHS:3040/LAS:3111	Health in Mexico	3

Art

Code	Title	Hours
ARTH:3120/ LAS:3120	The Art of Ancient Mexico	3

Communication Studies

Code	Title	Hours
COMM:2052/ LAS:2052	Latin American Media	3

Dance

Code	Title	Hours
DANC:1150/ LAS:1150	Brazilian Culture and Carnival	3

English

Code	Title	Hours
ENGL:3525	Literature and Culture of the Americas	3
ENGL:3535/ LAS:3535	Topics in Literature and Culture of the Americas (when content is Latin American)	3

History

Code	Title	Hours
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3
HIST:3501/ LAS:3501	Rebel Island: A History of Cuba	3
HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
HIST:3515/ LAS:3515	Introduction to Modern Latin America	3
HIST:4502/ LAS:4502/ NAIS:4502	History of Mexico	3
HIST:4505	Topics in Latin American History	3
HIST:4510	Colonial Latin America	3

Music

Code	Title	Hours
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3
MUS:3163	Intermediate Steel Band	1

Political Science

Code	Title	Hours
POLI:2415/ LAS:2415	Latin American Politics	3
POLI:3104/ LAS:3104/ LATS:3104	Immigration Politics	3

Portuguese

Code	Title	Hours
PORT:2850/ LAS:2850/ SPAN:2850	Brazilian Narrative in Translation	3
PORT:3400	Brazilian Literature After 1900	3
PORT:3850/ SPAN:3850	Topics in Cultural Studies	3
PORT:4000	Topics in Luso-Brazilian Literature (when topic is Latin American)	3
PORT:4100	Topics in Luso-Brazilian Culture (when topic is Latin American)	3

Spanish

Code	Title	Hours
SPAN:1800	Contemporary Spanish American Narrative	3

SPAN:2200	Introduction to Spanish American Cultures	3
SPAN:2500	Readings in Spanish American Literature	3
SPAN:2800/ LAS:2800	Screening Latin America	3
SPAN:2900/ LAS:2900	Music of the Hispanic World	3
SPAN:3060	Introductory Workshop on Creative Writing in Spanish	3
SPAN:3200	Latin American Cultural Studies	3
SPAN:3210	Cultural Storytelling	3
SPAN:3215/ LAS:3215	Medellin	3
SPAN:3225	Latin American Women Writers	3
SPAN:3230	Modern Mexico	3
SPAN:3240	Mexico City	3
SPAN:3310	Spanish American Short Story	3
SPAN:3320	Spanish American Poetry	3
SPAN:3350	Contemporary Spanish American Literature	3
SPAN:3550/ LAS:3550	Doing Business in Latin America	3
SPAN:4160/ LATS:4160	Language, Justice, and the Law	3
SPAN:4330	Colonial Spanish American Literature	3
SPAN:4360	The Orient in Contemporary Latin American Literature and Culture	3
SPAN:4390/ LAS:4390	Topics in Spanish American Literature	3
SPAN:4815/ LAS:4815	Lost Childhoods: Marginal Children of Latin America	3
SPAN:4830	The Hispanic World in the Digital Era	3
SPAN:4950	Advanced Workshop on Creative Writing in Spanish	3

Rotating Topics

The focus of these courses changes from semester to semester. With prior approval, students may use these courses to satisfy requirements for the Latin American studies certificate or minor when the course focuses on Latin America.

Code	Title	Hours
ANTH:3107/ ENGL:3107	Literature and Anthropology	3
CINE:4618	Topics in World Cinemas	3
ENGL:4000	English Honors Seminar	3
HIST:2151	Introduction to the History Major	3
SPAN:3290	Topics in Cinema and Society	3
SPAN:3370	Topics in Literatures and Cultures	3
SPAN:4850	Topics in Cultural Studies	3

SPAN:4910	Topics in Literary Studies	3
SPAN:4920	Topics in Film Studies	3

Latin American Studies Courses

All Latin American Studies Program courses are approved for the certificate and minor.

LAS:1150 Brazilian Culture and Carnival 3 s.h.

Dance, music, historical, and social contents of Brazilian Carnival production, critical theories of performance, religious backgrounds, and theatre making in carnival parades. GE: Engineering Be Creative; Values and Culture. Same as DANC:1150.

LAS:2052 Latin American Media 3 s.h.

Development of media institutions, texts, and audiences across a number of Latin American countries; focus on broadcast media (radio and television) and situates them within larger historical context of 20th- and 21st-century Latin America; readings, discussions, and assignments with particular attention to influence of U.S. corporate and state interests on Latin American media; debates over cultural dependency, globalization, and hybridity in region. Same as COMM:2052.

LAS:2311 Music of Latin America and the Caribbean 3 s.h.

Folk and popular musical traditions and their social contexts in Latin America, the Caribbean; listening skills; video/film screenings. GE: Literary, Visual, and Performing Arts; Values and Culture. Same as MUS:2311.

LAS:2415 Latin American Politics 3 s.h.

Governmental institutions, major interest groups; focus on area as a whole. GE: International and Global Issues; Social Sciences. Same as POLI:2415.

LAS:2700 Introduction to Latin American Studies 3 s.h.

Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Taught in English. Same as COMM:2800, IS:2700, PORT:2700, SPAN:2700.

LAS:2800 Screening Latin America 3 s.h.

Latin American film; histories of the four major national film industries; aesthetic and political debates surrounding the New Latin American Cinema movement of the 1960s and 1970s. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503. Same as SPAN:2800.

LAS:2850 Brazilian Narrative in Translation 3 s.h.

Representative readings of modern and contemporary novels, short stories, and other narrative forms; cultural background; focus on major writers. Taught in English. Prerequisites: ENGL:1200. GE: Literary, Visual, and Performing Arts. Same as PORT:2850, SPAN:2850.

LAS:2900 Music of the Hispanic World 3 s.h.

Introduction to music of Spain and Latin America, including the United States; listening skills, music appreciation, continuing development of Spanish language skills. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503. Same as SPAN:2900.

LAS:3104 Immigration Politics 3 s.h.

United States immigration policy and political consequences of Latina/o/x population growth; contrast of political experiences of Latina/o/x with groups and ideals of democratic political systems; analyses of past immigration policies; studies of public opinion, voter turnout, and campaign tactics. Same as LATS:3104, POLI:3104.

LAS:3111 Health in Mexico 3 s.h.

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

LAS:3120 The Art of Ancient Mexico 3 s.h.

Art and architecture of Mexico and Peru before Cortéz. Same as ARTH:3120.

LAS:3215 Medellín 3 s.h.

Medellín, Colombia has been transformed from one of the most violent places on Earth to an award-winning city of innovation in only 20 years; introduction to the city and its people through literature, music, and a digital map project. Taught in Spanish. Requirements: at least one course numbered SPAN:2000 or above. Same as SPAN:3215.

LAS:3217 Latina/o/x Immigration 3 s.h.

Immigration experiences of people arriving in the United States from other regions of the Americas (e.g., Mexico, Central America, the Caribbean, South America); what has fueled immigration—social, political, and economic developments in the United States and other nations; territorial conquest, colonialism, real and imagined borders, chain migration, formation of immigrant communities, acculturation, circular migration, social networks; how migration restructures gender relations; immigrant communities and pan-Latina/o/x identity in the United States. Same as HIST:3217, LATS:3217.

LAS:3501 Rebel Island: A History of Cuba 3 s.h.

Cuban society and revolutionary movements since the late colonial period, including the years since 1959. Same as HIST:3501.

LAS:3508 Disease and Health in Latin American History 3 s.h.

Survey of major topics in Latin American history in relation to development of medicine and public health. Same as GHS:3508, HIST:3508.

LAS:3515 Introduction to Modern Latin America 3 s.h.

Introduction to modern history of Latin America from independence movements of the early 19th century to present; topics include race and ethnicity, slave emancipation, gender, labor relations, and foreign interventions; exploration of relationship between economic, social, and political structures over time to explain difference and commonality between Latin American people and societies; focus on topics pertaining to histories of Mexico, Central America, the Caribbean, and South America. Same as HIST:3515.

LAS:3535 Topics in Literature and Culture of the Americas 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3535.

LAS:3550 Doing Business in Latin America 3 s.h.

Introduction to cultural, social, economic, political, and historical contexts of Latin American countries and Spain and their interdependence with the United States; fundamental economic and political concepts necessary to understand the current socioeconomic and political reality of Spanish-speaking countries; students develop the ability to conduct business in Spanish, gaining a working knowledge of business vocabulary, and applying this knowledge in interactive ways. Requirements: at least one course numbered SPAN:2000 or above. Same as SPAN:3550.

LAS:4216 Mexican American History 3 s.h.

Survey of Chicana/o (Mexican American) history from 18th century to present; Mexican American society's diverse nature, explored through class, ethnic, gender, and regional divisions. Same as HIST:4216.

LAS:4390 Topics in Spanish American Literature 3 s.h.

Taught in Spanish. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above. Same as SPAN:4390.

LAS:4502 History of Mexico 3 s.h.

Mexican history since the eve of the Spanish invasion, with focus on the national period; may include ethnic groups, conquest and demographic disaster, native survival, labor and migration, social protest and rebellions, nationhood, regional differences, religions, popular culture, economic growth and distribution, state building, international relations; survey. Same as HIST:4502, NAIS:4502.

LAS:4700 Latin American Studies Seminar 3 s.h.

Examination of past, present, and future of Latin America; interdisciplinary. Taught in English. Same as ANTH:4700, HIST:4504, PORT:4700, SPAN:4900.

LAS:4815 Lost Childhoods: Marginal Children of Latin America 3 s.h.

Focus on lost childhoods from a cultural studies perspective; analysis of marginal perspectives that emerge from a globalized urban landscape; evolution of literary, artistic (art, photography, comics), and film productions about dispossessed children, the construction of childhood by nongovernmental and nonprofit organizations, and how these cultural productions denounce social violence. Taught in Spanish. Requirements: two courses numbered SPAN:3000 or above. Same as SPAN:4815.

LAS:4990 Independent Project in Latin American Studies arr.

Independent work completed under the supervision of Latin American studies faculty.

Latin American Studies, Minor

Requirements

The undergraduate minor in Latin American studies requires a minimum of 15 s.h. in Latin American Studies Program (LASP) approved courses (see "Associated Courses" and "Latin American Studies Courses" under Courses [p. 746] in this section of the Catalog), including at least 12 s.h. of credit earned at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students may count a total of 6 s.h. earned for majors, certificates, and other minors toward the Latin American studies minor. Since the minor is interdisciplinary, it may include a maximum of 6 s.h. of credit from any single department or program.

A student earning the minor in Latin American studies may not earn the Certificate in Latin American studies and may not earn an undergraduate major in international studies with the Latin American studies track.

Students are strongly encouraged to take either or both of these for the minor.

Code	Title	Hours
LAS:2700	Introduction to Latin American Studies	3
LAS:4700	Latin American Studies Seminar	3

Career Advancement

The Latin American Studies Program minor prepares students for a range of careers and graduate programs related to Latin America, including bilingual/bicultural education, business, government, and international work.

Latin American Studies, Certificate

Requirements

The undergraduate Certificate in Latin American Studies requires a minimum of 18 s.h.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program. However, a student earning the certificate in Latin American studies may not earn the minor in Latin American studies and may not earn an undergraduate major in international studies with the Latin American studies track.

The 18 s.h. required for the certificate must be earned in Latin American Studies Program (LASP) approved courses (see "Associated Courses" and "Latin American Studies Courses" under Courses [p. 746] in this section of the Catalog), including at least 12 s.h. of credit earned at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in certificate courses.

All students develop an individual certificate plan of study in close cooperation with a LASP advisor. In some cases, students may be able to count certificate courses toward certain GE CLAS Core [p. 20] requirements.

The Certificate in Latin American Studies requires the following coursework.

Code	Title	Hours
LAS:2700	Introduction to Latin American Studies	3
LAS:4700	Latin American Studies Seminar	3
Spanish and Portuguese Courses		6
Additional Courses (excluding Spanish or Portuguese courses)		6
Total Hours		18

Students who complete the required 6 s.h. of Spanish and Portuguese coursework at the University of Iowa must choose courses from the "Associated Courses" list under Courses [p. 746] in this section of the Catalog. Students also may use 6 s.h. of Spanish or Portuguese language study at any level if those hours are earned through an approved study abroad program in Latin America. Contact the Latin American Studies Program for prior approval of a study abroad program.

The required 6 s.h. of additional courses also must be chosen from the "Associated Courses" and "Latin American Studies Courses" lists under Courses [p. 746] in this section of the Catalog. They may not include Spanish or Portuguese courses (prefix PORT or SPAN).

Study Abroad

The program highly recommends study abroad in Latin America. Students must have prior approval to apply credit from a study abroad program toward the certificate requirements; contact the Latin American Studies Program.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Latin American Studies, Certificate

Course	Title	Hours
First Year		
Spring		
LAS:2700	Introduction to Latin American Studies	3
Hours		3
Second Year		
Fall		
Certificate: Spanish or Portuguese course (prefix SPAN or PORT) from the Latin American Studies Program approved list in the General Catalog, or any level Spanish/Portuguese language credit through an approved study abroad program in Latin America		3
Hours		3
Spring		
Certificate: Spanish or Portuguese course (prefix SPAN or PORT) from the Latin American Studies Program approved list in the General Catalog, or any level Spanish/Portuguese language credit through an approved study abroad program in Latin America		3
Hours		3
Third Year		
Fall		
Certificate: additional course from the Latin American Studies Program approved list in the General Catalog (excluding Spanish or Portuguese courses) ^a		3
Hours		3
Spring		
Certificate: additional course from the Latin American Studies Program approved list in the General Catalog (excluding Spanish or Portuguese courses) ^a		3
Hours		3
Fourth Year		
Spring		
LAS:4700	Latin American Studies Seminar	3
Hours		3
Total Hours		18

^a The 18 s.h. required for the Certificate in Latin American Studies must be earned in Latin American Studies Program-approved courses and must include at least 12 s.h. of credit earned at the University of Iowa. If all other coursework is completed at the University of Iowa, then 6 s.h. of additional courses may be satisfied through coursework completed in a pre-approved study abroad program in Latin America. Contact the LASP academic advisor for pre-approval.

Career Advancement

The Latin American Studies Program certificate prepares students for a range of careers and graduate programs

related to Latin America, including bilingual/bicultural education, business, government, and international work.

Latina/o/x Studies

Interim Director, Division of Interdisciplinary Programs

- Kristy Nabhan-Warren

Director, Latina/o/x Studies

- Rene R. Rocha (Interdisciplinary Programs/Political Science)

Associate Director, Latina/o/x Studies

- Karmen R. Berger

Undergraduate minor: Latina/o/x studies

Faculty: <https://clas.uiowa.edu/latina-latino-studies/people>

Website: <https://clas.uiowa.edu/latina-latino-studies/>

Latina/o/x studies offers an interdisciplinary perspective on the history, culture, politics, and experiences of the Latina/o/x population in the United States. This population is now the largest minority group in the United States, and by the year 2060, it is expected that approximately one third of the U.S. population will be Latina/o/x. Courses in Latina/o/x studies introduce the peoples who have had a long-term presence in the United States and in the Midwest and who are increasingly neighbors, classmates, and coworkers.

The Latina/o/x studies minor helps to prepare undergraduates for careers in medicine, public health, social work, business, education, and the arts, and to respond to the changing demographics of the United States.

Latina/o/x studies is one of the academic units in the Division of Interdisciplinary Programs [p. 364].

Programs

Undergraduate Program of Study

Minor

- Minor in Latina/o/x Studies [p. 755]

Courses

Latina/o/x Studies Courses

LATS:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, field trips). Requirements: first- or second-semester standing.

LATS:1700 Latina/o/x Literature in the United States 3 s.h.

Introduction to growing cultural production of varied Latina/o/x communities (e.g., Chicano, Puerto Rican American/Nuyorican, Cuban American) that have a strong presence in the United States; recent cultural production from borderland transcultural spaces with physical, cultural, economic, political, and mythical elements; visions of the United States from contemporary Latin American writers who recently have become U.S. residents. Taught in English. GE: Literary, Visual, and Performing Arts; Values and Culture. Same as SPAN:1700.

LATS:1765 U.S. Latina/o/x Religions 3 s.h.

Beliefs and practices of U.S. Latina/o/x, ways that their beliefs and practices are unique and where they overlap with mainstream U.S. society; beliefs, symbols, and practices among U.S. Latina/o/x on national and local level; field visits to local churches and religious sites; class visitors share insights. Same as RELS:1765.

LATS:1898 Introduction to Latina/o/x Communication and Culture 3 s.h.

Introduction to fundamentals of communication by and about Latina/o/x in the U.S.; Latina/o/x as one of the fastest growing demographics; how Latina/o/x history, politics, and culture remain little understood despite a longstanding and growing presence in Iowa and across the nation; historical orientation; Latina/o/x social movement and protest (e.g., Chicana/o/x movements, Young Lords Organization), institutional discourses (e.g., congressional, presidential, legal discourses), and Latina/o/x in popular culture (film, television, music, sports). GE: Diversity and Inclusion. Same as COMM:1898.

LATS:2050 Spanish in the United States 3 s.h.

Issues related to Spanish in the United States; aspects of linguistics and sociolinguistics inherent to the existence and proliferation of Spanish in the United States. Taught in English. GE: Diversity and Inclusion. Same as SPAN:2050.

LATS:2280 Introduction to Latina/o/x Studies 3 s.h.

Introduction to field of Latina/o/x studies through interdisciplinary readings from literature, history, sociology, political science, urban studies, and anthropology; commonalities and differences among long-standing Latina/o/x populations (i.e., Mexican Americans, Puerto Ricans, Cuban Americans); challenges faced by newer arrivals (i.e., Dominican Americans, Salvadoran Americans, Guatemalan Americans, Central and South American immigrants). Taught in English. GE: Diversity and Inclusion. Same as HIST:2280, SPAN:2280.

LATS:2400 Health Disparities and Intersectionality with U.S. Latina/o/x Peoples 3 s.h.

Exploration of intersectionality—related to gender, immigration status, and more—and U.S. health disparities, particularly as they impact U.S. Latina/o/x peoples; Latina/o/x as a heterogeneous group originating from a variety of countries, with families that may have mixed immigration, education, class, and/or nationality status; public health approaches and concepts; intersectionality, social determinants of health, the Social Ecological Model, Ecosocial Theory, and Critical Race Theory; examination of various levels of racism, sexism, and other forms of intersectional discrimination. Same as CPH:2240, GWSS:2400.

LATS:3104 Immigration Politics 3 s.h.

United States immigration policy and political consequences of Latina/o/x population growth; contrast of political experiences of Latina/o/x with groups and ideals of democratic political systems; analyses of past immigration policies; studies of public opinion, voter turnout, and campaign tactics. Same as LAS:3104, POLI:3104.

LATS:3217 Latina/o/x Immigration 3 s.h.

Immigration experiences of people arriving in the United States from other regions of the Americas (e.g., Mexico, Central America, the Caribbean, South America); what has fueled immigration—social, political, and economic developments in the United States and other nations; territorial conquest, colonialism, real and imagined borders, chain migration, formation of immigrant communities, acculturation, circular migration, social networks; how migration restructures gender relations; immigrant communities and pan-Latina/o/x identity in the United States. Same as HIST:3217, LAS:3217.

LATS:3400 Chicano Literature and Culture 3 s.h.

Recent fiction and poetry by Chicano and Chicana writers; readings in Spanish and English. Taught in English. Requirements: satisfaction of GE CLAS Core Interpretation of Literature, or LATS:2280 or SPAN:2280 or HIST:2280. Same as SPAN:3400.

LATS:3410 Undocumented America: Citizenship, Race, and Immigration 3 s.h.

Examination of how literature and culture responds to and rearticulates culture, history, legal logic, and economic parameters that frame who is "legal" and "illegal" and how undocumented immigrants document and contest their lack of rights; how designations of immigrant's illegal or undocumented status depend on and maintain U.S. discourse about race and ethnicity. Same as AMST:3410.

LATS:3415 Latina/o/x Protest, Movement, Resistance 3 s.h.

Examination of history, form, and function of protest, social movement, and resistance by Latina/o/x peoples in the United States; wide historical and regional scope, generally including exemplars such as the Young Lords, Chicana/o/x Movement, United Farm Workers, and local activism at the University of Iowa.

LATS:3440 Topics in Latina/o/x Literature and Culture 3 s.h.

Examination of special topics in interdisciplinary field of Latina/o/x studies. Taught in Spanish or English. Requirements: one course taught in Spanish at the 2000 level or above, or LATS:2280 or SPAN:2280 or HIST:2280. Same as SPAN:3440.

LATS:3467 Latina/o/x Literatures and Cultures 3 s.h.

Exploration of major themes and research topics in Latina/o/x literatures and cultures. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:3467.

LATS:3550 Topics in Latina/o/x Studies: History and Culture 1-3 s.h.

Historical and cultural approaches; topics vary.

LATS:3551 Topics in Latina/o/x Studies: Comparative and Transnational 1-3 s.h.

Comparative and transnational approaches; topics vary.

LATS:4160 Language, Justice, and the Law 3 s.h.

Focus on language policy, immigrants' linguistic rights, and cultural communication in the context of U.S. law; development of Spanish language skills in legal and cultural contexts. Requirements: two courses in Spanish numbered 3000 or above. Same as SPAN:4160.

LATS:4800 Latina/o/x Popular Culture 3 s.h.

Role of Latina/o/x popular culture as a site of contemporary social practice and cultural politics in both local and global contexts; specific attention to notions of citizenship, identity, and culture. Taught in English. Requirements: either one literature or culture course taught in Spanish numbered SPAN:3200 or above, or LATS:2280 or SPAN:2280 or HIST:2280. Same as SPAN:4820.

LATS:4805 Chicano Cinema 3 s.h.

History of Chicano independent and industry film and television production since the Chicano political and cultural movement began in the 1960s. Taught in English. Requirements: one Spanish literature or culture course numbered SPAN:3200 or above, or one film studies course numbered above CINE:2100. Same as CINE:4705, SPAN:4805.

LATS:4990 Independent Project in Latina/o/x Studies arr.

Independent work under the supervision of Latina/o/x studies faculty.

Latina/o/x Studies, Minor

Requirements

The undergraduate minor in Latina/o/x studies (Latina/Latino/Latinx studies) requires a minimum of 15 s.h. Additionally, 12 s.h. of coursework must be taken at the University of Iowa, with a maximum of 3 s.h. accepted as transfer credit from another institution. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate may be counted toward the minor.

The minor in Latina/o/x studies requires the following coursework.

Code	Title	Hours
	Foundation Course	3
	Historical and Cultural Approaches Courses	6
	Comparative and Transnational Topics Course	3
	One additional course from the Historical and Cultural Approaches list or the Comparative and Transnational Topics list or LATS:4990	3
Total Hours		15

Foundation Course

Code	Title	Hours
This course:		
LATS:2280/ HIST:2280/ SPAN:2280	Introduction to Latina/o/x Studies	3

Historical and Cultural Approaches

Code	Title	Hours
At least 6 s.h. from these:		
COMM:1898/ LATS:1898	Introduction to Latina/o/x Communication and Culture	3
ENGL:3467/ LATS:3467	Latina/o/x Literatures and Cultures	3
GWSS:2400/ CPH:2240/ LATS:2400	Health Disparities and Intersectionality with U.S. Latina/o/x Peoples	3
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3
HIST:4216/ LAS:4216	Mexican American History	3
LATS:1000	First-Year Seminar	1
LATS:3410/ AMST:3410	Undocumented America: Citizenship, Race, and Immigration	3
LATS:3415	Latina/o/x Protest, Movement, Resistance	3
LATS:3550	Topics in Latina/o/x Studies: History and Culture	1-3
POLI:3104/ LAS:3104/ LATS:3104	Immigration Politics	3

RELS:1765/ LATS:1765	U.S. Latina/o/x Religions	3
SPAN:1700/ LATS:1700	Latina/o/x Literature in the United States	3
SPAN:3400/ LATS:3400	Chicano Literature and Culture	3
SPAN:3440/ LATS:3440	Topics in Latina/o/x Literature and Culture	3
SPAN:4160/ LATS:4160	Language, Justice, and the Law	3
SPAN:4805/ CINE:4705/ LATS:4805	Chicano Cinema	3
SPAN:4820/ LATS:4800	Latina/o/x Popular Culture	3

Comparative and Transnational Topics

Code	Title	Hours
One of these:		
COMM:2076/ AFAM:2076	Race, Ethnicity, and Media	3
ENGL:3525	Literature and Culture of the Americas	3
ENGL:3535/ LAS:3535	Topics in Literature and Culture of the Americas	3
GWSS:2650/ GHS:2650	Global Reproduction	3
HIST:4334	Topics in American Borderlands History	3
LATS:3551	Topics in Latina/o/x Studies: Comparative and Transnational	3
PHIL:3342	Multiculturalism and Toleration	3
POLI:1900	Introduction to the Politics of Race	3
SJUS:2250/ GWSS:2250/ HIST:2250	The History of Social Justice Movements	3
SJUS:3550/ GWSS:3550/ RELS:3550	Social Justice, Religion, and Spirituality: Faith and Belief Ignited	3
SPAN:2050/ LATS:2050	Spanish in the United States	3
SPAN:3130	Introduction to Bilingualism	3

Additional Course

Students select an additional 3 s.h. course from the Historical and Cultural Approaches list or the Comparative and Transnational Topics list or take LATS:4990 Independent Project in Latina/o/x Studies.

Linguistics

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Interim Chair, Department of Linguistics

- M. Mercedes Niño-Murcia

Undergraduate major: linguistics (B.A.)

Undergraduate minor: linguistics

Graduate degrees: M.A. in linguistics; Ph.D. in linguistics

Faculty: <https://linguistics.uiowa.edu/people/faculty>

Website: <https://linguistics.uiowa.edu/>

Linguistics is the scientific study of human languages, which are highly complex systems. Areas of study include word structure (morphology), speech sounds (phonetics) and their patterns of combination and contrast (phonology), sentence structure (syntax), and meaning relations (semantics).

Linguists study well-known and familiar languages, such as English, Spanish, Russian, and Chinese. They also study less well-known languages and even those languages about which little has been discovered. While human languages are different from one another in many ways, there are broad similarities among them, supporting the idea that the capacity for language is part of human cognitive functions.

The description of formal patterns of human language has a number of applications. Linguistics is connected to psychology and to speech and hearing, in studying how children learn language, how speakers process and interpret language, and how injuries and disorders affect both production and perception of speech. Linguistics also is linked with anthropology and other social sciences in studying how language use relates to culture, region, class, and gender. Linguists collaborate with computer scientists to construct computational representations of syntax and semantics for processing natural languages.

Linguistics has important ties with instruction in world languages and in English as a second language (ESL). Studies of how languages are learned are based in part on analysis of the languages in question. They also are grounded strongly in theories of second language acquisition, which in turn are related to theories of how linguistic knowledge is represented in the mind.

People with linguistic training teach ESL and help clinicians retrain people with linguistic disabilities. Some help design school programs for minority groups or intelligence and achievement tests. Linguists also work in occupations related to law, the computer industry, and world languages.

High scores on verbal, analytic, and quantitative aptitude tests are indicators of success in linguistics. Although few aspects of the field deal with numbers, students must be able to reason logically and explicitly and deal with formulas and abstract symbols.

The Department of Linguistics is one of the academic units in the Division of World Languages, Literatures and Cultures [p. 367].

Related Certificate

Cognitive Science of Language

The Graduate College offers the Certificate in Cognitive Science of Language. Designed to complement doctoral study, the certificate program ensures that students have training in interdisciplinary approaches to the study of language along with strong theoretical grounding in their Ph.D. discipline. See the Certificate in Cognitive Science of Language [p. 1572] in the Catalog for more information.

Programs

Undergraduate Programs of Study

Major

- Major in Linguistics (Bachelor of Arts) [p. 760]

Minor

- Minor in Linguistics [p. 764]

Graduate Programs of Study

Majors

- Master of Arts in Linguistics [p. 765]
- Doctor of Philosophy in Linguistics [p. 766]

Facilities

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Courses

Linguistics Courses

LING:1000 First-Year Seminar

1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

- LING:1003 English Grammar** 3 s.h.
Recognizing nouns, verbs, adverbs, adjectives, and other parts of speech; sentence analysis; subjects, objects; types of sentences; passives, relative clauses; for students with little or no background in English grammar study. Does not count toward the linguistics major. Same as WRIT:1003.
- LING:1010 Language and Society** 3 s.h.
Correlations between social and linguistic behavior; methods for discovering and describing socially significant language behavior; educational and political implications of findings. GE: Social Sciences.
- LING:1030 English Words** 3 s.h.
English word formation, basic units of English vocabulary; vocabulary skill expansion; word structure. Same as WRIT:1030.
- LING:1040 Language Rights** 3 s.h.
Language minorities and linguistic human rights in the United States and worldwide; language and identity, culture, power; case studies of language rights deprivation. GE: International and Global Issues. Same as ANTH:1040.
- LING:1050 Language and Formal Reasoning** 3 s.h.
Semantics and sentence structure of English; word meanings, meaning connected to truth conditions, reasoning based on logical connectives and quantifiers, evaluation of valid and invalid arguments. GE: Quantitative or Formal Reasoning.
- LING:1060 Languages of the World** 3 s.h.
Overview of structural similarities and differences in human language; survey of the world's major language families; emphasis on sentence and word structure, sound systems, and modes of classification. GE: Social Sciences.
- LING:1070 Language Attitudes: Is How You Sound How You Are Seen?** 3 s.h.
Pretend that you are making a phone call to ask about ordering a textbook and the person who answers is a stranger to you; you will immediately start to form opinions about that person (and about any other talkers you interact with) based upon the way they speak—where they are from, whether they are a native speaker of English, and even how well educated they are—and whether you are aware or not, these opinions and impressions you have will influence your interaction with that person and are based in language ideologies that all people have regarding how others sound; students explore common language ideologies and reflect upon their own. Taught in English. GE: Diversity and Inclusion.
- LING:2010 Research Practicum** arr.
Individual participation in faculty research projects.
- LING:2090 Special Project** arr.
- LING:2248 The Invention of Writing: From Cuneiform to Computers** 3 s.h.
Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, CLSA:2048, COMM:2248, GRMN:2248, HIST:2148, IS:2248, TRNS:2248, WLLC:2248.
- LING:2900 Language, Gender, and Sexuality** 3 s.h.
Gender-related language variation; current research on gender-specific linguistic forms and usage in the United States and other language communities; introduction to relevant principles of linguistic theory and analysis. GE: Values and Culture.
- LING:3001 Introduction to Linguistics** 3 s.h.
Introduction to the study of human language: sounds and their contrasts and variation, words and meaningful subunits, sentence structure, historical change.
- LING:3005 Articulatory and Acoustic Phonetics** 3 s.h.
Production and transcription of sounds in human languages; physics of sound, computer analysis of speech sounds. Offered fall semesters. Same as SLA:3400.
- LING:3010 Syntactic Analysis** 3 s.h.
Introduction to sentence structures and basic abstract relations that characterize them, including word category, word order, hierarchical organization; problem sets from English and other languages as basis for discussion, analysis. Offered spring semesters. Prerequisites: LING:3001.
- LING:3020 Phonological Analysis** 3 s.h.
Introduction to analysis of sound systems; generative phonological theory; practice in phonological analysis using data from a variety of languages. Offered spring semesters. Prerequisites: LING:3001 and LING:3005.
- LING:3030 Child Language-Linguistic Perspectives** 3 s.h.
Linguistic theory as applied to first-language learning, including acquisition of sounds, syntax and word meaning, acquisition strategies, properties of input, theories of first-language acquisition. Prerequisites: LING:3001.
- LING:3040 Topics in Linguistics** 3 s.h.
Varied topics in linguistics; for undergraduates. Requirements: LING:3001 or LING:3020 or LING:3080 or LING:5020.
- LING:3080 History of the English Language** 3 s.h.
Development of phonological and grammatical structure of English, from Old to Modern English; dialectal differentiation in English. Same as WRIT:3080.
- LING:3101 Introduction to Korean Linguistics** 3 s.h.
Introduction to various topics in Korean linguistics including sentence structures, sound patterns, word formation, discourse structures, and historical background of Korean language. Taught in English. Recommendations: two years of Korean language study. Same as KORE:3100.
- LING:3116 Basic Neuroscience for Speech and Hearing** 3 s.h.
Basic anatomy, physiology of central nervous system; emphasis on neural systems involved in normal and disordered communication. Offered fall semesters. Requirements: biology, zoology, or physiology course. Same as CSD:3116.
- LING:3117 Psychology of Language** 3 s.h.
Introduction to scientific study of language use; language approached from a multidisciplinary perspective, integrating theories and methods of psycholinguistics, neuropsychology, and communication sciences and disorders. GE: Social Sciences. Same as CSD:3117.
- LING:3118 Language Acquisition** 1-3 s.h.
Models of children's language acquisition; child language/communication development from infancy through school age, in context of current developmental research. Requirements: for CSD:3118—LING:3001 and PSY:1001; for LING:3118—LING:3001 or LING:3117. GE: Social Sciences. Same as CSD:3118.

- LING:3190 Psycholinguistic Aspects of Bilingualism** 3-4 s.h.
Interaction of two languages in a bilingual in terms of sound system, words, and grammar; different meanings of bilingualism, how bilingualism and multilingualism can change across lifespan. Taught in English. Requirements: linguistics or language acquisition course. Same as FREN:3190, SPAN:3190.
- LING:3195 Linguistics Lab I** 3 s.h.
Hands-on research experience collecting and analyzing linguistic data. Requirements: at least one linguistics course.
- LING:3290 Statistical and Experimental Methods in Linguistics** 3 s.h.
Experimental work is rapidly gaining popularity in linguistics, and with such research comes lots and lots of data that need to be prepared, analyzed, and presented appropriately in order to accurately represent the facts; statistical and experimental methods in linguistics; presentation of data and results in experimental work; necessary steps to choose and apply experimental and statistical methods in student's own work, should they choose to pursue such research. Prerequisites: (LING:3010 or LING:5010) and (LING:3020 or LING:5020). Requirements: advanced standing in linguistics program and completion of core courses in syntax and phonetics/phonology at undergraduate or graduate level.
- LING:3302 Introduction to Chinese Linguistics** 3 s.h.
Aspects of modern Chinese linguistics, such as Chinese phonology, syntax, pedagogical grammar, history of the language. Taught in English. Same as CHIN:3302, SLA:3302.
- LING:3670 Language Processes** 3 s.h.
Psychological processes involved in using languages, including speech perception and production, the meaning of words, understanding and producing sentences, and basics of discourse and pragmatics; developmental and neural bases of language processes. Prerequisites: ((PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2601 with a minimum grade of C-) or CSD:1015 or LING:3001. Same as PSY:3670.
- LING:3860 German Language and Society** 3 s.h.
Introduction to sociolinguistics in context of German-speaking countries; major topics include German dialects, regional and social variation in contemporary German, minority and immigrant languages in German-speaking countries, language and national identity, multilingualism, educational policies related to language teaching and learning, linguistic purism, language use in digital contexts, and language change. Taught in German. Requirements: GRMN:2002, GRMN:2020, or a higher-level course in German. Same as GRMN:3860.
- LING:4010 Undergraduate Practicum in Teaching English as a Second Language** 3 s.h.
Practicum experience for undergraduate linguistics majors with an emphasis in teaching English as a second language (TESL); readings and reflection on academic writing, international student writing, and providing feedback on written work; training in the policies and procedures of the Department of Rhetoric's Writing Center; mentored experience in working with international student writers. Prerequisites: LING:3005 and LING:4040. Corequisites: LING:4050. Requirements: undergraduate major in linguistics with TESL emphasis.
- LING:4020 Morphology** 3 s.h.
Lexicon and principles of word formation; principal processes of inflection, derivation, and compounding found in the world's languages; relation to phonology, syntax; practice in morphological analysis from a variety of languages. Prerequisites: LING:3001.
- LING:4040 The Structure of English** 3 s.h.
Descriptive analysis of English, including word and sentence structure; focus on relevance to teaching English as a second language. Offered fall semesters. Prerequisites: LING:3001.
- LING:4050 Methods of Teaching English as a Second Language** 3 s.h.
Observations of ESL and intensive English classes at the University; design and presentation of short lessons, text evaluation, demonstrations of innovative approaches of the last decade; materials. Offered spring semesters. Prerequisites: LING:3005 and LING:4040. Same as SLA:4401.
- LING:4070 Introduction to the Study of Meaning** 3 s.h.
Introduction to the study of meanings and language use in context; meaning outside the literal semantic interpretation of words used including presuppositions and goals of speaker, expectation of listener, speech acts, conversational implicatures, deixis, discourse functions, and other relevant topics. Taught in English. Prerequisites: LING:3001. Same as FREN:4070.
- LING:4090 Practical Phonetics** 3 s.h.
Contemporary articulatory and acoustic research, including second-language acquisition, elicitation and computer analysis of primary linguistic data. Prerequisites: LING:3005.
- LING:4195 Linguistics Lab II** 3 s.h.
Hands-on research experience collecting and analyzing linguistic data. Requirements: at least one linguistics course.
- LING:4589 Philosophy of Language** 3 s.h.
Main issues in contemporary philosophy of language; topics may include theories of meaning, truth, belief, interpretation, translation, speech acts, performatives, rule following, reference, naming, propositional attitudes, metaphor. Same as PHIL:4589.
- LING:4900 Honors: Research and Thesis** arr.
Guided independent research to earn departmental honors. Prerequisites: LING:3001 and LING:3005. Corequisites: LING:3010 and LING:3020. Requirements: permission from departmental honors advisor.
- LING:5000 Proseminar: Morphosyntax** 1 s.h.
Basic morphological analysis of languages other than English; morphological markers of syntactic relations (morphosyntax), such as case/agreement, possession, switch reference and other inflectional marking. Corequisites: LING:5010.
- LING:5010 Introduction to Syntax** 3 s.h.
Methods and argumentation for formal analysis of sentence structure through induction from language data of central concepts and relations; hypothesis testing, empirical bases of theoretical concepts. Corequisites: LING:5000. Same as SLA:5010.
- LING:5020 Introduction to Phonology** 3 s.h.
Analysis of sound systems, focus on early generative phonological theory; extensive practice in analysis using data from a variety of languages; linguistic argumentation. Prerequisites: LING:3005. Same as SLA:5020.
- LING:5030 First Language Acquisition** 3 s.h.
Child language from a crosslinguistic perspective. Prerequisites: LING:3005 and (LING:4040 or LING:5010). Same as SLA:5401.
- LING:5040 Linguistic Field Methods** 3 s.h.
Collection and analysis of primary linguistic data from unfamiliar language; methods of elicitation, theory, practical problems; extensive practice in eliciting data from a consultant. Prerequisites: LING:3005 and LING:5010. Requirements: a course in syntax and a course in phonology.

- LING:5070 Practicum in Teaching English as a Second Language** 2-3 s.h.
Practical experience in TESL, observation and participation in intensive English classes; design and teaching of ESL classes under supervision. Offered summer sessions. Prerequisites: LING:4050.
- LING:5090 Special Projects** arr.
Theoretical and applied topics.
- LING:6010 Syntactic Theory** 3 s.h.
Current syntactic theory examined through analysis of data sets, readings in recent research; emphasis on argument construction, statement of formal principles. Offered spring semesters. Prerequisites: LING:5010. Same as SLA:6010.
- LING:6020 Phonological Theory** 3 s.h.
Post-SPE phonological theory, including autosegmental phonology, feature geometry, the syllable, optimality theory. Prerequisites: LING:5020. Same as SLA:6011.
- LING:6040 Linguistic Structures** 3 s.h.
Grammatical and/or phonological structure of a selected language or language family.
- LING:6050 Language Universals Linguistic Typology** 3 s.h.
Proposed universal principles of linguistic structure; approaches to classification of languages on the basis of grammatical and phonological structure. Prerequisites: LING:5010.
- LING:6080 Topics in Second Language Acquisition** 3 s.h.
Overview of current second-language acquisition research in the generative linguistic framework; focus on characterizing second language learners' linguistic competence and how it is constrained by principles of universal grammar. Offered fall semesters. Prerequisites: (LING:3010 or LING:5010) and (LING:3020 or LING:5020). Same as SLA:6452.
- LING:6101 Cognitive Science of Language Proseminar I** 3 s.h.
Survey of five major disciplines within language sciences: formal linguistic, communication disorders, psychological, neuroscience, and computational approaches. Requirements: graduate standing in communication sciences and disorders, linguistics, psychology, or neuroscience. Same as CSD:6101, PSY:6101.
- LING:6102 Cognitive Science of Language Proseminar II** 3 s.h.
Survey of five major disciplines within language sciences: formal linguistic, communication disorders, psychological, neuroscience, and computational approaches. Requirements: graduate standing in communication sciences and disorders, linguistics, psychology, or neuroscience. Same as CSD:6102, PSY:6102.
- LING:6190 Topics in Comparative Romance Linguistics** 3 s.h.
Comparative study of phonology, morphology, or syntax of the main Romance languages as informed by linguistic theory; diachronic or synchronic perspective. Taught in English. Recommendations: additional graduate coursework in linguistics. Same as SLA:6302, SPAN:6190.
- LING:6415 Seminar: Language, Gender, and Sexuality** 3 s.h.
Role of language and discourse in cultural constructions of gender identities and relations, including domination and subordination; theoretical perspective and methodological approaches that have shaped thought on the language/gender nexus. Same as ANTH:6415, GWSS:6415.
- LING:6483 Multilingual Education and Applied Linguistics** 3 s.h.
Introduction to research in language teaching and learning; theories and research in applied linguistics, sociolinguistics, anthropology, and psychology; fundamentals of second language acquisition, educational linguistics, applied linguistics, and methods used in teaching and learning second/foreign languages; consideration of applications and implications of research when reviewing multilingual education policy and practice.
- LING:6900 Master's Thesis** arr.
- LING:7000 Seminar: Spanish Linguistics** 3 s.h.
Taught in Spanish. Same as SPAN:7000.
- LING:7010 Advanced Syntactic Theory** 2-3 s.h.
Recent developments in syntax; comparison of theories, argumentation, and uses of data. Prerequisites: LING:6010. Same as SLA:7401.
- LING:7040 Topics in Linguistic Theory** 2-3 s.h.
Varied topics in linguistic theory; for graduate students.
- LING:7090 Seminar: Problems in Linguistics** 2-3 s.h.
Intensive study of theoretical and practical problems. Same as SLA:7404.
- LING:7100 Special Projects** arr.
- LING:7900 Ph.D. Thesis** arr.

Linguistics, B.A.

Depending on their vocational goals, students planning to major in linguistics should consider pursuing their studies either through the M.A. in linguistics with a professional focus or through the Ph.D., or they should complete a second major. Appropriate companion fields include languages, anthropology, computer science, English, mathematics, philosophy, psychology, sociology, speech pathology, and elementary and secondary education.

Learning Outcomes

Students will have the:

- ability to identify generalizations in language data,
- ability to apply theoretical concepts to the analysis of language,
- understanding of and ability to use scientific method,
- ability to present a valid and sound argument, and
- ability to identify the empirical shortfalls of a linguistic analysis and think creatively about alternative solutions.

Linguistics as a discipline inquires into the fundamental nature of human language. The ability to learn and speak a language is unique to humans, and language is intrinsic to the human mind, as well as integral to human society. The study of linguistics at the undergraduate level teaches students how to analyze languages, which are highly structured in ways that most people are not consciously aware of.

Undergraduate courses in the linguistics major teach a vocabulary of concepts and notation for analyzing language, and a process of analytical reasoning for applying the concepts to forms from specific languages. Students who major in linguistics achieve an informed awareness of language which has applications to many other fields, as well as preparation for continuing in linguistics and other fields which focus on language. The curriculum also provides an introduction to the kind of arguments used in scientific reasoning, using data and techniques which are perhaps more easily accessible to undergraduates than the kind used in laboratory sciences.

Requirements

The Bachelor of Arts with a major in linguistics requires a minimum of 120 s.h., including 30 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major in linguistics prepares students to do basic language analysis in syntax-semantics (sentence patterns and their relation to meanings) and phonology (sound patterns). Elective courses in a variety of subspecialties enable students to tailor the program to their own interests.

The B.A. with a major in linguistics requires the following coursework.

Code	Title	Hours
Major Courses		15
Electives		15
Total Hours		30

Major Courses

Students must complete no fewer than 15 s.h. of requirements for the major at the University of Iowa, including LING:3005 Articulatory and Acoustic Phonetics, LING:3010 Syntactic Analysis, and LING:3020 Phonological Analysis.

The course LING:1003 English Grammar does not count toward the linguistics major.

Code	Title	Hours
All of these:		
LING:3001	Introduction to Linguistics	3
LING:3005	Articulatory and Acoustic Phonetics	3
LING:3010	Syntactic Analysis	3
LING:3020	Phonological Analysis	3
One of these:		
A course in language history, such as LING:3080		3
A course in an old language (classical Greek, Latin, Old English, Sanskrit)		3

Electives

Electives are chosen in consultation with a faculty advisor (15 s.h.), bringing the total credit in the major to 30 s.h.

TESL Emphasis

As part of the major in linguistics, students may complete an emphasis in Teaching English as a Second Language (TESL). The TESL emphasis can prepare students to teach English to non-native speakers abroad. It also is excellent preparation for graduate work in second language acquisition. TESL emphasis students complete the requirements for the linguistics major listed above, using the following coursework to partially satisfy the electives requirement.

Code	Title	Hours
Both of these:		
LING:4040	The Structure of English	3
LING:4050	Methods of Teaching English as a Second Language	3
One of these:		
LING:3030	Child Language-Linguistic Perspectives	3
LING:3670	Language Processes	3
LING:4010	Undergraduate Practicum in Teaching English as a Second Language	3
LING:4090	Practical Phonetics	3

Combined Programs

B.A./M.A. (TESL Subprogram)

Undergraduate linguistics majors who plan to earn a master's degree in linguistics with a teaching English as a second language (TESL) subprogram have the opportunity to enroll in the Bachelor of Arts/Master of Arts in linguistics degree program. Students in the B.A./M.A. program take selected graduate-level courses while they are still undergraduates and may count 12 s.h. of advanced coursework toward both degrees. Once students complete the requirements for the

bachelor's degree, they are granted the B.A., and they usually complete the M.A. one year later.

As part of the undergraduate major with TESL subprogram, B.A./M.A. students take LING:4040 The Structure of English, a course in language history, LING:3001 Introduction to Linguistics, and LING:3005 Articulatory and Acoustic Phonetics.

Students substitute some graduate-level coursework for typical undergraduate requirements. Instead of taking LING:3010 Syntactic Analysis to fulfill the B.A. syntax requirement, they take LING:5010 Introduction to Syntax, the first course in the mandatory two-course syntax sequence for M.A. students. Instead of taking LING:3020 Phonological Analysis to fulfill the B.A. phonology requirement, they take LING:5020 Introduction to Phonology, the first in the graduate two-course phonology sequence.

In addition, LING:4050 Methods of Teaching English as a Second Language and LING:6010 Syntactic Theory count toward both degrees and usually are taken during the senior year.

To be admitted to the program, students must be working toward an undergraduate major in linguistics, must have completed at least 80 s.h. of undergraduate coursework (typically by the end of their fifth semester), and must have a g.p.a. of at least 3.50.

B.A./M.S. in Business Analytics (Career Subprogram)

Students who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

The combined Bachelor of Arts in linguistics/Master of Science in finance program is offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in linguistics have the opportunity to graduate with honors in the major. Departmental honors students must complete the required coursework for the

major and must prepare an honors thesis, working in consultation with their academic advisor.

The College of Liberal Arts and Sciences requires that students who earn honors in the major maintain a minimum University of Iowa cumulative g.p.a. of 3.33. Additional g.p.a. standards and requirements are set by each department or program.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the linguistics major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: LING:3001 Introduction to Linguistics and one additional linguistics course

Before the seventh semester begins: three more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

- Linguistics, B.A. [p. 761]
- Teaching English as a Second Language Emphasis [p. 762]

Linguistics, B.A.

Course	Title	Hours
First Year		
Fall		
LING:1010	Language and Society ^{a, b}	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
Elective course ^d		3
CSI:1600	Success at Iowa	2
	Hours	14-15
Spring		
LING:3001	Introduction to Linguistics	3

RHET:1030 Rhetoric 3 - 4
or ENGL:1200 or The Interpretation of
Literature

GE CLAS Core: Natural Sciences with Lab ^c	4
GE CLAS Core: Values and Culture ^c	3
Elective course ^d	2
Hours	15-16

Second Year

Fall

LING:3005 Articulatory and Acoustic Phonetics	3
GE CLAS Core: Quantitative or Formal Reasoning ^{c, e}	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f	4 - 5
Elective course ^d	3
Elective course ^d	3
Hours	16-17

Spring

LING:3010 Syntactic Analysis	3
GE CLAS Core: International and Global Issues ^{c, g}	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5
Elective course ^d	3
Elective course ^d	3
Hours	16-17

Third Year

Fall

Major: old language course (classical Greek, Latin, Old English, Sanskrit) or LING:3080 History of the English Language	3
Major: Linguistics elective course ^a	3
GE CLAS Core: Historical Perspectives ^c	3
GE CLAS Core: Natural Sciences without Lab ^c	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5
Hours	16-17

Spring

LING:3020 Phonological Analysis	3
Major: Linguistics elective course ^a	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f	4 - 5
Elective course ^d	3
Elective course ^d	3
Hours	16-17

Fourth Year

Fall

Major: Linguistics elective course ^a	3
Major: Linguistics elective course ^a	3
GE CLAS Core: Literary, Visual, and Performing Arts ^c	3
Elective course ^d	3
Elective course ^d	3
Hours	15

Spring

Major: Linguistics elective course ^a	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall)

Hours	15
Total Hours	123-129

- a Students complete Linguistics electives (prefix LING) chosen in consultation with an advisor, bringing total credit in the major to 30 s.h. LING:1003 may not be used as an elective course.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students may choose to take LING:1050 to fulfill this GE requirement.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students may choose to take LING:1040 to fulfill this GE requirement.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Teaching English as a Second Language Emphasis

Course	Title	Hours
First Year		
Fall		
LING:1010	Language and Society ^{a, b}	3
ENGL:1200	The Interpretation of Literature or RHET:1030 or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^c		3
Elective course ^d		3
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

LING:3001	Introduction to Linguistics	3
RHET:1030	Rhetoric or ENGL:1200 or The Interpretation of Literature	3 - 4
GE CLAS Core: Natural Sciences with Lab ^c		4
GE CLAS Core: Values and Culture ^c		3
Elective course ^d		2
Hours		15-16

Second Year

Fall

LING:3005	Articulatory and Acoustic Phonetics	3
GE CLAS Core: Quantitative or Formal Reasoning ^{c, e}		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-17

Spring

LING:3010	Syntactic Analysis	3
GE CLAS Core: International and Global Issues ^{c, g}		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-17

Third Year**Fall**

Major: old language course (classical Greek, Latin, Old English, Sanskrit) or LING:3080 History of the English Language		3
LING:4040	The Structure of English	3
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: Natural Sciences without Lab ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		16-17

Spring

LING:3020	Phonological Analysis	3
LING:4050	Methods of Teaching English as a Second Language	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-17

Fourth Year**Fall**

Major: additional TESL emphasis requirement ^h		3
Major: Linguistics elective course ^a		3
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3
Elective course ^d		3
Elective course ^d		3
Hours		15

Spring

Major: Linguistics elective course ^a		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ

Hours		15
Total Hours		123-129

- a Students complete Linguistics electives (prefix LING) chosen in consultation with an advisor, bringing total credit in the major to 30 s.h. LING:1003 may not be used as an elective course.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students may choose to take LING:1050 to fulfill this GE requirement.

- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students may choose to take LING:1040 to fulfill this GE requirement.
- h Choose one of these: LING:3030, LING:3670, LING:4010, or LING:4090.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

Linguistics majors have found work teaching English as a second language overseas. Unique teaching opportunities worth exploring include those with the Peace Corps and Teach For America.

A number of companies, such as Microsoft, Xerox, Apple, Hewlett-Packard, and other high-tech firms, regularly hire employees with linguistics degrees. Opportunities also exist for government work, for example, as a special agent linguist for the FBI.

Some graduates choose to pursue advanced study in linguistics or other disciplines. Graduates with bachelor's degrees in linguistics may be admitted to certain graduate programs without additional academic preparation, such as anthropology, English literature, world language specializations, law, library science, philosophy, psychology, and sociology.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Linguistics, Minor

Requirements

The undergraduate minor in linguistics requires a minimum of 15 s.h. in linguistics courses, including at least 12 s.h. in University of Iowa courses. The minor must include the courses listed below. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The minor in linguistics requires the following coursework.

Code	Title	Hours
LING:3001	Introduction to Linguistics	3
LING:3005	Articulatory and Acoustic Phonetics	3
LING:3010	Syntactic Analysis	3
LING:3020	Phonological Analysis	3
Additional approved course numbered 3000 or above		3
Total Hours		15

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Linguistics, Minor

Course	Title	Hours
--------	-------	-------

Academic Career

Any Semester

The undergraduate minor in linguistics requires a minimum of 15 s.h. in linguistics courses, including at least 12 s.h. in University of Iowa courses.

Students must maintain a cumulative GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.

Coursework in the minor may not be taken pass/nonpass.

Hours	0
-------	---

First Year

Fall

LING:3001	Introduction to Linguistics	3
Hours		3

Spring

LING:3005	Articulatory and Acoustic Phonetics	3
Hours		3

Second Year

Fall

LING:3010	Syntactic Analysis	3
Hours		3

Spring

LING:3020	Phonological Analysis	3
Hours		3

Third Year

Fall

Minor: additional approved course numbered 3000 or above ^a	3
---	---

Hours	3
-------	---

Total Hours	15
-------------	----

a Please see academic advisor for approved courses to fulfill this requirement.

Linguistics, M.A.

Graduate programs in the Department of Linguistics emphasize theory and research. Students interested in non-university careers also may take courses in applied linguistics and other fields as an option in the M.A. program.

Iowa's Department of Linguistics has particular strengths in phonology, syntax, and second language acquisition (SLA).

The phonology curriculum emphasizes current theoretical perspectives, including optimality theory, and the collection, description, and interpretation of novel phonological and phonetic data. Courses feature extensive work in data analysis and problem solving, focusing on construction and evaluation of phonological theories, particularly in light of new empirical data.

The syntax curriculum includes the dual emphases of empirical and theoretical perspectives. It offers a variety of foundational courses that build analytic and argumentation skills, as well as specialized coursework on current issues in syntactic theory. The courses consist of intensive work in problem solving. They combine discovery and description of new linguistic data with exploration of the implications of such facts in testing and constructing syntactic theories.

The curriculum in second language acquisition includes courses that provide an overview and analysis of current SLA research. Work focuses on experimental research investigating the influence of the first language, environmental and contextual factors, and related topics.

Requirements

The Master of Arts program in linguistics requires a minimum of 31-37 s.h. of graduate credit with thesis, or 37 s.h. without thesis. A student's advisor must approve all courses that count toward the degree.

A student with a linguistics background may waive up to 6 s.h. of coursework if the department determines that the student completed comparable work before enrolling in the program.

Core Courses

All M.A. students complete the following set of required core courses in phonetics, phonology, syntax, and language acquisition (total of 22 s.h.).

Code	Title	Hours
All of these:		
LING:3005	Articulatory and Acoustic Phonetics	3
LING:5000	Proseminar: Morphosyntax	1
LING:5010	Introduction to Syntax	3
LING:5020	Introduction to Phonology	3
LING:6010	Syntactic Theory	3
LING:6020	Phonological Theory	3
LING:6080	Topics in Second Language Acquisition	3
One of these:		
LING:5040	Linguistic Field Methods	3
LING:6040	Linguistic Structures	3
LING:6050	Language Universals Linguistic Typology	3

Electives/Thesis

Thesis students also complete at least 9 s.h. of electives and may earn up to 6 s.h. for the thesis.

Nonthesis students also complete 15 s.h. of Department of Linguistics coursework, which may include a 9 s.h. focus (e.g., teaching English as a second language).

Admission

Applicants to the graduate program in linguistics must complete an application form, submit Graduate Record Examination (GRE) General Test scores, and have three letters of recommendation sent to the Department of Linguistics. Applications for admission should be submitted as early as possible for the following academic year.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Applications should be received by February 1 for the following academic year in order to have priority in consideration for financial aid. Applications received after February 1 are considered for remaining aid. Early submission of an application is strongly encouraged.

Applications for awards are considered only for students whose application for admission is complete.

Career Advancement

A master's degree with teaching English as a second language (TESL) emphasis qualifies graduates to teach English as a second language in the United States or overseas. Unique teaching opportunities worth exploring include those with the Peace Corps and Teach For America.

A number of companies, such as Microsoft, Xerox, Apple, Hewlett-Packard, and other high-tech firms, regularly hire employees with linguistics degrees. Opportunities also exist for government work, for example, as a special agent linguist for the FBI.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Linguistics, Ph.D.

Graduate programs in the Department of Linguistics emphasize theory and research. Students interested in non-university careers also may take courses in applied linguistics and other fields in connection with doctoral work.

Iowa's Department of Linguistics has particular strengths in phonology, syntax, and second language acquisition (SLA).

The phonology curriculum emphasizes current theoretical perspectives, including optimality theory, and the collection, description, and interpretation of novel phonological and phonetic data. Courses feature extensive work in data analysis and problem solving, focusing on construction and evaluation of phonological theories, particularly in light of new empirical data.

The syntax curriculum includes the dual emphases of empirical and theoretical perspectives. It offers a variety of foundational courses that build analytic and argumentation skills, as well as specialized coursework on current issues in syntactic theory. The courses consist of intensive work in problem solving. They combine discovery and description of new linguistic data with exploration of the implications of such facts in testing and constructing syntactic theories.

The curriculum in second language acquisition includes courses that provide an overview and analysis of current SLA research. Work focuses on experimental research investigating the influence of the first language, environmental and contextual factors, and related topics.

Requirements

The Doctor of Philosophy program in linguistics requires a minimum of 72 s.h. of graduate credit, or 73 s.h. for graduates of the M.A. nonthesis program. The highly selective program provides students with a strong foundation in theoretical linguistics and helps them develop the skills they will need to explore the close relationship between linguistics and related disciplines.

The Ph.D. core includes the following coursework (total of 18 s.h.).

Code	Title	Hours
	One upper-level syntax course	
	One upper-level phonology course	
	Two or more courses numbered 5000 or above, as approved by advisor	

An approved specialty area of 18 s.h. also is required, and students must achieve proficiency in a world language, as specified by department regulations.

To pass the comprehensive examination for the Ph.D., a student must gain approval for two papers of publishable quality. One must be in phonology or syntax. The other should be in an area of the student's choosing and must be distinct from the area of the first paper.

An oral defense of the dissertation and three years in residence at the University of Iowa are required. In addition, all candidates are required to gain supervised experience in teaching and research.

Admission

Applicants to the graduate program in linguistics must complete an application form, submit Graduate Record Examination (GRE) General Test scores, and have three letters of recommendation sent to the Department of Linguistics. Applications for admission should be submitted as early as possible for the following academic year.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Applications should be received by February 1 for the following academic year in order to have priority in consideration for financial aid. Applications received after February 1 are considered for remaining aid. Early submission of an application is strongly encouraged.

Applications for awards are considered only for students whose application for admission is complete.

Career Advancement

Linguistics majors have found work teaching English as a second language overseas. Unique teaching opportunities worth exploring include those with the Peace Corps and Teach For America.

A number of companies, such as Amazon, Microsoft, Xerox, Apple, Hewlett-Packard, and other high-tech firms, regularly hire employees with linguistics degrees. Opportunities also exist for government work, for example, as a special agent linguist for the FBI.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Literary Translation

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Director, Literary Translation

- Aron R. Aji (World Languages, Literatures and Cultures)

Graduate degree: M.F.A. in literary translation

Graduate certificate: literary translation

Faculty: <https://translation.uiowa.edu/people/faculty>

Website: <https://translation.uiowa.edu/>

The Certificate in Literary Translation complements students' primary graduate training to allow them to:

- become more firmly grounded in comparative literature or contemporary international writing,
- take advantage of the synergy between creative writing and literary translation as part of their personal writing life, and
- develop stronger competencies in translation as a method of scholarly inquiry and pedagogy.

Students will benefit from the creative commons established when translators, poets, fiction and nonfiction writers, playwrights, and literary scholars work together for a shared purpose.

The Certificate in Literary Translation is administered by the Division of World Languages, Literatures and Cultures [p. 367].

Programs

Graduate Programs of Study

Major

- Master of Fine Arts in Literary Translation [p. 770]

Certificate

- Certificate in Literary Translation [p. 772]

Facilities

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DILS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Courses

Translation Courses

TRNS:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first-semester standing.

TRNS:1620 Bhagavad Gita: Essential Teachings of Indian Religion 3 s.h.

Students read the Bhagavad Gita and discuss its interpretations and use in classical and modern religious, literary, and political contexts; composed around 2000 years ago, it is the best known and most influential religious text in Indian history and concisely addresses war and peace, duty and righteousness, renunciation, devotion, and the nature of the universe; its been read, debated, and discussed by ancient philosophers, modern religious teachers, and political figures such as Mahatma Gandhi, the father of modern Independent India. Same as RELS:1620, SOAS:1620.

TRNS:2000 Translation and Global Society 3 s.h.

Contexts and functions of translation in the age of globalization; how translations are produced, received, and utilized in various contexts; effects of globalization on ethics, aesthetics, and politics of translation; how we understand cultures when they are received or transmitted through translation; effects of these exchanges on the English language. GE: Diversity and Inclusion.

TRNS:2001 Global Science Fiction 3 s.h.

Science fiction from around the world; spanning poetry, fiction, drama, film, television, comics, mobile phone games, and music; produced on six continents. Taught in English. Same as ASIA:2001, FREN:2010, RUSS:2001, SPAN:2001, WLLC:2001.

TRNS:2248 The Invention of Writing: From Cuneiform to Computers 3 s.h.

Invention of writing as one of the most momentous events in the history of human civilizations; how the use of written sign systems, notations, maps, graphs, encryptions, and most recently, computer programs have consequences that reach deeply into all aspects of people's lives; how writing fascinates and delights, fosters reflexive thinking and facilitates development of complex societies, and gives rise to institutions of social power and control; students explore the invention of writing and its consequences in broad international and interdisciplinary context. Taught in English. Same as ANTH:2248, ASIA:2248, CL:2248, CLSA:2048, COMM:2248, GRMN:2248, HIST:2148, IS:2248, LING:2248, WLLC:2248.

TRNS:3122 Tolstoy and Dostoevsky 3-4 s.h.

Tolstoy's *War and Peace* and *Anna Karenina*; Dostoevsky's *Crime and Punishment*, *The Demons*, and short stories. Taught in English. Same as RUSS:3122, WLLC:3122.

TRNS:3179 Undergraduate Translation Workshop 3 s.h.

Translation exercises, discussion of translation works in progress; alternative strategies for translation projects. Same as CLSA:3979, ENGL:3850.

TRNS:3189 Undergraduate Translation Workshop II 3 s.h.

Continued training through translation exercises, discussion of translation works in progress; alternative strategies for translation projects. Prerequisites: TRNS:3179.

- TRNS:3200 Literary Translation from German** 3 s.h.
Workshop and seminar on translating from German to English; emphasis on literary translations and studying existing translations; special issues of German as a source language for translation into English. Taught in English and German. Requirements: prior completion of two German courses at the 3000 level or above. Same as GRMN:3200.
- TRNS:3201 Workshop in Japanese Literary Translation** 3 s.h.
Workshop in translation from Japanese to English, with emphasis on literary translation; issues in theory and practice of translation; special features of Japanese as a source language for translation. Taught in Japanese. Corequisites: JPNS:3001, if not taken as a prerequisite. Same as JPNS:3201.
- TRNS:3202 Workshop in Chinese Literary Translation** 3 s.h.
Translation from Chinese to English with emphasis on literary translation; issues in theory and practice of translation; special features of Chinese as a source language for translation. Prerequisites: CHIN:3102. Same as CHIN:3201.
- TRNS:3203 Russian Literature in Translation 1860-1917** 3 s.h.
Survey of major works, figures, and trends of 19th- and early 20th-century Russian literature; age of the Russian novel; works of Turgenev (*Fathers and Sons*), Tolstoy (*Confession*), Dostoevsky (*The Idiot*, *The Brothers Karamazov*), and Chekhov (plays). Taught in English. Same as RUSS:3202, WLLC:3202.
- TRNS:3205 Literary Translation Workshop in Ancient Greek and Latin** 3 s.h.
Translation from Greek/Latin to English with emphasis on literary translation; issues in theory and practice of translation in the discipline; special features of ancient languages as a source language for translation. Taught in English. Same as CLSG:3200, CLSL:3200.
- TRNS:3208 Classical Chinese Literature Through Translation** 3 s.h.
Reading of English translations of classical Chinese literature; discussion of special features of classical Chinese as a source language for translation; issues in translation practice and theory with focus on trends in translation of Classical Chinese literary works to English. Taught in English. Recommendations: completion of required ESL courses. Same as ASIA:3208, WLLC:3208.
- TRNS:3232 French Literary Translation Workshop** 3 s.h.
Workshop in literary translation from French to English; practical, ethical, and theoretical questions about translation; focus on specific complication of French-English language pair; mapping style, genre, and literary influences of French authors for purpose of translation. Taught in French. Requirements: FREN:2001 or three years of high school French. Same as FREN:3232.
- TRNS:3491 Translation Internship** 1-3 s.h.
Translation internship. Requirements: permission of the program coordinator of the undergraduate minor in translation for global literacy in consultation with the student's advisor.
- TRNS:3498 Translate Iowa Project** arr.
Internship with the Translate Iowa Project. Taught in English. Requirements: TRNS:2000 or TRNS:3179 or TRNS:3202 or ENGL:3724 or JPNS:3201 or FREN:4890 or SPAN:3030 or SPAN:3050 or SPAN:4980. Same as ARAB:3498.
- TRNS:3700 Topics in Global Cinema** 3 s.h.
Identification of new models and methods to investigate cinema's relationship to current global issues beyond traditional scholarly focus in Western Europe and the United States; exploration of an emerging field, moving away from the paradigm of national cinema and bringing together shared theoretical frameworks while acknowledging different historical and cultural contexts. Taught in English. Same as ASIA:3700, JPNS:3700, WLLC:3700.
- TRNS:4050 Independent Study** 1-3 s.h.
Focused study on topic of student's choosing under direction of faculty member. Requirements: permission of the student's academic advisor or the program coordinator of the undergraduate minor in translation for global literacy.
- TRNS:4100 Approaches to Critical Theory** 3 s.h.
Introduction to major critical approaches in literary and cultural theory from a variety of traditions; studying existing models, students learn to think theoretically about language and society, and to orient themselves among existing theoretical discourses, interrogating the latter critically in terms of their own perspectives and theoretical needs; selections from influential works, shared class discussion, and presentations; no prior knowledge in the area of critical theory is presumed. Same as CL:4100.
- TRNS:4480 Literature and Translation** 3 s.h.
Translation in the broadest sense; originality, authority, authorship, accuracy, ownership, audience; issues problematizing differences between medium and message.
- TRNS:4497 Techniques of Translation** 3 s.h.
Taught in French. Prerequisites: FREN:3300. Same as FREN:4890.
- TRNS:4500 Undergraduate Capstone Project** 0-3 s.h.
Culmination of undergraduate minor in translation for global literacy; translation manuscript or a scholarly/research thesis on topics relevant to scope of minor. Requirements: approval of the program coordinator of the undergraduate minor in translation for global literacy; consent of a faculty member willing to serve as director of the capstone project.
- TRNS:4800 Seminar in Comparative Literature** 3 s.h.
Focus on comparative, interdisciplinary, theoretical, and/or inter-arts topic; topics vary; required for comparative literature major. Taught in English. Same as CL:4800, GRMN:4800, WLLC:4801.
- TRNS:4900 Topics in Translation Studies** 1-3 s.h.
Current topics and/or issues in translation studies and practice.
- TRNS:5205 International Translation Workshop** 1-3 s.h.
International writers pair with University of Iowa translators to write new works of poetry and fiction in English; second-language fluency not required for international writers. Same as IWP:5205.
- TRNS:5491 Translation Internship** arr.
- TRNS:5500 Advanced Translation Practice** 1-3 s.h.
Substantial translation project guided by a faculty advisor; readings and assignments designed to help translator with particular tasks and challenges presented by the project; translation and critical/reflective writing. Prerequisites: TRNS:6459 and TRNS:7460. Requirements: advanced-level translator in literary translation M.F.A. program.

TRNS:5999 Publishing, Prizes, and Prestige 3 s.h.

Introduction to contemporary world literature and its producers, circulation, and gatekeepers; students award the annual Translator's Choice Award for a literary translation published in the previous calendar year. Taught in English.

TRNS:6000 The Craft and Contexts of Translation 1 s.h.

Focus on craft and contexts of translation practice; provides students with information and experience regarding the profession and practice of translation; readings, reflective writing, and participation at guest events that focus on topics and practices relevant to the craft and professional contexts of translation.

TRNS:6050 Independent Study arr.**TRNS:6400 Thesis arr.**

Translation thesis with critical introduction.

TRNS:6444 Thesis Workshop 3 s.h.

Intensive multi-language workshop; focus on M.F.A. thesis manuscript and critical paratext; translations from various languages into English. Prerequisites: TRNS:7460. Requirements: second-year standing in M.F.A. literary translation.

TRNS:6459 Issues in Translation 3 s.h.

Contemporary and historical theories.

TRNS:6555 Translator-in-Residence Workshop 3 s.h.

Translation workshop facilitated by the translator-in-residence; focus on review and revision of student manuscripts; readings on technique and theories, translation practice, and manuscript review.

TRNS:7460 Translation Workshop 3 s.h.

Requirements: at least one foreign language. Same as IWP:7460.

Literary Translation, M.F.A.

Requirements

The Master of Fine Arts program in literary translation requires 48 s.h. of graduate credit, including a thesis. Students typically complete the program and graduate in two to three years.

Translators in the program focus on creating works that can convey the distinctness of the original languages and the immediacy of contemporary languages, whether poetry, fiction, or drama. Students consider ideas of literariness, style, cultural politics, authority, and how these come into play in the relationships between authors and their texts, authors and translators, translations and readers, and in the media landscapes in which these circulate.

At the core of the M.F.A. program are the workshops, TRNS:6555 Translator-in-Residence Workshop and TRNS:7460 Translation Workshop, which every student must take for a minimum of 12 s.h. of credit. Depth in the literature and culture of the source language, creative writing (translation is considered a writing art), translation theory and history, and contemporary literary theory are basic curricular requirements, supplemented with elective courses in which students may develop an area of special interest in consultation with their advisors.

During the first year, each student has an advisory committee of two faculty members: one from the translation program, who is the student's primary advisor; and one from a department in the Division of World Languages, Literatures and Cultures or from one of the M.F.A. writing programs. A third member joins the committee during the second year, when a student submits the thesis proposal. At least one member of the committee should be competent in the student's source language.

The M.F.A. with a major in literary translation requires the following work.

Required Courses

Code	Title	Hours
All of these (36 s.h.):		
TRNS:6000	The Craft and Contexts of Translation (taken three semesters for 1 s.h. each semester)	3
TRNS:6459	Issues in Translation	3
Courses in literature and culture of the source language		9
Courses in creative writing (chosen in consultation with advisor)		6
Additional course in theory (chosen in consultation with advisor)		3
12 s.h. of workshop courses (each course taken at least twice):		
TRNS:6555	Translator-in-Residence Workshop	3
TRNS:7460	Translation Workshop	3

Electives

Code	Title	Hours
Students earn 9 s.h. in electives of their choice, or from additional coursework in translation:		
TRNS:4480	Literature and Translation	3
TRNS:4900	Topics in Translation Studies	1-3
TRNS:4497	Techniques of Translation	3
TRNS:5205	International Translation Workshop	1-3
TRNS:5491	Translation Internship	1-2
TRNS:5500	Advanced Translation Practice	1-3

Thesis and Examination

Code	Title	Hours
One of these:		
TRNS:6400	Thesis	3
TRNS:6444	Thesis Workshop	3

Students earn 3 s.h. for the thesis, which is a translated collection of poems, literary essays, short stories, a short novel, or a drama with an introduction that sets the work in appropriate context. The introduction should include a critical discussion of issues and problems related to the translation; it should present a rationale for the translator's approach and strategies, based on interpretation, analysis of the leading features, structure, style, or authorial objectives of the source text. The source text should be a work that has not been translated previously or, at the discretion of the advisory committee, a work whose previous translation is judged to be outdated or inadequate in some respect. An oral defense of the thesis examines the student's translation and the introductory essay in detail.

Admission

Applicants to the program are evaluated mainly on a writing portfolio. The portfolio should include translations, including source texts, and an original critical literary essay or literary writing in English; a statement of purpose; and three letters of recommendation. Applicants should provide evidence of advanced competence in their source language—normally at least three years of college-level work or the equivalent—and substantial preparation in English literature. Availability of faculty expertise in the applicant's source language and culture is considered in admission decisions.

All applicants must submit their scores on the Graduate Record Examination (GRE) General Test and transcripts from previous college-level study. Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

The program nominates up to two newly admitted, qualified students for the Iowa Arts Fellowship, a full-support fellowship awarded by the Graduate College each year. In addition,

qualified students may receive teaching assistantships or part-time graduate assistantships. Students must apply for assistantships and other support; contact the translation program and the Office of Student Financial Aid for information.

Career Advancement

Graduates have gone on to work in the world of professional publishing as editors and reviewers or as free-lance translators; to become university professors after earning a Ph.D.; and to pursue other careers involving cross-cultural and artistic exchange. In recent years, publishers of works by translation alumni have included Greywolf Press, Seven Stories Press, Autumn Hill Books, Melville House, Words Without Borders, *The Iowa Review*, *91st Meridian*, Two Lines Press, *Circumference Poetry in Translation*, *The Literary Review*, Passport Publications and Media Corporation, *Absinthe*, and others.

Literary Translation, Graduate Certificate

Requirements

The graduate Certificate in Literary Translation requires at least 15 s.h. of credit, including coursework in translation practice, techniques, and theories. Students must maintain a g.p.a. of at least 3.00 in work for the certificate. Students may earn the certificate while working toward a graduate degree. Nondegree students also can complete the certificate.

Translation workshops and coursework in translation theory are central to the certificate program since they are essential to the training of literary translators.

Certificate students enroll in a combination of the following courses determined in consultation with the director of the M.F.A. program in comparative literature—translation.

Code	Title	Hours
TRNS:4480	Literature and Translation	3
TRNS:5205	International Translation Workshop	1-3
TRNS:5500	Advanced Translation Practice	1-3
TRNS:6459	Issues in Translation	3
TRNS:7460	Translation Workshop	3

Admission

Applicants should submit a one-page statement of interest and a letter from their academic advisor indicating support for entrance to the program. Admission decisions are made when an application is received and contingent on enrollment capacity. Students must be in good standing in their degree programs.

Magid Center for Undergraduate Writing

Interim Director, Division of Interdisciplinary Programs

- Kristy Nabhan-Warren

Director, Magid Center for Undergraduate Writing

- Daniel E. Khalastchi

Director, Iowa Summer Writing Festival

- Amy Margolis

Director, Iowa Young Writers' Studio

- Stephen P. Lovely

Director, Iowa Youth Writing Project

- Mallory R. Hellman

Undergraduate certificate: writing

Faculty: <https://magidcenter.uiowa.edu/people>

Website: <https://magidcenter.uiowa.edu/>

The Magid Center for Undergraduate Writing takes seriously its mission to offer all undergraduate students at the University of Iowa (regardless of major or area of study) the unique opportunity to enhance their academic, creative, and professional communication skills by focusing on the written word. In addition to sponsoring the Certificate in Writing [p. 777], the center also publishes the student literary magazines *Ink Lit Mag* and *earthwords*; advises and coordinates the publication of *Fools Magazine* and *Boundless*; supports the Iowa Writers Living Learning Community (in association with University Housing and Dining); and is home to the Iowa Youth Writing Project (a nonprofit K-12 literacy outreach endeavor), the Iowa Young Writers' Studio (a selective summer camp for aspiring high school writers), and the Iowa Summer Writing Festival (a noncredit, open enrollment creative writing program for adult learners).

The Magid Center for Undergraduate Writing was established in 2011 through a gift from Marilyn Y. Magid and family, in the name of the late Frank Magid, who believed that writing was a key component of a liberal arts and sciences education and a successful career.

College Program

Certificate in Writing

The undergraduate Certificate in Writing [p. 777] enables students in all majors to benefit from the University's wide-ranging writing programs and resources by pursuing a concentration in writing related to their majors, career goals, or personal interests.

Precollege Program

Iowa Young Writers' Studio

Website: <https://iyws.clas.uiowa.edu/>

The Iowa Young Writers' Studio is a creative writing program for high school students at the University of Iowa, housed in the Magid Center for Undergraduate Writing. The studio's

Summer Residential Program gives promising high school-age creative writers the opportunity to spend two weeks studying writing (primarily fiction, poetry, and creative nonfiction) at the University of Iowa, in the thriving literary community of Iowa City, with teachers and counselors from the Iowa Writers' Workshop and other renowned UI writing programs.

Students in the Summer Residential Program share their writing with teachers and peers, receive constructive critique, participate in writing exercises and activities, and attend readings and literary events. The studio operates under the philosophy that the study of creative writing is essential not only to students who want to pursue writing as a career, but to any student hoping to function effectively in a writing-centric world. The studio encourages students to explore different genres and approaches, and to express themselves freely, without censorship. Students are taught to be generous, respectful critics.

Students who have completed grade 10, 11, or 12 are eligible to attend the Summer Residential Program. The program occasionally considers ninth graders. Those interested submit an application, a creative writing sample, a statement of purpose, a high school transcript, and a letter of recommendation. Applications are taken online during the first week of February for the following summer.

The Iowa Young Writers' Studio also offers six-week online creative writing courses for high school students. These courses are offered in January-February and in late June-early August. The courses are asynchronous, so students can complete the assignments and participate in the discussions on their own schedules. The courses offer students the chance to study creative writing with graduates of the Iowa Writers' Workshop and other UI writing programs, and to connect with other high school-age writers around the country and the world. Students who complete the course and meet all the requirements will receive 1 s.h. of credit. Applicants must be enrolled in high school and have a g.p.a. of 3.50 or higher. Applicants must submit a writing sample, a statement of purpose, a teacher statement of support, a parental permission form, and a transcript. Applications are taken online in the fall (for January-February courses) and in the spring (for June-August courses).

Visit the Iowa Young Writers' Studio website for detailed information about the summer program and online courses.

K-12 Opportunities

Iowa Youth Writing Project

Website: <https://iywp.org/>

The Iowa Youth Writing Project (IYWP) is an arts outreach organization based at the University of Iowa that empowers, inspires, and engages K-12 youth throughout the state using language arts and creative thinking.

For more information or to get involved, contact the Iowa Youth Writing Project.

Adult Opportunities

Iowa Summer Writing Festival

Website: <https://iowasummerwritingfestival.org>

The Iowa Summer Writing Festival is a noncredit creative writing program for adults. The festival brings some 1,300 writers to the University of Iowa campus each summer to

participate in weeklong, two-week, and weekend workshops across the genres. Writers at all levels are welcome.

Participants choose from more than 140 workshops in novel writing, short fiction, gothic fiction, poetry, memoirs, essays, playwriting, screenwriting, travel writing, humor, writing for children, and more. Festival classes are conducted as workshops, where the primary texts are participants' own creative work.

Weeklong workshops meet for three hours each day, Monday through Friday, and include individual student/instructor conferences. Weeklong sessions feature a daily lecture series on aspects of literary craft, as well as evening readings and other events. Weekend sessions meet for eight hours over two days. Visit the Iowa Summer Writing Festival website for information about workshops, schedules, and registration. Program information for the coming summer is posted in mid-January.

The Magid Center for Undergraduate Writing is one of the academic units in the Division of Interdisciplinary Programs [p. 364]. The Certificate in Writing and the Iowa Young Writers' Studio are administered by the College of Liberal Arts and Sciences [p. 17].

Learn more about the University's wealth of writing resources by visiting The Writing University website, and read about the University's central role in Iowa City's designation as a UNESCO City of Literature.

Programs

Precollege Program of Study

The Iowa Young Writers' Studio is a residential creative writing program offered during the summer for high school students who have completed grade 10, 11, or 12. See "Precollege Program" in this section of the Catalog.

Undergraduate Program of Study Certificate

- Certificate in Writing [p. 777]

Career Advancement

Recent Certificate in Writing graduates have gone on to work in various fields that are wide-ranging in scope and background. Graduates have found work as teachers, copywriters, editors and publishers, government administrators, freelance journalists, magazine writers, and more. Additionally, graduates often go on to pursue professional programs of study and advanced degrees in law and writing, among other fields. Finally, many recent graduates have found internships during and after their time in the program with publishing companies and magazines across the country.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Courses

- Iowa Young Writers' Studio Courses [p. 774]
- Magid Center for Undergraduate Writing Courses [p. 774]

Iowa Young Writers' Studio Courses

IYWS:1001 Iowa Young Writers' Studio 0 s.h.

IYWS:1002 Iowa Young Writers' Studio: Fiction Writing 1 s.h.

Introduction to fiction writing; for high school students. Requirements: admission through Iowa Young Writers' Studio application process.

IYWS:1003 Iowa Young Writers' Studio: Poetry Writing 0-1 s.h.

Introduction to poetry writing; for high school students. Requirements: admission through Iowa Young Writers' Studio application process.

IYWS:1004 Iowa Young Writers' Studio: Creative Writing 1 s.h.

Basic introduction to creative writing (poetry, fiction, creative nonfiction); for high school students. Requirements: admission through Iowa Young Writers' Studio application process.

Magid Center for Undergraduate Writing Courses

WRIT:1003 English Grammar 3 s.h.

Recognizing nouns, verbs, adverbs, adjectives, and other parts of speech; sentence analysis; subjects, objects; types of sentences; passives, relative clauses; for students with little or no background in English grammar study. Does not count toward the linguistics major. Same as LING:1003.

WRIT:1030 English Words 3 s.h.

English word formation, basic units of English vocabulary; vocabulary skill expansion; word structure. Same as LING:1030.

WRIT:1500 Writing Commons: A Community of Writers 1-3 s.h.

Varied topics focused on building community and enhancing writing skills through generative exercises, long-form essay and hybrid assignments, workshops, sharing work in public, reading and discussing works of published authors.

WRIT:1600 Fast Fixes: Improving Your Writing in Six Short Weeks 1 s.h.

Varied topics focused on improving common writing problems or specific aspects of craft. Prerequisites: (RHET:1040 and RHET:1060) or RHET:1030.

WRIT:1740 Writing Strategies: Word Origins and Word Choice 3 s.h.

Study of words, their meanings, and their origins combined with writing; words and word histories; role of English language in the world. GE: Literary, Visual, and Performing Arts. Same as CLSA:1740.

WRIT:2100 Writing and Community Outreach 3 s.h.

Service-learning course offered in coordination with Iowa Youth Writing Project (IYWP); students create lesson plans, lead creative writing workshops in area schools and after-school programs, and collaborate to publish a final chapbook of writing from their teaching sites; assigned readings on creative writing pedagogy, teaching life, community outreach, social justice; relationships between self and community enhance interdisciplinary perspectives; weekly written reflections on teaching experiences featured on IYWP blog. GE: Diversity and Inclusion.

- WRIT:2101 Writers in the Community** 1 s.h.
 Experiential, hands-on learning opportunities organized by the Iowa Youth Writing Project; introduction to the community at large; fun and meaningful activities with elementary and junior high school students; designing creative writing lessons, discussion of teaching tips and tricks, leading creative writing workshops for children in the Iowa City community, writing reflective essays about experiences; for those interested in education, creative writing, volunteerism, nonprofit work, or community engagement.
- WRIT:2600 Science Communication I: Fundamentals of Science Communication** 2 s.h.
 Bringing science to varied audiences; focus on writing and presenting research story, analogies, connecting with audiences, collaborating with others from science and film/writing disciplines; first of a two-course sequence culminating in a group outreach project and print product.
- WRIT:2601 Science Communication II: Science Outreach and Engagement** 2 s.h.
 Bringing science to varied audiences; focus on writing and presenting research story, analogies, connecting with audiences, collaborating with others from science and film/writing disciplines; second of a two-course sequence culminating in a group outreach project and print product. Prerequisites: WRIT:2600.
- WRIT:2900 Book Design for Publishing** 3 s.h.
 Introduction to the major aspects of book design, including typography, layout, standard industry software, discussion of trends in the field. Same as ARTS:2900, ENGL:2900, UICB:2900.
- WRIT:2991 Publishing I: Introduction to Literary Publishing** 3 s.h.
 Introduction to major aspects of book and literary publishing, including evaluating submissions, copy editing, production calendars, and planning marketing campaigns; discussion of industry trends. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Same as CNW:2991.
- WRIT:2992 Publishing II: Advanced Literary Publication** 3 s.h.
 Hands-on experience of entire literary publishing process including reading submissions, selecting texts, editing, layout and design, marketing and promotion, and book release. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Prerequisites: CNW:2991. Same as CNW:2992.
- WRIT:3000 Publishing Practicum: The Iowa Chapbook Prize** 3 s.h.
 Experiential learning in the field of publishing through the Iowa Chapbook Prize; students gain knowledge in all aspects of publishing world including assessing submissions, selecting manuscripts, editing and proofreading, layout and design, marketing and promotion, and book release.
- WRIT:3005 Professional and Creative Business Communication** 3 s.h.
 Solid foundation for creative and professional communication in today's modern work world; exploration of techniques, strategies, and craft of writing résumés, letters of interest, email and its related etiquette, and organization of ideas into presentable form; semester-long creative project that builds a bridge between office and the world using modern technology and social media; readings and discussions of literature to better understand issues of ethics, leadership, conflict, moral judgment, decision making, and human nature; how to navigate and succeed in business or any professional field. GE: Engineering Be Creative. Same as CW:3005, INTD:3005.
- WRIT:3080 History of the English Language** 3 s.h.
 Development of phonological and grammatical structure of English, from Old to Modern English; dialectal differentiation in English. Same as LING:3080.
- WRIT:3526 The Business of Writing** 3 s.h.
 Students learn how to hone their writing skills and successfully transition into the workforce; objectives include developing the ability to pitch articles, establish personal brands, and navigate the world of freelance writing and editing; students network with professionals and explore writing-centric jobs. Same as DPA:3526.
- WRIT:3632 Prose Style** 3 s.h.
 Sentences: how they work, what they do; how sentences can help writing, expand understanding of prose style, stretch options. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative. Same as CNW:3632.
- WRIT:3742 Word Power: Building English Vocabulary** 3 s.h.
 Analysis of unfamiliar English words through knowledge of the history and meaning of word parts. Same as CLSA:3742.
- WRIT:3900 Writing: Undergraduate Internship** 1-3 s.h.
 Professional and/or creative experience; students arrange faculty-approved internship. Requirements: undergraduate standing and minimum of 24 s.h. of coursework with at least 12 s.h. in University of Iowa courses.
- WRIT:3910 Iowa Youth Writing Project Internship** 1 s.h.
 Internship with the Iowa Youth Writing Project. Requirements: application and acceptance as an Iowa Youth Writing Project intern.
- WRIT:4000 Independent Capstone Project** 1-3 s.h.
 Capstone requirement for the Certificate in Writing through Program Option B. Requirements: junior or higher standing.
- WRIT:4001 Guided Capstone Portfolio** 1 s.h.
 Capstone requirement for Certificate in Writing through Program Option A. Recommendations: junior or higher standing.
- WRIT:4002 Scientists and Writers** 1 s.h.
 Science communication and collaborative skills that are highly sought after by employers in STEM firms including pharmaceutical firms, biotech start-ups, and many others; these same skills essential for reporting on, writing about, or translating science in any area; studio-style format. Requirements: STEM graduate standing in biological, chemical, physical, medical science, or engineering disciplines; or advanced undergraduate standing in journalism, creative writing, English, or any other writing-intensive major. Same as CHEM:4000, JMC:4000.

WRIT:4100 Iowa Youth Writing Project Mentorship Practicum 1-3 s.h.

Mentor new volunteers on a weekly basis at Iowa Youth Writing Project (IYWP) program sites; work one-on-one with volunteers, write and review lesson plans, provide resources and feedback for volunteers, lead workshops for children. Requirements: WRIT:2100 or completion of Iowa Youth Writing Project internship.

WRIT:4745 The Sentence: Strategies for Writing 3 s.h.

Writing dynamic, cogent, and grammatically correct sentences; effectively communicating ideas; writing with clarity and confidence; review of grammar and various types of sentences; building complexity by adding adverbial, subordinate, and connective clauses to simple sentences; how rhythm, syntax, and word order expand the meaning of a sentence; application and appreciation. GE: Engineering Be Creative. Same as CW:4745.

WRIT:4760 The Art of Revision: Rewriting Prose for Clarity and Impact 3 s.h.

Writing and rewriting of short stories and essays; specific choices to help writing reach its full potential; examination of first drafts and making strategic or radical decisions on what needs to happen in subsequent drafts in order for writing to better match original intentions; students gain insight from peers on where first drafts are succeeding or falling short, and write second and third drafts of short stories and personal narratives; structural and aesthetic choices. GE: Engineering Be Creative. Same as CW:4760.

Writing, Certificate

Learning Outcomes

Students who complete the Certificate in Writing develop:

- skills in the craft of writing, such as the ability to write clearly and concisely, control of mechanics and style, and the ability to communicate with particular audiences for specific purposes;
- skills in planning and using strategies to begin writing, overcome obstacles, obtain feedback, revise their work, and present their writing in public venues; and
- competence in discussing writing.

Requirements

The undergraduate Certificate in Writing requires a minimum of 22 s.h. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Certificate students explore and develop their own writing skills in a wide range of genres and for varied purposes, including creative writing (fiction, nonfiction, poetry); writing for the professions, such as the arts, business, journalism, or science; writing for organizations; and writing related to personal interests.

The Certificate in Writing also is available online for students unable to attend classes on campus, including professionals, distance education students, nondegree-seeking students, and international students. More information about the online Certificate in Writing is available at the Magid Center for Undergraduate Writing website. Some courses below are available online; more online courses are added frequently.

Coursework for the certificate includes a minimum of 12 s.h. in core courses, a minimum of 9 s.h. in focused electives, and a minimum of 1 s.h. in a capstone course. Up to 6 s.h. of transfer credit is allowed. For questions regarding the transfer credit policy, contact the director.

Certificate students have the opportunity to participate in the Iowa City writing community through activities such as attending readings and lectures; presenting their own work in public; working with professional journals, newspapers, or other publications; and volunteering or interning with the Iowa Youth Writing Project literacy outreach program.

See "Professional Track" below for information and requirements regarding the literary publishing track for the Certificate in Writing.

The Certificate in Writing requires the following work.

Code	Title	Hours
Core Courses		12
Focused Electives		9
Capstone Project		1-3
Total Hours		22-24

Core Courses

Code	Title	Hours
All students must complete this course:		
WRIT:1500	Writing Commons: A Community of Writers (online or on campus)	3
And 9 s.h. from the following list:		
WRIT:1003/ LING:1003	English Grammar (online or on campus)	3
WRIT:1600	Fast Fixes: Improving Your Writing in Six Short Weeks (to count as a core course, must be taken three times for 1 s.h. each with different subtitles)	3
WRIT:3080/ LING:3080	History of the English Language	3
WRIT:3632/ CNW:3632	Prose Style	3
WRIT:4745/ CW:4745	The Sentence: Strategies for Writing (online or on campus)	3
WRIT:4760/ CW:4760	The Art of Revision: Rewriting Prose for Clarity and Impact (online or on campus)	3
The 9 s.h. may include one of these:		
WRIT:1030/ LING:1030	English Words	3
WRIT:1740/ CLSA:1740	Writing Strategies: Word Origins and Word Choice	3
WRIT:3742/ CLSA:3742	Word Power: Building English Vocabulary (online or on campus)	3

Focused Electives

Students earn a total of at least 9 s.h. in focused electives, which they select from courses in at least two of the following categories (maximum of 6 s.h. from any one category).

- Writing for the Professions [p. 777]
- Writing and the Literary Arts [p. 778]
- Writing and the Media [p. 779]
- Writing in Context [p. 779]
- Student-Designated Writing-Intensive Course [p. 780]

Each focused elective course may be used to fulfill only one certificate requirement, even if the course is listed in more than one category below. Some of these courses have prerequisites and other requirements for registration; students must complete a course's prerequisites and meet its registration requirements before they may register for the course.

Writing for the Professions

Art

Code	Title	Hours
ARTH:1080	Writing About the Visual Arts	3
ARTS:3400	Grant Writing in the Arts	3

Business

Code	Title	Hours
WRIT:3005/ CW:3005/ INTD:3005	Professional and Creative Business Communication (online or on campus)	3
BUS:3000	Business Communication and Protocol	3
BUS:3800	Business Writing	3
CNW:3640	Writing for Business	3
COMM:1816	Business and Professional Communication	3
SRM:3300	Writing for Sport and Recreation Managers	3

Grant/Proposal Writing

Code	Title	Hours
ARTS:3400	Grant Writing in the Arts	3
EALL:4130/ MUSM:4150	Introduction to Grant Writing (online or on campus)	3

Journalism

Code	Title	Hours
CINE:2600	Writing Film Reviews and Criticism	3
CNW:2780	The Art and Craft of Writing About Sports	3
CNW:2830	The Art and Craft of Immersion Journalism	3
JMC:2010	Journalistic Reporting and Writing	4
JMC:3360	Journalism Writing for Nonmajors	3
JMC:3412	Strategic Communication Writing	4
JMC:3415	Writing Across Cultures	4
JMC:3470	Narrative Journalism	4
SPAN:3020/ JMC:3445	Journalistic Writing in Spanish	3

Literature, Language, and Translation

Code	Title	Hours
ASIA:3208/ TRNS:3208/ WLLC:3208	Classical Chinese Literature Through Translation	3
GRMN:3200/ TRNS:3200	Literary Translation from German	3
JPNS:3201/ TRNS:3201	Workshop in Japanese Literary Translation	3
SPAN:2000	Spanish Language Skills: Writing	4
SPAN:3000	Writing Skills for Heritage Speakers	3
SPAN:3010	Advanced Spanish Speaking and Writing	3
SPAN:3030	Translation Workshop: English to Spanish	3
SPAN:3050	Translation Workshop: Spanish to English	3
SPAN:3060	Introductory Workshop on Creative Writing in Spanish	3

SPAN:4950	Advanced Workshop on Creative Writing in Spanish	3
SPAN:4980	Advanced Translation: Spanish to English	3
TRNS:3179/ CLSA:3979/ ENGL:3850	Undergraduate Translation Workshop	3
TRNS:4480	Literature and Translation	3

Political Science

Code	Title	Hours
CNW:2850	The Art and Craft of Writing About Politics	3
POLI:3107	Writing in Political Science: Writing for "Science" and for "Politics"	3
RHET:3560/ POLI:3560/ SJUS:3560	Public Policy and Persuasion	3

Publishing

Code	Title	Hours
WRIT:2900/ ARTS:2900/ ENGL:2900/ UICB:2900	Book Design for Publishing	3
WRIT:2991/ CNW:2991	Publishing I: Introduction to Literary Publishing	3
WRIT:2992/ CNW:2992	Publishing II: Advanced Literary Publication	3
WRIT:3000	Publishing Practicum: The Iowa Chapbook Prize	3
GWSS:3190	Tell Magazine Writing and Publishing Workshop	3

Sciences

Code	Title	Hours
CNW:2730	The Art and Craft of Science Writing	3
HHP:3900	Writing for Health and Human Physiology	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3

Undergraduate Research

Code	Title	Hours
BUS:1999	Introduction to Research in Business	1
BUS:4999	Honors Thesis in Business	arr.
	An undergraduate thesis or writing-based capstone project related to any undergraduate discipline	1-3

Writing and the Literary Arts

Creative Writing

Code	Title	Hours
CW:2100	Creative Writing (online or on campus)	3
or CW:1800	Creative Writing Studio Workshop	

CW:3002	Writing and Reading Young Adult Fiction	3
CW:3003	Writing and Reading Science Fiction	3
CW:3004	Writing and Reading Fantasy Fiction	3
CW:4894	Undergraduate Project in Creative Writing	arr.
WLLC:1510/ ASIA:1510	Ghost Stories and Tales of the Weird in Premodern Chinese Literature	3

Fiction

Code	Title	Hours
CW:2870	Fiction Writing (online or on campus)	3
CW:3870	Advanced Fiction Writing (online or on campus)	3
CW:4870	Undergraduate Writers' Workshop: Fiction	arr.
CW:4897	Novel Writing (online)	3

Nonfiction

Code	Title	Hours
CNW:1620	Introduction to Creative Nonfiction (online or on campus)	3
CNW:2680	The Art and Craft of Creative Nonfiction	3
CNW:2690	The Art and Craft of Writing About Business	3
CNW:2700	The Art and Craft of Personal Writing	3
CNW:2820	The Art and Craft of the Literary Essay	3
CNW:2840	The Art and Craft of Travel Writing	3
CNW:3630	Advanced Nonfiction Writing	3
CNW:3633	Personal Writing	3
CNW:3662	Graphic Writing	3
CNW:4631	Advanced Essay Workshop	3
CNW:4690	Undergraduate Project in Nonfiction Writing	arr.

Playwriting

Code	Title	Hours
THTR:2301	Playwriting I (online or on campus)	3
THTR:2320	Playwriting in a Global World	3
THTR:3301	Playwriting II (online or on campus)	3
THTR:3310	Undergraduate Playwriting Workshop	1-3
THTR:3421/ GWSS:3421	Performing Autobiography	3

Poetry

Code	Title	Hours
CW:2875	Poetry Writing (online or on campus)	3

CW:3875	Advanced Poetry Writing (online or on campus)	3
CW:4875	Undergraduate Writers' Workshop: Poetry	arr.

Writing and the Media

Television and Screenwriting

Code	Title	Hours
CINE:1300	Foundations of Screenwriting (online)	3
CINE:2600	Writing Film Reviews and Criticism	3
CINE:3361	Screenwriting: Short Form	3
CINE:3367	Screenwriting: Long Form	3
CINE:4378	Advanced Screenwriting II	4
CNW:3661	Film and Writing	3
COMM:2077	Writing and Producing Television	3
THTR:3320	Writing for Film	3
THTR:6310	Special Topics in Playwriting	3

Other Media

Code	Title	Hours
CNW:2770	The Art and Craft of Writing for New Media	3
CNW:3660	Multimedia Writing	3
CNW:3663	Radio and Writing	3
CW:3218/ INTD:3200	Creative Writing for New Media	3
JMC:3600	Topics in Designing/Producing	3-4
RHET:2070	Persuasive Stories	3

Writing in Context

Code	Title	Hours
WRIT:2100	Writing and Community Outreach	3
CNW:2710	The Art and Craft of Food Writing	3
CNW:2720	The Art and Craft of Writing About Culture	3
CNW:2740	The Art and Craft of Writing about the Environment	3
CNW:2760	The Art and Craft of Writing for Social Change	3
CNW:2790	The Art and Craft of Humor Writing	3
CNW:2800	The Art and Craft of Writing Across Genres	3
CNW:2810	The Art and Craft of Writing with Emotion	3
CNW:3644	Dublin Writing Workshop	3
CW:3107/ INTD:3107	Creative Writing for the Health Professions	3
CW:3215/ INTD:3300	Creative Writing and Popular Culture	3
CW:4751	Creative Writing for the Musician	3
EDTL:4355/ CNW:4355	Approaches to Teaching Writing	3

GWSS:3138/ RHET:3138/ SJUS:3138	Writing to Change the World	3
GWSS:3450/ ENGL:3820	Writing About Girls	3
HONR:3220	Honors Writing Fellows: Writing Theory and Practice	3
IWP:3191/ ENGL:3595/ WLLC:3191	International Literature Today	1,3

Student-Designated Writing-Intensive Course

Students may petition to count a course not listed above toward their elective requirements. Petitions must be submitted online and receive prior approval from the Certificate in Writing advisor; visit Focused Electives on the Magid Center for Undergraduate Writing website.

Students may also request permission to count a maximum of 3 s.h. earned in a non-writing intensive course numbered 3000 or above as credit toward the focused elective requirement. For this option, students must propose a writing-related project that extends the writing focus of their chosen course. They must have the approval of the faculty member teaching the course and the writing certificate advisor.

Capstone Project

Each student must earn at least 1 s.h. in a capstone course that serves as a culmination of their Certificate in Writing. Students choose one of the following four options for completing their capstone requirement.

Program Option A: WRIT:4001 Guided Capstone Portfolio (1 s.h.) is an online, portfolio-based class that allows students the chance to direct their own academic, professional, and creative learning experience by asking them to think critically about where they have come from and where they are headed. Students are guided by a series of prompts, readings, and targeted assignments that lead to a shared final goal—an online portfolio of writing that highlights the work created and the skills gained while pursuing the Certificate in Writing.

Program Option B: WRIT:4000 Independent Capstone Project (1-3 s.h.) is an independent writing project of the student's choosing, guided by a faculty mentor. It is available online or on campus.

Program Option C: WRIT:3900 Writing: Undergraduate Internship (1-3 s.h.) provides departmental oversight for students completing a writing-related internship and guides students through a series of reflections on their internship experience and how it relates to their academic, professional, and creative goals.

Program Option D: Students may petition to count an additional 3 s.h. writing course from the core or focused elective courses listed above as their capstone. Petitions are submitted online and must be approved by the certificate advisor.

Visit Capstone Project Information on the Magid Center for Undergraduate Writing website for more information related to registering for a capstone course.

Professional Track Literary Publishing

Students considering a career in literary publishing can learn the ins and outs of the industry and gain a competitive edge by enrolling in the literary publishing track. This unique educational experience provides a substantial understanding of the editorial, design, and managerial work essential to this profession. Students who enroll in the track complete the certificate's core courses (see "Core Courses" above) and fulfill the focused elective requirement by taking a series of three publishing-specific courses (see "Literary Publishing Track Focused Electives" below). Finally, they complete a publishing-related capstone project; literary publishing students may select WRIT:3000 Publishing Practicum: The Iowa Chapbook Prize as a capstone project or Program Option A, B, C, or D (see "Capstone Project" above).

The literary publishing track, interdisciplinary in scope, is a collaboration between the Magid Center for Undergraduate Writing, the Nonfiction Writing Program in the Department of English, the School of Art and Art History [p. 96], and the University of Iowa Center for the Book [p. 1565]. For more information, contact the Magid Center for Undergraduate Writing.

Students may earn either the Certificate in Writing with the literary publishing track or the Bachelor of Arts in English (publishing track) or the Bachelor of Arts in English and creative writing (publishing track). Students may not earn the publishing track in both the major and in the writing certificate.

Literary Publishing Track Focused Electives

Code	Title	Hours
WRIT:2900/ ARTS:2900/ ENGL:2900/ UICB:2900	Book Design for Publishing	3
WRIT:2991/ CNW:2991	Publishing I: Introduction to Literary Publishing	3
WRIT:2992/ CNW:2992	Publishing II: Advanced Literary Publication	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Writing, Certificate

Course	Title	Hours
Second Year		
Any Semester		
WRIT:1500	Writing Commons: A Community of Writers	3
	Certificate: core course (prefix WRIT) ^a	3
	Certificate: core course (prefix WRIT) ^a	3
Hours		9

Third Year**Any Semester**

Certificate: core course (prefix WRIT) ^a	3
Certificate: focused elective ^b	3
Certificate: focused elective ^b	3
Internship: consider applying for internship with the Iowa Youth Writing Project or another organization (not required to earn the certificate but encouraged)	
Hours	9

Fourth Year**Any Semester**

Certificate: focused elective ^b	3
Certificate: capstone project ^c	1 - 3
Hours	4-6
Total Hours	22-24

- a Students must complete 9 s.h. of core courses from the list of approved options. See General Catalog for more information.
- b Students earn a total of at least 9 s.h. in focused electives, which they select from courses in at least two of the following categories (maximum of 6 s.h. from any one category): Writing for the Professions, Writing and the Literary Arts, Writing and the Media, Writing in Context, and Student-Designated Writing-Intensive Course.
- c Students choose from WRIT:4001, WRIT:4000, WRIT:3900, or petition to count an additional 3 s.h. writing course approved as a core or focused elective course as their capstone.

Mathematics

Chair

- Weimin Han

Undergraduate major: mathematics (B.A., B.S.)

Undergraduate minor: mathematics

Graduate degrees: M.S. in mathematics; Ph.D. in mathematics

Faculty: <https://math.uiowa.edu/people/faculty>

Website: <https://math.uiowa.edu>

Mathematics is a basic tool for understanding modern society as well as a crucial requirement for many careers in science, engineering, business, and the professions. Research in this living, dynamic subject is at the highest level in history. In ranking the best jobs, CareerCast.com rates mathematician as second in 2018 and 8th in 2019 among 200 or more careers. Typically six of the top 10 jobs are math related.

An undergraduate degree in mathematics prepares students for a variety of careers in government and business, for secondary teaching, for graduate study, and with proper planning, for a variety of professional programs. Graduate study is advisable for some business and governmental positions and for college and university teaching and research. The department also offers a minor.

Programs

Undergraduate Programs of Study

Majors

- Major in Mathematics (Bachelor of Arts) [p. 789]
- Major in Mathematics (Bachelor of Science) [p. 796]

Minor

- Minor in Mathematics [p. 803]

Graduate Programs of Study

Majors

- Master of Science in Mathematics [p. 804]
- Doctor of Philosophy in Mathematics [p. 806]

Courses

Credit earned in MATH:0100 Basic Algebra I does not count toward graduation.

The sequences MATH:1850 Calculus I and MATH:1860 Calculus II, and MATH:1550 Engineering Mathematics I: Single Variable Calculus and MATH:1560 Engineering Mathematics II: Multivariable Calculus are similar, but they cover the material in a different order and with different emphases. Students who have taken the first semester of one sequence must consult with their advisor before taking the second semester of the other sequence.

Students who consider taking MATH:1860 Calculus II after MATH:1380 Calculus and Matrix Algebra for Business or MATH:1460 Calculus for the Biological Sciences must consult with their advisor; they also must take a math placement test.

Graduate students may not earn graduate credit in courses numbered below 3000.

Graduate students in mathematics must have departmental approval to earn credit for any of the courses listed below numbered 3000 or above except MATH:3995 Topics in Mathematics. Graduate students in mathematics may not earn credit for MATH:4010 Basic Analysis and MATH:4020 Basic Abstract Algebra. Graduate students in other disciplines may earn credit for any course numbered 3000 or above.

Mathematics Courses

MATH:0100 Basic Algebra I 3 s.h.

Percents, ratio and proportion, algebraic expressions and operations, simple products, linear and quadratic equations, simultaneous equations, exponents and radicals; emphasis on verbal problems.

MATH:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

MATH:1005 College Algebra 4 s.h.

Algebraic techniques, equations and inequalities, functions and graphs, exponential and logarithmic functions, systems of equations and inequalities. Prerequisites: MATH:0100 with a minimum grade of C- or ALEKS score of 30 or higher. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.

MATH:1010 Trigonometry 3 s.h.

Trigonometric functions, solutions of right and oblique triangles, complex numbers. Prerequisites: MATH:1340 with a minimum grade of C- or MPT Level 3 score of 9 or higher or MATH:1005 with a minimum grade of C- or MATH:1380 with a minimum grade of C- or ALEKS score of 55 or higher. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.

MATH:1020 Elementary Functions 4 s.h.

Functions, relations, coordinate systems; properties and graphs of algebraic, trigonometric, logarithmic, exponential functions; inverse trigonometric functions; properties of lines, conic sections. Prerequisites: MATH:1010 with a minimum grade of C- or MATH:1005 with a minimum grade of C- or MPT Level 3 score of 9 or higher or ALEKS score of 60 or higher or MATH:1340 with a minimum grade of C-. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1120 Logic of Arithmetic 4 s.h.

Mathematical and conceptual foundations of the natural numbers used in elementary school arithmetic teaching; multiple algorithmic approaches to arithmetic and its mathematical and contextual relationships, extensions to integers, rational and irrational numbers, multiple representations. Prerequisites: ALEKS score of 30 or higher or MATH:1460 with a minimum grade of C- or MATH:1010 with a minimum grade of C- or MATH:1550 with a minimum grade of C- or MATH:1340 with a minimum grade of C- or MATH:1860 with a minimum grade of C- or MATH:1005 with a minimum grade of C- or MATH:1020 with a minimum grade of C- or MPT Level 3 score of 9 or higher or MATH:1850 with a minimum grade of C- or MATH:1380 with a minimum grade of C- or MATH:1440 with a minimum grade of C- or MATH:0100 with a minimum grade of C-. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1140 Mathematical Basis of Elementary Geometry 3 s.h.

Points, lines, planes; measurement, two- and three-dimensional coordinate geometry, transformational geometry and vectors; applications of geometry to solve real-world problems. Prerequisites: MPT Level 3 score of 9 or higher or MATH:1850 with a minimum grade of C- or ALEKS score of 30 or higher or MATH:1010 with a minimum grade of C- or MATH:1005 with a minimum grade of C- or MATH:1380 with a minimum grade of C- or MATH:0100 with a minimum grade of C- or MATH:1440 with a minimum grade of C- or MATH:1460 with a minimum grade of C- or MATH:1340 with a minimum grade of C- or MATH:1860 with a minimum grade of C- or MATH:1020 with a minimum grade of C- or MATH:1550 with a minimum grade of C-. Requirements: elementary teacher certificate candidacy or certification. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.

MATH:1250 Mathematics for Arts and Humanities 3 s.h.

Introduction to mathematical concepts via their applications in arts and humanities: mathematical patterns in nature; mathematics in ecology, religion, history, and linguistics; cryptology; modeling with mathematics; *The Matrix* directed by the Wachowskis; and *Star Wars* directed by George Lucas; students solve basic mathematical problems involving quadratic equation, exponential function, matrices, permutations, and combinatorics; application of mathematical logic to solve various mathematical games; application of mathematical concepts to real life problems (e.g., data interpretations); understanding the mathematics behind games, ciphers, and patterns. GE: Quantitative or Formal Reasoning.

MATH:1260 PokeMath: The Mathematics of Pokémon Go 3 s.h.

Use of mathematics to take Pokémon Go play to the next level; exposure to a range of topics central to applied mathematics including set theory, functions, probability and statistics, rates of change, and game theory; requires a mobile device with the game Pokémon Go.

MATH:1340 Mathematics for Business 4 s.h.

Algebraic techniques, functions and functional models, exponential and logarithmic functions and models, linear programming, informal introduction to calculus; examples and applications from management, economic sciences, related areas. Prerequisites: MATH:1005 with a minimum grade of C- or MPT Level 3 score of 9 or higher or ALEKS score of 45 or higher. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1350 Quantitative Reasoning for Business 4 s.h.

Algebraic techniques and modeling; quantitative methods for treating problems that arise in management and economic sciences; topics include algebra techniques, functions and functional models, exponential and logarithmic functions and models, and a thorough introduction to differential calculus; examples and applications from management, economic sciences, and related areas; for students planning to major in business. Prerequisites: MATH:1005 with a minimum grade of C- or MATH:1340 with a minimum grade of C- or ALEKS score of 55 or higher or MPT Level 3 score of 9 or higher. GE: Quantitative or Formal Reasoning.

MATH:1380 Calculus and Matrix Algebra for Business 4 s.h.

Quantitative methods for treating problems arising in management, economic sciences, related areas; introduction to differential and integral calculus, systems of linear equations and matrix operations. Prerequisites: MATH:1340 with a minimum grade of C- or MPT Level 3 score of 9 or higher or MATH:1020 with a minimum grade of C- or ALEKS score of 65 or higher or MATH:1440 with a minimum grade of C- or MATH:1005 with a minimum grade of C-. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1440 Mathematics for the Biological Sciences 4 s.h.

Relations, functions, coordinate systems, graphing, polynomials, trigonometric functions, logarithmic and exponential functions; discrete mathematics, probability; examples and applications from biological sciences. Prerequisites: MATH:1005 with a minimum grade of C- or MATH:1340 with a minimum grade of C- or ALEKS score of 55 or higher or MATH:1010 with a minimum grade of C- or MPT Level 3 score of 9 or higher. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1460 Calculus for the Biological Sciences 4 s.h.

One-semester survey of calculus for students in biological or life sciences; nontheoretical treatment of differential and integral calculus; brief introduction to differential equations and probability with calculus, with applications to the life sciences. Prerequisites: MATH:1440 with a minimum grade of C- or MATH:1020 with a minimum grade of C- or (MATH:1005 with a minimum grade of C- and MATH:1010 with a minimum grade of C-) or ALEKS score of 70 or higher or (ALEKS score of 55 or higher and MATH:1010 with a minimum grade of C-) or (MATH:1010 with a minimum grade of C- and MATH:1340 with a minimum grade of C-) or MPT Level 3 score of 9 or higher. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1550 Engineering Mathematics I: Single Variable Calculus 4 s.h.

Limits, derivatives, max/min, other applications, mean-value theorem, approximating functions, concavity, curve sketching, exponential models; Riemann sums, fundamental theorem; integration techniques, improper integrals, approximations. Prerequisites: (MATH:1010 with a minimum grade of C- and MATH:1005 with a minimum grade of C-) or MPT Level 3 score of 9 or higher or ALEKS score of 75 or higher or (MATH:1380 with a minimum grade of C- and MATH:1010 with a minimum grade of C-) or MATH:1020 with a minimum grade of C- or MATH:1460 with a minimum grade of C- or (MATH:1010 with a minimum grade of C- and ALEKS score of 55 or higher) or (MATH:1340 with a minimum grade of C- and MATH:1010 with a minimum grade of C-). Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1560 Engineering Mathematics II: Multivariable Calculus 4 s.h.

Vector geometry; functions of several variables; polar coordinates; partial derivatives, gradients, directional derivatives; tangent lines and planes; max/min/parametric curves, curvilinear motion; multiple integrals; vector fields, flows; integration on curves, work; divergence, flux, Green's theorem. Prerequisites: MATH:1550 with a minimum grade of C- or MATH:1850 with a minimum grade of C- or MPT Level 3 score of 15 or higher. Requirements: score of 4 or higher on AP Calc (AB) exam, or score of 4 or higher on AP Calc (BC) exam.

MATH:1850 Calculus I 4 s.h.

Fundamental concepts, limits, methods, and techniques of differential calculus of a single variable; definite and indefinite integrals, substitution rule, fundamental theorem of calculus; applications including graphing, extreme values, areas, and volumes. Prerequisites: (MATH:1010 with a minimum grade of C- and MATH:1380 with a minimum grade of C-) or MATH:1460 with a minimum grade of C- or ALEKS score of 75 or higher or MPT Level 3 score of 9 or higher or (ALEKS score of 55 or higher and MATH:1010 with a minimum grade of C-) or MATH:1020 with a minimum grade of C- or (MATH:1340 with a minimum grade of C- and MATH:1010 with a minimum grade of C-) or (MATH:1005 with a minimum grade of C- and MATH:1010 with a minimum grade of C-). Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

MATH:1860 Calculus II 4 s.h.

Techniques of integration including by-parts, trigonometric integrals, trigonometric substitutions, partial fractions, improper integrals; applications (i.e., arclength), area surfaces of revolutions, application to physics; introduction to differential equations; parametric equations and polar coordinates; infinite sequences and series, convergence tests, power series, Taylor polynomials and series. Prerequisites: MATH:1550 with a minimum grade of C- or MATH:1850 with a minimum grade of C- or MPT Level 3 score of 15 or higher. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.

MATH:2150 Foundations of Geometry 3 s.h.

Axiomatic development of common foundation for Euclidean, non-Euclidean geometry; constructions of non-Euclidean models, independence of parallel postulate. Prerequisites: MATH:1860 or MATH:1560.

MATH:2550 Engineering Mathematics III: Matrix Algebra 2 s.h.

Applications, computers for matrix calculations; matrix, vector arithmetic; linear independence, basis, subspace (in R^2 , R^3); systems of equations, matrix reduction; rank, dimension; determinants, applications; eigenvalues, eigenvectors; diagonalization, principal axis theorem. Prerequisites: MATH:1850 or MATH:1550 or MATH:1860 or MATH:1560 or MPT Level 3 score of 15 or higher.

MATH:2560 Engineering Mathematics IV: Differential Equations 3 s.h.

Ordinary differential equations and applications; first-order equations; higher order linear equations; systems of linear equations, Laplace transforms; introduction to nonlinear equations and systems, phase plane, stability. Prerequisites: (MATH:1560 or MATH:1860) and (MATH:2700 or MATH:2550).

MATH:2700 Introduction to Linear Algebra 4 s.h.

Vector algebra and geometry of three-dimensional Euclidean space and extensions to n-space and vector spaces; lines and planes, matrices, linear transformations, systems of linear equations, reduction to row echelon form, dimension, rank, determinants, eigenvalues and eigenvectors, diagonalization, Principal Axis Theorem. Prerequisites: MATH:1850 or MATH:1550 or MATH:1860 or MATH:1560 or MPT Level 3 score of 15 or higher.

MATH:2850 Calculus III 4 s.h.

Multivariable calculus; vector functions, total differentials, gradient, implicit functions, coordinate systems, Taylor's expansion, extrema, multiple integrals, vector fields, line integrals, surface integrals, and Green's, Stokes', and divergence theorems. Prerequisites: MATH:1860 with a minimum grade of C- or MATH:1560 with a minimum grade of C-.

MATH:2995 Introduction to Research Opportunities 1 s.h.

Modern mathematics research areas and activities; seminar. Prerequisites: (MATH:2700 or MATH:2550) and (MATH:1560 or MATH:1860).

- MATH:3550 Engineering Mathematics V: Vector Calculus** 3 s.h.
 Partial derivatives, max-min problems, integrals along curves, surfaces and solids, vector fields and conservation of energy; curl, divergence, Stokes' theorem and the divergence theorem; the classical partial differential equations and qualitative behavior of their solutions. Prerequisites: MATH:1560 and (MATH:2550 or MATH:2700). Corequisites: MATH:2560.
- MATH:3600 Introduction to Ordinary Differential Equations** 2-3 s.h.
 First-order ordinary differential equations; second-order linear differential equations; series solutions; higher-order linear and matrix differential equations; existence and uniqueness theorems. Prerequisites: (MATH:1560 or MATH:1860) and (MATH:2550 or MATH:2700). Corequisites: MATH:2850 (if not taken as a prerequisite). Requirements: prior or concurrent enrollment in MATH:2850.
- MATH:3700 Introduction to Matrix Theory** 3 s.h.
 Vector algebra and geometry of three-dimensional Euclidean space and extensions to n-space and vector spaces; lines and planes, matrices, linear transformations, systems of linear equations, reduction to row-echelon form, dimension, rank, determinants, eigenvalues and eigenvectors, diagonalization, Principal Axis Theorem. Requirements: graduate standing.
- MATH:3720 Introduction to Abstract Algebra I** 4 s.h.
 Basic logic, proof methods, sets, functions, relations, mathematical induction; gradual transition from familiar number systems to abstract structures—division algorithm, unique factorization theorems; groups, subgroups, quotient groups, homomorphisms. Prerequisites: MATH:2700 or MATH:2550.
- MATH:3750 Classical Analysis** 3 s.h.
 Multivariable calculus; vector functions, total differentials, gradient, implicit functions, coordinate systems, Taylor's expansion, extrema, multiple integrals, vector fields, line integrals, surface integrals, and Green's, Stokes', and divergence theorems. Requirements: graduate standing and one year of calculus.
- MATH:3770 Fundamental Properties of Spaces and Functions I** 4 s.h.
 Elementary topological and analytic properties of real numbers; emphasis on ability to handle definitions, theorems, proofs. Prerequisites: MATH:1560 or MATH:1860. Corequisites: MATH:2700. Requirements: second-semester calculus.
- MATH:3800 Elementary Numerical Analysis** 3 s.h.
 Computer arithmetic, root finding, polynomial approximation, numerical integration, numerical linear algebra, numerical solution of differential equations; use of a higher-level computer language such as Matlab, Python, or Julia. Prerequisites: (MATH:2550 or MATH:2700) and (MATH:1560 or MATH:1860). Same as CS:3700.
- MATH:3900 Introduction to Mathematics Research** 3 s.h.
 Research experience; students study an elementary topic of active research, then work in groups under faculty supervision. Prerequisites: (MATH:2700 or MATH:2550) and (MATH:1860 or MATH:1560).
- MATH:3995 Topics in Mathematics** 3 s.h.
 Varied topics. Recommendations: junior, senior, or graduate standing in mathematics, classics, or related fields.
- MATH:3996 Individual Study and Honors in Mathematics** arr.
- MATH:3997 Readings in Mathematics** arr.
- MATH:4010 Basic Analysis** 3 s.h.
 Elementary topological and analytical properties of real numbers; emphasis on ability to handle definitions, theorems, proofs; same material as MATH:3770 for non-mathematics graduate students. Requirements: graduate standing, one year of calculus, and one semester of linear algebra.
- MATH:4020 Basic Abstract Algebra** 3 s.h.
 Basic logic, proof methods, sets, functions, relations, mathematical induction; gradual transition from familiar number systems to abstract structures (division algorithm, unique factorization theorems); groups, subgroups, quotient groups, homomorphisms; same material as MATH:3720; for non-mathematics graduate students. Requirements: graduate standing, one year of calculus, and one semester of linear algebra.
- MATH:4040 Matrix Theory** 3 s.h.
 Vector spaces, linear transformations, matrices, equivalence of matrices, eigenvalues and eigenvectors, canonical forms, similarity, orthogonal transformations, bilinear and quadratic forms. Prerequisites: MATH:2700 or MATH:3700.
- MATH:4050 Introduction to Discrete Mathematics** 3 s.h.
 Basic methods of enumerative combinatorics, inclusion-exclusion and generating functions, applications of group theory (Polya-Burnside theorem). Offered fall semesters. Prerequisites: (MATH:1860 or MATH:1560) and (MATH:2550 or MATH:2700).
- MATH:4060 Discrete Mathematical Models** 3 s.h.
 Basic combinatorics and graph theory, their applications (which may include scheduling, matching, optimization); Eulerian and Hamiltonian paths, spanning trees. Offered spring semesters. Prerequisites: MATH:2700 or MATH:2550.
- MATH:4080 Elementary Theory of Numbers** 3 s.h.
 Factorization, congruence, Diophantine equations, law of quadratic reciprocity. Prerequisites: MATH:1860 and MATH:2700.
- MATH:4090 A Rigorous Introduction to Abstract Algebra** 4 s.h.
 Rigorous review of groups including homomorphisms and quotient groups; group actions; Sylow's theorems; rigorous review of rings; ideals, ring homomorphisms, quotient rings; polynomial rings; vector spaces and linear transformations; basic field theory; serves as a bridge between MATH:3720 and MATH:5000. Prerequisites: MATH:3720. Requirements: MATH:3720 or graduate standing.
- MATH:4095 Rigorous Introduction to Module Theory and Galois Theory** 4 s.h.
 Rigorous review of vector spaces and linear transformations; introduction to module theory, including finitely generated modules over principal ideal domains; rigorous introduction to field theory, including existence of algebraic closure and splitting fields; introduction to Galois theory, including solvability by radicals. Prerequisites: MATH:4090 or MATH:5000.
- MATH:4120 History of Mathematics** 3 s.h.
 May include numerical systems; Babylonian, Egyptian, and Greek mathematics; mathematics of other cultures; calculus; 19th- and 20th-century mathematics. Prerequisites: (MATH:2700 or MATH:2550) and (MATH:1560 or MATH:1860). Requirements: two semesters of calculus and one semester of linear algebra.

- MATH:4200 Complex Variables** 3 s.h.
Geometry of complex plane, analytic functions; Cauchy-Goursat theorem, applications; Laurent series, residues, elementary conformal mapping. Prerequisites: MATH:2850 or MATH:1560 or MATH:3750.
- MATH:4210 Foundations of Analysis** 4 s.h.
Introduction to fundamental ideas of analysis; emphasis on understanding and constructing definitions, theorems, and proofs; real and complex numbers, set theory in metric spaces, compactness and connectedness, sequences, Cauchy sequences, series, and continuity; elements of differential and integral calculus; sequences and series of functions; modes of convergence; equicontinuity; serves as a bridge between MATH:3770 and MATH:5200. Prerequisites: MATH:3770. Requirements: MATH:3770 or graduate standing.
- MATH:4250 Introduction to Financial Mathematics** 3 s.h.
Financial mathematics; option pricing and portfolio optimization, stochastic integration, methods due to Ito and Feynman-Kac, Monte-Carlo simulation. Prerequisites: MATH:2850 or STAT:3120.
- MATH:4500 Introduction to Differential Geometry I** 3 s.h.
Space curves, Frenet frames, intrinsic and extrinsic geometry of surfaces, first and second fundamental forms, isometries, Gauss map, Gaussian curvature, Theorema Egregium, geodesics, covariant differentiation; may include global theory of curves and Gauss-bonnet theorem. Prerequisites: (MATH:3550 or MATH:2850) and (MATH:2700 or MATH:2550).
- MATH:4510 Introduction to Differential Geometry II** 3 s.h.
Continuation of MATH:4500; geometry of surfaces in Euclidean space, Gauss-Bonnet theorem and its applications, minimal surfaces, abstract surfaces; may include Riemannian manifolds, connections, elementary Lie groups, applications of differential geometry to other disciplines (physics, engineering). Prerequisites: MATH:4500.
- MATH:4610 Continuous Mathematical Models** 3 s.h.
Building and analyzing mathematical models involving differential equations for specific problems from engineering and the sciences; modeling project. Prerequisites: MATH:2560 or MATH:3600.
- MATH:4740 Large Data Analysis** 3 s.h.
Current areas that deal with problem of big data; techniques from computer science, mathematics, statistics; high performance and parallel computing, matrix techniques, cluster analysis, visualization; variety of applications including Google PageRank, seismology, Netflix-type problems, weather forecasting; fusion of data with simulation; projects. Prerequisites: (CS:1210 with a minimum grade of C- or ENGR:2730 with a minimum grade of C-) and (MATH:3800 or CS:3700) and (STAT:3200 or ISE:3760 or IGPI:3200). Same as CS:4740, IGPI:4740, STAT:4740.
- MATH:4750 Introduction to Mathematical Biology** 3 s.h.
Use and creation of mathematical models in biology, primarily those using continuous dynamical systems ordinary and partial differential equations; may include additional approaches (e.g., game theory, discrete models); modeling approaches—the model as representation—and canonical models in context of example systems drawn from a range of application areas including, but not limited to, neurobiology, electrophysiology, epidemiology, ecology, evolution, demography, and spatiotemporal pattern formation including morphogenesis. Prerequisites: MATH:3600 or MATH:2560.
- MATH:4820 Optimization Techniques** 3 s.h.
Basic theory of optimization, use of numerical algorithms in solution of optimization problems; linear and nonlinear programming, sensitivity analysis, convexity, optimal control theory, dynamic programming, calculus of variations. Prerequisites: (MATH:2700 or MATH:2550) and (ME:4111 or MATH:3800 or CS:3700) and (MATH:1560 or MATH:2850). Same as CS:4720.
- MATH:4860 High Performance and Parallel Computing** 3 s.h.
Parallel algorithms presented and implemented with different approaches and libraries (e.g., OpenMP, MPI); various platforms including Message Passing Clusters, Multicore and GPUs, MapReduce (Hadoop), and related current topics; scientific computing and large data analysis projects. Prerequisites: (CS:2210 with a minimum grade of C- or MATH:4050) and CS:2230 with a minimum grade of C-. Same as CS:4700.
- MATH:5000 Abstract Algebra I** 4 s.h.
Groups and homomorphisms, Sylow Theorems, rings, finitely generated modules over a PID, Galois theory, vector spaces, linear transformations and matrices, canonical forms. Prerequisites: MATH:3720.
- MATH:5010 Abstract Algebra II** 4 s.h.
Continuation of MATH:5000. Prerequisites: MATH:5000.
- MATH:5200 Introduction to Analysis I** 4 s.h.
Real numbers, fundamentals of limits and continuity in the context of metric spaces; Lebesgue theory of functions of one real variable. Prerequisites: MATH:3770 or MATH:4210. Requirements: MATH:3770 or graduate standing.
- MATH:5210 Introduction to Analysis II** 4 s.h.
Local theory of analytic functions of one complex variable, power series, classical transcendental functions; spaces of functions. Prerequisites: MATH:5200.
- MATH:5400 General Topology** 4 s.h.
Basic concepts of general topological spaces and continuous functions: countability of sets, topological space, comparing topologies; subspace, order, and product topologies; closed sets and limit points, continuous functions, metric topology, quotient topology (including projective spaces and gluing cells), connectedness in the real line and in general spaces, components and local connectedness, compactness in Euclidean and general spaces, limit point compactness, local compactness, countability axioms, separation axioms, normal spaces and Urysohn's Lemma, complete metric spaces, convergence in function spaces. Prerequisites: MATH:3770 or MATH:4210.
- MATH:5410 Introduction to Smooth Manifolds** 4 s.h.
Calculus on smooth manifolds; smooth functions, mean value theorem, chain rule, smooth manifolds, tangent vectors, tangent spaces, inverse and implicit functions theorems, submersions and immersions, vector fields, flows, multilinear algebra, differential forms, Stokes theorem. Prerequisites: MATH:2700 and MATH:2850 and MATH:5400.
- MATH:5600 Nonlinear Dynamics with Numerical Methods** 4 s.h.
Nonlinear differential equations, one- and two-dimensional flows, stability, phase plane analysis, limit cycles, bifurcations, chaos, fractals; Euler's, multistep, and Runge-Kutta numerical methods. Prerequisites: MATH:3600 and (MATH:3770 or MATH:4210).

- MATH:5700 Partial Differential Equations with Numerical Methods** 4 s.h.
Conservation laws, weak solutions, diffusion equation, Laplace's equation, finite difference methods, variational methods, finite element method. Prerequisites: MATH:2850 and MATH:3600 and (MATH:3770 or MATH:4210).
- MATH:5750 Mathematical Biology I** 4 s.h.
Topics in mathematical biology; canonical mathematical modeling and analysis of problems in the biological sciences; first of a two-semester sequence. Prerequisites: MATH:5600 and MATH:5700.
- MATH:5760 Mathematical Biology II** 4 s.h.
Topics in mathematical biology; canonical mathematical modeling and analysis of problems in the biological sciences; second of a two-semester sequence. Corequisites: MATH:5600 and MATH:5700, if not taken as prerequisites.
- MATH:5800 Numerical Analysis: Nonlinear Equations and Approximation Theory** 4 s.h.
Root finding for nonlinear equations; polynomial interpolation; polynomial approximation of functions; numerical integration. Prerequisites: MATH:2700 and (MATH:2850 or MATH:3550). Requirements: knowledge of computer programming. Same as CS:5710.
- MATH:5810 Numerical Analysis: Differential Equations and Linear Algebra** 4 s.h.
Numerical methods for initial value problems for ordinary differential equations; direct and iterative methods for linear systems of equations; eigenvalue problems for matrices. Prerequisites: MATH:2700 and MATH:5800 and (MATH:2850 or MATH:3550) and (MATH:3600 or MATH:2560). Requirements: knowledge of computer programming. Same as CS:5720.
- MATH:5900 First-Year Graduate Seminar** 1 s.h.
Introduction to mathematics graduate program. Requirements: first-year graduate standing in mathematics.
- MATH:5950 Qualifying Exam Preparation Seminars** 0 s.h.
Exam preparation in pure and applied mathematics.
- MATH:6000 Introduction to Algebra I** 3 s.h.
Abstract algebra: semigroups, groups, rings, integral domains, polynomial rings, division rings, fields, vector spaces, matrices, modules over rings, lattices, categories. Prerequisites: MATH:5010.
- MATH:6010 Introduction to Algebra II** 3 s.h.
Continuation of MATH:6000. Prerequisites: MATH:6000.
- MATH:6200 Analysis I** 3 s.h.
Lebesgue measure and integral, fundamental theorem of calculus, abstract measures and integration, Fubini's theorem, Radon-Nikodym theorem, Riesz representation theorem, L-p spaces. Prerequisites: MATH:5210.
- MATH:6210 Analysis II** 3 s.h.
Hilbert space, Banach space techniques; Hahn-Banach theorem, open mapping theorem, principle of uniform boundedness; reflexivity, H-p spaces, Paley-Wiener theorem, space of functions analytic on the open unit disk. Prerequisites: MATH:6200.
- MATH:6400 Introduction to Algebraic Topology** 3 s.h.
Homotopy, fundamental group and covering spaces, CW and simplicial complexes, simplicial homology, Euler characteristic. Prerequisites: MATH:5400.
- MATH:6410 Introduction to Differential Topology** 3 s.h.
Manifolds, functions: tangent bundle, Morse-Sard theorem, transversality, submanifolds, tubular neighborhoods, normal bundles, vector fields, degree and intersection theory, fixed-point theory, Morse theory. Prerequisites: MATH:5410.
- MATH:6500 Differential Geometry I** 3 s.h.
Differentiable manifolds, forms, tensors, Riemannian metrics, isometries, connections, geodesics, curvature, related topics. Prerequisites: MATH:5410.
- MATH:6510 Differential Geometry II** 3 s.h.
Continuation of MATH:6500; varied topics, may include study of existence and uniqueness of solutions to differential equations and systems related to geometry, indefinite metrics, Lie groups, attributes of manifolds with particular curvature properties, global Riemannian geometry, Kahler geometry, applications of differential geometry to other disciplines. Prerequisites: MATH:6500.
- MATH:6600 Ordinary Differential Equations I** 3 s.h.
Existence, uniqueness, continuous dependence of solutions to initial value problems, variational calculus, Lagrangian and Hamiltonian systems, differential inequalities, perturbation theory, normal forms, invariant manifolds, KAM theory, bifurcation theory, boundary value problems. Prerequisites: MATH:5210.
- MATH:6610 Ordinary Differential Equations II** 3 s.h.
Continuation of MATH:6600. Prerequisites: MATH:6600.
- MATH:6700 Partial Differential Equations I** 3 s.h.
Elliptic equations; potential theory, maximum principle, a priori estimate, Dirichlet problem; initial value problem for parabolic equations; hyperbolic equations; Duhamel's principle, Cauchy problem; nonlinear equations, characteristics, canonical form, first-order systems. Prerequisites: MATH:5210.
- MATH:6710 Partial Differential Equations II** 3 s.h.
Continuation of MATH:6700. Prerequisites: MATH:6700.
- MATH:6850 Theoretical Numerical Analysis I** 3 s.h.
Theoretical foundations of numerical analysis, within framework of functional analysis; application areas including approximation theory, numerical methods for partial differential equations, integral equations; introduction to functional analysis. Prerequisites: MATH:5200 and MATH:5210 and MATH:5800 and MATH:5810.
- MATH:6860 Theoretical Numerical Analysis II** 3 s.h.
Continuation of MATH:6850. Prerequisites: MATH:6850.
- MATH:7000 Homological Algebra** 2-3 s.h.
Modules, tensor products, groups of homomorphisms, categories, functors, homology functors, projective and injective modules, derived functors, torsion and extension functors, homological dimension. Prerequisites: MATH:6010.
- MATH:7020 Algebraic Number Theory** 3 s.h.
Topics include integral elements, integrally closed rings, algebraic extensions, norms and traces, the discriminant; number fields and some analogues in positive characteristic, global fields; class groups, unit groups; valuations and local fields; adèle ring and idele group attached to global fields; L-functions (including the Riemann zeta function) and class number formulas. Prerequisites: MATH:5000 and MATH:5010.
- MATH:7030 Topics in Algebra** 2-3 s.h.
May include algebraic number theory, groups, representation theory, algebras, ideal theory, lattice theory. Prerequisites: MATH:6010.
- MATH:7070 Seminar: Algebra** arr.

- MATH:7080 Seminar: Commutative Ring Theory** arr.
- MATH:7090 Seminar: Representation Theory** arr.
- MATH:7200 Functional Analysis I** 2-3 s.h.
 Locally convex topological vector spaces, duality, tensor products and nuclear spaces; Krein-Millman theorem, Choquet's theory; geometry of Banach spaces, nonlinear functional analysis; operators on Hilbert spaces, spectral theorem, algebras of operators. Prerequisites: MATH:6210.
- MATH:7210 Functional Analysis II** 2-3 s.h.
 Continuation of MATH:7200. Prerequisites: MATH:7200.
- MATH:7250 Topics in Analysis** 2-3 s.h.
 Measure theory, integration, general topology.
- MATH:7290 Seminar: Operator Theory** arr.
- MATH:7400 Topology of Manifolds** 3 s.h.
 Embedding, knotting, immersions; isotopy, homotopy, regular neighborhoods, engulfing, surgery, cobordism; three-, four-, and higher dimensional manifolds. Prerequisites: MATH:6400 and MATH:6410.
- MATH:7450 Topics in Topology** 2-3 s.h.
 May include homotopy theory, topology of 3-manifolds, 4-manifolds, or higher-dimensional manifolds, knotting and embedding problems, fiber bundles and characteristic classes, K-theory, PL manifolds, infinite-dimensional manifolds.
- MATH:7470 Seminar: Topology** arr.
- MATH:7570 Seminar: Differential Geometry** arr.
- MATH:7580 Seminar: Mathematical Physics** arr.
- MATH:7630 Topics in Mathematical Biology** 2-3 s.h.
 Application of mathematics to biology.
- MATH:7660 Seminar: Nonlinear Dynamics and Differential Equations** arr.
- MATH:7670 Seminar: Mathematical Biology** arr.
- MATH:7730 Topics in Partial Differential Equations** 2-3 s.h.
 Regularity theory, nonlinear analysis in partial differential equations, fluid dynamics, harmonic analysis, conservation laws, other topics.
- MATH:7770 Seminar: Partial Differential Equations** arr.
- MATH:7830 Topics in Applied Mathematics** arr.
 Application of mathematics to other disciplines.
- MATH:7870 Seminar: Numerical Analysis** arr.
- MATH:7990 Reading Research** arr.

Mathematics, B.A.

Bachelor of Arts students majoring in mathematics enroll in one of three programs: Program A is for students who plan to work in business or government or pursue graduate study in mathematics; Program B is for students who seek secondary school teaching licensure; and Program C is for those seeking specialization in a math-related area, such as actuarial science, biomathematics, biostatistics, business, computer science, economics, engineering, finance, physics, statistics, and so forth. Program C may be especially appropriate for students who plan to seek a math-related job after earning a bachelor's degree, rather than going on to graduate study.

Learning Outcomes

Math majors will be able to demonstrate the ability to:

- give correct, logical mathematical proofs using mathematical terminology and hypotheses;
- reason logically and quantitatively using algebraic, analytic, and numerical methods;
- incorporate mathematical ideas and reasoning into well-written English; and
- model and analyze problems in pure mathematics and in other disciplines.

B.A. with Second Major

Students majoring in mathematics may choose to earn a second major in computer science, statistics, actuarial science, or other disciplines. They must satisfy all requirements of Program A, Program B, or Program C in mathematics as well as all requirements for the second major. For more information, consult an advisor and see Declaring or Changing a Major on the College of Liberal Arts and Sciences website.

Transfer from Engineering to Mathematics

Certain engineering students who have completed MATH:1550 Engineering Mathematics I: Single Variable Calculus, MATH:1560 Engineering Mathematics II: Multivariable Calculus, MATH:2550 Engineering Mathematics III: Matrix Algebra, MATH:2560 Engineering Mathematics IV: Differential Equations, or MATH:3550 Engineering Mathematics V: Vector Calculus may count these courses toward the major in mathematics. See the Department of Mathematics website.

Requirements

The Bachelor of Arts with a major in mathematics requires a minimum of 120 s.h., including at least 38-48 s.h. (11-12 courses) of work for the major. Total credit for the major depends on a student's choice of Program A, B, or C. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

All students complete the post-calculus mathematics requirement, the upper-level mathematics requirement, and the requirements for Program A, B, or C.

For policies concerning transfer credit, correspondence credit, credit by examination, cumulative grade-point average, general rules relating to regression and duplication, and so

forth, see For Undergraduate Students on the College of Liberal Arts and Sciences website.

For information about duplication, regression, and use of the second-grade-only option for mathematics courses, contact the Department of Mathematics or visit the Department of Mathematics website. The website also provides details about schedule planning and career options for mathematics students. For more information on admission, financial support, employment opportunities, the faculty, facilities, and other topics, visit the Department of Mathematics or the University of Iowa website.

The B.A. with a major in mathematics (Program A, B, or C) requires the following coursework.

Code	Title	Hours
Program Requirements (semester hours vary in Program A, B, or C selection)		38-48
Total Hours		38-48

Post-Calculus Mathematics Requirement

Students majoring in mathematics must earn at least 15 s.h. in post-calculus mathematical sciences courses offered by the University of Iowa; students may not count transfer courses or credit by exam toward this requirement. At least 12 s.h. of the required 15 s.h. in post-calculus courses must be earned in Department of Mathematics courses (prefix MATH) or in courses cross-listed with the department.

Post-calculus courses in the Department of Mathematics are numbered 2000 or above, excluding these:

Code	Title	Hours
MATH:3700	Introduction to Matrix Theory	3
MATH:3750	Classical Analysis	3
MATH:3995	Topics in Mathematics	3
MATH:3996	Individual Study and Honors in Mathematics	arr.
MATH:3997	Readings in Mathematics	arr.
MATH:4010	Basic Analysis	3
MATH:4020	Basic Abstract Algebra	3

Post-calculus courses offered by the Department of Computer Science, and the Department of Statistics and Actuarial Science must have a calculus prerequisite.

Upper-Level Mathematics Requirement

Majors must take at least one upper-level mathematics course for the B.A. degree. Upper-level mathematics courses include MATH:3900 Introduction to Mathematics Research and courses numbered 4000 or above, excluding these:

Code	Title	Hours
MATH:4010	Basic Analysis	3
MATH:4020	Basic Abstract Algebra	3
MATH:4120	History of Mathematics	3

No courses from other departments can be counted as upper-level mathematics courses, unless they are cross-listed with an upper-level mathematics course (prefix MATH).

Program A

Program A is primarily for students who plan to work in business or government or to pursue graduate study in mathematics.

Program A: Core Courses

Students must complete a two-semester sequence of calculus I-II. Advanced placement credit, CLEP credit, and credit granted through the Mathematics Incentive Program are accepted for all or part of the calculus requirement.

Students complete the following core courses.

Code	Title	Hours
MATH:1850 & MATH:1860	Calculus I-II	8
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
MATH:3600	Introduction to Ordinary Differential Equations	3
MATH:3720	Introduction to Abstract Algebra I	4
MATH:3770	Fundamental Properties of Spaces and Functions I	4

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

Program A: Electives

Students complete four electives (12-16 s.h.), including at least one upper-level mathematics course.

Mathematics

Students may choose from mathematics courses numbered MATH:2150 Foundations of Geometry, MATH:3800 Elementary Numerical Analysis or courses above MATH:3800, excluding MATH:4010 Basic Analysis and MATH:4020 Basic Abstract Algebra.

Computer Science

Students may choose computer science courses numbered CS:1210 through CS:4740, excluding CS:3210 Programming Languages and Tools, CS:3910 Informatics Project, CS:3980 Topics in Computer Science I, and CS:3990 Honors in Computer Science or Informatics.

Statistics and Actuarial Science

Students may choose statistics courses numbered STAT:2020 Probability and Statistics for the Engineering and Physical Sciences, STAT:3100 through STAT:4740, STAT:5100 through STAT:5120, excluding STAT:3510 Biostatistics, STAT:4143 Introduction to Statistical Methods, and STAT:4200 Statistical Methods and Computing.

Among the courses listed above, only one of the following three courses, STAT:2020, STAT:3100, or STAT:3120 can be counted; although none of these courses can be counted if taken after STAT:4100.

Students may choose actuarial science courses numbered ACTS:3080 Mathematics of Finance I and ACTS:4130 through ACTS:4380.

Consult the Department of Mathematics website for a complete list of electives in computer science, and statistics and actuarial science.

Program B

Program B is intended for students seeking secondary school teaching licensure. Students who wish to earn teaching licensure in addition to earning a Bachelor of Arts with a major in mathematics also must complete the Teacher Education Program (TEP); see "Teacher Licensure" below.

Program B: Core Courses

Students must complete a two-semester sequence of calculus I-II. Advanced placement credit, CLEP credit, and credit earned through the Mathematics Incentive Program are accepted for part or all of the calculus requirement. Students complete the following core courses.

Code	Title	Hours
MATH:1850 & MATH:1860	Calculus I-II	8
MATH:2150	Foundations of Geometry	3
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
MATH:3720	Introduction to Abstract Algebra I	4
MATH:3770	Fundamental Properties of Spaces and Functions I	4
MATH:4050 or MATH:4060	Introduction to Discrete Mathematics Discrete Mathematical Models	3
CS:1210	Computer Science I: Fundamentals	4
STAT:3120	Probability and Statistics	4

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

Program B: Electives

Students in Program B must take at least one additional Department of Mathematics post-calculus course (3-4 s.h.). The post-calculus courses must be chosen avoiding duplication and regression with the core mathematics courses, particularly when engineering mathematics courses are considered. With the department's approval, capable students are encouraged to substitute more advanced courses in the same subject area for any of the electives. The Department of Mathematics website offers advice on course selection.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Students who wish to earn teacher licensure should choose Program B; see "Program B" above.

Program C

Program C enables students to specialize in a mathematics-related subtrack, such as the mathematics of making optimal business decisions, risk management and insurance, economics, finance, physics, chemistry, biostatistics, biomathematics, computer science, statistics and actuarial science, or all departments within the College of Engineering. In consultation with the faculty advisor, students build on the Program C core to prepare a subtrack plan of study tailored to their interests and academic or career goals. The proposed study plan must be approved by the Department of Mathematics.

Students must file their subtrack plan of study before they begin their senior year; they use the Program C Plan of Study form, available at the Department of Mathematics website. The website has templates for choosing electives in several areas; students may use these or propose other plans.

Program C: Core Courses

Students must complete a two-semester sequence of calculus I-II. Advanced placement credit, CLEP credit, and credit earned through the Mathematics Incentive Program are accepted for part or all of the calculus requirement. Students complete the following core mathematics courses.

Code	Title	Hours
MATH:1850 & MATH:1860	Calculus I-II	8
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
One additional "proofs" course such as MATH:3720 or MATH:3770		4

Some subtracks require additional core courses from other departments; consult the Department of Mathematics website. Additional non-math core courses count toward electives (see "Program C: Electives" below). Students who specialize in engineering should consult the Department of Mathematics website.

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

Program C: Electives

Students choose six or seven electives beyond the core math courses, depending on their subtrack. All electives must be offered for 3-4 s.h. of credit. At least three of the electives must be offered by the Departments of Computer Science, Mathematics, and Statistics and Actuarial Science (prefixes CS, MATH, and STAT or ACTS). At least two of the three electives must be post-calculus mathematics courses (prefix MATH). All B.A. students must take 15 s.h. of post-calculus mathematics courses at the University of Iowa and at least one upper-level mathematics course; see "Post-Calculus Mathematics Requirement" and "Upper-Level Mathematics Requirement" above.

Some subtracks require additional core courses from other departments (see "Program C: Core Courses" above); the additional non-math core courses count toward electives. For a list of suggested subtracks and restrictions on electives in each subtrack, consult the Department of Mathematics website.

Combined Programs

B.A./M.A.T. (Mathematics Education Subprogram)

The College of Liberal Arts and Sciences and the College of Education offer students the opportunity to earn their Bachelor of Arts/Master of Arts in Teaching degree with a mathematics education subprogram in as little as five years.

Students can begin work toward the M.A.T. while completing their bachelor's degree. The combined program allows students to count a limited amount of credit toward both the B.A. and M.A.T. degree requirements.

Separate application to each program is required. For more information, see "Mathematics Education" in the Master of Arts in Teaching, M.A.T. [p. 1403] (College of Education) in the Catalog.

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in mathematics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in mathematics who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in mathematics have the opportunity to graduate with honors in the major. Students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences; additionally, students must complete all requirements for the major and must maintain a cumulative g.p.a. of at least 3.40 in the major, a g.p.a. set by the Department of Mathematics.

To graduate with honors in the major, students also must complete one of the options below.

Option 1: complete four of the courses below, including a two-course sequence; and at least one 5000 level course, with a B average for the four courses.

Code	Title	Hours
MATH:3900	Introduction to Mathematics Research	3
MATH:4090	A Rigorous Introduction to Abstract Algebra	4
MATH:4210	Foundations of Analysis	4
MATH:4610	Continuous Mathematical Models	3
MATH:4750	Introduction to Mathematical Biology	3
MATH:4820	Optimization Techniques	3
MATH:5000 & MATH:5010	Abstract Algebra I-II	8
MATH:5200 & MATH:5210	Introduction to Analysis I-II	8
MATH:5400 & MATH:5410	General Topology - Introduction to Smooth Manifolds	8
MATH:5600 & MATH:5700	Nonlinear Dynamics with Numerical Methods - Partial Differential Equations with Numerical Methods	8
MATH:5750 & MATH:5760	Mathematical Biology I-II	8
MATH:5800 & MATH:5810	Numerical Analysis: Nonlinear Equations and Approximation Theory - Numerical Analysis: Differential Equations and Linear Algebra	8

Mathematics courses (prefix MATH) numbered 6000 or above, to be approved by the mathematics honors advisor in advance

Total Hours 68

Option 2: complete an honors project comparable to taking several of the courses above, approved by the mathematics honors advisor and the thesis supervisor. Students who choose this option typically register for MATH:3996 Individual Study and Honors in Mathematics for 3 s.h. or more. They must find a faculty member willing to supervise their project; contact the department for help finding a project supervisor. Contact the Department of Mathematics honors advisor for more information.

It is recommended that students who earn honors in mathematics pursue the B.S. degree.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program. Honors in mathematics is awarded by the Department of Mathematics and is separate from the University of Iowa Honors Program.

Membership in the UI Honors Program is not required to earn honors in the mathematics major. However, honors in mathematics can be applied toward UI Honors Program requirements.

Academic Plans

Four-Year Graduation Plan

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

Many mathematics courses must be taken in sequence, so students must begin major requirements as early as possible, and individual plans of study must be constructed carefully. The major typically requires 11 or 12 courses. Students must choose Program A, B, or C by the end of the third semester and must remain in their chosen program until they graduate in order to stay on track for the four-year graduation plan.

Before the third semester begins: coursework in the major through second-semester calculus

Before the fifth semester begins: two or three more courses in the major

Before the seventh semester begins: three or four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Mathematics, B.A.

- Program A [p. 792]
- Program B [p. 793]

Program A

Course	Title	Hours
Academic Career		
Any Semester		

Program A is primarily for students who plan to work in business or government or to pursue graduate study in mathematics.

Hours		0
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1850	Calculus I ^a	4
GE CLAS Core:	Values and Culture ^b	3
CSI:1600	Success at Iowa	2
Elective course ^c		2
Hours		14-15

Spring

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1860	Calculus II	4

GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
GE CLAS Core: Diversity and Inclusion ^b	3
Elective course ^c	2
Hours	15-16

Second Year**Fall**

GE CLAS Core: World Languages First Level Proficiency or elective course ^d	4 - 5
MATH:2700 Introduction to Linear Algebra	4
MATH:2850 Calculus III	4
GE CLAS Core: Social Sciences ^b	3
Elective course ^{c, e}	1
Hours	16-17

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
MATH:3600 Introduction to Ordinary Differential Equations	3
MATH:3720 Introduction to Abstract Algebra I	4
GE CLAS Core: Historical Perspectives ^b	3
Elective course ^{c, e}	2
Hours	16-17

Third Year**Fall**

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
MATH:3770 Fundamental Properties of Spaces and Functions I	4
Major: required post-calculus math elective course ^f	3
GE CLAS Core: Natural Sciences with Lab ^b	4
Elective course ^c	1
Hours	16-17

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
Major: required post-calculus math elective course ^f	3
Elective course ^{c, e}	3
GE CLAS Core: Natural Sciences without Lab ^b	3
Elective course ^{c, e}	3
Hours	16-17

Fourth Year**Fall**

Major: required upper-level math elective course ^g	3
GE CLAS Core: International and Global Issues ^b	3
Elective course ^{c, e}	3
Elective course ^{c, e}	3
Elective course ^{c, e}	3
Hours	15

Spring

Major: required post-calculus math elective course ^f	3
Elective course ^{c, e}	3
Elective course ^{c, e}	3
Elective course ^{c, e}	3
Elective course ^{c, e}	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	123-129

- a Enrollment in math courses requires completion of a placement exam.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Electives may also be used to complete additional hours in the major up to a total of 56 s.h.
- f Students must earn at least 15 s.h. in post-calculus mathematical sciences courses offered by the University of Iowa. Post-calculus courses are numbered 2000 or above, excluding: MATH:3700, MATH:3750, MATH:3995, MATH:3996, MATH:3997, MATH:4010, and MATH:4020. Required mathematical electives must include at least one upper-level math course (prefix MATH). Some statistics, actuarial science and computer sciences courses can be included among post-calculus electives only. See advisor for list of acceptable courses in MATH, STAT, ACTS, and CS.
- g Required mathematical electives must include at least one upper-level math course. These include: MATH:3900 and math courses (MATH prefix) numbered 4000 and higher, but not MATH:4010, MATH:4020 and MATH:4120. Each upper-level math course is offered at most once per year; choose when to complete the upper-level requirement according to spring or fall offerings for desired courses.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Program B

Course	Title	Hours
Academic Career		
Any Semester		

Program B is intended for students seeking secondary school teaching licensure.^a

Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please consult an advisor for the College of Education.

Hours	0
-------	---

First Year**Fall**

ENGL:1200 The Interpretation of Literature	3 - 4
or RHET:1030 or Rhetoric	
GE CLAS Core: World Languages First Level Proficiency or elective course ^b	4 - 5
MATH:1850 Calculus I ^c	4
CSI:1600 Success at Iowa	2
Elective course ^d	2
Hours	15-17

Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1860	Calculus II	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
PSQF:1075	Educational Psychology and Measurement ^e	3
GE CLAS Core: Diversity and Inclusion ^f		3
10-hour pre-admission school field experience ^{g, h}		
Hours		17-19

Summer		
Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation) ⁱ		
Hours		0

Second Year		
Fall		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
MATH:2700	Introduction to Linear Algebra ^j	4
MATH:2850	Calculus III	4
EPLS:3000	Foundations of Education ^e	3
Elective course ^d		1
Admission Application: apply to the Teacher Education Program ⁱ		
Hours		16-17

Spring		
MATH:2150	Foundations of Geometry ^k	3
EDTL:3091	Secondary Education Program Orientation and Classroom Management ^{l, m}	3
EDTL:3095	Teaching Reading in Secondary Content Areas ^{l, m}	1
EDTL:3002	Technology in the Classroom ^{l, m}	2
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b		4 - 5
GE CLAS Core: Social Sciences ^{f, n}		3
Hours		16-17

Third Year		
Fall		
MATH:3720	Introduction to Abstract Algebra I	4
MATH:4050	Introduction to Discrete Mathematics ^o	3
EDTL:3532	Introduction and Practicum: Mathematics ^l	3
EDTL:4900	Foundations of Special Education ^e	3
GE CLAS Core: Historical Perspectives ^{f, n}		3
Hours		16

Spring		
MATH:3770	Fundamental Properties of Spaces and Functions ^l	4
STAT:3120	Probability and Statistics	4
EDTL:3534	Methods: Middle School Mathematics ^l	3
EPLS:4180	Human Relations for the Classroom Teacher ^l	3

Elective course ^d	1
Hours	15

Fourth Year		
Fall		
GE CLAS Core: Literary, Visual, and Performing Arts ^f		3
GE CLAS Core: Natural Sciences with Lab ^f		4
Major: required post-calculus math elective course ^p		3 - 4
EDTL:4535	Methods: High School Mathematics	3

Elective course ^d	2
Apply for student teaching (see the College of Education website for application instructions and deadlines)	
Hours	15-16

Spring		
CS:1210	Computer Science I: Fundamentals ^j	4
GE CLAS Core: Natural Sciences without Lab ^f		3
GE CLAS Core: International and Global Issues ^f		3
Elective course ^d		3
Elective course ^d		2
Hours		15

Fifth Year		
Fall		
EDTL:4087	Seminar: Curriculum and Student Teaching ^l	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School ^l	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School ^l	6
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^q		
Exam: edTPA ^r		
Hours		15
Total Hours		140-147

- a Completion of the Mathematics (Program B) BA major requirements (41-42 s.h.), the Teacher Education Program requirements (39 s.h.), and all general education requirements (including World Languages) (48-52 s.h.) exceeds the minimum 120 s.h. expected for a bachelor's degree in CLAS. Students pursuing this program of study should expect to take higher than average number (15 s.h.) of semester hours per term, take summer classes, and/or extend graduation time frame beyond four years.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Enrollment in math courses requires completion of a placement exam.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Course required for the Teacher Education Program and may be completed prior to admission to the College of Education.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Required for admission into the Teacher Education Program.
- h Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- i Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.

- j Course may also be offered in the summer session.
- k Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- l Course required for the Teacher Education Program and may only be completed after admission to the College of Education.
- m Course must be completed during the first semester of enrollment in the Teacher Education Program.
- n Requirement should be completed after admission to the Teacher Education Program.
- o Students must complete MATH:4050, a fall-only course, or MATH:4060, a spring-only course.
- p Post-calculus courses are numbered 2000 or above, excluding: MATH:3700, MATH:3750, MATH:3995, MATH:3996, MATH:3997, MATH:4010, and MATH:4020.
- q Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>
- r As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Mathematics, B.S.

Bachelor of Science students majoring in mathematics enroll in one of three programs: Program A is for students who plan to work in business or government or pursue graduate study in mathematics; Program B is for students who seek secondary school teaching licensure; and Program C is for those seeking specialization in a mathematics-related area, such as actuarial science, biomathematics, biostatistics, business, computer science, economics, engineering, finance, physics, statistics, and so forth. Program C may be especially appropriate for students who plan to seek a mathematics-related job after earning a bachelor's degree, rather than going on to graduate study.

Learning Outcomes

Math majors will be able to demonstrate the ability to:

- give correct, logical mathematical proofs using mathematical terminology and hypotheses;
- reason logically and quantitatively using algebraic, analytic, and numerical methods;
- incorporate mathematical ideas and reasoning into well-written English; and
- model and analyze problems in pure mathematics and in other disciplines.

B.S. with Second Major

Students majoring in mathematics may choose to earn a second major in computer science, statistics, actuarial science, or other disciplines. They must satisfy all requirements of Program A, Program B, or Program C in mathematics as well as all requirements for the second major. For more information, consult an advisor and see Declaring or Changing a Major on the College of Liberal Arts and Sciences website.

Transfer from Engineering to Mathematics

Certain engineering students who have completed MATH:1550 Engineering Mathematics I: Single Variable Calculus, MATH:1560 Engineering Mathematics II: Multivariable Calculus, MATH:2550 Engineering Mathematics III: Matrix Algebra, MATH:2560 Engineering Mathematics IV: Differential Equations, or MATH:3550 Engineering Mathematics V: Vector Calculus may count these courses toward the major in mathematics. See the Department of Mathematics website.

Requirements

The Bachelor of Science with a major in mathematics requires a minimum of 120 s.h., including at least 44-56 s.h. (13-14 courses) of work for the major. Total credit for the major depends on a student's choice of Program A, B, or C. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

All students complete the post-calculus mathematics requirement, the upper-level mathematics requirement, and the requirements for Program A, B, or C.

For policies concerning transfer credit, correspondence credit, credit by examination, cumulative grade-point average, general rules relating to regression and duplication, and so

forth, see For Undergraduate Students on the College of Liberal Arts and Sciences website.

For information about duplication, regression, and use of the second-grade-only option for mathematics courses, contact the Department of Mathematics or visit the Department of Mathematics website. The website also provides details about schedule planning and career options for mathematics students. For more information on admission, financial support, employment opportunities, the faculty, facilities, and other topics, visit the Department of Mathematics or the University of Iowa website.

The B.S. with a major in mathematics (Program A, B, or C) requires the following coursework.

Code	Title	Hours
Program Requirements (semester hours vary in Program A, B, or C selection)		44-56
Total Hours		44-56

Post-Calculus Mathematics Requirement

Students majoring in mathematics must earn at least 15 s.h. in post-calculus mathematical sciences courses offered by the University of Iowa; students may not count transfer courses or credit by exam toward this requirement. At least 12 s.h. of the required 15 s.h. in post-calculus courses must be earned in Department of Mathematics courses (prefix MATH) or in courses cross-listed with the department.

Post-calculus courses in the Department of Mathematics are numbered 2000 or above, excluding these:

Code	Title	Hours
MATH:3700	Introduction to Matrix Theory	3
MATH:3750	Classical Analysis	3
MATH:3995	Topics in Mathematics	3
MATH:3996	Individual Study and Honors in Mathematics	arr.
MATH:3997	Readings in Mathematics	arr.
MATH:4010	Basic Analysis	3
MATH:4020	Basic Abstract Algebra	3

Post-calculus courses offered by the Department of Computer Science, and the Department of Statistics and Actuarial Science must have a calculus prerequisite.

Upper-Level Mathematics Requirement

Mathematics majors must take at least two upper-level mathematics courses (three in Program A) for the B.S. degree. Upper-level mathematics courses include MATH:3900 Introduction to Mathematics Research and courses numbered 4000 or above, excluding these:

Code	Title	Hours
MATH:4010	Basic Analysis	3
MATH:4020	Basic Abstract Algebra	3
MATH:4120	History of Mathematics	3

No courses from other departments can be counted as upper-level mathematics courses, unless they are cross-listed with an upper-level mathematics course (prefix MATH).

Program A

Program A is primarily for students who plan to work in business or government or to pursue graduate study in mathematics.

Program A: Core Courses

Students must complete a two-semester sequence of calculus I-II. Advanced placement credit, CLEP credit, and credit granted through the Mathematics Incentive Program are accepted for all or part of the calculus requirement.

Students complete the following core courses.

Code	Title	Hours
MATH:1850 & MATH:1860	Calculus I-II	8
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
MATH:3600	Introduction to Ordinary Differential Equations	3
MATH:3720	Introduction to Abstract Algebra I	4
MATH:3770	Fundamental Properties of Spaces and Functions I	4

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

Program A: Electives

Students complete six electives (18-24 s.h.), including at least three upper-level mathematics courses.

Mathematics

Students may choose from mathematics courses numbered MATH:2150 Foundations of Geometry, MATH:3800 Elementary Numerical Analysis or courses above MATH:3800, excluding MATH:4010 Basic Analysis and MATH:4020 Basic Abstract Algebra.

Computer Science

Students may choose computer science courses numbered CS:1210 through CS:4740, excluding CS:3210 Programming Languages and Tools, CS:3910 Informatics Project, CS:3980 Topics in Computer Science I, and CS:3990 Honors in Computer Science or Informatics.

Statistics and Actuarial Science

Students may choose statistics courses numbered STAT:2020 Probability and Statistics for the Engineering and Physical Sciences, STAT:3100 through STAT:4740, STAT:5100 through STAT:5120, excluding STAT:3510 Biostatistics, STAT:4143 Introduction to Statistical Methods, and STAT:4200 Statistical Methods and Computing.

Among the courses listed above, only one of the following three courses, STAT:2020, STAT:3100, or STAT:3120 can be counted; although none of these courses can be counted if taken after STAT:4100.

Students may choose actuarial science courses numbered ACTS:3080 Mathematics of Finance I and ACTS:4130 through ACTS:4380.

Consult the Department of Mathematics website for a complete list of electives in computer science, and statistics and actuarial science.

Program B

Program B is intended for students seeking secondary school teaching licensure. Students who wish to earn teaching licensure in addition to earning a Bachelor of Science with a major in mathematics also must complete the Teacher Education Program (TEP); see "Teacher Licensure" below.

Program B: Core Courses

Students must complete a two-semester sequence of calculus I-II. Advanced placement credit, CLEP credit, and credit earned through the Mathematics Incentive Program are accepted for part or all of the calculus requirement. Students complete the following core courses.

Code	Title	Hours
MATH:1850 & MATH:1860	Calculus I-II	8
MATH:2150	Foundations of Geometry	3
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
MATH:3720	Introduction to Abstract Algebra I	4
MATH:3770	Fundamental Properties of Spaces and Functions I	4
MATH:4050 or MATH:4060	Introduction to Discrete Mathematics Discrete Mathematical Models	3
CS:1210	Computer Science I: Fundamentals	4
STAT:3120	Probability and Statistics	4

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

Program B: Electives

Students in Program B must take at least three additional Department of Mathematics post-calculus courses (9-12 s.h.), including two chosen from MATH:3900 Introduction to Mathematics Research and courses numbered 4000 or above, excluding MATH:4010 Basic Analysis and MATH:4020 Basic Abstract Algebra. The post-calculus courses must be chosen avoiding duplication and regression with the core math courses, particularly when engineering mathematics courses are considered. With the department's approval, capable students are encouraged to substitute more advanced courses in the same subject area for any of the electives. The Department of Mathematics website offers advice on course selection.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Students who wish to earn teacher licensure should choose Program B; see "Program B" above.

Program C

Program C enables students to specialize in a mathematics-related subtrack, such as the mathematics of making optimal business decisions, risk management and insurance, economics, finance, physics, chemistry, biostatistics, biomathematics, computer science, statistics and actuarial science, or all departments within the College of Engineering. In consultation with the faculty advisor, students build on the Program C core to prepare a subtrack plan of study tailor-made to their interests and academic or career goals. The proposed study plan must be approved by the Department of Mathematics.

Students must file their subtrack plan of study before they begin their senior year; they use the Program C Plan of Study form, available at the Department of Mathematics website. The website has templates for choosing electives in several areas; students may use these or propose other plans.

Program C: Core Courses

Students must complete a two-semester sequence of calculus I-II. Advanced placement credit, CLEP credit, and credit earned through the Mathematics Incentive Program are accepted for part or all of the calculus requirement. Students complete the following core math courses.

Code	Title	Hours
MATH:1850 & MATH:1860	Calculus I-II	8
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
One additional "proofs" course such as MATH:3720 or MATH:3770		4

Some subtracks require additional core courses from other departments; consult the Department of Mathematics website. Additional non-math core courses count toward electives (see "Program C: Electives" below). Students who specialize in engineering should consult the Department of Mathematics website.

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

Program C: Electives

Students choose eight or nine approved electives. All electives must be offered for 3-4 s.h. of credit. At least three of the electives must be post-calculus mathematics courses (prefix MATH). All B.S. mathematics majors must take 15 s.h. of post-calculus mathematics courses at the University of Iowa and at least two upper-level mathematics courses; see "Post-Calculus Mathematics Requirement" and "Upper-Level Mathematics Requirement" above.

Some subtracks require additional core courses from other departments (see "Program C: Core Courses" above); the additional non-math core courses count toward electives. For a list of suggested subtracks and restrictions on electives in each subtrack, consult the Department of Mathematics website.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in mathematics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in mathematics who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in mathematics have the opportunity to graduate with honors in the major. Students must maintain a cumulative University of Iowa g.p.a. of at least 3.33, as required by the College of Liberal Arts and Sciences; additionally, students must maintain a cumulative g.p.a. of at least 3.40 in the major, a g.p.a. set by the Department of Mathematics.

To graduate with honors in the major, students also must complete one of the options below.

Option 1: complete four of the courses below, including a two-course sequence; and at least one 5000 level course, with a B average for the four courses.

Code	Title	Hours
MATH:3900	Introduction to Mathematics Research	3
MATH:4090	A Rigorous Introduction to Abstract Algebra	4
MATH:4210	Foundations of Analysis	4
MATH:4610	Continuous Mathematical Models	3
MATH:4750	Introduction to Mathematical Biology	3
MATH:4820	Optimization Techniques	3

MATH:5000 & MATH:5010	Abstract Algebra I-II	8
MATH:5200 & MATH:5210	Introduction to Analysis I-II	8
MATH:5400 & MATH:5410	General Topology - Introduction to Smooth Manifolds	8
MATH:5600 & MATH:5700	Nonlinear Dynamics with Numerical Methods - Partial Differential Equations with Numerical Methods	8
MATH:5750 & MATH:5760	Mathematical Biology I-II	8
MATH:5800 & MATH:5810	Numerical Analysis: Nonlinear Equations and Approximation Theory - Numerical Analysis: Differential Equations and Linear Algebra	8

Mathematics courses (prefix MATH) numbered 6000 or above, to be approved by the mathematics honors advisor in advance

Total Hours 68

Option 2: complete an honors project comparable to taking several of the courses above, approved by the mathematics honors advisor and the thesis supervisor. Students who choose this option typically register for MATH:3996 Individual Study and Honors in Mathematics for 3 s.h. or more. They must find a faculty member willing to supervise their project; contact the department for help finding a project supervisor. Contact the Department of Mathematics honors advisor for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program. Honors in mathematics is awarded by the Department of Mathematics and is separate from the University of Iowa Honors Program.

Membership in the UI Honors Program is not required to earn honors in the mathematics major. However, honors in mathematics can be applied toward UI Honors Program requirements.

Academic Plans

Four-Year Graduation Plan

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

Many mathematics courses must be taken in sequence, so students must begin major requirements as early as possible, and individual plans of study must be constructed carefully. The major typically requires 13 or 14 courses. Students must choose Program A, B, or C by the end of the third semester and must remain in their chosen program until they graduate in order to stay on track for the four-year graduation plan.

Before the third semester begins: coursework in the major through second-semester calculus

Before the fifth semester begins: three or four more courses in the major

Before the seventh semester begins: three or four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Mathematics, B.S.

- Program A [p. 799]
- Program B [p. 800]

Program A

Course	Title	Hours
Academic Career		
Any Semester		

Program A is primarily for students who plan to work in business or government or to pursue graduate study in mathematics.

Hours	0
-------	---

First Year

Fall

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1850	Calculus I ^a	4
GE CLAS Core: Values and Culture ^b		3
CSI:1600	Success at Iowa	2
Elective course ^c		2

Hours	14-15
-------	-------

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: Diversity and Inclusion ^b		3
Elective course ^c		1

Hours	15-16
-------	-------

Second Year

Fall

GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
MATH:3600	Introduction to Ordinary Differential Equations	3
MATH:2850	Calculus III	4
GE CLAS Core: Social Sciences ^b		3
Elective course ^c		2

Hours	16-17
-------	-------

Spring

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
Major: required post-calculus math elective course ^e	3
MATH:3720 Introduction to Abstract Algebra I	4
GE CLAS Core: Historical Perspectives ^b	3
Elective course ^c	2
Hours	16-17

Third Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^d	4 - 5
MATH:3770 Fundamental Properties of Spaces and Functions I	4
Major: required post-calculus math elective course ^e	3 - 4
GE CLAS Core: Natural Sciences with Lab ^b	4
Elective course ^c	1
Hours	16-18

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
Major: required upper-level math elective course ^f	3
Major: required post-calculus math elective course ^e	3 - 4
GE CLAS Core: Natural Sciences without Lab ^b	3
Elective course ^c	3
Hours	16-18

Fourth Year

Fall

Major: required upper-level math elective course ^f	3
GE CLAS Core: International and Global Issues ^b	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
Elective course ^c	3
Elective course ^c	3
Hours	15

Spring

Major: required upper-level math elective course ^f	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^g

Hours	15
Total Hours	123-131

- a Enrollment in math courses requires completion of a placement exam.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Students must earn at least 15 s.h. in post-calculus mathematical sciences courses offered by the University of Iowa. Post-calculus courses are numbered 2000 or above, excluding: MATH:3700, MATH:3750, MATH:3995, MATH:3996, MATH:3997, MATH:4010,

and MATH:4020. Required mathematical electives must include at least three upper-level math courses (prefix MATH). Some statistics, actuarial science and computer sciences courses can be included among post-calculus electives only. See advisor for list of acceptable courses in MATH, STAT, ACTS, and CS.

- f Required mathematical electives must include at least three upper-level math courses. These include: MATH:3900 and math courses (MATH prefix) numbered 4000 and higher, but not MATH:4010, MATH:4020 and MATH:4120. Each upper-level math course is offered at most once per year; choose when to complete the upper-level requirement according to spring or fall offerings for desired courses.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Program B

Course	Title	Hours
Academic Career		
Any Semester		
Program B is intended for students seeking secondary school teaching licensure. ^a		
Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please consult an advisor for the College of Education.		
Hours		0

First Year

Fall

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
MATH:1850	Calculus I ^c	4
CSI:1600	Success at Iowa	2
Elective course ^d		2
Hours		15-17

Spring

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1860	Calculus II	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
PSQF:1075	Educational Psychology and Measurement ^e	3
GE CLAS Core: Diversity and Inclusion ^f		3
10-hour pre-admission school field experience ^{g, h}		
Hours		17-19

Summer

Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation) ⁱ		
Hours		0

Second Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
MATH:2700	Introduction to Linear Algebra ^j	4

MATH:2850	Calculus III	4
EPLS:3000	Foundations of Education ^e	3
Elective course ^d		1
Admission Application: apply to the Teacher Education Program ⁱ		
Hours		16-17

Spring

MATH:2150	Foundations of Geometry ^k	3
EDTL:3091	Secondary Education Program Orientation and Classroom Management ^{l, m}	3
EDTL:3095	Teaching Reading in Secondary Content Areas ^{l, m}	1
EDTL:3002	Technology in the Classroom ^{l, m}	2
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b		4 - 5
GE CLAS Core: Social Sciences		3
Hours		16-17

Third Year**Fall**

MATH:3720	Introduction to Abstract Algebra I	4
MATH:4050	Introduction to Discrete Mathematics ⁿ	3
EDTL:3532	Introduction and Practicum: Mathematics ^l	3
EDTL:4900	Foundations of Special Education ^e	3
GE CLAS Core: Historical Perspectives ^f		3
Hours		16

Spring

MATH:3770	Fundamental Properties of Spaces and Functions I	4
STAT:3120	Probability and Statistics	4
EDTL:3534	Methods: Middle School Mathematics ^l	3
EPLS:4180	Human Relations for the Classroom Teacher ^l	3
Elective course ^d		1
Hours		15

Fourth Year**Fall**

GE CLAS Core: Literary, Visual, and Performing Arts ^f		3
GE CLAS Core: Natural Sciences with Lab ^f		4
Major: required post-calculus math elective course ^o		3 - 4
EDTL:4535	Methods: High School Mathematics	3

Major: required upper-level math elective course^p 3 - 4

Apply for student teaching (see the College of Education website for application instructions and deadlines)

Hours 16-18

Spring

CS:1210	Computer Science I: Fundamentals ^j	4
GE CLAS Core: Natural Sciences without Lab ^f		3
GE CLAS Core: International and Global Issues ^f		3
Major: required upper-level math elective course ^p		3 - 4
Elective course ^d		2
Hours		15-16

Fifth Year**Fall**

EDTL:4087	Seminar: Curriculum and Student Teaching ^l	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School ^l	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School ^l	6
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^q		
Exam: edTPA ^r		
Hours		15
Total Hours		141-150

- a Completion of the Mathematics (Program B) BS major requirements (41-42 s.h.), the Teacher Education Program requirements (39 s.h.), and all general education requirements (including World Languages) (48-52 s.h.) exceeds the minimum 120 s.h. expected for a bachelor's degree in CLAS. Students pursuing this program of study should expect to take higher than average number (15 s.h.) of semester hours per term, take summer classes, and/or extend graduation time frame beyond four years.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Enrollment in math courses requires completion of a placement exam.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Course required for the Teacher Education Program and may be completed prior to admission to the College of Education.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- h Required for admission into the Teacher Education Program.
- i Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.
- j Course may also be offered in the summer session.
- k Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- l Course required for the Teacher Education Program and may only be completed after admission to the College of Education.
- m Course must be completed during the first semester of enrollment in the Teacher Education Program.
- n Students must complete MATH:4050, a fall-only course, or MATH:4060, a spring-only course.
- o Post-calculus courses are numbered 2000 or above, excluding: MATH:3700, MATH:3750, MATH:3995, MATH:3996, MATH:3997, MATH:4010, and MATH:4020.
- p Upper-level electives include MATH:3900 or any MATH prefix courses numbered 4040 or higher.
- q Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>
- r As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Mathematics, Minor

Requirements

The undergraduate minor in mathematics requires a minimum of 15 s.h. of credit earned in mathematics courses. At least 12 of the 15 s.h. must be equivalent to post-calculus math courses (prefix MATH) offered by the Department of Mathematics; credit by examination does not count toward the 12 s.h. requirement. At least 9 of the 12 s.h. in post-calculus math courses must be taken at the University of Iowa. No more than one transfer course can be counted toward the post-calculus requirement.

Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Courses numbered 2000 or above are considered post-calculus, excluding these:

Code	Title	Hours
MATH:3700	Introduction to Matrix Theory	3
MATH:3750	Classical Analysis	3
MATH:3995	Topics in Mathematics	3
MATH:3996	Individual Study and Honors in Mathematics	arr.
MATH:3997	Readings in Mathematics	arr.
MATH:4010	Basic Analysis	3
MATH:4020	Basic Abstract Algebra	3

Post-calculus courses must be chosen to avoid duplication and regression with the core mathematics courses, particularly when the engineering mathematics courses are considered.

Special Rules for Engineering

Students who have taken the engineering math courses—MATH:1560 Engineering Mathematics II: Multivariable Calculus, MATH:2550 Engineering Mathematics III: Matrix Algebra, MATH:2560 Engineering Mathematics IV: Differential Equations, and MATH:3550 Engineering Mathematics V: Vector Calculus—may satisfy the post-calculus requirement by taking an additional 3 s.h. course from the list below.

Substituting a 3 s.h. post-calculus math course (prefix MATH) for any of these—MATH:1560, MATH:2550, MATH:2560, or MATH:3550—is allowed as long as there is no regression or duplication.

At least four of these courses must be taken at the University of Iowa: MATH:1560, MATH:2550, MATH:2560, MATH:3550, or the additional 3 s.h. post-calculus math course; no more than one transfer course will count.

Students can choose the additional 3 s.h. course from MATH:2150 or from courses numbered MATH:3720 or above, excluding these:

Code	Title	Hours
MATH:3750	Classical Analysis	3
MATH:3995	Topics in Mathematics	3
MATH:3996	Individual Study and Honors in Mathematics	arr.
MATH:3997	Readings in Mathematics	arr.

MATH:4010	Basic Analysis	3
MATH:4020	Basic Abstract Algebra	3

For more information, see the Department of Mathematics website.

Mathematics, M.S.

Requirements

The Master of Science program in mathematics requires a minimum of 30 s.h. of graduate credit. Students earn the degree through courses and comprehensive examinations. There is no M.S. thesis. Requirements (courses and comprehensive examination areas) may be modified with the department's consent.

Four different programs (I, II, III, and IV) lead to the M.S. in mathematics.

Program I

Program I prepares students for further study of pure and applied mathematics and for employment in government and business. Students in Program I take several courses and pass two comprehensive examinations. They must earn a grade of B-minus or higher in six of the courses and maintain a g.p.a. of at least 2.75 in all mathematics courses taken for the degree.

Program I requires the following courses.

Code	Title	Hours
MATH:5000 & MATH:5010	Abstract Algebra I-II	8
MATH:5200 & MATH:5210	Introduction to Analysis I-II	8
MATH:5400	General Topology	4
MATH:5410	Introduction to Smooth Manifolds	4
MATH:5600	Nonlinear Dynamics with Numerical Methods	4
MATH:5700	Partial Differential Equations with Numerical Methods	4

The two comprehensive examinations are chosen from algebra, analysis, differential equations with numerical methods, and topology.

Program II

Program II is designed for secondary school teachers. Program II requirements are similar to those for Programs I and III, but Program II students complete two mathematics education courses and a minimum of 24 s.h. in Department of Mathematics courses. The following courses may be used to satisfy the program II mathematics course requirements.

Code	Title	Hours
MATH:3600	Introduction to Ordinary Differential Equations	2-3

Mathematics courses (prefix MATH) numbered 4000 or above

Students are encouraged to consult with the mathematics education faculty when planning their course of study.

Program III

Program III focuses on applied mathematics. Students in Program III take several courses and pass two comprehensive examinations. Students must earn a grade of B-minus or higher in six of the courses and maintain a g.p.a. of at least 2.75 in all mathematics courses taken for the degree.

Program III requires the following courses.

Code	Title	Hours
All of these:		
MATH:5200 & MATH:5210	Introduction to Analysis I-II	8
MATH:5600	Nonlinear Dynamics with Numerical Methods	4
MATH:5700	Partial Differential Equations with Numerical Methods	4
MATH:5800	Numerical Analysis: Nonlinear Equations and Approximation Theory	4
MATH:5810	Numerical Analysis: Differential Equations and Linear Algebra	4
Both courses in group A, or two courses from group B:		
Group A		
MATH:5400	General Topology	4
MATH:5410	Introduction to Smooth Manifolds	4
Group B		
MATH:4060	Discrete Mathematical Models	3
MATH:4610	Continuous Mathematical Models	3
MATH:4820	Optimization Techniques	3

The two comprehensive examinations are chosen from analysis, differential equations with numerical methods, numerical analysis, and topology.

Program IV

Program IV is designed for nondepartmental students working toward a Ph.D. in areas of study that require mathematical knowledge. The program has no specific required courses.

Students in Program IV are considered to have passed the comprehensive examination for the master's degree in mathematics if they have maintained a g.p.a. of at least 3.00 in all mathematics courses taken for the M.S. in mathematics and have successfully completed the Ph.D. comprehensive examination in their area of study.

Students in Program IV are assigned a mathematics advisor, who works with them and their major advisor to plan an appropriate curriculum for the M.S. in mathematics. A suitable program of study should be approved by a mathematics advisor before the student takes the Ph.D. comprehensive examination, and a member of the mathematics faculty should serve on the Ph.D. comprehensive examination committee.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Applicants to the Ph.D. program have preference for admission and funding.

Admission to Programs I, II, and III is competitive and based on a combination of undergraduate coursework and grades, letters of recommendation, and test scores. Numerical

standards change every year or so; exceptions may be made to the following guidelines.

Applicants must have completed work in an undergraduate program equivalent to the major in mathematics offered by the University of Iowa Department of Mathematics with an undergraduate g.p.a. of at least 3.20. Relevance and difficulty of courses are considered when evaluating grades; grades of C or lower in mathematics courses must be balanced by grades of A. Individuals whose preparation does not meet this requirement may be admitted conditionally and are asked to take specific courses that cover deficiencies.

Applicants must score at least 155 on the quantitative section of the revised Graduate Record Examination (GRE) General Test. In addition, applicants must submit three letters of recommendation. Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL). English proficiency demonstrated by a score of at least 100 (internet-based) on TOEFL is expected.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Mathematics, Ph.D.

Requirements

The Doctor of Philosophy program in mathematics requires a minimum of 72 s.h. of graduate credit. The program places strong emphasis on preparation for research and teaching. The department maintains no division between pure and applied mathematics. It cooperates in interdisciplinary doctoral programs with the College of Education (see Teaching and Learning [p. 1351] in the Catalog) and the Program in Applied Mathematical and Computational Sciences [p. 1547].

Ph.D. students in mathematics must satisfy the following requirements for coursework (credits and breadth), examinations, foreign language, and the Ph.D. thesis.

Students must spend at least three years in residence at a graduate college, including at least one year at the University of Iowa. They also should enroll in specific courses designated as preparatory for the Ph.D. examinations (consult the Department of Mathematics graduate studies director).

To further encourage mathematical breadth, students must earn at least 33 s.h. of graduate credit in regular courses equivalent to or more advanced than Ph.D. comprehensive examination preparatory courses. For a list of accepted Department of Mathematics courses and rules to ensure proper distribution, contact the department.

The Ph.D. examinations consist of a qualifying exam and a comprehensive exam. Students choose three areas from the department's list of qualifying examination areas: algebra, analysis, differential equations with numerical methods, numerical analysis, and topology. For each qualifying area, there is a two-semester course sequence numbered 5000 or above that is designated as preparatory, although exams may differ from course content. Parts of the qualifying exam are taken over a two-week period. An exam committee gives one grade (pass, fail, conditional pass) on each part of the qualifying examination.

The Ph.D. comprehensive exam tests students on research-related topics. Candidates also take an oral final examination on their dissertation material.

Ph.D. students are required to demonstrate reading proficiency in French, German, or Russian by passing a reading test administered by the Department of Mathematics. Consult the department for details.

The most distinctive aspect of a Ph.D. is the thesis. The department expects the thesis to be an original mathematical work comparable in content and writing quality to that found in standard published research journals. The thesis is written under the supervision of a mathematics department faculty member and must be approved by the Ph.D. defense committee.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Applicants to the Ph.D. program have preference for admission and funding.

Admission to the Ph.D. program is competitive and based on a combination of undergraduate or graduate coursework

and grades, letters of recommendation, and test scores. Required scores on the Graduate Record Examination (GRE) quantitative section and Test of English as a Foreign Language (TOEFL) are the same as those for admission to the M.S. program, but applicants to the Ph.D. program must have an undergraduate or graduate g.p.a. of at least 3.40.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Media Entrepreneurialism

Director, School of Journalism and Mass Communication

- David Ryfe

Coordinator, Media Entrepreneurialism

- Charles Munro (Journalism and Mass Communication)

Undergraduate certificate: media entrepreneurialism

The Certificate in Media Entrepreneurialism prepares students to succeed in the fast changing world of mass communication. Opportunities exist for students to invent new revenue streams or business models for media companies, to create new media products, to work as part of an innovation team for an established media company, or possibly build a new business.

Completion of the certificate encourages these student outcomes:

- an understanding of the principles of innovation and entrepreneurialism;
- an ability to adapt digital media technology to develop and enhance business goals;
- an ability to apply principles of innovation and entrepreneurialism to the business of media and digital media; and
- a facility toward innovating new forms of media content and distributing that content across different media platforms.

The Tippie College of Business and the School of Journalism and Mass Communication collaborate to offer the Certificate in Media Entrepreneurialism. The certificate is administered by the School of Journalism and Mass Communication [p. 728].

Programs

Undergraduate Program of Study Certificate

- Certificate in Media Entrepreneurialism [p. 808]

Media Entrepreneurialism, Certificate

Requirements

The undergraduate Certificate in Media Entrepreneurialism requires a minimum of 27 s.h. of coursework. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Certificate courses may not be taken pass/nonpass. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students majoring in journalism and mass communication may earn the certificate but may not count it as their second area of concentration.

The Certificate in Media Entrepreneurialism requires the following coursework.

Foundation Courses

These courses must be taken before any other certificate coursework.

Code	Title	Hours
Both of these:		
ENTR:2000	Entrepreneurship and Innovation	3
JMC:3520	Business of Media: Profits, People, and Power	3

Required Courses

Code	Title	Hours
All of these:		
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
JMC:3510	Audience Engagement: Marketing Research in the Digital Age	3

Electives

Students select one elective course from each of the three areas (9 s.h.). Course selection depends on a student's interests; consult the media entrepreneurialism advisor for more information.

Media Production

Code	Title	Hours
One of these:		
COMM:2077	Writing and Producing Television	3
JMC:3400	Topics in Writing/Storytelling	3-4
JMC:3600	Topics in Designing/Producing	3-4

Advanced Entrepreneurialism

Code	Title	Hours
One of these:		
ENTR:3000	Practicum in Entrepreneurship	3
ENTR:3500	Social Entrepreneurship	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
ENTR:4200	Entrepreneurship: Business Consulting	3
ENTR:4300	Entrepreneurship: Advanced Business Planning	3
ENTR:4400	Managing the Growth Business	3
ENTR:4450	Professional Sports Management	3

Diversity and Globalization

Code	Title	Hours
One of these:		
COMM:2075	Gender, Sexuality, and Media	3
COMM:2076	Race, Ethnicity, and Media	3
COMM:2079	Digital Media and Religion	3
COMM:2085	Media Industries and Organizations	3
COMM:2086	Global Media Studies	3
COMM:4131	Globalization and Culture	3
JMC:2700	Media Ethics and Diversity	3
JMC:3125	Media and Consumers	3
JMC:3165	African Americans and the Media	3
JMC:3175	Gender and Mass Media	3

Capstone Course

Code	Title	Hours
One of these:		
JMC:4960	Media Entrepreneurialism Certificate Case Study	3
A media innovation case studies course (with certificate advisor approval)		3

Medieval Studies

Chair

- Craig A. Gibson (Classics)

Coordinator, Medieval Studies

- Michael E. Moore (History)

Undergraduate certificate: medieval studies

Website: <https://clas.uiowa.edu/classics/undergraduate-program/medieval-studies-program>

Medieval studies is an interdisciplinary program designed to offer students an introduction to the history and culture of the Middle Ages and to provide them with the tools necessary to pursue a more advanced study in a number of disciplines, including languages and literatures, philosophy, history, and art history. The study of Medieval society provides a window to those centuries that span the end of the ancient world and the beginning of the modern era. During the Middle Ages, the development of Western heritage began in such areas as law, religion, philosophy, language, art, and music.

The Medieval Studies Program offers an undergraduate program of study and a selection of courses open to students in all majors.

Programs

Undergraduate Program of Study

Certificate

- Certificate in Medieval Studies [p. 810]

Courses

Medieval Studies Courses

MDVL:3226 Literature and Culture of the Middle Ages 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as ENGL:3226.

MDVL:3409 Medieval Civilization I 3 s.h.

Europe from the decline of Roman empire to the eleventh century; cultural, political, economic, artistic and architectural foundations of Western civilization. Same as HIST:3409.

MDVL:3410 Medieval Civilization II 3 s.h.

Europe from the eleventh century to the Italian Renaissance; cultural, political, economic, artistic, and architectural foundations of Western civilization. Same as HIST:3410.

MDVL:3423 Ireland in the Early Middle Ages 3 s.h.

Ireland and the northern British islands 400-1000 C.E., a region of small kingdoms and thin population, lacking natural resources, far from Rome and ancient centers of Mediterranean culture; development of civilization, including monastic, legal, theological, and scholarly traditions that had a major impact on continental Europe; early medieval Irish history; introduction to the world of historical scholarship. Same as HIST:3423.

MDVL:4412 History of the Medieval Church 3 s.h.

Development of Christianity to end of great schism; rise of Roman primacy, development of monasticism, orthodox and heterodox groups. Same as HIST:4412.

MDVL:4415 European Intellectual History Medieval to Modern 3 s.h.

Long view of European intellectual life from Middle Ages to modern times; students learn about key thinkers of the medieval period before expanding focus to include Renaissance and Early Modern thinkers (e.g., Cusanus, Giordano Bruno, Vico); exploration of modern European philosophical and historiographical tradition—intertwining patterns of sociology, philosophy, and history including Hans Jonas, Hannah Arendt, and Ernst Cassirer; understanding these thinkers within broader context of European cultural and political history. Same as HIST:4415.

MDVL:4417 Medieval Intellectual History 300-1150 3 s.h.

Philosophy, art, literature, religious culture of Europe from waning of classical intellectual modes of culture in late antiquity, to their recovery in 12th century. Same as HIST:4417.

MDVL:4418 Medieval Intellectual History 1150-1500 3 s.h.

European philosophy, religion, literature, art from 12th-century rise of scholasticism; their transformation in period of Copernicus, Luther. Same as HIST:4418.

MDVL:4419 Ancient and Medieval Science 3 s.h.

Greeks' initiation of scientific inquiry; developments in astronomy, cosmology, optics, mathematics, physics, medicine, psychology in ancient and medieval societies of Middle East, Europe. Same as HIST:4419.

MDVL:4421 The Middle Ages in Film 3 s.h.

How films that represent medieval events and literature may be analyzed to reveal the culture and times in which the films were made; Middle Ages and European nationalistic mythmaking as represented in film. Same as HIST:4421.

Medieval Studies, Certificate

The Certificate in Medieval Studies program enables students to combine study in three or more disciplines into an organized investigation of the Middle Ages, a rich historical period that continues to influence today's culture. Students may earn the Certificate in Medieval Studies as a distinct interest or combine it with focused study in areas such as art history; classics; gender, women's, and sexuality studies; languages (e.g., French, German, Italian, Portuguese, Spanish); music; philosophy; religion; and theater.

Requirements

The undergraduate Certificate in Medieval Studies requires at least 18 s.h. in medieval studies coursework. Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Courses used to fulfill GE CLAS Core [p. 20] requirements or the requirements of a major or minor may be counted toward the certificate in most cases. Up to 6 s.h. of transfer credit may be counted toward certificate requirements, with the Certificate in Medieval Studies coordinating committee's approval; contact the certificate program's coordinator.

The Certificate in Medieval Studies requires the following coursework.

Code	Title	Hours
Core Course		
Students must complete one of these early in their program of study:		
MDVL:3409	Medieval Civilization I	3
or MDVL:3410	Medieval Civilization II	
Additional Courses		
Remaining coursework, as indicated below		15
Total Hours		18

Additional Courses

Remaining courses may be chosen from the "Associated Courses" below or from medieval studies courses (prefix MDVL) under Courses [p. 809] in this section of the Catalog. Students must include courses from at least three different departments; they may count a maximum of 10 s.h. from a single department or program. Students should consult regularly with a medieval studies advisor while planning and completing their program of study.

Associated Courses

The following courses are approved for the medieval studies certificate. Other courses may be approved for satisfaction of certificate requirements; students who wish to have a course approved should make a request to the Certificate in Medieval Studies coordinating committee. The coordinating committee revises the list of approved courses as necessary.

Arabic Language and Literature

Code	Title	Hours
ARAB:2001	Intermediate Modern Standard Arabic I	5
ARAB:2002	Intermediate Modern Standard Arabic II	5

Art and Art History

Code	Title	Hours
ARTH:2420	Medieval Art from Constantine to Columbus	3
ARTH:3390	Early Medieval Art	3
ARTH:3400	Romanesque and Gothic Art	3
ARTH:3420	Gothic Architecture	3
ARTH:3990	Topics in Art History (when topic is medieval)	3

Center for the Book

Code	Title	Hours
UICB:4910/ HIST:4910/ SLIS:4910	The Book in the Middle Ages	3
UICB:4920/ HIST:4920/ SLIS:4920	The Transition from Manuscript to Print	3

Classics

Code	Title	Hours
CLSA:2127/ JPNS:2127	Global Manuscript Cultures	3
CLSL:2001	World of Cicero	3
CLSL:2002	Golden Age of Roman Poetry	3

English

Code	Title	Hours
ENGL:2216	Selected Works of the Middle Ages	3
ENGL:2236	Selected Early Authors (when topic is medieval)	3
ENGL:3216	Topics in Medieval and Renaissance Literature	3
ENGL:3226/ MDVL:3226	Literature and Culture of the Middle Ages	3
ENGL:3256	Old English Language and Literature	3
ENGL:3257	Old English Beowulf	3
ENGL:3266	Medieval Celtic Literature	3
ENGL:3267	Medieval Norse Literature	3
ENGL:3276/ THTR:3276	Medieval Drama	3
ENGL:3286	Chaucer	3
ENGL:4009	Honors Seminar: Medieval and Early Modern Literature, Early Literature/17th Century	3

German

Code	Title	Hours
GRMN:2770	Norse Mythology: Gods, Heroes, and Monsters of Northern Europe	3-4

History

Code	Title	Hours
HIST:2151	Introduction to the History Major (when topic is medieval)	3
HIST:2483	History of Britain: Fall of Rome to the Norman Conquest	3
HIST:3409/ MDVL:3409	Medieval Civilization I	3
HIST:3410/ MDVL:3410	Medieval Civilization II	3
HIST:3423/ MDVL:3423	Ireland in the Early Middle Ages	3
HIST:4412/ MDVL:4412	History of the Medieval Church	3
HIST:4417/ MDVL:4417	Medieval Intellectual History 300-1150	3
HIST:4418/ MDVL:4418	Medieval Intellectual History 1150-1500	3
HIST:4419/ MDVL:4419	Ancient and Medieval Science	3
HIST:4421/ MDVL:4421	The Middle Ages in Film	3

Italian

Code	Title	Hours
ITAL:4633	Dante's Inferno	3
ITAL:4634	The Italian Renaissance	3

Japanese

Code	Title	Hours
JPNS:3202	Traditional Japanese Literature in Translation	3
JPNS:3206	Warriors' Dreams	3
JPNS:4201	The Tale of Genji	3

Music

Code	Title	Hours
MUS:2301	History of Western Music I	3
MUS:4200	Counterpoint Before 1600	3

Philosophy

Code	Title	Hours
PHIL:3112/ HIST:3412	Medieval Philosophy	3

Religious Studies

Code	Title	Hours
RELS:1225/ HIST:1025	Medieval Religion and Culture	3
RELS:3243/ CLSA:3443	Pagans and Christians: The Church from Jesus to Muhammad	3

RELS:4001	Biblical Hebrew I	4
RELS:4002	Biblical Hebrew II	4

Spanish and Portuguese

Code	Title	Hours
SPAN:4690	Topics in Spanish Literature (when topic is medieval)	3

Language Courses

The Medieval Studies Program strongly encourages students to complete coursework in a language relevant to the medieval period. Latin is recommended for anyone intending to pursue graduate study in the field. Many language courses have prerequisites, and some are offered irregularly, so students should complete their language coursework as early as possible. The following language courses are approved for the medieval studies certificate.

Code	Title	Hours
ARAB:2001- ARAB:2002	Intermediate Modern Standard Arabic I-II	10
CLSL:2001- CLSL:2002	World of Cicero - Golden Age of Roman Poetry	6
ENGL:3256	Old English Language and Literature	3
RELS:4001- RELS:4002	Biblical Hebrew I-II	8

Sample Study Plans

Both of these sample study plans fulfill the certificate's requirements.

Sample plan for students planning graduate work in medieval studies:

Code	Title	Hours
MDVL:3226/ ENGL:3226	Literature and Culture of the Middle Ages	3
MDVL:3410/ HIST:3410	Medieval Civilization II	3
ARTH:2420	Medieval Art from Constantine to Columbus	3
CLSL:2001	World of Cicero	3
CLSL:2002	Golden Age of Roman Poetry	3
HIST:4418/ MDVL:4418	Medieval Intellectual History 1150-1500	3

Sample plan for students with a general interest in medieval studies:

Code	Title	Hours
MDVL:3409/ HIST:3409	Medieval Civilization I	3
ENGL:3256	Old English Language and Literature	3
ENGL:3286	Chaucer	3
HIST:2483	History of Britain: Fall of Rome to the Norman Conquest	3
HIST:4412/ MDVL:4412	History of the Medieval Church	3
MUS:2301	History of Western Music I	3

Museum Studies

Chair, Department of Anthropology

- Katina Lillios

Coordinator, Museum Studies

- Heidi K. Lung (Anthropology)

Undergraduate certificate: museum studies

Faculty: <https://museumstudies.sites.uiowa.edu/contacts>

Website: <https://museumstudies.sites.uiowa.edu/>

Museum studies has a long history at the University of Iowa, with courses offered continuously since 1910.

Museums embrace every aspect of human experience. Iowa's Museum Studies Program reflects this multiplicity, and includes students from many fields, including American studies, anthropology and archaeology, art, biology, business, communication studies, earth and environmental sciences, elementary and secondary education, English, world languages, history, and library and information science.

Instructors for museum studies courses reflect the program's interdisciplinary nature. They include faculty members from anthropology, art and art history, business, history, library and information science, and other related fields.

The Museum Studies Program holds academic memberships with the American Association for State and Local History and the Iowa Museum Association. These connections offer museum studies students opportunities for internships, professional networking, and career development. In addition to offering a wide range of on-campus courses, the certificate also can be earned online with a growing number of online courses.

The Museum Studies Program is administered by the Department of Anthropology [p. 70].

Programs

Undergraduate Program of Study Certificate

- Certificate in Museum Studies [p. 815]

Facilities

Museum studies students have access to a wide variety of museums and related resources, including the following University of Iowa museums: the Museum of Natural History, the Stanley Museum of Art, the Old Capitol Museum, the Medical Museum, and the Karro Athletic Hall of Fame.

The Museum Studies Program maintains close connections with a number of local, community-based museums and organizations, including the State Historical Society of Iowa, the Herbert Hoover Presidential Library and Museum, the African American Museum of Iowa, the Iowa Children's Museum, and the Johnson County Historical Society.

Courses

Museum Studies Courses

MUSM:2850 Museums and Social Justice 3 s.h.

Exploration of museums as institutions that frame social justice, promote equity of access through social bridging, and at times, address and challenge social ills directly through exhibits and programs; case studies and dialogue.

MUSM:3001 Introduction to Museum Studies 3 s.h.

Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Stanley Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as ANTH:3001, EDTL:3001, SIED:3001.

MUSM:3003 Natural History Research Collections 3 s.h.

Techniques, methods, and issues specific to natural history research collections; practice in preparing and cleaning specimens; role of natural history specimens in modern scientific research. Recommendations: basic understanding of the diversity of plants and animals and natural history museum collections, MUSM:3001 or MUSM:3200, and BIOL:1411 or BIOL:1412; or other experience. Same as EES:3003.

MUSM:3004 Exhibition Planning 3 s.h.

Preliminary work for and process of developing museum exhibitions; history of exhibit design, evaluation, budgets, teams and team member roles, working with community and special interest groups, methods of production and display; students research a topic, choose artifacts and images, and create a narrative and exhibit script. Prerequisites: MUSM:3001.

MUSM:3090 Topics in Museum Studies 1 s.h.

Systematic and analytic methods used for research in physical collections; tutorials in collection building, curation, and preservation; designed by members of the University of Iowa Collections Coalition. Same as EES:3090.

MUSM:3100 Historic House Management and Preservation 3 s.h.

Management, preservation, interpretation, and basic operations of historic structures and the museums they serve.

MUSM:3105 Engaging Museum Audiences 3 s.h.

Effective audience engagement requires museums to meet visitors halfway; employing learning theories, knowledge of audience, and innovative examples from the field; students investigate a variety of approaches that are visitor-centered, interdisciplinary, and locally focused. Prerequisites: MUSM:3001.

MUSM:3120 Museum Origins 3 s.h.

History of museums; origin, character, and evolution into content specific institutions; anecdotes and personalities; how museums influenced society and their continuing relevance to a technological world.

MUSM:3125 Museums in a Digital World 3 s.h.

Digital technologies streamline internal museum processes while exponentially increasing the capacity of individuals to engage with museum collections; explores the digitized strategies and systems that democratize access and enhance museum visitor experiences.

MUSM:3131 Museum Evaluation and Visitor Studies 3 s.h.

Students explore evaluation theory, methodologies, and practical application through case studies and hands-on activities from all types of museum experiences (e.g., programs, exhibitions, wayfinding, interpretive technology) from both staff and visitor perspective. Prerequisites: MUSM:3001.

MUSM:3200 Collection Care and Management 3 s.h.

How a museum's management policy relates to its administrative, legal, and ethical obligations to its collections; acquisitions, deaccessions, collection use, data standards, storage environment, health, safety, documentation. Same as EES:3200.

MUSM:3215 The Museum of Today and Tomorrow: How Museums Enhance the K-12 Classroom 3 s.h.

What do museums have to offer teachers? How are they relevant to social studies, math, English, and science teachers? Students are put in charge of answering these questions and build their knowledge about art and innovative teaching strategies in the K-12 classroom and museum, practice designing lessons around a work of art, and apply their knowledge about art and curriculum into interactive online modules; students work directly with art on campus in the Lindquist Art Collection in the College of Education and the University of Iowa Stanley Museum of Art. Same as EDTL:3215.

MUSM:3237 Politics of the Archaeological Past 3 s.h.

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

MUSM:3500 Nonprofit Organizational Effectiveness I 3 s.h.

Operational and financial aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as ENTR:3595, MGMT:3500, NURS:3595, RELS:3700, SSW:3500.

MUSM:4080 Museum Internship arr.

Work experience in functions, departments, and programs of the sponsoring museum related to museum's overall mission and museum field in general.

MUSM:4081 The American Art Museum: Theory and Practice 3 s.h.

Introduction to different aspects of art museums; emphasis on roles of art historians, especially curatorial practice; current and historical theories and practices of art exhibitions; varying debates of the politics of display; art museum professions; the many facets of art exhibition preparation; the University of Iowa Stanley Museum of Art collections. Same as ARTH:4081.

MUSM:4082 Distance Learning Museum Internship arr.

Work experience in functions, departments, and programs of the sponsoring museum related to museum's overall mission and museum field in general.

MUSM:4084 Museum Professionalism 1-3 s.h.

Opportunity to apply core concepts learned in other courses through an in-depth service learning experience within a museum; students complete a minimum of 40 hours per credit hour of primarily independent work for a museum or like organization under the supervision of a staff member and faculty advisor; development of a digital portfolio reflecting on project activities. Prerequisites: MUSM:3001.

MUSM:4130 Museum Literacy and Historical Memory 3 s.h.

Concepts and methods for understanding the role of museums in shaping knowledge and collective memory of history; institutionally based exhibits and collections, historical markers and public monuments, public holidays and events, media and artistic works that interpret the past; how events, people, and civic ambitions are memorialized and how memories of them are shaped; appearance of museums and related practices in the non-Western world after 1850. Same as HIST:4130.

MUSM:4150 Introduction to Grant Writing 3 s.h.

Comprehensive training in grant proposal writing; basics of project development and management; core principles for writing small and large proposals to public and private funding sources; finer points of grant writing to increase competitiveness of future proposals and applications; for students with limited grant writing experience. Same as EALL:4130.

MUSM:4200 Museum Object Preservation 3 s.h.

Detailed study of specific types of museum objects, their materials, and care; topics include care, storage, and preservation of paper, books, photographs, works of art, electronic media, textiles, furniture, archaeological artifacts, and natural history specimens; students complete a curatorial project and gain hands-on practice in basic object cleaning and making enclosures and supports; for students planning museum careers or taking care of collections as part of their professional responsibilities. Same as EES:4200.

MUSM:4210 Museum Without Walls: Museum, Art Education, and Community Engagement in the Digital Age 3 s.h.

Collaborative work to recreate one exhibition from the University of Iowa Stanley Museum of Art that took place before the flood of 2008; creation of content that contributes to a virtual museum experience; introduction to digital tools commonly used in design of exhibitions; recreation of historical exhibitions based on documentary photographs in museum and University archives and research on the premise of the exhibition and objects on view; how digital artifacts might be used in different contexts; use of museum and digital environments as labs for lifelong and distance learning. Same as EDTL:4210, INTM:4210.

MUSM:4310 Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South 3-4 s.h.

Comparative study of museums, memorials, statues, performances, and artistic works that encapsulate the entangled history and memory of transoceanic slave trades and slavery in the United States, the Caribbean, the Indian Ocean, Sub-Saharan Africa, and Europe (France and the United Kingdom); critical tools to analyze public debates over politically charged monuments; exploration of transnational and political predicaments of the contemporary world; approaches include trauma theories, memory studies, history, postcolonial ecocriticism, cultural anthropology, heritage studies and museology, and Francophone cultural critique. Taught in English. Requirements: for 4 s.h. option—prior or concurrent enrollment in FREN:3060 or FREN:3300. Same as FREN:4210, WLLC:4210.

Museum Studies, Certificate

The museum studies program provides a broad foundation of knowledge increasingly valued in the museum field. Museum studies courses introduce students to the spectrum of museum endeavors, from organization and mission planning to institutional histories and current developments in the field. Many courses developed by the program offer hands-on experience in exhibition planning and design, collection management, educational programming, community development, and administration.

Requirements

The undergraduate Certificate in Museum Studies requires 18 s.h. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate is open to current University of Iowa undergraduate students and to all individuals who are not enrolled in a UI graduate or professional degree program.

College of Liberal Arts and Sciences students who are interested in museum studies may earn the certificate, or they may use the individualized plan of study track in the interdepartmental studies major to create a museum studies concentration relevant to their academic and professional interests.

Work for the certificate consists of an introductory course, a minimum of four courses on specific museum studies topics, and an internship. Students must request permission from the coordinator of the museum studies certificate to use courses that are not included in the program, and the proposed course content and requirements must fit into one of the program's defined areas.

Online Option

Those with an interest in furthering their education in museum studies and who live outside of the Iowa City area may be interested in pursuing the certificate online.

The Certificate in Museum Studies requires the following coursework.

Code	Title	Hours
	Introductory Course	3
	Museum Studies Topic Areas	12
	Museum Studies Internship	3
	Total Hours	18

Introductory Course

Students should begin the certificate with MUSM:3001 Introduction to Museum Studies, which is prerequisite to some of the program's more advanced courses and is approved for the Social Sciences area of the GE CLAS Core [p. 20]. The course provides a historical overview of museum development and function while introducing students to issues such as museum governance and financing, ethics and law, collection management, exhibition and educational programming, interpretation, and audience research.

Code	Title	Hours
MUSM:3001	Introduction to Museum Studies	3

Museum Studies Topic Areas

Students complete a minimum of four courses in museum studies topic areas, choosing from the lists below. The areas are collection care and management; exhibition development and public education; history, theory, and culture; and museum administration and management.

Students must select one course each from three of the four topic areas (9 s.h. total). They also must complete a fourth course (3 s.h.) from any of the four topic areas.

Collection Care and Management

Code	Title	Hours
MUSM:3003	Natural History Research Collections	3
MUSM:3090	Topics in Museum Studies	1
MUSM:3200	Collection Care and Management	3
MUSM:4200	Museum Object Preservation	3

Exhibition Development and Public Education

Code	Title	Hours
MUSM:3004	Exhibition Planning	3
MUSM:3105	Engaging Museum Audiences	3
MUSM:3125	Museums in a Digital World	3
MUSM:3215	The Museum of Today and Tomorrow: How Museums Enhance the K-12 Classroom	3
MUSM:4210	Museum Without Walls: Museum, Art Education, and Community Engagement in the Digital Age	3

History, Theory, and Culture

Code	Title	Hours
MUSM:2850	Museums and Social Justice	3
MUSM:3120	Museum Origins	3
MUSM:3237	Politics of the Archaeological Past	3
MUSM:4081	The American Art Museum: Theory and Practice	3
MUSM:4130	Museum Literacy and Historical Memory	3
MUSM:4310	Slavery Museums, Memorials, and Statues in the United States, Europe, and the Global South	3-4

Museum Administration and Management

Code	Title	Hours
MUSM:3100	Historic House Management and Preservation	3
MUSM:3131	Museum Evaluation and Visitor Studies	3
MUSM:3500	Nonprofit Organizational Effectiveness I	3
MUSM:4150	Introduction to Grant Writing	3

Museum Studies Internship

After completing at least 12 s.h. of the required coursework above, students must complete one of the following internships, earning a minimum of 3 s.h.

The Certificate in Museum Studies coordinator works closely with students and affiliated faculty members to ensure that the internship provides students with the instruction and experience they need.

Code	Title	Hours
MUSM:4080	Museum Internship	arr.
MUSM:4082	Distance Learning Museum Internship	arr.
MUSM:4084	Museum Professionalism	1-3

Career Advancement

Museum studies students have become directors, curators, educators, and exhibit specialists in museums throughout the country.

Music

Director, Division of Performing Arts

- Alan M. MacVey

Director, School of Music

- Tammie Walker

Associate Directors

- Alan Huckleberry, David Puderbaugh

Undergraduate major: music (B.A., B.M.)

Undergraduate minor: music

Graduate degrees: M.A. in music; Ph.D. in music; D.M.A.

Graduate minor: theory pedagogy

Graduate certificate: sacred music

Faculty: <https://music.uiowa.edu/people>

Website: <https://music.uiowa.edu/>

The University of Iowa School of Music is prominent in a fine arts community of international repute. It has long been recognized as one of the excellent university-based music schools in the United States.

The school's on-campus enrollment of approximately 450 music majors is large enough to sustain strong programs in all areas of specialization, yet small enough to ensure the individual attention essential to each student's development.

The faculty consists of highly trained artist-teachers in each specialization area and scholars of international distinction. Private lessons with faculty members are offered in all band and orchestra instruments, and in voice, piano, and organ.

The school's undergraduate programs offer all qualified students, whether music majors or nonmajors, the opportunity for further study of music. In addition to its comprehensive course offerings for majors, the school provides a substantial selection of courses especially recommended for nonmajors and several approved for the GE CLAS Core [p. 20] (see "Courses for Nonmajors" below).

Graduate programs in music are designed primarily to prepare students for teaching in secondary schools, colleges, and universities and for careers in performance and music therapy.

The School of Music is a charter member of the National Association of Schools of Music. The requirements for entrance and for graduation are in accordance with the association's published standards.

The department is one of the academic units in the Division of Performing Arts [p. 365]. The School of Music participates in offering the Certificate in Arts Entrepreneurship [p. 142] and the Certificate in Public Digital Arts [p. 950].

Courses for Nonmajors

The School of Music offers a wide range of courses that are appropriate for non-music majors. Courses about jazz, music and culture, music history, music software, and other topics are available as well as individual instruction on a number of instruments and voice; see School of Music Courses [p. 822] in this section of the Catalog.

Several School of Music courses are approved for the GE CLAS Core; look for courses with the prefix MUS under "Historical Perspectives," "Literary, Visual, and Performing Arts," and

"Values and Culture" in the GE CLAS Core [p. 20] section of the Catalog.

For course descriptions, see School of Music Courses [p. 822] in this section of the Catalog.

Participation in School of Music ensembles is open to all University of Iowa students with the ensemble director's approval. Major ensembles are as follows.

Code	Title	Hours
MUS:1176	Women's Chorale	1
MUS:1180	All-University String Orchestra	1
MUS:3160	Symphony Band/Concert Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1

Other courses recommended for music nonmajors include the following.

Code	Title	Hours
MUS:1000	First-Year Seminar	1
MUS:1001	Group Piano I: Non-Music Majors	1
MUS:1002	Group Piano II: Non-Music Majors	1
MUS:1007	Garage Band: The Basics	2
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1010	Recital Attendance for Nonmajors	1
MUS:1012	Creativity in Music	3
MUS:1020	Performance Instruction for Nonmajors (interested students should consult with the instructor of their instrument)	1
MUS:1066	Introduction to Film Music	3
MUS:1100	Fundamentals of Music for Non-Music Majors	3
MUS:1201	Musicianship and Theory I	4
MUS:1301	Concepts and Contexts of Western Music	3
MUS:1302	Great Musicians	3
MUS:1303	Roots, Rock, and Rap: A History of Popular Music	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:1800/ DPA:1800	World of the Beatles	3
MUS:2005	Issues in Popular Music: Women Who Rock	3
MUS:2106	Improvisation for Classical Musicians	3
MUS:2160	Drumline Techniques	1
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

MUS:3850/ DANC:3850/ DPA:3850/ THTR:3850	Introduction to Laban Movement Studies	2-3
MUS:3851/ DANC:3851/ DPA:3851	Introduction to the Alexander Technique	3

Applied Music

Instruction in applied music consists of individual and/or class lessons, at the instructor's option, for a minimum of one hour per week (students register for 2 s.h.). Music majors are required to attend weekly performance and pedagogy seminars in applied music. Courses are offered on a fee-per-course basis, in addition to tuition, and may be repeated.

Instruction in jazz guitar, MUS:2038 Lower Level Jazz Guitar, is only offered at the lower level; enrollment is limited.

Code	Title	Hours
MUS:2020	Lower Level Voice	2
MUS:2021	Lower Level Piano	2
MUS:2022	Lower Level Organ	2
MUS:2023	Lower Level Violin	2
MUS:2024	Lower Level Viola	2
MUS:2025	Lower Level Cello	2
MUS:2026	Lower Level String Bass	2
MUS:2027	Lower Level Flute	2
MUS:2028	Lower Level Oboe	2
MUS:2029	Lower Level Clarinet	2
MUS:2030	Lower Level Bassoon	2
MUS:2031	Lower Level Saxophone	2
MUS:2032	Lower Level Horn	2
MUS:2033	Lower Level Trumpet	2
MUS:2034	Lower Level Trombone	2
MUS:2035	Lower Level Euphonium	2
MUS:2036	Lower Level Tuba	2
MUS:2037	Lower Level Percussion	2
MUS:2038	Lower Level Jazz Guitar	2
MUS:3020	Upper Level Voice	2
MUS:3021	Upper Level Piano	2
MUS:3022	Upper Level Organ	2
MUS:3023	Upper Level Violin	2
MUS:3024	Upper Level Viola	2
MUS:3025	Upper Level Cello	2
MUS:3026	Upper Level String Bass	2
MUS:3027	Upper Level Flute	2
MUS:3028	Upper Level Oboe	2
MUS:3029	Upper Level Clarinet	2
MUS:3030	Upper Level Bassoon	2
MUS:3031	Upper Level Saxophone	2
MUS:3032	Upper Level Horn	2
MUS:3033	Upper Level Trumpet	2
MUS:3034	Upper Level Trombone	2
MUS:3035	Upper Level Euphonium	2
MUS:3036	Upper Level Tuba	2
MUS:3037	Upper Level Percussion	2
MUS:6020	Major Voice	2
MUS:6021	Major Piano	2
MUS:6022	Major Organ	2

MUS:6023	Major Violin	2
MUS:6024	Major Viola	2
MUS:6025	Major Cello	2
MUS:6026	Major String Bass	2
MUS:6027	Major Flute	2
MUS:6028	Major Oboe	2
MUS:6029	Major Clarinet	2
MUS:6030	Major Bassoon	2
MUS:6031	Major Saxophone	2
MUS:6032	Major Horn	2
MUS:6033	Major Trumpet	2
MUS:6034	Major Trombone	2
MUS:6035	Major Euphonium	2
MUS:6036	Major Tuba	2
MUS:6037	Major Percussion	2

Applied Music: Secondary Instruction for Majors

Instruction consists of one half-hour lesson per week. Courses are offered on a fee-per-course basis, in addition to tuition, and may be repeated.

Code	Title	Hours
MUS:1120	Secondary Performance - Voice	1
MUS:1121	Secondary Performance - Piano	1
MUS:1122	Secondary Performance - Organ	1
MUS:1123	Secondary Performance - Violin	1
MUS:1124	Secondary Performance - Viola	1
MUS:1125	Secondary Performance - Cello	1
MUS:1126	Secondary Performance - String Bass	1
MUS:1127	Secondary Performance - Flute	1
MUS:1128	Secondary Performance - Oboe	1
MUS:1129	Secondary Performance - Clarinet	1
MUS:1130	Secondary Performance - Bassoon	1
MUS:1131	Secondary Performance - Saxophone	1
MUS:1132	Secondary Performance - Horn	1
MUS:1133	Secondary Performance - Trumpet	1
MUS:1134	Secondary Performance - Trombone	1
MUS:1135	Secondary Performance - Euphonium	1
MUS:1136	Secondary Performance - Tuba	1
MUS:1137	Secondary Performance - Percussion	1
MUS:1139	Secondary Performance - Composition	1

MUS:6120	Graduate Secondary Performance - Voice	1
MUS:6121	Graduate Secondary Performance - Piano	1
MUS:6122	Graduate Secondary Performance - Organ	1
MUS:6123	Graduate Secondary Performance - Violin	1
MUS:6124	Graduate Secondary Performance - Viola	1
MUS:6125	Graduate Secondary Performance - Cello	1
MUS:6126	Graduate Secondary Performance - String Bass	1
MUS:6127	Graduate Secondary Performance - Flute	1
MUS:6128	Graduate Secondary Performance - Oboe	1
MUS:6129	Graduate Secondary Performance - Clarinet	1
MUS:6130	Graduate Secondary Performance - Bassoon	1
MUS:6131	Graduate Secondary Performance - Saxophone	1
MUS:6132	Graduate Secondary Performance - Horn	1
MUS:6133	Graduate Secondary Performance - Trumpet	1
MUS:6134	Graduate Secondary Performance - Trombone	1
MUS:6135	Graduate Secondary Performance - Euphonium	1
MUS:6136	Graduate Secondary Performance - Tuba	1
MUS:6137	Graduate Secondary Performance - Percussion	1

Choral Literature

Code	Title	Hours
MUS:6561	Seminar: Choral Literature and Analysis I	1-3
MUS:6562	Seminar: Choral Literature and Analysis II	1-3
MUS:6563	Seminar: Choral Literature and Analysis III	1-3
MUS:6564	Seminar: Choral Literature and Analysis IV	1-3

Composition

Code	Title	Hours
MUS:2220	Composition	1-2
MUS:3230	Composition Seminar	0-1
MUS:4220	Orchestration	3
MUS:4250	Composition: Electronic Media I	3
MUS:4251	Composition: Electronic Media II	3
MUS:5220	Advanced Composition	1-2

Conducting

Also see MUS:3635 Instrumental Conducting, MUS:3640 Choral Methods, and MUS:3645 Choral Conducting and Literature under "Music Education" below.

Code	Title	Hours
MUS:3625	Techniques of Conducting	2
MUS:6579	Orchestral Conducting Lab	2
MUS:6580	Advanced Orchestral Conducting	2
MUS:6581	Advanced Choral Conducting I	1-3
MUS:6582	Advanced Choral Conducting II	1-3
MUS:6583	Advanced Choral Conducting III	1-3
MUS:6584	Advanced Choral Conducting IV	1-3
MUS:6585	Score Reading	1
MUS:6586	Orchestral Literature	2
MUS:6590	Seminar in Advanced Band Literature and Band History	1-2

Ensembles

Enrollment requires consent of instructor. Courses may be repeated.

Code	Title	Hours
MUS:1160	University Band	1
MUS:1165	Hawkeye Marching Band	1
MUS:1166	Large Pep Band	1
MUS:1176	Women's Chorale	1
MUS:1180	All-University String Orchestra	1
MUS:3150	Percussion Ensemble/Steel Band	1
MUS:3151	Percussion Chamber Ensemble	1
MUS:3160	Symphony Band/Concert Band	1
MUS:3163	Intermediate Steel Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1
MUS:3182	Chamber Orchestra	1
MUS:3190	Center for New Music Ensemble	0-1
MUS:3480	Piano Accompaniment	1
MUS:3481	Piano Chamber Music	1-2
MUS:3482	String Chamber Music	1-2
MUS:3485	Wind Chamber Music	1-2
MUS:3489	Chamber Music Residency Program	1-2

Jazz Studies

Code	Title	Hours
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1711	Jazz Rhythms and Interpretation I	1

MUS:1712	Jazz Rhythms and Interpretation II	1
MUS:1720	History of Jazz	3
MUS:2014/ AFAM:2014	Giants of Jazz: Miles, Trane, and Duke	3
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:3730	Jazz Band	1
MUS:3740	Small Jazz Ensembles	1
MUS:3760	Jazz Band Techniques	1
MUS:4710	Advanced Jazz Improvisation	2
MUS:4730	Jazz Theory	3
MUS:4750	Transcription	2
MUS:4760	Jazz Composition and Arranging	2

Music Education

The College of Education offers additional music education courses; see Teaching and Learning [p. 1351] in the Catalog for listings and descriptions. Some courses are cross-listed with both departments, one for the School of Music and the other for the College of Education. Students preparing for music teacher licensure should register under the education number.

Also see MUS:3760 Jazz Band Techniques under "Jazz Studies" above.

Code	Title	Hours
MUS:3600	Undergraduate Music Education Workshop	1
MUS:3601	Undergraduate Music Education Workshop II	1
MUS:3605/ EDTL:3605	Instrumental Techniques	2
MUS:3635/ EDTL:3635	Instrumental Conducting	3
MUS:3640/ EDTL:3640	Choral Methods	3
MUS:3645/ EDTL:3645	Choral Conducting and Literature	3
MUS:3659	Class Strings	1
MUS:3664	Introduction to Wind and Percussion Instruments	2
MUS:3665	Arranging for Band	2-3
MUS:3666	Marching Band Techniques	1
MUS:5600/ EDTL:5600	Graduate Music Education Workshop	1
MUS:5601/ EDTL:5601	Graduate Music Education Workshop II	1

Music and Technology

Also see MUS:4250 Composition: Electronic Media I and MUS:4251 Composition: Electronic Media II under "Composition" above.

Code	Title	Hours
MUS:3410	Fundamentals of Piano Technology	1
MUS:3780	Audio Recording I	3
MUS:3781	Audio Recording II	3

Music Therapy

Code	Title	Hours
MUS:1687	Orientation to Music Therapy	2
MUS:2671	Music Foundations in Therapy I	2
MUS:2672	Music Foundations in Therapy II	2
MUS:3675	Music Therapy Practicum	1-2
MUS:3676	Percussion Experience for Teachers and Therapists	1
MUS:3680	Music in Special Education	3
MUS:3690	Music Therapy with Adults	3
MUS:4630/ EDTL:4630	Psychology of Music	2-3
MUS:4670	Internship in Music Therapy	2,12
MUS:4675	Senior Project in Music Therapy	1
MUS:4685	Music Therapy with Children	3
MUS:6670	Graduate Music Therapy Practicum	1-3
MUS:6675	Research in Music Therapy - Graduate	1
MUS:6680	College Teaching and Clinic Supervision in Music Therapy	1-2
MUS:6685	Theory and Research in Music Therapy	1
MUS:6690	Special Studies in Music Therapy	1-3

Musicology

Code	Title	Hours
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:3486	Bach Performance Seminar	1
MUS:4320	Music and Gender	3
MUS:4325	Medieval and Renaissance Music	3
MUS:4330	Baroque Music	3
MUS:4335	Eighteenth-Century Music	3
MUS:4340	Nineteenth-Century Music	3
MUS:4345	Twentieth-Century Music	3
MUS:4350	Advanced Jazz History	3
MUS:4355	American Music	3
MUS:4360	Jazz Matters	3
MUS:5300	Introduction to Graduate Study in Music	2
MUS:6300	Musicology Colloquium	0
MUS:6305	Teaching Music History and Culture	3
MUS:6310	Topics in Musicology	3
MUS:6312	Historical Approaches to Music	3
MUS:6314	Topics in Ethnomusicology	3
MUS:6315	Foundations of Ethnomusicology	3
MUS:6326	Renaissance Music Notations	3

MUS:6375	Music Editing	3
MUS:7380	Readings in Music History	1-3

Orchestra and Band Instruments

Code	Title	Hours
MUS:3140	Audition Repertoire	1
MUS:3483	Baroque Seminar for Strings	1
MUS:5101	Advanced Woodwind Pedagogy and Literature I	2
MUS:5102	Advanced Woodwind Pedagogy and Literature II	3
MUS:5111	Advanced Brass Pedagogy and Literature I	2
MUS:5112	Advanced Brass Pedagogy and Literature II	2
MUS:5115	Advanced Brass Ensemble Literature	2
MUS:5121	Advanced String Methods and Literature I	2
MUS:5122	Advanced String Methods and Literature II	2
MUS:5130	Advanced Percussion Pedagogy and Literature	2
MUS:6150	Seminar in Performance and Pedagogy Research I	1

Organ and Sacred Music

Code	Title	Hours
MUS:4450	Organ Literature Survey	2
MUS:4452	Liturgics	2
MUS:4454	Service Playing and Improvisation	2
MUS:5450	History of Organ Building and Design	2-3
MUS:5452	Organ Pedagogy	2
MUS:5475	Organ Literature Special Topics	2

Piano

Code	Title	Hours
MUS:1211	Group Instruction in Piano I	1
MUS:1212	Group Instruction in Piano II	1
MUS:2213	Group Instruction in Piano III	1
MUS:3400	Methods of Teaching Piano	2
MUS:5400	Piano Pedagogy I	2
MUS:5401	Piano Pedagogy II	2
MUS:5410	Piano Literature I	2
MUS:5411	Piano Literature II	2
MUS:7400	Special Studies Piano Literature	1-2
MUS:7401	Special Studies in Piano Accompaniment and Chamber Music	1-2

Recital and Thesis

Code	Title	Hours
MUS:3990	Special Studies	0-4
MUS:4900	Senior Recital	1
MUS:4910	Bachelor's Thesis	0-1

MUS:4995	Honors in Music	1-4
MUS:6900	M.A. Recital	1-2
MUS:6920	M.A. Performance Project	1-2
MUS:6950	M.A. Thesis	1-3
MUS:7140	Seminar in Music Research	2
MUS:7900	D.M.A. Recital	1-2
MUS:7950	Ph.D. Thesis	1-4
MUS:7960	Composition Ph.D. Thesis	1-4
MUS:7970	D.M.A. Essay	1-4

Theory

Code	Title	Hours
MUS:1200	Fundamentals of Music for Majors	0
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
MUS:2206	Form and Analysis	3
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:4210	Keyboard Harmony	1-2
MUS:5200	Basic Analytical Techniques	3
MUS:5235	Tonal Analysis	3
MUS:5236	Post-Tonal Analysis	3
MUS:5240	Special Topics in Theory and Analysis	3
MUS:6200	Music Theory Colloquium	0
MUS:6210	History of Music Theory I	3
MUS:6211	History of Music Theory II	3
MUS:6215	Music Theory Pedagogy	3
MUS:6250	Advanced Tonal Theory and Analysis	3
MUS:6251	Advanced Post-Tonal Theory and Analysis	3
MUS:7280	Readings in Music Theory	0-1

Voice and Opera

Code	Title	Hours
MUS:1510	Diction for Singers I	2
MUS:2510	Diction for Singers II	2
MUS:3410	Fundamentals of Piano Technology	1
MUS:3500	Opera Workshop	2
MUS:3501	Opera Theater Chorus	1
MUS:3502	Opera Production	2-4
MUS:3503	Vocal/Operatic Coaching	1
MUS:3511	Interpretation of Non-German Art Song	1
MUS:3530/ THTR:3530	Musical Theatre Workshop	2
MUS:5510	Graduate Diction	2
MUS:5555/ CSD:5213	Voice Habilitation	2
MUS:6520/ CSD:6202	Methods of Teaching Voice	3
MUS:6530	Topics in Vocal Performance	2

MUS:6535	Opera Theater Directing Seminar	3
MUS:6540	Survey of Operatic Literature	3
MUS:6541	Survey of Song Literature I	3
MUS:6542	Survey of Song Literature II	3

Programs

Undergraduate Programs of Study

Majors

- Major in Music (Bachelor of Arts) [p. 834]
- Major in Music (Bachelor of Music) [p. 838]

Minor

- Minor in Music [p. 850]

Graduate Programs of Study

Majors

- Master of Arts in Music [p. 852]
- Doctor of Philosophy in Music [p. 854]
- Doctor of Musical Arts [p. 855]

Minor

- Minor in Theory Pedagogy [p. 856]

Certificate

- Certificate in Sacred Music [p. 857]

Facilities

The School of Music is housed in the Voxman Music Building, a state-of-the-art facility in the heart of the downtown campus that opened in the fall of 2016. The 190,000 square-foot building includes a 700-seat concert hall; 200-seat recital hall; organ performance hall; opera and chamber music rehearsal spaces; faculty studios; classrooms; practice rooms; specialized facilities for music therapy, electronic music, and percussion; and light-filled public and social spaces. The building features the latest instructional and recording technology, and superior acoustic ambience and isolation.

Center for New Music

The Center for New Music is a vital component of the School of Music's composition program. Since its founding in 1966, the center has been both laboratory and showcase for late 20th- and 21st-century music. It presents at least four concerts of contemporary works each academic season. It also provides a forum for visiting composers and other creative artists, bringing new music to a variety of outreach venues. Audition, rehearsal, and programming information is available on the Center for New Music website.

Rita Benton Music Library

The Rita Benton Music Library is located on the first floor of the Voxman Music Building. The Music Library holds more than 90,000 scores, including chamber music sets; 51,000 books, including bound journals; 125 active periodical subscriptions; and 46,000 media items in all formats. The

Arthur and Miriam Canter Rare Book Room holds around 3,000 rare books and scores and has particular strengths in 18th- and 19th-century music theory treatises and instrumental methods, and an outstanding collection of keyboard and chamber music of Ignaz Pleyel. Additional music collections of note are housed in Special Collections and University Archives, including the Goldman Band Collection; the University of Iowa's Center for New Music papers; and papers of composers Philip Greeley Clapp, William Hibbard, and Donald Martin Jenni. The Music Library holds the School of Music Recordings Archive, including faculty recital and ensemble concert program, audio recordings, and video recordings.

The Library's online subscriptions include research tools such as Grove Music Online, RILM, RIPM, RISM, Music Index, International Index to Music Periodicals (IIMP), and the Oxford Music Bibliographies. Streaming media resources include Naxos Music Library Jazz and video libraries, Berlin Philharmonic Digital Concert Hall, Met Opera on Demand: Student Access, music online, and DRAM.

Materials circulate to University of Iowa faculty and students and to institutions that have reciprocal agreements for interlibrary loan services with the University.

Courses

Several School of Music courses are especially appropriate for non-music majors. Some are approved for the GE CLAS Core; look for them (prefix MUS) under "Historical Perspectives," "Literary, Visual, and Performing Arts," and "Values and Culture" in the GE CLAS Core [p. 20] section of the Catalog.

Applied music instruction consists of individual and/or class lessons, at the instructor's option, for a minimum of one hour per week (students register for 2 s.h.), or one half-hour per week (students register for 1 s.h.). Music majors are required to attend weekly performance and pedagogy seminars in applied music. Courses are offered on a fee-per-course basis, in addition to tuition, and may be repeated.

Music Courses

MUS:1000 First-Year Seminar **1 s.h.**

An aspect of performance, creativity, musical literature, or scholarship; seminar format with classroom participation, papers, projects, other assignments; may require attendance at lectures, rehearsals, or performances. Requirements: first- or second-semester standing.

MUS:1001 Group Piano I: Non-Music Majors **1 s.h.**

Reading, technical study, chording, playing by ear, improvisation; for beginners. Requirements: non-music major. GE: Literary, Visual, and Performing Arts.

MUS:1002 Group Piano II: Non-Music Majors **1 s.h.**

Continuation of MUS:1001. Requirements: non-music major.

MUS:1007 Garage Band: The Basics **2 s.h.**

Application of GarageBand software (Mac platform) using midi keyboards; composition and music theory for projects using drag-and-drop looping, multitrack recording, sound effects, mixing, importing music for composition. GE: Engineering Be Creative.

MUS:1008 Jazz Masters **3 s.h.**

Major 20th-century jazz leaders of varied styles and recordings; developments between 1917 and present.

- MUS:1009 Jazz Cultures in America and Abroad** 3 s.h.
How to listen to jazz and recognize a variety of processes that are taking place in performances and recordings; historical, social, and political issues, including race and gender; the unique blend of jazz of a particular region; attendance at live performances, meet and interview musicians, critics, and educators. GE: Literary, Visual, and Performing Arts; Values and Culture.
- MUS:1010 Recital Attendance for Nonmajors** 1 s.h.
Musical experience through student, faculty recitals.
- MUS:1012 Creativity in Music** 3 s.h.
Where does music come from? When, why, and how did people first start making music? How do music creators turn raw inspiration into finished pieces? How do improvisers create music on the spot? Can anyone create music or is that something only for composers? Development of music creation from long ago to present day; presentations by guest composers and performers who will demonstrate how they compose or improvise their music. GE: Engineering Be Creative; Literary, Visual, and Performing Arts.
- MUS:1020 Performance Instruction for Nonmajors** 1 s.h.
Bassoon, cello, clarinet, euphonium, flute, horn, oboe, organ, percussion, piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, or voice. Requirements: non-music major. GE: Literary, Visual, and Performing Arts.
- MUS:1030 Writing Rap: The Basics** 3 s.h.
Focus on the craft of writing raps; students listen, attempt to dissect, and evaluate a broad range of hip hop music while learning the basics of crafting and composing lyrics; songwriting methods and theoretical approaches to composing larger works—such as a mixtape, album or extended play record (EP)—through an examination of music, film, literature, and criticism; previous experience writing raps is not required.
- MUS:1066 Introduction to Film Music** 3 s.h.
Major styles and composers of film music from early 20th century to the present; focus on case studies to understand different roles music can play in cinema; opportunities to employ critical thinking and listening skills to analyze particular films or key scenes. GE: Literary, Visual, and Performing Arts.
- MUS:1100 Fundamentals of Music for Non-Music Majors** 3 s.h.
Notation of pitch and rhythm, intervals, scales, key signatures, triads, and seventh chords. Requirements: non-music major.
- MUS:1120 Secondary Performance - Voice** 1 s.h.
Requirements: music major.
- MUS:1121 Secondary Performance - Piano** 1 s.h.
Requirements: music major.
- MUS:1122 Secondary Performance - Organ** 1 s.h.
Seminar and lessons arranged. Requirements: music major.
- MUS:1123 Secondary Performance - Violin** 1 s.h.
- MUS:1124 Secondary Performance - Viola** 1 s.h.
- MUS:1125 Secondary Performance - Cello** 1 s.h.
- MUS:1126 Secondary Performance - String Bass** 1 s.h.
- MUS:1127 Secondary Performance - Flute** 1 s.h.
- MUS:1128 Secondary Performance - Oboe** 1 s.h.
- MUS:1129 Secondary Performance - Clarinet** 1 s.h.
- MUS:1130 Secondary Performance - Bassoon** 1 s.h.
- MUS:1131 Secondary Performance - Saxophone** 1 s.h.
- MUS:1132 Secondary Performance - Horn** 1 s.h.
- MUS:1133 Secondary Performance - Trumpet** 1 s.h.
- MUS:1134 Secondary Performance - Trombone** 1 s.h.
- MUS:1135 Secondary Performance - Euphonium** 1 s.h.
- MUS:1136 Secondary Performance - Tuba** 1 s.h.
- MUS:1137 Secondary Performance - Percussion** 1 s.h.
- MUS:1139 Secondary Performance - Composition** 1 s.h.
Individual lessons for non-composition majors that help to prepare a portfolio for entrance into the composition area. Corequisites: MUS:1201 and MUS:1202 and MUS:2203 and MUS:2204.
- MUS:1160 University Band** 1 s.h.
Participation in University Band.
- MUS:1165 Hawkeye Marching Band** 1 s.h.
Offered fall semesters.
- MUS:1166 Large Pep Band** 1 s.h.
Performing ensemble for basketball games and wrestling meets. Requirements: membership by audition.
- MUS:1176 Women's Chorale** 1 s.h.
- MUS:1180 All-University String Orchestra** 1 s.h.
Repertoire, rehearsal pacing, and performance expectation geared to general students. Open to all UI students with no audition.
- MUS:1200 Fundamentals of Music for Majors** 0 s.h.
Rudiments of music—notation of pitch and rhythm, meter, scales, keys, intervals, triads. Corequisites: MUS:1201. Requirements: successful completion of placement exam A or concurrent enrollment in MUS:1201.
- MUS:1201 Musicianship and Theory I** 4 s.h.
Principles of harmony; emphasis on aural skills, theoretical concepts, notation. Offered fall semesters. Requirements: MUS:1200 or successful completion of music theory diagnostic exam, and concurrent enrollment in MUS:1211 or successful completion of piano proficiency exam.
- MUS:1202 Musicianship and Theory II** 4 s.h.
Continuation of MUS:1201. Offered spring semesters. Prerequisites: MUS:1201. Requirements: MUS:1212 or successful completion of piano proficiency exam.
- MUS:1210 Recital Attendance** 1 s.h.
Requirements: music major.
- MUS:1211 Group Instruction in Piano I** 1 s.h.
Beginning instruction for music majors whose principal performing medium is voice or an orchestral or band instrument; skill development in sight reading, technique, harmonization, transposition, improvisation, simple literature. Corequisites: MUS:1201. Requirements: music major.
- MUS:1212 Group Instruction in Piano II** 1 s.h.
Elementary to early intermediate instruction for music majors whose principal performing medium is voice or an orchestral or band instrument; continued skill development begun in MUS:1211; introduction of easy solo and ensemble literature. Corequisites: MUS:1202. Requirements: MUS:1211 or successful completion of proficiency examination.
- MUS:1301 Concepts and Contexts of Western Music** 3 s.h.
Ideas, social and historical contexts, emergence of genres and styles, diverse performing traditions in music making of Europe and North America. Recommendations: non-music major. GE: Literary, Visual, and Performing Arts.

- MUS:1302 Great Musicians** 3 s.h.
Lives and works of important composers, performers. Recommendations: non-music major. GE: Literary, Visual, and Performing Arts.
- MUS:1303 Roots, Rock, and Rap: A History of Popular Music** 3 s.h.
Historical narrative of popular music; focus on understanding and analyzing music of past and present in relation to major issues central to popular culture and society; production, dissemination, and reception of popular music; interpretation of ways in which music forms individual and collective identities and how contemporary musical experiences are shaped by historical processes. GE: Historical Perspectives.
- MUS:1310 World Music** 3 s.h.
Varied perspectives on the relationship of music and culture, drawing from musical cultures around the world. GE: Literary, Visual, and Performing Arts.
- MUS:1510 Diction for Singers I** 2 s.h.
Italian and German pronunciation for singing; basics of international phonetic alphabet; no previous background required.
- MUS:1687 Orientation to Music Therapy** 2 s.h.
Theory, practice; typical clients and places of employment in music therapy.
- MUS:1711 Jazz Rhythms and Interpretation I** 1 s.h.
Methods for sight-reading and interpreting jazz notation. Requirements: music major or audition.
- MUS:1712 Jazz Rhythms and Interpretation II** 1 s.h.
Connection of rhythm-body principle—where movement and motion connects directly with rhythmic motifs and patterns; advanced rhythmic concepts (e.g., odd meters, borrowed note-groupings, unconventional notation); Latin, West African, and non-Western concepts of rhythm; for B.M. jazz majors and music majors wanting more in-depth, advanced interaction with jazz rhythms and phrasing; second in a two-course sequence. Requirements: music major.
- MUS:1720 History of Jazz** 3 s.h.
Major 20th-century styles, artists, seminal works, and recordings; developments between 1917 and 1972. GE: Literary, Visual, and Performing Arts; Values and Culture.
- MUS:1740 The Art of Listening to Jazz** 3 s.h.
What is jazz and its importance; guided introduction to jazz music, anatomy of jazz music, cultural context; development of skills to become an informed listener; process of performing jazz music, its connection with Black culture; focused listening/analysis of prominent jazz artists' work from past and present, including intersection between jazz and hip hop; formal music experience or training not required. GE: Literary, Visual, and Performing Arts. Same as AFAM:1240.
- MUS:1741 The Soundtrack of Black America** 3 s.h.
Linkage of African American culture and music; Black musical innovations that shaped mainstream American musical tastes over the last century; exploration of relationship between Black music and culture; examples of blues, jazz, gospel, hip hop; artists including Bessie Smith (blues), Mahalia Jackson (gospel), Miles Davis (jazz), Nas and Talib Kweli (hip hop). GE: Diversity and Inclusion. Same as AFAM:1241.
- MUS:1800 World of the Beatles** 3 s.h.
How the Beatles' music was influenced by American pop music, the drug culture, and the avant-garde, nonwestern instruments and philosophy, anti-war sentiments, world politics, and so forth; Beatlemania's impact on British and American cultures and its role in opening Eastern Europe to the West. GE: Literary, Visual, and Performing Arts. Same as DPA:1800.
- MUS:2005 Issues in Popular Music: Women Who Rock** 3 s.h.
History of popular female musicians and the influence of their lyrics, music, and performances on American and British cultures; how women's musical careers have been influenced by civil rights, the British invasion (Beatles, Rolling Stones), second-wave feminism, postfeminism, Vietnam, counterculture, social injustice, music education, rock festivals, charity concerts. GE: Literary, Visual, and Performing Arts.
- MUS:2014 Giants of Jazz: Miles, Trane, and Duke** 3 s.h.
Miles Davis, John Coltrane and Duke Ellington as figureheads of the Jazz music style; how they changed the trajectory of modern music along with sidemen (B. Strayhorn and H. Hancock); Ellington's resolute defiance of stereotypical views of African Americans; Miles' brazen protests against civil injustices; how these icons are much more than mere musicians; cultural impact of landmark albums including "Kind of Blue," "A Love Supreme," and "The Birth of the Cool"; focus on their life, music and sociopolitical impact. Same as AFAM:2014.
- MUS:2020 Lower Level Voice** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2021 Lower Level Piano** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance. Requirements: piano major or approval of the area following a successful audition.
- MUS:2022 Lower Level Organ** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2023 Lower Level Violin** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2024 Lower Level Viola** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

- MUS:2025 Lower Level Cello** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2026 Lower Level String Bass** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2027 Lower Level Flute** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2028 Lower Level Oboe** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2029 Lower Level Clarinet** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2030 Lower Level Bassoon** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2031 Lower Level Saxophone** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2032 Lower Level Horn** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2033 Lower Level Trumpet** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2034 Lower Level Trombone** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2035 Lower Level Euphonium** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2036 Lower Level Tuba** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2037 Lower Level Percussion** **arr.**
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:2038 Lower Level Jazz Guitar** **2 s.h.**
Requirements: audition required.
- MUS:2106 Improvisation for Classical Musicians** **3 s.h.**
Theory and practice in beginning nonjazz improvisation; development of aural and rhythmic skills, creation of rhythms and melodies, use of timbres and extended techniques in expression, development of instrumental technique for improvisation, practical understanding of harmony and form, experience in solo and accompaniment roles, creation of short pieces as vehicles for improvisation. Requirements: one year of music theory.
- MUS:2160 Drumline Techniques** **1 s.h.**
Training and experience in contemporary marching percussion and rudimental drumming techniques.
- MUS:2203 Musicianship and Theory III** **4 s.h.**
Continuation of MUS:1201 and MUS:1202; focus on common-practice repertory. Offered fall semesters. Prerequisites: MUS:1202.
- MUS:2204 Musicianship and Theory IV** **4 s.h.**
Continuation of MUS:1201, MUS:1202, and MUS:2203; focus on late 19th- and early 20th-century repertoires. Offered spring semesters. Prerequisites: MUS:2203.
- MUS:2206 Form and Analysis** **3 s.h.**
Analysis of musical forms and procedures, including 18th- and 19th-century tonal repertoires. Prerequisites: MUS:2204. Requirements: undergraduate standing.
- MUS:2213 Group Instruction in Piano III** **1 s.h.**
Varies by semester: skills for the music therapy profession, sight-reading, harmonization, transposition, reading from a fake book, and improvisation (fall); skills for the music education profession, sight-reading, harmonization, transposition, score, and hymn reading (spring). Requirements: music therapy, music education, or piano major.
- MUS:2220 Composition** **1-2 s.h.**
Individual lessons with a composition faculty member. Corequisites: MUS:3230. Requirements: admission to B.M. composition concentration.
- MUS:2301 History of Western Music I** **3 s.h.**
Recommendations: MUS:1201 and MUS:1202 for music majors. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

- MUS:2302 History of Western Music II** 3 s.h.
Recommendations: MUS:1201 and MUS:1202 for music majors. GE: Historical Perspectives; Literary, Visual, and Performing Arts.
- MUS:2311 Music of Latin America and the Caribbean** 3 s.h.
Folk and popular musical traditions and their social contexts in Latin America, the Caribbean; listening skills; video/film screenings. GE: Literary, Visual, and Performing Arts; Values and Culture. Same as LAS:2311.
- MUS:2510 Diction for Singers II** 2 s.h.
French and English pronunciation for singing. Prerequisites: MUS:1510.
- MUS:2671 Music Foundations in Therapy I** 2 s.h.
Skill development on social instruments such as guitar, autoharp, piano; percussion, song-leading skills, and repertoire development for use in clinical music therapy sessions. Prerequisites: MUS:1687. Requirements: music therapy major.
- MUS:2672 Music Foundations in Therapy II** 2 s.h.
Advanced skill development on guitar for use in clinical music therapy sessions; percussion techniques, and related skills used in therapeutic settings. Prerequisites: MUS:2671. Requirements: music therapy major.
- MUS:2800 Digital Arts: An Introduction** 3 s.h.
Introduction to potential of integrating art with technology to provide a foundation of skills and concepts through hands-on experimentation; lectures and demonstrations introduce key concepts and ideas as well as the history of digital arts; students develop skills that form a foundation for future investigation through labs; work may include using an Arduino, programming, and developing an interface to control a software project; final project is shared with the public in some way; critical discourse in the form of writing assignments allows for reflection and evaluation. GE: Engineering Be Creative. Same as ARTS:2800, CINE:2800, CS:2800, DANC:2800, DIGA:2800, THTR:2800.
- MUS:3001 Introduction to Jazz Improvisation** 3 s.h.
Introduction to the practice of improvisation through performance of repertoire and the development of practicing strategies; exercises in melody, harmony, rhythm and transcription that together form an integrated approach to developing improvisations. Prerequisites: MUS:1201. Requirements: audition.
- MUS:3020 Upper Level Voice** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3021 Upper Level Piano** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance. Requirements: piano major or approval following a successful audition.
- MUS:3022 Upper Level Organ** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3023 Upper Level Violin** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3024 Upper Level Viola** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3025 Upper Level Cello** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3026 Upper Level String Bass** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3027 Upper Level Flute** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3028 Upper Level Oboe** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3029 Upper Level Clarinet** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3030 Upper Level Bassoon** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3031 Upper Level Saxophone** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3032 Upper Level Horn** arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

- MUS:3033 Upper Level Trumpet** arr. Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3034 Upper Level Trombone** arr. Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3035 Upper Level Euphonium** arr. Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3036 Upper Level Tuba** arr. Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3037 Upper Level Percussion** arr. Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
- MUS:3140 Audition Repertoire** 1 s.h. Practicum on passages frequently requested at professional auditions.
- MUS:3150 Percussion Ensemble/Steel Band** 1 s.h. Range of styles and idioms, primarily written during the 20th and 21st centuries; historical or cultural aspects such as ancient rudimental drumming styles, ragtime, jazz, popular music, and music from Africa, the Caribbean, Brazil, Cuba, China.
- MUS:3151 Percussion Chamber Ensemble** 1 s.h. Advanced percussion ensemble experience to complement work in larger format percussion ensemble; preparation and performance of most important repertoire for percussion ensemble; new works brought to light in a small chamber group setting. Requirements: upper-level undergraduate or graduate percussion major.
- MUS:3160 Symphony Band/Concert Band** 1 s.h. Participation in Symphony Band or Concert Band. Requirements: (for concert band) membership by audition.
- MUS:3162 All University Steel Band** 1-3 s.h. Musical and cultural introduction to steel band music of Trinidad and other Caribbean musical styles, including calypso, soca, ska, and reggae.
- MUS:3163 Intermediate Steel Band** 1 s.h. Small group steel band experience for more advanced players with experience playing steel pans.
- MUS:3170 Kantorei** 1 s.h.
- MUS:3172 Camerata Singers** 1 s.h.
- MUS:3174 University Choir** 1 s.h.
- MUS:3180 Orchestra** 1 s.h.
- MUS:3182 Chamber Orchestra** 1 s.h. Requirements: upper-level undergraduate standing.
- MUS:3190 Center for New Music Ensemble** 0-1 s.h. Participation in the Center for New Music; focus on contemporary composition and performance, 20th- and 21st-century repertoire and styles.
- MUS:3230 Composition Seminar** 0-1 s.h. Corequisites: MUS:2220 and MUS:5220.
- MUS:3240 Advanced Compositional Concepts and Techniques** 1-2 s.h. Acquisition, development, and application of advanced techniques and concepts in composition; topics will vary, depending on faculty and student interests; topics may include algorithmic methods, interactive performance systems, sound diffusion/spatialization, tuning systems, mathematical group theory, signal processing, advanced coding, and study and compositional application of new digital technologies and software, as well as analog systems from the past 50 years. Prerequisites: MUS:2220 or MUS:5220.
- MUS:3280 Spectral Nature of Sound: Acoustics, Analysis, and Resynthesis** 3 s.h. Fourier, fast Fourier transform (FFT), and inverse FFT, including spectral analysis and processing in Max; for composers, performers, and music theorists interested in the nature of sounds and their manipulation.
- MUS:3285 New Musical Instruments: From Design to Performance** 3 s.h. Acoustic principles of selected traditional instruments (e.g., winds, strings, percussion) as well as principles of electroacoustic sound production (e.g., analog synthesizers, microphones, transducers); students work in teams to build, test, and improve their own musical instrument and experiment with its playing modes; projects may include inharmonic variations upon classical instruments, musical bots, guitar or voice-processing pedals, transducer-driven DIY Gamelans, and more; for composers, performers, engineers, and sound enthusiasts who want to design, build, and/or perform with new musical instruments. GE: Engineering Be Creative. Same as DIGA:3285.
- MUS:3400 Methods of Teaching Piano** 2 s.h. Methods, materials, and teaching techniques for preschool students, precollege students, and adult learners. Requirements: keyboard major.
- MUS:3410 Fundamentals of Piano Technology** 1 s.h. Offered spring semesters. Requirements: music major.
- MUS:3480 Piano Accompaniment** 1 s.h. Collaborative arts techniques, methods, and history.
- MUS:3481 Piano Chamber Music** 1-2 s.h. Requirements: music major.
- MUS:3482 String Chamber Music** 1-2 s.h.
- MUS:3483 Baroque Seminar for Strings** 1 s.h. Introduction to Baroque performance practices and techniques on period string instruments; ensembles. Requirements: enrollment in upper-level or graduate-level applied studies.
- MUS:3485 Wind Chamber Music** 1-2 s.h. Preparation, performance of representative literature; sections for woodwinds, brass, flute, clarinet, horn, saxophone, double reed, trumpet, trombone, brass choir, tuba/euphonium ensemble.

- MUS:3486 Bach Performance Seminar** 1 s.h.
Performance practice and interpretation of J.S. Bach's music and late German Baroque period using modern instruments; differences between Baroque performance on period and modern instruments; concept of historically informed practice (HIP) and its application in performing Bach's masterpieces; master-class format culminating in a public recital of repertoire studied during semester.
- MUS:3489 Chamber Music Residency Program** 1-2 s.h.
Focused exploration of chamber music literature through small ensemble experiences; students are assigned a group to work with and groups rehearse independently a minimum of two hours per week; weekly one-hour coaching with a faculty member; attendance at weekly seminars; opportunity to explore the national chamber music scene and learn about various aspects of pursuing a chamber music career through interactions with faculty, guest lecturers, and master classes provided by visiting performers of the UI String Quartet Residency Program.
- MUS:3500 Opera Workshop** 2 s.h.
Opera performing techniques, including acting, aria interpretation, scene work. Requirements: vocal major or audition.
- MUS:3501 Opera Theater Chorus** 1 s.h.
Requirements: audition.
- MUS:3502 Opera Production** 2-4 s.h.
Preparation and rehearsals leading up to performance of full production; may include one-act opera, chamber opera, musical theater production, or full-length opera. Corequisites: MUS:3503. Requirements: audition.
- MUS:3503 Vocal/Operatic Coaching** 1 s.h.
Professional-level vocal coaching in preparation for opera productions, opera workshop, degree recitals. Corequisites: MUS:3502.
- MUS:3510 Interpretation of German Art Song** 1 s.h.
Schubert, Schumann, Brahms, Wolf, Strauss, Mahler; appropriate diction, style. Prerequisites: MUS:1510 and MUS:2510.
- MUS:3511 Interpretation of Non-German Art Song** 1 s.h.
Art songs in English, French, Italian, Spanish; appropriate diction, style. Prerequisites: MUS:1510 and MUS:2510.
- MUS:3530 Musical Theatre Workshop** 2 s.h.
Development of musical theatre performance skills through participation; students learn how to project intentions, attitudes, and personality traits of characters they portray; fundamentals of stagecraft, acting, movement, relaxation, and concentration; accurate musical coaching, including clear diction and solidly built dramatic musical interpretation. Same as THTR:3530.
- MUS:3600 Undergraduate Music Education Workshop** 1 s.h.
Topics vary; for inservice music teachers.
- MUS:3601 Undergraduate Music Education Workshop II** 1 s.h.
Topics vary; for inservice music teachers.
- MUS:3605 Instrumental Techniques** 2 s.h.
Same as EDTL:3605.
- MUS:3625 Techniques of Conducting** 2 s.h.
Basic elements, score analysis.
- MUS:3635 Instrumental Conducting** 3 s.h.
Advanced skills for instrumental conducting, score analysis, rehearsal techniques, literature selection. Prerequisites: MUS:3625. Same as EDTL:3635.
- MUS:3640 Choral Methods** 3 s.h.
Organization, implementation of effective choral music programs for all ages. Same as EDTL:3640.
- MUS:3645 Choral Conducting and Literature** 3 s.h.
Advanced skills appropriate to choral conducting, analysis, literature selection studied and implemented to develop a secure approach to choral art; students preparing to teach in the elementary or secondary schools must register under EDTL:3645. Prerequisites: MUS:3625. Same as EDTL:3645.
- MUS:3650 Instrumental Methods and Materials** 3 s.h.
Elementary and secondary instrumental music methods course required for K-12 music teacher certification. Same as EDTL:3650.
- MUS:3659 Class Strings** 1 s.h.
String playing and basic principles of string pedagogy; for band and string students. Offered fall semesters for band; offered fall and spring semesters for string. Requirements: teacher education student in music.
- MUS:3664 Introduction to Wind and Percussion Instruments** 2 s.h.
Survey of wind and percussion instruments; for music education string majors.
- MUS:3665 Arranging for Band** 2-3 s.h.
Scoring and arranging techniques for concert, marching bands.
- MUS:3666 Marching Band Techniques** 1 s.h.
Administration, show design. Offered fall semesters.
- MUS:3675 Music Therapy Practicum** 1-2 s.h.
Supervised clinical training with adult clients and children in variety of health care and educational settings. Prerequisites: MUS:1687. Requirements: music therapy major.
- MUS:3676 Percussion Experience for Teachers and Therapists** arr. 2 s.h.
Hands-on learning experiences in percussion techniques used by music teachers, special education teachers, music therapists, or social workers; basics of hand drumming centering on West African djembe and Trinidadian steel band; skills necessary for interacting with students and clients in educational and clinical settings.
- MUS:3680 Music in Special Education** 3 s.h.
Music methods and materials appropriate for students with disabilities in special educational settings; overview of individualized educational planning for students with disabilities. Requirements: music therapy or music education major.
- MUS:3690 Music Therapy with Adults** 3 s.h.
Techniques, procedures for work with adult clients with disabilities. Prerequisites: MUS:1687. Requirements: music therapy major.
- MUS:3700 iPad for Musicians** 2 s.h.
Opportunity to discover the many hardware and software applications available for the iPad; for music majors, especially of interest for music education and music therapy students. Requirements: music major.

- MUS:3710 Intermediate Jazz Improvisation** 2 s.h.
Improvisation in the jazz repertoire of standards, bebop, and major composers such as Thelonious Monk, Wayne Shorter; memorization and use of melodies, knowledge of chords to the thirteenth, chromatic harmony, development of rhythmic motifs/alteration, strategies for multiple chorus improvisations; separate section for drummers. Prerequisites: MUS:3001 and MUS:3750. Requirements: audition.
- MUS:3730 Jazz Band** 1 s.h.
Jazz performance ensembles, rehearsals, and concerts on and off campus.
- MUS:3740 Small Jazz Ensembles** 1 s.h.
Development of repertoire from standard jazz literature, arrangements and compositions by ensemble members; rehearsals (three hours per week) and performances on and off campus. Requirements: audition.
- MUS:3760 Jazz Band Techniques** 1 s.h.
Development of skills for sight-reading and interpreting notated jazz. Prerequisites: MUS:1711.
- MUS:3780 Audio Recording I** 3 s.h.
Introduction to audio fundamentals, including basic acoustics and audio systems; survey of important equipment and practices, use of microphones and mixers; introduction to AVID's Pro Tools digital audio workstation; students with no background in audio production brought up to an operational proficiency level with basic recording systems; related technical topics develop an understanding of common equipment and conventional application in modern recording studio setting; recording techniques used in MUS:3781.
- MUS:3781 Audio Recording II** 3 s.h.
Survey of Pro Tools; fundamental digital audio concepts applied to hands-on music recording and postproduction projects on digital audio workstations; Pro Tools 101 content with supplementary readings and recording sessions; operational knowledge of Pro Tools software and hardware configurations; basic processes of software-based digital audio recording through recording sessions and sample projects; development of functional understanding of postproduction concepts. Prerequisites: MUS:3780.
- MUS:3800 Reed Class** 1 s.h.
Development of reed-making skills; focus on steps to complete reeds from tube cane to a finished reed; different ways of reed making; practical, pedagogical, and historical approaches; producing various reed styles. Requirements: music major.
- MUS:3850 Introduction to Laban Movement Studies** 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and wellness. Same as DANC:3850, DPA:3850, THTR:3850.
- MUS:3851 Introduction to the Alexander Technique** 3 s.h.
The Alexander Technique and "self-use"—how movement choices affect results achieved; improvement of physical skills and presence; principles in support of performing arts (e.g., speaking, singing, playing an instrument, dancing, acting); application to skills in daily life, addressing underpinnings of movement; physical participation (e.g., lying down, rolling, sitting, standing, locomotion). Same as DANC:3851, DPA:3851.
- MUS:3990 Special Studies** 0-4 s.h.
- MUS:4200 Counterpoint Before 1600** 3 s.h.
Two- and three-part counterpoint; Renaissance polyphony. Requirements: MUS:2203 for undergraduates; MUS:5200 for graduate students or exemption by Graduate Advisory Exam.
- MUS:4201 Counterpoint After 1600** 3 s.h.
Two- and three-part writing in the style of J.S. Bach; fugue. Requirements: MUS:2204 for undergraduates; MUS:5200 or exemption on Graduate Advisory Exam for graduate students.
- MUS:4210 Keyboard Harmony** 1-2 s.h.
Melody harmonization and figured-bass realization at the keyboard. Requirements: MUS:2204 for undergraduates; MUS:5200 or exemption by Graduate Advisory Exam for graduate students; and keyboard proficiency for all students.
- MUS:4220 Orchestration** 3 s.h.
Instrumental capabilities and combinations in solo, chamber, and large ensemble literature; application in composition.
- MUS:4250 Composition: Electronic Media I** 3 s.h.
Composition using analog, digital technology. Offered fall semesters.
- MUS:4251 Composition: Electronic Media II** 3 s.h.
Advanced interactive techniques in composition in association with analog, digital technologies. Offered spring semesters.
- MUS:4320 Music and Gender** 3 s.h.
Roles that gender has played in shaping the history of musical performance and composition.
- MUS:4325 Medieval and Renaissance Music** 3 s.h.
- MUS:4330 Baroque Music** 3 s.h.
- MUS:4335 Eighteenth-Century Music** 3 s.h.
- MUS:4340 Nineteenth-Century Music** 3 s.h.
- MUS:4345 Twentieth-Century Music** 3 s.h.
- MUS:4350 Advanced Jazz History** 3 s.h.
Survey and examination of the history of jazz from early 20th century to present; placement of musical conventions, influential performers, and aesthetic shifts that have shaped the history of jazz music in social, cultural, and technological context; prior musical background not required.
- MUS:4355 American Music** 3 s.h.
Who defines American music? In what ways do musicians, audiences, conductors, critics, and historians in the United States work to shape (and reshape) the country's musical identity? Students examine a variety of performers, works, and events in the history of American music that help ask and answer these questions in different ways; special attention given to analytical skills required to think critically about the different voices empowered to shape public understanding(s) of our musical past.

- MUS:4360 Jazz Matters** 3 s.h.
Students cover a variety of historic jazz scenes (e.g., New Orleans, New York, Chicago) and investigate the reciprocal relationship between music and place as it pertains to the history of jazz; through listening, analysis, and primary source research, students work to understand select case studies as influential musical environments, charting the ways American cities have historically supported jazz and jazz musicians; examination of a broad range of musical media (e.g., film soundtracks, musicals, cartoon depictions) to uncover the ways prominent "jazz cities" have been imagined, shaped, and reshaped by adjacent ideas about race, gender, and nationhood.
- MUS:4450 Organ Literature Survey** 2 s.h.
Fifteenth century to present. Requirements: advanced undergraduate or graduate standing.
- MUS:4452 Liturgics** 2 s.h.
History of liturgies and survey of liturgical music from Judaism to present.
- MUS:4454 Service Playing and Improvisation** 2 s.h.
Hymn playing, accompanying, basic improvisation techniques. Requirements: organ major.
- MUS:4610 Studies in Film and Music** 3 s.h.
Critical approaches to historical and contemporary interrelationships between film and music; soundtracks and film scores; popular song and cinema. Prerequisites: CINE:1601. Same as CINE:4610.
- MUS:4630 Psychology of Music** 2-3 s.h.
Cognition of music, affective response, aesthetic response, musical ability. Same as ECTL:4630.
- MUS:4670 Internship in Music Therapy** 2,12 s.h.
Clinical training under direction of board certified music therapist. Requirements: core music therapy requirements.
- MUS:4675 Senior Project in Music Therapy** 1 s.h.
- MUS:4685 Music Therapy with Children** 3 s.h.
Techniques, procedures for use in clinical, educational settings. Prerequisites: MUS:1687. Requirements: music therapy major.
- MUS:4710 Advanced Jazz Improvisation** 2 s.h.
Builds on the skills learned in MUS:3710; contemporary techniques and styles used by current practitioners of improvisation; free improvisation, bitonal harmonies, through-composed forms, collective improvisation, nonwestern approaches. Prerequisites: MUS:3710 and MUS:3750. Requirements: audition.
- MUS:4730 Jazz Theory** 3 s.h.
Development of skills needed for interpreting jazz melodies, chord symbols, comprehension of jazz song forms, and analysis of jazz-specific harmony in mainstream jazz music; practical application of jazz scales and reharmonization techniques; contains a practical application component on student's instrument of specialty. Requirements: MUS:1201.
- MUS:4750 Transcription** 2 s.h.
Individual projects to transcribe improvisations, small ensemble arrangements, large ensemble arrangements, or nonwestern techniques; use of computer notation programs and midi-realizations. Prerequisites: MUS:3710 and MUS:3750.
- MUS:4760 Jazz Composition and Arranging** 2 s.h.
Experience writing and arranging original jazz material for small and large ensembles, and presenting scores in computer notation; individual lessons. Prerequisites: MUS:3750.
- MUS:4761 Advanced Jazz Composition and Arranging** 2 s.h.
Continuation of MUS:4760; opportunity for further study and work in the practical application of composition and arranging skills; one-on-one lessons focus on areas of composition that best suit student's desired type, style, and/or instrumentation of creative output; areas may include writing for big band, strings, styles beyond typical jazz, or composing original repertoire. Prerequisites: MUS:4760.
- MUS:4900 Senior Recital** 1 s.h.
- MUS:4910 Bachelor's Thesis** 0-1 s.h.
- MUS:4995 Honors in Music** 1-4 s.h.
Requirements: honors standing.
- MUS:5101 Advanced Woodwind Pedagogy and Literature I** 2 s.h.
Saxophone and clarinet solo and study literature; integration of pedagogical topics.
- MUS:5102 Advanced Woodwind Pedagogy and Literature II** 3 s.h.
Oboe, bassoon, and flute solo and study literature; integration of pedagogical topics.
- MUS:5111 Advanced Brass Pedagogy and Literature I** 2 s.h.
Tuba, euphonium, and trombone literature; pedagogical topics.
- MUS:5112 Advanced Brass Pedagogy and Literature II** 2 s.h.
Trumpet and horn literature; pedagogical topics.
- MUS:5115 Advanced Brass Ensemble Literature** 2 s.h.
Brass chamber music literature, including mixed and like-instrument ensembles.
- MUS:5121 Advanced String Methods and Literature I** 2 s.h.
Violin, viola, cello, and double bass solo and chamber music repertoire, pedagogical methods.
- MUS:5122 Advanced String Methods and Literature II** 2 s.h.
Violin, viola, cello, and double bass solo and chamber music repertoire, pedagogical methods.
- MUS:5130 Advanced Percussion Pedagogy and Literature** 2 s.h.
Percussion literature, styles, notation, performance techniques, composition; survey.
- MUS:5200 Basic Analytical Techniques** 3 s.h.
Theories and strategies of analysis applied to tonal and post-tonal music.
- MUS:5220 Advanced Composition** 1-2 s.h.
Corequisites: MUS:3230.
- MUS:5235 Tonal Analysis** 3 s.h.
Requirements: MUS:5200 or exemption on Graduate Advisory Exam.
- MUS:5236 Post-Tonal Analysis** 3 s.h.
Requirements: MUS:5200 or exemption on Graduate Advisory Examination.
- MUS:5240 Special Topics in Theory and Analysis** 3 s.h.
Requirements: MUS:5200 or exemption on Graduate Advisory Exam for graduate students.

MUS:5300 Introduction to Graduate Study in Music	2 s.h.		
Music library; reference materials; bibliography; research problems, methods; writing research papers. Offered fall and spring semesters.			
MUS:5400 Piano Pedagogy I	2 s.h.		
In-depth study of techniques and materials needed to teach intermediate and advanced piano students; judging competitions; conducting master classes; writing curriculum vitae and cover letters in preparation for academic job searches.			
MUS:5401 Piano Pedagogy II	2 s.h.		
History of the piano and its technique and pedagogy; national schools of piano playing; relationship of technological changes in piano construction to piano technique, pedagogy, and composition; major methods and treatises, historical recordings and video clips; research leading to understanding of students' individual piano lineage.			
MUS:5410 Piano Literature I	2 s.h.		
Baroque era to Mozart or Chopin through 1900.			
MUS:5411 Piano Literature II	2 s.h.		
Beethoven through Schumann or 20th century.			
MUS:5450 History of Organ Building and Design	2-3 s.h.		
Development of organ design from Middle Ages to present; basic concepts of construction, maintenance.			
MUS:5452 Organ Pedagogy	2 s.h.		
History, theory, practice from Renaissance to present; methods, literature appropriate for various levels.			
MUS:5475 Organ Literature Special Topics	2 s.h.		
Specialized study in selected areas of organ literature.			
MUS:5510 Graduate Diction	2 s.h.		
Advanced pronunciation of singing languages. Requirements: grade of B or higher in undergraduate diction in French, German, and Italian.			
MUS:5555 Voice Habilitation	2 s.h.		
Application of methods of intervention in development, training, rehabilitation of vocal behavior; motor learning, efficacy of treatment strategies, factors affecting compliance with recommended therapy. Offered fall semesters. Same as CSD:5213.			
MUS:5600 Graduate Music Education Workshop	1 s.h.		
For inservice music teachers; topics vary. Same as EDTL:5600.			
MUS:5601 Graduate Music Education Workshop II	1 s.h.		
Varied topics; for inservice music teachers. Same as EDTL:5601.			
MUS:6020 Major Voice	arr.		
MUS:6021 Major Piano	arr.		
MUS:6022 Major Organ	arr.		
MUS:6023 Major Violin	arr.		
MUS:6024 Major Viola	arr.		
MUS:6025 Major Cello	arr.		
MUS:6026 Major String Bass	arr.		
MUS:6027 Major Flute	arr.		
MUS:6028 Major Oboe	arr.		
MUS:6029 Major Clarinet	arr.		
MUS:6030 Major Bassoon	arr.		
MUS:6031 Major Saxophone	arr.		
MUS:6032 Major Horn	arr.		
MUS:6033 Major Trumpet	arr.		
MUS:6034 Major Trombone	arr.		
MUS:6035 Major Euphonium	arr.		
MUS:6036 Major Tuba	arr.		
MUS:6037 Major Percussion	arr.		
MUS:6120 Graduate Secondary Performance - Voice		1 s.h.	
MUS:6121 Graduate Secondary Performance - Piano		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6122 Graduate Secondary Performance - Organ		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6123 Graduate Secondary Performance - Violin		1 s.h.	
MUS:6124 Graduate Secondary Performance - Viola		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6125 Graduate Secondary Performance - Cello		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6126 Graduate Secondary Performance - String Bass		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6127 Graduate Secondary Performance - Flute		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6128 Graduate Secondary Performance - Oboe		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6129 Graduate Secondary Performance - Clarinet		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6130 Graduate Secondary Performance - Bassoon		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6131 Graduate Secondary Performance - Saxophone		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6132 Graduate Secondary Performance - Horn		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			
MUS:6133 Graduate Secondary Performance - Trumpet		1 s.h.	
Required seminar and lessons to be arranged. Requirements: music major.			

- MUS:6134 Graduate Secondary Performance - Trombone** 1 s.h.
Required seminar and lessons to be arranged. Requirements: music major.
- MUS:6135 Graduate Secondary Performance - Euphonium** 1 s.h.
Required seminar and lessons to be arranged. Requirements: music major.
- MUS:6136 Graduate Secondary Performance - Tuba** 1 s.h.
Required seminar and lessons to be arranged. Requirements: music major.
- MUS:6137 Graduate Secondary Performance - Percussion** 1 s.h.
Required seminar and lessons to be arranged. Requirements: music major.
- MUS:6139 Graduate Secondary Performance - Composition** 1 s.h.
Individual lessons; for non-composition music majors. Requirements: music major.
- MUS:6150 Seminar in Performance and Pedagogy Research I** 1 s.h.
Research in the student's area; selection of a research topic. Offered spring semesters.
- MUS:6200 Music Theory Colloquium** 0 s.h.
- MUS:6210 History of Music Theory I** 3 s.h.
Requirements: MUS:5200 or exemption on Graduate Advisory Exam.
- MUS:6211 History of Music Theory II** 3 s.h.
Requirements: MUS:5200 or exemption by Graduate Advisory Exam.
- MUS:6215 Music Theory Pedagogy** 3 s.h.
Methods and techniques of teaching college-level music theory, including harmony, sight singing, ear training. Corequisites: MUS:6200. Requirements: MUS:5200 or exemption by Graduate Advisory Exam.
- MUS:6250 Advanced Tonal Theory and Analysis** 3 s.h.
Prerequisites: MUS:5235.
- MUS:6251 Advanced Post-Tonal Theory and Analysis** 3 s.h.
Prerequisites: MUS:5236.
- MUS:6300 Musicology Colloquium** 0 s.h.
- MUS:6305 Teaching Music History and Culture** 3 s.h.
Preparation for teaching music history and culture including course design, syllabi preparation, classroom strategies, and current pedagogical issues.
- MUS:6310 Topics in Musicology** 3 s.h.
One or more selected areas of music history.
- MUS:6312 Historical Approaches to Music** 3 s.h.
Research techniques, methodologies, and contemporary issues of historical musicology.
- MUS:6314 Topics in Ethnomusicology** 3 s.h.
Perspectives on analysis and representation of selected musical cultures from around the world.
- MUS:6315 Foundations of Ethnomusicology** 3 s.h.
Ethnomusicology in relation to domains of musical, humanistic, social science scholarship on expressive culture and artistic processes. Requirements: senior standing.
- MUS:6326 Renaissance Music Notations** 3 s.h.
Renaissance white notation, keyboard tablatures, musical paleography; transcription of early vocal, instrumental notations; editorial problems. Requirements: MUS:5301 or exemption by Graduate Advisory Exam.
- MUS:6375 Music Editing** 3 s.h.
Principles and methods of music editing; use of primary source materials, establishment of music text, preparation of critical apparatus; project to prepare a critical edition of music for publication.
- MUS:6520 Methods of Teaching Voice** 3 s.h.
Attitude, musicianship, foreign language aptitude, physical and emotional characteristics; mental images used to modify respiratory, phonatory, articulatory behavior; vocal hygiene; performance anxiety; student-teacher relationships; administration in vocal schools, professional organizations. Same as CSD:6202.
- MUS:6530 Topics in Vocal Performance** 2 s.h.
Selected areas of vocal performance.
- MUS:6535 Opera Theater Directing Seminar** 3 s.h.
Exploration, discussion, and experience using techniques unique to directing opera. Score and libretto analysis, fundamentals of stagecraft, casting and management skills.
- MUS:6540 Survey of Operatic Literature** 3 s.h.
Important operatic scores examined from standpoint of performers, directors; production problems.
- MUS:6541 Survey of Song Literature I** 3 s.h.
German language lieder from 18th century to present; French mélodie from Meyerbeer to present. Offered fall semesters of odd years.
- MUS:6542 Survey of Song Literature II** 3 s.h.
British, American, Italian, Spanish, Latin American, Scandinavian, and Russian art song from 18th century to present. Offered fall semesters of even years.
- MUS:6561 Seminar: Choral Literature and Analysis I** 1-3 s.h.
Choral music of the Renaissance. Corequisites: MUS:6581.
- MUS:6562 Seminar: Choral Literature and Analysis II** 1-3 s.h.
Choral music of the Baroque era. Corequisites: MUS:6582.
- MUS:6563 Seminar: Choral Literature and Analysis III** 1-3 s.h.
Choral music of the Classical and Romantic eras. Corequisites: MUS:6583.
- MUS:6564 Seminar: Choral Literature and Analysis IV** 1-3 s.h.
Choral music of the 20th and 21st centuries. Corequisites: MUS:6584.
- MUS:6579 Orchestral Conducting Lab** 2 s.h.
Introduce, improve, and refine gestural skills, emphasizing score analysis; class discussions and laboratory orchestra experiences.
- MUS:6580 Advanced Orchestral Conducting** 2 s.h.
- MUS:6581 Advanced Choral Conducting I** 1-3 s.h.
Music of the Renaissance. Corequisites: MUS:6561.
- MUS:6582 Advanced Choral Conducting II** 1-3 s.h.
Music of the Baroque era. Corequisites: MUS:6562.
- MUS:6583 Advanced Choral Conducting III** 1-3 s.h.
Music of the Classical and Romantic eras. Corequisites: MUS:6563.

- MUS:6584 Advanced Choral Conducting IV** 1-3 s.h.
Music of the 20th and 21st centuries. Corequisites: MUS:6564.
- MUS:6585 Score Reading** 1 s.h.
- MUS:6586 Orchestral Literature** 2 s.h.
- MUS:6589 Advanced Wind Conducting** 1 s.h.
Advanced conducting technique, score study, and literature as related to symphonic band and chamber wind ensembles.
- MUS:6590 Seminar in Advanced Band Literature and Band History** 1-2 s.h.
Band literature; history.
- MUS:6670 Graduate Music Therapy Practicum** arr.
Seminar, clinical fieldwork. Requirements: undergraduate music therapy practicum.
- MUS:6675 Research in Music Therapy - Graduate** 1 s.h.
Research methodology; foundation for subsequent semesters of research on capstone project in music therapy.
- MUS:6680 College Teaching and Clinic Supervision in Music Therapy** 1-2 s.h.
Principles of college teaching, curriculum development, clinical supervision in music therapy.
- MUS:6685 Theory and Research in Music Therapy** 1 s.h.
Historical background, current principles and practices associated with theories of music therapy, common uses with specific populations; research methodologies associated with testing; theories and clinical practices, assigned research publications; information covered over several semesters with each semester covering three to four common theories; seminar includes strengths and limitations of each theory and its place within clinical practice. Requirements: undergraduate core courses in music therapy.
- MUS:6690 Special Studies in Music Therapy** 1-3 s.h.
Seminar. Requirements: music therapy or music education graduate standing.
- MUS:6900 M.A. Recital** 1-2 s.h.
- MUS:6910 M.F.A. Thesis** 1-2 s.h.
- MUS:6920 M.A. Performance Project** 1-2 s.h.
- MUS:6950 M.A. Thesis** 1-3 s.h.
- MUS:7135 Seminar in Music Recording and Research** 1 s.h.
Review of existing projects, preparation, and vetting of recording project proposals; discussion of recording technology, preparation and planning of recording projects, and recording session protocols and best practices; preparation for the D.M.A. thesis recording option and taken before or during the semester in which the D.M.A. candidate intends to defend the topic proposal.
- MUS:7140 Seminar in Music Research** 2 s.h.
Builds on skills learned in MUS:5300; exploration of research methodologies necessary to initiate selection of a thesis research topic and preparation of a proposal for the D.M.A. thesis; class time devoted to student preparation for the profession including application and interviewing for academic positions, development of a research plan, and other topics related to career development. Prerequisites: MUS:5300. Requirements: third semester graduate standing and pass qualifying recital.
- MUS:7280 Readings in Music Theory** 0-1 s.h.
- MUS:7380 Readings in Music History** arr.
- MUS:7400 Special Studies Piano Literature** 1-2 s.h.
Individual research in special aspects of piano literature; primarily for D.M.A. students.
- MUS:7401 Special Studies in Piano Accompaniment and Chamber Music** 1-2 s.h.
Advanced collaborative arts practicum.
- MUS:7899 D.M.A. Qualifying Recital** 0 s.h.
Preparation and work towards a qualifying recital presented to a full doctoral recital committee of five members by the end of the second semester of registration (excluding summer session); in the event a qualifying recital is unacceptable, one additional recital with different repertoire may be given at the discretion of the examining committee.
- MUS:7900 D.M.A. Recital** 1-2 s.h.
- MUS:7950 Ph.D. Thesis** 1-4 s.h.
- MUS:7960 Composition Ph.D. Thesis** 1-4 s.h.
- MUS:7970 D.M.A. Essay** 1-4 s.h.

Music, B.A.

The Bachelor of Arts with a major in music is intended for undergraduates who have a strong background in music, and who wish to major in music as part of a broad liberal arts education irrespective of specific career aspirations. The curriculum includes musicianship, performance, and electives.

The program is designed for students who have solid abilities and interest in music but are not necessarily planning on careers as musicians, or for those who wish to pursue a double major or earn more than one bachelor's degree. Students must audition and be accepted into a performance area. They develop musicianship, performance skills, and select from a wide variety of music electives.

Students in many areas, from engineering and physics to history, art, and English, find that a B.A. in music is a good addition to their studies. Other students pursue the degree to complement coursework in business (especially the minor in business administration), a world language and literature, or interdisciplinary fields such as American studies. Some students combine their B.A. with undergraduate preparation to study law or medicine.

Learning Outcomes

Graduates of the B.A. program in music will be able to:

- demonstrate the ability to hear, identify, and work conceptually with the rhythmic, melodic, harmonic, and structural elements of music;
- identify compositional processes, aesthetic properties of style, and artistic and cultural forces in music;
- demonstrate a broad acquaintance with music literature, musical genres, and cultural sources;
- demonstrate the ability to read and write critically about music; and
- demonstrate the ability to sight read, prepare for performance, interpret, and perform both solo and ensemble music in a variety of musical styles.

Requirements

The Bachelor of Arts with a major in music requires a minimum of 120 s.h., including at least 44 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. B.A. students majoring in music may count a maximum of 56 s.h. earned in music courses toward their degree and they must earn at least 64 s.h. in coursework outside of the School of Music in order to graduate. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Students must satisfy all requirements for graduation; contact the School of Music and the Academic Advising Center to learn more.

All undergraduate enrollments require School of Music approval. Entering first-year and transfer students who plan to major in music must be accepted into a performance area through audition either in person or by recording before they register. All entering students must complete the online theory diagnostic examination for MUS:1201 Musicianship and Theory I and a piano proficiency exam to determine appropriate placement in related courses.

Transfer students admitted to the School of Music must complete a minimum of one year of applied music (lower or upper level) and one year of major ensemble at the University

of Iowa in order to earn a degree in music. Transfer students who have not completed the equivalent of the four-semester sequence of Musicianship and Theory I-IV (MUS:1201, MUS:1202, MUS:2203, and MUS:2204) must complete a theory diagnostic exam to determine appropriate placement in the musicianship and theory sequence. Transfer students who have not completed the equivalent of two semesters of class piano or a piano proficiency exam must meet piano proficiency requirements at the University of Iowa.

All music majors with scholarships must participate in a major ensemble and studio lessons each semester.

Students who take a music course in one area cannot use it to satisfy a music requirement in another area.

The B.A. with a major in music requires the following coursework.

Code	Title	Hours
	Musicianship Courses	18
	Musicianship Electives	6
	Performance (Applied Music/Ensembles)	14
	Electives	6
	Total Hours	44

Musicianship Courses

Students take a piano placement exam and may be exempt from one or both of these courses: MUS:1211 or MUS:1212.

Code	Title	Hours
All of these:		
MUS:1200	Fundamentals of Music for Majors (or successful completion of MUS:1201 online theory diagnostic examination)	0
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:1210	Recital Attendance (taken two semesters for 1 s.h. each)	2
MUS:1211	Group Instruction in Piano I	1
MUS:1212	Group Instruction in Piano II	1
Two of these:		
MUS:2301	History of Western Music I (also can be used to satisfy a GE CLAS Core requirement)	3
MUS:2302	History of Western Music II (also can be used to satisfy a GE CLAS Core requirement)	3
MUS:4350	Advanced Jazz History	3

To register for MUS:1201 Musicianship and Theory I, students also must register for MUS:1211 Group Instruction in Piano I or already have completed that course or have been exempted from it by proficiency exam. To register for MUS:1202 Musicianship and Theory II, students also must register for MUS:1212 Group Instruction in Piano II or already have completed that course or have been exempted from it by proficiency exam. Transfer students should complete the group piano requirement during their first year in residence unless they are exempted by proficiency exam.

Musicianship Electives

Code	Title	Hours
6 s.h. from these:		
MUS:1310	World Music	3
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:2311	Music of Latin America and the Caribbean	3
MUS:3625	Techniques of Conducting	2
MUS:3665	Arranging for Band	2-3
MUS:4200	Counterpoint Before 1600	3
MUS:4350	Advanced Jazz History	3
MUS:4730	Jazz Theory	3
MUS:4750	Transcription	2
MUS:4760	Jazz Composition and Arranging	2

Performance (Applied Music/Ensembles)

Major ensembles include MUS:1176 Women's Chorale, MUS:3160 Symphony Band/Concert Band, MUS:3170 Kantorei, MUS:3172 Camerata Singers, MUS:3174 University Choir, and MUS:3180 Orchestra. With approval, students may use MUS:3730 Jazz Band to satisfy the major ensemble requirement. Any student who wishes to request adjustment of the major ensemble requirement must submit a request in writing to a review committee consisting of the ensemble director(s) involved, the studio instructor, and the associate director for undergraduate studies.

Code	Title	Hours
All of these:		
	Lower-level applied music lessons	4
	Major ensemble (minimum of four semesters)	4
	Performance electives (lower- or upper-level applied music, ensembles, improvisation; a maximum of six semesters of 12 s.h. in lower-level applied instruction is allowed)	6

Electives

Code	Title	Hours
	Music electives chosen from any music courses (prefix MUS), except those closed to music majors	6

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. They must have a g.p.a. of at least 3.80 in music coursework and a cumulative University of Iowa g.p.a. of at least 3.33.

To graduate with honors, students must complete at least 6 s.h. of honors work in music, normally in their junior and senior years. They must earn a minimum of 3 s.h. of the required honors work in MUS:4995 Honors in Music by completing one or more honors projects, such as solo or ensemble recitals; compositions, transcriptions,

orchestrations, or arrangements; and essays, research papers, editions, or translations. Honors projects must be in addition to the projects normally required for graduation with a major in music.

Students also may earn honors credit in other honors courses (normally upper-level undergraduate courses) or in approved graduate courses (music history and music theory are particularly recommended).

For complete details about requirements for graduation with honors in the music major, visit Honors in Music on the School of Music website and consult the school's honors advisor.

National Honor Society

The School of Music sponsors a chapter of Pi Kappa Lambda, the national music honor society. Students of exceptional ability are recommended for membership by faculty members. For more information, consult the School of Music honors advisor.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the music major.

Financial Support

A number of music performance-based merit scholarships are available to qualified undergraduate music majors. All music majors with scholarships must enroll in a major ensemble and studio lessons each semester. For information, contact the School of Music.

Academic Plans

Four-Year Graduation Plan

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

In addition to the requirements listed under the checkpoints, all students must complete 2 s.h. in applied music and 1 s.h. in a major ensemble each semester.

The Bachelor of Arts in music requires at least 44 s.h. in School of Music courses.

Before the third semester begins: 15-18 s.h. of coursework in the major, including MUS:1201 Musicianship and Theory I, MUS:1202 Musicianship and Theory II, MUS:1211 Group Instruction in Piano I, and MUS:1212 Group Instruction in Piano II

Before the fifth semester begins: at least 23-32 s.h. of coursework in the major

Before the seventh semester begins: at least 33-41 s.h. of coursework in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least 40-46 s.h. of coursework in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Music, B.A.

Course	Title	Hours
First Year		
Fall		
Audition: Entering students who plan to major in music must be accepted into a performance area through audition before they register.		
MUS:1201	Musicianship and Theory I	4
MUS:1200	Fundamentals of Music for Majors ^a	0
MUS:1210	Recital Attendance ^b	1
MUS:1211	Group Instruction in Piano I	1
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: lower-level applied lessons ^c		2
Major: major ensemble ^d		1
Elective course ^e		1
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
MUS:1202	Musicianship and Theory II	4
MUS:1210	Recital Attendance ^b	1
MUS:1212	Group Instruction in Piano II	1
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: lower-level applied lessons ^c		2
Major: major ensemble ^d		1
GE CLAS Core: Diversity and Inclusion ^f		3
Elective course ^e		1
Hours		16-17
Second Year		
Fall		
Major: music history course ^{g, h}		3
Major: lower-level applied lessons ^c		2
Major: major ensemble ^d		1
GE CLAS Core: World Languages First Level Proficiency or elective course ⁱ		4 - 5
Elective course ^e		3
Elective course ^e		3
Hours		16-17
Spring		
Major: music history course ^{g, h}		3
Major: lower-level applied lessons ^c		2
Major: major ensemble ^d		1
GE CLAS Core: Values and Culture ^{f, j}		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ⁱ		4 - 5
Elective course ^e		3
Hours		16-17

Third Year

Fall

Major: musicianship elective course	2 - 4
Major: major ensemble ^d	1
Major: performance elective ^k	1 - 2
GE CLAS Core: Quantitative or Formal Reasoning ^f	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ⁱ	4 - 5
Elective course ^e	3
Elective course ^e	1
Hours	15-19

Spring

Major: musicianship elective course	2 - 4
Major: major ensemble ^d	1
Major: performance elective ^k	1 - 2
GE CLAS Core: Natural Sciences without Lab ^f	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ⁱ	4 - 5
Elective course ^e	3
Elective course ^e	1
Hours	15-19

Fourth Year

Fall

Major: music elective course	3
Major: major ensemble ^d	1
Major: performance elective ^k	1 - 2
GE CLAS Core: International and Global Issues ^f	3
GE CLAS Core: Natural Sciences with Lab ^f	4
Elective course ^e	3
Hours	15-16

Spring

Major: performance elective ^k	1 - 2
Major: music elective course	3
Major: major ensemble ^d	1
GE CLAS Core: Social Sciences ^f	3
Elective course ^e	3
Elective course ^e	3
Elective course ^e	1

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^l

Hours	15-16
Total Hours	123-137

- a This course is required for students enrolled in MUS:1201 who do not pass Placement Examination A.
- b Students must complete two semesters of MUS:1210.
- c Students must complete at least 4 s.h. in lower-level applied lessons.
- d Students must complete a minimum of four semesters of major ensemble.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Choose two courses from MUS:2301, MUS:2302, MUS:4350.
- h Fulfills a major requirement and may fulfill a GE requirement.
- i Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

- j If not completed with a MUS course. MUS:1009, MUS:1720, MUS:2311 fulfill the GE CLAS Core Values and Culture requirement.
- k Students must complete at least 6 s.h. in performance electives.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Music, B.M.

All undergraduate enrollments require School of Music approval. Entering first-year and transfer students who plan to major in music must be accepted into a performance area through audition either in person or by recording before they register. All entering students must complete the online theory diagnostic examination for MUS:1201 Musicianship and Theory I and a piano proficiency exam to determine appropriate placement in related courses.

Transfer students admitted to the School of Music must complete a minimum of one year of applied music (lower or upper level) and one year of major ensemble at the University of Iowa in order to earn a degree in music. Transfer students who have not completed the equivalent of the four-semester sequence of Musicianship and Theory I-IV (MUS:1201, MUS:1202, MUS:2203, and MUS:2204) must complete a theory diagnostic exam to determine appropriate placement in the musicianship and theory sequence. Transfer students who have not completed the equivalent of two semesters of class piano or a piano proficiency exam must meet piano proficiency requirements at the University of Iowa.

Learning Outcomes

Bachelor of Music Graduates

The Bachelor of Music degree is the primary professional degree in music, and it emphasizes the development of the skills, concepts, and sensitivities essential to the professional life of the musician. Bachelor of Music students in performance programs develop comprehensive capabilities in the major-performing medium and the ability to integrate musical knowledge and performance skills in preparation for entering the profession or advanced study in graduate school.

All graduates of the Bachelor of Music program in music will be able to demonstrate the following.

- **Performance.** Students will acquire the ability to sight read, reach technical proficiency, apply historically and stylistically informed performance practices, gain a broad knowledge of the repertoire of their performance area, perform a cross-section of that repertoire, and gain collaborative skills through ensemble experiences.
- **Keyboard Competency.** Students will acquire the functional ability to play piano, including the ability to perform major and minor scales, arpeggios, and chord progressions in all keys; and to harmonize melodies, transpose, and improvise.
- **Conducting, Leadership, and Collaboration.** Students will acquire the ability to work as leaders and in collaboration on matters of musical preparation, rehearsal techniques, and interpretation. Students will demonstrate competent conducting technique.
- **Musical Repertoire and Style.** Students will acquire a basic knowledge of music history and repertoire through the present; an acquaintance with repertoires beyond the area of specialization; the ability to place music in historical, cultural, and stylistic contexts; and the ability to write and speak about music history and style in a coherent manner.
- **Music Theory, Analysis, and Compositional Processes.** Students will acquire aural skills sufficient to hear melodic, rhythmic, harmonic, and formal elements of music; analytical skills sufficient to understand the melodic, rhythmic, harmonic, and formal elements of music; knowledge of basic compositional techniques; and the

ability to write and speak about musical processes in a coherent manner.

Teacher Education Program Graduates

All graduates of the Teacher Education Program will be able to:

- demonstrate competent conducting, and musical leadership of performing groups and in general classroom situations;
- apply knowledge of analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities;
- demonstrate the ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals and groups;
- demonstrate functional performance abilities in keyboard, voice, and instruments appropriate to the teaching specialization;
- demonstrate pedagogical skills appropriate to the area of specialization sufficient to teach students individually and in groups; and
- demonstrate knowledge and skills in student learning, diverse learning, planning instruction, instructional strategies, the learning environment, communication, assessment and evaluation, collaboration, ethics, and relationships.

Bachelor of Music in Composition Graduates

In addition to the learning outcomes listed above, all graduates of the Bachelor of Music in composition will:

- demonstrate the ability to compose solo, chamber, vocal, and electronic music;
- acquire a basic knowledge of acoustics; and
- demonstrate the ability to use technologies applicable to musical composition, such as sound synthesis, recording and processing, and computer notation.

Bachelor of Music in Music Therapy Graduates

The undergraduate music therapy program provides the required academic and clinical coursework necessary to become professionally certified as a music therapist. The program, which is approved by the American Music Therapy Association, prepares students to pass the Certification Board for Music Therapists national exam, which is required for entry-level music therapy positions.

In addition to the learning outcomes listed above, all graduates of the Bachelor of Music in music therapy will display:

- Functional musical and arranging skills in voice, keyboard, guitar, and percussion to accompany self and group singing, with basic repertory of traditional, folk, popular songs in several keys, with and without written music.
- Knowledge of basic principles of human development, exceptionality, psychopathology, principles of therapy, and the therapeutic relationship.
- Knowledge of basic principles of music therapy including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy techniques and materials and their application with various client populations.

- Knowledge of various client populations, the therapeutic process (client assessment, treatment planning, therapeutic implementation, evaluation, and documentation of progress); knowledge of research methods and ability to interpret research findings.
- Knowledge of professional issues (standards, ethics, interdisciplinary collaboration, supervision, and administration).
- Clinical skills with a variety of client populations to enable students to function as entry-level music therapists. Students will acquire knowledge of the technological developments applicable to the field of music therapy.

Requirements

The Bachelor of Music requires a minimum of 120 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The program offers concentrations in composition, music therapy, and performance. Students seeking licensure/certification in music education or music therapy should enroll in the B.M. program.

Many students earn more than 120 s.h. in fulfilling the requirements for their majors—for instance, those who choose the music therapy concentration or seek teacher certification. The College of Liberal Arts and Sciences maximum hours rule does not apply to the Bachelor of Music, so B.M. students may count more than 56 s.h. of coursework in music toward the degree.

To register for MUS:1201 Musicianship and Theory I, students also must register for MUS:1211 Group Instruction in Piano I or already have completed that course or have been exempted from it by proficiency exam. To register for MUS:1202 Musicianship and Theory II, students also must register for MUS:1212 Group Instruction in Piano II or already have completed that course or have been exempted from it by proficiency exam. Transfer students should complete the group piano requirement during their first year in residence unless they are exempted by proficiency exam.

Six semesters of MUS:1210 Recital Attendance are required for all B.M. students, except music therapy students, who are required to take four semesters. Transfer students should plan to enroll in this course each of their remaining semesters, or until the requirement is met.

To complete the senior recital, students must have achieved upper-level applied status or be enrolled in upper-level applied music courses (see "Applied Music" below). Music therapy students may complete a senior recital or a senior research project. Composition students substitute MUS:4910 Bachelor's Thesis for the senior recital. The senior recital, research project, or thesis must be completed at the University of Iowa.

Applied Music

Students must complete four years of applied music. Instruction is provided on two levels, lower and upper. Students must achieve upper-level status before they may present their senior recital. Readiness for upper-level applied music is determined by a jury examination in the area. The eighth semester of applied music may be waived for students who have successfully completed a senior recital, are enrolled in the Teacher Education Program (TEP), and are student

teaching. Students are allowed a maximum of six semesters (not including summer) in lower-level applied instruction. Those who want to continue lessons beyond the maximum allowable lower-level registration must do so under the nonmajor category.

Composition students are required to take 6 s.h. of lower-level applied music and 2 s.h. of secondary piano.

Music therapy students who complete a senior research project rather than a senior recital are required to take three years of lower-level applied music.

Ensemble Participation

Students must complete eight semesters of major ensemble participation. They normally enroll in a major ensemble during consecutive semesters, beginning early in their degree work, to ensure timely completion of the requirement. Ensemble assignments are made at the discretion of the major teacher and ensemble director. String students participate in University Orchestra and Chamber Orchestra. Wind and percussion students participate in Symphony Band, Concert Band, and University Band. Voice students participate in Camerata Singers, University Choir, Kantorei, and Women's Chorale. Keyboard students may substitute accompaniment for major ensemble participation for two semesters during their junior and/or senior years, with their major applied-music teacher's consent. Composition students may, with their advisor's consent, substitute two semesters of other ensembles during their junior and/or senior year.

Music therapy students who complete a senior research project rather than a senior recital are required to complete 6 s.h. of major ensemble participation.

Any student who wants to request adjustment of the major ensemble requirement must submit a request in writing to a review committee consisting of the ensemble director(s) involved, the studio instructor, and the associate director for undergraduate studies.

Major ensembles are as follows.

Code	Title	Hours
MUS:1176	Women's Chorale	1
MUS:3160	Symphony Band/Concert Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1

Electives

Students may take advanced electives in performance (including chamber music and piano accompaniment), theory, composition, music education, music therapy, music history, diverse music cultures, music literature, conducting, and orchestration.

Concentration Areas

- Composition Concentration [p. 840]
- Music Therapy Concentration [p. 840]
- Performance—Brass/Woodwind Concentration [p. 842]
- Performance—Jazz Concentration [p. 843]
- Performance—Organ Concentration [p. 843]
- Performance—Percussion Concentration [p. 844]
- Performance—Piano Concentration [p. 845]

- Performance—String Concentration [p. 846]
- Performance—Voice Concentration [p. 847]

Composition Concentration

Applicants to the composition concentration must submit a portfolio of creative work to the composition faculty for evaluation and acceptance into the program. Students who wish to prepare a portfolio may register for MUS:1139 Secondary Performance - Composition.

The composition concentration requires the following coursework.

Musicianship

The composition concentration is open to students who have been admitted to a performance area in the School of Music.

Code	Title	Hours
All of these (completed before admission to the composition concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
Then, these:		
MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:1211	Group Instruction in Piano I (or piano placement exam)	1
MUS:1212	Group Instruction in Piano II (or piano placement exam)	1
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:3625	Techniques of Conducting	2

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:1121	Secondary Performance - Piano (taken two semesters for 1 s.h. each)	2
Lower-level applied lessons (prefix MUS) numbered at the 2000 level (maximum of six semesters for 12 s.h. total)		6
Major ensemble music courses (prefix MUS)		8

Composition Requirements

Code	Title	Hours
All of these:		
MUS:2220	Composition (taken for at least four semesters for 2 s.h. each)	8
MUS:3230	Composition Seminar	1
MUS:4250	Composition: Electronic Media I	3
MUS:4910	Bachelor's Thesis	1

The course MUS:4910 Bachelor's Thesis consists of one or more compositions, approved by a committee of three faculty members, and performed in regularly scheduled School of Music recitals.

Required Supportive Courses

Code	Title	Hours
One of these:		
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
This course:		
MUS:5236	Post-Tonal Analysis	3

Electives

Students complete 6 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors. If students took either MUS:4200 Counterpoint Before 1600 or MUS:4201 Counterpoint After 1600 as a required supportive course above, they cannot use it as an elective.

The courses MUS:3190 Center for New Music Ensemble and MUS:4251 Composition: Electronic Media II are recommended for composition concentration students.

Music Therapy Concentration

Admission to the music therapy concentration is based on successful completion (grade of C-plus or higher) in MUS:1687 Orientation to Music Therapy. Students must earn a B-minus or higher in all remaining music therapy core courses. In addition to the core courses in music therapy listed below, specific courses are required in biology, anatomy, psychology, and music.

A six-month, full time internship in an American Music Therapy Association (AMTA) approved off-campus clinical facility is required for completion of the degree. There are a limited number of approved music therapy internships in the Iowa City area, and many internship placements require relocation to a different city. Students are eligible to begin applying for their internship one year prior to the start of the internship. Securing an internship typically involves completing application materials, interviewing on site or via electronic platform, and demonstrating musical competencies. Students are not automatically placed in internships, but must work with the clinical advisor to select and apply for appropriate programs. Following successful completion of the internship, students are eligible to take the board certification examination in music therapy. This exam is offered through the Certification Board for Music Therapists and leads to national board certification as a music therapist, with the credential music therapist-board certified (MT-BC).

Since music therapists work with vulnerable populations, the School of Music is required to run a criminal background check on all students when they begin their clinical experiences.

Criminal convictions could negatively impact a student's ability to continue in the music therapy program and/or gain placement at an internship site. For more information, contact the director of the music therapy program.

The music therapy concentration requires the following coursework.

Musicianship

Code	Title	Hours
All of these (completed before admission to the music therapy concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
Then, these:		
MUS:1210	Recital Attendance (taken four semesters for 1 s.h. each)	4
MUS:1211	Group Instruction in Piano I (or piano placement exam)	1
MUS:1212	Group Instruction in Piano II (or piano placement exam)	1
MUS:2213	Group Instruction in Piano III	1
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these are required for clinical option students:		
MUS:1120	Secondary Performance - Voice	1
MUS:4675	Senior Project in Music Therapy	1
Lower-level applied lessons (prefix MUS) numbered at the 2000 level		12
Major ensemble music courses (prefix MUS; taken six times for 1 s.h. each)		6
Additional music performance electives such as Afro-Cuban ensemble, steel band, secondary percussion lessons, secondary piano, additional secondary voice		4
All of these required for performance option students:		
MUS:1120	Secondary Performance - Voice (not required for performance--voice students)	1
MUS:1510	Diction for Singers I (required for performance--voice students)	2
MUS:2510	Diction for Singers II (required for performance--voice students)	2
MUS:4900	Senior Recital	1
Lower-level applied music lessons (prefix MUS) numbered at the 2000 level		8
Upper-level applied music lessons (prefix MUS) numbered at the 3000 level		8

Major ensemble music courses (prefix MUS; taken eight times for 1 s.h. each) 8

Music Therapy Requirements

Code	Title	Hours
All of these:		
MUS:1687	Orientation to Music Therapy	2
MUS:3675	Music Therapy Practicum (section 1 taken twice for 2 s.h. each and section 2 taken once for 1 s.h.)	5
MUS:3680	Music in Special Education	3
MUS:3690	Music Therapy with Adults	3
MUS:4670	Internship in Music Therapy (minimum of 2 s.h.)	2,12
MUS:4685	Music Therapy with Children	3
EDTL:4630/ MUS:4630	Psychology of Music	2
EDTL:4640	Introduction to Music Research	2
4 s.h. from these:		
MUS:2671	Music Foundations in Therapy I	2
MUS:2672	Music Foundations in Therapy II	2
MUS:3676	Percussion Experience for Teachers and Therapists	1

Required Supportive Courses

Code	Title	Hours
Both of these:		
PSY:2930	Abnormal Psychology: Health Professions	3
PSY:3320	Abnormal Psychology	3
One of these:		
DANC:1085	Introduction to Afro-Caribbean Dance Techniques	2
MUS:3850/ DANC:3850/ DPA:3850/ THTR:3850	Introduction to Laban Movement Studies	2-3
MUS:3851/ DANC:3851/ DPA:3851	Introduction to the Alexander Technique	3
One of these:		
MUS:1121	Secondary Performance - Piano	1
MUS:3001	Introduction to Jazz Improvisation	3
One of these:		
MUS:1007	Garage Band: The Basics	2
MUS:3665	Arranging for Band	2-3
One of these:		
PSQF:4106	Child Development	3
PSY:2401	Introduction to Developmental Science	3
One of these:		
CSD:1015	Introduction to Speech and Hearing Processes and Disorders	2

CSD:2140	Manual Communication	1
PSQF:1075	Educational Psychology and Measurement	3
PSY:2301	Introduction to Clinical Psychology	3
PSY:2601	Introduction to Cognitive Psychology	3
PSY:2701	Introduction to Behavioral Neuroscience	4
RCE:4178	Microcounseling	1,3
RCE:4199	Counseling for Related Professions	3
SSW:1800/ ASP:1800/ CSD:1800/ NURS:1800/ TR:1800	Aging Matters: Introduction to Gerontology	3
Clinical option students take 4 s.h. from these:		
MUS:1120	Secondary Performance - Voice	1
MUS:1121	Secondary Performance - Piano	1
MUS:1137	Secondary Performance - Percussion	1
MUS:3163	Intermediate Steel Band	1

Other courses approved by advisor

Music therapy students who elect the senior recital/performance option must take four years of applied music and attain upper-level status; they also must take 8 s.h. of major ensemble participation. Vocal majors choosing this option also must take MUS:1510 Diction for Singers I and MUS:2510 Diction for Singers II.

Music therapy students who elect the senior project/clinical option must take three years of applied music and 6 s.h. of major ensemble. They also must take an additional 4 s.h. of music performance courses in areas such as MUS:1120 Secondary Performance - Voice, MUS:1121 Secondary Performance - Piano, MUS:1137 Secondary Performance - Percussion, MUS:3163 Intermediate Steel Band, or other courses approved by the advisor.

In order to satisfy national certification requirements, all music therapy students must fulfill certain GE CLAS Core requirements with specific courses. Students should consult their music therapy advisor before selecting GE CLAS Core courses.

Performance—Brass/Woodwind Concentration

The performance—brass/woodwind concentration requires the following coursework.

Musicianship

Code	Title	Hours
All of these (completed before admission to the performance—brass/woodwind concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4

Then, these:

MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:1211	Group Instruction in Piano I (or piano placement exam)	1
MUS:1212	Group Instruction in Piano II (or piano placement exam)	1
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:3625	Techniques of Conducting	2

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:3160	Symphony Band/Concert Band (taken eight semesters for 1 s.h. each)	8
MUS:4900	Senior Recital	1
Lower-level applied lessons (prefix MUS) numbered at the 2000 level (maximum of six semesters for 12 s.h. total)		8
Upper-level applied lessons (prefix MUS) numbered at the 3000 level		8

Theory-Based Courses

Code	Title	Hours
3 s.h. from these:		
MUS:2206	Form and Analysis	3
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3665	Arranging for Band	2-3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:4210	Keyboard Harmony	1-2
MUS:4710	Advanced Jazz Improvisation	2
MUS:4730	Jazz Theory (when topic is at the piano)	3
MUS:4750	Transcription	2

Brass/Woodwind Area Requirement

Code	Title	Hours
This course:		
MUS:3485	Wind Chamber Music	1

Electives

Students complete 17 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors.

These courses are recommended for wind majors.

Code	Title	Hours
MUS:3140	Audition Repertoire	1
MUS:3180	Orchestra	1
MUS:3182	Chamber Orchestra	1
MUS:3485	Wind Chamber Music	1-2

These music education courses may be taken as music electives by brass/woodwind concentration students pursuing teacher licensure.

Code	Title	Hours
MUS:3635/ EDTL:3635	Instrumental Conducting	3
EDTL:3605/ MUS:3605	Instrumental Techniques	2
EDTL:3620	Methods and Materials: General Music	3

Performance—Jazz Concentration

The performance—jazz concentration requires the following coursework.

Musicianship

Code	Title	Hours
Both of these (completed before admission to the performance—jazz concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
Then, these:		
MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:1211	Group Instruction in Piano I (or piano placement exam)	1
MUS:1212	Group Instruction in Piano II (or piano placement exam)	1
MUS:1711	Jazz Rhythms and Interpretation I	1
MUS:1712	Jazz Rhythms and Interpretation II	1
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:3760	Jazz Band Techniques	1
MUS:4730	Jazz Theory	3

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1310	World Music	3
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:3730	Jazz Band (taken six semesters for 1 s.h. each)	6
MUS:3740	Small Jazz Ensembles (taken six semesters for 1 s.h. each)	6
MUS:4710	Advanced Jazz Improvisation (taken three semesters for 2 s.h. each)	6
MUS:4750	Transcription	2
MUS:4900	Senior Recital	1
Lower-level applied lessons (prefix MUS) numbered at the 2000 level (maximum of six semesters for 12 s.h. total)		

Jazz Area Requirements

Code	Title	Hours
All of these:		
MUS:3665	Arranging for Band	2
MUS:3780	Audio Recording I	3
MUS:4760	Jazz Composition and Arranging	2
AFAM:1020/ AMST:1030	Introduction to African American Culture	3
ENTR:2000	Entrepreneurship and Innovation	3

Electives

Students complete 9 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors.

These courses are recommended for jazz majors.

Code	Title	Hours
MUS:1007	Garage Band: The Basics	2
MUS:3140	Audition Repertoire	1
MUS:3990	Special Studies	1-4

Performance—Organ Concentration

The performance—organ concentration requires the following coursework.

Musicianship

Code	Title	Hours
All of these (completed before admission to the performance—organ concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
Then, these:		
MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:2301	History of Western Music I	3

MUS:2302	History of Western Music II	3
MUS:3625	Techniques of Conducting	2

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:2022	Lower Level Organ (maximum of six semesters for 12 s.h. total)	8
MUS:3022	Upper Level Organ	8
MUS:4900	Senior Recital	1
Major ensemble music courses (prefix MUS; taken eight times for 1 s.h. each)		8

Theory-Based Courses

Code	Title	Hours
3 s.h. from these:		
MUS:2206	Form and Analysis	3
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3665	Arranging for Band	2-3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:4210	Keyboard Harmony	1-2
MUS:4710	Advanced Jazz Improvisation	2
MUS:4730	Jazz Theory (when topic is at the piano)	3
MUS:4750	Transcription	2

Organ Area Requirements

Code	Title	Hours
All of these:		
MUS:4450	Organ Literature Survey (taken two semesters for 2 s.h. each)	4
MUS:4452	Liturgics	2
MUS:4454	Service Playing and Improvisation	2

Electives

Students complete 10 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors.

These courses are recommended for organ majors.

Code	Title	Hours
MUS:5450	History of Organ Building and Design	2-3
MUS:5452	Organ Pedagogy	2
MUS:5475	Organ Literature Special Topics	2

Performance—Percussion Concentration

The performance—percussion concentration requires the following coursework.

Musicianship

Code	Title	Hours
All of these (completed before admission to the performance—percussion concentration)		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
Then, these:		
MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:1211	Group Instruction in Piano I (or piano placement exam)	1
MUS:1212	Group Instruction in Piano II (or piano placement exam)	1
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:3625	Techniques of Conducting	2

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:2037	Lower Level Percussion (maximum of six semesters for 12 s.h. total)	8
MUS:3037	Upper Level Percussion	8
MUS:3160	Symphony Band/Concert Band (taken eight semesters for 1 s.h. each)	8
MUS:4900	Senior Recital	1

Theory-Based Courses

Code	Title	Hours
3 s.h. from these:		
MUS:2206	Form and Analysis	3

MUS:3001	Introduction to Jazz Improvisation	3
MUS:3665	Arranging for Band	2-3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:4210	Keyboard Harmony	1-2
MUS:4710	Advanced Jazz Improvisation	2
MUS:4730	Jazz Theory (when topic is at the piano)	3
MUS:4750	Transcription	2

Percussion Area Requirements

Code	Title	Hours
Both of these:		
MUS:3150	Percussion Ensemble/Steel Band (taken six semesters for 1 s.h. each)	6
MUS:3163	Intermediate Steel Band (taken two semesters for 1 s.h. each)	2

Electives

Students complete 10 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors.

These courses are recommended for percussion majors.

Code	Title	Hours
MUS:3140	Audition Repertoire	1
MUS:3180	Orchestra	1
MUS:3182	Chamber Orchestra	1
MUS:3730	Jazz Band	1
MUS:3740	Small Jazz Ensembles	1
MUS:5130	Advanced Percussion Pedagogy and Literature	2

These music education courses may be taken as music electives by percussion concentration students pursuing teacher licensure.

Code	Title	Hours
EDTL:3605/ MUS:3605	Instrumental Techniques	2
EDTL:3620	Methods and Materials: General Music	3
EDTL:3635/ MUS:3635	Instrumental Conducting	3

Performance—Piano Concentration

The performance—piano concentration requires the following coursework.

Musicianship

Code	Title	Hours
All of these (completed before admission to the performance—piano concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4

MUS:2204	Musicianship and Theory IV	4
Then, these:		
MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:3625	Techniques of Conducting	2

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:2021	Lower Level Piano (maximum of six semesters for 12 s.h. total)	8
MUS:3021	Upper Level Piano	8
MUS:4900	Senior Recital	1
Major ensemble music courses (prefix MUS) taken eight times for 1 s.h. each; keyboard majors may substitute piano accompaniment for major ensemble participation for a maximum of two semesters during their junior and/or senior years with advisor consent		
		8

Theory-Based Courses

Code	Title	Hours
3 s.h. from these:		
MUS:2206	Form and Analysis	3
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3665	Arranging for Band	2-3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:4710	Advanced Jazz Improvisation	2
MUS:4730	Jazz Theory (when topic is at the piano)	3
MUS:4750	Transcription	2

Piano Area Requirements

Code	Title	Hours
Both of these:		
MUS:3400	Methods of Teaching Piano	2
MUS:3481	Piano Chamber Music	1-2
One of these:		
MUS:2213	Group Instruction in Piano III	1

MUS:4730	Jazz Theory (when topic is at the piano)	3
----------	--	---

Electives

Students complete 13 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors.

These courses are recommended for piano majors.

Code	Title	Hours
MUS:5400	Piano Pedagogy I	2
MUS:5401	Piano Pedagogy II	2
MUS:5410	Piano Literature I	2
MUS:5411	Piano Literature II	2

These music education courses may be taken as music electives by piano concentration students pursuing teacher licensure.

Code	Title	Hours
MUS:3605/ EDTL:3605	Instrumental Techniques	2
MUS:3635/ EDTL:3635	Instrumental Conducting	3
EDTL:3620	Methods and Materials: General Music	3
EDTL:3640/ MUS:3640	Choral Methods	3
EDTL:3645/ MUS:3645	Choral Conducting and Literature	3

Performance—String Concentration

The performance—string concentration requires the following coursework.

Musicianship

Code	Title	Hours
All of these (completed before admission to the performance—string concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
Then, these:		
MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:1211	Group Instruction in Piano I (or piano placement exam)	1
MUS:1212	Group Instruction in Piano II (or piano placement exam)	1
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:3625	Techniques of Conducting	2

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3

MUS:1720	History of Jazz	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:3180	Orchestra (taken eight semesters for 1 s.h. each)	8
MUS:4900	Senior Recital	1
Lower-level applied lessons (prefix MUS) numbered at the 2000 level (maximum of six semesters for 12 s.h. total)		8
Upper-level applied lessons (prefix MUS) numbered at the 3000 level		8

Theory-Based Courses

Code	Title	Hours
3 s.h. from these:		
MUS:2206	Form and Analysis	3
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3665	Arranging for Band	2-3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:4210	Keyboard Harmony	1-2
MUS:4710	Advanced Jazz Improvisation	2
MUS:4730	Jazz Theory	3
MUS:4750	Transcription	2

String Area Requirements

Code	Title	Hours
This course:		
MUS:3182	Chamber Orchestra (taken four semesters for 1 s.h. each)	4
4 s.h. from these:		
MUS:3482	String Chamber Music	1-2
MUS:3489	Chamber Music Residency Program	1-2

Electives

Students complete 11 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors.

This course is recommended for string majors.

Code	Title	Hours
MUS:3140	Audition Repertoire	1

These music education courses may be taken as music electives by string concentration students pursuing teacher licensure.

Code	Title	Hours
EDTL:3605/ MUS:3605	Instrumental Techniques	2
EDTL:3620	Methods and Materials: General Music	3

EDTL:3635/ MUS:3635	Instrumental Conducting	3
------------------------	-------------------------	---

Performance—Voice Concentration

The performance—voice concentration requires the following coursework.

Musicianship

Code	Title	Hours
All of these (completed before admission to the performance—voice concentration):		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
Then, these:		
MUS:1210	Recital Attendance (taken six semesters for 1 s.h. each)	6
MUS:1211	Group Instruction in Piano I (or piano placement exam)	1
MUS:1212	Group Instruction in Piano II (or piano placement exam)	1
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:3625	Techniques of Conducting	2

Diverse Musical Cultures

Code	Title	Hours
One of these:		
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3

Performance (Applied Music/Ensembles)

Code	Title	Hours
All of these:		
MUS:2020	Lower Level Voice (maximum of six semesters for 12 s.h. total)	8
MUS:3020	Upper Level Voice (taken eight semesters for 1 s.h. each)	8
MUS:4900	Senior Recital	1
Major ensemble (choir) music (prefix MUS; taken eight times for 1 s.h. each)		8

Theory-Based Courses

Code	Title	Hours
3 s.h. from these:		
MUS:2206	Form and Analysis	3
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3665	Arranging for Band	2-3

MUS:3710	Intermediate Jazz Improvisation	2
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:4210	Keyboard Harmony	1-2
MUS:4710	Advanced Jazz Improvisation	2
MUS:4730	Jazz Theory (when topic is at the piano)	3
MUS:4750	Transcription	2

Voice Area Requirements

Code	Title	Hours
All of these:		
MUS:1510	Diction for Singers I	2
MUS:2510	Diction for Singers II	2
MUS:3500	Opera Workshop	2
MUS:3510	Interpretation of German Art Song	1
MUS:3511	Interpretation of Non-German Art Song	1

Electives

Students complete 10 s.h. of music coursework (prefix MUS) except for those courses that are closed to music majors.

These courses are recommended for voice majors.

Code	Title	Hours
MUS:3140	Audition Repertoire	1
MUS:3500	Opera Workshop	2
MUS:3501	Opera Theater Chorus	1
MUS:3502	Opera Production	2-4
MUS:3850/ DANC:3850/ DPA:3850/ THTR:3850	Introduction to Laban Movement Studies	2-3
MUS:3851/ DANC:3851/ DPA:3851	Introduction to the Alexander Technique	3
MUS:6520/ CSD:6202	Methods of Teaching Voice	3

These music education courses may be taken as music electives by voice concentration students pursuing teacher licensure.

Code	Title	Hours
MUS:3640/ EDTL:3640	Choral Methods	3
MUS:3645/ EDTL:3645	Choral Conducting and Literature	3
EDTL:3620	Methods and Materials: General Music	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and

deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Undergraduate students seeking teacher licensure/certification must be enrolled in a Bachelor of Music program in a performance subprogram of brass/woodwind, organ, percussion, piano, piano with teacher education, string, or voice and must complete the appropriate licensure program.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. They must have a g.p.a. of at least 3.80 in music coursework and a cumulative University of Iowa g.p.a. of at least 3.33.

Students must complete at least 6 s.h. of honors work in music, normally in their junior and senior years. They must earn a minimum of 3 s.h. of the required honors work in MUS:4995 Honors in Music by completing one or more honors projects, such as solo or ensemble recitals; compositions, transcriptions, orchestrations, or arrangements; and essays, research papers, editions, or translations. Honors projects must be in addition to the projects normally required for graduation with a major in music.

Students also may earn honors credit in other honors courses (normally upper-level undergraduate courses) or in approved graduate courses (music history and music theory are particularly recommended).

For complete details about requirements for graduation with honors in the music major, visit Honors in Music on the School of Music website and consult the school's honors advisor.

National Honor Society

The School of Music sponsors a chapter of Pi Kappa Lambda, the national music honor society. Students of exceptional ability are recommended for membership by faculty members. For more information, consult the School of Music honors advisor.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the music major.

Financial Support

A number of music performance-based merit scholarships are available to qualified undergraduate music majors. All music majors with scholarships must enroll in a major ensemble and studio lessons each semester. For information, contact the School of Music.

Academic Plans

Four-Year Graduation Plan

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

In addition to the requirements listed under the checkpoints, all students must complete 2 s.h. in applied music and 1 s.h. in a major ensemble each semester.

The Four-Year Graduation Plan is not available for music therapy and music education students.

Students may apply more than 56 s.h. earned in School of Music courses toward the minimum 120 s.h. required for the B.M.

Before the third semester begins: 18 s.h. of coursework in the major, including MUS:1201 Musicianship and Theory I, MUS:1202 Musicianship and Theory II, MUS:1211 Group Instruction in Piano I, and MUS:1212 Group Instruction in Piano II

Before the fifth semester begins: at least 34 s.h. of coursework in the major, including MUS:2203 Musicianship and Theory III and MUS:2204 Musicianship and Theory IV

Before the seventh semester begins: at least 50 s.h. of coursework in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least 56 s.h. of coursework in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Music, B.M.

Course	Title	Hours
First Year		
Fall		
Audition: Entering students who plan to major in music must be accepted into a performance area through audition before they register.		
MUS:1201	Musicianship and Theory I	4
MUS:1200	Fundamentals of Music for Majors ^a	0
MUS:1210	Recital Attendance ^b	1
MUS:1211	Group Instruction in Piano I ^c	1
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: lower-level applied lessons ^d		2
Major: major ensemble		1 - 2
CSI:1600	Success at Iowa	2
Hours		14-16
Spring		
MUS:1202	Musicianship and Theory II	4
MUS:1210	Recital Attendance ^b	1

MUS:1212	Group Instruction in Piano II ^c	1
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
Major: lower-level applied lessons ^d		2
Major: major ensemble		1 - 2
GE CLAS Core: Diversity and Inclusion ^e		3
Hours		15-17

Second Year**Fall**

MUS:1210	Recital Attendance ^b	1
MUS:2203	Musicianship and Theory III	4
MUS:3625	Techniques of Conducting	2
Major: lower-level applied lessons ^d		2
Major: major ensemble		1 - 2
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
Major: Music specialization area or Music elective course		1
Hours		18-20

Spring

MUS:1210	Recital Attendance ^b	1
MUS:2204	Musicianship and Theory IV	4
Major: diverse musical culture course ^g		3
Major: lower-level applied lessons ^d		2
Major: major ensemble		1 - 2
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Major: Music specialization area or Music elective course		1 - 3
Hours		16-20

Third Year**Fall**

MUS:1210	Recital Attendance ^b	1
MUS:2301	History of Western Music I ^h	3
Major: major ensemble		1 - 2
Major: theory-based course		3
Major: upper-level applied lessons ⁱ		2
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Major: Music specialization area or Music elective course		1 - 3
Hours		15-19

Spring

MUS:1210	Recital Attendance ^b	1
MUS:2302	History of Western Music II ^h	3
Major: major ensemble		1 - 2
Major: music elective course		3
Major: upper-level applied lessons		2
GE CLAS Core: Values and Culture ^{e, j}		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Hours		17-19

Fourth Year**Fall**

Major: major ensemble		1 - 2
Major: music elective course		2 - 4

Major: upper-level applied lessons		2
Major: music elective course or elective course if music electives have been met		3
GE CLAS Core: International and Global Issues ^e		3
GE CLAS Core: Natural Sciences with Lab ^e		4
Hours		15-18

Spring

MUS:4900	Senior Recital ^k	1
Major: upper-level applied lessons		2
Major: major ensemble		1 - 2
Major: music elective courses		3 - 4
GE CLAS Core: Natural Sciences without Lab ^e		3
GE CLAS Core: Social Sciences ^e		3
Major: music elective course or elective course if music electives have been met		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		16-18
Total Hours		126-147

- a This course is required for students enrolled in MUS:1201 who do not pass Placement Examination A.
- b Students must complete six semesters of MUS:1210.
- c Unless excused by exam.
- d A maximum of six semesters (12 s.h.) in lower-level applied instruction is allowed.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g MUS:1009, MUS:2311, and MUS:1720 fulfill GE CLAS Core requirements for Literary, Visual, & Performing Arts and Values and Culture. MUS:1310 fulfills the GE CLAS Core Literary, Visual, & Performing Arts requirement.
- h Fulfills a major requirement and may fulfill a GE requirement.
- i Readiness for upper-level applied music is determined by a jury examination in the area.
- j If not completed with a MUS course. MUS:1009, MUS:1720, MUS:2311 fulfill the GE CLAS Core Values and Culture requirement.
- k Students must achieve upper-level status before they may present their senior recital.
- l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Music, Minor

Requirements

The undergraduate minor in music requires 15 s.h. of coursework taken in the School of Music (prefix MUS), including at least 8 s.h. taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor. Courses used to satisfy minor requirements may not be taken pass/nonpass. Up to 7 s.h. of transfer credit in music history, music theory, and elective courses may be accepted toward the minor, with approval of the School of Music. Music performance courses must be taken at the University of Iowa.

Work for the minor includes courses in three areas: music history, music performance, and music theory. The remaining 5 s.h. in elective coursework must be chosen from School of Music courses.

Some School of Music courses have prerequisites; students must complete all of a course's prerequisites before they may register for a course. Courses approved for the minor are listed below. A course may only be applied to one area for credit.

The music minor requires the following work.

Music History

Code	Title	Hours
One of these:		
MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:2311	Music of Latin America and the Caribbean	3

Music Performance

Code	Title	Hours
3 s.h. from these:		
Applied Music Instruction (Lessons)		
MUS:1020	Performance Instruction for Nonmajors	1
	Lower-level lessons for music majors numbered from MUS:2020-MUS:2038, with consent of faculty	2
	Upper-level lessons for music majors numbered from MUS:3020-MUS:3037, with consent of faculty	2
Jazz Improvisation		
MUS:3001	Introduction to Jazz Improvisation	3
MUS:3710	Intermediate Jazz Improvisation	2
MUS:4710	Advanced Jazz Improvisation	2
MUS:4750	Transcription	2
Ensemble Participation		
Instructor permission or audition is required for these courses:		
MUS:1160	University Band	1
MUS:1165	Hawkeye Marching Band	1

MUS:1176	Women's Chorale	1
MUS:1180	All-University String Orchestra	1
MUS:3150	Percussion Ensemble/Steel Band	1
MUS:3160	Symphony Band/Concert Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1
MUS:3182	Chamber Orchestra	1
MUS:3480	Piano Accompaniment	1
MUS:3482	String Chamber Music	1-2
MUS:3485	Wind Chamber Music	1-2
MUS:3740	Small Jazz Ensembles	1

Other 1 s.h. music performance courses, with consent of the associate director for undergraduate studies

Music Theory

Admission to theory courses is determined by results on the theory placement exam.

Code	Title	Hours
One of these:		
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4

Electives

Students must complete 5 s.h. in elective coursework. The following are suggested electives.

Code	Title	Hours
MUS:1001	Group Piano I: Non-Music Majors	1
MUS:1002	Group Piano II: Non-Music Majors	1
MUS:1009	Jazz Cultures in America and Abroad	3
MUS:1010	Recital Attendance for Nonmajors	1
MUS:1012	Creativity in Music	3
MUS:1020	Performance Instruction for Nonmajors	1
MUS:1066	Introduction to Film Music	3
MUS:1160	University Band	1
MUS:1165	Hawkeye Marching Band	1
MUS:1176	Women's Chorale	1
MUS:1200	Fundamentals of Music for Majors	0
MUS:1201	Musicianship and Theory I	4
MUS:1202	Musicianship and Theory II	4
MUS:1301	Concepts and Contexts of Western Music	3
MUS:1302	Great Musicians	3
MUS:1303	Roots, Rock, and Rap: A History of Popular Music	3

MUS:1310	World Music	3
MUS:1720	History of Jazz	3
MUS:2203	Musicianship and Theory III	4
MUS:2204	Musicianship and Theory IV	4
MUS:2301	History of Western Music I	3
MUS:2302	History of Western Music II	3
MUS:2311	Music of Latin America and the Caribbean	3

Lower-level applied instruction courses for
majors numbered from MUS:2020-MUS:2038

For additional information, contact the School of Music.

Music, M.A.

Advisory Examinations

Entering Master of Arts students must take two School of Music advisory examinations before registering—one in music history and one in music theory. M.A. students in music therapy are not required to take the advisory examinations. These examinations are given on the Friday and Saturday preceding the opening of classes.

Preliminary Procedures for Music Therapy Graduate Students

Since music therapists work with vulnerable populations, the School of Music is required to run a criminal background check on all students when they begin their clinical experiences. Criminal convictions could negatively impact a student's ability to continue in the music therapy program and/or gain placement at an internship site. For more information, contact the director of the music therapy program.

Ensemble Participation

Graduate students in the performance and pedagogy tracks of all graduate programs are required to complete four semesters of major ensemble participation. Students normally enroll in major ensemble participation during consecutive semesters beginning early in their degree work, to ensure completion of the major ensemble requirements in a timely manner. Ensemble assignments are made at the discretion of the major teacher and ensemble director.

Major ensembles are as follows.

Code	Title	Hours
MUS:3160	Symphony Band/Concert Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1

Keyboard majors may substitute piano accompaniment for major ensemble participation, at their major applied teacher's discretion. Jazz studies majors substitute MUS:3730 Jazz Band for major ensemble participation. Theory, composition, music education, and music therapy majors have no major ensemble requirement.

Any student who wants to request adjustment of this requirement must submit a request in writing to a review committee consisting of the major ensemble director(s) involved, the major teacher, and the School of Music associate director for graduate studies.

Requirements

The Master of Arts program in music requires a minimum of 30-37 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 to earn the degree.

The M.A. concentrations in performance, conducting, jazz studies, composition, music theory, musicology, music therapy, and music education require a recital, capstone project, or thesis. Performance majors present a public recital in place of a written thesis. Music therapy majors complete a capstone research project. Jazz studies majors present a

public recital and a separate performance project. The Master of Arts in music education is offered with thesis and nonthesis options.

All M.A. programs—except music therapy and music education—require the following coursework.

Introductory Course

Code	Title	Hours
This course:		
MUS:5300	Introduction to Graduate Study in Music	2

Music Theory

Students earn 6 s.h. from the following.

Code	Title	Hours
This course:		
MUS:5200	Basic Analytical Techniques (unless exempt by advisory exam)	3

Students exempted from MUS:5200 through the advisory examination in music theory must substitute an additional theory elective chosen from the following:

MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:5235	Tonal Analysis	3
MUS:5236	Post-Tonal Analysis	3
MUS:5240	Special Topics in Theory and Analysis	3

Students also must choose one elective from these:

MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
MUS:5235	Tonal Analysis	3
MUS:5236	Post-Tonal Analysis	3
MUS:5240	Special Topics in Theory and Analysis	3
MUS:6210	History of Music Theory I	3
MUS:6211	History of Music Theory II	3
MUS:6250	Advanced Tonal Theory and Analysis	3
MUS:6251	Advanced Post-Tonal Theory and Analysis	3

Musicology

Students earn 6 s.h. from the following; at least one 6000-level course must be taken.

Code	Title	Hours
MUS:4320	Music and Gender	3
MUS:4325	Medieval and Renaissance Music	3
MUS:4330	Baroque Music	3
MUS:4335	Eighteenth-Century Music	3
MUS:4340	Nineteenth-Century Music	3
MUS:4345	Twentieth-Century Music	3
MUS:4350	Advanced Jazz History	3
MUS:4355	American Music	3
MUS:4360	Jazz Matters	3

MUS:6305	Teaching Music History and Culture	3
MUS:6310	Topics in Musicology	3
MUS:6312	Historical Approaches to Music	3
MUS:6314	Topics in Ethnomusicology	3
MUS:6315	Foundations of Ethnomusicology	3
MUS:6326	Renaissance Music Notations	3
MUS:6375	Music Editing	3

Admission

Individuals applying to graduate programs in music must audition and/or submit supporting materials in their area of concentration in order to be considered for admission. Information about Graduate College admission and curriculum requirements for each area in the School of Music is available from the school's academic office or on the School of Music website.

For detailed information about Graduate College admission and policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Qualified graduate students may be nominated for teaching and research assistantships. Inquiries should be directed to the head faculty member in the applicant's area of interest.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Music, Ph.D.

Advisory Examinations

Entering Doctor of Philosophy students must take two School of Music advisory examinations—one in music history and one in music theory. These examinations are given on the Friday and Saturday preceding the opening of classes.

Ensemble Participation

Students in the performance and pedagogy tracks of all graduate programs are required to complete four semesters of major ensemble participation. They normally enroll in major ensemble participation during consecutive semesters beginning early in their degree work, to ensure completion of the major ensemble requirements in a timely manner. Ensemble assignments are made at the discretion of the major teacher and ensemble director.

Major ensembles are as follows.

Code	Title	Hours
MUS:3160	Symphony Band/Concert Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1

Keyboard majors may substitute piano accompaniment for major ensemble participation, at their major applied teacher's discretion. Jazz studies majors substitute MUS:3730 Jazz Band for major ensemble participation. Theory, composition, music education, and music therapy majors have no major ensemble requirement.

Any student who wants to request adjustment of this requirement must submit a request in writing to a review committee consisting of the major ensemble director(s) involved, the major teacher, and the School of Music associate director for graduate studies.

Requirements

The Doctor of Philosophy program in music requires a minimum of 72 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 to earn the degree. Ph.D. concentration areas include composition, musicology, music education, and music theory. Information about specific admission and curricular requirements for each area is available from the School of Music academic office.

Ph.D. students in composition, musicology, and music theory must complete the courses required for the M.A. (see the M.A. in music [p. 852] in the Catalog). They also must complete the following coursework.

Code	Title	Hours
One or more additional music theory course(s) listed in the M.A. requirements		
And one of these:		
MUS:7950	Ph.D. Thesis	1-4
MUS:7960	Composition Ph.D. Thesis	1-4

Proficiency in one or more foreign languages is required for Ph.D. students in composition, musicology, and music theory.

For more information, contact the School of Music.

Admission

Applicants must audition and/or submit supporting materials in their area of concentration in order to be considered for admission. Information about Graduate College admission and curriculum requirements for each area in the School of Music is available from the school's academic office or on the School of Music website.

For detailed information about Graduate College admission and policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Qualified graduate students may be nominated for teaching and research assistantships. Inquiries should be directed to the head faculty member in the applicant's area of interest.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Doctor of Musical Arts, D.M.A.

Advisory Examinations

Entering Doctor of Musical Arts students must take two School of Music advisory examinations—one in music history and one in music theory. These examinations are given on the Friday and Saturday preceding the opening of classes.

Ensemble Participation

Students in the performance and pedagogy tracks of all graduate programs are required to complete four semesters of major ensemble participation. Students normally enroll in major ensemble participation during consecutive semesters beginning early in their degree work, to ensure completion of the major ensemble requirements in a timely manner. Ensemble assignments are made at the discretion of the major teacher and ensemble director.

Major ensembles are as follows.

Code	Title	Hours
MUS:3160	Symphony Band/Concert Band	1
MUS:3170	Kantorei	1
MUS:3172	Camerata Singers	1
MUS:3174	University Choir	1
MUS:3180	Orchestra	1

Keyboard majors may substitute piano accompaniment for major ensemble participation, at their major applied teacher's discretion. Theory, composition, music education, and music therapy majors have no major ensemble requirement.

Any student who wants to request adjustment of this requirement must submit a request in writing to a review committee consisting of the major ensemble director(s) involved, the major teacher, and the School of Music associate director for graduate studies.

Requirements

The Doctor of Musical Arts requires a minimum of 72 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 to earn the degree. The D.M.A. is offered with two concentrations—conducting, and performance and pedagogy. Requirements for the D.M.A. are the same as for the Ph.D. (see the Ph.D. in music [p. 854] in the Catalog), except D.M.A. students also complete these courses: MUS:7900 D.M.A. Recital, MUS:7970 D.M.A. Essay (instead of the Ph.D. thesis), and MUS:7140 Seminar in Music Research.

At the performance area's discretion, a concerto performance with orchestra or other appropriate ensemble from the School of Music may be substituted for one of the recitals. Some performance areas allow one or more lecture recitals, with faculty approval. Singers may substitute one major opera role or one major solo contribution to an orchestra performance for one of their recitals.

For more information, contact the School of Music.

Admission

Applicants must audition and/or submit supporting materials in their area of concentration in order to be considered for admission. Information about Graduate College admission and curriculum requirements for each area in the School of Music is available from the school's academic office or on the School of Music website.

For detailed information about Graduate College admission and policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Qualified graduate students may be nominated for teaching and research assistantships. Inquiries should be directed to the head faculty member in the applicant's area of interest.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Theory Pedagogy, Graduate Minor

Requirements

The graduate minor in theory pedagogy requires 18 s.h. of credit. The program is open to students who have been admitted to a graduate degree program in the School of Music.

The minor in theory pedagogy requires the following courses.

Code	Title	Hours
One of these:		
MUS:4200	Counterpoint Before 1600	3
MUS:4201	Counterpoint After 1600	3
Both of these:		
MUS:6200	Music Theory Colloquium (taken twice)	0
MUS:6215	Music Theory Pedagogy	3
One of these:		
MUS:5235	Tonal Analysis	3
MUS:6250	Advanced Tonal Theory and Analysis	3
One of these:		
MUS:5236	Post-Tonal Analysis	3
MUS:6251	Advanced Post-Tonal Theory and Analysis	3
Two of these:		
MUS:5240	Special Topics in Theory and Analysis	3
MUS:6210	History of Music Theory I	3
MUS:6211	History of Music Theory II	3
MUS:6250	Advanced Tonal Theory and Analysis	3
MUS:6251	Advanced Post-Tonal Theory and Analysis	3

Sacred Music, Graduate Certificate

Requirements

The graduate Certificate in Sacred Music requires 25 s.h. of credit. It is an interdisciplinary program with courses in sacred music, choral conducting and literature, keyboard, voice, religion, and art and art history. Students may earn the certificate while working toward a graduate degree. Individuals not enrolled in a graduate program also may complete the certificate, but they must be admitted to the Graduate College and have the consent of a faculty advisor.

The Certificate in Sacred Music requires the following coursework.

Liturgy, History of Church Music Hymnology, and Keyboard Studies

This area requires at least 10 s.h. of coursework.

Code	Title	Hours
Both of these:		
MUS:4452	Liturgics	2
MUS:4454	Service Playing and Improvisation	2
At least 3 s.h. from these:		
MUS:3021	Upper Level Piano	2
MUS:3022	Upper Level Organ	2
MUS:4210	Keyboard Harmony	1-2
MUS:6021	Major Piano	2
MUS:6022	Major Organ	2
At least 3 s.h. from these:		
MUS:4450	Organ Literature Survey	2
MUS:5450	History of Organ Building and Design	2-3
MUS:5452	Organ Pedagogy	2
MUS:5475	Organ Literature Special Topics	2

Choral Conducting, Literature, and Vocal Studies

This area requires 7-8 s.h. of coursework.

Code	Title	Hours
Required (if no previous conducting study):		
MUS:3625	Techniques of Conducting	2
At least 3 s.h. from these:		
MUS:3020	Upper Level Voice	2
MUS:3645/ EDTL:3645	Choral Conducting and Literature	3
MUS:5510	Graduate Diction	2
MUS:6020	Major Voice	2
MUS:6520/ CSD:6202	Methods of Teaching Voice	3
MUS:6561	Seminar: Choral Literature and Analysis I	1-3

MUS:6562	Seminar: Choral Literature and Analysis II	1-3
MUS:6563	Seminar: Choral Literature and Analysis III	1-3
MUS:6564	Seminar: Choral Literature and Analysis IV	1-3
MUS:6581	Advanced Choral Conducting I	1-3
MUS:6582	Advanced Choral Conducting II	1-3
MUS:6583	Advanced Choral Conducting III	1-3
MUS:6584	Advanced Choral Conducting IV	1-3

Religion, History, and Art History

This area requires 6 s.h. of coursework.

Code	Title	Hours
ARTH:3390	Early Medieval Art	3
ARTH:3550	Leonardo, Raphael, Michelangelo: Rivalry and the Rise of the Artist in the Italian Renaissance	3
ARTH:3720	The Romantic Revolution	3
ARTH:3730	Impressionism and the Visual Revolution	3
ARTH:3820	Modern Art	3
ARTH:3840	Contemporary Art	3
HIST:4412/ MDVL:4412	History of the Medieval Church	3
HIST:4417/ MDVL:4417	Medieval Intellectual History 300-1150	3
HIST:4418/ MDVL:4418	Medieval Intellectual History 1150-1500	3
RELS:3247/ CLSA:3247	Banned from the Bible: Pseudepigrapha and Apocrypha	3

Other courses numbered 3000 or above approved by Certificate in Sacred Music advisor

Optional Electives

Students must complete additional coursework to total 25 s.h. of credit for the certificate.

Code	Title	Hours
MUS:3601	Undergraduate Music Education Workshop II	1

Other electives numbered 3000 or above approved by the Certificate in Sacred Music advisor

Native American and Indigenous Studies

Chair

- Stephen A. Warren

Coordinator

- Jacki T. Rand (History)

Undergraduate minor: Native American and Indigenous studies

Undergraduate certificate: Native American and Indigenous studies

Graduate certificate: Native American and Indigenous studies

Faculty: <https://clas.uiowa.edu/nais/people/faculty>

Website: <https://clas.uiowa.edu/nais/>

Native American and Indigenous studies (NAIS) is an interdisciplinary program that focuses on the histories, cultures, literatures, and contemporary legal and political issues of Native North Americans and other Indigenous peoples of the Americas.

Students taking NAIS courses begin to understand historical and contemporary social issues among Indigenous peoples of the Americas, within the international and global context of settler colonialism and its legacies. Courses provide students with a better understanding of ethnic, social, and political diversity. The curriculum increasingly enables students to encounter innovative teaching methods that cross conventional disciplinary boundaries, that involve visiting and learning more about regional Native American communities in Iowa and the Midwest, and that focus on communicating knowledge to audiences both within and beyond the classroom. Students thereby gain expertise for employment in advocacy, social services, health care, education, and other areas that require cross-cultural understanding and communication with diverse public audiences. Students also gain a background for more specialized or advanced study in a variety of disciplines, including anthropology; economics; education; ethnic studies; gender, women's, and sexuality studies; geography; history; political science; psychology; religious studies; and social justice.

A certificate or minor in NAIS also complements preprofessional and professional training in areas such as health care, business, social work, and law.

The Native American and Indigenous Studies Program is administered by the Department of American Studies [p. 53].

Programs

Undergraduate Programs of Study

Minor

- Minor in Native American and Indigenous Studies [p. 860]

Certificate

- Certificate in Native American and Indigenous Studies [p. 861]

Graduate Program of Study Certificate

- Certificate in Native American and Indigenous Studies [p. 862]

Courses

Native American and Indigenous Studies Courses

NAIS:1049 Introduction to American Indian and Native Studies 3 s.h.

Exploration of past, present, and future of American Indians in the United States and beyond through film, art, music, and comedy. GE: Values and Culture. Same as AMST:1049, HIST:1049.

NAIS:1095 Native American Art 3 s.h.

Sculpture, painting, architecture, crafts, arts of personal adornment of native peoples of North America. GE: Literary, Visual, and Performing Arts; Values and Culture. Same as ARTH:1095.

NAIS:1290 Native American Foods and Foodways 3 s.h.

Native Americans as original farmers of 46 percent of the world's table vegetables; examination of food as a cultural artifact (e.g., chocolate, tobacco); food as a primary way in which human beings express their identities; environmental, material, and linguistic differences that shape unique food cultures among Native peoples across the Western Hemisphere; close analysis of Indigenous foods, rituals, and gender roles associated with them; how colonization transformed Native American, European, and African American cultures. GE: Diversity and Inclusion. Same as AMST:1290, GHS:1290, HIST:1290.

NAIS:1500 Topics in Native American and Indigenous Studies 3 s.h.

Native American and Indigenous peoples; concepts, problems, and issues.

NAIS:2165 Native Peoples of North America 3 s.h.

History, culture of American Indian peoples; emphasis on North America. GE: Diversity and Inclusion. Same as AMST:2165, ANTH:2165.

NAIS:2292 Introduction to American Indian History and Policy 3 s.h.

Survey of relationships among American Indian tribes, the U.S. government, and the American settler society; consequences of contact and colonialism through study of an individual tribe, impacts of U.S. federal policy and settler colonialism on tribal communities, and how tribes responded variously to these challenges. Same as HIST:2292.

NAIS:2294 Indigenous Art Activism and Social Justice 3 s.h.

Examination of the Native and political aspects of Native arts in the 19th and 20th centuries, from drawings and material culture produced for tourists and collectors to works that explicitly address Native oppression through federal policies, popular cultural appropriations, and colonial representations of Indigenous peoples; emphasis on Indigenous interpretations of colonial and settler history and culture through various media and representations of Indigenous identity and politics. Same as HIST:2294, SJUS:2294.

- NAIS:2300 Native Americans in Film** 3 s.h.
Representations of Native Americans in film from the western to science fiction and animation. Same as AMST:2300.
- NAIS:2500 Indigenous Art, Land, and Social Justice** 3 s.h.
Examples, readings, discussions, and special projects examine contemporary visual, performance, and multimedia art by Native North American and other Indigenous artists as a component of broader indigenous activism for social justice and defense of land.
- NAIS:2700 Sacred World of Native Americans** 3 s.h.
GE: Values and Culture. Same as RELS:2700.
- NAIS:3110 Health of Indigenous Peoples** 3 s.h.
Health problems and services for Indigenous populations worldwide, from perspective of Fourth World postcolonial politics. Prerequisites: ANTH:1101. Same as ANTH:3110, GHS:3110.
- NAIS:3257 North American Archaeology** 3 s.h.
Prehistoric cultural development north of Mexico from initial occupation to European contact and conquest; emphasis on dynamics of culture change. Same as ANTH:3257.
- NAIS:3258 Southwestern Archaeology** 3 s.h.
Anthropological overview of prehistoric cultures of the American Southwest; emphasis on understanding archaeological arguments concerning major processes in the past. Same as ANTH:3258.
- NAIS:3270 Colonial North America, ca. 1600-1775** 3 s.h.
Introduction to major themes in colonial American history prior to the American Revolution; Native American history; colonialism and Native resistance; slavery; material culture; religion and spirituality; immigration; gender and sexuality in cross-cultural perspective. Same as HIST:3270.
- NAIS:3272 Native Americans in the Age of Empires, ca. 1500-1815** 3 s.h.
Overview of major issues in Native American history during the period of European Imperialism; colonialism, diplomacy and alliance building, warfare, captivity, religious and spiritual exchanges, revolution, and the disintegration of Native-European alliances in the early 19th century. Same as HIST:3272.
- NAIS:3276 American Indian Environmentalism** 3 s.h.
Clean water, plant diversity, animal health as worldwide issues; Native American relationships and responsibilities to the living things of their homelands—from the earth itself to the raindrops that fall from the sky—and how those relationships have been altered in the last 150 years; explore innovative Native American efforts to restore their relationships to plants, animals, and landscapes that have been damaged by resource development, manufacturing, population growth, and political interests. Same as RELS:3976.
- NAIS:3289 The Atlantic World c. 1450-1850** 3 s.h.
Interactions between peoples of Europe, Africa, and the Americas between the 15th and mid-19th centuries, interconnected system of exchange that defied national and imperial boundaries; encounters between Native Americans, Africans, and Europeans in different parts of the Americas; forced and voluntary resettlement of Africans and Europeans overseas; development of plantation slave societies; biological consequences of transatlantic contact; circulation of people, goods, and ideas; development of creole societies; era of revolutions; abolition of slavery. Same as HIST:3289.
- NAIS:3441 Native American Literature** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as ENGL:3441.
- NAIS:4500 Special Topics in Native American and Indigenous Studies** 1-3 s.h.
Native American and Indigenous peoples; concepts, problems, and issues.
- NAIS:4502 History of Mexico** 3 s.h.
Mexican history since the eve of the Spanish invasion, with focus on the national period; may include ethnic groups, conquest and demographic disaster, native survival, labor and migration, social protest and rebellions, nationhood, regional differences, religions, popular culture, economic growth and distribution, state building, international relations; survey. Same as HIST:4502, LAS:4502.
- NAIS:4990 Independent Study** arr.
- NAIS:5099 American Indian and Native Studies Proseminar** 1 s.h.
Intensive reading on designated topics with multidisciplinary relevance in Native American and Indigenous studies; may include screenings, field trips, guest speakers, special events.
- NAIS:6050 Seminar: Topics in Native American and Indigenous Studies** 3 s.h.
Native American and Indigenous peoples; concepts, problems, and issues.
- NAIS:6099 Independent Study Project** arr.
Completion of a significant scholarly project that addresses the scope, goals, and ongoing development of Native American and Indigenous studies as an academic field; findings presented on campus (e.g., NAIS steering committee or in association with an NAIS-sponsored event) or at an academic conference.
- NAIS:6620 Readings in Native American Literatures** 3 s.h.
Same as ENGL:6620.
- NAIS:7202 Readings: 20th-Century Native American History** arr.
Examination of the Indigenous 20th century through a series of themes including settler colonialism, sovereignty and self-determination, federal Indian policy, and Indigenous feminism; readings focus primarily on secondary sources, but attention is given to key primary sources; students are required to carry out specified research tasks. Same as HIST:7202.

Native American and Indigenous Studies, Minor

Requirements

The minor in Native American and Indigenous studies (NAIS) requires a minimum of 15 s.h., including at least 12 s.h. completed at the University of Iowa. Students must earn a g.p.a. of at least 2.00 in all coursework completed for the minor.

Students complete one introductory course and 12 s.h. in elective coursework as indicated below. Elective courses reflect the program's emphasis on Indigenous histories in the Americas, Indigenous cultures and literatures, and Indigenous peoples in global perspective. Elective courses from several departments ensure that students are exposed to different themes. Students may consult with the NAIS coordinator.

The minor in Native American and Indigenous studies requires the following coursework.

Introductory Courses

Code	Title	Hours
One of these:		
AMST:1049/ HIST:1049/ NAIS:1049	Introduction to American Indian and Native Studies	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America	3
HIST:2292/ NAIS:2292	Introduction to American Indian History and Policy	3

Elective Courses

Students must choose 12 s.h. in elective coursework. They may petition for minor credit for courses not listed below that contain significant Indigenous content.

Code	Title	Hours
AMST:1049/ HIST:1049/ NAIS:1049	Introduction to American Indian and Native Studies (if not taken as an introductory course)	3
AMST:1290/ GHS:1290/ HIST:1290/ NAIS:1290	Native American Foods and Foodways	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America (if not taken as an introductory course)	3
ANTH:3110/ GHS:3110/ NAIS:3110	Health of Indigenous Peoples	3
ANTH:3257/ NAIS:3257	North American Archaeology	3
ANTH:3258/ NAIS:3258	Southwestern Archaeology	3
ARTH:1095/ NAIS:1095	Native American Art	3
ENGL:2505	Introduction to Postcolonial Studies	3

ENGL:3431	American Novel Since 1945 (when topic is Native American literature)	3
ENGL:3515	Topics in Postcolonial Studies	3
FREN:4090	Quebécois Literature	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
HIST:1040	Diversity in History (when topic is Indigenous feminisms; consult instructor)	3
HIST:2151	Introduction to the History Major (when topic is Indigenous women in settler societies; consult instructor)	3
HIST:2292/ NAIS:2292	Introduction to American Indian History and Policy (if not taken as an introductory course)	3
HIST:2294/ NAIS:2294/ SJUS:2294	Indigenous Art Activism and Social Justice	3
HIST:3270/ NAIS:3270	Colonial North America, ca. 1600-1775	3
HIST:3272/ NAIS:3272	Native Americans in the Age of Empires, ca. 1500-1815	3
HIST:3273	War and Violence in Early American Societies and Culture	3
HIST:4130/ MUSM:4130	Museum Literacy and Historical Memory	3
SPAN:3240	Mexico City	3

Native American and Indigenous Studies, Certificate

Requirements

The undergraduate Certificate in Native American and Indigenous Studies (NAIS) requires a minimum of 18 s.h., including at least 12 s.h. completed at the University of Iowa. Students must earn a g.p.a. of at least 2.00 in all certificate coursework.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

All students develop an individual certificate plan of study in consultation with the NAIS coordinator. In some cases, students may be able to count certificate courses toward certain **GE CLAS Core** requirements. Students complete one introductory course and 15 s.h. in elective coursework as indicated below. Elective courses reflect the certificate program's emphasis on Indigenous histories in the Americas, Indigenous cultures and literatures, and Indigenous peoples in global perspective. Elective courses from several departments ensure that students are exposed to different themes.

The Certificate in Native American and Indigenous Studies requires the following coursework.

Introductory Courses

Code	Title	Hours
One of these:		
AMST:1049/ HIST:1049/ NAIS:1049	Introduction to American Indian and Native Studies	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America	3
HIST:2292/ NAIS:2292	Introduction to American Indian History and Policy	3

Elective Courses

Students must choose 15 s.h. in elective coursework. They may petition for certificate credit for courses not listed below that contain significant Indigenous content.

Code	Title	Hours
AMST:1049/ HIST:1049/ NAIS:1049	Introduction to American Indian and Native Studies (if not taken as an introductory course)	3
AMST:1290/ GHS:1290/ HIST:1290/ NAIS:1290	Native American Foods and Foodways	3
ANTH:2165/ AMST:2165/ NAIS:2165	Native Peoples of North America (if not taken as an introductory course)	3
ANTH:3110/ GHS:3110/ NAIS:3110	Health of Indigenous Peoples	3

ANTH:3257/ NAIS:3257	North American Archaeology	3
ANTH:3258/ NAIS:3258	Southwestern Archaeology	3
ARTH:1095/ NAIS:1095	Native American Art	3
ENGL:2505	Introduction to Postcolonial Studies	3
ENGL:3431	American Novel Since 1945 (when topic is Native American literature)	3
ENGL:3515	Topics in Postcolonial Studies	3
FREN:4090	Quebecois Literature	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
HIST:1040	Diversity in History (when topic is Indigenous feminisms; consult instructor)	3
HIST:2151	Introduction to the History Major (when topic is Indigenous women in settler societies; consult instructor)	3
HIST:2292/ NAIS:2292	Introduction to American Indian History and Policy (if not taken as an introductory course)	3
HIST:2294/ NAIS:2294/ SJUS:2294	Indigenous Art Activism and Social Justice	3
HIST:3270/ NAIS:3270	Colonial North America, ca. 1600-1775	3
HIST:3272/ NAIS:3272	Native Americans in the Age of Empires, ca. 1500-1815	3
HIST:3273	War and Violence in Early American Societies and Culture	3
HIST:4130/ MUSM:4130	Museum Literacy and Historical Memory	3
SPAN:3240	Mexico City	3

Native American and Indigenous Studies, Graduate Certificate

Requirements

The graduate Certificate in Native American and Indigenous Studies (NAIS) requires a minimum of 15 s.h. in courses numbered 3000 and above. Students must maintain a g.p.a. of at least 3.00 in coursework toward the certificate.

Students must contact the NAIS coordinator in order to apply to the certificate program, and they work with the NAIS coordinator to develop a plan of study.

Students who earned an undergraduate certificate in the program may not receive a graduate certificate.

Native American and Indigenous studies aims to expose students to the interdisciplinary nature of the field. NAIS emphasizes Indigenous histories in the Americas, Indigenous cultures and literatures, and Indigenous peoples in global perspective.

Students may petition for certificate credit for courses that are not on the list. The petition must show that the course contains significant Indigenous content. Before enrolling in any courses listed below, students should contact the NAIS coordinator.

Code	Title	Hours
ANTH:3257/ NAIS:3257	North American Archaeology	3
ANTH:3258/ NAIS:3258	Southwestern Archaeology	3
ENGL:3431	American Novel Since 1945	3
ENGL:3515	Topics in Postcolonial Studies	3
FREN:4090	Quebecois Literature	3
GWSS:3350/ ANTH:3125/IS:3350	Transnational Feminism	3
HIST:3270/ NAIS:3270	Colonial North America, ca. 1600-1775	3
HIST:3272/ NAIS:3272	Native Americans in the Age of Empires, ca. 1500-1815	3
HIST:4130/ MUSM:4130	Museum Literacy and Historical Memory	3
SPAN:3240	Mexico City	3

Neuroscience

Chair, Department of Biology

- Diane C. Slusarski

Undergraduate major: neuroscience (B.S.)

Faculty: <https://biology.uiowa.edu/people/faculty>

Website: <https://biology.uiowa.edu/>

The Departments of Biology and Psychological and Brain Sciences collaborate to offer the Bachelor of Science degree in neuroscience. The neuroscience program also is closely aligned with the Iowa Neuroscience Institute (INI). The program is administered by the Department of Biology [p. 175].

Programs

Undergraduate Program of Study

Major

- Major in Neuroscience (Bachelor of Science) [p. 864]

Neuroscience, B.S.

Learning Outcomes

Students will:

- learn how molecules and cells generate brain circuits that build human behavior and cognition;
- design effective experiments;
- think critically about scientific data;
- communicate effectively about neuroscience; and
- be prepared for graduate education in neuroscience or related life-science fields; for medical school or other health-related programs such as public health or nursing; or for a first step in a career, including work in biomedical industries, academic laboratories, and science education.

Requirements

The Bachelor of Science with a major in neuroscience requires a minimum of 120 s.h., including at least 63 s.h. of work for the major. Coursework includes neuroscience, chemistry, biochemistry, mathematics, and physics courses. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students who major in neuroscience may not earn a major in biology or psychology, but may earn a minor in biology or psychology as long as no more than 3 s.h. are double counted.

The B.S. with a major in neuroscience requires the following coursework.

Code	Title	Hours
	Cognate Requirements	23-26
	Introductory Courses	8
	Core Courses	19
	Laboratory Course	4-5
	Neuroscience Electives	9-12
	Total Hours	63-70

Cognate Requirements

Code	Title	Hours
One of these options:		
BIOC:3110	Biochemistry	3
BIOC:3120 & BIOC:3130	Biochemistry and Molecular Biology I-II (both of these)	6
This sequence:		
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II (preferred)	8
PHYS:1611- PHYS:1612	Introductory Physics I-II	8
One of these:		
MATH:1460	Calculus for the Biological Sciences (preferred)	4
MATH:1380	Calculus and Matrix Algebra for Business	4

MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4

Introductory Courses

Code	Title	Hours
Both of these:		
BIOL:1411	Foundations of Biology	4
PSY:2701	Introduction to Behavioral Neuroscience	4

Core Courses

Code	Title	Hours
All of these:		
BIOL:3253	Neurobiology	4
BIOL:3653	Integrative Neurophysiology	3
BIOL:3753	Developmental Neurobiology	3
PSY:2811-PSY:2812	Research Methods and Data Analysis in Psychology I-II	6
PSY:2975	Introduction to Cognitive Neuroscience	3

Laboratory Course

Code	Title	Hours
One of these:		
BIOL:3244	Animal Behavior (with lab)	5
BIOL:3655	Neurogenetics Laboratory	4
BIOL:3656	Neurobiology Laboratory	4
PSY:4025	Laboratory in Cognitive Neuroscience	4

Neuroscience Electives

Code	Title	Hours
A minimum of three courses (9 s.h.) from these:		
BIOL:1412	Diversity of Form and Function	4
BIOL:2254	Endocrinology	3
BIOL:2512	Fundamental Genetics	4
BIOL:2603	Mechanisms of Aging	3
BIOL:2723	Cell Biology	3
BIOL:4333	Genes and Development	3
BIOL:4353	Neurophysiology: Cells and Systems	3-4
PCOL:3101	Pharmacology I: A Drug's Fantastic Journey	2-3
PHIL:3510	Neuroethics	3
PSY:3040	Psychology of Learning	3
PSY:3065	The Aging Mind and Brain	3
PSY:3240	Motivation, Addiction, and the Brain	3
PSY:3250	Neuroscience of Learning and Memory	3
PSY:3265	Cognitive and Clinical Neuroscience of Executive Functions	3
PSY:3270	Neurobiology of Stress	3
PSY:3275	The Science of Sleep	3

May include one of these:

PCOL:3102	Pharmacology II: Mechanisms of Drug Action	3
PSY:3230	Psychopharmacology	3

Honors

Honors in the Major

Students majoring in neuroscience have the opportunity to graduate with honors in the major. Departmental honor students must maintain a major g.p.a. and a UI g.p.a. of at least 3.33.

In order to earn honors in the neuroscience major, students must complete the following:

A minimum of 6 s.h. over two or more semesters of an independent laboratory research project undertaken in the laboratory of an Iowa Neuroscience Institute (INI) faculty member chosen from a list of approved mentors. Students enroll in BIOL:4995/PSY:4995 Honors Research in Neuroscience.

A brief initial research proposal summarizing the background and goals of the planned honors investigations research, submitted to the honors coordinator, typically at the end of the semester immediately prior to the final semester of honors research.

An acceptable honors thesis describing the research submitted to the honors coordinator near the end of the final semester of enrollment in BIOL:4995/PSY:4995 Honors Research in Neuroscience.

An oral presentation of the honors research findings during the student's final semester.

Honors students also are encouraged to participate in the Iowa Center for Research by Undergraduates (ICRU) and to apply for research scholarships, including the Iowa Neuroscience Institute (INI) Summer Scholars Fellowships.

Neuroscience majors interested in graduating with honors in the major should contact the honors coordinator as early as possible, preferably during their sophomore or junior year.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Students who satisfy the requirements for honors in the neuroscience major also satisfy the Experiential Learning requirement of the University honors curriculum.

Membership in the UI Honors Program is not required to earn honors in the neuroscience major.

Academic Plans

Four-Year Graduation Plan

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

major are those required to complete the major; they may be offered by departments other than the major department.

Before the third semester begins: BIOL:1411 Foundations of Biology, CHEM:1110 Principles of Chemistry I, CHEM:1120 Principles of Chemistry II, MATH:1380 Calculus and Matrix Algebra for Business or MATH:1460 Calculus for the Biological Sciences or MATH:1550 Engineering Mathematics I: Single Variable Calculus or MATH:1850 Calculus I, and PSY:2701 Introduction to Behavioral Neuroscience

Before the fifth semester begins: PHYS:1511 College Physics I or PHYS:1611 Introductory Physics I, PSY:2811 Research Methods and Data Analysis in Psychology I, PSY:2812 Research Methods and Data Analysis in Psychology II, and PSY:2975 Introduction to Cognitive Neuroscience

Before the seventh semester begins: BIOC:3110 Biochemistry, or BIOC:3120 Biochemistry and Molecular Biology I and BIOC:3130 Biochemistry and Molecular Biology II; BIOL:3253 Neurobiology; BIOL:3244 Animal Behavior (with lab) or BIOL:3656 Neurobiology Laboratory; BIOL:3753 Developmental Neurobiology; and PHYS:1512 College Physics II or PHYS:1612 Introductory Physics II

Before the eighth semester begins: two required neuroscience electives

During the eighth semester: one required neuroscience elective, enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Neuroscience, B.S.

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
PSY:1001	Elementary Psychology ^{b, c}	3
PSY:2701	Introduction to Behavioral Neuroscience	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CSI:1600	Success at Iowa	2
	Hours	16-17
Spring		
BIOL:1411	Foundations of Biology ^b	4
CHEM:1120	Principles of Chemistry II ^b	4
MATH:1460	Calculus for the Biological Sciences ^{b, d}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
	Hours	15-16
Second Year		
Fall		
PSY:2811	Research Methods and Data Analysis in Psychology I	3
PSY:2975	Introduction to Cognitive Neuroscience	3

PHYS:1511	College Physics I	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Spring

PSY:2812	Research Methods and Data Analysis in Psychology II	3
PHYS:1512	College Physics II	4
BIOC:3110	Biochemistry ^f	3
or BIOC:3120	or Biochemistry and Molecular Biology I	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-15

Third Year**Fall**

BIOL:3253	Neurobiology	4
Major: neuroscience elective I		3 - 4
BIOC:3130	Biochemistry and Molecular Biology II ^f	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-16

Spring

BIOL:3653	Integrative Neurophysiology	3
Major: neuroscience elective II		3 - 4
GE CLAS Core: Diversity and Inclusion ^g		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Hours		13-15

Fourth Year**Fall**

Major: neuroscience lab course or elective ^h		4 - 5
Major: neuroscience elective III		3 - 4
GE CLAS Core: International and Global Issues ^g		3
GE CLAS Core: Values and Culture ^g		3
Hours		13-15

Spring

BIOL:3753	Developmental Neurobiology	3
Major: neuroscience lab course or elective ^h		4 - 5
GE CLAS Core: Historical Perspectives ^g		3
GE CLAS Core: Literary, Visual, and Performing Arts ^g		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)ⁱ

Hours		13-14
Total Hours		112-123

- a Enrollment in chemistry courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c It is strongly recommended that neuroscience majors take this course as their GE CLAS Core: Social Science requirement and that they do so in their first semester.
- d Enrollment in math courses requires completion of a placement exam.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f If BIOC:3120 is taken, students will also have to complete BIOC:3130 to meet this requirement.

g GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

h Choose from BIOL:3656, BIOL:3655, PSY:4025, or BIOL:3244.

i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major provides students with a rigorous and broad background in neuroscience, from the cellular and molecular levels to the behavioral and cognitive levels. Students earning a degree in neuroscience will be well prepared to pursue graduate work in neuroscience or related life sciences, to attend medical school, or to enter other health-related programs such as a physician's assistant program, public health, or nursing. Graduates also will be prepared to directly enter the workforce in biotechnology industries, academic life science laboratories, or in science education, and science writing.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Philosophy

Chair

- David Cunning

Undergraduate major: philosophy (B.A.)

Undergraduate minor: philosophy

Graduate degrees: M.A. in philosophy; Ph.D. in philosophy

Faculty: <https://clas.uiowa.edu/philosophy/people/faculty>

Website: <https://clas.uiowa.edu/philosophy/>

The Department of Philosophy offers programs of study for undergraduate and graduate students. A major in philosophy develops abilities useful for work in many fields and for any situation requiring clear, systematic thinking.

The department also administers the interdisciplinary undergraduate major in ethics and public policy, which it offers jointly with the Department of Economics and the Department of Sociology and Criminology; see Ethics and Public Policy [p. 472] in the Catalog.

Programs

Undergraduate Programs of Study

Major

- Major in Philosophy (Bachelor of Arts) [p. 872]

Minor

- Minor in Philosophy [p. 876]

Graduate Programs of Study

Majors

- Master of Arts in Philosophy [p. 877]
- Doctor of Philosophy in Philosophy [p. 878]

Courses

For more detailed descriptions of undergraduate and graduate courses offered during a given semester or summer session, visit the University's MyUI website before early registration. Graduate-level courses are numbered from 4000 to 6000.

Philosophy Courses

PHIL:1010 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

PHIL:1033 The Meaning of Life 3 s.h.

Philosophical investigation of the nature of human life and of what makes human life valuable and/or meaningful. GE: Historical Perspectives.

PHIL:1034 Liberty and the Pursuit of Happiness 3 s.h.

Examination of conflict between state power and individual liberty; philosophical and historical examination of theories from Plato through today. GE: Historical Perspectives.

PHIL:1401 Matters of Life and Death 3 s.h.

Contemporary ethical controversies with life and death implications; topics may include famine, brain death, animal ethics, abortion, torture, terrorism, capital punishment. GE: Values and Culture.

PHIL:1636 Principles of Reasoning: Argument and Debate 3 s.h.

Critical thinking and its application to arguments and debates. GE: Quantitative or Formal Reasoning.

PHIL:1861 Introduction to Philosophy 3 s.h.

Varied topics; may include personal identity, existence of God, philosophical skepticism, nature of mind and reality, time travel, and the good life; readings, films. GE: Values and Culture.

PHIL:1902 Philosophy Lab: The Meaning of Life 1 s.h.

Further exploration of PHIL:1033 course material with the professor in a smaller group.

PHIL:1904 Philosophy Lab: Liberty and the Pursuit of Happiness 1 s.h.

Further exploration of PHIL:1034 course material with the professor in a smaller group.

PHIL:1950 Philosophy Club 1-3 s.h.

Relevant philosophical debates as they are exhibited in current events, text, and film; participation through discussions and film screenings.

PHIL:2111 Ancient Philosophy 3 s.h.

Ancient Greek philosophy from Thales to Aristotle; pre-Socratic cosmologists, Socrates, ancient medicine and religion, rivalry between sophists and philosophers; primary focus on reaction of Plato and Aristotle to this intellectual inheritance culminating in their greatest achievement, the invention of systematic philosophy.

PHIL:2214 Seventeenth-Century Philosophy 3 s.h.

Varied topics; may include free will, the mind-body problem, existence of God, relationship between God and creatures, science and religion, stoicism, early feminism; Francis Bacon, Rene Descartes, Margaret Cavendish, Baruch Spinoza, Anne Conway, G.W. Leibniz, Mary Astell, John Locke.

PHIL:2215 Modern Philosophy 3 s.h.

Varied topics; may include free will, the mind-body problem, existence of God, creation versus evolution, subjectivity of perception, limits of cognition, the good life; Rene Descartes, Margaret Cavendish, Baruch Spinoza, Anne Conway, G.W. Leibniz, Mary Astell, John Locke, George Berkeley, David Hume, Immanuel Kant.

PHIL:2216 Eighteenth-Century Philosophy 3 s.h.

Varied topics; may include appearance versus reality, empiricism and science, the mind-body problem, existence of God, creation versus evolution, subjectivity of perception, limits of cognition, the good life, early feminism; Mary Astell, John Locke, George Berkeley, David Hume, Immanuel Kant.

PHIL:2343 Philosophy East and West 3 s.h.

A comparative study of Eastern and Western theories and arguments concerning the nature and existence of the self.

PHIL:2352 Chinese Philosophy 3 s.h.

Introduction to Chinese philosophy; Confucius and Mencius; human flourishing in accordance with nature; Daoism; Laozi and Zhuangzi; virtues and lives in ancient China and Greece; human nature and good and evil; moral sentiment and desire for profit.

- PHIL:2402 Introduction to Ethics** 3 s.h.
Analytical and historical introduction to ethical theories; issues such as the nature of the goodness, distinction between right and wrong. GE: Values and Culture.
- PHIL:2415 Bioethics** 3 s.h.
Recent developments in biotechnology and medicine; designer babies and cloning, genetic screening for disease, distributive justice in health care, animal experimentation, physician-assisted suicide, and euthanasia. Same as GHS:2415.
- PHIL:2422 Feminist Ethics** 3 s.h.
Philosophical evaluation of gender as a pervasive and persistent structuring principle for social inequality.
- PHIL:2429 War, Terrorism, and Torture** 3 s.h.
Examination of some of the most compelling ethical and legal questions surrounding the topic of war: Can a war ever be just? If so, under which conditions is one justified in waging war? Are there limitations on permissible ways to fight a war? How are acts of terrorism different from acts of war? Is torture ever justified?
- PHIL:2432 Introduction to Political Philosophy** 3 s.h.
Survey of central problems in political philosophy; focus on liberty, equality, justice, and purpose of the state; core philosophers may include John Locke, Jean-Jacques Rousseau, Thomas Hobbes, John Stuart Mill, and John Rawls.
- PHIL:2435 Philosophy of Law** 3 s.h.
Examination of jurisprudential theories and their answers to the question, "What is law?"; intersection between law and morality, legal punishment, political obligation, constitutional interpretation.
- PHIL:2436 The Nature of Evil** 3 s.h.
The nature of evil explored through philosophical texts, videos and films, case studies of individuals.
- PHIL:2437 Introduction to Metaphysics** 3 s.h.
Questions about the ultimate nature of reality and our place in it: What is the nature of space and time? Is time travel possible? What is the self and how does it persist through time and change? What is the nature of causation? Do we have free will?
- PHIL:2442 Knowledge and the Threat of Skepticism** 3 s.h.
Skeptical doubt and distinction between appearance and reality; nature of knowledge and what, if anything, can we know.
- PHIL:2480 Language and Its Social Roles** 3 s.h.
Introduction to basic concepts in philosophy of language and speech act theory; social and political uses of language including nature of speech, silencing, oppressive and hate speech, propaganda and dehumanizing language, lying and misleading with language.
- PHIL:2534 Philosophy of Religion** 3 s.h.
Historical to contemporary treatments of central issues; nature of faith, existence and nature of God, science and religion, ethics and religion, miracles, religious experience, interpretation of religious texts. Requirements: sophomore or higher standing. Same as RELS:2834.
- PHIL:2538 Minds and Machines** 3 s.h.
Questions concerning artificial intelligence: What is a mind? What is the relationship between minds and machines? What distinguishes real minds from artificial minds? Could computers or robots think or have feelings? If we create something whose intelligence surpasses that of humans, do we have a right to control it? Are your smart electronic devices parts of your mind? How has the internet changed our lives? Do we survive, perhaps immortally, if we upload contents of our minds to the internet or cloud?
- PHIL:2542 Minds and Brains** 3 s.h.
Nature of mind in the age of the brain; exploration of questions (How is the mind related to the brain? What do brain scans show? How does the brain process information? What is conscious experience? Is free will threatened by neuroscience? How are intuitive conceptions of memory, emotion, and other mental capacities changing?).
- PHIL:2603 Introduction to Symbolic Logic** 3 s.h.
Main ideas and techniques of modern natural deduction with quantifiers (all, some, most, exactly one); relations and identity; topics in philosophy of logic including nature of logic, nature of functions, logical necessity, identity as a relation, and how we know logic.
- PHIL:3002 Ancient Skepticism** 3 s.h.
Introduction to skeptical philosophy of Greek philosopher and physician, Sextus Empiricus (c. 160-210 A.D.); skepticism as a way of life and a form of philosophical therapy, skeptic's avoidance of dogmatism by suspension of belief, attaining suspension through discovery of opposing arguments on either side of any philosophical problem, skeptic's attack on ancient theories of ethics and logic, search for a criterion of truth, relation of skepticism to rival contemporary schools of medicine (Empiricists, Rationalists, Methodists); influence of the rediscovery of Sextus' writings on 17th century thinkers.
- PHIL:3112 Medieval Philosophy** 3 s.h.
Introduction to St. Thomas Aquinas, William of Ockham, and Duns Scotus, three of the most brilliant philosophers of the high middle ages (11th through 13th centuries); their writing as Christians in (fascinated) reaction to philosophical systems of their pagan predecessors; how medieval philosophers wrestled with problems concerning possibility of free will and responsibility in face of divine omniscience and foreknowledge; existence of abstract universals in a world that is nonabstract and particular; nature and existence of God; skepticism and limits of human knowledge; nature of good and evil. Same as HIST:3412.
- PHIL:3143 Existentialism** 3 s.h.
Main ideas of existentialism, including free will, authenticity, power, nihilism; emphasis on Jean Paul Sartre, Simone de Beauvoir, Friedrich Nietzsche, Martin Heidegger, Soren Kierkegaard, Albert Camus.
- PHIL:3318 Twentieth-Century Philosophy** 3 s.h.
Exploration of fundamental issues that shaped philosophy in the past century; impact of the theory of evolution on philosophy; whether philosophy is a science; nature of truth and meaning; nature of necessity; nature of space, time, and being; John Dewey, Bertrand Russell, Gottlob Frege, Ludwig Wittgenstein, W.V.O. Quine, Saul Kripke, David Lewis.
- PHIL:3342 Multiculturalism and Toleration** 3 s.h.
Evaluation of multiculturalism as a political policy and as a personal attitude of respect; individual and collective identity, gender justice, autonomy, toleration, multiculturalism and education; contested practices.

- PHIL:3430 Philosophy of Human Rights** 3 s.h.
Examination of the concept of human rights; sources of human rights; how we justify calling some, while not other rights, "human rights"; applied issues in women's, children's, and anti-poverty rights.
- PHIL:3431 Aesthetics** 3 s.h.
Issues regarding art, aesthetic judgment, and role of art in society; investigation of questions: What is art and what is good art? What is conceptual art? Are aesthetic judgments just a matter of taste, or are some opinions about art better than others? What features of artworks matter for making such judgments, and which don't?; issues pertaining to various arts including painting and sculpture, music, fiction and poetry, performance arts; introduction to artworks and artists.
- PHIL:3510 Neuroethics** 3 s.h.
Issues that arise from advances in knowledge of brain-mind relations: cognitive neuroenhancement, neuroimaging-based lie detection and privacy, changing standards of moral and legal responsibility, justification of punishment, admissibility of neuroimaging in legal contexts.
- PHIL:3604 Introduction to Philosophy of Science** 3 s.h.
Examination of basic questions regarding nature of science and scientific knowledge: When is a field of inquiry a science? What counts as evidence in a science, and why? In what sense, if any, is science objective? What are scientific laws, theories, and explanations? If scientific theories are never proven with certainty, are we justified in believing them to be true? Recommendations: background in science (psychology, biology, chemistry, physics).
- PHIL:3845 Buddhist Philosophy** 3 s.h.
Theories and arguments concerning the Buddhist path to enlightenment. Same as RELS:3645.
- PHIL:3847 Philosophical Issues** 3-4 s.h.
A philosophical topic or controversy.
- PHIL:3902 Workshop: Analytical Skills for the LSAT** 3 s.h.
Guided preparation for pre-law students who plan to take the Law School Admission Test (LSAT); exercises in analytical thinking, analytical writing, problem solving; practice developing skills in logical reasoning; reflection on professional skills and goals.
- PHIL:3904 Workshop: Analytical Skills for the GMAT** 3 s.h.
Guided preparation for undergraduate students who plan to enroll in a graduate business program and take the Graduate Management Admission Test (GMAT); exercises in analytical thinking, analytical writing, problem solving; practice developing skills in logical reasoning; reflection on professional skills and goals.
- PHIL:3906 Workshop: Analytical Skills for the MCAT** 3 s.h.
Guided preparation for students who plan to take the Medical College Admission Test (MCAT); exercises in analytical thinking, analytical writing, problem solving; practice developing skills in logical reasoning; reflection on professional skills and goals.
- PHIL:3908 Workshop: Analytical Skills for the GRE** 3 s.h.
Guided preparation for students who plan to take the Graduate Record Examination (GRE) and attend graduate school; exercises in analytical thinking, analytical writing, problem solving; practice developing skills in logical reasoning; reflection on professional skills and goals.
- PHIL:3920 Philosophy in Public** 1-3 s.h.
Engagement and service-learning; philosophical concepts are applied to and extracted from internship work in the community and beyond.
- PHIL:3950 Readings in Philosophy** arr.
Independent study. Requirements: sophomore or higher standing.
- PHIL:4050 Topics in Buddhist Philosophy** 3 s.h.
Buddhist theories and arguments concerning nature and existence of the self.
- PHIL:4152 Plato** 3 s.h.
Introduction to metaphysics, epistemology, and moral theory of Plato; topics may include the philosophy of Socrates, Plato's theory of Forms, the tripartite soul, nature of virtue and moral education; Plato's cosmology and assimilation of human nature to the divine; close reading and interpretation of specific texts.
- PHIL:4153 Aristotle** 3 s.h.
Introduction to metaphysics, epistemology, and moral theory of Aristotle; topics may include Aristotle's theories of matter and form, causation, motion, change, space, void, time; Aristotle's philosophy of biology and theory of the soul; unity of virtue, nature of action and choice; the syllogism; combines survey with close reading and interpretation of specific texts.
- PHIL:4258 Descartes** 3 s.h.
Descartes' systematic philosophy and impact on current debates; topics may include skepticism, the confusion of everyday experience, the mind-body problem, innate ideas and empiricism, free will, nature and existence of God, science and religion, problem of evil, stoicism.
- PHIL:4260 Spinoza and Leibniz** 3 s.h.
Comparative and critical examination of metaphysical and epistemological views of 17th-century rationalists, Baruch Spinoza and G.W. Leibniz; topics may include monism, panpsychism, space and time, free will and necessity, the confusion of everyday experience, incomplete versus complete ideas, nature and existence of God, stoicism, passions and emotions as objects of detached scientific investigation.
- PHIL:4263 Berkeley and Hume** 3 s.h.
Comparative and critical examination of metaphysical and epistemological views of 18th-century empiricists, George Berkeley and David Hume; topics may include the theory of ideas, perception, skepticism, limits of knowledge, the mind-body problem, scientific and philosophical method, role of God in Berkeley's and Hume's philosophical systems.
- PHIL:4266 Kant** 3 s.h.
Main ideas and major texts of Kant's metaphysics and epistemology; particular attention given to *Critique of Pure Reason*.
- PHIL:4346 Frege and Russell** 3 s.h.
Major issues concerning Frege's revolution in logic, Cantor's taming of the infinite, and Russellian synthesis of these revolutions to form Logicist thesis that all of pure mathematics (including geometry) is a branch of the science of logic; central issues in the philosophy of language and analysis of logical form; Russell's theory of definite descriptions and his logicism as a paradigm for a philosophical solution to mysteries of existence, number, infinite, motion, and Zeno paradoxes.

- PHIL:4373 Heidegger** 3 s.h.
Main ideas and major texts of Martin Heidegger; early and later periods; particular attention given to *Being and Time*; focus on Heidegger's analyses of Being and being-in-the-world.
- PHIL:4375 Rawls's Political Philosophy** 3 s.h.
Major works by John Rawls, selected secondary readings; contractarianism, concept of justice, justice as fairness as an alternative to utilitarianism, Kantian foundations, comprehensive and political liberalism.
- PHIL:4377 Wittgenstein** 3 s.h.
Main ideas and major texts of Ludwig Wittgenstein; early and later periods; particular attention given to *Tractatus*, *Philosophical Investigations*, and development of Wittgenstein's thought.
- PHIL:4379 Quine** 3 s.h.
Evaluation of Quine's attempt to restructure philosophy so that ontological questions are questions of "what there is" and methods for answering such questions are methods of natural (empirical) sciences; central issues pertaining to Quine's thesis that this naturalization program also applies to physics, mathematics, logic; comparison of Dewey's pragmatist and evolutionary reconstruction in philosophy to that of Quine and others (e.g., Carnap, Russell, Wittgenstein); major themes involving Quine on set theory, modal logic, the *a priori*; and the thesis that meaning is translation and translation is indeterminate.
- PHIL:4480 Analytic Ethics** 3 s.h.
Exploration of central meta-ethical questions: Are there objective values, and if there are, can we gain knowledge of what has such value? Should we always act so as to bring about the best consequences? If not, why not? Can we derive moral conclusions from scientifically established facts about the world? If not, does this undermine the idea that we can offer sensible arguments for ethical conclusions?
- PHIL:4481 Issues in Philosophy of Law** 3 s.h.
Nature of law and legal interpretation; natural law theory and positivism; critical legal theories.
- PHIL:4482 Early Modern Ethics** 3 s.h.
Thomas Hobbes' 1651 publication, *Leviathan*, set British moral philosophy on a new course, rejecting most of the presuppositions of theistic natural law theory, shocked and outraged many of his contemporaries, and set in motion a debate about the nature of morality that continues today in philosophical ethics; focus on debate between sentimentalists (Francis Hutcheson, David Hume, Adam Smith) who regarded morality as a matter of human attitudes and emotions, and rationalists (Samuel Clarke, Ralph Cudworth, Richard Price) who regarded morality as analogous to mathematics.
- PHIL:4485 Political Philosophy** 3 s.h.
Political philosophy topics; may include obligation to obey the law, secession, nature of rights, limits of state power, just distribution of property, feminist criticisms.
- PHIL:4586 Topics in Metaphysics** 3 s.h.
In-depth exploration of metaphysical problems: material constitution, persistence of objects and persons through time, problem of universals, mind-body problem, free will and determinism.
- PHIL:4587 Epistemology** 3 s.h.
Theories of nature, structure, and extent of knowledge and rational belief; investigation of questions: Do we really know as much as we are inclined to think we do? Can we rule out the possibility that we are dreaming or being systematically deceived right now? And if we can't, what reason do we have for thinking that things are as they seem to us to be?
- PHIL:4588 Philosophy of Mind** 3 s.h.
Foundational questions about the mind: What is the mind, and how is it related to the brain? What makes minds so special? How do we know if other animals, or even other people, have minds? Can things without brains, such as aliens or computers, think? What is consciousness? Are we mere machines, lacking free will, if neuroscientists can explain the mind?; recent research in related sciences including neuroscience, psychology, cognitive ethology (animal cognition).
- PHIL:4589 Philosophy of Language** 3 s.h.
Main issues in contemporary philosophy of language; topics may include theories of meaning, truth, belief, interpretation, translation, speech acts, performatives, rule following, reference, naming, propositional attitudes, metaphor. Same as LING:4589.
- PHIL:4590 Foundations of Cognitive Science** 3 s.h.
Cognitive science defined as the study of individual agency; its nature, mechanisms, and patterns; development of cognitive science from historical roots in psychology, computer science, neuroscience, philosophy, linguistics; key issues; motivations for and varieties of cognitive explanations; models of cognitive architecture; nature of information processing; relation between cognitive processes and experimental tasks; relation between cognitive and neural theories, models, explanations.
- PHIL:4691 Mathematical Logic** 3 s.h.
Presentation of logic as the science that studies kinds of structure; different axiom systems, decidability, model theoretic semantics, Gödel's incompleteness theorems; topics include nature of logic, mathematics, type-theories, set-theoretical paradoxes.
- PHIL:4692 Modal Logic** 3 s.h.
Presentation of systems of logic designed to capture concepts of necessity and possibility; different axiom systems, semantics, nonexistent objects; topics include nonclassical systems, nature of possible worlds, relevant entailment, transworld identity, and counterparts inhabiting parallel worlds.
- PHIL:4694 Philosophy of Science** 3 s.h.
Issues in the nature of science and scientific knowledge considered in greater depth; nature of causation, kinds of relations that might hold between sciences and scientific theories, and varieties of explanation. Requirements: prior coursework in philosophy.
- PHIL:4798 Topics in Philosophy** 3 s.h.
A single philosopher or philosophical problem.
- PHIL:4920 Research Practicum** 3 s.h.
Collaborative research between student and faculty member.

- PHIL:5153 Aristotle: Seminar Discussion** 1 s.h.
Introduction to metaphysics, epistemology, and moral theory of Aristotle; topics may include Aristotle's theories of matter and form, causation, motion, change, space, void, time; Aristotle's philosophy of biology and theory of the soul; unity of virtue, nature of action and choice; the syllogism; combines survey with close reading and interpretation of specific texts; seminar discussion for graduate students. Corequisites: PHIL:4153.
- PHIL:5266 Kant: Seminar Discussion** 1 s.h.
Main ideas and major texts of Kant's metaphysics and epistemology; particular attention given to *Critique of Pure Reason*; seminar discussion for graduate students. Corequisites: PHIL:4266.
- PHIL:5377 Wittgenstein: Seminar Discussion** 1 s.h.
Main ideas and major texts of Ludwig Wittgenstein; early and later periods; particular attention given to *Tractatus Logico-Philosophicus*, *Philosophical Investigations*, and development of Wittgenstein's thought; seminar discussion for graduate students. Corequisites: PHIL:4377.
- PHIL:5480 Analytic Ethics: Seminar Discussion** 1 s.h.
Exploration of central meta-ethical questions: Are there objective values, and if there are, can we gain knowledge of what has such value? Should we always act so as to bring about the best consequences? If not, why not? Can we derive moral conclusions from scientifically established facts about the world? If not, does this undermine the idea that we can offer sensible arguments for ethical conclusions?; seminar discussion for graduate students. Corequisites: PHIL:4480.
- PHIL:5586 Topics in Metaphysics: Seminar Discussion** 1 s.h.
In-depth exploration of metaphysical problems: material constitution, persistence of objects and persons through time, problem of universals, mind-body problem, free will and determinism; seminar discussion for graduate students. Corequisites: PHIL:4586.
- PHIL:5588 Philosophy of Mind: Seminar Discussion** 1 s.h.
Foundational questions about the mind: What is the mind, and how is it related to the brain? What makes minds so special? How do we know if other animals, or even other people, have minds? Can things without brains, such as aliens or computers, think? What is consciousness? Are we mere machines, lacking free will, if neuroscientists can explain the mind?; recent research in related sciences including neuroscience, psychology, and cognitive ethology (animal cognition); seminar discussion for graduate students. Corequisites: PHIL:4588.
- PHIL:6100 Seminar: Ancient Philosophy** 3 s.h.
- PHIL:6200 Seminar: Modern Philosophy** 3 s.h.
- PHIL:6300 Seminar: Philosophical Analysis** 3 s.h.
- PHIL:6400 Seminar: Ethics** 3 s.h.
- PHIL:6510 Seminar: Metaphysics** 3 s.h.
- PHIL:6520 Seminar: Epistemology** 3 s.h.
- PHIL:6540 Seminar: Philosophy of Language** 3 s.h.
- PHIL:6620 Seminar: Philosophy of Science** 3 s.h.
- PHIL:6920 Philosophy Colloquium** 1-3 s.h.
Attendance and participation at departmental colloquia and precolloquium meetings; lunch with visiting speakers; weekly meetings to discuss background to topic and larger issues of professionalization.
- PHIL:7200 Research: History of Philosophy** arr.
- PHIL:7400 Research: Value Theory** arr.
- PHIL:7500 Research: Metaphysics and Epistemology** arr.
- PHIL:7600 Research: Logic and Philosophy of Science** arr.
- PHIL:7900 Thesis** arr.

Philosophy, B.A.

Undergraduate courses in philosophy are designed to impart knowledge of fundamental issues and main developments in philosophy while strengthening logical and analytic skills.

The department sponsors an active Philosophy Club that hosts informal discussion meetings; movie nights; outreach events; a 1 s.h. course, PHIL:1950 Philosophy Club; and other activities. The department also offers a service-learning course, PHIL:3920 Philosophy in Public.

Learning Outcomes

The goals of philosophical training are:

- to think critically and make well-grounded arguments, both orally and in written work;
- to understand key philosophical problems and major traditions;
- to learn variegated approaches to solving problems;
- to detect problems and puzzles that are not readily apparent;
- to develop critical listening;
- to learn a step-by-step approach to the mastery of public speaking; and
- to read and interpret all forms of text—news reports, books, film, television, etc.

Department of Philosophy Initiatives

- Applying philosophical concepts to everyday affairs.
- Creating community through movie nights, the philosophy club, public lectures, optional one-hour lab sections for students to work more closely with research faculty, an undergraduate colloquium series, and the undergraduate journal—Labrynth.
- Outreach and engagement; for example, through the service-learning course, PHIL:3920 Philosophy in Public, the K-12 Iowa Lyceum Summer Philosophy Institute, and outreach with the Johnson County Senior Center.
- The philosophy undergraduate internship program.
- Prompt and helpful advising.
- Career guidance and support.
- An annual newsletter that connects students with successful alumni.

Requirements

The Bachelor of Arts with a major in philosophy requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. A minimum of 15 s.h. for the major must be earned at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students should discuss the requirements for the major with an advisor as soon as possible. The advisor can suggest the most effective order for taking courses, based on each student's interests and on the relation of the course topics to each other. See Courses [p. 867] in this section of the Catalog for a complete listing of philosophy courses.

Students can only count one of these courses toward the major.

Code	Title	Hours
PHIL:3902	Workshop: Analytical Skills for the LSAT	3
PHIL:3904	Workshop: Analytical Skills for the GMAT	3
PHIL:3906	Workshop: Analytical Skills for the MCAT	3
PHIL:3908	Workshop: Analytical Skills for the GRE	3

Of the 30 s.h. of philosophy coursework (prefix PHIL) required for the major, at least two courses must be numbered 4000 or above. Only 3 s.h. of PHIL:4920 Research Practicum may be counted toward the major and toward the 4000-level course and area requirement.

The B.A. with a major in philosophy requires the following coursework.

Code	Title	Hours
Value Theory Courses		6
Metaphysics/Epistemology Courses		6
Ancient Philosophy Course		3
Modern Philosophy Course		3
Introductory Logic Course		3
Philosophy Electives		9
Total Hours		30

1000-Level Course Options

Only 6 s.h. of the total hours required for the major can be taken in coursework numbered at the 1000 level (see the list below for options).

Code	Title	Hours
May take two courses from these:		
PHIL:1033	The Meaning of Life	3
PHIL:1034	Liberty and the Pursuit of Happiness	3
PHIL:1401	Matters of Life and Death	3
PHIL:1636	Principles of Reasoning: Argument and Debate	3
PHIL:1861	Introduction to Philosophy	3

Value Theory

Code	Title	Hours
Must take at least two of these:		
PHIL:2402	Introduction to Ethics	3
PHIL:2415	Bioethics	3
PHIL:2422	Feminist Ethics	3
PHIL:2429	War, Terrorism, and Torture	3
PHIL:2432	Introduction to Political Philosophy	3
PHIL:2435	Philosophy of Law	3
PHIL:2436	The Nature of Evil	3
PHIL:3342	Multiculturalism and Toleration	3
PHIL:3430	Philosophy of Human Rights	3
PHIL:3431	Aesthetics	3
PHIL:3510	Neuroethics	3

PHIL:3845	Buddhist Philosophy	3
PHIL:4375	Rawls's Political Philosophy	3
PHIL:4480	Analytic Ethics	3
PHIL:4481	Issues in Philosophy of Law	3
PHIL:4482	Early Modern Ethics	3
PHIL:4485	Political Philosophy	3
These may be taken with permission of the instructor if content is applicable:		
PHIL:2352	Chinese Philosophy	3
PHIL:3847	Philosophical Issues	3
PHIL:4152	Plato	3
PHIL:4153	Aristotle	3
PHIL:4798	Topics in Philosophy	3
PHIL:4920	Research Practicum	3
PHIL:6100	Seminar: Ancient Philosophy	3
PHIL:6200	Seminar: Modern Philosophy	3
PHIL:6300	Seminar: Philosophical Analysis	3
PHIL:6400	Seminar: Ethics	3

Metaphysics/Epistemology

Code	Title	Hours
Must take at least two of these:		
PHIL:2343	Philosophy East and West	3
PHIL:2437	Introduction to Metaphysics	3
PHIL:2442	Knowledge and the Threat of Skepticism	3
PHIL:2480	Language and Its Social Roles	3
PHIL:2534	Philosophy of Religion	3
PHIL:2538	Minds and Machines	3
PHIL:2542	Minds and Brains	3
PHIL:3002	Ancient Skepticism	3
PHIL:3112	Medieval Philosophy	3
PHIL:3143	Existentialism	3
PHIL:3318	Twentieth-Century Philosophy	3
PHIL:3604	Introduction to Philosophy of Science	3
PHIL:4050	Topics in Buddhist Philosophy	3
PHIL:4258	Descartes	3
PHIL:4260	Spinoza and Leibniz	3
PHIL:4263	Berkeley and Hume	3
PHIL:4266	Kant	3
PHIL:4346	Frege and Russell	3
PHIL:4373	Heidegger	3
PHIL:4377	Wittgenstein	3
PHIL:4379	Quine	3
PHIL:4586	Topics in Metaphysics	3
PHIL:4587	Epistemology	3
PHIL:4588	Philosophy of Mind	3
PHIL:4589	Philosophy of Language	3
PHIL:4590	Foundations of Cognitive Science	3
PHIL:4694	Philosophy of Science	3

These may be taken with permission of the instructor if content is applicable:

PHIL:2352	Chinese Philosophy	3
PHIL:3847	Philosophical Issues	3
PHIL:4152	Plato	3
PHIL:4153	Aristotle	3
PHIL:4798	Topics in Philosophy	3
PHIL:4920	Research Practicum	3
PHIL:6100	Seminar: Ancient Philosophy	3
PHIL:6200	Seminar: Modern Philosophy	3
PHIL:6300	Seminar: Philosophical Analysis	3
PHIL:6510	Seminar: Metaphysics	3
PHIL:6520	Seminar: Epistemology	3
PHIL:6540	Seminar: Philosophy of Language	3
PHIL:6620	Seminar: Philosophy of Science	3

Ancient Philosophy

Code	Title	Hours
This course:		
PHIL:2111	Ancient Philosophy	3

Modern Philosophy

Code	Title	Hours
At least one of these:		
PHIL:2214	Seventeenth-Century Philosophy	3
PHIL:2215	Modern Philosophy	3
PHIL:2216	Eighteenth-Century Philosophy	3

Introductory Logic

Code	Title	Hours
This course:		
PHIL:2603	Introduction to Symbolic Logic	3

Combined Programs

B.A./J.D.

The Department of Philosophy participates in the 3+3 program with the College of Law which allows students the opportunity to apply for admission during their junior year to the College of Law, and if accepted, to begin work on the Juris Doctor degree during their fourth year of study in the B.A. degree program.

For more information, see the 3+3 Program on the College of Liberal Arts and Sciences website and the Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Honors

Honors in the Major

Students majoring in philosophy have the opportunity to graduate with honors in the major. In order to be admitted to the departmental honors program, a student must have taken and passed three courses required for the philosophy major. To graduate with honors in the major, students must complete the requirements for the major with a g.p.a. of

at least 3.40 in philosophy coursework and a University of Iowa cumulative g.p.a. of at least 3.33. In addition, they must write an acceptable honors thesis on a significant topic in philosophy of interest to them; students must enroll in PHIL:4920 Research Practicum while working on their honors thesis. Contact the department's director of undergraduate studies for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the philosophy major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: at least one course in the major

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

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

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Philosophy, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
A minimum of 15 s.h. for the philosophy major must be earned at the University of Iowa.		
Students can only count one of these courses toward the major: PHIL:3902 Workshop: Analytical Skills for the LSAT, PHIL:3904 Workshop: Analytical Skills for the GMAT, PHIL:3906 Workshop: Analytical Skills for the MCAT, PHIL:3908 Workshop: Analytical Skills for the GRE.		
Hours		0
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
PHIL:1861	Introduction to Philosophy ^{a, b, c}	3
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3

CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
PHIL:1636	Principles of Reasoning: Argument and Debate ^e	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Social Sciences ^d		3
GE CLAS Core: Natural Sciences with Lab ^d		4
Elective course ^f		3
Hours		16-17
Second Year		
Fall		
PHIL:2603	Introduction to Symbolic Logic	3
PHIL:2111	Ancient Philosophy	3
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^g		4 - 5
Elective course ^f		3
Hours		16-17
Spring		
PHIL:2215 or PHIL:2214 or PHIL:2216	Modern Philosophy or Seventeenth-Century Philosophy or Eighteenth-Century Philosophy	3
Elective course ^f		3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g		4 - 5
Elective course ^f		3
Hours		16-17
Third Year		
Fall		
Major: value theory course		3
Major: metaphysics/epistemology course		3
GE CLAS Core: Natural Sciences without Lab ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^g		4 - 5
Elective course ^f		3
Hours		16-17
Spring		
Major: metaphysics/epistemology course		3
Major: value theory course		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^g		4 - 5
Elective course ^f		3
Elective course ^f		3
Hours		16-17
Fourth Year		
Fall		
Major: upper-level course numbered 4000 or above (prefix PHIL) ^{h, i}		3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		3
Hours		15

Spring

Major: upper-level course numbered 4000 or above (prefix PHIL) ^{h, i}	3
Elective course ^f	3
Elective course ^f	3
Elective course ^f	3
Elective course ^f	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j	
Hours	15
Total Hours	124-130

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

- a Students may choose from PHIL:1033, PHIL:1034, PHIL:1401, PHIL:1636, or PHIL:1861. A student is not required to take any 1000-level courses for the major, but a 1000-level course often serves as an important introduction to help a student determine which particular topics they might want to pursue at a more advanced level.
- b PHIL:1861 fulfills a GE requirement. This course may also count as credit toward the major.
- c Students may include no more than 6 s.h. of 1000-level PHIL courses toward the major.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e This course is recommended for the GE CLAS Core Quantitative or Formal Reasoning requirement. It is not a major requirement.
- f Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- g Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- h Students complete 30 s.h. of philosophy courses (prefix PHIL), of which at least two courses must be numbered 4000 or above.
- i Only 3 s.h. of PHIL:4920 Research Practicum may be counted toward the major and toward the 4000-level course and area requirement.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Philosophy graduates have a variety of career options. Many continue their education by studying law or pursuing graduate work in philosophy or other disciplines. Philosophy graduates also enter into such fields as business, medicine, scientific research, government, consulting, journalism, and K-12 education, among others. The Department has a philosophy undergraduate career consultant to help students with résumé writing, career exploration, interview skills, and preparing for the University of Iowa job and internship fair.

Undergraduates are encouraged to enroll in PHIL:3920 Philosophy in Public at least one time before graduating in order to get a head start on their career trajectory. Students who intend to teach philosophy in a college setting must earn a graduate degree.

Philosophy majors earn among the very highest scores on the Law School Admission Test (LSAT), the Graduate Management Admission Test (GMAT), the Medical College Admission Test (MCAT), and the Graduate College Record Exam (GRE) General Test.

Philosophy, Minor

Requirements

The undergraduate minor in philosophy requires a minimum of 15 s.h. in philosophy courses, including at least 9 s.h. in courses numbered 2000 or above. At least 12 s.h. for the minor must be taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

See Courses [p. 867] in this section of the Catalog for a complete listing of philosophy courses.

Students may count only one of these courses toward the minor.

Code	Title	Hours
PHIL:3902	Workshop: Analytical Skills for the LSAT	3
PHIL:3904	Workshop: Analytical Skills for the GMAT	3
PHIL:3906	Workshop: Analytical Skills for the MCAT	3
PHIL:3908	Workshop: Analytical Skills for the GRE	3

Contact the undergraduate studies director for more information.

Philosophy, M.A.

Requirements

The Master of Arts program in philosophy requires a minimum of 30 s.h. of graduate credit and is offered without thesis. Students must earn an overall g.p.a. of at least 2.75. The M.A. is not offered as a terminal degree; it is awarded to students as they work successfully toward the Ph.D.

The M.A. with a major in philosophy requires the following coursework.

Metaphysics and Epistemology

Code	Title	Hours
Two of these (with earned grades of B or higher):		
PHIL:4379	Quine	3
PHIL:4586	Topics in Metaphysics	3
PHIL:4587	Epistemology	3
PHIL:4588	Philosophy of Mind	3
PHIL:4589	Philosophy of Language	3
PHIL:4590	Foundations of Cognitive Science	3
PHIL:6300	Seminar: Philosophical Analysis	3
PHIL:6510	Seminar: Metaphysics	3
PHIL:6520	Seminar: Epistemology	3
PHIL:6540	Seminar: Philosophy of Language	3

Ancient and Medieval Philosophy and Modern Philosophy

Code	Title	Hours
Two of these (with earned grades of B or higher):		
Ancient and Medieval Philosophy		
PHIL:4152	Plato	3
PHIL:4153	Aristotle	3
PHIL:6100	Seminar: Ancient Philosophy	3
Modern Philosophy		
PHIL:4260	Spinoza and Leibniz	3
PHIL:4263	Berkeley and Hume	3
PHIL:4266	Kant	3
PHIL:4377	Wittgenstein	3
PHIL:6200	Seminar: Modern Philosophy	3

Logic, Philosophy of Science, and Philosophy of Mathematics

Code	Title	Hours
One of these (with an earned grade of B or higher):		
PHIL:4346	Frege and Russell	3
PHIL:4691	Mathematical Logic	3
PHIL:4692	Modal Logic	3
PHIL:4694	Philosophy of Science	3
PHIL:6620	Seminar: Philosophy of Science	3

Value Theory

Code	Title	Hours
One of these (with an earned grade of B or higher):		
PHIL:4375	Rawls's Political Philosophy	3
PHIL:4480	Analytic Ethics	3
PHIL:4481	Issues in Philosophy of Law	3
PHIL:4482	Early Modern Ethics	3
PHIL:4485	Political Philosophy	3
PHIL:6400	Seminar: Ethics	3

Students may be able to apply PHIL:4798 Topics in Philosophy or a research course toward one of the requirement areas. Contact the graduate studies director for more information.

Electives

All students must complete 12 s.h. in coursework numbered 4000 or above. They should consult the graduate studies director for approval of elective coursework.

Final Examination

Students must pass an oral final examination that will not exceed three hours in length. They are informed of at least one of the exam questions no later than one week before their exam. Students who fail may petition the M.A. Examination Committee for a second opportunity to pass the exam. The second exam must be scheduled not sooner than three months, nor later than one year, after the date of the examination.

Combined Programs

M.A./J.D.

The Department of Philosophy and the College of Law offer a combined Master of Arts/Juris Doctor program. M.A./J.D. students may count 12 s.h. earned in the combined program toward both degrees. They must earn 18 of the 30 s.h. required for the M.A. in graduate-level philosophy courses (the usual requirement is 24 s.h.). They also must earn a minimum of 36 s.h. in undergraduate and graduate philosophy courses, combined (the usual requirement is 42 s.h.).

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program.

For more information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

The graduate program is designed to train teachers and scholars in philosophy. The Department of Philosophy also is invested in helping students to use their philosophical training careers outside of academia.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Philosophy, Ph.D.

The main areas of concentration in the graduate curriculum are metaphysics, epistemology, history of philosophy, philosophy of science, social and political philosophy, logic, and value theory.

Requirements

The Doctor of Philosophy program in philosophy requires a minimum of 72 s.h. of graduate credit. Candidacy for the doctoral program is determined by a formal vote of the entire Department of Philosophy faculty, usually after a student has completed three semesters of graduate study in residence.

Requirements include courses in metaphysics, epistemology, history of philosophy, logic, philosophy of science, and value theory. See Courses [p. 867] in this section of the Catalog for a complete listing of philosophy courses. Graduate students must take Department of Philosophy courses (prefix PHIL) that are numbered 4000 and above.

Students are required to take a comprehensive examination that includes both a written dissertation prospectus and an oral defense. Upon successfully completing the exam, they begin work on their dissertation. There is no world language requirement. Contact the graduate studies director for more information.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

The graduate program is designed to train teachers and scholars in philosophy. The Department of Philosophy also is invested in helping students to use their philosophical training careers outside of academia.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Physics and Astronomy

Chair

- Philip E. Kaaret

Director, Undergraduate Studies

- Jane M. Nachtman

Director, Graduate Studies

- Vincent Rodgers

Undergraduate majors: physics (B.A., B.S.); applied physics (B.S.); astronomy (B.A., B.S.)

Undergraduate minors: physics; astronomy

Graduate degrees: M.S. in physics; M.S. in astronomy; Ph.D. in physics

Faculty: <https://physics.uiowa.edu/people>

Website: <https://physics.uiowa.edu/>

The Department of Physics and Astronomy provides comprehensive and rigorous instruction in all basic aspects of its subjects. It also provides research facilities and guidance in selected specialties for advanced individual scholarly work.

In addition to its undergraduate and graduate programs of study, the department offers several courses that undergraduate students in all majors may use to satisfy the GE CLAS Core Natural Sciences requirement. Look for courses with prefixes ASTR and PHYS under "Natural Sciences" in the GE CLAS Core [p. 20] section of the Catalog. The department often offers First-Year Seminars designed for entering undergraduates.

The department also participates in an interdisciplinary doctoral program, the Program in Applied Mathematical and Computational Sciences [p. 1547] (Graduate College).

All of the department's courses and advanced laboratories are taught by faculty members. Faculty members also supervise associated laboratories taught by graduate students. Enrollment in courses beyond the elementary level is typically 15 to 20 students; there is ample opportunity for individual work. Special introductory courses are offered for students majoring in physics and astronomy and for others with a special interest in these subjects.

Total enrollment in physics and astronomy courses is approximately 2,200 each semester of the academic year and 150 during the summer session. The department has around 120 undergraduate majors, half of whom are honors students, and 75 graduate students.

Programs

Undergraduate Programs of Study

Majors

- Major in Physics (Bachelor of Arts) [p. 885]
- Major in Astronomy (Bachelor of Arts) [p. 888]
- Major in Physics (Bachelor of Science) [p. 891]
- Major in Applied Physics (Bachelor of Science) [p. 894]
- Major in Astronomy (Bachelor of Science) [p. 898]

Minors

- Minor in Physics [p. 901]
- Minor in Astronomy [p. 902]

Graduate Programs of Study

Majors

- Master of Science in Physics [p. 903]
- Master of Science in Astronomy [p. 904]
- Doctor of Philosophy in Physics [p. 905]

Facilities

The department has a number of well-equipped laboratories and observatories. Faculty, students, and staff access national supercomputers via the internet, and have access to high performance computing clusters on campus. The central machine shop is fully equipped and staffed by skilled instrument makers and machinists, and there are electronics and machine shops for use by advanced students and research staff.

Experimental research is conducted in astronomy (optical, radio, and X-ray), atomic and molecular physics, condensed matter physics, elementary particle physics, laser physics, medical physics, plasma physics, and space physics. Extensive facilities are available for construction of specialized research equipment and for data processing and analysis.

State-of-the-art semiconductor materials and devices are grown in two molecular beam epitaxy machines. Ultrafast laser techniques are developed and used to probe electron transport, energy relaxation, recombination, and spin dynamics in the novel nanostructures grown in these machines. Experiments also are conducted on laser-induced coherent phenomena and coherent control of charge carriers in semiconductor nanostructures. The experimental condensed matter program is closely coordinated with the condensed matter theory group.

Plasma physics is an active area of experimental and theoretical research. Laboratory experiments studying plasma processes of importance in various space and astrophysical plasmas are performed in a Q machine, including experiments on waves and instabilities in dusty plasmas. Additional laboratory and microgravity experiments with dusty plasmas include studies of Coulomb crystals, shocks, and complex fluids. Glow discharges for plasma processing applications are studied using laser diagnostics and numerical simulations. Wave propagation and plasma particle dynamics also are studied in collisionless plasmas through laboratory experiments. Laser techniques are developed for measuring plasma flow and following particle orbits. Plasma theory efforts include analytical and numerical investigations of magnetic reconnection and turbulence in space and astrophysical plasmas; collaboration with laboratory and space plasma experimental groups in strongly coupled dusty plasmas, waves, and instabilities; and free electron lasers and hydrodynamic turbulence.

State-of-the-art laser systems are available for high-resolution spectroscopic measurement and ultrafast studies of molecular structure, for collisional relaxation and nonlinear optical effects in atomic and molecular systems, and for plasma diagnostics.

Experimental research in elementary particle physics is carried out at Fermi National Accelerator Laboratory, Stanford

Linear Accelerator Center, CERN in Switzerland, and other international laboratories. The present generation of high-energy experiments has been designed to probe both the strong nuclear force and the weak interactions.

The department is well-equipped for research and instruction in observational astronomy. The primary optical instrument is a fully automated 15-inch telescope at a dark-sky site in Arizona. The telescope is equipped with CCD cameras and a variety of filters. There are 3-meter and 4.5-meter radio telescopes on the roof of Van Allen Hall, which are used for instruction and student research projects.

Research programs in galactic and extragalactic radio astronomy are carried out using the facilities of the National Radio Astronomy Observatory, including the Very Large Array and the Very Long Baseline Array, one element of which is 10 miles north of campus. Current long-term research activities include studies of the center of the Milky Way galaxy; investigations of extragalactic radio sources; the formation of powerful winds in young, luminous stars; radio-wave scattering in the interstellar and interplanetary media; and interacting binary stars. There is a research program in X-ray astronomy and a laboratory for instrument development. Research topics in X-ray astronomy concentrate on observations of X-ray emission from black holes and supernova remnants, using existing spacecraft.

Active theoretical research is carried on in astrophysics; atomic, molecular, and optical physics; condensed matter physics; elementary particle physics; laser physics; mathematical physics; nuclear physics; plasma physics; and space physics. An active mathematical physics seminar fosters the exchange of ideas between mathematics and physics.

The primary emphasis of Iowa's program in experimental and theoretical space physics is on studies of cosmic and heliospheric physics, magnetospheric physics, and magnetosphere-ionosphere interactions. Facilities are available for designing and constructing spaceflight instruments. Investigators in the department have flown instruments for studying plasmas, energetic charged particles, auroral images, plasma waves, and radio emissions on a wide variety of terrestrial and planetary spacecraft, including Pioneer 10 and 11, Dynamics Explorer, Voyager 1 and 2, Galileo, Polar, Cassini, and Mars Express.

Courses

- Physics Courses [p. 880]
- Astronomy Courses [p. 883]

Physics Courses

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

PHYS:1100 From Quarks to Quasars **3-4 s.h.**
Conceptual explanations of the latest discoveries in physics—from the smallest objects, such as quarks and atoms, to the largest, such as galaxies, black holes, and quasars. Requirements: non-science major. GE: Natural Sciences with Lab; Natural Sciences without Lab.

PHYS:1200 Physics of Everyday Experience **3 s.h.**
Principles of physics; basic motion, behavior of fluids, waves, temperature and heat, gravity and planetary motion, electricity and magnetism, optics, nuclear energy, radioactivity, and medical imaging technology; examples from everyday experience; for non-science majors. GE: Natural Sciences without Lab.

PHYS:1400 Basic Physics **3-4 s.h.**
Quantitative treatment of mechanics, electricity, heat, liquids, gases, and atomic, nuclear, and elementary particle physics. Requirements: must have completed high school trigonometry or achieved a minimum ALEKS score of 75%. GE: Natural Sciences with Lab; Natural Sciences without Lab.

PHYS:1409 Basic Physics Lab **1 s.h.**
Laboratory for PHYS:1400. Corequisites: PHYS:1400 (if not taken as a prerequisite). GE: Natural Sciences Lab only.

PHYS:1410 Physics of Sound **3-4 s.h.**
Acoustical foundations of music; production of sound by vibrating objects, properties of sound waves, vocal acoustics, hearing, room acoustics, principles of electroacoustics. GE: Natural Sciences with Lab; Natural Sciences without Lab.

PHYS:1511 College Physics I **4 s.h.**
Algebra-based treatment of mechanics, waves, thermodynamics, and special relativity. Requirements: must have completed high school trigonometry or achieved a minimum ALEKS score of 75%. GE: Natural Sciences with Lab.

PHYS:1512 College Physics II **4 s.h.**
Continuation of PHYS:1511; algebra-based treatment of electricity, magnetism, light, and modern physics. Prerequisites: PHYS:1611 or PHYS:1511. GE: Natural Sciences with Lab.

PHYS:1611 Introductory Physics I **4 s.h.**
Calculus-based treatment of mechanics, waves, and thermodynamics. Corequisites: MATH:1550 or MATH:1850. GE: Natural Sciences with Lab.

PHYS:1612 Introductory Physics II **3-4 s.h.**
Continuation of PHYS:1611; calculus-based treatment of electricity, magnetism, and light. Prerequisites: PHYS:1611. Corequisites: MATH:1560 or MATH:1860. GE: Natural Sciences with Lab; Natural Sciences without Lab.

PHYS:1619 Introductory Physics II Lab **1 s.h.**
Laboratory for PHYS:1612. Requirements: 3 s.h. in PHYS:1612. GE: Natural Sciences Lab only.

PHYS:1701 Physics I **4 s.h.**
Introduction to physics; calculus-based treatment of Newtonian mechanics for point particles and rigid bodies; conservation laws. Offered fall semesters. Corequisites: MATH:1850. Requirements: physics or astronomy major. GE: Natural Sciences with Lab.

PHYS:1702 Physics II **4 s.h.**
Continuation of PHYS:1701; introduction to fluid mechanics, electricity, magnetism (Maxwell's equations). Offered spring semesters. Prerequisites: PHYS:1701. Corequisites: MATH:1860. Requirements: physics or astronomy major. GE: Natural Sciences with Lab.

PHYS:1999 Undergraduate Seminar **arr.**
Selected topics in physics and astronomy; discussion, presentations.

PHYS:2703 Physics III **4 s.h.**
Continuation of PHYS:1702; introduction to physics; calculus-based treatment of electromagnetic waves and optics; mechanical and sound waves; thermal physics. Offered fall semesters. Prerequisites: PHYS:1702.

- PHYS:2704 Physics IV** 3-4 s.h.
Introduction to quantum mechanics and other topics in modern physics, including special relativity, atomic and solid state physics. Offered spring semesters. Prerequisites: (PHYS:1612 or PHYS:2703) and (MATH:1860 or MATH:1550). Requirements: for 3 s.h. option—nonmajor.
- PHYS:2905 Programming for Physics** 2 s.h.
Introduction to scientific programming for applications in physics.
- PHYS:2990 Reading in Physics** arr.
Selected topics in physics.
- PHYS:3500 Undergraduate Practicum** arr.
Experiences that provide special opportunities for students to gain practical and hands-on training related to topics in physics; practicums typically arranged by individual faculty members. Requirements: application and acceptance into practicum.
- PHYS:3710 Intermediate Mechanics** 3 s.h.
Introduction to Newtonian mechanics; noninertial reference systems; central forces, celestial mechanics; rigid body motion; Lagrangian and Hamiltonian equations of motion; small oscillations. Prerequisites: (PHYS:1611 or PHYS:1511 or PHYS:1701) and (MATH:1860 or MATH:1560).
- PHYS:3730 Statistical Physics** 3 s.h.
Integrated introduction to subjects of thermodynamics, statistical mechanics, classical and quantum statistics of interacting particles; kinetic theory; emphasis on applications. Prerequisites: PHYS:2704.
- PHYS:3741 Introduction to Quantum Mechanics I** 3 s.h.
Superposition principle, Stern-Gerlach experiment, linear operators, measurement theory, time evolution, angular momentum, wave mechanics in one dimension, one-dimensional harmonic oscillator, two-body problems with central forces, and the hydrogen atom. Prerequisites: MATH:2850 and PHYS:2704 and MATH:2700.
- PHYS:3742 Introduction to Quantum Mechanics II** 3 s.h.
Continuation of PHYS:3741; Perturbation theory, variational methods, WKB approximation, scattering, Helium atom, periodic table, atomic spectroscopy, transition rates, and other selected applications. Prerequisites: PHYS:3741.
- PHYS:3750 Fundamentals of Micro and Nanofabrication** 3 s.h.
Fundamentals of micro and nanofabrication processes; physical principles of photo and electron beam lithography, alternative nanolithography techniques, thin film deposition, molecular beam epitaxy, atomic layer deposition, self-assembly; metrology methods; physical and chemical processes of wet and plasma etching; clean room science, operations, safety protocols; sequential micro and nanofabrication processes involved in manufacture of semiconductor, photonic, nanoscale devices; imaging and characterization of micro and nanostructures; scientific and technological applications of emerging micro and nanodevices and systems. Prerequisites: BIOL:1141 or CHEM:1120 or PHYS:1612 or CHEM:1110 or CHEM:1060 or PHYS:1702 or PHYS:1611. Requirements: undergraduate lab course in chemistry, biology, physics, or engineering.
- PHYS:3756 Intermediate Laboratory** 3 s.h.
Introduction to instruments and techniques of experimental physics and basic skills needed for carrying out experimental physics research; hands-on use of a variety of instruments and equipment. Corequisites: PHYS:3811.
- PHYS:3811 Electricity and Magnetism I** 3 s.h.
Introduction to electricity and magnetism; topics include electrostatics, magnetostatics, potential theory, and electric and magnetic fields in matter. Prerequisites: (MATH:3550 or MATH:2850) and (PHYS:1612 or PHYS:1702 or PHYS:1512).
- PHYS:3812 Electricity and Magnetism II** 3 s.h.
Continuation of PHYS:3811; introduction to electricity and magnetism; topics include Maxwell's equations, electrodynamics, electromagnetic waves, radiation, and special relativity. Prerequisites: PHYS:3811.
- PHYS:3850 Electronics** 4 s.h.
Design and construction of small circuits; use of measurement instruments—oscilloscope, multimeter, function generator; circuits, including transistors, operational amplifiers, digital, analog-to-digital conversion. Prerequisites: PHYS:1512 or PHYS:1612 or PHYS:1702. Requirements: physics or astronomy major.
- PHYS:4720 Introductory Optics** 3 s.h.
Wave motion and superposition, electromagnetic theory, photons, propagation of light, geometrical and physical optics, interference, diffraction, polarization, and Fourier optics; optical components, devices, and systems. Prerequisites: (PHYS:1512 or PHYS:2703 or PHYS:1612) and (MATH:1560 or MATH:1860). Same as ECE:4720.
- PHYS:4726 Electro Optics** 3 s.h.
Wave equation solutions; optical birefringence; finite beam propagation in free space, dielectric waveguides and fibers; optical resonators; nonlinear phenomena; electro-optic, acousto-optic modulation; optical detection, noise; application to communication systems. Requirements: for ECE:5790—ECE:3700; for PHYS:4726—PHYS:3812. Same as ECE:5790.
- PHYS:4728 Introductory Solid State Physics** 3 s.h.
Phenomena associated with solid state; classification of solids and crystal structures, electronic and vibrational properties in solids; thermal, optical, magnetic, dielectric properties of solids. Prerequisites: PHYS:3741. Same as ECE:4728.
- PHYS:4731 Plasma Physics I** 3 s.h.
Physics of ionized gases, including orbit theory, guiding center motion, adiabatic invariants, ionization balance description of plasmas by fluid variables and distribution functions; linearized wave motions, instabilities; magnetohydrodynamics. Prerequisites: PHYS:3812.
- PHYS:4740 Elementary Particles and Nuclear Physics** 3 s.h.
Accelerators, particle detectors, passage of radiation through matter; nuclear structure, nuclear reactions; quark model of hadrons; strong, electromagnetic, weak interactions of elementary particles; gauge theories, intermediate vector bosons; unification of electromagnetic and weak interactions. Prerequisites: PHYS:3741.
- PHYS:4750 Advanced Laboratory** 3 s.h.
Advanced experimental work and development of new experiments.
- PHYS:4761 Mathematical Methods of Physics I** 3 s.h.
Functions of complex variables, integration methods, linear vector spaces, tensors, matrix algebra. Prerequisites: MATH:2850.
- PHYS:4762 Mathematical Methods of Physics II** 3 s.h.
Continuation of PHYS:4761; Hilbert space, special functions, Fourier transform and expansions in orthogonal polynomials, differential equations, Green's functions. Prerequisites: PHYS:4761.

- PHYS:4820 Optical Signal Processing** 3 s.h.
Linear systems description of optical propagation; diffraction and angular plane wave spectrum; lenses as Fourier transformers, lens configurations as generalized optical processors; lasers, coherence, spatial frequency analysis; holography; convolvers, correlators, matched filters; synthetic aperture radar; optical computing. Requirements: for ECE:5780—ECE:3700; for PHYS:4820—PHYS:3812. Same as ECE:5780.
- PHYS:4860 Computational Physics** 3 s.h.
Introduction to contemporary use of computers by physicists; topics such as numerical solutions of ordinary differential equations in classical mechanics, boundary value problems in electricity and magnetism, eigenvalue problems in quantum mechanics, Monte Carlo simulations in statistical mechanics, methods of data analysis. Prerequisites: PHYS:3741 and PHYS:3811 and PHYS:3710.
- PHYS:4905 Special Topics in Physics** arr.
Introduction to scientific programming using the Python language and linear algebra for applications in physics.
- PHYS:4990 Reading in Physics** arr.
Selected topics in physics.
- PHYS:4999 Undergraduate Research** arr.
Supervised research leading to written report or oral presentation.
- PHYS:5000 Workshops and Special Training in Physics** arr.
Workshops and special training opportunities for postbaccalaureate students; may include collaborations with other departments, institutions, or externally funded research organizations.
- PHYS:5710 Classical Mechanics** 3 s.h.
Dynamics of mass points; Lagrange multipliers, small oscillations, Hamilton's equations; canonical transformations, Hamilton-Jacobi theory; chaos. Prerequisites: PHYS:3710.
- PHYS:5729 Fluid Mechanics** 3 s.h.
Basic equations of fluid mechanics and solutions of these equations for various cases of special interest; compressible and incompressible flows in two- and three-dimensions, rotational and irrotational flows, self-similar solutions, instabilities, turbulence; relate solutions to application of general interest to physicist and engineers; subsonic and supersonic flows around wings and bodies, gravity waves in oceans and atmospheres, transition to supersonic flow in a rocket nozzle, supersonic outflow of gas from the Sun and other stars, and physics of high energy explosions. Prerequisites: PHYS:3710. Requirements: knowledge of vector calculus at level used in PHYS:3811 and PHYS:3812.
- PHYS:5730 Statistical Mechanics I** 3 s.h.
Probability concepts; kinetic equations; classical and quantum equilibrium statistical mechanics with applications, including ideal and imperfect gases and phase transitions, irreversible processes, fluctuation-dissipation theorems. Prerequisites: PHYS:3730 and PHYS:3741.
- PHYS:5741 Quantum Mechanics I** 3 s.h.
Nonrelativistic quantum mechanics, Schrödinger wave mechanics, Hilbert space methods, perturbation theory, scattering, spin and angular momentum, identical particles, selected applications, introduction to relativistic theory. Prerequisites: PHYS:3741 and PHYS:3742.
- PHYS:5742 Quantum Mechanics II** 3 s.h.
Continuation of PHYS:5741. Prerequisites: PHYS:5741.
- PHYS:5811 Classical Electrodynamics I** 3 s.h.
Advanced electromagnetostatics, boundary value problems, Green's functions, Maxwell's equations, radiation theory, physical optics, multipole expansion of radiation field.
- PHYS:5812 Classical Electrodynamics II** 3 s.h.
Special relativity, motion of charges in fields, theories of radiation reaction, special topics. Prerequisites: PHYS:5811.
- PHYS:5905 Special Topics in Physics** 3 s.h.
Selected topics in physics.
- PHYS:6723 Advanced Optics** 3 s.h.
Classical theory of absorption and emission; laser theory, threshold, rate equations, saturation, spectral and spatial hole burning; resonators and Gaussian beam optics; dispersion and light scattering; nonlinear optics, three- and four-wave mixing, harmonic generation, parametric amplification, and stimulated scattering. Prerequisites: PHYS:3812.
- PHYS:7270 Ethics in Physics for Graduate Students** arr.
Responsible conduct and ethics training.
- PHYS:7604 Ethics in Physics for Postdocs** 0 s.h.
Responsible conduct and ethics training.
- PHYS:7720 Semiconductor Physics** 3 s.h.
Electronic, optical, and materials properties of semiconductors. Prerequisites: PHYS:4728 and PHYS:5742. Same as ECE:7720.
- PHYS:7722 Advanced Condensed Matter** 3 s.h.
Elementary excitations, plasmonics, exchange/magnetism, hyperfine interactions, resonance, superconductivity, topological materials. Prerequisites: PHYS:7720.
- PHYS:7729 Plasma Physics II** 3 s.h.
Continuation of PHYS:4731; cold plasma waves, MHD stability, kinetic theory of plasmas, including Landau damping and velocity space instabilities; nonlinear evolution. Prerequisites: PHYS:4731.
- PHYS:7730 Advanced Plasma Physics I** 3 s.h.
Microscopic plasma behavior: statistical mechanics of plasmas; Liouville equation; BBGKY hierarchy; Fokker-Planck equation and relaxation processes; Balescu-Lenard equation; Vlasov equation and linearized wave motion; shocks, nonlinear plasma motions, and instabilities; fluctuations and radiation processes; topics from recent literature.
- PHYS:7731 Physics of Strongly Coupled Plasmas** 3 s.h.
Conservation laws, equation of state, transport properties, structure factors, integral equation theories, BBGKY hierarchy, linear response theory, kinetic theories, Chapman-Enskog method, one-component plasma model, and selected topics from recent literature.
- PHYS:7740 Introduction to Quantum Field Theory** 3 s.h.
Quantization of relativistic and nonrelativistic field theories, covariant perturbation theory, theory of renormalization, dimensional regularization, renormalization group theory, introduction to gauge theories and anomalies. Prerequisites: PHYS:5742.
- PHYS:7746 Particle Physics** 3 s.h.
Elementary particle properties and phenomenology, quark-parton models, quantum chromodynamics, unified theory of weak and electromagnetic interactions.
- PHYS:7760 General Relativity** 2-3 s.h.
Einstein's theory of gravitation; principles of general relativity.

PHYS:7761 Cosmology 3 s.h.

Einstein's theory of general relativity radically changed the way we understand the cosmos by providing a mathematical description of space-time itself—this is cosmology; the last three decades have shown remarkable evidence that cosmology is an experimentally testable theory; students explore mathematical underpinnings of cosmology by studying the early universe, the cosmic microwave background, inflation, big bang nucleosynthesis, neutrino physics, quantum field theory effects on space-time, and other issues. Prerequisites: PHYS:7760.

PHYS:7840 Quantum Gauge Theories 3 s.h.

Gauge invariance, introductory group theory, Yang-Mills theories, electroweak theory, quantum chromodynamics, running coupling constants, operator product expansions, Ward identities, spontaneous symmetry breaking, chiral anomalies, instantons, monopoles, effective Lagrangians, supersymmetry, quantum gravity, introduction to string theory. Prerequisites: PHYS:7740.

PHYS:7905 Special Topics in Physics arr.

PHYS:7920 Seminar: Solid State Physics arr.
Current research.

PHYS:7930 Seminar: Plasma Physics arr.
Current research. Same as ECE:7930.

PHYS:7936 Seminar: Space Physics arr.
Current research.

PHYS:7945 Seminar: Math/Physics arr.
Current research.

PHYS:7946 Seminar: Nuclear and Particle Physics arr.
Current research.

PHYS:7990 Research: Physics arr.

PHYS:7992 Individual Critical Study arr.
Essay on topic chosen in consultation with faculty member. Requirements: candidacy for M.S. with critical essay.

Astronomy Courses

ASTR:1000 First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

ASTR:1060 Big Ideas: Origins of the Universe, Earth, and Life 3 s.h.
Origin of the universe, the biochemistry of life, and the origin of life on Earth; for non-science majors. Recommendations: first-year or sophomore standing. GE: Natural Sciences without Lab. Same as BIOL:1060, EES:1060.

ASTR:1061 Big Ideas: Evolution of Life on Earth and the Search for Life in the Universe 4 s.h.
Evolution of life on Earth, origins of plants and animals, origins of humans and humanity, and the search for life in the universe; for non-science majors. GE: Natural Sciences with Lab. Same as ANTH:1061, EES:1061.

ASTR:1070 Stars, Galaxies, and the Universe 3-4 s.h.
Students survey topics including the Sun; life cycles of stars including black holes and pulsars; diversity of galaxies including the Milky Way and distant quasars; cosmology—the history, structure, and fate of the universe; current results from recent astronomical observations; for non-science majors. Recommendations: closed to physics and astronomy majors. GE: Natural Sciences with Lab; Natural Sciences without Lab.

ASTR:1079 Introductory Astronomy Laboratory 1 s.h.
Laboratory for ASTR:1070. GE: Natural Sciences Lab only.

ASTR:1080 Exploration of the Solar System 3-4 s.h.
Survey of the solar system; topics include physical properties of the planets, comets, and asteroids; origin of the solar system; search for extrasolar planetary systems; search for life in the universe; current results of recent planetary space missions; night sky observation; for non-science majors. Recommendations: closed to physics and astronomy majors. GE: Natural Sciences with Lab; Natural Sciences without Lab.

ASTR:1085 Citizen Astronomy 3 s.h.
Survey of topics in astronomy and astrophysics; topics include the Solar System and exoplanets, nearby stars in the Galaxy, distant galaxies and unseen black holes; focus on citizen science projects that allow students to examine real data; for non-science majors. GE: Natural Sciences without Lab.

ASTR:1091 Life in the Universe 3 s.h.
Are we alone? Scientific foundations of this question, technology behind searches for extraterrestrial life in the solar system and on extrasolar planets; evolution of life on Earth, likelihood that such conditions exist elsewhere in the universe; cultural consequences of discovering extraterrestrial life. GE: Natural Sciences without Lab.

ASTR:1771 Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy 4 s.h.
Quantitative introduction to physical principles needed to understand astronomical phenomena (e.g., laws of motion, gravitation, radiation), astronomical instrumentation, properties structure, and evolution of solar system bodies, exoplanets, and the search for life. Requirements: four years of high school math. GE: Natural Sciences with Lab.

ASTR:1772 Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy 4 s.h.
Continuation of ASTR:1771; quantitative introduction to stellar, Galactic, and extragalactic astronomy; topics include the Sun, stellar evolution, stellar corpses such as neutron stars and black holes, the Milky Way galaxy, the interstellar medium, galaxies, cosmology, and fate of the universe. Requirements: four years of high school math. GE: Natural Sciences with Lab.

ASTR:2991 Reading in Astronomy arr.
Selected topics in astronomy.

ASTR:3500 Undergraduate Practicum arr.
Undergraduate practicum experiences that provide special opportunities for students to gain practical and hands-on training related to topics in astronomy; practicums typically arranged by individual faculty members. Requirements: application and acceptance into practicum.

ASTR:3771 Introduction to Astrophysics I 3 s.h.
Topics include celestial mechanics, radiative transfer, stellar structure and evolution, and star formation; first in a two-semester sequence. Prerequisites: PHYS:2704 and ASTR:1772 and ASTR:1771 and (MATH:2850 or MATH:3550) and (MATH:2700 or MATH:2550). Recommendations: computer programming experience.

ASTR:3772 Introduction to Astrophysics II 3 s.h.
Continuation of ASTR:3771; topics include post-main-sequence stellar evolution, stellar remnants, close binary stars, the Milky Way and other galaxies, active galactic nuclei, galaxy evolution, and cosmology; second in a two-semester sequence. Prerequisites: ASTR:3771.

ASTR:4770 Radio Astronomy 3 s.h.

Survey of radio astronomy, emphasizing technical aspects; radiation, antennas, receivers, radio spectroscopy, interferometer arrays and aperture synthesis; emission mechanisms, pulsars, supernova remnants, radio galaxies.

ASTR:4850 Astronomical Laboratory 3 s.h.

Introduction to instruments of optical (and sometimes multi-wavelength) astronomy and basic skills needed for carrying out observational astronomical research; hands-on use of observing equipment; nighttime observing sessions. Prerequisites: PHYS:2704 and ASTR:1772 and ASTR:1771.

ASTR:4996 Reading in Astronomy arr.**ASTR:6782 Extragalactic Astronomy 3 s.h.**

Normal and active galaxies, large scale structure, the early Universe, cosmology.

ASTR:6785 The Interstellar Medium 3 s.h.

The interstellar medium; optical properties of small interstellar grains, radiative processes in interstellar gas, structure of HII regions, interstellar shock waves, supernova remnants, modification of interstellar medium by luminous stars, molecular clouds.

ASTR:6790 Stellar Astrophysics 3 s.h.

Stellar interiors, nuclear astrophysics; advanced topics.

ASTR:6870 Radiative Processes in Astrophysics 3 s.h.

Physics of stars including interiors, spectra, nuclear processes, plasma hydrodynamics, and the extreme physics of condensed final states.

ASTR:6880 High Energy Astrophysics 3 s.h.

Detection of X-rays and gamma-rays, black holes and neutron stars, accretion onto compact objects, pulsars, supernova remnants, cosmic rays, and gamma-ray bursts.

ASTR:7775 Special Topics in Astrophysics 1-3 s.h.

Advanced lectures.

ASTR:7830 Space and Astrophysical Plasma Physics 3 s.h.

Dynamics and evolution of space and astrophysical plasmas; heliosphere, planetary magnetospheres, accretion disks; plasma waves, shock waves, turbulence.

ASTR:7970 Seminar: Astrophysics arr.

Current research.

ASTR:7991 Research: Astronomy arr.

Original research in observational, theoretical astronomy.

Physics, B.A.

Learning Outcomes

Physics majors will be able to:

- demonstrate competency in applying the basic laws of physics in classical and quantum mechanics, electromagnetism, thermodynamics, and statistical physics;
- solve complex, real-world problems using the principles of physics; and
- demonstrate competency in using basic instrumentation and in analyzing the data obtained.

Requirements

The Bachelor of Arts with a major in physics requires a minimum of 120 s.h., including at least 44 s.h. of work for the major (minimum of 24 s.h. in physics plus 20 s.h. in supporting coursework). The B.A. program requires fewer physics courses than the B.S. program does, giving students a wider choice of electives. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major is designed for students who wish to build a foundation of knowledge in physics but do not plan a research-oriented career in the discipline. The B.A. program also is good preparation for students interested in secondary school science teaching; see "Teacher Licensure" below. Bachelor of Arts students majoring in physics who are interested in science teaching and in earning a graduate degree may enroll in a combined degree program offered by the College of Liberal Arts and Sciences and the College of Education; see "B.A./M.A.T. (Science Education Subprogram)" under Combined Programs [p. 886] in this section of the Catalog.

The B.A. with a major in physics requires the following courses or their equivalents.

Code	Title	Hours
Mathematics Courses		8
Physics Courses		15-19
Elective Physics Courses		9-10
Supporting Coursework		12
Total Hours		44-49

Mathematics Courses

Code	Title	Hours
Both of these:		
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4

Physics Courses

Code	Title	Hours
These three courses:		
PHYS:1701	Physics I	4
PHYS:1702	Physics II	4
PHYS:2703	Physics III	4
Or these two courses:		
PHYS:1611	Introductory Physics I	4

PHYS:1612	Introductory Physics II	4
Both of these:		
PHYS:2704	Physics IV	4
PHYS:3756	Intermediate Laboratory	3

Elective Physics Courses

Code	Title	Hours
Three of these:		
PHYS:3710	Intermediate Mechanics	3
PHYS:3741	Introduction to Quantum Mechanics I	3
PHYS:3811	Electricity and Magnetism I	3
PHYS:3850	Electronics	4
PHYS:4720	Introductory Optics	3
PHYS:4728	Introductory Solid State Physics	3
PHYS:4740	Elementary Particles and Nuclear Physics	3

Supporting Coursework

Students should work with their academic advisor to select courses that fit with their plan of study.

Code	Title	Hours
12 s.h. of coursework from one these STEM subject areas or from coursework required for teacher licensure:		
ACTS	(Actuarial science)	
BIOC	(Biochemistry)	
BIOL	(Biology)	
CHEM	(Chemistry)	
CS	(Computer science)	
EES	(Earth and environmental sciences)	
GEOG	(Geography)	
MATH	(Mathematics)	
PHYS	(Physics)	
PSY	(Psychology)	
STAT	(Statistics)	

In planning this work, they should be guided by the College of Liberal Arts and Sciences maximum hours rule: Students earning a B.A. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major. Students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average, but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and

deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Double Major in Physics and Astronomy

Students working toward a Bachelor of Arts with a double major in physics and in astronomy must complete all requirements for both majors and must earn a minimum of 56 s.h. outside the Department of Physics and Astronomy in order to graduate. Students interested in earning a double major should consult with their advisors. See Requirements for a Bachelor's Degree on the College of Liberal Arts and Sciences website.

Combined Programs

B.A./M.A.T. (Science Education Subprogram)

Bachelor of Arts students in physics who are interested in pursuing a graduate degree in teaching may apply to the combined Bachelor of Arts/Master of Arts in Teaching with a science education subprogram offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduates majoring in biology, chemistry, environmental sciences, or physics, the combined program enables students to earn a B.A. and M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see "Combined B.A./M.A.T." under Science Education [p. 1405] in the Master of Arts in Teaching, M.A.T. (College of Education) section of the Catalog. Interested students should consult an advisor.

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in physics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in physics who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For

information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in physics have the opportunity to graduate with honors in their major. They must maintain a University of Iowa g.p.a. of at least 3.33. Students must earn 6-8 s.h. in PHYS:4999 Undergraduate Research during their junior and senior years and conduct an investigation under the guidance of a faculty member. They must present a written report of their research (honors thesis) and describe their research results at a departmental seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the physics major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: calculus II and physics II

Before the fifth semester begins: physics III-IV and up to four more courses in the major

Before the seventh semester begins: two to four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Physics, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Research: students are strongly encouraged to be active participants in research within the department.		
	Hours	0

First Year**Fall**

PHYS:1701	Physics I ^a	4
MATH:1850	Calculus I ^{a, b}	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16-17

Spring

PHYS:1702	Physics II ^a	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1860	Calculus II	4
GE CLAS Core: Diversity and Inclusion ^c		3
Hours		14-15

Second Year**Fall**

PHYS:2703	Physics III	4
MATH:2700	Introduction to Linear Algebra ^d	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
GE CLAS Core: Values and Culture ^c		3
Hours		15-16

Spring

PHYS:2704	Physics IV	3 - 4
MATH:2850	Calculus III ^d	4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Hours		14-16

Third Year**Fall**

PHYS:3756	Intermediate Laboratory	3
Major: physics elective course numbered 3000 or above		3
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^g		1 - 3
Hours		14-17

Spring

Major: additional science course in chosen thematic area		3
Major: physics elective course numbered 3000 or above		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Elective course ^g		3
Hours		13-14

Fourth Year**Fall**

Major: additional science course in chosen thematic area		3
Major: physics elective course numbered 3000 or above		3
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3

Elective course ^g	3
Elective course ^g	3
Hours	15

Spring

Major: additional science course in chosen thematic area	3
Major: additional science course in chosen thematic area	3
Elective course ^g	3
Elective course ^g	3
Elective course ^g	3

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall)
^h

Hours	15
Total Hours	116-125

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in math courses requires completion of a placement exam.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d While this course is not a major requirement, it is strongly recommended and a prerequisite for many physics and astronomy courses in the department.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students must complete at least 9-10 s.h. in physics courses numbered 3000-4999 and approved by the advisor, excluding PHYS:4761, PHYS:4762, PHYS:4905, and PHYS:4990.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Physics graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in research, engineering, software development, teaching, finance, biomedical research, or consulting.

The degree leads to careers in medicine, law, science-related administration, business, or technical writing. It also is good preparation for students interested in secondary school science teaching.

About 70 percent of physics and astronomy graduates go on to graduate school. With help from the department's in-house recruiting office, they win acceptance to some of the best graduate programs in the country.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Astronomy, B.A.

Learning Outcomes

Astronomy majors will be able to:

- demonstrate understanding of the fundamental concepts in astrophysics such as gravity, the nature of light, the physical characteristics of matter, and the motions of astronomical objects in the night sky;
- demonstrate proficiency in each of the major areas of astronomy—cosmology, galaxies, accretion and compact objects, the life cycle, and properties of stars and solar system science;
- show a working knowledge of a broad array of astrophysical phenomena that are based upon fundamental concepts; and
- gain familiarity with astronomical observations, instrumentation, computational methods, and software.

Requirements

The Bachelor of Arts with a major in astronomy requires a minimum of 120 s.h., including at least 49 s.h. of work for the major. The B.A. program requires fewer physics and mathematics courses than the B.S. program does, giving students a wider choice of electives. Students take calculus in addition to physics and astronomy courses, which include laboratories. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The program is designed for students who wish to build considerable knowledge in astronomy but do not plan a research-oriented career in the field. It is appropriate for students planning careers in secondary school science teaching or science-related administration.

The B.A. with a major in astronomy requires the following courses or their equivalents.

Code	Title	Hours
Mathematics Courses		8
Physics Courses		24-29
Astronomy Courses		17
Total Hours		49-54

Mathematics Courses

Code	Title	Hours
Both of these:		
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4

Physics Courses

If students select PHYS:3811 Electricity and Magnetism I, they must complete the prerequisite before they register for that course.

Code	Title	Hours
These three courses:		
PHYS:1701	Physics I	4
PHYS:1702	Physics II	4
PHYS:2703	Physics III	4
Or these two courses:		
PHYS:1611	Introductory Physics I	4

PHYS:1612	Introductory Physics II	4
All of these:		
PHYS:2704	Physics IV	4
PHYS:3710	Intermediate Mechanics	3
PHYS:3756	Intermediate Laboratory	3
One of these:		
PHYS:3730	Statistical Physics	3
PHYS:4720	Introductory Optics	3
One of these:		
PHYS:3811	Electricity and Magnetism I	3
PHYS:3850	Electronics	4

Astronomy Courses

Code	Title	Hours
All of these:		
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy	4
ASTR:1772	Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy	4
ASTR:3771	Introduction to Astrophysics I	3
ASTR:3772	Introduction to Astrophysics II	3
ASTR:4850	Astronomical Laboratory	3

Undergraduate majors who plan to pursue graduate study are advised to go as far as they can beyond the minimum requirements listed above, including further work in mathematics. In planning this work, they should be guided by the College of Liberal Arts and Sciences maximum hours rule: Students earning a B.A. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major. Students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average, but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Double Major in Physics and Astronomy

Students working toward a Bachelor of Arts with a double major in physics and in astronomy must complete all requirements for both majors and must earn a minimum of 56 s.h. outside the Department of Physics and Astronomy in order to graduate. Students interested in earning a double major should consult with their advisors. See Requirements for a Bachelor's Degree on the College of Liberal Arts and Sciences website.

Honors

Honors in the Major

Students majoring in astronomy have the opportunity to graduate with honors in their major. They must maintain a University of Iowa g.p.a. of at least 3.33. Students must earn 6-8 s.h. in PHYS:4999 Undergraduate Research during their junior and senior years and conduct an investigation

under the guidance of a faculty member. They must present a written report of their research (honors thesis) and describe their research results at a departmental seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the astronomy major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: math through calculus I-II and physics I-II

Before the fifth semester begins: physics III-IV and at least one more course in the major

Before the seventh semester begins: three more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: five more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Astronomy, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Research: students are strongly encouraged to be active participants in research within the department.		
Students can pursue a double major in Astronomy and Physics and earn more than 56 s.h. from the department toward these degrees but must also complete at least 56 s.h. outside of the Department of Physics & Astronomy.		
Hours		0
First Year		
Fall		
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy ^a	4
MATH:1850	Calculus I ^{a, b}	4
PHYS:1701	Physics I ^a	4

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
CSI:1600	Success at Iowa	2
Hours		17-18

Spring

ASTR:1772	Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy	4
MATH:1860	Calculus II	4
PHYS:1702	Physics II	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Hours		15-16

Second Year

Fall

MATH:2700	Introduction to Linear Algebra ^c	4
PHYS:2703	Physics III	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
GE CLAS Core: Social Sciences ^e		3
Hours		15-16

Spring

MATH:2850	Calculus III ^c	4
PHYS:2704	Physics IV	3 - 4
GE CLAS Core: International and Global Issues ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Hours		14-16

Third Year

Fall

ASTR:3771	Introduction to Astrophysics I ^f	3
PHYS:3756	Intermediate Laboratory	3
PHYS:3811	Electricity and Magnetism I	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Elective course ^g		1 - 3
Hours		14-17

Spring

ASTR:3772	Introduction to Astrophysics II ^f	3
PHYS:3710	Intermediate Mechanics	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d		4 - 5
Hours		13-14

Fourth Year

Fall

GE CLAS Core: Diversity and Inclusion ^e		3
PHYS:3730	Statistical Physics	3
GE CLAS Core: Historical Perspectives ^e		3
Elective course ^g		3
Elective course ^g		3
Hours		15

Spring

ASTR:4850	Astronomical Laboratory ^f	3
GE CLAS Core: Values and Culture ^e		3
Elective course ^g		3

Elective course ^g	3
Elective course ^g	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	15
Total Hours	118-127

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in math courses requires completion of a placement exam.
- c While this course is not a major requirement, it is strongly recommended and a prerequisite for many physics and astronomy courses in the department.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Typically this course is offered every other year. Check MyUI for course availability since offerings are subject to change.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Astronomy graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in research, engineering, software development, teaching, finance, biomedical research, or consulting. Some graduates plan for careers in secondary school science teaching or science-related administration or plan to earn professional degrees.

About 70 percent of physics and astronomy graduates go on to graduate school. With help from the department's in-house recruiting office, they win acceptance to some of the best graduate programs in the country.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Physics, B.S.

Learning Outcomes

Physics majors will be able to:

- demonstrate competency in applying the basic laws of physics in classical and quantum mechanics, electromagnetism, thermodynamics, and statistical physics;
- solve complex, real-world problems using the principles of physics; and
- demonstrate competency in using basic instrumentation and in analyzing the data obtained.

Requirements

The Bachelor of Science with a major in physics requires a minimum of 120 s.h., including at least 58 s.h. of work for the major (minimum of 42 s.h. in physics plus 16 s.h. in supporting coursework). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students must complete several required mathematics courses in addition to their required physics core. The department offers a wide range of upper-level electives and students are encouraged to explore different research areas. All students are strongly encouraged to get involved with research.

The B.S. with a major in physics requires the following courses or their equivalents.

Code	Title	Hours
Mathematics Courses		16
Introductory Physics Courses		8-12
Physics Core Courses		25
Upper-Level Elective Courses		9-11
Total Hours		58-64

Mathematics Courses

Code	Title	Hours
All of these:		
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4

Introductory Physics Courses

Code	Title	Hours
These three courses:		
PHYS:1701	Physics I	4
PHYS:1702	Physics II	4
PHYS:2703	Physics III	4
Or these two courses:		
PHYS:1611	Introductory Physics I	4
PHYS:1612	Introductory Physics II	4

Physics Core Courses

Code	Title	Hours
All of these:		
PHYS:2704	Physics IV	4
PHYS:3710	Intermediate Mechanics	3
PHYS:3730	Statistical Physics	3
PHYS:3741	Introduction to Quantum Mechanics I	3
PHYS:3742	Introduction to Quantum Mechanics II	3
PHYS:3756	Intermediate Laboratory	3
PHYS:3811	Electricity and Magnetism I	3
PHYS:3812	Electricity and Magnetism II	3

Upper-Level Elective Courses

Students can only take these courses once: PHYS:3850 Electronics, PHYS:4750 Advanced Laboratory, or ASTR:4850 Astronomical Laboratory.

Undergraduate majors who plan to pursue graduate study are advised to go as far as they can beyond the minimum requirements listed below, including further work in mathematics.

Code	Title	Hours
One of these:		
PHYS:3850	Electronics	4
PHYS:4750	Advanced Laboratory	3
ASTR:4850	Astronomical Laboratory	3
Two of these:		
PHYS:3850	Electronics	4
PHYS:4720	Introductory Optics	3
PHYS:4726	Electro Optics	3
PHYS:4728	Introductory Solid State Physics	3
PHYS:4731	Plasma Physics I	3
PHYS:4740	Elementary Particles and Nuclear Physics	3
PHYS:4750	Advanced Laboratory	3
PHYS:4761	Mathematical Methods of Physics I	3
PHYS:4762	Mathematical Methods of Physics II	3
PHYS:4820	Optical Signal Processing	3
PHYS:4860	Computational Physics	3
PHYS:4905	Special Topics in Physics	3
PHYS:5905	Special Topics in Physics	3
ASTR:3771	Introduction to Astrophysics I	3
ASTR:3772	Introduction to Astrophysics II	3
ASTR:4850	Astronomical Laboratory	3

In planning this work, they should be guided by the College of Liberal Arts and Sciences maximum hours rule: Students earning a B.S. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major. Students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the

department accepts them), and the grades they earn become part of their grade-point average, but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Students earning a B.S. with a double major in physics and astronomy may count more than 56 s.h. earned in the Department of Physics and Astronomy to the 120 s.h. required for graduation, but they must earn at least 56 s.h. in coursework outside the department in order to graduate.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Double Major in Physics and Astronomy

Students working toward a Bachelor of Science with a double major in physics and in astronomy must complete all requirements for both majors and must earn a minimum of 56 s.h. outside the Department of Physics and Astronomy in order to graduate. Students interested in earning a double major should consult with their advisors. See Requirements for a Bachelor's Degree on the College of Liberal Arts and Sciences website.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in physics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in physics who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they

may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in physics have the opportunity to graduate with honors in their major. They must maintain a University of Iowa g.p.a. of at least 3.33. They must earn 6-8 s.h. in PHYS:4999 Undergraduate Research Undergraduate Research during their junior and senior years and conduct an investigation under the guidance of a faculty member. Students must present a written report of their research (honors thesis) and describe their research results at a departmental seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the physics major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: calculus II and physics II

Before the fifth semester begins: physics III-IV, introduction to linear algebra, calculus III, and up to two more courses in the major

Before the seventh semester begins: two to four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Physics, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Research: students are strongly encouraged to be active participants in research within the department.		
Hours		0
First Year		
Fall		
PHYS:1701	Physics I ^a	4
MATH:1850	Calculus I ^{a, b}	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16-17
Spring		
PHYS:1702	Physics II ^a	4
MATH:1860	Calculus II	4
GE CLAS Core: Diversity and Inclusion ^c		3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Hours		14-15
Second Year		
Fall		
PHYS:2703	Physics III	4
GE CLAS Core: Values and Culture ^c		3
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
Hours		15-16
Spring		
PHYS:2704	Physics IV	4
PHYS:3710	Intermediate Mechanics	3
MATH:2850	Calculus III	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Hours		15-16
Third Year		
Fall		
PHYS:3811	Electricity and Magnetism I	3
PHYS:3741	Introduction to Quantum Mechanics I	3
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Elective course ^e		1 - 3
Hours		14-17
Spring		
PHYS:3742	Introduction to Quantum Mechanics II	3
PHYS:3812	Electricity and Magnetism II	3
PHYS:3850	Electronics ^f	4

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d	4 - 5
Hours	14-15

Fourth Year

Fall		
PHYS:3730	Statistical Physics	3
PHYS:3756	Intermediate Laboratory ^f	3
Major: upper-level physics course		3
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3
Elective course ^e		3
Hours		15

Spring

GE CLAS Core: International and Global Issues ^c		
Major: upper-level physics course		3
Elective course ^e		3
Elective course ^e		3
Elective course ^e		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours		15
Total Hours		118-126

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in math courses requires completion of a placement exam.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Students who choose PHYS:3850 as one of their two required laboratory courses are advised to take it before they take PHYS:3756 Intermediate Laboratory.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Physics graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in research, engineering, software development, teaching, finance, biomedical research, or consulting.

The degree provides preparation for careers in industry, employment in research laboratories, and graduate study in physics and related sciences.

About 70 percent of physics and astronomy graduates go on to graduate school. With help from the department's in-house recruiting office, they win acceptance to some of the best graduate programs in the country.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Applied Physics, B.S.

Learning Outcomes

Applied physics majors will be able to:

- demonstrate competency in applying the basic laws of physics in classical and quantum mechanics, electromagnetism, thermodynamics, and statistical physics;
- solve complex, real-world problems using the principles of physics; and
- demonstrate competency in using basic instrumentation and in analyzing the data obtained.

Requirements

The Bachelor of Science with a major in applied physics requires a minimum of 120 s.h., including at least 59-87 s.h. of work for the major. Total credit required for the major depends on a student's choice of concentration. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major in applied physics is intended primarily for students interested in a broad program of study in physics combined with a significant concentration of courses in a field that has immediate application to industry. The degree provides a foundation for a wide range of employment opportunities in high-technology industries, including research and development, product design and testing, sales, and quality control. It also is designed to include exposure to physics sufficient to allow students to continue with graduate studies in either physics or astronomy.

The major offers four areas of concentration: optics, solid-state electronics, computer science, and medical physics. Students also may design customized concentration areas in close consultation with their advisors and with departmental approval.

An essential component of each concentration is successful completion of a related one-semester internship or practicum experience in a research laboratory (an applied physics thesis is required for the latter option). Well-prepared students will be able to complete the degree in four years. Students should work closely with their advisors on a graduation plan.

All applied physics students complete a common set of courses that includes calculus, linear algebra, physics, and an experiential learning course. They also complete the courses required for their chosen concentration. The department encourages students to take additional coursework; advisors can suggest electives that will enrich programs and help students prepare for graduate work.

Students who want to earn a double major in applied physics and astronomy must choose their coursework carefully; see "Double Major in Applied Physics and Astronomy" below.

The B.S. with a major in applied physics requires the following courses. Many upper-level physics courses have prerequisites; students should consult their advisors when choosing courses numbered 3000 or above.

Code	Title	Hours
Common Requirements		37-41
Concentration Area Courses		22-46
Total Hours		59-87

Common Requirements

Students in all concentrations must successfully complete the following courses or their equivalents.

Mathematics

Code	Title	Hours
All of these:		
MATH:1850 & MATH:1860	Calculus I-II	8
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4

Physics

Code	Title	Hours
One of these sequences:		
PHYS:1611- PHYS:1612	Introductory Physics I-II	8
PHYS:1701 & PHYS:1702 & PHYS:2703	Physics I-II - Physics III (strongly preferred)	12
All of these:		
PHYS:2704	Physics IV	4
PHYS:3710	Intermediate Mechanics	3
PHYS:3741	Introduction to Quantum Mechanics I	3
PHYS:3811	Electricity and Magnetism I	3

Experiential Learning

Code	Title	Hours
One of these:		
A one-semester industrial internship		
A one-semester practicum in a research laboratory (requires an applied physics thesis)		

Concentrations

Students select one of the four concentration areas below.

Computer Science Concentration

Code	Title	Hours
All of these:		
PHYS:3730	Statistical Physics	3
PHYS:3756	Intermediate Laboratory	3
PHYS:3812	Electricity and Magnetism II	3
PHYS:3850	Electronics	4
CS:1210	Computer Science I: Fundamentals	4
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
One additional computer science course numbered 3000 or above		3
Two of these:		
CS:2630	Computer Organization	4

CS:2820	Object-Oriented Software Development	4
CS:3330	Algorithms	3

Optics Concentration

Code	Title	Hours
All of these:		
PHYS:3730	Statistical Physics	3
PHYS:3756	Intermediate Laboratory	3
PHYS:3812	Electricity and Magnetism II	3
PHYS:3850	Electronics	4
PHYS:4720	Introductory Optics	3
Two of these:		
PHYS:4726	Electro Optics	3
PHYS:4728	Introductory Solid State Physics	3
PHYS:4820	Optical Signal Processing	3

Solid-State Electronics Concentration

Code	Title	Hours
All of these:		
PHYS:3730	Statistical Physics	3
PHYS:4728	Introductory Solid State Physics	3
ECE:2400	Linear Systems I	3
ECE:2410	Principles of Electronic Instrumentation	4
ECE:3320	Introduction to Digital Design	3
ECE:3410	Electronic Circuits	4
ENGR:1300	Introduction to Engineering Computing	3
ENGR:2120	Engineering Fundamentals II: Electrical Circuits	3
ENGR:2730	Computers in Engineering	3
One of these:		
PHYS:3742	Introduction to Quantum Mechanics II	3
PHYS:3812	Electricity and Magnetism II	3

Medical Physics Concentration

Code	Title	Hours
All of these:		
PHYS:3756	Intermediate Laboratory	3
PHYS:3850	Electronics	4
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210 & CHEM:2220	Organic Chemistry I-II	6
CHEM:2410	Organic Chemistry Laboratory	3
Two additional biology courses numbered 2000 or above		6-8
One of these:		
BIOS:4120	Introduction to Biostatistics	3
STAT:3510	Biostatistics	3

One of these:

PHYS:3730	Statistical Physics	3
PHYS:3742	Introduction to Quantum Mechanics II	3
PHYS:3812	Electricity and Magnetism II	3
PHYS:4750	Advanced Laboratory	3
PHYS:4905	Special Topics in Physics (when topic is physics of the body)	3

Undergraduate majors who plan to pursue graduate study are advised to go as far as they can beyond the minimum requirements listed above, including further work in mathematics. In planning this work, they should be guided by the College of Liberal Arts and Sciences maximum hours rule: Students earning a B.S. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major. Students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average, but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Double Major in Applied Physics and Astronomy

Students working toward a Bachelor of Science with a double major in applied physics and in astronomy must complete all requirements for both majors and must earn a minimum of 56 s.h. outside the Department of Physics and Astronomy in order to graduate. Students interested in earning a double major should consult with their advisors. See Requirements for a Bachelor's Degree on the College of Liberal Arts and Sciences website.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in applied physics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in applied physics who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before

they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in applied physics have the opportunity to graduate with honors in their major. Departmental honors students must maintain a University of Iowa g.p.a. of at least 3.33. To graduate with honors in the major, they must earn 6-8 s.h. in PHYS:4999 Undergraduate Research during their junior and senior years and conduct an investigation under the guidance of a faculty member. They must present a written report of their research (honors thesis) and describe their research results at a departmental seminar.

University of Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the applied physics major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: calculus II and physics II

Before the fifth semester begins: physics III-IV, introduction to linear algebra, calculus III, one more course in the major, and up to four courses in another science or engineering department

Before the seventh semester begins: two to four more courses in the major, up to three other science or engineering courses, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major or other science or engineering courses and all or part of an academic year research experience or a summer research experience or internship as approved by the applied physics coordinator

During the eighth semester: enrollment in all remaining coursework in the major, all remaining CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Applied Physics, B.S.

Medical Physics Concentration

Course	Title	Hours
First Year		
Fall		
PHYS:1701	Physics I ^a	4
CHEM:1110	Principles of Chemistry I ^{a, b}	4
MATH:1850	Calculus I ^{a, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CSI:1600	Success at Iowa	2
	Hours	17-18
Spring		
PHYS:1702	Physics II	4
CHEM:1120	Principles of Chemistry II	4
MATH:1860	Calculus II	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
	Hours	15-16
Second Year		
Fall		
PHYS:2703	Physics III	4
BIOL:1411	Foundations of Biology	4
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
	Hours	16-17
Spring		
PHYS:2704	Physics IV	3 - 4
BIOL:1412	Diversity of Form and Function	4
MATH:2850	Calculus III	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
	Hours	15-17
Third Year		
Fall		
PHYS:3741	Introduction to Quantum Mechanics I	3
PHYS:3811	Electricity and Magnetism I	3
CHEM:2210	Organic Chemistry I	3
GE CLAS Core: Values and Culture ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
	Hours	16-17
Spring		
PHYS:3710	Intermediate Mechanics	3
PHYS:3850	Electronics	4
CHEM:2220	Organic Chemistry II	3
GE CLAS Core: Diversity and Inclusion ^e		3
GE CLAS Core: World Languages Fourth Level Proficiency ^d		4 - 5
	Hours	17-18
Summer		
Internship: industrial internship or research practicum		3
	Hours	3

Fourth Year**Fall**

PHYS:3756	Intermediate Laboratory	3
Major: biology course numbered 2000 or above ^f		3 - 4
CHEM:2410	Organic Chemistry Laboratory	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: Historical Perspectives ^e		3
Hours		15-16

Spring

Major: biology course numbered 2000 or above ^f		3 - 4
GE CLAS Core: Social Sciences ^e		3
BIOS:4120	Introduction to Biostatistics or STAT:3510 or Biostatistics	3
GE CLAS Core: International and Global Issues ^e		3
Major: medical concentration select one course ^g		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		15-16
Total Hours		129-138

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students in this concentration are required to complete two biology courses (BIOL) numbered 2000 or above (6-8 s.h.)
- g Choose from PHYS:3730, PHYS:3742, PHYS:3812, PHYS:4750, or PHYS:4905.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Applied physics graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in research, engineering, software development, teaching, finance, biomedical research, or consulting.

About 70 percent of physics and astronomy graduates go on to graduate school. With help from the department's in-house recruiting office, they win acceptance to some of the best graduate programs in the country.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Astronomy, B.S.

Learning Outcomes

Astronomy majors will be able to:

- demonstrate understanding of the fundamental concepts in astrophysics such as gravity, the nature of light, the physical characteristics of matter, and the motions of astronomical objects in the night sky;
- demonstrate proficiency in each of the major areas of astronomy—cosmology, galaxies, accretion and compact objects, the life cycle, and properties of stars and solar system science;
- show a working knowledge of a broad array of astrophysical phenomena that are based upon fundamental concepts; and
- gain familiarity with astronomical observations, instrumentation, computational methods, and software.

Requirements

The Bachelor of Science with a major in astronomy requires a minimum of 120 s.h., including at least 63 s.h. of work for the major. The program provides balanced and integrated coursework in astronomy, mathematics, and physics that prepares students for graduate studies in astronomy, astrophysics, or related science disciplines. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students must complete several required mathematics courses in addition to the required physics and astronomy core. The department offers a wide range of upper-level electives and students are encouraged to explore different research areas. All students are strongly encouraged to get involved with research.

The B.S. with a major in astronomy requires the following courses or their equivalents.

Code	Title	Hours
Mathematics Courses		16
Physics Core Courses		24-28
Astronomy Core Courses		17
Upper-Level Physics Courses		6-7
Optional Upper-Level Elective Courses		
Total Hours		63-68

Mathematics Courses

Code	Title	Hours
All of these:		
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4

Physics Core Courses

Code	Title	Hours
These three courses:		
PHYS:1701	Physics I	4
PHYS:1702	Physics II	4

PHYS:2703	Physics III	4
Or these two courses:		
PHYS:1611	Introductory Physics I	4
PHYS:1612	Introductory Physics II	4
All of these:		
PHYS:2704	Physics IV	4
PHYS:3710	Intermediate Mechanics	3
PHYS:3741	Introduction to Quantum Mechanics I	3
PHYS:3811	Electricity and Magnetism I	3
PHYS:3812	Electricity and Magnetism II	3

Astronomy Core Courses

Code	Title	Hours
All of these:		
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy	4
ASTR:1772	Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy	4
ASTR:3771	Introduction to Astrophysics I (offered every other year)	3
ASTR:3772	Introduction to Astrophysics II (offered every other year)	3
ASTR:4850	Astronomical Laboratory (offered every other year)	3

Upper-Level Physics Courses

Code	Title	Hours
One of these:		
PHYS:3756	Intermediate Laboratory	3
PHYS:3850	Electronics	4
One of these:		
PHYS:3742	Introduction to Quantum Mechanics II	3
PHYS:4731	Plasma Physics I	3

Optional Upper-Level Elective Courses

Code	Title	Hours
Undergraduate majors who plan to pursue graduate study are advised to go as far as they can beyond the requirements above by taking one or more of these elective courses:		
PHYS:3730	Statistical Physics	3
PHYS:3742	Introduction to Quantum Mechanics II	3
PHYS:4720	Introductory Optics	3
PHYS:4731	Plasma Physics I	3
PHYS:4740	Elementary Particles and Nuclear Physics	3
PHYS:4761	Mathematical Methods of Physics I	3
PHYS:4762	Mathematical Methods of Physics II	3
PHYS:4905	Special Topics in Physics	arr.

In planning this work, they should be guided by the College of Liberal Arts and Sciences maximum hours rule: Students earning a B.S. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major. Students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average, but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Double Major in Physics and Astronomy

Students working toward a Bachelor of Science with a double major in physics and in astronomy must complete all requirements for both majors and must earn a minimum of 56 s.h. outside the Department of Physics and Astronomy in order to graduate. Students interested in earning a double major should consult with their advisors. See Requirements for a Bachelor's Degree on the College of Liberal Arts and Sciences website.

Honors

Honors in the Major

Students majoring in astronomy have the opportunity to graduate with honors in their major. They must maintain a University of Iowa g.p.a. of at least 3.33. Students must earn 6-8 s.h. in PHYS:4999 Undergraduate Research during their junior and senior years and conduct an investigation under the guidance of a faculty member. They must present a written report of their research (honors thesis) and describe their research results at a departmental seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the astronomy major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: calculus I-II and physics II

Before the fifth semester begins: all of the remaining required math courses, physics III-IV, and two other courses in the major

Before the seventh semester begins: four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: three more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Astronomy, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Research: students are strongly encouraged to be active participants in research within the department.		
Students can pursue a double major in Astronomy and Physics and earn more than 56 s.h. from the department toward these degrees but must also complete at least 56 s.h. outside of the Department of Physics & Astronomy.		
Hours		0
First Year		
Fall		
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy ^a	4
MATH:1850	Calculus I ^{a, b}	4
PHYS:1701	Physics I ^a	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CSI:1600	Success at Iowa	2
Hours		17-18
Spring		
ASTR:1772	Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy	4
MATH:1860	Calculus II	4
PHYS:1702	Physics II	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Hours		15-16
Second Year		
Fall		
GE CLAS Core: Social Sciences ^c		3
MATH:2700	Introduction to Linear Algebra	4
PHYS:2703	Physics III	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
Hours		15-16
Spring		
MATH:2850	Calculus III	4
PHYS:2704	Physics IV	3 - 4
GE CLAS Core: International and Global Issues ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Hours		14-16

Third Year**Fall**

ASTR:3771	Introduction to Astrophysics I ^e	3
PHYS:3756	Intermediate Laboratory	3
PHYS:3811	Electricity and Magnetism I	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
Elective course ^f		1 - 3
Hours		14-17

Spring

ASTR:3772	Introduction to Astrophysics II ^e	3
PHYS:3812	Electricity and Magnetism II	3
PHYS:3710	Intermediate Mechanics	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d		4 - 5
Hours		13-14

Fourth Year**Fall**

PHYS:3741	Introduction to Quantum Mechanics I	3
GE CLAS Core: Diversity and Inclusion ^c		3
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: Values and Culture ^c		3
Elective course ^{f, g}		3
Hours		15

Spring

PHYS:3742	Introduction to Quantum Mechanics II	3
ASTR:4850	Astronomical Laboratory ^e	3
GE CLAS Core: Literary, Visual, and Performing Arts ^c		3
Elective course ^{f, g}		3
Elective course ^{f, g}		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		15
Total Hours		118-127

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in math courses requires completion of a placement exam.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Typically this course is offered every other year. Check MyUI for course availability since offerings are subject to change.
- f Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- g Students who plan to pursue graduate study are advised to go as far as they can beyond the minimum requirements. See General Catalog for a list of appropriate courses.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Astronomy graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in research, engineering, software development, teaching, finance, biomedical research, or consulting.

About 70 percent of physics and astronomy graduates go on to graduate school. With help from the department's in-house recruiting office, they win acceptance to some of the best graduate programs in the country.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Physics, Minor

Requirements

The undergraduate minor in physics requires a minimum of 15 s.h. in physics coursework, including 12 s.h. taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The 12 s.h. taken at the University of Iowa must be chosen from these:

Code	Title	Hours
PHYS:1612 or PHYS:2703	Introductory Physics II Physics III	4
PHYS:2704	Physics IV	3-4
Physics courses numbered 3000 or above		

Both PHYS:2703 Physics III and PHYS:2704 Physics IV have prerequisites, as do most physics courses numbered 3000 or above. Students must complete a course's prerequisites before they may enroll in the course.

Astronomy, Minor

Requirements

The undergraduate minor in astronomy requires a minimum of 15 s.h. in astronomy and physics courses, including 12 s.h. of coursework numbered 3000 or above and 12 s.h. taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Coursework numbered 3000 or above must include 6 s.h. chosen from these:

Code	Title	Hours
ASTR:3771	Introduction to Astrophysics I	3
ASTR:3772	Introduction to Astrophysics II	3
ASTR:4850	Astronomical Laboratory	3

Remaining work may be chosen from any astronomy or physics courses numbered 3000 or above.

Most University of Iowa courses for the minor have prerequisites; students must complete a course's prerequisites before they may enroll in the course.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Astronomy, Minor

Course	Title	Hours
Academic Career		
Any Semester		
12 semester hours for the Astronomy minor must be taken at the University of Iowa.		
Hours		0
First Year		
Fall		
MATH:1850	Calculus I ^a	4
PHYS:1701	Physics I	4
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy	4
Hours		12
Spring		
MATH:1860	Calculus II	4
PHYS:1702	Physics II	4
ASTR:1772	Introductory Astronomy II: Stellar, Galactic, and Extragalactic Astronomy	4
Hours		12
Second Year		
Fall		
MATH:2700	Introduction to Linear Algebra	4

PHYS:2703	Physics III	4
Hours		8

Spring

MATH:2850	Calculus III	4
PHYS:2704	Physics IV	4
Hours		8

Third Year

Fall

ASTR:3771	Introduction to Astrophysics I ^b	3
Hours		3

Spring

ASTR:3772	Introduction to Astrophysics II ^b	3
Hours		3

Fourth Year

Fall

Minor: 3000-level or above course		3
Hours		3

Spring

Minor: 3000-level or above course (ASTR:4850 Astronomical Laboratory is recommended)		3
Hours		3

Total Hours 52

- a Enrollment in math courses requires completion of a placement exam.
- b Typically this course is offered every other year. Check MyUI for course availability since offerings are subject to change.

Physics, M.S.

Graduate study in physics and astronomy is highly individualized. Each entering graduate student is assigned a faculty advisor, who assists in preparing a plan of study and in guiding the student's progress.

Requirements

The Master of Science program in physics requires a minimum of 30 s.h. of graduate credit. All students must earn the required 30 s.h. of graduate credit in courses numbered 4000 or above, with at least 15 s.h. in courses numbered 5000 or above. They must maintain a g.p.a. of at least 3.00.

Each student's plan of study should provide for as much advanced work as aptitude and previous preparation permit. Up to one-third of the program of study may be taken in related scientific fields other than physics (e.g., mathematics, chemistry, astronomy, geology, engineering).

The degree is offered with thesis or critical essay. Students who choose the thesis option must write a thesis based on an original experimental or theoretical investigation that they have conducted. Students may earn a maximum of 6 s.h. in PHYS:7990 Research: Physics or PHYS:7992 Individual Critical Study.

Students who choose the critical essay option must conduct an independent study of the literature on a particular area of physics and write a critical essay on that topic. Students may earn a maximum of 4 s.h. in PHYS:7990 Research: Physics or PHYS:7992 Individual Critical Study.

The M.S. may be a terminal degree or a step toward a Ph.D. In either case, the final examination is oral, conducted by a committee of three faculty members.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Students qualified for graduate study are encouraged to apply for fellowships and assistantships. Contact the Department of Physics and Astronomy chair.

Career Advancement

Graduates have opportunities for employment in universities, colleges, and research laboratories in government and industry. Physics graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in engineering, software development, finance, or consulting.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Astronomy, M.S.

Graduate study in physics and astronomy is highly individualized. Each entering graduate student is assigned a faculty advisor, who assists in preparing a plan of study and in guiding the student's progress.

Requirements

The Master of Science program in astronomy requires a minimum of 30 s.h. of graduate credit. All students must maintain a g.p.a. of at least 3.00.

Up to one-third of the program of study may be taken in related scientific fields (e.g., meteorology, geology, electrical engineering); selection of such courses is encouraged.

The degree is offered either with or without thesis. The M.S. may be a terminal degree or a step toward a Ph.D. in physics with subprogram and a dissertation in astronomy or astrophysics. In either case the final examination is oral, conducted by a committee of three faculty members.

Students must complete a minimum of 30 s.h. of graduate work, including at least 12 s.h. from the courses listed below, at least 3 s.h. numbered 5000 or above, and the remainder in courses numbered at least 4000 or above. Seminars do not count toward the minimum of 30 s.h. required for the degree.

Students must select at least 12 s.h. from these.

Code	Title	Hours
ASTR:6782	Extragalactic Astronomy	3
ASTR:6785	The Interstellar Medium	3
ASTR:6790	Stellar Astrophysics	3
ASTR:6870	Radiative Processes in Astrophysics	3
ASTR:6880	High Energy Astrophysics	3
ASTR:7775	Special Topics in Astrophysics	1-3
ASTR:7830	Space and Astrophysical Plasma Physics	3
PHYS:7760	General Relativity	2-3
PHYS:7761	Cosmology	3

For the M.S. with thesis option, students may take no more than 6 s.h. in PHYS:7992 Individual Critical Study and ASTR:7991 Research: Astronomy; and for those who complete the M.S. without thesis and writing a critical essay, no more than 4 s.h. may be taken in those courses.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Students qualified for graduate study are encouraged to apply for fellowships and assistantships. Contact the Department of Physics and Astronomy chair.

Career Advancement

Graduates have opportunities for employment in universities, colleges, and research laboratories in government and

industry. Astronomy graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in engineering, software development, finance, or consulting.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Physics, Ph.D.

Graduate study in physics and astronomy is highly individualized. The department does not offer a Ph.D. in astronomy, but students may pursue a Ph.D. in physics with an astronomy subprogram and a dissertation in astronomy.

Each entering graduate student is assigned a faculty advisor, who assists in preparing a plan of study and in guiding the student's progress. All graduate students who intend to pursue a Ph.D. in physics must pass the qualifying exam; see Requirements [p. 905] in this section of the Catalog.

Requirements

The Doctor of Philosophy program in physics requires a minimum of 72 s.h. of graduate credit. At least 39 s.h. must be earned at the University of Iowa to complete the residency requirement. For students interested in doing doctoral work in astronomy, the department offers an astronomy subprogram, including a dissertation, within the Ph.D. program in physics. All students must maintain a g.p.a. of at least 3.00.

Graduate students who wish to pursue a Ph.D. in physics must pass a qualifying examination in all principal areas of physics at the level of advanced undergraduate work. The examination, which may be repeated only once, is given each year before the beginning of the spring semester. Students must pass the qualifying examination before the beginning of their fourth semester of graduate work at the University of Iowa. Students with high scores on the Graduate Record Exam (GRE) subject test in physics may be exempt from this requirement.

All students must earn at least 24 s.h. in departmental courses numbered 5000 or above. They may not count credit earned in PHYS:7990 Research: Physics, PHYS:7992 Individual Critical Study, ASTR:7991 Research: Astronomy, or seminars.

All students must take comprehensive examinations; participate in advanced seminars; do original research in experimental physics, theoretical physics, or astrophysics; and prepare and defend a written dissertation based on this work.

Ph.D. students in physics without the astronomy subprogram must complete the following courses.

Code	Title	Hours
PHYS:4761- PHYS:4762	Mathematical Methods of Physics I-II (students who pass a written examination are exempt from this requirement)	6
PHYS:5710	Classical Mechanics	3
PHYS:5730	Statistical Mechanics I	3
PHYS:5741- PHYS:5742	Quantum Mechanics I-II	6
PHYS:5811- PHYS:5812	Classical Electrodynamics I-II	6

These courses freely use advanced mathematics (e.g., complex variables, tensor analysis). An introduction is provided in PHYS:4761 Mathematical Methods of Physics I and PHYS:4762 Mathematical Methods of Physics II. The selection of less advanced coursework depends on the adequacy of a student's preparation for graduate work; students' choice of more advanced and specialized courses depends on the direction in which their interests develop.

Ph.D. students in physics with the astronomy subprogram must complete a total of six courses from the following.

Code	Title	Hours
Four of these:		
ASTR:6782	Extragalactic Astronomy	3
ASTR:6785	The Interstellar Medium	3
ASTR:6790	Stellar Astrophysics	3
ASTR:6870	Radiative Processes in Astrophysics	3
ASTR:6880	High Energy Astrophysics	3
ASTR:7775	Special Topics in Astrophysics	3
ASTR:7830	Space and Astrophysical Plasma Physics	3
PHYS:7760	General Relativity	3
PHYS:7761	Cosmology	3
Two of these:		
PHYS:5710	Classical Mechanics	3
PHYS:5730	Statistical Mechanics I	3
PHYS:5741	Quantum Mechanics I	3
PHYS:5742	Quantum Mechanics II	3
PHYS:5811	Classical Electrodynamics I	3
PHYS:5812	Classical Electrodynamics II	3

After a student has chosen a research specialty, the student must submit a formal thesis proposal and defend the proposal in an oral comprehensive exam. The appropriate thesis advisor then becomes the candidate's general advisor and the chair of the comprehensive and final examination committee. The comprehensive exam must be taken before the beginning of the fourth year of graduate study.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Students qualified for graduate study are encouraged to apply for fellowships and assistantships. Contact the Department of Physics and Astronomy chair.

Career Advancement

Graduates have opportunities for employment in universities, colleges, and research laboratories in government and industry. Physics graduates have mastered skills that are readily transferable to a number of fields. They might choose to work in engineering, software development, finance, or consulting.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Political Risk Analysis

Chair, Department of Political Science

- Brian H. Lai

Undergraduate certificate: political risk analysis

Faculty: <https://clas.uiowa.edu/polisci/people/faculty>

Website: <https://clas.uiowa.edu/polisci/>

The Certificate in Risk Analysis prepares students to work in a growing area of focus for many corporations and international organizations—political risk analysis or risk intelligence. Risk analysis focuses on the effect that country characteristics and events have on sovereign risk (the ability of a country to repay its debts), company security, supply chains, and the safety of individuals working or traveling in a country. Understanding this risk provides assistance to companies and organizations so that they can better manage their investments, assets, and activities in countries around the world based on threats they might face.

Students will be able to:

- demonstrate knowledge of relevant economic and risk principles for an organization,
- demonstrate knowledge of country and international system factors that influence an organization, and
- analyze these system factors to show how they impact the risk for an organization.

Career workshops, internship, and job opportunities also are provided.

The Certificate in Risk Analysis is administered by the Department of Political Science [p. 909].

Programs

Undergraduate Program of Study Certificate

- Certificate in Political Risk Analysis [p. 907]

Political Risk Analysis, Certificate

The Certificate in Political Risk Analysis prepares students to work in this highly interdisciplinary area, which requires a keen understanding of business practices and the political situation facing countries. Political risk analysis focuses on the effect that country characteristics and events have on sovereign risk (ability of a country to repay its debts), company security, supply chains, and the safety of individuals working or traveling in a country. Understanding this risk is part of helping companies better manage their investments, assets, and activities in foreign countries based on threats that a company might face.

The certificate demonstrates to companies that students have the requisite training to work in this area. The political risk analysis certificate was developed in conjunction with individuals working in this area and the Association of International Risk Intelligence Professionals. Feedback about the curriculum has been received from individuals working in the industry so that it provides the training that students need to be competitive in this area. Alumni are active in assisting students with advice on internships and careers.

Requirements

The undergraduate Certificate in Political Risk Analysis requires a minimum of 18 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Certificate courses cannot be taken pass/nonpass. A maximum of 6 s.h. of transfer credit may be accepted toward certificate requirements, with the approval of the political risk analysis advisor.

The certificate can be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

The Certificate in Political Risk Analysis requires the following coursework.

Core Courses

Principles of Risk Management and Insurance (FIN:3400) has ECON:1100 Principles of Microeconomics and ECON:1200 Principles of Macroeconomics as prerequisite courses; the prerequisites do not count toward the certificate.

Financial Risk Principles

Code	Title	Hours
This course:		
FIN:3400	Principles of Risk Management and Insurance	3

Quantitative Analysis

Code	Title	Hours
One of these:		
POLI:3000	Analyzing Political Data	3
STAT:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4

STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:3510	Biostatistics	3

Politics Foundation

Code	Title	Hours
One of these:		
POLI:1400	Introduction to Comparative Politics	3
POLI:1500	Introduction to International Relations	3

Elective Courses

Students select three courses from the following.

Country and International Risk

Code	Title	Hours
POLI:2415	Latin American Politics	3
POLI:2416	Revolutions and Political Violence	3
POLI:3405	Authoritarian Politics	3
POLI:3408	Chinese Politics and Society	3
POLI:3410	Russian Foreign Policy	3
POLI:3411	Democracy: Global Trends and Struggles	3
POLI:3413	Russian Politics	3
POLI:3418	Governance in the Middle East	3
POLI:3420	Southeast Asia: Politics and Development	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	3
POLI:3423	The Middle East: Policy and Diplomacy	3
POLI:3450	Problems in Comparative Politics	3
POLI:3501	International Organization and World Order	3
POLI:3503	Politics of Terrorism	3
POLI:3504	Globalization	3
POLI:3505	Civil Wars	3
POLI:3506	Consequences of War	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
POLI:3512	International Conflict	3
POLI:3514	Regional Peace and Security	3
POLI:3516	The Politics of International Economics	3
POLI:3518	Water Wars: Conflict and Cooperation	3
POLI:3521	Twenty-first-Century Technology and Warfare	3
POLI:3522	Ending Wars and Keeping Peace	3
POLI:3523	Non-State Violent Actors	3
POLI:3550	Problems of International Politics	3

Experiential Learning Requirement

All students select one of the following after consultation with the political risk analysis advisor.

Study Abroad

Code	Title	Hours
	Students register for study abroad credit (prefix ABRD)	

Research

Code	Title	Hours
POLI:3001	Hawkeye Poll	3
POLI:3127	Legislative Policy Seminar	arr.
POLI:4701	Undergraduate Research Tutorial	3
URES:3992	Undergraduate Research and Creative Projects	0
URES:3993	Undergraduate Research and Creative Projects	1-4
URES:3994	Undergraduate Research and Creative Projects	1-4
URES:3995	ICRU Research Fellow	0

Internship

Code	Title	Hours
POLI:4900	Government and Politics Internship	1-3

Another approved internship course

Political Science

Chair

- Brian H. Lai

Undergraduate major: political science (B.A., B.S.)

Undergraduate minor: political science

Graduate degrees: M.A. in political science; Ph.D. in political science

Faculty: <https://clas.uiowa.edu/polisci/people/faculty>

Website: <https://clas.uiowa.edu/polisci/>

The Department of Political Science offers undergraduate majors and minors as well as graduate degree programs. In addition to the programs of study in political science, it offers the B.A., B.S., and minor in international relations, and the undergraduate Certificate in Political Risk Analysis [p. 907]. It collaborates with other departments to offer the Certificate in Social Science Analytics [p. 987]. The department also offers several courses that undergraduate students in all majors may use to fulfill GE CLAS Core [p. 20] requirements and a First-Year Seminar designed for entering undergraduate students.

Related Certificate

Social Science Analytics

The growth of big data and informatics calls for a new set of skills for social science students and an increased understanding of the logic of data collection and analysis. The certificate focuses on the application side of data analysis and allows focus to be on the specific research methods and quantitative skills using data-driven methods effective for more understanding in an increasingly complicated social-political world. The certificate offers an opportunity for interdisciplinary training on how data can be used to address important questions in the social sciences. The Department of Political Science collaborates with the Departments of Geographical and Sustainability Sciences, Sociology and Criminology, and Statistics and Actuarial Science to offer the undergraduate program in social science analytics; see Social Science Analytics [p. 986] in the Catalog. The Department of Political Science [p. 909] administers the certificate.

Programs

Undergraduate Programs of Study

Majors

- Major in Political Science (Bachelor of Arts) [p. 917]
- Major in Political Science (Bachelor of Science) [p. 921]

Minor

- Minor in Political Science [p. 925]

Graduate Programs of Study

Majors

- Master of Arts in Political Science [p. 926]
- Doctor of Philosophy in Political Science [p. 927]

Courses

Courses numbered below 2000 are introductory undergraduate courses. Course POLI:1000 First-Year Seminar does not count toward the major or the minor in political science.

Courses numbered 2000-4999 are considered advanced for undergraduates. Course POLI:4900 Government and Politics Internship and course POLI:3124 Political Science Des Moines Internship Program do not count toward the major or the minor in political science; they are offered only satisfactory/fail.

Courses numbered 5000-6000 are graduate core courses; those numbered 7000 or above are advanced graduate courses.

Political Science Courses

POLI:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

POLI:1001 Introduction to Politics 3 s.h.

Introduction to selected processes, institutions, or behaviors central to the study of politics.

POLI:1050 Big Ideas: Introduction to Information, Society, and Culture 3 s.h.

What is information? What does it teach us about societies and cultures? How is information used to shape societies and even personal preferences? What types of information are there and how can we understand and use them? Students work with faculty from multiple disciplines to investigate these questions using inquiry-based activities to build success in critical thinking and teamwork. GE: Quantitative or Formal Reasoning. Same as RELS:1050.

POLI:1100 Introduction to American Politics 3 s.h.

Structure and processes of American national government; how the United States manages political conflict; impact of the U.S. Constitution; effect of public opinion, interest groups, and media on government; role and evolution of Congress, presidency, bureaucracy, and Supreme Court. GE: Social Sciences.

POLI:1200 Introduction to Political Behavior 3 s.h.

Patterns and basis of political behavior of American electorate; trends in voter turnout; vote choice; ideology, partisanship, and public opinion. GE: Social Sciences.

POLI:1300 Introduction to Political Thought and Action 3 s.h.

Common problems, literature, analytic techniques. GE: Social Sciences; Values and Culture.

POLI:1400 Introduction to Comparative Politics 3 s.h.

Politics worldwide, including all regions and levels of development; wide-ranging themes, including regime types, political change, political culture, public opinion, government structures, state-society relationship, electoral systems, public policy issues. GE: International and Global Issues; Social Sciences.

- POLI:1401 Introduction to Russian Politics** 3 s.h.
Political dynamics in postcommunist countries of east-central Europe and Eurasia; imperial legacies, ideology and practice of communist politics, patterns of democracy and authoritarianism. GE: International and Global Issues; Social Sciences.
- POLI:1410 Introduction to Asian International Relations** 3 s.h.
Examination of historical and current relationships between countries in Asia; conflict, cooperation, effect of international organizations, and role of non-Asian powers in the region (i.e., United States); North Korea-South Korea conflict; rivalry between Japan, China, and Korea; Association of Southeast Asian Nations (ASEAN); South China Sea dispute; rise of Asian economies; the United States pivot to Asia; how current explanations of international relations may or may not work in the context of Asia.
- POLI:1445 Introduction to Asian Politics: China** 3 s.h.
How sociopolitical life in China is shaped by political structure, economic modernization, and traditional political culture; topics include historical, political, economic, and social conditions in contemporary China; course objectives are to broaden student's horizons in global affairs by learning about a foreign country that seems completely different and to sharpen student's analytical and communication skills. GE: International and Global Issues; Social Sciences.
- POLI:1449 Introduction to European Politics** 3 s.h.
Political institutions, processes of selected European countries. GE: International and Global Issues; Social Sciences.
- POLI:1500 Introduction to International Relations** 3 s.h.
Survey of key issues in international relations, including causes of wars, different types of theories of international relations, international organizations, and global environmental problems. GE: International and Global Issues; Social Sciences.
- POLI:1501 Introduction to American Foreign Policy** 3 s.h.
Foreign policies: goals, basic themes and general patterns, problems encountered by policy makers, means employed in dealing with other nations and international organizations, processes by which policies are formulated, factors that influence structure of policies. GE: International and Global Issues; Social Sciences.
- POLI:1600 Introduction to Political Communication** 3 s.h.
Institutions, dynamics, issues of political communities considered as networks of communication; representative topics include political actors, ads, films, media, myths, news, publics, regulations, rhetorics, symbols. GE: Social Sciences.
- POLI:1601 Introduction to Social Media and Politics** 3 s.h.
Politics in news, culture, commerce, campaigns, and government with attention to current media (e.g., cinema, internet, print, television). GE: Diversity and Inclusion.
- POLI:1700 Introduction to Political Analysis** 3 s.h.
Tools necessary to analyze and solve puzzles in politics (i.e., Why do countries go to war rather than negotiate? Why do lifelong enemies become allies? Why do majorities act irrationally?); questions approached from a quantitative perspective (unlike most political analyses), in particular, game theory—a branch of mathematics that investigates how rational players act in situations (like those in politics) of strategic interaction. GE: Quantitative or Formal Reasoning.
- POLI:1800 Introduction to the Politics of Class and Inequality** 3 s.h.
Introduction to issues of class and economic inequality in the U.S. and other countries; what class and economic inequality are, debates surrounding these definitions, and attempts to measure both of these concepts; research and arguments on economic and political explanations of economic inequality; different policies aimed at reducing economic inequality and debates over them. GE: Diversity and Inclusion.
- POLI:1900 Introduction to the Politics of Race** 3 s.h.
Introduction to politics of race in the U.S.; history of racial and ethnic groups in the U.S., their relationship with each other, and their interactions with different levels of government. GE: Diversity and Inclusion.
- POLI:1950 Introduction to the Politics of Religion** 3 s.h.
Introduction to the complex relationship between religion and politics; examination of historical and contemporary effect of religion on a wide range of areas (e.g., political culture, political parties, political behavior, public policy); consideration of important policy debates (e.g., role of religion in public life, religious discrimination, various social issues). GE: Diversity and Inclusion.
- POLI:2000 Designing Political Research** 3 s.h.
How research is conducted on politics and government; students examine different research approaches (both qualitative and quantitative), learn how to read and understand published research on politics, demonstrate an understanding of different research approaches, and understand, interpret, and critically analyze published research on politics.
- POLI:2415 Latin American Politics** 3 s.h.
Governmental institutions, major interest groups; focus on area as a whole. GE: International and Global Issues; Social Sciences. Same as LAS:2415.
- POLI:2416 Revolutions and Political Violence** 3 s.h.
Analysis of protest, insurgency, and rebellion for political change; studies the drivers of participation, group organization, government responses, and outcomes of these movements (including both failed and successful revolutions); how and why does the use of political violence vary, and what are the political consequences of the use of violence; explores theoretical material and case studies from across the world.
- POLI:2417 Comparative Environmental Policy** 3 s.h.
Analysis of environmental policy and governance processes; case examples and analysis primarily focus on water governance in local contexts outside the United States; causes and consequences of environmental policy differences; effects of government structure, society, and natural resource conditions on policy development, implementation, and environmental outcomes.
- POLI:3000 Analyzing Political Data** 3 s.h.
Creating knowledgeable evaluators of current research in political science; interpretation of different quantitative techniques with examples from current political science research.
- POLI:3001 Hawkeye Poll** 3 s.h.
Basics of survey design, sampling, question wording, interpreting responses, and writing press releases; students work together to help design questions as part of the Hawkeye Poll, a collaborative teaching and research enterprise in the Department of Political Science.

- POLI:3035 Careers in Political Science and International Relations** 3 s.h.
Presentation of different careers students can do with a degree in political science or international relations; how material learned is applied in various careers; while there are more than 15 possible careers, one career is presented each week and includes visits from UI political science alumni working in that career, the type of work that someone in that career does, how to pursue that career, and the kinds of skills that employers in that area are looking for; assignments simulate work that someone in that career may do.
- POLI:3050 Problems in Methods** arr.
Problems in political science research methods; data collection, interpretation, analysis.
- POLI:3100 American State Politics** 3 s.h.
Approaches to analysis of political behavior in American state governments; emphasis on cultures, parties, actors, processes, issues.
- POLI:3101 American Constitutional Law and Politics** 3 s.h.
Role of U.S. Supreme Court in American political system; emphasis on analysis of Supreme Court cases.
- POLI:3102 The U.S. Congress** 3 s.h.
History of Congress, how congressional elections shape what legislators do, how laws are made in Congress, rules and maneuvers that shape these laws, and the future of Congress as one of the major institutions of American government; gain an understanding of Congress and why Americans continue to be confused and fascinated by this complicated branch and its politics.
- POLI:3104 Immigration Politics** 3 s.h.
United States immigration policy and political consequences of Latina/o/x population growth; contrast of political experiences of Latina/o/x with groups and ideals of democratic political systems; analyses of past immigration policies; studies of public opinion, voter turnout, and campaign tactics. Same as LAS:3104, LATS:3104.
- POLI:3107 Writing in Political Science: Writing for "Science" and for "Politics"** 3 s.h.
Examination of principles used in writing for science and writing for politics: science writing clearly explains its ideas to promote understanding, and political writing advocates for its ideas by highlighting and obscuring different pieces of information and "spinning" its findings to promote persuasion; students produce and analyze examples of both forms of writing.
- POLI:3109 Fixing America's Electoral System** 3 s.h.
What's wrong with American politics and what can be done to fix it; overview of major problems facing American democracy from polarized political parties and money in politics, to low voter turnout and trust in government, to growing gap between super rich and middle class; focus on problem solving, including movement towards digital politics and new media, participatory democracy, reform of congressional elections and non-partisan redistricting, presidential elections (Electoral College), presidential nomination process, campaign finance, voter registration and voting, proportional representation. Requirements: no prior enrollment in POLI:3150 with subtitle Election Reform.
- POLI:3110 Local Politics** 3 s.h.
Models of city government, relation to state and federal governments; rights, liabilities of municipalities; city elections, campaigns, issues; role of pressure groups.
- POLI:3111 American Public Policy** 3 s.h.
Functions and policies of national government; emphasis on domestic policy making, impact of public policy.
- POLI:3113 Research in Judicial Politics** 3 s.h.
Applied research training in courts and judicial politics. Prerequisites: POLI:3121 or POLI:3120 or POLI:3101.
- POLI:3114 Women and Politics in the United States** 3 s.h.
Involvement of women in the U.S. political system; topics include political theories about women's involvement in politics and government, women and constitutional law, public policies that affect women, women's participation in politics at the mass and elite levels.
- POLI:3116 The Presidency** 3 s.h.
Constitutional foundations, subsequent development, current status of the office of the presidency; evolution of presidential selection process; powers, structures, functions of the office; role of president as legislative, executive, and public leader.
- POLI:3117 Bureaucratic Politics and Public Administration** 3 s.h.
Examination of the federal bureaucracy from political, theoretical, and practical perspectives; what we mean by "federal bureaucracy," how it developed over time, how it performs its tasks, and how it affects American policy and politics.
- POLI:3118 Interest Groups** 3 s.h.
Theory, organization, and structure of interest groups; how they influence Congress, executive branch, courts, elections.
- POLI:3120 The Criminal Justice System** 3 s.h.
Role of actors, institutions that constitute and participate in the American criminal justice system.
- POLI:3121 The Judicial Process** 3 s.h.
Role of courts, lawyers, judges, interest groups in the American political system.
- POLI:3123 State Politics in Iowa** 3 s.h.
Introduction to Iowa government and politics; emphasis on Iowa Constitution, founding and history, political institutions, voting, political parties, mass movements and interest groups; evangelical movement in Iowa, immigration, and Iowa's role in national politics given the state's first-in-the-nation caucus.
- POLI:3124 Political Science Des Moines Internship Program** 1-9 s.h.
Supervised professional work experience in government and nongovernment organizations, as well as private industry. Requirements: sophomore or higher standing.
- POLI:3126 Environmental Policy** 3 s.h.
Analysis of environmental problems through an interdisciplinary approach drawing from economics, environmental economics, political economy, and political science; how environmental resources differ from other goods that economists study (usually there is no market for them); government policies that are needed to maintain and improve environmental quality; how governments are influenced by voters' policy preferences and by policy preferences of special interest groups; three main areas of political economy as it relates to environmental policy.
- POLI:3127 Legislative Policy Seminar** arr.
Policy research for the Iowa Legislature.

- POLI:3128 Politics of the U.S. National Park System** **3 s.h.**
Examination of politics surrounding the U.S. National Park System and other federally managed lands; debates about the founding of the U.S. National Parks system; expansion, environmental effects, and current issues; role of important actors, such as the President, Congress, bureaucracies, land owners, and nongovernmental organizations.
- POLI:3150 Problems in American Politics** **1-3 s.h.**
Problems in studying American system; structures, functions, behavior.
- POLI:3160 Research Task Force: Solving Policy Problems Through Research** **3 s.h.**
How policy research assists elected officials and government bureaucrats to design and implement effective public policies; introduction to process of conducting policy research and preparing summary reports; students examine various theories and methods of policy research, then apply what they have learned by conducting original policy research on local, state, national, and international issues.
- POLI:3202 Political Psychology** **3 s.h.**
Political phenomena from psychological perspective; political behaviors of individuals, including decision making by elites and masses, evaluations of political candidates, mass mobilization, response to mass media; psychological concepts including stereotyping, social cognition, attitude, group identification.
- POLI:3203 Campaigns, Elections, and Voting Behavior** **3 s.h.**
Determinants of voting behavior; correlates of political participation, political apathy; political socialization processes; nature and functions of elections.
- POLI:3204 Public Opinion** **3 s.h.**
Role in making public policy; formation, change of political attitudes and opinions; political ideology; measurement of public opinion; how opinion polls are conducted; experience with interviewing and conducting public opinion research. Same as SOC:3525.
- POLI:3300 Postmodern Political Theory** **3 s.h.**
Major writers and intellectual trends, from 19th century to World War II.
- POLI:3302 Current Political Theory** **3 s.h.**
Thinkers or schools of thought, from World War II to present.
- POLI:3305 Modern Political Theory** **3 s.h.**
Major writers and intellectual trends in political thought from Renaissance and Reformation to 19th century.
- POLI:3306 Problems of Democracy** **3 s.h.**
Theory and practice of democracy; democratic ideals and the institutions and practices necessary for those ideals to work in everyday politics—power, equality, majority rule, participation, trust, representation.
- POLI:3350 Games of Politics** **3 s.h.**
Active learning component to many theories and concepts learned in political science and international relations; multitude of simulations (games) that provide a hands-on learning element to these concepts and theories; topics include alliances, balance of power, inequality, public opinion, gerrymandering, and policy making; students read materials connected to the specific weekly topic, complete a simulation tied to that topic, discuss links between topics; and complete a variety of assignments that tie these items together.
- POLI:3400 Political Economy** **3 s.h.**
Economic reasoning applied to political issues, including evolution of institutions, voting, leadership, interest groups, bargaining tactics, federalism, bureaucracy, fairness and compensation for wrongs, legitimacy of democracy, electoral cycles in economic policy, revolutions.
- POLI:3405 Authoritarian Politics** **3 s.h.**
Political dynamics in countries with authoritarian governing regimes; how those dynamics differ from their counterparts in democracies; how decisions are reached and get enforced; forms political struggles take; how interest groups pursue influence; ways individuals deal with the government; tension between regime control and societal progress.
- POLI:3408 Chinese Politics and Society** **3 s.h.**
Comprehensive introduction to modern Chinese history; current Chinese political system and political culture; public policy issues.
- POLI:3410 Russian Foreign Policy** **3 s.h.**
Russia's behavior as a major economic, military, and diplomatic power in the world and what shapes that behavior; Russians' perceptions of other countries; Russian national interests; capabilities and domestic political dynamics; implications for foreign policy of the United States and other countries.
- POLI:3411 Democracy: Global Trends and Struggles** **3 s.h.**
Diverse contemporary understandings and practices of democracy; worldwide democratization trends; what political, economic, cultural and transnational factors shape those trends; how elites and citizens struggle to promote or retard democracy; the news full of people around the world taking action to demand democracy and what this term, so highly prized, really means; what is known about when democracy will replace authoritarianism; how can democracies more fully live up to their promise.
- POLI:3413 Russian Politics** **3 s.h.**
Institutions and processes of governing this large world power; Russian political dynamics, including struggles to unify or diversify power; political responses to major economic, technical, and social challenges. Recommendations: POLI:1401.
- POLI:3418 Governance in the Middle East** **3 s.h.**
Institutions and social systems that are affected by political behavior; ways in which Islam, oil production, and international forces shape political evolution in the region; comparative political inquiry of the operation of government institutions in the context of specific historical legacies, economic structures, and population characteristics in Iran, Iraq, Egypt, Turkey, Saudi Arabia.
- POLI:3420 Southeast Asia: Politics and Development** **3 s.h.**
Eleven states of Southeast Asia; governance, development strategies, domestic politics, approach to democracy and national identity; regional politics and important transnational issues; role of ASEAN, terrorism, trans-Pacific trade and investment issues, China's looming presence, impact of ongoing and historic conflicts; briefings, discussions, presentations.

POLI:3422 Horn of Africa: Politics and Transnational Issues 3 s.h.

Eight states in the Horn of Africa region; important transnational and regional issues; governance, development strategies, domestic politics, social and civic dynamics of countries in the region; wildlife trafficking, piracy, fight against HIV/AIDS, imprint of colonialism, secession, ethnic and national identities, democratization, role of women in society, impact of ongoing and historic conflicts; briefings, discussions, presentations.

POLI:3423 The Middle East: Policy and Diplomacy 3 s.h.

Nineteen states and entities of North Africa and the Middle East; issues of governance, development strategies, domestic politics, and approach to democracy and national identity; regional politics and important transnational issues; role of political Islam; impacts of the Arab Spring, terrorism, oil, role of women in society, ongoing and historic conflicts; briefings, discussions, presentations.

POLI:3424 Global Development 3 s.h.

Exploration of political and social causes and consequences of economic development; two important questions asked—Why are some countries rich while others are poor? What can be done to encourage growth in underdeveloped countries?

POLI:3425 South Asia: Politics, Identity, and Conflict 3 s.h.

Survey of the eight countries in the South Asia region; examination of governance in the eight countries; students explore the interaction of politics, identity, and conflict within and across the regional states; ethnic, religious, caste, class, and other identities that have long competed for primacy with national identities in South Asia, sometimes leading to armed conflict within countries and sometimes sparking war between countries, and the question—Am I first a Sri Lankan or a Tamil? What do I feel like most?

POLI:3450 Problems in Comparative Politics 3 s.h.

Structures, functions, behaviors of different political systems.

POLI:3501 International Organization and World Order 3 s.h.

Different conceptualizations of world order; multiple sources of world order including force, power, norms, international institutions; International order and main sources; question peace being the same as world order.

POLI:3503 Politics of Terrorism 3 s.h.

Strategies of terrorists, insurgents, guerrillas, and other non-state actors; terrorists' use of the media; suicide attacks; al Qaeda and the U.S.-led War on Terrorism; counterinsurgency and counter-terrorism; self-starters and transnational terrorist networks; drone strikes and data-mining operations as counter-terrorism tools and the associated political controversies.

POLI:3504 Globalization 3 s.h.

Introduction to multidisciplinary literature on political economy and culture of globalization; major topics of debate on globalization.

POLI:3505 Civil Wars 3 s.h.

Causes, duration, management, and consequences of civil war; factors that create more frequent, longer civil wars (e.g., greed, grievance, ethnic conflict, state capacity); conflict management strategies for ending civil wars and minimizing long-term negative consequences.

POLI:3506 Consequences of War 3 s.h.

War's enduring effects: war's impact on individuals, including combatants and noncombatants; war's impact on states, including states' development, economic, political, and social effects; war's effects on the international system.

POLI:3509 International Courts: The Intersection of Law and Politics 3 s.h.

Introduction to important international courts including (Permanent) International Court of Justice, European Court of Justice, International Criminal Tribunal for Yugoslavia, International Criminal Tribunal for Rwanda, and International Criminal Court; the formation, design, and expansion of international courts from political and legal perspectives; states' capabilities, regime type, and war; intersection of domestic and international law, emphasizing the major legal systems in the world (civil law, common law, Islamic law).

POLI:3512 International Conflict 3 s.h.

International conflict as the primary ingredient of international politics; sources, causes, and effects of conflict, alliance structures, power distribution, geography, arms races, deterrence.

POLI:3514 Regional Peace and Security 3 s.h.

Analysis of the causes of peace and conflict between countries in various regions of the world; theories of zones of peace, security communities, regional security complexes.

POLI:3516 The Politics of International Economics 3 s.h.

Politics of international trade and financial systems, including rise of free trade in 19th century and breakdown between the two world wars, postwar trading system framed around the World Trade Organization, different types of international monetary systems, relations between rich countries and poor countries, and global environmental politics.

POLI:3517 Global Justice 3 s.h.

Introduction to normative issues in international politics (i.e., Under what conditions are wars just? When is intervention justified? Do wealthier nations owe anything to those elsewhere who are in need?); theoretical works on global justice by Rawls, Kant, Pogge, Walzer, and others; normative theories analyzed against background of empirical examples, such as recent humanitarian interventions, contemporary wars, current trade regime, global environmental problems; seminar. Requirements: no prior enrollment in POLI:3550 with subtitle Global Justice.

POLI:3518 Water Wars: Conflict and Cooperation 3 s.h.

How climate change may aggravate shortage of freshwater in water-stressed regions, producing warnings of conflict over international river basins or "water wars"; recent U.S. intelligence assessment notes that water may be used as a weapon between or within states, or to further terrorist aims in the future; management of international water resources including conflicts over cross-border rivers and maritime areas; common property resources, piracy, maritime security, peaceful and militarized conflict management of water-based conflicts, climate issues, natural disasters, United Nations Law of the Sea Convention.

POLI:3519 Politics of Aging 3 s.h.

Core concepts and methods related to aging and policies that address the needs of older persons; demographic measures of population health and aging, including incidence and distribution of specific conditions relevant in older age; theories of public policy and involvement of older persons in the political process; key historical and current policies, at both the federal and state/local levels, that influence service provision and the well-being of older persons in the United States. Same as ASP:3519.

- POLI:3521 Twenty-first-Century Technology and Warfare** 3 s.h.
Interplay between technological change and military strategy; changes in warfare brought about by information revolution; cyber weapons and other features of war in computer age; unmanned systems including aerial drones and ground-based robots; moral considerations associated with military robotics; anti-missile systems; predicting future changes in technology and military strategy.
- POLI:3522 Ending Wars and Keeping Peace** 3 s.h.
When are international and civil wars ripe for resolution? What determines intervention strategies for third parties, and why do attempts at conflict resolution so frequently fail? Students will investigate these questions and consider the process by which conflicts reach cease-fires and peace agreements, why some agreements last when others do not, and what can be done to make peace more durable; considering post-conflict societies and the lingering problems they face; topics include peacekeeping, mediation, the role of regional and international organizations, and post-conflict justice.
- POLI:3523 Non-State Violent Actors** 3 s.h.
Emergence, organization, behavior, and demise of violent non-state actors, including rebel groups, terrorist organizations, and drug cartels; focus on recent academic research on non-state violent actors, as well as current events.
- POLI:3524 Politics and Multinational Enterprises** 3 s.h.
Relationship between business and politics by examining the operation of multinational business enterprises; how corporations interact with countries, subnational governments, interest groups, international organizations, and nongovernmental organizations.
- POLI:3530 Diplomacy Lab** arr.
Students work in teams under the supervision of a faculty member on projects created by the U.S. Department of State; class meetings are arranged and most work will occur outside of the classroom; experiential learning course in partnership with the U.S. Department of State.
- POLI:3550 Problems of International Politics** 3 s.h.
Problems in studying international system, structures, functions, behavior.
- POLI:3560 Public Policy and Persuasion** 3 s.h.
Students build a professional skill set in the area of public policy; creation of a portfolio of professional materials including a policy briefing to an actual client; assignments geared toward developing concise and effective writing as well as presentational styles adapted to different audiences. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as RHET:3560, SJUS:3560.
- POLI:3601 Politics of Film** 3 s.h.
Issues in the popular politics of aesthetics, communication, culture, and myth, explored through analysis of films.
- POLI:3603 War and Film** 3 s.h.
Exploration of one of the most significant political phenomena, war, as it is represented and understood through film; various film genres including classic war films, historical and historical fiction, documentary (e.g., *Battle of Algiers*, *Triumph of the Will*, *Invisible War*), comedy-drama (e.g., *Life is Beautiful*), and dark comedy or satire (e.g., *The Mouse that Roared*, *Tropic Thunder*); scholarly writings on international conflict; students discover and investigate themes related to nature of war, its underlying causes, and its consequences.
- POLI:3604 New Media and Public Opinion** 3 s.h.
How do citizens give voice to their interest in and concerns about governing? New media and public opinion, measured by surveys, supplement each other, each with strengths and weaknesses; parallel moves of the two in elections and when important political decisions are being made.
- POLI:3701 Special Topics in Politics** 1-2 s.h.
Presentations by distinguished lecturers on topics in the study of politics not covered in other courses. One or two weeks.
- POLI:4000 Honors Seminar on the Study of Politics** 3 s.h.
Examination of big ideas in the study of politics and government that cut across the fields of American politics, comparative politics, international relations, and political theory. Requirements: honors standing in political science.
- POLI:4100 Honors Seminar on American Politics** 3 s.h.
Ideas, issues, methods in selected area. Requirements: junior or senior honors standing in political science.
- POLI:4400 Honors Seminar on Comparative Politics** 3 s.h.
Exploration of a selected topic in comparative politics, its cross-national patterns, strategies used to study it, and major debates among scholars; study of politics by comparing two or more countries or other political units; new light on how societies are divided on major issues (whether state regulation of economy or role of religion in society), how people behave politically (from voting to demonstrations to revolution), role played by political institutions (e.g., legislatures, courts, political parties). Requirements: junior or senior honors standing in political science.
- POLI:4500 Honors Seminar on International Politics** 3 s.h.
Ideas, issues, methods in selected area. Requirements: junior or senior honors standing in political science.
- POLI:4600 Honors Research Project** 3 s.h.
Special research assistance to political science faculty. Requirements: junior or senior honors standing in political science.
- POLI:4601 Honors Senior Thesis** 3 s.h.
Supervised research and writing. Requirements: honors standing in political science and more than one semester before graduation.
- POLI:4700 Independent Study** arr.
Supervised special projects.
- POLI:4701 Undergraduate Research Tutorial** 3 s.h.
Individual training in applied research.
- POLI:4702 Senior Research Project/Paper** 3 s.h.
Supervised research and writing. Requirements: political science major and more than one semester before graduation.
- POLI:4800 Senior Seminar in International Relations** 3 s.h.
Completion of final research project as a culmination of student's work in the major; research supervised by a faculty member; required for international relations major. Recommendations: taken during one of student's final two semesters at the University of Iowa.
- POLI:4801 Honors Senior Seminar in International Relations** 3 s.h.
Honors capstone course for international relations majors.
- POLI:4802 International Relations Senior Seminar Preparation** 1 s.h.
Preparation for international relations senior seminar.

- POLI:4900 Government and Politics Internship 1-3 s.h.**
Undergraduate internships in state or national legislative office, executive agency, or with election campaign official.
- POLI:5000 Introduction to Political Analysis 4 s.h.**
Conceptual problems of political analysis; empirical research strategies, philosophy of science. Requirements: M.A. or Ph.D. standing in political science.
- POLI:5001 Introductory Methodology 3-4 s.h.**
Introduction to quantitative techniques in political science; set theory, probability distributions, estimation, testing; emphasis on acquiring mathematical skills for more advanced quantitative work in political science. Requirements: M.A. or Ph.D. standing in political science. Same as IGPI:5001.
- POLI:5003 Intermediate Methodology 4 s.h.**
Techniques of data analysis; statistical models and their relationship to hypotheses tested. Requirements: doctoral standing in political science and one semester of intermediate statistics.
- POLI:5100 American Politics 4 s.h.**
Major literature of American politics, emphasis on comparative, systemic, behavioral studies. Requirements: M.A. or Ph.D. standing in political science.
- POLI:5111 American Public Policy 3 s.h.**
Introduction to study of public policy in the United States; development of analytical skills necessary to better understand and explain contemporary policy debates and public policy decision making that takes place at the local, state, and national levels in the United States; topics include a mix of theoretical approaches and substantive policy areas to better understand how policy is made, manipulated, and maintained; examination of demands and supports, institutional, and environmental variables that drive American public policy. Same as PBAF:5111.
- POLI:5117 Bureaucratic Politics and Public Administration 3 s.h.**
Examination of the federal bureaucracy from political, theoretical, and practical perspectives; what we mean by "federal bureaucracy," how it developed over time, how it performs its tasks, and how it affects American policy and politics. Same as PBAF:5117.
- POLI:5200 American State Politics 3 s.h.**
Approaches to analysis of political behavior in American state governments; emphasis on cultures, parties, actors, processes, issues. Same as PBAF:5200.
- POLI:5300 Political Theory 4 s.h.**
Methods of political theory, epistemological and moral foundations of political inquiry; terms of political discourse (e.g., power, legitimacy, equality, ideological foundations of politics); schools of thought and current controversies in political theory. Requirements: M.A. or Ph.D. standing in political science.
- POLI:5400 Comparative Politics 4 s.h.**
Conceptual, theoretical, and methodological issues in comparative study of politics; developments in comparative politics subfield. Requirements: M.A. or Ph.D. standing in political science.
- POLI:5500 International Politics 4 s.h.**
Approaches to study of international politics. Requirements: M.A. or Ph.D. standing in political science.
- POLI:5700 Introduction to Formal Models in Political Science 4 s.h.**
Use of formal mathematical models; current modeling techniques, applications in American politics, comparative politics, international politics. Requirements: M.A. or Ph.D. standing in political science.
- POLI:6635 Crossing Borders Seminar 2-3 s.h.**
Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, SPAN:6904.
- POLI:7002 Topics Methodology 4 s.h.**
Application of advanced statistical techniques in political science; limited dependent variable regression techniques, simulation methods, missing data techniques, history/rare event analysis and maximum likelihood, and topics tailored to students' research; focus on learning how and when to apply these techniques.
- POLI:7003 Advanced Methodology 4 s.h.**
Introduction to regression techniques for limited dependent and qualitative variables in political science; logit, probit, multinomial logit and probit, ordered logit and probit, event history models, event count models; emphasis on understanding how and when to apply these models.
- POLI:7100 Modeling American Politics 4 s.h.**
Exploration of how well formal models explain the real world and how the fit between models and world can be improved.
- POLI:7150 Problems in American Politics 4 s.h.**
Problems in study of American political system; structures, functions, behavior.
- POLI:7202 Public Opinion and Electoral Behavior 4 s.h.**
Political attitudes and beliefs in mass publics; voting behavior; how electoral systems function.
- POLI:7270 Responsible Research in Political Science 1 s.h.**
Concepts and practice of scholarly integrity, responsible conduct of research, and research ethics in political science; data management, mentor/trainee responsibilities, publication practices and responsible authorship, peer review, collaborative science, human subjects, animal welfare, research misconduct, and conflict of interest and commitment. Requirements: enrollment in political science M.A. or Ph.D. program.
- POLI:7409 Democratization and Authoritarianism 4 s.h.**
Rival understandings and practices of democracy and authoritarianism, including challenges of quantifying them for comparative analyses; major theoretical and empirical approaches to studying democratization and other forms of regime change.
- POLI:7423 Comparative Parties and Elections 4 s.h.**
Introduction to important questions and puzzles in the study of political parties; party formation and development, the role of parties in society, how parties are organized, party systems, electoral systems, party strategy and behavior, development of new parties, whether parties are still relevant, regeneration of communist parties in post-communist regimes, ethnic parties, failure of party consolidation.
- POLI:7450 Problems of Comparative Politics 4 s.h.**
Problems in study of comparative political systems; structures, functions, behavior.
- POLI:7500 Foreign Policy 4 s.h.**
Foreign policy making and international behavior in relation to theories, findings from selected countries.

POLI:7502 International Institutions and Cooperation **4 s.h.**

Literature of international systems and international organization; major schools of thought in international relations theory, their utility in explaining evolution of the international system and recent developments in international organization and global governance.

POLI:7503 International Conflict and Cooperation **4 s.h.**

Recent theoretical and empirical debates in international relations literature; emphasis on formal and quantitative research.

POLI:7550 Problems in International Politics **4 s.h.**

Issues of international politics, emphasis on problems of theoretical analysis.

POLI:7604 Responsible Research in Political Science: Postdocs **1 s.h.**

Concepts and practice of scholarly integrity, responsible conduct of research, and research ethics in political science; data management, mentor/trainee responsibilities, publication practices and responsible authorship, peer review, collaborative science, human subjects, animal welfare, research misconduct, conflict of interest and commitment. Requirements: postdoctoral research scholar/fellow in political science.

POLI:7701 Dynamic Models of International Politics **2-4 s.h.**

Overview of several dynamic modeling techniques used to study international relations; modeling assumptions, the kinds of information models can provide, evaluation of models.

POLI:7900 Readings Tutorial **arr.**

Independent study.

POLI:7901 Research Tutorial **arr.**

Individual training in applied research.

POLI:7910 Ph.D. Dissertation **arr.**

Political Science, B.A.

Most of the political science coursework required for the major is the same for B.A. and B.S. students, but the major for the B.S. includes a political science research component. The major for the B.S. also requires a set of mathematics/statistics courses, while the major for the B.A. does not.

The B.A. degree with a major in political science offers an option for an on-campus or an online program of study. See Requirements [p. 917] in this section of the Catalog.

Learning Outcomes

Graduates will:

- possess a basic understanding of American and world politics,
- be able to apply a theoretical approach in political science to understand American or world politics,
- have effective written and oral communication skills, and
- be able to conceptualize problems and apply analytical tools to solve them.

Requirements

The Bachelor of Arts with a major in political science requires a minimum of 120 s.h., including 36 s.h. of work for the major (all in political science courses). At least 18 s.h. of coursework for the major must be taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Credit earned in POLI:1000 First-Year Seminar, POLI:3124 Political Science Des Moines Internship Program, and POLI:4900 Government and Politics Internship does not count toward the major, but grades in these courses become part of a student's grade-point average.

In planning coursework, students should be guided by the College of Liberal Arts and Sciences maximum hours rule: students earning a B.A. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major; students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average; but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

The B.A. with a major in political science requires the following coursework.

Code	Title	Hours
	Political Science Introductory Courses	15
	Additional Political Science Courses	21
Total Hours		36

Political Science Introductory Courses

Code	Title	Hours
This course:		
POLI:1100	Introduction to American Politics	3
And four of these:		
POLI:1001	Introduction to Politics	3
POLI:1050	Big Ideas: Introduction to Information, Society, and Culture	3
POLI:1200	Introduction to Political Behavior	3
POLI:1300	Introduction to Political Thought and Action	3
POLI:1400	Introduction to Comparative Politics	3
POLI:1401	Introduction to Russian Politics	3
POLI:1410	Introduction to Asian International Relations	3
POLI:1445	Introduction to Asian Politics: China	3
POLI:1500	Introduction to International Relations	3
POLI:1501	Introduction to American Foreign Policy	3
POLI:1600	Introduction to Political Communication	3
POLI:1601	Introduction to Social Media and Politics	3
POLI:1700	Introduction to Political Analysis	3
POLI:1800	Introduction to the Politics of Class and Inequality	3
POLI:1900	Introduction to the Politics of Race	3
POLI:1950	Introduction to the Politics of Religion	3

Additional Political Science Courses

It is strongly recommended that students not pursuing the major through online education take at least 12 s.h. in regularly scheduled classroom courses, with a maximum of 3 s.h. of online coursework taken at the 2000 level or above.

Code	Title	Hours
All of these:		
	At least seven additional political science courses numbered 2000 or above, excluding POLI:3124 and POLI:4900	21

Emphases in Political Science

Students may elect to complete one or two emphases while fulfilling the requirements for the major. The emphasis is indicated on the transcript at graduation if a student completes the emphasis and requests recognition from the department.

Each emphasis consists of four courses. Emphases are available in American institutions, identity politics, international relations, political behavior, political communication, political theory, and politics of foreign countries. For lists of courses approved in each area, contact the Department of Political Science.

Online B.A.

The Department of Political Science offers an online B.A. degree with a major in political science intended for students who are not able to attend courses that meet on campus. The online program enables students to complete their B.A. degree from anywhere in the world. For more information, see Online Political Science B.A. on the Department of Political Science website.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in political science who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in political science who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in political science have the opportunity to graduate with honors in the major. Departmental honors students must maintain a UI g.p.a. of at least 3.33 and a major g.p.a. of at least 3.50. In addition to maintaining the minimum grade-point average requirements, students must complete 6-9 s.h. in specific departmental honors courses with a grade of B or higher in each course. They also are encouraged to enroll in honors sections of introductory courses whenever available. The required honors courses are included in the minimum 36 s.h. of political science coursework for the major.

Students earning departmental honors must include the following courses in their major coursework.

Code	Title	Hours
Honors Seminar		
This course:		
POLI:4000	Honors Seminar on the Study of Politics	3
Experiential Learning		
One of these:		
POLI:3001	Hawkeye Poll	3
POLI:3113	Research in Judicial Politics	3
POLI:3124	Political Science Des Moines Internship Program	1-9
POLI:3127	Legislative Policy Seminar	arr.
POLI:4701	Undergraduate Research Tutorial	3
POLI:4900	Government and Politics Internship	3
Another course or experience, such as POLI:3530, study abroad, internship credit, or research work (approved by the honors director)		0-3
Final Honors Project		
One of these:		
POLI:4600	Honors Research Project	3
POLI:4601	Honors Senior Thesis	3

Students who choose to write an honors thesis are required to schedule an oral discussion of their completed honors thesis, mainly to enrich the intellectual experience of its author. A student discusses the thesis with a faculty committee including the thesis director and the department's honors director or a faculty member designated by that official. The committee may withhold approval of fundamentally inadequate theses, but directors are to schedule theses for discussion only when they are ready. The discussion typically concentrates on exploring thesis ideas from several perspectives rather than whether to approve a thesis.

For more information about honors in the political science major, contact the Department of Political Science honors advisor.

National Honor Society

The department sponsors a chapter of Pi Sigma Alpha. Students who have a cumulative g.p.a. of at least 3.30, have attained junior standing, and have completed 15 s.h. of coursework in political science are considered for

membership. Contact the Department of Political Science honors advisor for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the political science major.

Academic Plans

Four-Year Graduation Plan

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

In addition to the following checkpoints, honors students must complete POLI:4000 Honors Seminar on the Study of Politics and one additional honors seminar before the seventh semester begins.

Before the fifth semester begins: two courses in the major

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

Before the eighth semester begins: eight courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Political Science, B.A.

Course	Title	Hours
First Year		
Fall		
POLI:1100	Introduction to American Politics ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: introductory-level course numbered POLI:1XXX ^{a,d}		3
GE CLAS Core: Diversity and Inclusion ^e		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^b	4 - 5
Elective course ^c	3
Hours	
16-18	

Second Year

Fall	
Major: introductory-level course numbered POLI:1XXX ^a	3
GE CLAS Core: Natural Sciences with Lab ^e	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b	4 - 5
Elective course ^c	3
Elective course ^c	2 - 3
Hours	
16-18	

Spring

Major: introductory-level course numbered POLI:1XXX ^a	3
Major: upper-level course numbered POLI:2XXX or above ^f	3
GE CLAS Core: Quantitative or Formal Reasoning ^e	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b	4 - 5
Elective course ^c	3
Hours	
16-17	

Third Year

Fall	
Major: introductory-level course numbered POLI:1XXX ^a	3
Major: upper-level course numbered POLI:2XXX or above ^f	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e	3
Elective course ^c	3
Elective course ^c	3
Hours	
15	

Spring

Major: upper-level course numbered POLI:2XXX or above ^f	3
Major: upper-level course numbered POLI:2XXX or above ^f	3
GE CLAS Core: Values and Culture ^e	3
Elective course ^c	3
Elective course ^c	3
Hours	
15	

Fourth Year

Fall	
Major: upper-level course numbered POLI:2XXX or above ^f	3
GE CLAS Core: Historical Perspectives ^e	3
GE CLAS Core: Natural Sciences without Lab ^e	3
Elective course ^c	3
Elective course ^c	3
Hours	
15	

Spring

Major: upper-level course numbered POLI:2XXX or above ^f	3
Major: upper-level course numbered POLI:2XXX or above ^f	3
GE CLAS Core: International and Global Issues ^e	3

Elective course ^c	3
Elective course ^c	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)	
<hr/>	
Hours	15
Total Hours	123-130

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Choose a course that will also fulfill the GE CLAS Core: Social Sciences requirement.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f For the political science major upper-level is defined as those courses numbered 2000 or above, excluding POLI:3124 and POLI:4900.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

A recent surveyed showed that graduates with political science degrees have higher average salaries than graduates in all other social sciences, excluding students with economics degrees. The Department of Political Science organizes career workshops for its students throughout the year. The workshops are led by former political science students who have achieved distinction in business, law, campaign operations, local government, elected office, or other fields.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Political Science, B.S.

Most of the political science coursework required for the major is the same for B.S. and B.A. students, but the major for the B.S. includes a political science research component. The major for the B.S. also requires a set of mathematics/statistics courses, while the major for the B.A. does not.

Learning Outcomes

Graduates will:

- possess a basic understanding of American and world politics,
- be able to apply a theoretical approach in political science to understand American or world politics,
- have effective written and oral communication skills, and
- be able to conceptualize problems and apply analytical tools to solve them.

Requirements

The Bachelor of Science with a major in political science requires a minimum of 120 s.h., including 47 s.h. of work for the major (36 s.h. in political science courses and 11 s.h. of approved mathematics/statistics courses). At least 18 s.h. of coursework for the major must be taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Credit earned in POLI:1000 First-Year Seminar, POLI:3124 Political Science Des Moines Internship Program, and POLI:4900 Government and Politics Internship does not count toward the major, but grades in these courses become part of a student's grade-point average.

In planning coursework, students should be guided by the College of Liberal Arts and Sciences maximum hours rule: students earning a B.S. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major; students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average; but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

The B.S. with a major in political science requires the following coursework.

Code	Title	Hours
	Political Science Introductory Courses	15
	Additional Political Science Courses	21
	Mathematics/Statistics Courses	11
	Total Hours	47

Political Science Introductory Courses

Code	Title	Hours
This course:		
POLI:1100	Introduction to American Politics	3

And four of these:

POLI:1001	Introduction to Politics	3
POLI:1050	Big Ideas: Introduction to Information, Society, and Culture	3
POLI:1200	Introduction to Political Behavior	3
POLI:1300	Introduction to Political Thought and Action	3
POLI:1400	Introduction to Comparative Politics	3
POLI:1401	Introduction to Russian Politics	3
POLI:1410	Introduction to Asian International Relations	3
POLI:1445	Introduction to Asian Politics: China	3
POLI:1500	Introduction to International Relations	3
POLI:1501	Introduction to American Foreign Policy	3
POLI:1600	Introduction to Political Communication	3
POLI:1601	Introduction to Social Media and Politics	3
POLI:1700	Introduction to Political Analysis	3
POLI:1800	Introduction to the Politics of Class and Inequality	3
POLI:1900	Introduction to the Politics of Race	3
POLI:1950	Introduction to the Politics of Religion	3

Additional Political Science Courses

Code	Title	Hours
Advanced Courses		
These:		
	Political science courses numbered 2000 or above, excluding POLI:3124 and POLI:4900	15
This course:		
POLI:3000	Analyzing Political Data	3
One of these:		
POLI:4600	Honors Research Project	3
POLI:4701	Undergraduate Research Tutorial	3

Mathematics/Statistics Courses

Students complete one of the following sets of mathematics/statistics courses with a g.p.a. of at least 2.00. Other sets of courses may be used with written approval of the B.S. program advisor.

Set 1

Code	Title	Hours
MATH:1380	Calculus and Matrix Algebra for Business	4
or MATH:1550	Engineering Mathematics I: Single Variable Calculus	

or MATH:1850	Calculus I	
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3
STAT:6513	Intermediate Statistical Methods	4

Set 2

Code	Title	Hours
MATH:1850 or MATH:1550	Calculus I Engineering Mathematics I: Single Variable Calculus	4
MATH:1860 or MATH:1560	Calculus II Engineering Mathematics II: Multivariable Calculus	4
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Emphases in Political Science

Students may elect to complete one or two emphases while fulfilling the requirements for the major. The emphasis is indicated on the transcript at graduation if the student completes the emphasis and requests recognition from the department.

Each emphasis consists of four courses. Emphases are available in American institutions, identity politics, international relations, political behavior, political communication, political theory, and politics of foreign countries. For lists of courses approved in each area, contact the Department of Political Science.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in political science who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in political science who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in political science have the opportunity to graduate with honors in the major. Departmental honors students must maintain a U.I. g.p.a. of at least 3.33 and a major g.p.a. of at least 3.50. In addition to maintaining the minimum grade-point average requirements, students must complete 9 s.h. in specific departmental honors courses with a grade of B or higher in each course. They also are encouraged to enroll in honors sections of introductory courses whenever available. The required honors courses are included in the minimum 36 s.h. of political science coursework for the major.

Students earning departmental honors must include the following courses in their major coursework.

Code	Title	Hours
Honors Seminar		
This course:		
POLI:4000	Honors Seminar on the Study of Politics	3
Experiential Learning		
One of these:		
POLI:3001	Hawkeye Poll	3
POLI:3113	Research in Judicial Politics	3
POLI:3124	Political Science Des Moines Internship Program	1-9
POLI:3127	Legislative Policy Seminar	arr.
POLI:4701	Undergraduate Research Tutorial	3
POLI:4900	Government and Politics Internship	1-3
Another course or experience, such as POLI:3530, study abroad, internship credit, or research work (approved by the honors director)		0-3
Final Honors Project		
One of these:		
POLI:4600	Honors Research Project	3
POLI:4601	Honors Senior Thesis	3

Students who choose to write an honors thesis are required to schedule an oral discussion of their completed honors thesis, mainly to enrich the intellectual experience of its author. A student discusses the thesis with a faculty committee including the thesis director and the department's honors director or a faculty member designated by that official. The committee may withhold approval of fundamentally inadequate theses, but directors are to schedule theses

for discussion only when they are ready. The discussion typically concentrates on exploring thesis ideas from several perspectives rather than whether to approve a thesis.

For more information about honors in the political science major, contact the Department of Political Science honors advisor.

National Honor Society

The department sponsors a chapter of Pi Sigma Alpha. Students who have a cumulative g.p.a. of at least 3.30, have attained junior standing, and have completed 15 s.h. of coursework in political science are considered for membership. Contact the Department of Political Science honors advisor for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the political science major.

Academic Plans

Four-Year Graduation Plan

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

In addition to the following checkpoints, honors students must complete POLI:4000 Honors Seminar on the Study of Politics and one additional honors seminar before the seventh semester begins.

Before the fifth semester begins: two courses in the major

Before the seventh semester: eight courses in the major, including two of the three required mathematics/statistics courses and POLI:3000 Analyzing Political Data; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 11 courses in the major, including POLI:4600 Honors Research Project or POLI:4701 Undergraduate Research Tutorial

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Political Science, B.S.

Course	Title	Hours
First Year		
Fall		
POLI:1100	Introduction to American Politics ^a	3

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
CSI:1600	Success at Iowa	2
Hours		15-17

Spring

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: introductory-level course numbered POLI:1XXX		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^c		3
Hours		16-18

Second Year

Fall

Major: introductory-level course numbered POLI:1XXX		3
Major: calculus course ^{a, e, f}		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
Elective course ^c		2 - 3
Hours		16-18

Spring

POLI:3000	Analyzing Political Data	3
Major: calculus or statistics course ^e		3 - 4
Major: introductory-level course numbered POLI:1XXX		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
Hours		16-18

Third Year

Fall

Major: introductory-level course numbered POLI:1XXX		3
Major: statistics course ^e		3 - 4
Major: upper-level course numbered POLI:2XXX or above ^g		3
GE CLAS Core: Values and Culture ^d		3
Elective course ^c		3
Hours		15-16

Spring

Major: upper-level course numbered POLI:2XXX or above ^g		3
Major: upper-level course numbered POLI:2XXX or above ^g		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
GE CLAS Core: Natural Sciences with Lab ^d		4
Elective course ^c		2 - 3
Hours		15-16

Fourth Year**Fall**

POLI:4701	Undergraduate Research Tutorial	3
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Natural Sciences without Lab ^d		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring

Major: upper-level course numbered POLI:2XXX or above ^g		3
Major: upper-level course numbered POLI:2XXX or above ^g		3
GE CLAS Core: International and Global Issues ^d		3
Elective course ^c		3
Elective course ^c		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		15
Total Hours		123-133

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students complete an approved set of mathematics/statistics courses (11 s.h.).
- f Enrollment in math courses requires completion of a placement exam.
- g For the political science major upper-level is defined as those courses numbered 2000 or above, excluding POLI:3124 and POLI:4900.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

A recent surveyed showed that graduates with political science degrees have higher average salaries than graduates in all other social sciences, excluding economics. The Department of Political Science organizes career workshops for its students throughout the year. The workshops are led by former political science students who have achieved distinction in business, law, campaign operations, local government, elected office, or other fields.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Political Science, Minor

Requirements

The undergraduate minor in political science requires a minimum of 15 s.h. in political science courses, including 12 s.h. in courses numbered 2000 or above and 12 s.h. taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Credit from POLI:1000 First-Year Seminar, POLI:3124 Political Science Des Moines Internship Program, and POLI:4900 Government and Politics Internship does not count toward the minor.

Students may complete an emphasis area; see "Emphases in Political Science" under the B.A. in political science [p. 917] or the B.S. in political science [p. 921] in the Catalog. Emphasis areas in the minor are not recorded on a student's transcript; however a student may request a letter from the Department of Political Science noting the completion of an emphasis area in the minor.

Political Science, M.A.

The department usually offers the master's degree only as a preliminary step toward the Ph.D.

Requirements

The Master of Arts program in political science requires a minimum of 30 s.h. of graduate credit, with a g.p.a. of at least 3.25. No thesis is required. Each student's record is reviewed by a final examination committee, which may waive the final oral examination.

A first-year evaluation committee convenes at the end of a student's first year of courses; if the committee finds that the student's work provides sufficient evidence of the research and writing skills ordinarily demonstrated in a master's thesis, it may recommend that the student be allowed to proceed with a doctoral program. When the first-year evaluation committee finds the quality of a student's work inadequate for recommending continuation toward the Ph.D., the committee may recommend that the student be permitted to seek the nonthesis M.A. as a terminal degree.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Political Science, Ph.D.

The doctoral program in political science is nationally recognized as a leader in the discipline, with outstanding research faculty in each of the major subfields and a reputation for outstanding graduate training.

Graduate study in political science emphasizes the Doctor of Philosophy program. The department usually offers the master's degree only as a preliminary step toward the Ph.D.

Requirements

The Doctor of Philosophy program in political science requires a minimum of 72 s.h. of graduate credit. The program is designed to prepare students for research, teaching, and scholarly endeavor in academic settings and private or governmental institutions. It produces graduates who are deeply committed to the study of politics, familiar with fundamental knowledge about political processes, well trained in methods and techniques for careful investigation of basic and applied research questions, and determined to make contributions to the discipline of political science and to society.

The department usually admits seven to ten Ph.D. students each year, so students work closely with faculty members, often collaborating on research and publication. Graduate students know one another and enjoy supportive, congenial working conditions.

Six fields of study are available: American politics, comparative politics, international relations, political theory, formal theory, and for those who wish to go beyond the basic methodology training, research methods. Each student chooses three fields of study for qualifying examinations.

Students choosing political theory as a field should be familiar with core texts in the history of political thought. For those who lack that knowledge, the requirement can be met by enrolling in a 3000-level course on political theory. They should consult with the political theory faculty to select a course that fits their interests and program of study in political theory.

Doctoral study usually lasts four to five years. The first-year curriculum for all students consists of core courses equally divided between substance and methodology. Emphasis is on basic research methods, including quantitative methods, that political scientists must understand thoroughly. Special attention is given to research design, collection of observations, and data analysis and interpretation.

The second and third years of study are spent in small seminars with focused, substantive topics. Papers written for these seminars might be submitted to journals or read at professional meetings. Students must complete their qualifying examinations by the end of the third year. They take their comprehensive examination (oral defense of the dissertation proposal) by the middle of the first semester of their fourth year.

The fourth and fifth years are spent on dissertation research and writing. Students who do basic research and gather data abroad often require an additional year to complete the dissertation.

The following courses are required during the first and second years of graduate study.

Code	Title	Hours
First Year, Fall Semester		
POLI:5000	Introduction to Political Analysis	4
POLI:5001	Introductory Methodology	4
A 5000-level field seminar (see "Field Seminars" below)		
First Year, Second Semester		
POLI:5003	Intermediate Methodology	4
Two 5000-level field seminars (see "Field Seminars" below)		
Second Year		
POLI:7003	Advanced Methodology	4

Field Seminars

The 5000-level field seminars are as follows.

Code	Title	Hours
POLI:5100	American Politics	4
POLI:5400	Comparative Politics	4
POLI:5500	International Politics	4
POLI:5700	Introduction to Formal Models in Political Science	4

Students must complete the appropriate 5000-level course before enrolling in a 7000-level course. In unusual circumstances and with the permission of the instructor teaching the higher-level course, a student may enroll in that course and the 5000-level course at the same time.

Graduate students are expected to take at least 12 s.h. of coursework per semester through their second year of graduate study. Typically, this will be in regularly scheduled courses rather than readings courses. During the third year, students are expected to take a minimum of 12 s.h. of regularly scheduled coursework; readings courses should be limited to the second semester of the third year. Students may take up to 12 s.h. in readings courses (not counting coursework accumulated in summer terms, when readings courses are often all that is available).

Core Graduate Courses

Code	Title	Hours
POLI:5000	Introduction to Political Analysis	4
POLI:5001	Introductory Methodology	3-4
POLI:5100	American Politics	4
POLI:5300	Political Theory	4
POLI:5400	Comparative Politics	4
POLI:5500	International Politics	4
POLI:5700	Introduction to Formal Models in Political Science	4
POLI:6635	Crossing Borders Seminar	2-3

Advanced Graduate Courses

Code	Title	Hours
POLI:5003	Intermediate Methodology	4
POLI:5111	American Public Policy	3
POLI:5117	Bureaucratic Politics and Public Administration	3
POLI:5200	American State Politics	3
POLI:7002	Topics Methodology	4

POLI:7003	Advanced Methodology	4
POLI:7100	Modeling American Politics	4
POLI:7150	Problems in American Politics	4
POLI:7202	Public Opinion and Electoral Behavior	4
POLI:7270	Responsible Research in Political Science	1
POLI:7409	Democratization and Authoritarianism	4
POLI:7423	Comparative Parties and Elections	4
POLI:7450	Problems of Comparative Politics	4
POLI:7500	Foreign Policy	4
POLI:7502	International Institutions and Cooperation	4
POLI:7503	International Conflict and Cooperation	4
POLI:7550	Problems in International Politics	4
POLI:7701	Dynamic Models of International Politics	2-4
POLI:7900	Readings Tutorial	arr.
POLI:7901	Research Tutorial	arr.
POLI:7910	Ph.D. Dissertation	arr.

Quantitative Methods

All doctoral students must demonstrate at least minimal competence in quantitative methods. Students must earn at least a B grade in POLI:5001 Introductory Methodology, POLI:5003 Intermediate Methodology, and POLI:7003 Advanced Methodology. Students who do not meet this requirement must take a substitute course selected by faculty members who teach the quantitative methods courses.

Postcomprehensive Registration

Graduate College regulations require that students be registered at the University of Iowa each semester after passing the comprehensive examination until their degree is awarded, and that this registration accurately reflects the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty. After passing their comprehensive examination, students working on their dissertation research should register in POLI:7910 Ph.D. Dissertation. No more than 30 s.h. are granted for dissertation preparation.

The Guide to Doctoral Study, available from the Department of Political Science and on its website, provides a comprehensive statement of departmental requirements.

Admission

Because the number of positions available in the Ph.D. program is limited, the competition for admission is keen. However, applicants who did not major in political science or who are not acquainted with quantitative research methods are not at a disadvantage.

The deadline for application and consideration for assistantships and fellowships is January 7.

All materials, including Graduate Record Examination (GRE) General Test scores, must be received by the Department of

Political Science by January 7. Admission normally requires a verbal and quantitative GRE score in the 70th percentile, with at least 156 of the points coming from the verbal examination, and an analytical writing score of 4.5 or higher.

Other admission requirements include a baccalaureate degree, an undergraduate g.p.a. of at least 3.30 on a four-point scale (or its equivalent for international applicants), and three letters of recommendation from persons who can comment upon the applicant's academic ability and motivation. For applicants who have pursued graduate work elsewhere, a graduate g.p.a. of at least 3.50 is required. For applicants who have received either a GRE or grade-point average that is above the minimum required by the department, one higher score may assist them in their chances for admission even if they received a lower score on the other.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students may only enter the program in the fall semester.

Career Advancement

The Doctor of Philosophy program in political science is designed to prepare students for careers in research and teaching. All students receive a thorough grounding in research methods. It is this grounding that permits teachers to be critical consumers of the research they read and permits researchers to undertake significant theoretical and empirical work.

Because the faculty and the graduate student body is not large, there is ample opportunity to collaborate with individual faculty members in research endeavors. In addition, students spend some time as apprentice teachers in large undergraduate classes.

Ph.D. graduates secure employment in a wide variety of academic and nonacademic settings. In particular, they work in highly ranked research universities and teaching colleges throughout the United States and the world. Over the last decade, almost all graduates seeking academic positions found jobs.

Iowa graduates use their training to build distinguished research records that allow them to move to some of the nation's top institutions.

Psychological and Brain Sciences

Chair

- Mark S. Blumberg

Undergraduate major: psychology (B.A., B.S.)

Undergraduate minor: psychology

Graduate degrees: M.A. in psychology; Ph.D. in psychology

Faculty: <https://psychology.uiowa.edu/people/faculty>

Website: <https://psychology.uiowa.edu>

The Department of Psychological and Brain Sciences offers an undergraduate major and minor as well as graduate degree programs. It also offers courses that undergraduate students in all majors may use to satisfy the GE CLAS Core [p. 20] Social Sciences requirement, a course approved for the Diversity and Inclusion requirement, and a First-Year Seminar designed for entering undergraduate students.

The department also collaborates with the Department of Biology to offer an undergraduate degree in neuroscience. See the B.S. in neuroscience [p. 864] in the Catalog.

Faculty

Faculty members of the Department of Psychological and Brain Sciences are nationally and internationally renowned leaders in a variety of subdisciplines. Their research is funded by numerous federal and private research grants, their findings are documented in many publications, and their research and teaching accomplishments have earned them many awards.

Programs

Undergraduate Programs of Study

Majors

- Major in Psychology (Bachelor of Arts) [p. 936]
- Major in Psychology (Bachelor of Science) [p. 940]

Minor

- Minor in Psychology [p. 945]

Graduate Programs of Study

Majors

- Master of Arts in Psychology [p. 946]
- Doctor of Philosophy in Psychology [p. 948]

Facilities

The department's facilities for graduate training and research are among the finest in the country. The Department of Psychological and Brain Sciences is housed in three buildings. The newly constructed Psychological and Brain Sciences Building contains modern laboratories devoted to research in cognitive science, developmental science, and cognitive neuroscience. The building also houses administrative and faculty offices, an undergraduate advising center, classrooms, breakout rooms, conference rooms, and commons spaces. The Kenneth W. Spence Laboratories of Psychology, which

connects with the Psychological and Brain Sciences Building on each floor, houses additional laboratories devoted to research in human psychology, animal housing and testing facilities associated with laboratories in behavioral neuroscience, offices, meeting rooms, a mechanical shop, and a computer support facility. The adjacent and recently renovated Stuit Hall houses laboratories for many of the clinical science faculty, as well as offices, meeting rooms, and the Seashore Psychology Clinic.

The research and teaching activities of the department benefit greatly from the facilities and staff of other University entities and local agencies, including University of Iowa Hospitals & Clinics, the Iowa Neuroscience Institute, the Iowa City VA Health Care System, the University Counseling Service, the Center for Disabilities and Development, the Wendell Johnson Speech and Hearing Clinic, the Center for Health Policy and Research, and the School of Social Work.

Courses

The following courses are open to first-year students who have satisfactorily completed an introductory psychology course (PSY:1001 Elementary Psychology or equivalent). Other courses numbered from 1000-2999 are considered lower-level undergraduate courses.

- PSY:2301 Introduction to Clinical Psychology
- PSY:2401 Introduction to Developmental Science
- PSY:2501 Introduction to Social Psychology
- PSY:2601 Introduction to Cognitive Psychology
- PSY:2701 Introduction to Behavioral Neuroscience

Before enrolling in any advanced undergraduate courses, students must complete all specified lower-level prerequisites or obtain consent of the instructor. Courses numbered 3000-4999 are considered advanced undergraduate courses. Those numbered 5000-7610 are considered graduate-level courses.

Psychological and Brain Sciences Courses

PSY:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

PSY:1001 Elementary Psychology 3 s.h.

Psychology as a behavioral science. GE: Social Sciences.

PSY:1010 Your Brain Unlocked: Learning About Learning 1 s.h.

Research about the human mind and brain that students can use to foster academic success at the UI; presentation of research findings that indicate best practices for studying, learning, and succeeding at the UI (not a remedial study skills course); topics range from retrieving information stored in memory to maintaining psychological health under stress; course format consists of lecture, student response to reading assignments, and discussion; readings are primarily original documents (journal articles).

PSY:1501 Everyone's a Little Bit Biased: The Science Behind Prejudice 3 s.h.

Tendencies to view and/or respond in favorable or unfavorable ways to individuals based solely on social group membership; social psychological concepts, underlying principles, and theories to understand how stereotypic beliefs, prejudicial attitudes, and discriminatory actions impact individuals and reinforce social inequality. GE: Diversity and Inclusion.

PSY:2105 Winning Hearts and Minds: Understanding Social Influence 1 s.h.

What social psychologists have discovered about changing people's attitudes and behavior; social influence strategies including applications to fundraising, public service campaigns, religious cults, sales, and political campaigns.

PSY:2130 Advanced Psychology for Pre-Medical Track 3 s.h.

Psychology as a behavioral science; elementary psychology in more depth, advanced topics. Prerequisites: PSY:1001. Requirements: non-psychology major.

PSY:2301 Introduction to Clinical Psychology 3 s.h.

Introduction to abnormal psychology; scientist-practitioner model, training, ethics, research methods in clinical psychology; current approaches to intellectual, personality, behavioral assessment; theories, research on treatment of psychological disorders. Prerequisites: PSY:1001. GE: Social Sciences.

PSY:2401 Introduction to Developmental Science 3 s.h.

Current research in developmental science; prenatal development, brain development, motor and physical development, perceptual development, language development, cognitive development, aspects of socio-emotional development; emphasis on modern theoretical approaches. Prerequisites: PSY:1001. GE: Social Sciences.

PSY:2501 Introduction to Social Psychology 3 s.h.

Research and theories on people's thoughts, feelings, and behaviors in social situations; attitudes, attributions, person perception, aggression, stereotypes and prejudice, attraction, relationships, social influence, group processes, altruism. Prerequisites: PSY:1001.

PSY:2601 Introduction to Cognitive Psychology 3 s.h.

Individual human cognition; perception, attention, memory, language, learning, problem solving, decision making, thought considered from viewpoint of information processing. Prerequisites: PSY:1001. GE: Social Sciences.

PSY:2701 Introduction to Behavioral Neuroscience 4 s.h.

Biological mechanisms of behavior; comparative study of behavior, behavioral organization, animal intelligence, social behavior, communication; behavioral neuroscience, how brain systems control sensation, movement, homeostasis, emotion, learning.

PSY:2811 Research Methods and Data Analysis in Psychology I 3 s.h.

Foundational knowledge in psychological research methods and corresponding statistical concepts; basic concepts of statistics, statistical inference, and research design as applied in psychological research; study of descriptive statistics, measurement, survey design, correlational analyses, and regression analysis; first in a sequence of two courses. Prerequisites: PSY:1001 or PSY:2701. GE: Quantitative or Formal Reasoning.

PSY:2812 Research Methods and Data Analysis in Psychology II 3 s.h.

Foundational knowledge in psychological research methods and corresponding statistical concepts; basic concepts of statistics, statistical inference, and research design as they are applied in psychological research; study of experimental control, experimental design, and hypothesis testing; second in a sequence of two courses. Prerequisites: PSY:2811 with a minimum grade of C-.

PSY:2920 The Damaged Brain 3 s.h.

Basic understanding of relationship between brain and behavior through examination of behavioral and cognitive consequences of brain damage from disease or trauma; foundations of neuropsychology, structure of the nervous system, functional specialization of the brain, cognitive functions, and assessments of brain disorders.

PSY:2930 Abnormal Psychology: Health Professions 3 s.h.

Introduction to psychological disorders; description of psychopathology; general issues in etiology and treatment; for non-psychology students in allied health professions. Prerequisites: PSY:1001. Requirements: non-psychology major.

PSY:2975 Introduction to Cognitive Neuroscience 3 s.h.

Analysis of brain systems and neuroanatomy that underlie cognitive tasks such as vision, hearing, emotion, attention, language, decision making, learning, and memory. Prerequisites: PSY:2701.

PSY:3005 Scientific Communication in Psychology 3 s.h.

Training in modes of communication in psychological science; scientific writing; APA format for scientific papers; describing psychological research; creating research presentations tailored to different audiences. Prerequisites: PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-.

PSY:3010 Health Psychology 3 s.h.

Psychological contributions to understanding etiology, prevention, treatment of physical illness; basic and clinical research that addresses reciprocal effects of behavior and physical health. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2301 with a minimum grade of C- or PSY:2501 with a minimum grade of C- or PSY:2701 with a minimum grade of C-).

PSY:3020 Mind and Behavior 3 s.h.

Theories of what it is to act and know, of what intelligence might be in animals, humans, machines; perspectives from philosophy, psychology. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2701 with a minimum grade of C- or PSY:2601 with a minimum grade of C-). Requirements: junior or senior standing.

PSY:3030 Social and Personality Development 3 s.h.

Emotional, social, and personality development from infancy to adolescence; major theories and empirical research; child temperament, parent-child relationship, and social context as contributors to individual differences. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2501 with a minimum grade of C- or PSY:2401 with a minimum grade of C-).

- PSY:3040 Psychology of Learning** 3 s.h.
Psychological science of acquired behavior; interests in experimental study of Pavlovian conditioning, operant conditioning, cognition in humans and nonhuman animals, relevance to behavioral adaptation. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2701 with a minimum grade of C- or PSY:2601 with a minimum grade of C-).
- PSY:3050 Applied Psychology: Addressing Real-World Problems** 3 s.h.
Bridging the basic applied research divide in psychology; contributions of cognitive, clinical, social, and developmental psychology to understand real-world problems (e.g., traffic safety, screen time). Prerequisites: PSY:2301 with a minimum grade of C- or PSY:2401 with a minimum grade of C- or PSY:2501 with a minimum grade of C- or PSY:2601 with a minimum grade of C-.
- PSY:3060 Visual Perception and Cognition** 3 s.h.
Psychological and neurophysiological examination of vision.
- PSY:3065 The Aging Mind and Brain** 3 s.h.
Current theories and research on biological, cognitive, and emotional changes that occur during aging; methodologies for studying cognitive and brain aging. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2701 with a minimum grade of C- or PSY:2601 with a minimum grade of C-).
- PSY:3071 Cognition and the Brain** 3 s.h.
Analysis of brain systems and neuroanatomy that underlie cognitive tasks such as vision, hearing, emotion, attention, language, decision making, learning, and memory. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2601 with a minimum grade of C- or PSY:2701 with a minimum grade of C-).
- PSY:3080 Barking and Talking: What Is Communication?** 3 s.h.
Similarities and differences in human language and animal communication; contexts of communication, function of communication, cognitive bases of communication, and mechanisms of communication. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2401 with a minimum grade of C- or PSY:2701 with a minimum grade of C-).
- PSY:3090 Psychology of Workplace Behaviors** 3 s.h.
Introduction to theory and research of workplace and work-related behaviors; focus on industrial and organizational psychology. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2501 with a minimum grade of C- or PSY:2601 with a minimum grade of C-).
- PSY:3230 Psychopharmacology** 3 s.h.
How drugs act to influence behavior; general principles of drug action on the nervous system; licit and illicit drugs, use/abuse, historical perspective on drug use. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) or (HHP:1300 with a minimum grade of C- or HHP:3500 with a minimum grade of C- or HHP:3550 with a minimum grade of C-). Same as HHP:3230.
- PSY:3240 Motivation, Addiction, and the Brain** 3 s.h.
Analysis of motivated behaviors (e.g., behaviors to obtain specific goals, such as food) and the brain processes that guide such behavior; exploration of brain processes underlying addiction. Prerequisites: PSY:2701 with a minimum grade of C- and (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-).
- PSY:3250 Neuroscience of Learning and Memory** 3 s.h.
Major topics in the neuroscience of learning and memory; focus on anatomical, cellular, molecular bases of various learning and memory processes. Prerequisites: (PSY:2701 with a minimum grade of C- or BIOL:2753 with a minimum grade of C-) and (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-).
- PSY:3265 Cognitive and Clinical Neuroscience of Executive Functions** 3 s.h.
Major topics in cognitive and clinical neuroscience of executive functions; focus on attention, working memory, cognitive control, and executive dysfunction in psychiatric and neurological disorders. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2701 with a minimum grade of C-.
- PSY:3270 Neurobiology of Stress** 3 s.h.
Introduction to concept of stress and physiological systems involved; factors modulating stress vulnerability versus resilience; stress interactions with other systems with health relevance; emphasis on current research on brain mechanisms. Prerequisites: PSY:2701 with a minimum grade of C- and (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-).
- PSY:3275 The Science of Sleep** 3 s.h.
What is the brain doing during sleep? Why do we and other animals exhibit an altered state of consciousness that renders us unresponsive to the outside world? These questions and many others are subjects of the rapidly growing field of sleep research, including neurobiological basis of sleep drive and biological clock, cognitive and emotional functions of sleep, significance of dreams, relationship between sleep and psychopathology, and impact of sleep on society (i.e., serendipitous discoveries and major disasters attributable to sleep). Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2701 with a minimum grade of C-.
- PSY:3320 Abnormal Psychology** 3 s.h.
Etiology, phenomenology, and treatment of child and adult DSM-IV psychological disorders (e.g., mood disorders, psychotic disorders, anxiety disorders, personality disorders). Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2301 with a minimum grade of C-.
- PSY:3330 Childhood Psychopathology** 3 s.h.
Major forms of childhood psychopathology; current theoretical approaches and methodological issues in diagnosis, conceptualization, treatment of developmental psychopathology. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2301 with a minimum grade of C-.
- PSY:3340 Behavior Modification** 3 s.h.
Basic approaches to modification of clinically distressing behavior; learning theory principles underlying techniques, translation into procedures, experimental evaluation of effectiveness. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2301 with a minimum grade of C-.

- PSY:3350 Psychotherapies** 3 s.h.
Current theories and research on frequently used psychotherapeutic approaches; focus on methodology in psychotherapy research, specific types of therapy, and empirically supported therapies. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2301 with a minimum grade of C-.
- PSY:3420 Cognitive Development of Children** 3 s.h.
Developmental research, theory concerning children's concepts, thinking, problem solving, memory, communication. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2401 with a minimum grade of C-.
- PSY:3451 Infant Development** 3 s.h.
Physical, motor, perceptual, cognitive, and social development during first two years of life; focus on early mechanisms of change; locomotion, perceptual abilities, precursors of cognition, early language acquisition, social interaction. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2401 with a minimum grade of C-.
- PSY:3460 Language and Communication Development** 3 s.h.
Vocal and social development from prelinguistic communication through early language; precursors of language development; social cognitive aspects of language development; comparative perspectives of communication development. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2401 with a minimum grade of C-.
- PSY:3530 Personality** 3 s.h.
Classic theoretical models and contemporary empirical research in personality, including influence of heredity and environment, consistency and stability of behavior. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2301 with a minimum grade of C- or PSY:2501 with a minimum grade of C-).
- PSY:3540 Attitude Change** 3 s.h.
Current theoretical approaches; laboratory and field methods of research; basic processes of change considered within broader framework of psychology. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2501 with a minimum grade of C-.
- PSY:3560 Psychology of Gender** 3 s.h.
Origins of gender roles, gender socialization in childhood, gender differences across lifespan; research on gender differences in cognition, emotions, behavior, physical and mental disorders, communication. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2501 with a minimum grade of C-.
- PSY:3570 Social Cognition** 3 s.h.
Research and theory on cognitive structures and processes that underlie judgment, decision, belief, and behavior in social situations; attribution, heuristics, schemas, person perception, stereotypes, attitudes. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2501 with a minimum grade of C-.
- PSY:3575 Social Cognition in Autism** 3 s.h.
Introduction to social, cognitive, and neural mechanisms in autism spectrum disorder (ASD); topics include emotion processing, theory of mind, social attention, main theories of autism, and relevant research techniques (e.g., eye tracking); discussion of insights from neuroscience, as well as approaches to train/improve social cognition in ASD. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (PSY:2601 with a minimum grade of C- or PSY:2501 with a minimum grade of C-).
- PSY:3580 Judgment and Decision Making** 3 s.h.
Processes and biases that shape judgments and decisions of various types (e.g., about other people, the future, competitions, products, medical treatments, health risks, crime suspects). Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2501 with a minimum grade of C-.
- PSY:3590 Stereotyping and Prejudice** 3 s.h.
Research and theory on prejudice, stereotyping, discrimination, and stigmatization; focus on nature, origins, and impact of prejudice and stereotypes. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2501 with a minimum grade of C-.
- PSY:3595 Psychology of Negotiation** 3 s.h.
Distributive and integrative bargaining; cognitive, motivational, and emotional processes that inhibit or facilitate effectiveness in negotiating; team and multiparty negotiations; agency and ethics; complex disputes; and cross-cultural issues. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2501 with a minimum grade of C-.
- PSY:3620 Human Memory** 3 s.h.
Contemporary psychological theory and research on short-term and long-term memory, acquisition processes, related topics in cognition. Prerequisites: (PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2601 with a minimum grade of C-.
- PSY:3670 Language Processes** 3 s.h.
Psychological processes involved in using languages, including speech perception and production, the meaning of words, understanding and producing sentences, and basics of discourse and pragmatics; developmental and neural bases of language processes. Prerequisites: ((PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and PSY:2601 with a minimum grade of C-) or CSD:1015 or LING:3001. Same as LING:3670.
- PSY:3680 Introduction to Computational Cognitive Modeling** 3 s.h.
Introduction to computational modeling as a methodology for studying cognition; role and use of computational models as a framework for thinking about cognition; emphasis on hands-on simulation exercises. Prerequisites: ((PSY:2811 with a minimum grade of C- or PSY:2810 with a minimum grade of C-) and (CS:1020 with a minimum grade of C- or CS:1110 with a minimum grade of C-) and PSY:2601 with a minimum grade of C-) or (STAT:1020 and (CS:1020 with a minimum grade of C- or CS:1110 with a minimum grade of C-) and PSY:2601 with a minimum grade of C-).
- PSY:3994 Research Practicum in Psychology** arr.
Small-group participation in faculty research projects; literature review, study planning, data collection, analysis, interpretation, write-up.

- PSY:3995 Advanced Research Practicum** 1-3 s.h.
Individual participation in faculty research projects; significant reading and writing. Requirements: two semesters of PSY:3994 or HONR:3994.
- PSY:3996 External Practicum in Psychology** 1-3 s.h.
Student participation in career-related professional activities in community and University of Iowa agencies.
- PSY:3997 Teaching/Advising Practicum in Psychology** 1-3 s.h.
Participation in faculty teaching as undergraduate teaching assistant or the Psychology Peer Advisor Program.
- PSY:3998 Individual Readings and Projects** 1-3 s.h.
Requirements: psychology major and undergraduate standing.
- PSY:3999 Independent Research in Neuroscience** 2-3 s.h.
Independent scientific research related to the field of neuroscience. Same as BIOL:3999.
- PSY:4020 Laboratory in Psychology** 4 s.h.
Laboratory study of an aspect of behavior; topics in a particular area (e.g., learning and memory, perception, social behavior, operant behavior, physiological processes). Prerequisites: PSY:2701 and (PSY:2812 with a minimum grade of C- or PSY:2810 with a minimum grade of C-).
- PSY:4025 Laboratory in Cognitive Neuroscience** 4 s.h.
Practical, hands-on experience analyzing data from three of the most common methods of cognitive neuroscience—scalp electroencephalography (brain waves), functional magnetic resonance imaging (brain imaging), and transcranial magnetic stimulation (brain stimulation). Prerequisites: PSY:2975 and PSY:2812. Requirements: neuroscience major.
- PSY:4090 Psychology Seminar** 3 s.h.
Readings from original sources, presentations, papers, student participation. Prerequisites: PSY:2701 and (PSY:2812 with a minimum grade of C- or PSY:2810 with a minimum grade of C-). Requirements: psychology B.S. major and senior standing, or completing honors in psychology.
- PSY:4990 Honors Thesis Research** 1-3 s.h.
Supervised original project; leads to written thesis, oral defense. Requirements: honors standing.
- PSY:4995 Honors Research in Neuroscience** arr.
Independent scientific research related to the field of neuroscience. Requirements: honors standing in neuroscience, UI g.p.a. of at least 3.33, and neuroscience g.p.a. of at least 3.33. Same as BIOL:4995.
- PSY:5050 Quantitative Methods in Psychology** 4 s.h.
Overview of statistical methods based on the general linear model, including ANOVA, ANCOVA, and multiple regression; how to conduct these analyses using SPSS. Requirements: first-year graduate standing in psychology.
- PSY:5055 Mixed-Effects Modeling in Psychology** 4 s.h.
Introduction to mixed-effects analysis of hierarchically structured and cross-classified psychological data using R. Prerequisites: PSY:5050.
- PSY:5070 Programming for Psychologists** 3 s.h.
Basics of programming; experiment design, stimulus delivery and response recording using Python; implementation of online testing using JavaScript; data analysis of behavioral data using Python; basic machine learning techniques and their applications to data analysis implemented using Python. Requirements: PSY:2812 or graduate standing.
- PSY:5203 Fundamental Neurobiology** 3 s.h.
Neurobiology from molecular/cellular to systems levels, including cell biology of the neuron; membrane electrophysiology; synaptic transmission and plasticity, functional neuroanatomy, peripheral and CNS sensory systems, peripheral and CNS motor systems, autonomic systems, emotion, memory, sleep, language, attention and cognition, neuronal development. Same as BIOL:5653, NSCI:5653.
- PSY:5204 Fundamental Neurobiology Discussion** 1 s.h.
Discussion of selected papers, including classics from neurobiology literature; coordinated with BIOL:5653 lecture material. Same as BIOL:5658, NSCI:5658.
- PSY:5212 Foundations in Behavioral and Cognitive Neuroscience** 4 s.h.
Concepts, methods, and findings in behavioral and cognitive neurosciences. Prerequisites: BIOL:3253 or PSY:5210 or NSCI:5210. Same as NSCI:5212.
- PSY:5320 Descriptive Psychopathology** 3 s.h.
Psychiatric syndromes, including description, etiology, experimental and clinical research; development, function of classification systems.
- PSY:5330 Principles of Psychological Assessment** 3 s.h.
Assessment theory and basic psychometric principles in test construction, evaluation, application; ethical, social, psychological, and psychometric issues and controversies in assessment.
- PSY:5365 Seminar: Neuropsychology and Neuroscience** arr.
Clinical neuropsychology and cognitive neuroscience: cutting-edge research from scientific journals, case presentations in clinical neuropsychology, and current research. Same as NEUR:5365, NSCI:5365.
- PSY:5410 Proseminar in Developmental Science** 3 s.h.
Introduction to developmental process and developmental science; topics organized around mechanisms of development, with cross-disciplinary focus.
- PSY:5610 Proseminar in Cognition and Perception** 3 s.h.
Broad overview of study of cognition, including cognitive psychology, computer science and artificial intelligence, linguistics, neuroscience, philosophy of mind.
- PSY:5710 Introduction to Health and Behavioral Science** 3 s.h.
Evolution of health psychology; survey of major physiological systems in which pathology is affected by behavioral processes; review of theoretical approaches, experimental paradigms from behavioral science as they may apply to assessment of health problems; prevention, intervention, psychological adaptation to physical disease.
- PSY:6050 Clinical Behavioral Medicine** 3 s.h.
Biopsychosocial framework applied to study, treatment of chronic and acute physical conditions; clinical concepts, procedures.
- PSY:6101 Cognitive Science of Language Proseminar I** 3 s.h.
Survey of five major disciplines within language sciences: formal linguistic, communication disorders, psychological, neuroscience, and computational approaches. Requirements: graduate standing in communication sciences and disorders, linguistics, psychology, or neuroscience. Same as CSD:6101, LING:6101.

- PSY:6102 Cognitive Science of Language Proseminar II** 3 s.h.
Survey of five major disciplines within language sciences: formal linguistic, communication disorders, psychological, neuroscience, and computational approaches. Requirements: graduate standing in communication sciences and disorders, linguistics, psychology, or neuroscience. Same as CSD:6102, LING:6102.
- PSY:6210 Behavioral Pharmacology** 3 s.h.
Behavioral analysis of drug action; emphasis on physiological and biological mechanisms underlying behavioral processes in experimental animals, humans.
- PSY:6230 Foundations of Learning, Memory, and Cognition** 3 s.h.
Determinants of adaptive behavior in humans and animals; emphasis on behavioral analysis of learning, memory, and cognition; relevance of laboratory research to real life activities.
- PSY:6250 Neurobiology of Drug Addiction and Stress** 3 s.h.
Neurobiology of drug addiction and stress from molecular/cellular to systems level; discussion of classic and recent journal articles.
- PSY:6265 Neuroscience Seminar** 0-1 s.h.
Research presentations. Same as ACB:6265, BIOL:6265, MPB:6265, NSCI:6265.
- PSY:6280 Structural and Functional MRI Methods and Application** 3 s.h.
Introduction to basic principles of magnetic resonance imaging and its application to psychology; imaging of brain structure; focus on functional MRI. Requirements: graduate-level introductory statistics.
- PSY:6340 Psychological Therapies** 3 s.h.
Historical development and current status of empirically based therapies for psychological disorders, including anxiety, depression, schizophrenia, childhood disorders; emphasis on critical evaluation of therapy techniques.
- PSY:6370 Principles of Neuropsychology** 3 s.h.
Principles of human neuropsychology, including foundations (history, methods, approaches), major functional systems (vision, memory, language, spatial processing), executive functions (emotional processing and personality), and applications (experimental, clinical). Recommendations: prior coursework in psychological assessment, psychopathology, and neuroanatomy.
- PSY:6440 Developmental Cognitive Neuroscience** 3 s.h.
Overview of current developmental cognitive neuroscience theory, research, and methods (PET, fMRI, optical imaging, EEG, ERPs); neural development, computational neuroscience, and methods.
- PSY:6460 Translating Developmental Science to Applied Problems** 3 s.h.
Relationship between basic and applied research in development; individual differences work and how applied work informs theory.
- PSY:6480 Computational Approaches to Development** 3 s.h.
Use of computational models to understand development; model development, specific approaches, model evaluation, and hands-on model work.
- PSY:6530 Advanced Social Cognition** 3 s.h.
Research and theory on cognitive processes that underlie judgment, decision, belief, and behavior in social situations; attribution, heuristics, counterfactual thinking, schemas, person perception, stereotypes, attitudes.
- PSY:6550 Advanced Social and Personality Development** 3 s.h.
Theory and research on social and personality development; overview of development and individual differences in emotions, temperament, attachment, self, social cognition, conscience; influence of biological factors, social relationships, and broader ecology on adaptive and maladaptive developmental pathways.
- PSY:6580 Moral Psychology** 3 s.h.
Research and theory on cognitive and affective processes that underpin moral judgment and moral behavior; neuroscience approaches to moral judgment; political differences in moral judgment; development, evolution, and clinical variation in morality.
- PSY:6590 Judgment and Decision Making** 3 s.h.
Theory and research on how people gather, perceive, and use information when making judgments and decisions; includes risky and uncertain contexts; social and nonsocial contexts.
- PSY:6640 Visual Perception** 3 s.h.
Theoretical and empirical analyses of low- and high-level visual functions, including edge detection, surface representation, object identification.
- PSY:7020 Seminar: Cognitive Neuroscience** 0-2 s.h.
Neurological and behavioral investigations of attention, perception, learning, memory, decision making, planning; contemporary models, theories.
- PSY:7030 Seminar: Health Psychology** 0-3 s.h.
Theoretical and methodological issues; focus on specific topics (i.e., chronic disease, psychoneuroimmunology).
- PSY:7070 Seminar: Behavioral Biomedical Interface** 1 s.h.
Ongoing seminar; discussion of research at behavioral-biomedical interface. Requirements: acceptance to Behavioral Biomedical Interface Training Program.
- PSY:7110 Research Projects** arr.
- PSY:7120 M.A. Thesis Research** arr.
- PSY:7130 Ph.D. Dissertation Research** arr.
- PSY:7150 Current Topics in Psychology** 3 s.h.
- PSY:7160 Problems in Psychology** arr.
Individual study.
- PSY:7170 Teaching Practicum** arr.
Supervised practice in teaching.
- PSY:7210 Seminar: Advanced Topics in Behavioral and Cognitive Neuroscience** 3 s.h.
Prerequisites: PSY:5210.
- PSY:7270 Principles of Scholarly Integrity** 1 s.h.
Training in responsible conduct of research; student/mentor responsibilities; authorship and reviewing; plagiarism/falsification/fabrication of data; intellectual property; conflict of interest; fiscal, institutional, societal; treatment of human and animal subjects; data handling. Requirements: enrollment in graduate psychology or biology program. Same as BIOL:7270.

PSY:7310 Seminar: Orientation to Clinical Research **0-1 s.h.**

Issues in clinical research, including use of databases, advisor/advisee relationships, preparation of IRB proposals, paper presentation and publication, common early career problems, funding resources.

PSY:7330 Seminar: Acceptance and Commitment Therapy **1 s.h.**

Core processes of acceptance and commitment therapy (ACT); case conceptualization and targeted intervention across a range of psychiatric and physical diagnoses; emphasis on therapeutic stance and theoretical underpinnings of ACT; readings, discussion, video review, therapist-patient role play, and discussion of ongoing cases.

PSY:7331 Seminar: Advanced Acceptance and Commitment Therapy **1 s.h.**

Core processes of acceptance and commitment therapy (ACT) and implementation in clinical practice; theoretical underpinnings of ACT theory; ACT research; case conceptualization and targeted intervention across a range of psychiatric and physical diagnoses; reading, discussion, video review, therapist-patient role play, and discussion of ongoing cases. Prerequisites: PSY:7330.

PSY:7350 Introductory Practicum **arr.**

Orientation to Department of Psychology clinic, including instruction in interviewing, observation of clinic procedures, attendance at clinic rounds under supervision of clinical psychology faculty members.

PSY:7355 Assessment Practicum **arr.**

Supervised practice in psychological assessment techniques.

PSY:7360 Therapy Practicum **arr.**

Supervised practice and clinical experience in application and evaluation of psychological therapies.

PSY:7365 External Practicum **arr.**

Supervised practice and clinical experience in field setting; psychological assessment techniques and/or application, evaluation of psychological therapies.

PSY:7370 Supervision and Consultation Practicum **arr.**

Supervision and training of less advanced students; consultation to other programs and agencies.

PSY:7430 Seminar: Cognitive Development **0-3 s.h.**

Theoretical, methodological issues focused on cognitive and perceptual development.

PSY:7510 Seminar: Social Psychology **1 s.h.**

Professional issues, current topics relevant to social psychologists.

PSY:7604 Principles of Scholarly Integrity **0 s.h.**

Training in responsible conduct of research and scholarly activities; student/mentor responsibilities; authorship; plagiarism/falsification/fabrication of data; intellectual property; conflict of interest; fiscal, institutional, societal; treatment of human and animal subjects; data handling. Requirements: postdoctoral standing in psychology or biology. Same as BIOL:7604.

PSY:7610 Seminar: Cognitive Psychology **2-3 s.h.**

PSY:7620 Seminar: Human Perception and Performance **1 s.h.**

Professional issues and current topics relevant to psychologists studying human perception and performance.

Psychology, B.A.

An undergraduate degree in psychology provides students with skills that are relevant to many career paths. The major in psychology is designed to contribute to students' general liberal arts and sciences education and to provide a foundation for postbaccalaureate training in psychology and closely related disciplines as well as areas such as business, law, communication, medicine, and the allied health sciences. Students who intend to enter the job market immediately after graduation should complement their psychology major with substantial preparation in another program that is more closely tied to their area of interest (e.g., education, social work, business, journalism, nursing). Almost all vocational opportunities in psychology require advanced degrees.

The Bachelor of Arts (B.A.) degree has fewer specific requirements than the Bachelor of Science (B.S.) degree and places less emphasis on methodology. The program leaves time for students to supplement the psychology major with another program of study.

Students who change to a psychology major after two years of undergraduate work may find they do not have sufficient background for the B.S. program. They may wish to enrich the B.A. program with courses in experimental psychology and other advanced electives if they intend to pursue graduate work in psychology or a related field.

Students begin with a general introductory course, followed by methodology and data analysis courses, and introductory courses in several broad areas: behavioral neuroscience, developmental science, clinical psychology, cognitive psychology, and social psychology. These courses are followed by upper-level psychology courses selected by each student. For additional information regarding the undergraduate major and career information, visit Undergraduate Program on the Department of Psychological and Brain Sciences website.

The department maintains excellent facilities to support teaching and research on human and animal behavior. All faculty members are directly engaged in research, and they bring to their undergraduate teaching the excitement that such activity generates. Many opportunities exist for interested and capable students to participate in current research projects in the department.

The department has an active undergraduate organization, the Iowa Students Psychology Association, which is open to all interested students. The group sponsors speakers, films, career days, and student symposia.

Learning Outcomes

The learning outcomes for students in the Department of Psychological and Brain Sciences align with several of the learning goals from the American Psychological Association's guidelines for undergraduate psychology education. These learning outcomes expand and deepen students' foundational knowledge obtained through the GE CLAS Core [p. 20] program.

Psychology majors will:

- understand psychology as an empirical science;
- graduate with a knowledge base in psychology, including an understanding of the major principles and theories in the field's main content areas;

- have learned how to use scientific reasoning to understand psychological phenomena and how to interpret and conduct psychological research; and
- be able to apply their knowledge of psychology to real world situations and recognize the importance of ethical standards and diversity in psychology.

Requirements

The Bachelor of Arts with a major in psychology requires a minimum of 120 s.h., including 46-47 s.h. of work for the major, with at least 34 s.h. in psychology courses. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer credits must be approved by the department, and transfer students must complete at least 18 s.h. of psychology courses at the University of Iowa.

The major for the B.A. is designed for students who wish to gain considerable knowledge in psychology but do not necessarily plan a professional career in the discipline. It is appropriate for students preparing for careers in law, business, counseling, social work, or secondary school teaching (see "Teacher Licensure" below). It can be combined with a second major more easily than can the Bachelor of Science program.

Choice of a degree program should be dictated by a student's personal career goals. B.A. students interested in pursuing graduate study in psychology or other social sciences may enrich their program by taking courses in mathematics, statistics, research methods, and the natural sciences.

B.A. and B.S. students complete the same psychology core and psychology electives. The major for the B.A. also requires an additional statistics or computer science course plus a second concentration area.

Students are advised to take PSY:1001 Elementary Psychology as the first course in the major; however, if a student must take PSY:1001 for the first time after completing another psychology course with a higher number, the student may do so. Students may retake PSY:1001 for a second-grade-only option; however, this must be completed before taking any upper-level psychology courses (PSY:3000-PSY:3800). Students may not retake PSY:1001 after taking an upper-level psychology course; this is considered regression and no credit will be awarded.

The B.A. with a major in psychology requires the following courses or their equivalents.

Code	Title	Hours
	Psychology Core	6
	Lower-Level Psychology Requirements	19
	Upper-Level Psychology Electives	9
	Cognate Requirement	3-4
	Second Concentration Area Courses	9
	Total Hours	46-47

Psychology Core

All majors complete the following coursework for the psychology core.

Code	Title	Hours
	Both of these:	
PSY:1001	Elementary Psychology	3

PSY:2811	Research Methods and Data Analysis in Psychology I	3
----------	--	---

Lower-Level Psychology Requirements

Students take these courses after completing PSY:1001 Elementary Psychology.

Code	Title	Hours
All of these:		
PSY:2301	Introduction to Clinical Psychology	3
PSY:2401	Introduction to Developmental Science	3
PSY:2501	Introduction to Social Psychology	3
PSY:2601	Introduction to Cognitive Psychology	3
PSY:2701	Introduction to Behavioral Neuroscience	4
PSY:2812	Research Methods and Data Analysis in Psychology II	3

Upper-Level Psychology Electives

Students take three advanced psychology courses (total of 9 s.h.) after satisfactorily completing the psychology core and other specified prerequisites. Psychology courses (prefix PSY) numbered 3000 or above may be used to fulfill this requirement, except those in the following list.

Code	Title	Hours
PSY:3994	Research Practicum in Psychology	arr.
PSY:3995	Advanced Research Practicum	1-3
PSY:3996	External Practicum in Psychology	1-3
PSY:3997	Teaching/Advising Practicum in Psychology	1-3
PSY:3998	Individual Readings and Projects	1-3
PSY:3999/ BIOL:3999	Independent Research in Neuroscience	2-3
PSY:4020	Laboratory in Psychology	4
PSY:4025	Laboratory in Cognitive Neuroscience	4
PSY:4090	Psychology Seminar	3
PSY:4990	Honors Thesis Research	1-3
PSY:4995/ BIOL:4995	Honors Research in Neuroscience	arr.

Additional Requirements

Cognate Requirement

Students complete one of the following math, statistics, or computer science courses.

Code	Title	Hours
Statistics		
BIOS:4120	Introduction to Biostatistics	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3

STAT:1030	Statistics for Business	4
STAT:3510/ IGPI:3510	Biostatistics	3

STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3
-------------------------	-------------------------------------	---

Computer Science

CS:1020	Principles of Computing	3
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4

Mathematics

MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4

Second Concentration Area

Students complete 9 s.h. of graded coursework in a single department other than the Department of Psychological and Brain Sciences. Courses used to fulfill this requirement must be taken at the University of Iowa and may not be used to fulfill GE CLAS Core [p. 20] requirements. A second major or a minor may be used to fulfill the requirement.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.P.H. (Community and Behavioral Health Subprogram)

Bachelor of Arts students majoring in psychology who are interested in earning a Master of Public Health degree with a community and behavioral health subprogram may apply to the combined B.A./M.P.H. program offered by the College of Liberal Arts and Sciences and the College of Public Health. The program permits students to count 12 s.h. of credit toward the requirements for both degrees, enabling them to begin the study of public health before they complete the bachelor's degree. For information about the public health program, see "Community and Behavioral Health Subprogram" under Requirements [p. 1889] in the Master of Public Health section of the Catalog.

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in psychology who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete

their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in psychology who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in psychology have the opportunity to graduate with honors in the major. They must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a minimum g.p.a. of 3.33 in the major. Students must complete PSY:4090 Psychology Seminar and write an honors thesis, which is based on an approved original honors research project that a student has conducted under the guidance of a faculty member. Interested students should contact the department's honors advisor.

National Honor Society

The department sponsors a chapter of Psi Chi, the national honor society in psychology and affiliate of the American Psychological Association. Students who have a g.p.a. of at least 3.00 overall and in psychology coursework and who have completed 9 s.h. of psychology courses may request a membership application form. Consult the department's academic coordinator for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the psychology major.

Admission

Admission to the psychology major is open; any University of Iowa undergraduate student may enter the B.A. program.

Entering first-year and transfer students who have completed less than 30 s.h. of coursework and are interested in entering the B.S. program are admitted to the B.A. program until they satisfy the admission requirements for the B.S. program. New

transfer students who meet the admission requirements for the B.S. program may choose to enter the B.S. or the B.A. program.

Students in the B.A. program may switch to the B.S. program if they meet admission requirements at the time of the request. Students may switch from the B.S. to the B.A. program at any time.

Academic Plans

Four-Year Graduation Plan

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

In addition to courses in psychology, the B.A. requires three graded courses in a second concentration area.

Before the third semester begins: PSY:1001 Elementary Psychology

Before the fifth semester begins: PSY:2811 Research Methods and Data Analysis in Psychology I and one or more lower-level psychology requirements

Before the seventh semester begins: four courses in the major (including PSY:2701 Introduction to Behavioral Neuroscience and PSY:2812 Research Methods and Data Analysis in Psychology II), one course in the second concentration area, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two additional courses in the major and an additional course in the second concentration area

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Psychology, B.A.

Course	Title	Hours
First Year		
Fall		
PSY:1001	Elementary Psychology ^a	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
	Hours	15-17
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: lower-level psychology course		3
GE CLAS Core: International and Global Issues ^b		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5
Elective course ^d	3
Hours	16-18

Second Year**Fall**

PSY:2811 Research Methods and Data Analysis in Psychology I	3
Major: lower-level psychology course	3
GE CLAS Core: Historical Perspectives ^b	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5
Elective course ^d	2 - 3
Hours	15-17

Spring

PSY:2812 Research Methods and Data Analysis in Psychology II	3
Major: lower or upper-level psychology course	3
GE CLAS Core: Natural Sciences without Lab ^b	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c	4 - 5
Elective course ^d	3
Hours	16-17

Third Year**Fall**

PSY:2701 Introduction to Behavioral Neuroscience	4
Major: lower or upper-level psychology course	3
Major: second area of concentration course	3
GE CLAS Core: Values and Culture ^b	3
Elective course ^d	3
Hours	16

Spring

Major: second area of concentration course	3
Major: lower or upper-level psychology course	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
GE CLAS Core: Natural Sciences with Lab ^b	4
Elective course ^d	2 - 3
Major: cognate course ^{a, e}	3 - 4
Hours	18-20

Fourth Year**Fall**

Major: lower or upper-level psychology course	3
GE CLAS Core: Quantitative or Formal Reasoning (if not met by cognate course) ^b	3
Elective course ^d	3
Elective course ^d	3
Hours	12

Spring

Major: second area of concentration course	3
Major: lower or upper-level psychology course	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3

Degree Application: apply on MyUI before deadline^f (typically in February for spring, September for fall)^f

Hours	15
Total Hours	123-132

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Course fulfills a major requirement and the GE CLAS Core Quantitative or Formal Reasoning requirement.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major in psychology is designed to contribute to students' general liberal arts and sciences education and to provide a foundation for postbaccalaureate training in psychology and closely related disciplines as well as in areas such as business, law, communication, medicine, and the allied health sciences.

Undergraduate psychology students who do not intend to enroll in graduate school immediately after earning their bachelor's degree frequently earn a second major in a discipline that has broad opportunities for employment, such as education, social work, business, journalism, or nursing.

Learn more about careers in psychology at the American Psychological Association website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Psychology, B.S.

An undergraduate degree in psychology provides students with skills that are relevant to many career paths. The major in psychology is designed to contribute to students' general liberal arts and sciences education and to provide a foundation for postbaccalaureate training in psychology and closely related disciplines as well as in areas such as business, law, communication, medicine, and the allied health sciences. Students who intend to enter the job market immediately after completing an undergraduate degree should complement their psychology major with substantial preparation in another program more closely tied to the world of work (e.g., education, social work, business, journalism, nursing). Almost all vocational opportunities in psychology require advanced degrees.

The psychology major for the Bachelor of Science is intended for students who plan to pursue advanced work in psychology or in a related discipline. It requires a specific grade-point average for admission and certain courses in experimental psychology, mathematics, and natural science. The program leaves time for students to supplement the psychology major with another program of study.

Students who change to a psychology major after two years of undergraduate work may find they do not have sufficient background for the B.S. program.

Students begin with a general introductory course, followed by methodology and data analysis courses, and introductory courses in several broad areas: behavioral neuroscience, developmental science, clinical psychology, cognitive psychology, and social psychology. These courses are followed by upper-level psychology courses selected by each student. For additional information regarding the undergraduate major and career information, visit Undergraduate Program on the Department of Psychological and Brain Sciences website.

The department maintains excellent facilities to support teaching and research on human and animal behavior. All faculty members are directly engaged in research, and they bring to their undergraduate teaching the excitement that such activity generates. Many opportunities exist for interested and capable students to participate in current research projects in the department.

The department has an active undergraduate organization, the Iowa Students Psychology Association, which is open to all interested students. The group sponsors speakers, films, career days, and student symposia.

Learning Outcomes

The learning outcomes in the Department of Psychological and Brain Sciences align with several of the learning goals from the American Psychological Association's guidelines for undergraduate psychology education. These learning outcomes expand and deepen students' foundational knowledge obtained through the GE CLAS Core [p. 20] program.

Psychology majors will:

- understand psychology as an empirical science;
- graduate with a knowledge base in psychology, including an understanding of the major principles and theories in the field's main content areas;

- have learned how to use scientific reasoning to understand psychological phenomena and how to interpret and conduct psychological research; and
- be able to apply their knowledge of psychology to real world situations and recognize the importance of ethical standards and diversity in psychology.

Requirements

The Bachelor of Science with a major in psychology requires a minimum of 120 s.h., including 55-57 s.h. of work for the major, with at least 41 s.h. in psychology courses. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer credits must be approved by the department, and transfer students must complete at least 18 s.h. of psychology courses at the University of Iowa.

The major for the B.S. emphasizes research methodology, so the B.S. may be the degree of choice for students who plan to do graduate work in psychology and related research fields. However, a Bachelor of Science is not required for graduate study in psychology. Choice of a degree program should be dictated by a student's personal career goals.

B.A. and B.S. students complete the same psychology core and psychology electives. The major for the B.S. also requires a pair of natural science courses, one semester of calculus, and an additional mathematics course.

Students are advised to take PSY:1001 Elementary Psychology as the first course in the major; however, if a student must take PSY:1001 for the first time after completing another psychology course with a higher number, the student may do so. Students may retake PSY:1001 for a second-grade-only option; however, this must be completed before taking any upper-level psychology courses (PSY:3000-PSY:3800). Students may not retake PSY:1001 after taking an upper-level psychology course; this is considered regression and no credit will be awarded.

The B.S. with a major in psychology requires the following courses or their equivalents.

Code	Title	Hours
	Psychology Core	6
	Lower-Level Psychology Requirements	19
	Upper-Level Psychology Electives	9
	Psychology Topics Courses	7
	Natural Science Courses	7-8
	Calculus and Additional Mathematics Courses	7-8
	Total Hours	55-57

Psychology Core

All majors complete the following coursework for the psychology core.

Code	Title	Hours
	Both of these:	
PSY:1001	Elementary Psychology	3
PSY:2811	Research Methods and Data Analysis in Psychology I	3

Lower-Level Psychology Requirements

Students take these courses after completing PSY:1001 Elementary Psychology.

Code	Title	Hours
All of these:		
PSY:2301	Introduction to Clinical Psychology	3
PSY:2401	Introduction to Developmental Science	3
PSY:2501	Introduction to Social Psychology	3
PSY:2601	Introduction to Cognitive Psychology	3
PSY:2701	Introduction to Behavioral Neuroscience	4
PSY:2812	Research Methods and Data Analysis in Psychology II	3

Upper-Level Psychology Electives

Students take three advanced psychology courses (total of 9 s.h.) after satisfactorily completing the psychology core and other specified prerequisites. Psychology courses (prefix PSY) numbered 3000 or above may be used to fulfill this requirement, except those in the following list.

Code	Title	Hours
PSY:3994	Research Practicum in Psychology	arr.
PSY:3995	Advanced Research Practicum	1-3
PSY:3996	External Practicum in Psychology	1-3
PSY:3997	Teaching/Advising Practicum in Psychology	1-3
PSY:3998	Individual Readings and Projects	1-3
PSY:3999/ BIOL:3999	Independent Research in Neuroscience	2-3
PSY:4020	Laboratory in Psychology	4
PSY:4025	Laboratory in Cognitive Neuroscience	4
PSY:4090	Psychology Seminar	3
PSY:4990	Honors Thesis Research	1-3
PSY:4995/ BIOL:4995	Honors Research in Neuroscience	arr.

Additional Requirements

Psychology Topics Courses

Code	Title	Hours
Both of these:		
PSY:4020	Laboratory in Psychology	4
PSY:4090	Psychology Seminar	3

Natural Science Courses

Students are required to complete one of the following pairs of specified natural science courses (7-8 s.h.). All of these combinations can be used to fulfill the GE CLAS Core [p. 20] natural sciences requirement. Students should consult with

their advisors concerning specific courses that satisfy these requirements.

Code	Title	Hours
One of these pairs (one semester each of chemistry and biology):		
CHEM:1070 & BIOL:1141	General Chemistry I - Introductory Animal Biology	7
CHEM:1110 & BIOL:1141	Principles of Chemistry I - Introductory Animal Biology	8
CHEM:1110 & BIOL:1411	Principles of Chemistry I - Foundations of Biology	8
Or one of these pairs (one semester each of chemistry and physics):		
CHEM:1070 & PHYS:1400	General Chemistry I - Basic Physics	7
CHEM:1070 & PHYS:1511	General Chemistry I - College Physics I	7
CHEM:1110 & PHYS:1400	Principles of Chemistry I - Basic Physics	7-8
CHEM:1110 & PHYS:1511	Principles of Chemistry I - College Physics I	8
Or this pair (two semesters of chemistry):		
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
Or this pair (two semesters of physics):		
PHYS:1511- PHYS:1512	College Physics I-II	8

Calculus and Additional Mathematics

Students must complete at least one semester of calculus; in most cases, students also must have completed at least one precalculus mathematics course.

Code	Title	Hours
One of these:		
MATH:1380	Calculus and Matrix Algebra for Business	4
MATH:1460	Calculus for the Biological Sciences	4
MATH:1850	Calculus I	4

Students also complete at least one additional course in advanced mathematics, statistics, or computer science chosen from the following lists.

Code	Title	Hours
Mathematics		
MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
Statistics		
BIOS:4120	Introduction to Biostatistics	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3
Computer Science		
CS:1020	Principles of Computing	3

CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in psychology who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in psychology who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students majoring in psychology have the opportunity to graduate with honors in the major. They must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a minimum g.p.a. of 3.33 in the major. Students must complete PSY:4090 Psychology Seminar and write an honors thesis, which is based on an approved original honors research project that a student has conducted under the guidance of

a faculty member. Interested students should contact the department's honors advisor.

National Honor Society

The department sponsors a chapter of Psi Chi, the national honor society in psychology and affiliate of the American Psychological Association. Students who have a g.p.a. of at least 3.00 overall and in psychology coursework and who have completed 9 s.h. of psychology courses may request a membership application form. Consult the department's academic coordinator for more information.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the psychology major.

Admission

Admission to the major is selective. To be eligible for admission to the B.S. program, students must have completed 30 s.h. of college coursework (excluding any credit by exam) and must have a cumulative g.p.a. of 2.67 or higher. There is no limit on the number of qualified students admitted to the B.S. program. Students who do not meet the minimum admission requirements may petition the department in writing, presenting additional evidence of their qualifications.

Entering first-year and transfer students who have completed less than 30 s.h. of coursework and are interested in entering the B.S. program are admitted to the B.A. program until they satisfy the admission requirements for the B.S. program. New transfer students who meet the admission requirements for the B.S. program may choose to enter the B.S. or the B.A. program.

Students in the B.A. program may switch to the B.S. program if they meet admission requirements at the time of the request. Students may switch from the B.S. to the B.A. program at any time.

Academic Plans

Four-Year Graduation Plan

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

The psychology major for the B.S. is open only to students who have earned 30 s.h. and have a g.p.a. of at least 2.67. Students must complete a natural science sequence, either as part of the GE CLAS Core [p. 20] or in addition to it. Students also must complete a semester of calculus and an advanced math, statistics, or computer science course, which may require some preliminary work.

Before the third semester begins: PSY:1001 Elementary Psychology and PSY:2701 Introduction to Behavioral Neuroscience

Before the fifth semester begins: calculus and three additional courses in the major, including PSY:2811 Research Methods and Data Analysis in Psychology I and PSY:2812 Research Methods and Data Analysis in Psychology II

Before the seventh semester begins: two more courses in the major, one course for the major's natural science requirement, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: the advanced mathematics/statistics/computer science course and two more courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Psychology, B.S.

Course	Title	Hours
First Year		
Fall		
PSY:1001	Elementary Psychology ^a	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: lower-level psychology course		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Elective course ^d		3
Hours		16-18
Second Year		
Fall		
PSY:2811	Research Methods and Data Analysis in Psychology I	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Elective course ^d		2 - 3
GE: Natural Sciences without Lab ^{a, e}		3
Hours		15-17
Spring		
PSY:2812	Research Methods and Data Analysis in Psychology II	3
Major: lower or upper-level psychology course		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3

GE CLAS Core: Historical Perspectives ^b	3
Hours	16-17

Third Year

Fall		
PSY:2701	Introduction to Behavioral Neuroscience	4
Major: lower or upper-level psychology course		3
Major: lower or upper-level psychology course		3
GE CLAS Core: Values and Culture ^b		3
Elective course ^d		3
Hours	16	

Spring

Major: choose an additional course in mathematics, statistics, or computer science from an approved list	3 - 4
Major: lower or upper-level psychology course	3
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3
GE CLAS Core: Natural Sciences with Lab ^{a, e}	4
Elective course ^d	2 - 3
Hours	15-17

Fourth Year

Fall		
PSY:4020	Laboratory in Psychology	4
Major: lower or upper-level psychology course		3
GE CLAS Core: International and Global Issues ^b		3
Elective course ^d		3
Elective course ^d		2
Hours	15	

Spring

PSY:4090	Psychology Seminar	3
Major: lower or upper-level psychology course		3
Major: calculus course ^{a, f}		4
Elective course ^d		3
Elective course ^d		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)		
Hours	15	
Total Hours	123-132	

- Fulfills a major requirement and may fulfill a GE requirement.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Choose from an approved list to meet Psychology B.S. major requirements.
- Enrollment in math courses requires completion of a placement exam.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major in psychology is designed to contribute to students' general liberal arts and sciences education and to provide a foundation for postbaccalaureate training in psychology and closely related disciplines as well as areas such as business, law, communication, medicine, and the allied health sciences.

Undergraduate psychology students who do not intend to enroll in graduate school immediately after earning their bachelor's degree frequently earn a second major in a discipline that has broad opportunities for employment, such as education, social work, business, journalism, or nursing.

Learn more about careers in psychology at the American Psychological Association website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Psychology, Minor

Requirements

The undergraduate minor in psychology requires a minimum of 15 s.h., including 12 s.h. in psychology courses (prefix PSY) taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass or satisfactory/fail. Before registering for a psychology course, students must complete the course's prerequisites.

A minor in psychology complements majors in a variety of disciplines. Department advisors can help students identify courses for the minor that are especially appropriate for their major.

Psychology, M.A.

Graduate study in psychology is designed for students seeking the Ph.D. Students enrolled in the doctoral program may elect to receive a Master of Arts (M.A.) degree when they have completed the necessary requirements. Students from other University programs may seek an M.A. in psychology as a complement to other graduate or professional training.

Requirements

The Master of Arts program in psychology requires 30 s.h. of graduate credit with thesis, and 37 s.h. of graduate credit without thesis. Students must maintain a g.p.a. of at least 3.00 to earn the degree. The department ordinarily offers the M.A. only to students enrolled in the Ph.D. program.

Thesis students must earn 24 of the required 30 s.h. at the University of Iowa. Coursework for the thesis program must include a statistics course and at least an additional 8 s.h. earned in Department of Psychological and Brain Sciences courses and seminars, or in courses or seminars that meet area-specific requirements for one of the training areas. Thesis students also must complete an acceptable scholarly thesis and perform successfully in an oral defense of their thesis.

Nonthesis students must earn 30 of the required 37 s.h. at the University of Iowa. Coursework for the nonthesis program must include a statistics course and at least an additional 15 s.h. earned in Department of Psychological and Brain Sciences courses and seminars, or in courses and seminars that meet area-specific requirements for one of the training areas. Nonthesis students also must perform successfully on an examination covering their area of specialization.

Graduate Training Areas

Behavioral and Cognitive Neuroscience

The program in behavioral and cognitive neuroscience focuses on the analysis of learning, memory, attention, motivation, aging, sensory processing, and sleep, in both human and nonhuman subjects, through the application of behavioral and biological principles. Special faculty strengths are in neurobiology of learning and memory, cognitive neuroscience, motivation and emotion, developmental psychobiology, comparative psychology, neuropharmacology, neuroendocrinology, and neuroanatomy. Students in this program have the opportunity to learn state-of-the-art techniques in computer-controlled experimentation and electronic instrumentation as well as advanced analytic and laboratory methods in neurophysiology, nonhuman neurosurgery, histology, neuroimaging, and assays of biochemical activity.

Faculty members in the behavioral and cognitive neuroscience area interact extensively with colleagues in other divisions in the department, in the Iowa Neuroscience Institute, and in many basic science and clinical departments in the Carver College of Medicine, including anatomy and cell biology, otolaryngology—head and neck surgery, pharmacology, internal medicine, pediatrics, psychiatry, and neurology. These collaborative activities provide excellent research and training opportunities for students interested in emerging interdisciplinary fields.

Clinical Science

The clinical science training program emphasizes a scientific approach to the understanding of psychological disorders and the influence of psychological factors on human relationships and health. The program is accredited by the Psychological Clinical Science Accreditation System (PCSAS), has been continuously accredited by the Commission on Accreditation of the American Psychological Association since 1948, and is a charter member of the Academy for Psychological Clinical Science.

The program is designed for students who are interested primarily in helping to advance scientific understanding of clinical phenomena and in acquiring the research skills necessary to do so. Faculty members and students have active research collaborations with colleagues from many departments in the University's Carver College of Medicine and College of Public Health and at the Iowa City VA Health Care System. Many of the program's faculty members conduct externally funded research programs that use cutting-edge behavioral science to develop improved understanding of mechanisms, processes, and interventions for mental disorders. Faculty members have strong training records, and the program's graduates have gone on to top-tier research, teaching, and clinical service positions.

The clinical psychology program provides the first-hand clinical experience and opportunities to develop clinical competence that are integral to clinical research. It closely integrates practicum experience in the Seashore Psychology Clinic with coursework and supervised research experience. Advanced students have opportunities to gain additional clinical experience through placement in the Benton Neuropsychology Clinic, Women's Wellness and Counseling Service, adult and child psychiatry clinics, the Iowa City VA Health Care System, and other venues.

Cognition

The cognition training area is guided by the philosophy that understanding cognitive processes requires an understanding of how they develop and interact with other cognitive processes. In this pursuit, the area strives for empirical and theoretical rigor.

The area's laboratories have overlapping research domains, so most topics are studied by multiple laboratories with multiple methodologies. Areas of strength include categorization, computational modeling, cognitive control, cognitive development, language and language learning, learning and memory, visual cognition, attention, and working memory.

Students in cognition take basic courses and seminars in specialty areas, but they devote most of their time to research activities. Students work closely with a faculty mentor at first and then become progressively independent as they gain knowledge and skills. The program encourages students to work with more than one faculty member, both in the program and across the department and the University. Students often combine basic work on cognition with work in areas such as neuroscience, neuropsychology, psychiatry, educational psychology, and human factors engineering.

Individualized Graduate Training Option

The purpose of the individualized graduate training option is to provide flexibility to graduate students who want to pursue a specialized course of study that does not easily fit

within the other three graduate training areas. This training option also may be appropriate for students who have strong interdisciplinary research interests involving coursework in other departments. Students can choose the individualized training option when applying to the Ph.D. program, or may petition the Committee on Graduate Studies to switch to the individualized option after beginning the Ph.D. program. Oversight of students in the individualized training option is provided by the student's Research Advisory Committee, the Director of Graduate Studies, and the Committee on Graduate Studies.

Admission

Since the graduate program in psychology is designed primarily for students seeking the Ph.D., all applicants are considered on that basis. Occasionally, a qualified applicant who is in good standing in another UI graduate program and is interested in advanced work in psychology only through the M.A. level may be admitted to pursue a combined graduate program. Students interested in such a program should contact the department chair before filing an application.

The application deadline is December 1. For all materials to be on file by that date, applicants should take the Graduate Record Examination (GRE) General Test in October, and no later than November. The subject test in psychology is not required. Applications may be submitted any time but are considered only once each year—between December 1 and February 1—for admission the following fall. Admission decisions are based on a composite consideration of prior academic and research performance; letters of reference; scores on the verbal, quantitative, and analytic writing sections of the GRE General Test; and the applicant's statement about background and purpose. Admission materials are reviewed initially by faculty members in the applicant's primary training area.

An undergraduate major in psychology—including a laboratory course in experimental psychology, a course in statistics, and additional work in the natural sciences and in mathematics—is desirable but not required. Students who have not had such a background but are strongly qualified on other grounds may be admitted. They may be asked to remedy deficiencies in background work with certain courses or independent study before embarking on the regular graduate program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Students who pursue a master's degree in psychology have many opportunities to teach psychology in community colleges or high schools or to find employment in a business, school, or hospital.

Learn more about careers in psychology at the American Psychological Association website.

Psychology, Ph.D.

Graduate study in psychology is designed for students seeking the Ph.D. Students enrolled in the doctoral program may elect to receive a Master of Arts (M.A.) degree when they have completed the necessary requirements.

Requirements

The Doctor of Philosophy program in psychology requires a minimum of 72 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 to earn the degree. Those entering without previous graduate work usually require at least five years to complete the program; those entering with previous graduate training may require less, depending on the nature of the earlier preparation.

The Ph.D. program places strong emphasis on preparation for research, teaching, and other scholarly endeavors, whether in academic settings or in industrial, governmental, or medical institutions. The intent is to produce graduates who are deeply committed to the study of psychology, familiar with fundamental knowledge about psychological processes, well-trained in the methods and techniques for careful investigation of basic and applied problems, and determined to make contributions to the discipline of psychology and to society.

Graduate training is organized in three broad areas: behavioral and cognitive neuroscience, clinical science, and cognition. The department also offers an individualized graduate training option which allows students to design their own course of study. Within and across those areas, graduate training may be guided by additional organizing themes such as developmental science, developmental psychopathology, visual perception, health psychology, and social psychology. Entering students are expected to identify one of the three broad areas as their primary area and to follow a specific program that develops a thorough understanding of the substantive material and methods of investigation central to that subdiscipline, combined with the student's specific research goals. Regardless of specialty training, all students must meet course requirements in statistics and research methods, and they are expected to take courses in content areas other than their primary one. The training area programs are sufficiently flexible to permit students to develop substantial competence in a second training area.

The 72 s.h. required for the Ph.D. includes at least 33 s.h. in the Department of Psychological and Brain Sciences. All students must satisfy, through one of several options, requirements in statistics and research methods.

During each of the first two semesters, graduate students ordinarily take three courses—for example, a statistics course, a course or two in the primary training area, and/or an outside area elective. Students also begin their research under the supervision of their advisor and with the guidance of their research advisory committee.

Near the end of the fall semester of the second year, students submit a report describing their research to date. At the beginning of the following semester, they present their research at the annual graduate research symposium.

During subsequent years, students continue selected coursework in their training and interest areas and continue to develop their research programs. In addition, they develop a prospectus for the dissertation research and take the

comprehensive examination, which covers material in the specialty area. The final year is devoted primarily to conducting the Ph.D. study and writing the dissertation. In the Ph.D. final examination, students present an oral defense of their dissertation and are expected to relate the dissertation work to broader issues in the discipline of psychology.

Graduate Training Areas

Behavioral and Cognitive Neuroscience

The program in behavioral and cognitive neuroscience focuses on the analysis of learning, memory, attention, motivation, aging, sensory processing, and sleep, in both human and nonhuman subjects, through the application of behavioral and biological principles. Special faculty strengths are in neurobiology of learning and memory, cognitive neuroscience, motivation and emotion, developmental psychobiology, comparative psychology, neuropharmacology, neuroendocrinology, and neuroanatomy. Students in this program have the opportunity to learn state-of-the-art techniques in computer-controlled experimentation and electronic instrumentation as well as advanced analytic and laboratory methods in neurophysiology, nonhuman neurosurgery, histology, neuroimaging, and assays of biochemical activity.

Faculty members in the behavioral and cognitive neuroscience area interact extensively with colleagues in other divisions in the department, in the Iowa Neuroscience Institute, and in many basic science and clinical departments in the Carver College of Medicine, including anatomy and cell biology, otolaryngology—head and neck surgery, pharmacology, internal medicine, pediatrics, psychiatry, and neurology. These collaborative activities provide excellent research and training opportunities for students interested in emerging interdisciplinary fields.

Clinical Science

The clinical science training program emphasizes a scientific approach to the understanding of psychological disorders and the influence of psychological factors on human relationships and health. The program is accredited by the Psychological Clinical Science Accreditation System (PCSAS), has been continuously accredited by the Commission on Accreditation of the American Psychological Association since 1948, and is a charter member of the Academy for Psychological Clinical Science.

The program is designed for students who are interested primarily in helping to advance scientific understanding of clinical phenomena and in acquiring the research skills necessary to do so. Faculty members and students have active research collaborations with colleagues from many departments in the University's Carver College of Medicine and College of Public Health and at the Iowa City VA Health Care System. Many of the program's faculty members conduct externally funded research programs that use cutting-edge behavioral science to develop improved understanding of mechanisms, processes, and interventions for mental disorders. Faculty members have strong training records, and the program's graduates have gone on to top-tier research, teaching, and clinical service positions.

The clinical psychology program provides the first-hand clinical experience and opportunities to develop clinical competence that are integral to clinical research. It closely integrates practicum experience in the Seashore Psychology Clinic with coursework and supervised research experience. Advanced students have opportunities to gain

additional clinical experience through placement in the Benton Neuropsychology Clinic, Women's Wellness and Counseling Service, adult and child psychiatry clinics, the Iowa City VA Health Care System, and other venues. After five to six years of on-campus work, including completion of all coursework and most of the dissertation, students serve a one-year internship at an approved site.

Cognition

The cognition training area is guided by the philosophy that understanding cognitive processes requires an understanding of how they develop and interact with other cognitive processes. In this pursuit, the area strives for empirical and theoretical rigor.

The area's laboratories have overlapping research domains, so most topics are studied by multiple laboratories with multiple methodologies. Areas of strength include categorization, computational modeling, cognitive control, cognitive development, language and language learning, learning and memory, visual cognition, attention, and working memory.

Students in cognition take basic courses and seminars in specialty areas, but they devote most of their time to research activities. Students work closely with a faculty mentor at first and then become progressively independent as they gain knowledge and skills. The program encourages students to work with more than one faculty member, both in the program and across the department and the University. Students often combine basic work on cognition with work in areas such as neuroscience, neuropsychology, psychiatry, educational psychology, and human factors engineering.

Individualized Graduate Training Option

The purpose of the individualized graduate training option is to provide flexibility to graduate students who want to pursue a specialized course of study that does not easily fit within the other three graduate training areas. This training option also may be appropriate for students who have strong interdisciplinary research interests involving coursework in other departments. Students can choose the individualized training option when applying to the Ph.D. program, or may petition the Committee on Graduate Studies to switch to the individualized option after beginning the Ph.D. program. Oversight of students in the individualized training option is provided by the student's Research Advisory Committee, the Director of Graduate Studies, and the Committee on Graduate Studies.

Admission

Since the graduate program in psychology is designed primarily for students seeking the Ph.D., all applicants are considered on that basis.

The application deadline is December 1. For all materials to be on file by that date, applicants should take the Graduate Record Examination (GRE) General Test in October, and no later than November. The subject test in psychology is not required. Applications may be submitted any time but are considered only once each year—between December 1 and February 1—for admission the following fall. Admission decisions are based on a composite consideration of prior academic and research performance; letters of reference; scores on the verbal, quantitative, and analytic writing sections of the GRE General Test; and the applicant's

statement about background and purpose. Admission materials are reviewed initially by faculty members in the applicant's primary training area.

An undergraduate major in psychology—including a laboratory course in experimental psychology, a course in statistics, and additional work in the natural sciences and in mathematics—is desirable but not required. Students who have not had such a background but are strongly qualified on other grounds may be admitted. They may be asked to remedy deficiencies in background work with certain courses or independent study before embarking on the regular graduate program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

All students admitted to the Ph.D. program in psychology are guaranteed five years of financial support, as long as they make satisfactory progress and remain in good academic standing. Financial support is provided through fellowships, teaching assistantships, research assistantships, and traineeships, depending on merit and availability. No separate application for financial aid is required.

Career Advancement

Learn more about careers in psychology at the American Psychological Association website.

Public Digital Arts

Director, Division of Performing Arts

- Alan M. MacVey

Chair, Department of Theatre Arts

- Mary Beth Easley

Director, Public Digital Arts

- Daniel W. Miller (Art and Art History)

Coordinator, Public Digital Arts

- Daniel S. Fine (Dance/Theatre Arts)

Undergraduate certificate: public digital arts

Faculty: <https://pda.uiowa.edu/people>

Website: <https://pda.uiowa.edu/>

The curricular goal of the public digital arts certificate program is to give students skills to make works of art that are informed by digital technology, scholarship, and disciplinary tradition. Digital technologies keep transforming how people create, perform, and experience art. At the core of the public digital arts cluster is a commitment to innovation and interdisciplinary collaboration in research, teaching, creative work, and the public expression of the University's creative research and scholarship.

Upon completion of the certificate program, students will be able to develop and realize artistic visions using digital technology and work collaboratively with other artists, engineers, or computer scientists. Most courses will include a public dimension, where projects are shown to a public audience.

The certificate provides the following competencies.

- The ability to think about and develop works of art that use digital technology in creative ways.
- The ability to participate in critical discourse about such artistic works.
- The ability to collaborate across disciplines on artistic projects at the intersection of the physical and digital worlds.
- The ability to use art and digital technology to identify, attract, and interact with audiences in a meaningful and creative way.

The Department of Theatre Arts [p. 1091], which administers the Certificate in Public Digital Arts, partners with the College of Engineering [p. 1420], the Schools of Music [p. 817] and Art and Art History [p. 96], and the Departments of Computer Science [p. 298] and Cinematic Arts [p. 224], to offer the certificate.

Programs

Undergraduate Program of Study Certificate

- Certificate in Public Digital Arts [p. 952]

Courses

Public Digital Arts Courses

DIGA:2800 Digital Arts: An Introduction 3 s.h.

Introduction to potential of integrating art with technology to provide a foundation of skills and concepts through hands-on experimentation; lectures and demonstrations introduce key concepts and ideas as well as the history of digital arts; students develop skills that form a foundation for future investigation through labs; work may include using an Arduino, programming, and developing an interface to control a software project; final project is shared with the public in some way; critical discourse in the form of writing assignments allows for reflection and evaluation. GE: Engineering Be Creative. Same as ARTS:2800, CINE:2800, CS:2800, DANC:2800, MUS:2800, THTR:2800.

DIGA:3285 New Musical Instruments: From Design to Performance 3 s.h.

Acoustic principles of selected traditional instruments (e.g., winds, strings, percussion) as well as principles of electroacoustic sound production (e.g., analog synthesizers, microphones, transducers); students work in teams to build, test, and improve their own musical instrument and experiment with its playing modes; projects may include inharmonic variations upon classical instruments, musical bots, guitar or voice-processing pedals, transducer-driven DIY Gamelans, and more; for composers, performers, engineers, and sound enthusiasts who want to design, build, and/or perform with new musical instruments. GE: Engineering Be Creative. Same as MUS:3285.

DIGA:3840 Robotic Art Studio 4 s.h.

Exploration, design, and creation of interactive artworks, kinetic sculpture, robotic art, sound works, light art, and performance environments; application of basic electronics and mechanical techniques; use of programmable micro-controller Arduino. Prerequisites: SCLP:2810 or CERM:2010 or INTM:2710 or MTLs:2910 or TDSN:2210. GE: Engineering Be Creative. Same as SCLP:3840.

DIGA:3876 Video for Performance 3 s.h.

Introduction to aesthetics and practical applications of digital media and video design for live performance including content creation, system design, and content optimization for media servers; students create digital video and animations and integrate them into live performance and entertainment events via projections, media servers, and digital displays using QLab Media Server and Adobe Creative Cloud (e.g., Illustrator, Photoshop, Premiere Pro, Audition, After Effects); for those with an interest in designing, creating, and displaying digital media for theatre, dance, concerts, corporate events, gallery installations, VJ sets, and architectural projections. Prerequisites: THTR:3890 or CINE:1834. GE: Engineering Be Creative. Same as CINE:3876, DANC:3876, INTM:3876, THTR:3876.

DIGA:3880 Installations and Interactive Performance **3 s.h.**

Introduction to aesthetics, techniques, and practical possibilities of fusing together theatre, dance, music/sound, art, design, cinema, gaming, human computer interaction, and engineering; foundations of creating interactive experiences that use digital photos, video, text, real-world objects, sensor data, live bodies moving in space, Kinect 2 sensors, cameras, and multiple video outputs (e.g., projectors, LED displays); use of Isadora, an interactive, node-based programming software, to create immersive mediated performances, interactive installations, embodied user-based experiences, and user-manipulated virtual environments. GE: Engineering Be Creative. Same as DANC:3880, INTM:3880, THTR:3880.

DIGA:3890 Producing and Directing Digital Video **3 s.h.**

Introduction to the basic concepts, theories, and practical applications of digital video production for multiple distribution streams, with a focus on aesthetic and technical principles; focus on developing proficiency in contemporary approaches to digital media production by understanding the production pipeline, from ideation to preproduction, production, postproduction, and through to distribution. GE: Engineering Be Creative. Same as DANC:3890, INTM:3890, THTR:3890.

DIGA:3895 Performance, Art, and New Technologies in Society **3 s.h.**

Survey of major technological innovations that have deeply impacted society and live performance in the late 20th and early 21st century, and the future of the rapidly evolving technological world; students examine theoretical texts and performances that address the impact of technology on the human condition, as well as create original applied live performances and installations; a variety of technologies are explored and adapted for live performance as they relate to the following five categories of original human experience—telepresence, liveness, artificial intelligence, augmented and virtual reality, and transhumanism. Prerequisites: MUS:2800 or THTR:3880 or CS:1110 or CS:1210 or SCLP:4835. Same as DANC:3895, INTM:3895, THTR:3895.

DIGA:4835 Electronic Objects and Spaces **4 s.h.**

Aesthetic use of electronics to sequence and control motion, light, and sound; introduction to basic electronics through hands-on workshops and discussions; demonstrations on how to build an Arduino, integrated circuits, power supplies, soldering, prototyping, motors, sensors; projects integrating electronics with objects and spaces; artist screenings and critiques. Prerequisites: ARTS:1510 and ARTS:1520 and (SCLP:2810 or CERM:2010 or INTM:2710 or MTLs:2910 or TDSN:2210). GE: Engineering Be Creative. Same as SCLP:4835.

DIGA:4840 Air, Actuators, and Motors **4 s.h.**

Introduction to wide range of motors, actuators, and air devices available for integration in art projects; various forms of motor control and necessary means to power these devices; DC and AC motors, stepper motors, solenoids, electro magnets, relays, pneumatics, inflatables, and other air-driven devices; development of a project utilizing one or more systems; examples and media demonstrations to show how artists and scientists employ these systems. Prerequisites: ARTS:1510 and ARTS:1520 and (SCLP:2810 or CERM:2010 or INTM:2710 or MTLs:2910 or TDSN:2210). GE: Engineering Be Creative. Same as SCLP:4840.

Public Digital Arts, Certificate

Requirements

The undergraduate Certificate in Public Digital Arts requires a minimum of 24 s.h. of coursework, including at least 18 s.h. earned at the University of Iowa or in approved study abroad courses. Students must maintain a g.p.a. of at least 2.00 in coursework for the certificate. Courses taken pass/nonpass do not count toward the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students should declare their intent to earn the certificate at the Office of Academic Programs and Student Development (College of Liberal Arts and Sciences), at the Academic Advising Center, or on MyUI.

Students complete two core courses, five track courses, and one capstone project. They must meet with the certificate director or a public digital arts advisor every semester to discuss their course selections and plan for the capstone course.

The Certificate in Public Digital Arts requires the following coursework.

Required Core Courses

Code	Title	Hours
Both of these:		
ARTS:2800/ CINE:2800/CS:2800/ DANC:2800/ DIGA:2800/ MUS:2800/ THTR:2800	Digital Arts: An Introduction	3
THTR:3895/ DANC:3895/ DIGA:3895/ INTM:3895	Performance, Art, and New Technologies in Society	3

Track Courses

Students must complete five courses from one track (15 s.h.). At least one of the electives must be taken from the Department of Computer Science (prefix CS), unless students have already taken a college-level introductory computer science course or proficiency can be demonstrated. Students who wish to count a course not listed in a track may submit a request for approval to the certificate director.

Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for a course. Some of these courses also have specific restrictions such as only open to certain majors.

- Interactive Design and Intelligent Spaces Track [p. 952]
- New Modes of Storytelling Track [p. 953]
- Sound Design Track [p. 953]
- Visual Design Track [p. 954]
- Choose Your Own Adventure Track [p. 954]

Interactive Design and Intelligent Spaces Track

From human-computer interaction to experiential museum experiences, people are constantly interacting and interfacing with both the physical and digital worlds. How does embedded computation change the way we experience our surroundings? Do immersive environments change the way we experience art and performance?

In this track, students explore how the human body interacts with and can control computers, digital technologies, visual and aural media, and so on, in order to create unique, engaging, and embodied user experiences. Students explore the value of and practical skills needed to create dynamic spaces within the built environment that react to their physical surroundings and the inhabitants within.

Fundamentals

Code	Title	Hours
CS:1110	Introduction to Computer Science	3
CS:2110	Programming for Informatics	4
CS:2520	Human-Computer Interaction	3
CS:4980	Topics in Computer Science II (when topic is virtual reality)	3
INTM:2710/ CINE:2869	Introduction to Intermedia	3
THTR:3880/ DANC:3880/ DIGA:3880/ INTM:3880	Installations and Interactive Performance	3

Specialized

Code	Title	Hours
CERM:3010	Ceramics III: Slip Casting	4
CS:3980	Topics in Computer Science I (when topic is hybrid mobile application development)	3
ISE:5650	Mechatronics Engineering for Smart Device Design	3
ISE:5995	Contemporary Topics in Industrial Engineering (when topic is creative engineering design)	arr.
MUS:3285/ DIGA:3285	New Musical Instruments: From Design to Performance	3
MUS:4250	Composition: Electronic Media I	3
MUS:4251	Composition: Electronic Media II	3
SCLP:2810	Undergraduate Sculpture I	3
SCLP:3840/ DIGA:3840	Robotic Art Studio	4
SCLP:4835/ DIGA:4835	Electronic Objects and Spaces	4
SCLP:4840	Air, Actuators, and Motors	4
TDSN:2210	Problems in 3-D Design	3
TDSN:2240/ CEE:2240	Digital Drafting with AutoCAD	3
TDSN:2250	Computer Modeling with 3ds Max	3

THTR:3230/ ARTS:3230	Scene Design I	3
THTR:3250	Lighting Design I	3
THTR:3260	Sound Design for the Theatre	3
THTR:3270	Entertainment Design	3
THTR:4230	Scene Design II	3
THTR:4250	Lighting Design II	3

New Modes of Storytelling Track

Digital and emerging technologies are changing the ways stories are told and experienced. How can we as storytellers, artists, and engineers use digital media and new technologies to engage 21st-century audiences? Students explore the ideas and technologies that are shaping new modes of storytelling through a variety of transdisciplinary methods across multiple platforms, such as live performances, online experiences, mobile technologies, digital video, immersive installations, augmented and virtual reality.

Fundamentals

Code	Title	Hours
ANIM:2125	Introduction to Animation	3
ANIM:3125	Animation I	4
ARTS:2000/ ASP:2000/ EDTL:2000/ RHET:2000	Big Ideas: Creativity for a Lifetime	3
CINE:1100	The Art of Smartphone Filmmaking	3
CINE:1834/ THTR:1834	Modes of Film and Video Production	4
CINE:4843	Film/Video Production: Image Design	4
CINE:4845	Film/Video Production: Editing	4
CINE:4890	Media Production Workshop	4
CNW:2770	The Art and Craft of Writing for New Media	3
CS:1110	Introduction to Computer Science	3
CS:2110	Programming for Informatics	4
CS:2520	Human-Computer Interaction	3
CW:3218/ INTD:3200	Creative Writing for New Media	3
THTR:3230/ ARTS:3230	Scene Design I	3

Specialized

Code	Title	Hours
CINE:2866	Film/Video Production: Nonfiction	3
CINE:2868	Film/Video Production: Fiction	3
CINE:4841	Film/Video Production: Sound Design	4
COMM:1840	Introduction to Media Production	3
CS:4980	Topics in Computer Science II (when topic is virtual reality)	3

CW:3215/ INTD:3300	Creative Writing and Popular Culture	3
DANC:3050/ INTM:3050	Body/Image: Dance and Media in Discourse and Practice	3
INTM:2710/ CINE:2869	Introduction to Intermedia	3
MUS:3285/ DIGA:3285	New Musical Instruments: From Design to Performance	3
MUS:4250	Composition: Electronic Media I	3
MUS:4251	Composition: Electronic Media II	3
SCLP:2810	Undergraduate Sculpture I	3
SCLP:3840/ DIGA:3840	Robotic Art Studio	4
SCLP:4835/ DIGA:4835	Electronic Objects and Spaces	4
SCLP:4840	Air, Actuators, and Motors	4
THTR:3250	Lighting Design I	3
THTR:3880/ DANC:3880/ DIGA:3880/ INTM:3880	Installations and Interactive Performance	3
THTR:3890/ DANC:3890/ DIGA:3890/ INTM:3890	Producing and Directing Digital Video	3
THTR:4230	Scene Design II	3
THTR:4250	Lighting Design II	3

Sound Design Track

Sound is a critical component to the audience experience of traditional and new media. Students focus on sound design by selecting additional courses in electronic music production and composing, audio engineering, acoustics, among others.

This track provides an opportunity for students to focus their training in (or specialize in) the theory and practical skills needed to create and produce sound design for live public performances in theater, dance, and/or music that use digital and new technologies; interactive sound art; public art exhibitions, installations, or gallery settings; music and sound recordings for analog and digital release; internet, mobile technology, and new media applications; augmented and virtual reality; and games.

Fundamentals

Code	Title	Hours
CINE:4841	Film/Video Production: Sound Design	4
MUS:3780	Audio Recording I	3
MUS:3781	Audio Recording II	3
MUS:4250	Composition: Electronic Media I	3
MUS:4251	Composition: Electronic Media II	3
THTR:3260	Sound Design for the Theatre	3

Specialized

Code	Title	Hours
CS:1110	Introduction to Computer Science	3
CS:3980	Topics in Computer Science I (when topic is interactive multimedia programming)	3
CS:4980	Topics in Computer Science II (when topic is virtual reality)	3
JMC:2020	Introduction to Multimedia Storytelling	4
JMC:3440	Digital Storytelling	3-4
MUS:3190	Center for New Music Ensemble (when topic is LOUi laptop orchestra)	0-1
MUS:3280	Spectral Nature of Sound: Acoustics, Analysis, and Resynthesis	3
MUS:3285/ DIGA:3285	New Musical Instruments: From Design to Performance	3
SCLP:3840/ DIGA:3840	Robotic Art Studio	4
SCLP:4835/ DIGA:4835	Electronic Objects and Spaces	4
THTR:3890/ DANC:3890/ DIGA:3890/ INTM:3890	Producing and Directing Digital Video	3

Visual Design Track

Visual modes of communication consume our daily experience, from informational road signs to internet interfaces to the omnipresence of digital screens. Visual design is a crucial aspect to telling stories and communicating in both traditional and new media. Students focus on visual design by selecting additional courses in digital video, theatrical design, graphic design, 3-D design, animation, among others.

The track provides an opportunity for students to focus their training in (or specialize in) the theory and practical skills needed to create and produce visual design for live public performances in theater, dance, and/or music that use digital and new technologies; interactive visual art; public art exhibitions, installations, or gallery settings; film and video productions for analog and digital release; internet, mobile technology, and new media applications, including 360 video; augmented and virtual reality; and games.

Fundamentals

Code	Title	Hours
ANIM:2125	Introduction to Animation	3
ANIM:3125	Animation I	4
CINE:1834/ THTR:1834	Modes of Film and Video Production	4
CS:1110	Introduction to Computer Science	3
CS:2110	Programming for Informatics	4
CS:2520	Human-Computer Interaction	3
THTR:3202	Graphic Design for the Entertainment Industry	3

THTR:3230/ ARTS:3230	Scene Design I	3
THTR:3250	Lighting Design I	3
THTR:3270	Entertainment Design	3
THTR:3890/ DANC:3890/ DIGA:3890/ INTM:3890	Producing and Directing Digital Video	3
THTR:4230	Scene Design II	3
THTR:4250	Lighting Design II	3

Specialized

Code	Title	Hours
CERM:3010	Ceramics III: Slip Casting	4
CINE:2868	Film/Video Production: Fiction	3
CINE:3195	Undergraduate Seminar (when topic is video games and cinema)	3
CINE:4821	Film/Video Production: Selected Topics	4
CINE:4843	Film/Video Production: Image Design	4
CINE:4845	Film/Video Production: Editing	4
CINE:4890	Media Production Workshop	4
CS:4980	Topics in Computer Science II (when topic is virtual reality)	3
GEOG:1050	Foundations of GIS	4
SCLP:3840/ DIGA:3840	Robotic Art Studio	4
SCLP:4835/ DIGA:4835	Electronic Objects and Spaces	4
SCLP:4840	Air, Actuators, and Motors	4
TDSN:2210	Problems in 3-D Design	3
TDSN:2240/ CEE:2240	Digital Drafting with AutoCAD	3
TDSN:2250	Computer Modeling with 3ds Max	3

Choose Your Own Adventure Track

This track is geared toward the creative entrepreneur, the trail blazer who does not fit into the tracks listed above, and toward the student who wants to forge a new path. This track allows a student to work with a public digital arts advisor to create a specialized plan of study.

Capstone Project

The capstone project must result in a work that is both artistic and digital, and it must be shared in a meaningful way with the public. The project must be informally approved by the certificate director at least one semester before the work takes place. A student then selects at least one faculty member from an appropriate department as a formal advisor. The student submits a written proposal to the certificate director and the advisor. The proposal must include a description of the work; a statement of why the student is prepared to accomplish the work; and a list of equipment, materials, space, or funding required. Once the proposal is approved by the director and advisor, the student enrolls in an independent study course with the advisor as instructor. The student meets with the advisor on a regular basis and

engages other faculty and students as needed. Once the project is complete and shared publicly, the advisor evaluates the project and submits a letter grade.

Code	Title	Hours
	Capstone project (consult certificate director)	3

Religious Studies

Chair

- Morten Schlütter

Undergraduate major: religious studies (B.A.)

Undergraduate minors: religion and media; religious studies

Graduate degrees: M.A. in religious studies; Ph.D. in religious studies

Faculty: <https://clas.uiowa.edu/religion/people/faculty>

Website: <https://clas.uiowa.edu/religion/>

The Department of Religious Studies encourages multidisciplinary inquiry into religious ideas, experiences, philosophies, cultural expressions, and social movements. It studies a rich array of traditions and paths, including Hinduism and Buddhism as well as other religions in South and East Asia, ancient Judaism and early Christianity, African diaspora religions, modern European Christianity, various Islamic sects, North American religions including Native American traditions, and new forms of religion that many people may not yet recognize as religions.

The study of religion helps students to think critically and creatively about the many forms that religion takes and the subtle ways in which it operates. Students learn how people from around the world have responded to age-old questions about life, love, suffering, and death. They learn about religion's impact on global events, including its influences on the construction of personal and communal identities, and its roles in shaping processes of social change, both historically and in the contemporary digital era.

Programs

Undergraduate Programs of Study

Major

- Major in Religious Studies (Bachelor of Arts) [p. 964]

Minors

- Minor in Religion and Media [p. 968]
- Minor in Religious Studies [p. 969]

Graduate Programs of Study

Majors

- Master of Arts in Religious Studies [p. 970]
- Doctor of Philosophy in Religious Studies [p. 972]

Courses

Religious Studies Courses

RELS:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

RELS:1001 Judaism, Christianity, and Islam 3 s.h.

Introduction to sacred literature, beliefs, and rituals of Judaism, Christianity, and Islam, as well as historical and contemporary relationship between these three Abrahamic religions. GE: Historical Perspectives.

RELS:1015 Global Religious Conflict and Diversity 3 s.h.

Essentials of world's religions; focus on religion's role in national and international events, fundamentalism, millenarianism, protest movements, religion and youth culture, religion and popular culture, contact between religious communities past and present. GE: Diversity and Inclusion.

RELS:1041 African American Religion and Popular Culture 3 s.h.

Examination of the role African American religions play in shaping 20th century and contemporary popular culture in the United States; students explore recent histories of Black Christianity, American Islam, and African diaspora religions; gender and race; cultural production in hip hop, jazz, rhythm and blues, literature, poetry, film, sports, cuisine, visual art, and style.

RELS:1050 Big Ideas: Introduction to Information, Society, and Culture 3 s.h.

What is information? What does it teach us about societies and cultures? How is information used to shape societies and even personal preferences? What types of information are there and how can we understand and use them? Students work with faculty from multiple disciplines to investigate these questions using inquiry-based activities to build success in critical thinking and teamwork. GE: Quantitative or Formal Reasoning. Same as POLI:1050.

RELS:1060 Journey Through World Religions 3 s.h.

What makes a religion work, where do they come from, why and how religion(s) become structured in the lives of individuals and cultures, and how different cultures define and inhabit the religions that are practiced on their soil.

RELS:1070 Introduction to the Hebrew Bible/Old Testament 3 s.h.

History, religion, and thought of ancient Jews as recorded in their scripture. GE: Values and Culture.

RELS:1080 Introduction to the New Testament 3 s.h.

History, religion, and thought of early Christians as recorded in the New Testament. GE: Values and Culture.

RELS:1130 Introduction to Islamic Civilization 3 s.h.

Survey of texts, ideas, events, institutions, geography, communities, literature, arts, sciences, and cultures in Islamic communities and societies since the 7th century. GE: International and Global Issues; Values and Culture. Same as HIST:1030.

RELS:1225 Medieval Religion and Culture 3 s.h.

Religion in Europe from classical antiquity to dawn of the Reformation; the religious element in traditions such as art, architecture, literature. GE: Historical Perspectives. Same as HIST:1025.

RELS:1250 Modern Religion and Culture 3 s.h.

European and American religious life from Renaissance to 21st century; focus on specific themes, such as secularism, regionalism, pluralism. GE: Historical Perspectives. Same as HIST:1050.

- RELS:1323 Life in the Biblical World** 3 s.h.
Examination of world depicted in Old and New Testaments of the Bible; archaeological evidence, ancient art, historical accounts, geography, and Bible text used to examine background of biblical text, shedding light on different aspects of daily life in antiquity from different points of view from Late Bronze Age through Roman period. Same as CLSA:1323.
- RELS:1350 Introduction to African American Religions** 3 s.h.
GE: Values and Culture. Same as AFAM:1250.
- RELS:1400 Biblical Archaeology** 1,3 s.h.
Introduction to the science of archaeology and the archaeology of the lands of the Bible to understand historical, cultural, economic, linguistic, and religious backgrounds of the Bible and biblical periods. Same as CLSA:1400.
- RELS:1404 Living Religions of the East** 3 s.h.
Religious beliefs, practices in India, China, Japan. GE: Values and Culture. Same as ASIA:1040, HIST:1610.
- RELS:1410 Introduction to Indian Religions** 3 s.h.
Religions with origins in the South Asian geographic region (e.g., Vedas in mid-second millennium BCE, Jainism and Buddhism from sixth to fourth centuries BCE, Sikhism in 15th century, Indian Christianity, Islam); focus on Hinduism and Buddhism; rise of varied literary forms, ritual, rise of devotional religion, Tantra, how religious practices affect Indigenous medical traditions, how these traditions developed in different South Asian regions; broad changes in South Asian religion in 20th and early 21st centuries, current politicization of religion.
- RELS:1430 The Bible: Frequently Asked Questions** 3 s.h.
Curious about what the Bible is or how it was created, the biblical character that your friends keep referencing, where ideas like Satan and the apocalypse come from, or how the Bible influences our world today? Introduction to the Bible and its influences on Western culture; course format organized by question types to allow flexibility in learning.
- RELS:1470 Contemporary Science Fiction: Beyond the Usual** 3 s.h.
A different perspective on fantasy and science fiction; focus on authors "beyond the usual"; issues of race, gender, societal injustice, and reimagining tomorrow as depicted in speculative fiction by authors writing from more diverse perspectives.
- RELS:1502 Asian Humanities: India** 3 s.h.
Introduction to four thousand years of South Asian civilization, through popular stories. GE: Values and Culture. Same as SOAS:1502.
- RELS:1506 Introduction to Buddhism** 3 s.h.
Development of Buddhism in India, its spread across Asia, and arrival in the West; exploration of diverse Buddhist philosophies, practices, and cultures; readings from India, Tibet, China, Japan, Korea, and Southeast Asia. GE: Values and Culture. Same as ASIA:1060, HIST:1612.
- RELS:1510 Gods, Buddhas, and Ghostly Officials: The Past and Present of Chinese Religions** 3 s.h.
History of religious beliefs and practices in China; role in modern-day Chinese society; specific case studies that illuminate current situation of religion in China and impact on Chinese society; focus on the still widespread worship of gods and ancestors, the Confucian, Buddhist and Daoist traditions, recent upsurge of Christianity in China, and emergence of new religions (e.g., the Falun gong). Same as ASIA:1110.
- RELS:1606 Civilizations of Asia: South Asia** 3-4 s.h.
Civilization of a vast region that includes India, Pakistan, Bangladesh, Nepal, and Sri Lanka. GE: Historical Perspectives; International and Global Issues. Same as ASIA:1606, HIST:1606.
- RELS:1620 Bhagavad Gita: Essential Teachings of Indian Religion** 3 s.h.
Students read the Bhagavad Gita and discuss its interpretations and use in classical and modern religious, literary, and political contexts; composed around 2000 years ago, it is the best known and most influential religious text in Indian history and concisely addresses war and peace, duty and righteousness, renunciation, devotion, and the nature of the universe; its been read, debated, and discussed by ancient philosophers, modern religious teachers, and political figures such as Mahatma Gandhi, the father of modern Independent India. Same as SOAS:1620, TRNS:1620.
- RELS:1670 Korea in the World** 3 s.h.
Comprehensive and critical understanding of Korea's place in the world; emphasis on historical and sociocultural roots of various aspects of life on the contemporary Korean peninsula (both North and South Korea); comprehensive list of topics including cultural production (K-pop and film), religions, economy, gender relations, cuisine, politics, and prospects for reunification. Taught in English. Same as ASIA:1670, KORE:1670.
- RELS:1702 Religion in America Today** 3 s.h.
How American men, women, and children practice their beliefs in today's society. GE: Values and Culture.
- RELS:1725 Gender and Religion in Korean Visual Culture** 3 s.h.
Students draw creatively on visual materials to illuminate complex experience of Korean women in various religious traditions of Korea. Taught in English. Same as ASIA:1725, GWSS:1725, KORE:1725.
- RELS:1765 U.S. Latina/o/x Religions** 3 s.h.
Beliefs and practices of U.S. Latina/o/x, ways that their beliefs and practices are unique and where they overlap with mainstream U.S. society; beliefs, symbols, and practices among U.S. Latina/o/x on national and local level; field visits to local churches and religious sites; class visitors share insights. Same as LATS:1765.
- RELS:1810 Happiness in a Difficult World** 3 s.h.
Religious backgrounds and unique spiritualities of Maya Angelou (an African-American Christian), Black Elk (a Lakota Sioux medicine man), and the Dalai Lama (a Tibetan Buddhist monk); forms of oppression that humans can experience as obstacles to happiness, and forms of liberation that are possible (social, political, economic, mental, emotional, spiritual). GE: Values and Culture.
- RELS:1903 Quest for Human Destiny** 3 s.h.
Quests for destiny in terms of perceived options/goals and ability to recognize, pursue, achieve them. GE: Values and Culture.

RELS:1997 Harry Potter: The Mystery and Magic of Life 3 s.h.

Exploration of Harry Potter novels and films that offer millions of people an entrée into a world of wizards, witches, and muggles; this engrossing world created by J.K. Rowling invites readers and viewers to explore the power of human imagination, creates a space for asking questions of personal significance (What defines me as a person? What sort of person am I in the process of becoming? What are the most significant factors that are shaping my identity and destiny?); students read selections and view film segments while exploring these essential questions.

RELS:2041 Understanding "The Muslim World" 3 s.h.

Exploration of expressions and experiences of Muslims in increasingly diverse societies around the world. Same as ASIA:2041, IS:2041.

RELS:2068 Jews in Popular Culture 3 s.h.

Exploration of a wide variety of ways in which Jewish people represent themselves through production of cultural media.

RELS:2080 Public Life in the U.S.: Religion and Media 3 s.h.

Examination of how the U.S. came into being through specific communication practices, how religion has helped and hindered that process; religious roots of the idea of the U.S., intertwined histories of print media and religion, role of religion and secularism in public discourse; U.S. pride as a nation in which diversity thrives in public discourse; communicative acts that created and sustained this country and also mark sites of discord, conflict, and confusion from the very beginnings of the U.S. to today; how religion has been a source of national identity and national division. Same as COMM:2080.

RELS:2087 Narnia and Beyond: The Writings of C.S. Lewis 3 s.h.

Exploration of C.S. Lewis's use of fantasy to describe the indescribable, his efforts to empathize with human suffering while hoping in possibility of miracles, and his jargon-free narration of Christian beliefs for a war-weary country; Lewis's works that continue to attract attention, ranging from children's literature to science fiction to autobiography and nonfiction; as a professor of medieval and renaissance literature, Lewis's unique perspective on Christianity that led him to make use of imagery, metaphors, and narratives previously neglected by Christian thinkers.

RELS:2110 Diversity in American Religious History: Experimenting with Gender and Sexuality 3 s.h.

Introduction to select popular, alternative, and communal religious groups from the 19th and 20th centuries that have challenged society's norms for gender and sexuality. Same as GWSS:2110, HIST:2210.

RELS:2182 Ancient Mediterranean Religions 3 s.h.

Introduction to major religious traditions of ancient Mediterranean world; Mesopotamia, the Levant (Hebrew Bible), Egypt, Greece, and Rome; central aspects of mythology, ritual, and archaeology, individually and in comparative perspective; ancient Judaism and Christianity considered in their various cultural contexts; basic concepts for understanding cultural exchange; fundamental theories in the study of religion. GE: Values and Culture. Same as CLSA:2482.

RELS:2225 Messianic and Apocalyptic Prophecy in the Bible 3 s.h.

Literary, historical, and theological analysis of biblical prophecies and their impact. Same as CLSA:2425.

RELS:2260 Hard Cases in Healthcare at the Beginning of Life 3 s.h.

Exploration of ethical impact that advances in biotechnology—including genetic, reproductive, and neonatal technology—are having in the medical arena and on humanity; consideration of the powerful influence that religion and spirituality have on most people's thinking about life and death. Same as GHS:2260.

RELS:2265 Hard Cases in Healthcare at the End of Life 3 s.h.

Preparation for future healthcare providers to make difficult ethical decisions regarding the end of life; interactive course. Same as GHS:2265.

RELS:2272 Gods and Superheroes: Mythologies for a Modern World 3 s.h.

Movies are uniquely positioned to express religious ideas and influences in new and innovative ways; introduction to ways in which superhero movies interpret and adapt established religious themes to reach new audiences; exploration of significant issues related to mythology and society through readings and movies; analysis of important texts and themes from various established traditions and how they are combined in new ways to create unique mythologies; how modern mythologies draw attention to what society is and could be; students learn to recognize their own participation in these ongoing dialogues/debates. Recommendations: some background in religious studies helpful.

RELS:2289 Jerusalem: The Holy City 3 s.h.

Religious, political, and cultural history of Jerusalem over three millennia as a symbolic focus of three faiths—Judaism, Christianity, and Islam; integration of several digital learning technologies, including digital reconstructions and Google Earth tours of Jerusalem. Same as CLSA:2489.

RELS:2320 Jesus and the Gospels 3 s.h.

How Jesus was depicted in the writings of the early church; reasons for the different portrayals. Same as CLSA:2420.

RELS:2330 Economics and Islam 3 s.h.

Exploration of the meaning and functions of key ideas and events that have shaped economic and Islamic institutions inside and outside Muslim-majority societies; special attention to causes of inequality and other social disparity patterns and trends. GE: Diversity and Inclusion.

RELS:2333 Economics and Religion: Theories and Practices 3 s.h.

Students survey theories and ideas from emerging fields of the study of economics of religion and religious economy; special focus on Islamic and Jewish economic institutions and principles as case studies.

RELS:2353 Love: Philosophy, Psychology, Religion, and Art 3 s.h.

Idea of love from influential texts of the past to various aspects of contemporary culture and experience (e.g., romantic love, mystical experience, digitally mediated friendships, family relationships); idea of universal human rights; cybersex.

RELS:2361 Middle East and Mediterranean: Alexander to Suleiman 3 s.h.

GE: Historical Perspectives. Same as CLSA:2461, HIST:2461.

RELS:2412 Spiritual but not Religious: The Emergence and Growth of Spirituality 3 s.h.

The rise of people in the United States who have diverse, creative practices and beliefs, but no formal religious affiliation; the impetus behind the rejection of religion, especially by young people; ways in which these patterns reflect global mobility, cultural diversity, secularism, contemporary politics, and religious history; ethical questions about consumerist spirituality and cultural appropriation.

RELS:2420 Almost Human: Exploring Identity in Science Fiction 1,3 s.h.

What does it mean to be human? What distinguishes humans from other sorts of entities, such as cyborgs and robots? What are the ethical implications of a post-human future? Students pursue these questions through exploration of science fiction in books, short stories, film, and television.

RELS:2444 Cities of the Bible 2 s.h.

Survey of the history and archaeology of key biblical cities and the contributions they made to the formation of the Bible. Same as CLSA:2444.

RELS:2475 Islam in America 3 s.h.

Survey of Islam in America; exploration of the roots of Islam in the Atlantic world and antebellum America to the current day; urban-based African American Muslim communities; interactions between African American Muslim women and South Asian Muslim women around issues of gender; focus on Islamic political experiences and artistic expressions to explore the connections between the civil rights movement, Black Power movement, and African American music genres such as jazz; creative ways in which Muslim Americans have engaged with hip hop culture—including rap, poetry, and protest—in the wake of 9/11.

RELS:2486 Religious Coexistence and Conflict in the Middle East 3 s.h.

Examination of coexistence and conflict in the region that includes Iraq, Israel/Palestine, Lebanon, Syria and Yemen; relationship between religion and politics in the Middle East; how the region's diverse ethnic and religious communities coexisted in the past and what now seems like a remarkably tolerant environment; investigation of questions (Did Muslims, Christians, and Jews really live together in peace? If so, how and why has that changed?); history of communal relations in the Middle East; use of this background to analyze how religion and ethnicity function in contemporary politics.

RELS:2510 Fed Up with Organized Religion 3 s.h.

Explores the rise of discontent with organized religion in America and the flourishing of alternative means for understanding the meaning and purpose of life and the universe.

RELS:2540 The Walls Between Us: Historic Uses of the Bible in Defining the Other 3 s.h.

Examination of major events in Western history in which people disagreed about who deserves to be treated as human; ranging from the Crusades and the Reformation to Slavery and Women's Suffrage, students examine how the Bible was used to expand and restrict the circle of humanity. Recommendations: some background in religion and religious studies is helpful.

RELS:2552 Atheism, Agnosticism, and Religion 3 s.h.

History and analysis of religious skepticism in Western culture from the classical period through modern times. Same as CLSA:2552.

RELS:2570 Introduction to Islamic Psychology 3 s.h.

Psychology in Islamic civilization; the nature of the human being; pathology, illness, healing, and therapies in the Islamic tradition; Islamic models compared with Euro-American frameworks. Recommendations: basic knowledge of psychology and Islam. Same as GHS:2570, IS:2570.

RELS:2620 Politics, Sex, and the Bible 3 s.h.

Examination and analysis of the role of the Bible in contemporary culture; how different groups can read the exact same passages, yet reach different conclusions about how they and others should live. Recommendations: basic familiarity with the Bible or religion. GE: Diversity and Inclusion.

RELS:2674 Food, Body, and Belief: A Global Perspective 3 s.h.

Exploration of local, national, and global forces that shape food consumption, body image, and spiritual practices. Taught in English. Same as GHS:2674, KORE:2674.

RELS:2700 Sacred World of Native Americans 3 s.h.

GE: Values and Culture. Same as NAIS:2700.

RELS:2775 The Bible and the Holocaust 3 s.h.

Religious and philosophic implications of the Holocaust viewed through survivors' writings.

RELS:2834 Philosophy of Religion 3 s.h.

Historical to contemporary treatments of central issues; nature of faith, existence and nature of God, science and religion, ethics and religion, miracles, religious experience, interpretation of religious texts. Requirements: sophomore or higher standing. Same as PHIL:2534.

RELS:2852 Women in Islam and the Middle East 3 s.h.

Women in the Islamic community and in non-Muslim Middle Eastern cultures; early rise of Islam to modern times; references to women in the Qur'an and Sunnah, stories from Islamic history; women and gender issues. GE: International and Global Issues; Values and Culture. Same as GWSS:2052.

RELS:2855 Human Rights, Law, Religion, and Culture 3 s.h.

Application of historical and analytical approaches to explore social norms, political principles, religious teachings, cultural practices, and legal doctrines that have shaped the debate on human rights in the global context and within Islamic societies; analysis of historical accounts, legal documents, and past and current events to introduce students to human rights beyond its international law framework.

RELS:2877 Sport and Religion in America 3 s.h.

Sport as a religion; religiosity in sports; examination of religion and sport as connected in important ways in American society. Same as SPST:2077.

RELS:2912 The Bible in Film: Hollywood and Moses 3 s.h.

How Hollywood has interpreted the Biblical stories of Adam and Eve, Moses, and David the King.

RELS:2930 Digital Media and Religion 3 s.h.

Influences of digital media on religion and spirituality today. Same as COMM:2079.

RELS:2947 Quest II: Sex, Love, and Death 3 s.h.

Examination of ancient and modern responses to horrors associated with death; includes films, readings from the Hebrew Bible, J.D. Salinger, and Ernest Hemingway.

RELS:2980 Religion and Contemporary Popular Culture 3 s.h.

Representation and appropriation of world religions in contemporary popular culture (film, television, music, new media); new religious movements arising within popular culture; religion in the digital age; commodification and globalization; focusing on cultural production in North America and Asia.

RELS:2986 Religion and Women 3 s.h.

Sexism and its disavowal in biblical narrative, law, wisdom texts, Gospels, epistles; contemporary impact. GE: Values and Culture.

RELS:3003 Classical and Hellenistic Periods I 3 s.h.

Readings in Greek literature of the Classical and Hellenistic periods. Prerequisites: CLSG:2002. Same as CLSG:3003.

RELS:3055 Death, Dying, and Beyond in Asian Religions 3 s.h.

Survey of cultural and religious approaches to the dying process, post-death rituals, and conceptions about the afterlife in different religions in Asia. Same as ASIA:3055.

RELS:3129 Native American Prophets and Prophecy 3 s.h.

Religious movements, effects of prophecies on followers of religious movements, and resulting tensions with Americans; powerful visions described as messages from a spirit being experienced by several 19th-century Native Americans after waking from coma-like states—wonderful prophecies of the restoration of Native American world to what it once was before American colonization, prophecies leading to religious movements that called for return to traditional practices, rejection of many elements of white American culture, and warnings of an impending destruction of the world.

RELS:3190 Medieval to Modern: The Birth of Protestantism 3 s.h.

Same as HIST:3190.

RELS:3243 Pagans and Christians: The Church from Jesus to Muhammad 3 s.h.

Introduction to history of early Christianity, from time of Jesus to rise of Islam; focus on major movements, intellectuals, institutions in this period; growth of Christianity in different geographical areas including the Middle East, Greece, Western Europe, Africa; Christian relations with Jews, pagans, Muslims; conversion; orthodoxy, heresy, making of biblical canon; martyrdom; women and gender roles; asceticism, monasticism, sexuality; church and state; theological controversy and schisms; cult of saints; the Holy Land and pilgrimage. Same as CLSA:3443.

RELS:3245 Mythology of Otherworldly Journeys 3 s.h.

Examination of mythology of otherworldly journeys from earliest religions to Hellenistic period; historical context; comparison for common themes in their evolution over time; directed readings of mythological texts dealing with otherworldly journeys; ways in which past cultures confronted larger mysteries of life and death. Same as CLSA:3445.

RELS:3247 Banned from the Bible: Pseudepigrapha and Apocrypha 3 s.h.

Introduction to biblical Pseudepigrapha and Apocrypha; writings dating from third century B.C.E. to third century C.E. fictionally attributed to characters in the Hebrew Bible and New Testament, or written as though they originated in the First or Second Temple periods, not included in Jewish or major Christian canons of scripture; English translations of documents from this period; key themes and interpretative techniques common throughout biblical texts that provide tremendous insight into the worlds that produced the Hebrew Bible and New Testament. Same as CLSA:3247.

RELS:3267 Dissent and Rebellion in Islamic Societies: Was There an Arab Spring? 3 s.h.

The year 2021 is the 10th anniversary of the protest movement that started in Tunisia and impacted countries in Southwest Asia and North Africa (and beyond); students review, explain, and analyze these transformative events.

RELS:3333 Economics and Islam 3 s.h.

Origins, functions, and impact of Islamic and related religions' ideas and practices in the realms of economic development, financial services and products, business models, and matters of social justice. Same as IS:3333.

RELS:3375 The Great Collision 3 s.h.

Major developments in architecture, sculpture, ceramics, and mosaics in Israel, Palestine, Syria, and Arabia from death of Alexander the Great to rise of Islam (4 B.C.E. to 8 C.E.); Greek and Roman influences versus local traditions; Roman Empire; growth of churches, synagogues, and mosques; identity and religion. Same as ARTH:3375.

RELS:3385 Early Modern Catholicism 3 s.h.

Same as HIST:3485.

RELS:3431 Gender and Sexuality in Asia 3 s.h.

Conceptions of sex, gender, and sexuality in the religions of China, Korea, and Japan; asceticism and celibacy; sexual alchemy; the difference between male and female bodies and souls; intersexed persons; female saints and immortals; transgressive sexuality; gender and sexuality in colonial Asia; East Asian religions and postcolonial feminism. Same as GWSS:3131.

RELS:3520 Dying for the Promised Land: Martyrdom and Warfare in the Western World 3 s.h.

How martyrdom evokes images of innocents who are killed for their faith and terrorists who commit suicide bombings; how these groups may appear distinct, but share a heritage that relates absolute obedience to God and (often human) sacrifice to conquest and possession of a Promised Land; development of martyrdom ideology and its uses in religious and political conflict in Western history; examination of the Crusades, Reformation, and modern religious and political conflicts beginning with works from the Bible, Greco-Roman culture, and early Jewish and Christian literature. Same as CLSA:3520.

RELS:3524 The Devil in Judaism and Christianity 3 s.h.

While known by many names, the Devil as a central figure in Western religious tradition; surprisingly, how he is not found in earliest texts in the Old Testament; the Devil as embodiment of evil that has his genesis in early Jewish and Christian sectarian conflicts; how he is used as a terrifying dragon or seductive stranger to demonize those perceived as threats to a group's existence; how the Devil is used to explain righteous suffering and create cultural boundaries throughout Western culture, from ancient texts and medieval witch trials to modern cinema and politics. Recommendations: some background in Judeo-Christian tradition. Same as CLSA:3524.

- RELS:3550 Social Justice, Religion, and Spirituality: Faith and Belief Ignited** **3 s.h.**
Examination of some distinctively American traditions of religion, spirituality, and social justice, including women and men who have channeled their religio-spiritual beliefs into social justice in their communities; historical and anthropological focus; examination of U.S. movements (e.g., the Catholic Worker movement, the United Farm Workers movement, the civil rights movement, iterations of the feminist movement); direct involvement with the communities. Same as GWSS:3550, SJUS:3550.
- RELS:3572 Comparative Ritual** **3 s.h.**
Practice and theory; rituals from religions, including Hinduism, Buddhism, Christianity, Indian religions; theories of interpretation. Same as ASIA:3890.
- RELS:3580 Religion and Healing** **3 s.h.**
Historical evidence of religious healing in Christian, Hindu, Buddhist, Native American, and Shaman traditions. Same as ANTH:3113, ASIA:3561, GHS:3113.
- RELS:3644 Gandhi and His Legacy** **0-1,3 s.h.**
In-depth introduction to the life, ideas, and ongoing impact of Mohandas Karamchand Gandhi (1869-1948); from his conservative upbringing to his early career as a lawyer, his transformative experiences, and self-transformation into a charismatic mahatma ("great soul"), the pursuit of political and social liberation through non-violent civil disobedience, the assertion of human rights, and the quest for sustainable lifestyles that uphold the common good and protect the natural environment; evolution of Gandhi's thought and activism and his legacy. Same as HIST:3644, SOAS:3644.
- RELS:3645 Buddhist Philosophy** **3 s.h.**
Theories and arguments concerning the Buddhist path to enlightenment. Same as PHIL:3845.
- RELS:3655 Zen Buddhism** **3 s.h.**
Same as ASIA:3655, HIST:3655.
- RELS:3666 The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond** **3 s.h.**
Historical, textual, and anthropological readings; visual material, yoga demonstrations, discussions of yoga practices; theory underlies readings, including ritual theory and practice theory; psychology and inquiries into the nature of religious adaptation and syncretism.
- RELS:3700 Nonprofit Organizational Effectiveness I** **3 s.h.**
Operational and financial aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as ENTR:3595, MGMT:3500, MUSM:3500, NURS:3595, SSW:3500.
- RELS:3701 Nonprofit Organizational Effectiveness II** **3 s.h.**
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as MGMT:3600, NURS:3600, SSW:3600.
- RELS:3704 Egyptian Art** **3 s.h.**
Sculpture, painting, architecture, and luxury arts from Pyramid Age to Death of Cleopatra. Same as ARTH:3320.
- RELS:3714 Anthropology of Religion** **3 s.h.**
Approaches; religious roles; shamanism, witchcraft, curing; mythology; place of religion in social and cultural change. Same as ANTH:3114.
- RELS:3716 Greek Religion and Society** **3 s.h.**
From Bronze Age to the Hellenistic period, in context of Mediterranean culture; evidence such as choral hymn, inscribed prayers, magical curses inscribed on lead, architecture, sculpted offerings to the gods. Same as CLSA:3416.
- RELS:3745 Twentieth-Century African American Religion: Civil Rights to Hip Hop** **3 s.h.**
Twentieth-century African American religious history; major political and cultural movements, such as civil rights, Black power, Black feminism/womanism, hip hop. Same as AFAM:3245.
- RELS:3808 Malcolm X, King, and Human Rights** **3 s.h.**
Religion and politics of Malcolm X and Martin Luther King, Jr. in the context of U.S. civil rights and international human rights in West Africa and the Muslim world; emphasis on civil rights connections to Gandhi, the Nobel Peace prize, and other international experiences that have impacted Pan Africanists, such as Stokely Carmichael, who worked on human rights. Recommendations: international studies major or undergraduate standing. Same as AFAM:3500, HIST:3160.
- RELS:3845 Islam in Africa** **4 s.h.**
African Islamic history beginning with earliest Muslim migrants from Arabia to Ethiopia in early 7th century C.E. to dawn of 21st century; focus on historical development of Islam on African continent, specific regions, and particular themes; part of Islamic Studies Virtual Curriculum and Committee on Institutional Cooperation (CIC) CourseShare Program. Same as HIST:3745, IS:3745.
- RELS:3855 Human Rights and Islam** **3 s.h.**
Human rights in religious and secular discourse, seventh century to present; Islamic law, human rights law, religion, politics. GE: International and Global Issues. Same as IS:3855.
- RELS:3976 American Indian Environmentalism** **3 s.h.**
Clean water, plant diversity, animal health as worldwide issues; Native American relationships and responsibilities to the living things of their homelands—from the earth itself to the raindrops that fall from the sky—and how those relationships have been altered in the last 150 years; explore innovative Native American efforts to restore their relationships to plants, animals, and landscapes that have been damaged by resource development, manufacturing, population growth, and political interests. Same as NAIS:3276.
- RELS:4001 Biblical Hebrew I** **3-4 s.h.**
- RELS:4002 Biblical Hebrew II** **4 s.h.**
- RELS:4155 Religious Conflict: Early Modern Period** **3 s.h.**
Religious conflict among European Christians (Catholics, Lutherans, Calvinists, and Radicals), as well as between Christians and non-Christians from the Late Middle Ages through the Reformation of the 16th century and beyond. Same as HIST:4455.
- RELS:4352 The Dead Sea Scrolls** **3 s.h.**
Introduction to the Dead Sea Scrolls; reading of the scrolls in English translation; examination of Qumran site archaeology; survey of broader sociopolitical context of Second Temple Judaism (586 B.C.E. to 135 C.E.) out of which the scrolls emerged. Same as CLSA:4452.
- RELS:4730 Religion and Environmental Ethics** **3 s.h.**
How humans conceptualize the biophysical environment through religious beliefs and practices; how images of the environment influence people's activities, how they are used by grassroots environmental movements. Requirements: junior or senior standing. Same as ANTH:4130.

- RELS:4870 Islamic Cultural Presence in Spain** 3 s.h.
Islamic history and culture in the Iberian Peninsula from Middle Ages to present. Taught in Spanish. Requirements: one literature or culture course taught in Spanish numbered SPAN:3200 or above. Same as SPAN:4870.
- RELS:4893 Classical Arabic: Vocabulary, Syntax, and Grammar** 1-3 s.h.
Arabic grammar, syntax, and reading fluency. Prerequisites: ARAB:2001. Corequisites: RELS:3855.
- RELS:4950 Senior Majors Seminar** 3 s.h.
Issues central to academic study of religion.
- RELS:4960 Individual Study: Undergraduates** arr.
- RELS:4970 Honors Tutorial** 2-3 s.h.
- RELS:4975 Honors Essay** 2-4 s.h.
- RELS:5001 Biblical Aramaic** 4 s.h.
This course introduces the basics of Biblical Aramaic grammar and syntax and provides an introduction to the Biblical lexicon. There will be extensive grammatical exercises, both in class and at home, as well as frequent opportunities to apply grammatical and lexical knowledge to the Biblical text. Recommendations: Biblical Hebrew recommended.
- RELS:5002 Targumic Aramaic** 4 s.h.
Language used by Targums—Aramaic translations of the Hebrew Bible—for use in the study of interpretative traditions of later Jewish groups.
- RELS:5067 Readings in Islamic Studies** arr.
Current scholarship in the field of Islamic studies; major works in areas such as modern Islamic thought, Islamic legal and philosophical traditions, religion and politics.
- RELS:5100 Teaching and Public Engagement** 1-3 s.h.
Critical importance of educating people about religion within increasingly globalized and digitized contexts; preparation to excel as classroom teachers and facilitators of cross-religious dialogue in public sphere.
- RELS:5200 Varieties of Religion in the Contemporary World** 3 s.h.
Limited content of multiple religious traditions from different parts of contemporary world; conversing knowledgeably about global religious diversity; preparation to design and teach a world religions course.
- RELS:5300 Genealogies of Religion** 3 s.h.
Genealogies of the idea of religion, academic study of religion, and comparative study of religions; intellectual and ideological foundations of discipline; preparation to work skillfully across traditions.
- RELS:5400 Methods and Theories in the Study of Religion** 3 s.h.
Principal methods, theories in academic study of religion.
- RELS:6040 Tiberius to Trajan** arr.
Authors and topics from the first and second centuries C.E. Same as CLSL:6013.
- RELS:6070 Nonprofit Organizational Effectiveness I** 3 s.h.
Operational and financing aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as HMP:6360, MGMT:9150, PBAF:6278, SPST:6010, SSW:6247, URP:6278.
- RELS:6075 Nonprofit Organizational Effectiveness II** 3 s.h.
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Requirements: for HMP:6365—HMP:6360 or MGMT:9150. Same as HMP:6365, MGMT:9160, PBAF:6279, SPST:6020, SSW:6248, URP:6279.
- RELS:6125 Classical Arabic and Grammar** 3-6 s.h.
Students who have not previously taken Arabic courses start by learning the Arabic alphabet with emphasis on writing and pronunciation; students who have taken Modern Standard Arabic courses learn Classical Arabic vocabulary, syntax, and grammar before reading selections of original Arabic text from the area of their research interest (i.e., law, poetry and literature, philosophy, religious texts, etc.); for students with different levels of familiarity with Arabic language.
- RELS:6150 American Religious Histories** 3 s.h.
Focused examination of the variety and vagaries of religious experiences in the Americas, 16th to 21st centuries. Same as HIST:6250.
- RELS:6200 Seminar: Religious Ethics** 3 s.h.
- RELS:6350 Gender and Religion** 3 s.h.
What contemporary religious and spiritual groups and their members believe about sex, sexuality, and gender; how they define and redefine what it means to be a "man" and a "woman"; exploration of contemporary "conservative" and "progressive" cosmologies and theologies; underlying beliefs that construct these perspectives and the impact on individual and group practices; broader implications of individual and group beliefs and practices on national and global policies. Same as GWSS:6350.
- RELS:6475 Seminar: Reformation Culture** arr.
Culture and thought of 16th-century Europe. Same as HIST:6475.
- RELS:6520 Seminar: South Asian Religion** 3 s.h.
Topics in South Asian religions. Same as ASIA:6520.
- RELS:6580 Seminar: Religion and Society** 3 s.h.
- RELS:6625 Seminar: Religion and Health** 3 s.h.
Examination of global perspectives on relationships between religion, health, disease, living well, and dying. Same as ANTH:6625, GHS:6625.
- RELS:6723 Seminar on Islamic Law and Government** 3 s.h.
Islamic legal and political legacy from formative period until modern time; critical analysis of logic and context of development; development of jurisprudential, legal, and political literature; overview of theories and practices of governance in Islam beginning with Caliphate system and ending with modern nation-state models. Same as LAW:9723.
- RELS:7100 Readings in American Religions** arr.
- RELS:7200 Readings in Religious Ethics** arr.
- RELS:7260 French Paleography** 1,3 s.h.
Independent study of original French writings.
- RELS:7300 Critical Theories of Religion** 1-4 s.h.
Exploration of theories that pertain to religion with an emphasis on contemporary critical theory.
- RELS:7400 Readings in Theology and Religious Thought** arr.
- RELS:7450 Readings in History of Christianity** arr.
- RELS:7500 Readings in Asian Religions** arr.

RELS:7600 Readings in Islamic and Middle Eastern Studies **1-3 s.h.**

Advanced works and/or texts in primary languages (Arabic, Persian, etc.) in the broad field of Islamic and Middle Eastern studies. Requirements: proficiency in Modern Standard Arabic.

RELS:7650 Readings in Ancient Near Eastern Religions **arr.**

Ancient Near Eastern religious texts; focus on their place in ancient Near Eastern history and religious thought.

RELS:7900 Individual Study: Graduates **arr.**

RELS:7950 Thesis **arr.**

Religious Studies, B.A.

The major in religious studies enables students to develop the critical skills and strengths to thrive in an increasingly diverse and interconnected world. Religions and religious ideas are connected to every aspect of modern life and culture, so the major is designed to allow students to tailor it to fit their personal goals or interests. Many students choose to earn a second major or minor in related disciplines such as anthropology, biology, classics, English, history, journalism and mass communication, philosophy, political science, or psychology.

Learning Outcomes

Students will:

- possess a general understanding of several religious traditions or movements,
- understand and evaluate the critical role that religion plays within culture,
- develop critical thinking skills by analyzing and evaluating concepts and arguments,
- develop the ability to communicate effectively in writing and speech, and
- access and interpret religious information in a digital world.

Requirements

The Bachelor of Arts with a major in religious studies requires at least 30 s.h. of coursework. Students must maintain a 2.00 g.p.a. in all courses for the major. With the approval of the department's undergraduate committee, up to 15 s.h. of transfer credit may be counted toward the major. Students also must complete the college's graduation requirements, which include at least 120 s.h. of coursework and the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The program of study for the major includes two core courses and 24 s.h. of elective coursework. Students are encouraged to work with a faculty member to choose the elective courses that best fit their particular academic goals. Courses for the major may not be taken pass/nonpass.

The B.A. with a major in religious studies requires the following coursework.

Code	Title	Hours
Core Courses		6
Electives from Religious Traditions and/or Critical Issues		24
Total Hours		30

Core Courses

Code	Title	Hours
Both of these:		
RELS:1015	Global Religious Conflict and Diversity	3
RELS:4950	Senior Majors Seminar	3

The course RELS:1015 Global Religious Conflict and Diversity introduces students to the study of the world's religious traditions and analyzes how religious ideologies contribute to some of the most important events and issues around the

world. This course is offered every spring semester. Students are encouraged to take this course as early as possible.

The course RELS:4950 Senior Majors Seminar is a capstone course that typically focuses on a general theme or issue that serves as a common connection for the diverse interests of the majors. It allows them to reflect on what they have learned and challenges them to further assess the role that religion plays within culture. This course is offered every spring semester. Students are encouraged to take this course during their senior year, but it may be taken during their junior year.

Electives

Students must complete at least 24 s.h. of elective coursework (approximately eight courses) for the major. Students may choose courses from either the Religious Traditions or Critical Issues categories. The department encourages students to choose electives that examine a variety of religious traditions and issues.

Code	Title	Hours
At least two foundation courses numbered 1000-1999		6
At least three advanced courses numbered 2000-4999		9
At least three courses at any level		9

Religious Traditions

An important part of learning about a religious tradition is to understand its past, so courses in this category focus on religious traditions and movements in a historical perspective. Some courses focus on a specific tradition or geographic area, while others are more comparative in scope. These courses each examine the intersection of religion and culture and their mutual influence.

Code	Title	Hours
RELS:1000	First-Year Seminar	1
RELS:1001	Judaism, Christianity, and Islam	3
RELS:1041	African American Religion and Popular Culture	3
RELS:1060	Journey Through World Religions	3
RELS:1070	Introduction to the Hebrew Bible/Old Testament	3
RELS:1080	Introduction to the New Testament	3
RELS:1130	Introduction to Islamic Civilization	3
RELS:1225	Medieval Religion and Culture	3
RELS:1250	Modern Religion and Culture	3
RELS:1323	Life in the Biblical World	3
RELS:1400	Biblical Archaeology	1,3
RELS:1410	Introduction to Indian Religions	3
RELS:1430	The Bible: Frequently Asked Questions	3
RELS:1502	Asian Humanities: India	3
RELS:1506	Introduction to Buddhism	3

RELS:1510	Gods, Buddhas, and Ghostly Officials: The Past and Present of Chinese Religions	3
RELS:1620	Bhagavad Gita: Essential Teachings of Indian Religion	3
RELS:1670	Korea in the World	3
RELS:1765	U.S. Latina/o/x Religions	3
RELS:2041	Understanding "The Muslim World"	3
RELS:2182	Ancient Mediterranean Religions	3
RELS:2225	Messianic and Apocalyptic Prophecy in the Bible	3
RELS:2320	Jesus and the Gospels	3
RELS:2361	Middle East and Mediterranean: Alexander to Suleiman	3
RELS:2412	Spiritual but not Religious: The Emergence and Growth of Spirituality	3
RELS:2444	Cities of the Bible	2
RELS:2475	Islam in America	3
RELS:2700	Sacred World of Native Americans	3
RELS:2986	Religion and Women	3
RELS:3003	Classical and Hellenistic Periods I	3
RELS:3129	Native American Prophets and Prophecy	3
RELS:3190	Medieval to Modern: The Birth of Protestantism	3
RELS:3243	Pagans and Christians: The Church from Jesus to Muhammad	3
RELS:3245	Mythology of Otherworldly Journeys	3
RELS:3247	Banned from the Bible: Pseudepigrapha and Apocrypha	3
RELS:3375	The Great Collision	3
RELS:3385	Early Modern Catholicism	3
RELS:3520	Dying for the Promised Land: Martyrdom and Warfare in the Western World	3
RELS:3524	The Devil in Judaism and Christianity	3
RELS:3644	Gandhi and His Legacy	3
RELS:3655	Zen Buddhism	3
RELS:3666	The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond	3
RELS:3704	Egyptian Art	3
RELS:3716	Greek Religion and Society	3
RELS:3845	Islam in Africa	4
RELS:4001	Biblical Hebrew I	4
RELS:4002	Biblical Hebrew II	4
RELS:4155	Religious Conflict: Early Modern Period	3
RELS:4352	The Dead Sea Scrolls	3

RELS:4870	Islamic Cultural Presence in Spain	3
RELS:4893	Classical Arabic: Vocabulary, Syntax, and Grammar	1-3
RELS:4960	Individual Study: Undergraduates	arr.
RELS:4970	Honors Tutorial	2-3
RELS:4975	Honors Essay	2-4

Critical Issues

An important role that religious traditions play within a culture or society is to provide a space to struggle with difficult questions about human existence and interactions. Courses in this category focus on ideas, arguments, and problems within a given tradition or among several. They deal with such important issues as gender, sexuality, race/ethnicity, ethics, law and politics, and human rights.

Code	Title	Hours
RELS:1000	First-Year Seminar	1
RELS:1050	Big Ideas: Introduction to Information, Society, and Culture	3
RELS:1350	Introduction to African American Religions	3
RELS:1404	Living Religions of the East	3
RELS:1470	Contemporary Science Fiction: Beyond the Usual	3
RELS:1702	Religion in America Today	3
RELS:1725	Gender and Religion in Korean Visual Culture	3
RELS:1810	Happiness in a Difficult World	3
RELS:1903	Quest for Human Destiny	3
RELS:1997	Harry Potter: The Mystery and Magic of Life	3
RELS:2068	Jews in Popular Culture	3
RELS:2080	Public Life in the U.S.: Religion and Media	3
RELS:2087	Narnia and Beyond: The Writings of C.S. Lewis	3
RELS:2110	Diversity in American Religious History: Experimenting with Gender and Sexuality	3
RELS:2260	Hard Cases in Healthcare at the Beginning of Life	3
RELS:2265	Hard Cases in Healthcare at the End of Life	3
RELS:2272	Gods and Superheroes: Mythologies for a Modern World	3
RELS:2289	Jerusalem: The Holy City	3
RELS:2330	Economics and Islam	3
RELS:2333	Economics and Religion: Theories and Practices	3
RELS:2353	Love: Philosophy, Psychology, Religion, and Art	3
RELS:2420	Almost Human: Exploring Identity in Science Fiction	1,3

RELS:2486	Religious Coexistence and Conflict in the Middle East	3
RELS:2510	Fed Up with Organized Religion	3
RELS:2540	The Walls Between Us: Historic Uses of the Bible in Defining the Other	3
RELS:2552	Atheism, Agnosticism, and Religion	3
RELS:2570	Introduction to Islamic Psychology	3
RELS:2620	Politics, Sex, and the Bible	3
RELS:2674	Food, Body, and Belief: A Global Perspective	3
RELS:2775	The Bible and the Holocaust	3
RELS:2834	Philosophy of Religion	3
RELS:2852	Women in Islam and the Middle East	3
RELS:2855	Human Rights, Law, Religion, and Culture	3
RELS:2877	Sport and Religion in America	3
RELS:2912	The Bible in Film: Hollywood and Moses	3
RELS:2930	Digital Media and Religion	3
RELS:2947	Quest II: Sex, Love, and Death	3
RELS:2980	Religion and Contemporary Popular Culture	3
RELS:2986	Religion and Women	3
RELS:3055	Death, Dying, and Beyond in Asian Religions	3
RELS:3267	Dissent and Rebellion in Islamic Societies: Was There an Arab Spring?	3
RELS:3333	Economics and Islam	3
RELS:3431	Gender and Sexuality in Asia	3
RELS:3572	Comparative Ritual	3
RELS:3580	Religion and Healing	3
RELS:3645	Buddhist Philosophy	3
RELS:3700	Nonprofit Organizational Effectiveness I	3
RELS:3701	Nonprofit Organizational Effectiveness II	3
RELS:3714	Anthropology of Religion	3
RELS:3745	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3
RELS:3808	Malcolm X, King, and Human Rights	3
RELS:3855	Human Rights and Islam	3
RELS:3976	American Indian Environmentalism	3
RELS:4730	Religion and Environmental Ethics	3
RELS:4960	Individual Study: Undergraduates	arr.
RELS:4970	Honors Tutorial	2-3
RELS:4975	Honors Essay	2-4

Honors

Honors in the Major

To graduate with honors in the religious studies major, students must have a UI cumulative g.p.a. of at least 3.33, a minimum requirement set by the College of Liberal Arts and Sciences. Students also must maintain a UI religious studies g.p.a. of at least 3.50. In addition to the major requirements, students also take an additional 3 s.h. of advanced coursework. Students often choose to take RELS:4960 Individual Study: Undergraduates or RELS:4970 Honors Tutorial for their extra course. Students also must take RELS:4975 Honors Essay under the supervision of a faculty advisor to complete their honors thesis. Copies of the approved and completed thesis are submitted to the Department of Religious Studies and to University Archives.

University of Iowa Honors Program

Students also have the opportunity to pursue advanced studies and activities through the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Students do not have to be members of the University of Iowa Honors Program to graduate with honors in the religious studies major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: one or two courses in the major

Before the seventh semester begins: three to six courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: five to seven courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Religious Studies, B.A.

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: religious studies 1000-level course ^a		3
GE CLAS Core: Diversity and Inclusion ^b		3
Elective course ^c		3

CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
RELS:1015	Global Religious Conflict and Diversity ^{d,e}	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Natural Sciences with Lab ^b		4
GE CLAS Core: Social Sciences ^b		3
Elective course ^c		2
Hours		15-16

Second Year**Fall**

Major: religious studies 1000-level course ^a	3	
GE CLAS Core: Quantitative or Formal Reasoning ^b	3	
GE CLAS Core: World Languages First Level Proficiency or elective course ^f	4 - 5	
Elective course ^c	3	
Elective course ^c	3	
Hours		16-17

Spring

Major: religious studies 2000-4999 level course	3	
GE CLAS Core: International and Global Issues ^b	3	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5	
Elective course ^c	3	
Elective course ^c	3	
Hours		16-17

Third Year**Fall**

Major: religious studies 2000-4999 level course	3	
Major: religious studies course	3	
GE CLAS Core: Historical Perspectives ^b	3	
GE CLAS Core: Natural Sciences without Lab ^b	3	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5	
Hours		16-17

Spring

Major: religious studies 2000-4999 level course	3	
Major: religious studies course	3	
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f	4 - 5	
Elective course ^c	3	
Elective course ^c	3	
Hours		16-17

Fourth Year**Fall**

Major: religious studies course	3	
GE CLAS Core: Literary, Visual, and Performing Arts ^b	3	
Elective course ^c	3	
Elective course ^c	3	
Elective course ^c	3	
Hours		15

Spring

RELS:4950	Senior Majors Seminar ^{e,g}	3
Elective course ^c		3

Elective course ^c	3
Elective course ^c	3
Elective course ^c	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^h

Hours	15
Total Hours	123-129

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d RELS:1015 provides an introduction to the study of the world's religions; students should take it as early as possible.
- e Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g RELS:4950 is a capstone course. Ideally, students take it during their senior year, but they may take it during their junior year.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Because religion and religious traditions impact every aspect of culture and society, a major in religious studies prepares students for many different career choices. As the world becomes more and more interconnected, employers look for people who have experience with different cultures and religious backgrounds. Religious studies majors also develop critical thinking, speaking, and writing skills that prepare them for employment and for pursuing an advanced academic degree.

Religious studies majors have gone on to careers in media and communication, social work, nursing, public health, government, and nonprofit organizations. They also have pursued advanced degrees in the humanities, social sciences, law, and medical professions.

Students should contact the Department of Religious Studies to learn how the B.A. with a major in religious studies can benefit them.

The Pomerantz Career Center offers many resources to help students find internships and jobs.

Religion and Media, Minor

The minor is designed to focus on the intersection of religion and media and to build critical skills in cultural and media literacy. Students are educated on the vital role that religion and media play, historically and in contemporary society, by introducing interdisciplinary perspectives.

Requirements

The undergraduate minor in religion and media requires a minimum of 18 s.h., including 12 s.h. in courses taken at the University of Iowa. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework for the minor may not be taken pass/nonpass.

The Departments of Religious Studies and Communication Studies [p. 278] collaborate to offer the minor in religion and media. The minor is administered by the Department of Religious Studies.

Students completing a communication studies major or a religious studies major also may complete this minor. Students may double count up to 6 s.h. of coursework for the religion and media minor with other programs of study. Courses with GE CLAS Core [p. 20] status are excluded from this double-counting policy.

The minor in religion and media requires the following coursework. Students must complete at least 6 s.h. in communication studies coursework (prefix COMM) and at least 6 s.h. in religious studies coursework (prefix RELS).

Code	Title	Hours
	Methods and Approaches in Media Studies Course	3
	Methods and Approaches in Religious Studies Course	3
	Themes of Religion and Media Courses	6
	Religion and Media in Context Courses	6
	Total Hours	18

Methods and Approaches in Media Studies

These courses convey major methodological approaches to the study of media.

Code	Title	Hours
One of these:		
RELS:1050/ POLI:1050	Big Ideas: Introduction to Information, Society, and Culture	3
COMM:1168	Music and Social Change	3
COMM:1174	Media and Society	3

Methods and Approaches in Religious Studies

These courses convey major methodological approaches to the study of religion.

Code	Title	Hours
One of these:		
RELS:1001	Judaism, Christianity, and Islam	3

RELS:1015	Global Religious Conflict and Diversity	3
-----------	---	---

Themes of Religion and Media

These courses raise broad thematic questions about the relationship of religion and media in diverse historical, geographical, and social contexts.

Code	Title	Hours
At least 6 s.h. from these:		
RELS:2182/ CLSA:2482	Ancient Mediterranean Religions	3
RELS:2272	Gods and Superheroes: Mythologies for a Modern World	3
RELS:2930/ COMM:2079	Digital Media and Religion	3
RELS:3524/ CLSA:3524	The Devil in Judaism and Christianity	3

Religion and Media in Context

These courses engage specific historical, geographical, and cultural contexts in which a relationship between religion and media is important. They teach students to think about the way religion and media matter in everyday life.

Code	Title	Hours
At least 6 s.h. from these:		
RELS:2260/ GHS:2260	Hard Cases in Healthcare at the Beginning of Life	3
RELS:2265/ GHS:2265	Hard Cases in Healthcare at the End of Life	3
RELS:2877/ SPST:2077	Sport and Religion in America	3
RELS:3243/ CLSA:3443	Pagans and Christians: The Church from Jesus to Muhammad	3
RELS:3247/ CLSA:3247	Banned from the Bible: Pseudepigrapha and Apocrypha	3
RELS:3745/ AFAM:3245	Twentieth-Century African American Religion: Civil Rights to Hip Hop	3
RELS:3976/ NAIS:3276	American Indian Environmentalism	3
COMM:2080/ RELS:2080	Public Life in the U.S.: Religion and Media	3
COMM:2088	Media and Democracy	3

Religious Studies, Minor

Requirements

The undergraduate minor in religious studies requires a minimum of 15 s.h. in religious studies courses, including 12 s.h. in courses taken at the University of Iowa. Students may count up to 3 s.h. of transfer credit toward the minor with approval of the department's undergraduate committee. All students must maintain a cumulative g.p.a. of at least 2.00 in all departmental and UI courses for the minor. Coursework for the minor cannot be taken pass/nonpass.

Students are encouraged to work with a faculty member when choosing their courses. If possible, students should take at least one of the department's core courses—RELS:1015 Global Religious Conflict and Diversity or RELS:4950 Senior Majors Seminar.

The minor in religious studies requires the following coursework.

Code	Title	Hours
At least two foundation courses numbered 1000-1999		6
At least two advanced courses numbered 2000-4999		6
One course at any level		3
Total Hours		15

Religious Studies, M.A.

The M.A. program in religious studies is designed for students who wish to advance their understanding of a particular area of religious studies or explore multiple traditions and topics. It prepares students to educate the public, within a variety of life and career contexts, about religion and its influences.

The program is interdisciplinary in nature and may involve historical, anthropological, philosophical, literary, art-historical, or other methods of study, depending on individual goals. Students work closely with their advisor and other religious studies faculty members. They also are encouraged to work with faculty members in other UI departments who specialize in related areas. Many religious studies students have worked with faculty in anthropology, English, history, and Asian and Slavic languages and literatures, as well as in philosophy, classics, and other departments.

Training in methodology and a range of approaches to the study of religion are provided in RELS:5400 Methods and Theories in the Study of Religion, in courses taught by faculty in different areas, and in courses offered in other departments. Research skills are developed through the writing of seminar papers and the dissertation prospectus.

It is the expectation that M.A. students will complete their studies in two years. Graduate study is flexible. Students create individualized programs of study in consultation with their advisors and core committee members. Programs often are developed in relation to one of the following four areas of concentration:

- religions in the Middle East, Ancient Near East, and Mediterranean;
- religions in Asia;
- religions in the Americas and Europe; or
- religion, ethics, and society.

Programs also are developed across these areas or thematically in relation to the department's central focus which is religion and public life, most notably religion's impact on the construction of individual and group identities and the dynamics of social change. Included in this focus is religion's relationship to gender, race, ethnicity, and other markers of identity, and the practice and study of religion in a digital age.

For more information about graduate study and the faculty, see Graduate Program and People on the department's website.

Requirements

The Master of Arts program in religious studies requires a minimum of 30 s.h. of graduate credit and is offered with or without thesis. Students must complete 24 s.h. of the credit required for the degree at the University of Iowa and must maintain a cumulative g.p.a. of at least 3.20.

The program is designed for students who wish to advance their understanding of a particular area of religious studies or explore a variety of traditions and topics. It also is intended to prepare students to educate the public about religion and its influences, within a variety of life and career contexts.

Requirements for languages and other research tools vary according to the student's study focus. Students are supervised by a three-person committee consisting of an advisor and two additional faculty members.

All students complete the following five courses.

Code	Title	Hours
RELS:5100	Teaching and Public Engagement	3
RELS:5200	Varieties of Religion in the Contemporary World	3
RELS:5300	Genealogies of Religion	3
RELS:5400	Methods and Theories in the Study of Religion	3

One graduate seminar

Students select remaining coursework depending on their interest area and in consultation with their core committee.

In their M.A. thesis work, students demonstrate and refine their research and writing skills. They may count a maximum of 6 s.h. of thesis credit toward the degree. Students must defend their thesis. Those who choose not to write a thesis must pass an examination that tests their competence in completed coursework.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants to the M.A. program ordinarily must have a verbal reasoning score of at least 153 and a quantitative reasoning score of at least 147 on the revised Graduate Record Examination (GRE) General Test (verbal reasoning score of at least 500 and quantitative reasoning score of at least 580 on the old GRE General Test) and a g.p.a. of at least 3.00.

Application materials must include an application form; a transcript of all undergraduate and graduate work (one copy must be sent to the University's Office of Admissions and a second copy must be sent to the Department of Religious Studies); an application or waiver of consideration form for graduate assistantships; three confidential letters of recommendation; and a writing sample that demonstrates the applicant's ability to engage in critical analysis. Applicants also must submit a brief personal essay that explains their objectives for graduate study and states which area of graduate study in religion will suit their objectives best. Students may indicate one of the four areas of concentration below or an area that crosses the concentrations and is well supported by faculty expertise. For details, see Graduate Admission, Financial Aid, and Additional Funding on the department's website.

Areas of concentration include:

- religions in the Middle East, Ancient Near East, and Mediterranean;
- religions in Asia;
- religions in the Americas and Europe; and
- religion, ethics, and society.

All application materials must be received by January 15 to receive full consideration for fall admission.

Career Advancement

Graduate students in religious studies acquire a wide range of competencies that are useful for almost any career they pursue. Students gain research skills; they master the craft of writing; they learn to plan, manage, and complete

large projects; they gain teaching skills that are useful both inside and outside the academy; they learn to argue a point persuasively; they gain the ability to communicate with others about controversial issues; they learn how to understand and mediate differences in religious perspectives and values; they acquire highly valued language skills; and they gain expertise in the use of digital technologies for research and teaching.

Graduate study in religion can prepare a student to become a professor of religious studies. It also can provide the ability to integrate a deep and theoretically sophisticated understanding of religion and its influences into other professions, such as medicine, nursing, law, political leadership, policy making, journalism, or counseling.

Students who earn a M.A. often gain admission to excellent Ph.D. programs in religious studies and in other areas of study, such as journalism and mass communication. Others have gone on to divinity school, law school, and into careers within media and communication, church leadership, government, and public service.

Religious Studies, Ph.D.

The doctoral program in the Department of Religious Studies prepares students to become specialists in the study and teaching of religion and in the dissemination of new knowledge in religious studies and related fields. This advanced training can be put to use within academic or alternative career settings.

The Ph.D. program is interdisciplinary in nature and may involve historical, anthropological, philosophical, literary, art-historical, or other methods of study, depending on individual goals. Students work closely with their advisor and other religious studies faculty members. They also are encouraged to work with faculty members in other UI departments who specialize in related areas and can serve on Ph.D. committees. Many religious studies students have worked with faculty in anthropology, English, history, and Asian and Slavic languages and literatures, as well as philosophy, classics, and other departments.

Training in methodology and a range of approaches to the study of religion are provided in RELS:5400 Methods and Theories in the Study of Religion, in courses taught by faculty in different areas, and in courses offered in other departments. Research skills are developed through the writing of seminar papers and the dissertation prospectus.

It is the expectation that Ph.D. students will complete their studies in six years (five for those who come into the program with an M.A. and transfer credit). Graduate study in the department addresses the idea of religion and the ways in which religious traditions originate, develop, and interact over time. Students learn to identify and use multiple methods for the study of religion, including historical, philosophical, ethical, literary, linguistic, psychological, ethnographic, and digital approaches.

Graduate study is flexible. Students create individualized programs of study in consultation with their advisors and core committee members. Programs often are developed in relation to one of the following four areas of concentration:

- religions in the Middle East, Ancient Near East, and Mediterranean;
- religions in Asia;
- religions in the Americas and Europe; or
- religion, ethics, and society.

Programs also are developed across these areas or thematically in relation to the department's central focus which is religion and public life, most notably religion's impact on the construction of individual and group identities and the dynamics of social change. Included in this focus is religion's relationship to gender, race, ethnicity, and other markers of identity, and the practice and study of religion in a digital age.

For more detailed information on graduate programs in religious studies, contact the Department of Religious Studies or visit Graduate Program on the department's website.

Requirements

The Doctor of Philosophy program in religious studies requires a minimum of 72 s.h. of graduate credit. Students may transfer up to 24 s.h. of credit from another accredited graduate school.

Course requirements for the Ph.D. vary according to concentration area. However, all students must complete the following eight required courses.

Code	Title	Hours
RELS:5100	Teaching and Public Engagement	1
RELS:5200	Varieties of Religion in the Contemporary World	3
RELS:5300	Genealogies of Religion	3
RELS:5400	Methods and Theories in the Study of Religion	3
Four graduate seminars, including at least two in religious studies		
Total Hours		10

During their fourth semester in residence, students must submit a departmental program of study, which must be approved by the religious studies faculty. To gain approval to continue in the Ph.D. program, students must complete three of the required courses listed above and two of the graduate seminars; show satisfactory progress toward the language and course requirements of their individual programs; demonstrate the ability to write scholarly papers at a level satisfactory for the Ph.D., as assessed by their advisor and core committee members (at least two papers must be submitted to the committee); and have a cumulative University of Iowa g.p.a. of at least 3.40 (language courses that do not count toward the Ph.D. are excluded).

Students must pass a comprehensive examination based on a bibliography that covers their main focus area within religious studies (the history, influential figures, perennial debates, and/or theoretical approaches); a secondary chosen area of focus, distinct from the dissertation topic; and an area of specialization or dissertation topic. The comprehensive exam includes an oral defense. Students also must write a dissertation prospectus and a dissertation based on original research, both of which are defended orally. They may count a maximum of 12 s.h. of dissertation credit toward the degree.

Students working toward a Ph.D. may receive an M.A. upon completing at least 30 s.h. of coursework and successfully passing the comprehensive examination.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants to the Ph.D. program ordinarily must have a verbal reasoning score of at least 158 and a quantitative reasoning score of at least 147 on the revised Graduate Record Examination (GRE) General Test (verbal reasoning score of at least 580 and quantitative reasoning score of at least 580 on the old GRE General Test) and a g.p.a. of at least 3.40.

Application materials must include an application form; a transcript of all undergraduate and graduate work (one copy must be sent to the University's Office of Admissions and a second copy must be sent to the Department of Religious Studies); an application or waiver of consideration form for graduate assistantships; three confidential letters of recommendation; and a writing sample that demonstrates the applicant's ability to engage in critical analysis. Applicants also must submit a brief personal essay that explains their objectives for graduate study and states which area

of graduate study in religion will suit their objectives best. Students may indicate one of the four areas of concentration listed below, or choose an area that crosses the concentrations and is well supported by faculty expertise. For details, see Graduate Admission, Financial Aid, and Additional Funding on the department's website.

Areas of concentration include:

- religions in the Middle East, Ancient Near East, and Mediterranean;
- religions in Asia;
- religions in the Americas and Europe; or
- religion, ethics, and society.

All application materials must be received by January 15 to receive full consideration for fall admission.

Financial Support

All Ph.D. students in religious studies receive funding for at least four years. The department offers financial support for graduate students primarily in the form of teaching assistantships.

The department awards the Gilmore Scholarship for doctoral students who study the intersection of religion, the visual arts, and humanistic values every few years.

The Department of Religious Studies also has a number of smaller scholarships awarded to graduate students for excellence annually. In addition, Ph.D. students can apply for funds from the department for research and conference travel expenses.

The department also assists Ph.D. students in applying for funding that gives them time off from teaching to focus on exams and dissertation writing.

Career Advancement

Graduate students in religious studies acquire a wide range of competencies that are useful for almost any career they pursue. Students gain research skills; they master the craft of writing; they learn to plan, manage, and complete large projects; they gain teaching skills that are useful both inside and outside the academy; they learn to argue persuasively; they gain the ability to communicate with others about controversial issues; they learn how to understand and mediate differences in religious perspectives and values; they acquire rare language skills; and they gain expertise in the use of digital technologies for research and teaching.

Graduate study in religion can prepare a student to become a professor of religious studies. It also can provide the ability to integrate a deep and theoretically sophisticated understanding of religion and its influences into other professions, such as medicine, nursing, law, political leadership, policy making, journalism, or counseling.

Students who earn a Ph.D. in religious studies often go on to become scholars and teachers in university or college settings. Other degree recipients have become professional ethicists, leaders of nongovernmental organizations, school or church administrators, nonacademic educators, digital media specialists, and government employees in the area of international affairs.

Resilience and Trauma-Informed Perspectives

Director, School of Social Work

- Mercedes E. Bern-Klug

Coordinator, Resilience and Trauma-Informed Perspectives

- Yvonne R. Farley (Social Work)

Undergraduate certificate: resilience and trauma-informed perspectives

Website: <https://clas.uiowa.edu/socialwork/>

Many students are majoring in areas where they will encounter individuals who have experienced trauma. Untreated adverse childhood experiences (ACEs) are connected to mental illness, substance abuse, and suicide. ACEs include physical and emotional neglect; physical, sexual, and emotional abuse; parental separation or divorce; mental illness; domestic violence; substance abuse; and incarceration of a parent.

Expanded ACE surveys include poverty, discrimination, homelessness, and community violence. The presence of four or more ACEs is associated with increased risk of poor behavioral, social, mental, and medical health. According to the Center for Disease Control (2020) about 61 percent of adults in 25 states reported they had experienced at least one type of ACE, and nearly 1 in 6 adults reported they had experienced four or more types of ACEs. Women and several racial/ethnic minority groups are at greater risk for experiencing more ACEs. The economic and social costs to families, communities, and society totals hundreds of billions of dollars each year. Preventing ACEs could reduce a large number of health conditions. Acknowledging the importance of identifying and treating ACEs, certificate students could positively impact these numbers, and will be better prepared to provide interventions to others.

The primary audience for the certificate program includes undergraduate students that are in helping professions such as social work, education, psychology, nursing, and public health. Students from health sciences programs, including the Carver College of Medicine, the physician assistant studies and services program, and the College of Law, could benefit as well. All undergraduate students are eligible to participate.

The Colleges of Liberal Arts and Sciences, Education, Nursing, and Law, and the Carver College of Medicine graduate the teachers, social workers, nurses, physicians, police officers, attorneys, judges, prosecutors, nonprofit organization workers and administrators, and public health workers that are employed across the nation. These professionals encounter the most traumatized individuals in society. Preparing undergraduate students in their professional fields with a good understanding of trauma, trauma-sensitive responses, and trauma-informed prevention and care provides skills that supplement their chosen professions.

Students who complete the certificate program will be able to:

- describe adverse childhood experiences and the influence they have on physical, mental, emotional, and spiritual outcomes in childhood and adulthood;

- identify their own trauma, if any, and learn how to process it to become healthier and more resilient in their own lives;
- describe resiliency, its dynamics, and ways to strengthen resiliency;
- analyze strategies to decrease or eliminate trauma in society including learning how to create trauma-informed organizations; and
- describe the impact of ACEs on communities and formulate strategies to prevent ACEs in communities and their field of practice.

The interdisciplinary Certificate in Resilience and Trauma-Informed Perspectives is sponsored by the School of Social Work and the College of Education, with support from the Colleges of Nursing and Public Health. The certificate is administered by the School of Social Work [p. 989].

Programs

Undergraduate Program of Study Certificate

- Certificate in Resilience and Trauma-Informed Perspectives [p. 975]

Resilience and Trauma-Informed Perspectives, Certificate

Requirements

The undergraduate Certificate in Resilience and Trauma-Informed Perspectives requires 18 s.h. of coursework. Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

The Certificate in Resilience and Trauma-Informed Perspectives requires the following coursework; courses taught online are indicated below.

Required Courses

Code	Title	Hours
Both of these:		
SSW:3700/ PSQF:3700	Introduction to Understanding Trauma and Resilience	3
RCE:4173	Trauma Across the Lifespan (online)	3

Electives

Code	Title	Hours
At least 12 s.h. from these:		
SSW:3786/ ASP:3786	Death/Dying: Issues Across the Life Span	3-4
SSW:3797	Child Welfare Policy and Practice (online and on campus)	3
SSW:5200	Grief Work with Individuals and Families (when topic is trauma-informed family practice)	2-3
ANTH:2164/ GHS:2164	Culture and Healing for Future Health Professionals	3
CCCC:2220	Foundations of Critical Cultural Competence	3
CSI:1490	Flip the Script	1
ENGL:1200	The Interpretation of Literature (when topic is identity, trauma, and resiliency)	3
ENGL:3444	Literatures of the American Peoples (when topic is writing trauma, imaging hope)	3
OEH:4510/ CPH:4230/ EPID:4510	Injury and Violence Prevention	3
PSQF:1027	Mindfulness Foundations in the Helping Professions	3
PSY:2701	Introduction to Behavioral Neuroscience	4

PSY:3330	Childhood Psychopathology	3
THTR:2120	Movement: Special Topics (when topic is vinyasa yoga)	3

Independent study in the Rape Victim Advocacy Training Program (consult certificate coordinator)

Additional related courses (consult certificate coordinator for approval)

May include one of these:

SSW:3729	Substance Use and Abuse (online and on campus)	2-3
----------	--	-----

RCE:4185	Introduction to Substance Abuse (online)	3
----------	--	---

May include one of these:

SSW:3796	Family Violence (on campus)	2-3
SSW:3799	Selected Aspects of Social Work and Social Welfare (Des Moines campus)	arr.

Rhetoric

Chair

- Steve Duck

Undergraduate minor: rhetoric and persuasion

Faculty: <https://clas.uiowa.edu/rhetoric/people>

Website: <https://clas.uiowa.edu/rhetoric/>

The Department of Rhetoric offers undergraduate courses that fulfill the Rhetoric requirement of the different colleges at the University; see GE CLAS Core [p. 20] in the Catalog. It also provides individual instruction in its Writing Center, Speaking Center, Conversation Center, and the Iowa Digital Engagement and Learning Initiative (IDEAL) multimodal composition studio and offers other undergraduate courses, graduate seminars, and an undergraduate minor.

Rhetoric for the GE CLAS Core

Rhetoric courses help students to develop skills in speaking, writing, listening, and critical reading. They also build competence in research and inquiry as well as in analysis and persuasion, starting with public controversies in their social contexts and generalizing to all forms of idea presentation, whether academic readings, everyday debates, media messages, or student papers. Writing and speaking skills are emphasized and developed.

All rhetoric classes follow specific department goals, but each instructor uses a unique set of texts and contexts to teach rhetorical concepts. Rhetoric courses are sometimes organized around a special topic, such as the STEM fields (science, technology, engineering, and mathematics), nursing, or law, but the primary emphasis is always on responsible inquiry and analysis. Some course sections involve special activities, such as service-learning components, but the workload across all sections is comparable, with a fixed number of major assignments and a department-approved library of readings.

During their first year at the University, students enroll in the rhetoric course indicated on their degree audit unless they are required to complete one or more prerequisite courses in English as a Second Language (ESL) as a result of their English proficiency evaluation.

Students planning to transfer to the University of Iowa should discuss rhetoric course equivalencies as soon as possible with the University of Iowa Office of Admissions. To learn more about the GE CLAS Core requirement, see GE CLAS Core [p. 20] in the Catalog.

Students who undergo formal evaluation by Student Disability Services and are found to be learning disabled in reading, writing, or speaking should request reasonable accommodations in order to complete rhetoric. Accommodations may be arranged by Student Disability Services in consultation with the Department of Rhetoric and individual instructors.

Programs

Undergraduate Program of Study Minor

- Minor in Rhetoric and Persuasion [p. 980]

Courses

Rhetoric Courses

RHET:1000 First-Year Seminar 1-2 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

RHET:1010 Writing for Academic Success 0 s.h.

Individualized instruction in the Writing Center; in conjunction with GE CLAS Core Rhetoric courses.

RHET:1020 Reading and Comprehension 3 s.h.

Transitional course to help prepare students for RHET:1030, focusing specifically on reading and comprehension strategies, and foundational writing strategies.

RHET:1030 Rhetoric 4-5 s.h.

Analysis and critique to discover, question, explain, and justify positions and claims made in writing and speaking; reading and listening to comprehend and assess arguments; employment of rhetorical concepts (e.g., purpose, audience); understanding research as responsible inquiry for speaking and writing; special topics, activities. Requirements: completion of any required ESL courses. GE: Rhetoric.

RHET:1040 Writing and Reading 3 s.h.

Introductory course in writing required of students who have completed a college-level public speaking course, but have not otherwise satisfied the rhetoric requirement. Requirements: completion of GE CLAS Core speaking requirement and any required ESL courses. GE: Rhetoric - Writing.

RHET:1060 Speaking and Reading 3 s.h.

Introductory course in speaking required of students who have completed 6 s.h. of college writing instruction, but have not completed a 3 s.h. college-level speaking course; intended to improve speaking, listening, critical, analytical, and advocacy skills. Requirements: completion of GE CLAS Core writing requirement and any required ESL courses. GE: Rhetoric - Speech.

RHET:1115 Academic Success Resources 1 s.h.

Development of students' academic skills through sustained engagement with campus success resources (e.g., Rhetoric's Conversation Center); students commit to weekly engagements, supplemented by online readings and reflections designed to foster critical thinking skills around their learning, and a summative, multimodal video speech to facilitate carrying concrete skills forward into future academic success.

RHET:2000 Big Ideas: Creativity for a Lifetime 3 s.h.

Exploration of what senior artists can teach about creativity and aging; interdisciplinary project-based collaborative learning opportunities that consider role of arts and creativity across a lifespan; essential skills necessary to be professionals in numerous careers including health, social work, education, humanities, and the arts; identification of ways for students to be more creative in their own lives and work. GE: Values and Culture. Same as ARTS:2000, ASP:2000, EDTL:2000.

RHET:2031 Desire, Consent, and Sex in U.S. Culture(s): Replacing Coercion and Violence with Respect 3 s.h.

Exploration of desire, sex, consent, and sexual violence in practical and theoretical dimensions; recent demands by students to change the way sexual violence is addressed; lectures by scholars, activists, and professionals; sexual violence, rape culture, and sexuality-based oppression confronted with academic/therapeutic/political knowledge; real world strategies to help better understand and combat sexual violence, theories. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as GWSS:2000.

RHET:2055 Persuasion and Advocacy 3 s.h.

Strategies of prominent women rhetors analyzed from antiquity to present; how our own historical moment constrains, shapes, and enables women's public speaking and writing today; projects that take advantage of multimodal presentation platforms and apply insights from class to causes of interest to UI students. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as GWSS:2055.

RHET:2065 Persuading Different Audiences: Launching a Successful Career 3 s.h.

Preparation for student's future persuasive demands as they start their careers; creation of several short projects addressing a variety of audiences, context, and situations with the goal of developing a professional and personable style; assignments reflect challenging circumstances in the workplace. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:2070 Persuasive Stories 3 s.h.

Examination of the persuasive dimension of stories; students master the skill of storytelling by examining stories circulating within their culture and exploring the effects these stories have on thinking about their identities and discovering their own voices; integration of speaking and writing skills with persuasive storytelling skills through short oral and written assignments that lead to a final multimodal project of two interrelated storytelling assignments—production of a website and a podcast. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. GE: Values and Culture.

RHET:2085 Speaking Skills 3 s.h.

How to become confident and effective speakers; assignments include formal presentations and shorter, informal speaking activities; peer and instructor feedback help improve the impression students create as speakers; strengths developed include earning credibility, capturing and maintaining audience interest, and coming across as personable, professional, and confident. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:2090 Conversation Practicum 3 s.h.

Intercultural conversation with international students in small groups or pairs; readings, classroom discussions, and in-class training to develop cultural competence and related skills. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:2095 Fundamental Strategies of Persuasion 3 s.h.

Strategies of approaching persuasion in a variety of personal, professional, and communal contexts; fundamentals of persuasion including audience adaptation, creating reasoned and passionate appeals, conveying character, and enabling identification. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Requirements: completion of GE CLAS Core Rhetoric.

RHET:2135 Rhetorics of Diversity and Inclusion 3 s.h.

How language is at the root of oppression while also being a powerful tool to enact social justice; students explore the roles of rhetoric in constructing diversity and examine how different bodies and minds are ascribed value based on their alignment with cultural attitudes toward normalcy, ability, race, gender, sexuality, and more; students use written, spoken, and/or signed language and digital forms of expression to create a more inclusive environment in and beyond the classroom. GE: Diversity and Inclusion.

RHET:2350 Forensic Rhetoric 3 s.h.

Students strengthen argumentation, communication, and research skills while discussing the cultural phenomenon of forensic rhetoric (i.e., using the past to make arguments); rhetorical analysis of autobiographical stories, development of podcasts related to readings, and a multimodal project involving archival research. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:2400 Idea to Innovation 3 s.h.

Opportunity for creative, self-motivated students to begin making a difference in their communities today; examination of how cities and communities are organized spatially and socially; case studies detailing social innovators in a variety of disciplines. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:2610 Acting for Success 3 s.h.

How skills learned by actors in the theatre world can be applied to presentations and interactions in business, education, and beyond; how to connect with others on a personal level; ability to stand out as a team player and a leader; acting techniques traditionally used in theatre to open up communication dynamics; how to display an authentic self in everyday situations. Corequisites: RHET:1030 or RHET:1040 or RHET:1060. GE: Engineering Be Creative. Same as THTR:2610.

RHET:2620 Body Language: Study of Movement and Gesture in Speaking 3 s.h.

How to effectively perform movement and gesture in public and interpersonal speaking situations; development of skills; use of movement and gesture in many types of public speeches including academic and professional presentations, political debates, ceremonial addresses, and protest demonstrations; short readings on nonverbal communication. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:3009 Negotiation and Conflict Resolution 3 s.h.

Strategies of successful negotiation across a wide range of conflict situations; keys to success in peacefully resolving conflicts; personal, professional, legal, and political negotiations; apologizing; mediation as alternative to litigation; analysis of conflict characteristics to determine optimal negotiation strategies; development of negotiation interpersonal skills; practice negotiating under real world scenarios. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as PBAF:3217, URP:3217.

RHET:3085 Advanced Speaking Skills 3 s.h.

Preparation for speaking as a leader; how to speak effectively, authoritatively, and eloquently in a variety of settings; assignments including podcasts, video-recorded speeches, and TED talks; informal assignments provide occasions to practice, and give and receive quality feedback, as well as experiment with unique and memorable ways of speaking that give life to things that are abstract, technical, philosophical, and poetic. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:3130 Rhetorics of Animal Advocacy 3 s.h.

Explore the range of social, ethical, and environmental problems that motivate animal advocacy past and present, and analyze several advocacy campaign responses to those problems (e.g., People for the Ethical Treatment of Animals, Farm Sanctuary, The American Society for the Prevention of Cruelty to Animals, The National Humane Alliance); students will examine self-selected animal-related problems and design animal advocacy campaigns of their own choosing. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:3138 Writing to Change the World 3 s.h.

Writers who can frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as GWSS:3138, SJUS:3138.

RHET:3140 Nature and Society: Controversies and Images 3 s.h.

Theoretical perspectives that explain and/or interpret environmental change and human environmental interactions; conceptual tools to understand complex relationship between nature and society at multiple scales; ways in which individuals and communities have overcome economic and environmental limitations in economically developed countries and economically developing countries; critical thinking through exposure to contentious viewpoints and assessment of their strengths and weaknesses. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Requirements: completion of GE CLAS Core Rhetoric.

RHET:3150 Narratives of Gender and Masculinity 3 s.h.

Engaging with and deconstructing the stories men and women tell about what it means to be a man in the 21st century; topics may include cultural differences in the construction of gender and masculinity, queer masculinity, masculinity and social justice movements (especially feminism), history of the present moment in masculinity, masculinity from a nonbinary perspective, literary representations of masculinity, and masculinity in mass culture. Requirements: completion of GE CLAS Core Rhetoric. Same as GWSS:3700.

RHET:3250 Persuasive Writing for Science and Health Care Professionals 3 s.h.

Writing persuasively and authoritatively in professional settings; exploration of a variety of writing formats including letter, personal essay, blog, project proposal, and grant proposal; final project tailored to student interests; for engineering, science, and health care majors. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. GE: Engineering Be Creative.

RHET:3260 Persuasive Speaking for Science and Health Care Professionals 3 s.h.

Preparation for speaking persuasively and authoritatively in professional settings; students speak frequently and receive ample feedback from their peers and instructor with the goal of developing a presentational style of speaking that blends personable and professional as well as translating technical and abstract into concrete language accessible to the public; tailor-made for students majoring in science and health care areas. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. GE: Engineering Be Creative.

RHET:3290 Advanced Business Speaking 3 s.h.

Speaking as a purpose-specific, audience-oriented, and situation-bound activity whose demands change from one setting to another; students learn to speak with authority, come across as professionals, and manage the impression they create in their audience by speaking in various business settings including business presentations, boardroom meetings, employee briefings, customer complaints, and peer meetings. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:3350 Gaming (the) Systems 3 s.h.

Knowing that Rhetoric is the art and study of persuasion and meaning making, students examine how games—one of the newest and most important forms of modern media—participate in these rhetorical practices; students play, discuss, and read about games and how games interact with the cultural discourses surrounding us on their way toward crafting their own rhetorical contributions to the world of games and gaming media; students play small, indie titles and a few major games as they produce an argumentative article, a game review, a video blog, and finally a game itself; beginner friendly, no prior knowledge of games or design programs required. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:3360 Classical Techniques in Modern Speaking 3 s.h.

Examination of public speaking in context of ancient Greece, when the shift from aristocracy to democracy made public speaking the only way to rise to a position of power; excerpts from ancient texts that demonstrate link between public speaking and democracy; strategies ancients used in public, celebratory, political, and judicial settings to make the best case for themselves; application of these strategies in modern settings for public speaking. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:3560 Public Policy and Persuasion 3 s.h.

Students build a professional skill set in the area of public policy; creation of a portfolio of professional materials including a policy briefing to an actual client; assignments geared toward developing concise and effective writing as well as presentational styles adapted to different audiences. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as POLI:3560, SJUS:3560.

RHET:3585 Speak, to Change the World: The Art of Speechwriting and Speechmaking 3 s.h.

Students focus on "speaking that makes a difference" by studying famous, classic, and contemporary speeches designed to change the world; addressing communal/societal issues of students' choice; writing eloquent and persuasive speeches; delivering scripted speeches in ways that earn character, credibility, and authority. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:3630 Apology and the Art of Verbal Self-Defense 3 s.h.

Examination of apology as a defense of actions, opinions, or personal character; study of celebrity non-apology apologies; role of apology in criminal courts; corporate apology; use of apology and gender; political apologies; cultural approaches to apology; evaluation of effective apologies in interpersonal and public spheres. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Requirements: satisfactory completion of GE CLAS Core Rhetoric.

RHET:3700 Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience 3 s.h.

How sustainable approaches to meeting critical social needs (food, water, shelter, air, work) have influenced food systems, policies on development, environmental problems, social justice, and policy both local and global in scope; readings and field research activities leading to creation of work of multimodal advocacy. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Requirements: fulfillment of GE CLAS Core Rhetoric.

RHET:4980 Special Projects for Undergraduates arr.

Prerequisites: RHET:1030 or RHET:1040 or RHET:1060.

RHET:5100 Practicum: College Teaching and Professional Development for Teaching Assistants arr.

Guidance for teaching assistants seeking introduction to teaching at college level; focus on practical pedagogical concerns, including how to structure a course, devise learning outcomes, develop a syllabus and a calendar of assignments, evaluate student work, and create a student-centered classroom with collaborate learning experiences; pre-semester intensive training session, weekly meetings during first month of semester, periodic meetings to address midterm and late-semester issues; concurrent with TA teaching assistantships. Recommendations: interest in teacher training and preparation. Same as CLAS:5100.

RHET:5330 Directing a Writing Center arr.

Supervised tutoring in Writing Center involving graduate and undergraduate tutors and fellows across disciplines; providing instruction on recruitment and development of writing support teams; helping a variety of persons on campus (undergraduate, graduate, faculty) to improve their writing skills in many different areas, ranging from class or conference papers to publicity materials. Requirements: professional development program and rhetoric teaching.

RHET:5335 Directing a Speaking Center arr.

Supervised tutoring in Speaking Center involving graduate and undergraduate tutors and fellows across disciplines; providing instruction on recruitment and development of writing support teams; helping a variety of persons on campus (undergraduate, graduate, faculty) to improve their speaking skills in many different areas, ranging from class or conference papers to publicity materials. Requirements: professional development program and rhetoric teaching.

RHET:5350 Colloquium: Teaching Rhetoric 3 s.h.

Professional development program for new rhetoric teachers; includes three-day workshop.

RHET:5352 Seminar: Topics in Teaching and Professional Development 3 s.h.

Professional development and advanced study of pedagogical theories and practices; focus on teaching as a rhetorical act; readings on pedagogy, composition theories, and learning process; academic and alt-ac career options; teaching philosophy statement, teaching portfolio, peer classroom observations, and research project; for experienced rhetoric instructors and others teaching writing-intensive, process-oriented courses. Recommendations: previous or current teaching experience in composition-intensive courses.

RHET:5375 Teaching in a Writing Center 3 s.h.

Seminar/practicum to prepare graduate students to teach in the University of Iowa Writing Center or similar settings; seminar component on writing and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in the Writing Center. Same as CNW:5375.

RHET:5385 Teaching in a Speaking Center 3 s.h.

Preparation to teach in University of Iowa Speaking Center or similar settings; seminar component on speaking and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in speaking center.

RHET:6330 Writing for Learned Journals 1-4 s.h.

Seminar that supports graduate students in bringing written work to publishable form; analysis of target journals' audiences, interests, and citation politics; submission and the publication process; response to reader reports and criticism; best writing and research practices; discussion of knowledge cultures and discourses in disciplines and the contemporary academy. Same as AMST:6300, GRAD:6300, GWSS:6300.

RHET:6965 Topics in Second Language Acquisition: Writing 3 s.h.

Theory, pedagogy, research, and assessment in second language writing. Taught in English. Same as SLA:6965, SPAN:6965.

RHET:7500 Science Communication in the Digital Age 2-3 s.h.

Preparation for communicating scientific discoveries and importance of scientific endeavors in digital media; focus on adaptable and transferable skills; relevant preparation for digital communication in academic and nonacademic career paths; develop aptitude with speaking and performance skills relevant to video presentation; develop familiarity with video composition and editing processes.

RHET:7930 Writing in the Disciplines arr.

Writing instruction.

RHET:7940 Public Speaking for Academics 3 s.h.

Prepares graduate students for the public speaking occasions germane in their home disciplines and in their future professions; students gain experience moving between different rhetorical registers in public speaking through engaging in cross-disciplinary conversations about performance and speaking practices while refining discipline-specific speaking strategies; honing the ability to communicate the same information in different forms and styles (along with understanding the corresponding advantages and limitations of such) will contribute to students' teaching and scholarly skill sets.

Rhetoric and Persuasion, Minor

The minor in rhetoric and persuasion educates students in responsible, credible, and effective methods to take active leadership roles in engaging social issues in personal, professional, and communal settings. The program empowers students to look at the world as a place open to change and receptive to influence and to view themselves as agents capable of improving the world and their place in it. The minor aims to professionalize students—whether in their capacity as individual citizens, members of the community, or leaders in the workplace—by guiding them to understand audiences and situations, to use language responsibly and strategically, and to develop the integrity and authority of their own voice.

Requirements

The undergraduate minor in rhetoric and persuasion requires a minimum of 15 s.h., including 12 s.h. earned in courses taken at the University of Iowa and at least 12 s.h. earned in Department of Rhetoric courses. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The minor in rhetoric and persuasion requires the following coursework.

Code	Title	Hours
Five of these (15 s.h.):		
RHET:2055/ GWSS:2055	Persuasion and Advocacy	3
RHET:2065	Persuading Different Audiences: Launching a Successful Career	3
RHET:2070	Persuasive Stories	3
RHET:2085	Speaking Skills	3
RHET:2090	Conversation Practicum	3
RHET:2095	Fundamental Strategies of Persuasion	3
RHET:2135	Rhetorics of Diversity and Inclusion	3
RHET:2350	Forensic Rhetoric	3
RHET:2620	Body Language: Study of Movement and Gesture in Speaking	3
RHET:3009/ PBAF:3217/ URP:3217	Negotiation and Conflict Resolution	3
RHET:3085	Advanced Speaking Skills	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3
RHET:3260	Persuasive Speaking for Science and Health Care Professionals	3
RHET:3290	Advanced Business Speaking	3
RHET:3350	Gaming (the) Systems	3
RHET:3560/ POLI:3560/ SJUS:3560	Public Policy and Persuasion	3

RHET:3585	Speak, to Change the World: The Art of Speechwriting and Speechmaking	3
RHET:3630	Apology and the Art of Verbal Self-Defense	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3
RHET:4980	Special Projects for Undergraduates	arr.
May include one of these:		
RHET:2000/ ARTS:2000/ ASP:2000/ EDTL:2000	Big Ideas: Creativity for a Lifetime (when taught by a rhetoric instructor)	3
RHET:2031/ GWSS:2000	Desire, Consent, and Sex in U.S. Culture(s): Replacing Coercion and Violence with Respect (when taught by a rhetoric instructor)	3
RHET:2610/ THTR:2610	Acting for Success	3
RHET:3138/ GWSS:3138/ SJUS:3138	Writing to Change the World (when taught by a rhetoric instructor)	3
RHET:3150/ GWSS:3700	Narratives of Gender and Masculinity (when taught by a rhetoric instructor)	3
BUS:3000	Business Communication and Protocol	3
CLSA:3742/ WRIT:3742	Word Power: Building English Vocabulary	3
COMM:1816	Business and Professional Communication	3
GWSS:3138/ RHET:3138/ SJUS:3138	Writing to Change the World (qualifies for this group if not being taught by a rhetoric instructor)	3
LATH:3000	Latham Fellows: Science Communication Skill Building	1-2
LATH:3001	Latham Fellows: Science Outreach Project	2
THTR:1140	Basic Acting	3

Focus Areas

Students who would like to choose courses in certain focus areas can select from the following, taking into account the maximum course requirements above.

The Skills of Speaking, Presenting, and Communicating Effectively

Code	Title	Hours
RHET:2065	Persuading Different Audiences: Launching a Successful Career	3
RHET:2085	Speaking Skills	3
RHET:2090	Conversation Practicum	3
RHET:2095	Fundamental Strategies of Persuasion	3
RHET:2610/ THTR:2610	Acting for Success	3

RHET:3085	Advanced Speaking Skills	3
RHET:3260	Persuasive Speaking for Science and Health Care Professionals	3
RHET:3290	Advanced Business Speaking	3
RHET:3585	Speak, to Change the World: The Art of Speechwriting and Speechmaking	3

The Skill of Writing Professionally and Persuasively

Code	Title	Hours
RHET:2070	Persuasive Stories	3
RHET:2350	Forensic Rhetoric	3
RHET:3009/ PBAF:3217/ URP:3217	Negotiation and Conflict Resolution	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3
RHET:3350	Gaming (the) Systems	3
RHET:3630	Apology and the Art of Verbal Self-Defense	3

Advocacy: Making the World a Better Place

Code	Title	Hours
RHET:2055/ GWSS:2055	Persuasion and Advocacy	3
RHET:2070	Persuasive Stories	3
RHET:2135	Rhetorics of Diversity and Inclusion	3
RHET:3250	Persuasive Writing for Science and Health Care Professionals	3
RHET:3560/ POLI:3560/ SJUS:3560	Public Policy and Persuasion	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3

Performance Rhetoric

Code	Title	Hours
RHET:2065	Persuading Different Audiences: Launching a Successful Career	3
RHET:2070	Persuasive Stories	3
RHET:2610/ THTR:2610	Acting for Success	3
RHET:2620	Body Language: Study of Movement and Gesture in Speaking	3
RHET:3350	Gaming (the) Systems	3
RHET:4980	Special Projects for Undergraduates	arr.
THTR:1140	Basic Acting	3

Second Language Acquisition

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Director, Second Language Acquisition

- Chuanren Ke

Graduate degree: Ph.D. in second language acquisition

Faculty: <https://flare.uiowa.edu/affiliated-faculty>

Website: <https://flare.uiowa.edu/second-language-acquisition-phd-program>

Second language acquisition (SLA) is a multidisciplinary field whose goal is to understand the processes that underlie non-native language learning. The doctoral program in second language acquisition draws from varied academic disciplines, among them linguistics, psychology, psycholinguistics, sociology, sociolinguistics, discourse analysis, conversation analysis, and education.

The interdisciplinary Ph.D. in second language acquisition is sponsored by Foreign Language Acquisition Research and Education (FLARE). More than 20 faculty members affiliated with SLA are drawn from various departments in the College of Liberal Arts and Sciences and the College of Education.

Second Language Acquisition is one of the units in the Division of World Languages, Literatures and Cultures [p. 367].

Programs

Graduate Program of Study

Major

- Doctor of Philosophy in Second Language Acquisition [p. 984]

Facilities

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Courses

Second Language Acquisition Courses

SLA:3302 Introduction to Chinese Linguistics 3 s.h.

Aspects of modern Chinese linguistics, such as Chinese phonology, syntax, pedagogical grammar, history of the language. Taught in English. Same as CHIN:3302, LING:3302.

SLA:3400 Articulatory and Acoustic Phonetics 3 s.h.

Production and transcription of sounds in human languages; physics of sound, computer analysis of speech sounds. Offered fall semesters. Same as LING:3005.

SLA:4300 Introduction to Spanish Syntax 3 s.h.

Basic principles of generative syntax as applied to analysis of Spanish syntactic structure; extensive syntactic analysis. Taught in Spanish. Prerequisites: SPAN:3100. Same as SPAN:4150.

SLA:4301 Introduction to Spanish Phonology 3 s.h.

Sound patterns of Spanish; how various theoretical approaches solve basic problems in Spanish phonology; identification of linguistic universals, how they are manifested in the sound structure of Spanish. Taught in Spanish. Same as SPAN:4100.

SLA:4401 Methods of Teaching English as a Second Language 3 s.h.

Observations of ESL and intensive English classes at the University; design and presentation of short lessons, text evaluation, demonstrations of innovative approaches of the last decade; materials. Offered spring semesters. Prerequisites: LING:3005 and LING:4040. Same as LING:4050.

SLA:5000 Teaching and Learning Languages 3 s.h.

Readings in pedagogical theory and practice, second language acquisition; experience designing activities for teaching and assessment with critiques based on current theories and approaches; development of reflective practices toward one's language teaching. Taught in English. Same as FREN:5000, GRMN:5001, SPAN:5000, WLLC:5000.

SLA:5010 Introduction to Syntax 3 s.h.

Methods and argumentation for formal analysis of sentence structure through induction from language data of central concepts and relations; hypothesis testing, empirical bases of theoretical concepts. Corequisites: LING:5000. Same as LING:5010.

SLA:5020 Introduction to Phonology 3 s.h.

Analysis of sound systems, focus on early generative phonological theory; extensive practice in analysis using data from a variety of languages; linguistic argumentation. Prerequisites: LING:3005. Same as LING:5020.

SLA:5401 First Language Acquisition 3 s.h.

Child language from a crosslinguistic perspective. Prerequisites: LING:3005 and (LING:4040 or LING:5010). Same as LING:5030.

SLA:6010 Syntactic Theory 3 s.h.

Current syntactic theory examined through analysis of data sets, readings in recent research; emphasis on argument construction, statement of formal principles. Offered spring semesters. Prerequisites: LING:5010. Same as LING:6010.

SLA:6011 Phonological Theory 3 s.h.

Post-SPE phonological theory, including autosegmental phonology, feature geometry, the syllable, optimality theory. Prerequisites: LING:5020. Same as LING:6020.

SLA:6301 Topics in Spanish Language Acquisition 3 s.h.

Theoretical linguistic approaches to monolingual, bilingual, and second language acquisition of Spanish and Portuguese; varied topics. Taught in Spanish. Requirements: at least one course in linguistics (e.g., general introduction to linguistics). Same as SPAN:6150.

SLA:6302 Topics in Comparative Romance Linguistics 3 s.h.

Comparative study of phonology, morphology, or syntax of the main Romance languages as informed by linguistic theory; diachronic or synchronic perspective. Taught in English. Recommendations: additional graduate coursework in linguistics. Same as LING:6190, SPAN:6190.

SLA:6303 Spanish Phonology 3 s.h.

Modern approaches to synchronic phonology as applied to Spanish; focus on traditional descriptive problems, recent generative analyses. Taught in Spanish. Requirements: phonology or linguistics course. Same as SPAN:6110.

SLA:6304 Spanish Syntax 3 s.h.

Spanish syntactic constructions examined in framework of selected syntactic theory; emphasis on development of syntactic argumentation. Taught in Spanish. Requirements: one course in syntax. Same as SPAN:6120.

SLA:6452 Topics in Second Language Acquisition 3 s.h.

Overview of current second-language acquisition research in the generative linguistic framework; focus on characterizing second language learners' linguistic competence and how it is constrained by principles of universal grammar. Offered fall semesters. Prerequisites: (LING:3010 or LING:5010) and (LING:3020 or LING:5020). Same as LING:6080.

SLA:6500 Issues in Foreign Language Education 3 s.h.

Theoretical perspectives of pivotal research issues at the forefront of foreign language education; systems available to foreign language professionals for disseminating research. Same as EDTL:6480.

SLA:6501 Reading in a Second Language 3 s.h.

Current theory, research, practice in second language reading field; role of textual features and the reader in reading comprehension. Same as EDTL:6484.

SLA:6502 Principles of Course Design for Second Language Instruction 3 s.h.

Contemporary views of second language curriculum design; guidelines necessary for the creation of prototypical curriculum units to be transposed into classroom-ready forms; for individuals interested in foreign language materials development. Same as EDTL:6497.

SLA:6503 Fundamentals of Second Language Assessment 3 s.h.

How to write language tests; discussion of fundamental issues in development of new tests or selection of existing tests. Same as EDTL:6400.

SLA:6504 Second Language Program Management 3 s.h.

Preparation for supervising, administering foreign language programs at all levels; for precollegiate language teachers and graduate students. Same as EDTL:6402.

SLA:6506 Multilingual Education and Applied Linguistics 3 s.h.

Introduction to research in language teaching and learning, drawing on theories and research in applied linguistics, sociolinguistics, anthropology, and psychology; students gain understanding of fundamentals in second language acquisition, educational linguistics, applied linguistics, and methods used in teaching and learning second/foreign languages; applications and implications of research considered when reviewing multilingual education policy and practice. Same as ASIA:6483, EDTL:6483.

SLA:6901 Second Language Acquisition Research and Theory 3 s.h.

Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Taught in English. Same as ASIA:6901, FREN:6901, JPNS:6901, SPAN:6901.

SLA:6920 Multimedia and Second Language Acquisition 3 s.h.

Combination of theory and practice regarding use of multimedia and technology to enhance foreign language teaching and second language acquisition research. Taught in English. Same as FREN:6920, GRMN:6920, SPAN:6920.

SLA:6950 Topics in Second Language Acquisition: Speaking 3 s.h.

Theory, pedagogy, research, and assessment in second language speaking. Taught in English. Same as FREN:6950, SPAN:6950.

SLA:6965 Topics in Second Language Acquisition: Writing 3 s.h.

Theory, pedagogy, research, and assessment in second language writing. Taught in English. Same as RHET:6965, SPAN:6965.

SLA:6970 Cultural Curriculum 3 s.h.

Culture's role in foreign/second language teaching; definition, pedagogy, assessment, and materials that allow culture to be taught and learned. Same as EDTL:6409.

SLA:7020 Readings in Second Language Acquisition arr.**SLA:7025 Special Projects in Second Language Acquisition arr.****SLA:7030 Ph.D. Thesis arr.****SLA:7401 Advanced Syntactic Theory 2-3 s.h.**

Recent developments in syntax; comparison of theories, argumentation, and uses of data. Prerequisites: LING:6010. Same as LING:7010.

SLA:7404 Seminar: Problems in Linguistics 2-3 s.h.

Intensive study of theoretical and practical problems. Same as LING:7090.

SLA:7405 Teaching Chinese as a Second Language V: Seminar in Research and Design 3 s.h.

Qualitative and quantitative research design theories and techniques. Taught in English. Prerequisites: CHIN:7401 and PSQF:4143. Same as CHIN:7405.

SLA:7406 Teaching Chinese as a Second Language I: Theories and Research 3 s.h.

Research, theory on acquisition of Chinese as a non-native language. Taught in English. Same as CHIN:7401.

SLA:7804 Teaching Chinese as a Second Language IV: Testing and Assessment 3 s.h.

Overview of goals, concepts, principles, research, and issues in assessment and testing of Chinese as a second language; knowledge of Chinese required. Taught in English. Same as CHIN:7404.

Second Language Acquisition, Ph.D.

FLARE stands for Foreign Language Acquisition Research and Education, and it is the name of the interdisciplinary unit that sponsors the second language Ph.D. program. Students are able to take a variety of courses taught by affiliated faculty members from a number of departments and programs across campus.

The second language acquisition (SLA) doctoral program emphasizes theory, research, and classroom-based teaching and learning. All students take courses in SLA theory, multimedia, research methods, language learning and linguistics. In addition, each student defines an area of specialization, in consultation with a SLA advisor. The two broad areas of specialization are language learning and postsecondary education, and linguistics and psycholinguistics.

Students in the language learning and postsecondary education specialization area demonstrate interest in issues where SLA and pedagogy converge. This includes classroom discourse, assessment, and the acquisition of grammatical knowledge in the classroom context. Students also may focus on aspects of technology and how it facilitates second language acquisition.

Students in the linguistics and psycholinguistics specialization area exhibit interest in areas of formal linguistics (e.g., syntax, phonology, morphology) and/or applied linguistics issues that relate to their particular second language focus. Student projects include the acquisition of the syntactic structures and/or phonological features of a second language, and generative and cognitive approaches to explaining acquisition. Students who work in psycholinguistics also may focus on the relationship between language processing and language acquisition.

Requirements

The Doctor of Philosophy in second language acquisition is a research-oriented degree. This interdisciplinary program, which focuses on languages other than English, requires 72 s.h., including a maximum of 33 s.h. earned in work toward a master's degree. Students must earn a minimum of 61 s.h. at the University of Iowa. Those interested in pursuing the Ph.D. must hold a master's degree in an appropriate field (e.g., linguistics, foreign language education) or have equivalent academic experience.

A course may be used to fulfill only one requirement. All courses taken to fulfill program requirements must be taken on a graded basis; no graduate credit is awarded for a grade lower than C-minus. To remain in good standing, Ph.D. students must maintain a cumulative g.p.a. of at least 3.00.

The required curriculum includes 14 courses, including two foundation courses, three courses in the area of research methods, two courses in the area of language learning, two courses in the area of linguistics, and five courses in a student's area of specialization. Students may specialize in language learning and postsecondary education, which includes a focus on technology in language acquisition and learning; or in linguistics and psycholinguistics, with focus on phonetics/phonology or on syntax in a particular second language. In addition, the Ph.D. requires successful

completion and defense of a dissertation representing original research in second language acquisition.

Students may extend their interdisciplinary interests by taking relevant elective coursework offered by the Departments of Communication Sciences and Disorders, French and Italian, German, Linguistics, Psychological and Brain Sciences, Rhetoric, Spanish and Portuguese, and Asian and Slavic Languages and Literatures in the College of Liberal Arts and Sciences; and the Departments of Psychological and Quantitative Foundations, and Teaching and Learning in the College of Education.

The Ph.D. in second language acquisition requires the following coursework.

Code	Title	Hours
Foundation Courses		6
Research Methods Courses		10
Language Learning Courses		6
Linguistics Courses		6
Specialization Courses		15
Elective Courses		
Thesis		2-15

Foundation Courses

Code	Title	Hours
Both of these:		
SLA:6901	Second Language Acquisition Research and Theory	3
SLA:6920	Multimedia and Second Language Acquisition	3

Research Methods

Code	Title	Hours
This course:		
PSQF:6243	Intermediate Statistical Methods	4
One of these:		
CHIN:7405	Teaching Chinese as a Second Language V: Seminar in Research and Design	3
EDTL:7405	Research Methods in Second Language Teaching and Learning	3
And:		
A course to complement dissertation research (consult advisor)		3

Language Learning

Code	Title	Hours
Two of these:		
SLA:6950	Topics in Second Language Acquisition: Speaking	3
SLA:6965	Topics in Second Language Acquisition: Writing	3
EDTL:6400	Fundamentals of Second Language Assessment	3
EDTL:6409	Cultural Curriculum	3

EDTL:6483	Multilingual Education and Applied Linguistics	3
EDTL:6484	Reading in a Second Language	3
EDTL:6497	Principles of Course Design for Second Language Instruction	3

Linguistics Courses

Code	Title	Hours
Both of these:		
Two courses (chosen in consultation with advisor)		6

Specialization Courses

Each student selects one of two specialization areas—linguistics and psycholinguistics or language learning and postsecondary education—and takes five courses (total of 15 s.h.) in one area, not including courses taken above to satisfy requirements. Courses that could be used in these areas are listed below. Each student's specific specialization area and set of courses will be determined in consultation with the advisor.

Linguistics and Psycholinguistics

Code	Title	Hours
LING:6020	Phonological Theory	3
LING:6080	Topics in Second Language Acquisition	3
LING:7010	Advanced Syntactic Theory	3
PSY:3670	Language Processes	3
SPAN:3190	Psycholinguistic Aspects of Bilingualism	3-4
SPAN:4170	Second Language Acquisition	3
SPAN:6150	Topics in Spanish Language Acquisition	3

Other courses (chosen in consultation with advisor)

Language Learning and Postsecondary Education

Code	Title	Hours
CHIN:5024	Teaching Chinese as a Second Language VII: Pedagogical Grammar	3
CHIN:7401	Teaching Chinese as a Second Language I: Theories and Research	3
CHIN:7403	Teaching Chinese as a Second Language III: Instruction and Practicum	3
CHIN:7404	Teaching Chinese as a Second Language IV: Testing and Assessment	3
EDTL:6402	Second Language Program Management	3
EDTL:6403	Language Policy and Planning	3
EDTL:6480	Issues in Foreign Language Education	3

EDTL:7015	Ph.D. Seminar in Language, Literacy, and Culture	arr.
PSQF:6205	Design of Instruction	3
PSQF:6208	Digital Media and Learning	3
PSQF:6215	Web-Based Learning	3
PSQF:6265	Program Evaluation	3
Other courses (chosen in consultation with advisor)		

Elective Courses

Students also may take elective coursework relevant to their research interests, including the following independent project courses.

Code	Title	Hours
SLA:7020	Readings in Second Language Acquisition	arr.
SLA:7025	Special Projects in Second Language Acquisition	arr.

Thesis

Students must complete a thesis (maximum of 15 s.h., with a minimum of 2 s.h.)

Code	Title	Hours
SLA:7030	Ph.D. Thesis	arr.

Admission

Admission is for fall semester; students are admitted only for full-time study. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Strong applicants hold a master's degree in a related area, have a cumulative g.p.a. of at least 3.50 in master's degree work, and speak and write English and another language at a professional level. Applicants must submit a writing sample that demonstrates their ability to synthesize and analyze information using standard academic English.

Financial Support

Teaching assistantships are available to qualified students. Assistantships usually involve teaching elementary or intermediate language courses. Visit the FLARE website for details.

Social Science Analytics

Chair, Department of Political Science

- Brian H. Lai

Coordinator, Social Science Analytics

- Frederick J. Boehmke (Political Science)

Undergraduate certificate: social science analytics

Website: <https://clas.uiowa.edu/polisci/undergraduate/social-science-analytics-certificate>

The growth of big data and informatics calls for a new set of skills for social science students and an increased understanding of the logic of data collection and analysis. The certificate focuses on the application side of data analysis and allows focus to be on the specific research methods and quantitative skills using data-driven methods effective for more understanding in an increasingly complicated social-political world. The certificate offers an opportunity for interdisciplinary training on how data can be used to address important questions in the social sciences.

The Certificate in Social Science Analytics is interdisciplinary and a number of departments collaborate to leverage distinct strengths and offer courses applicable to the certificate, including the Departments of Geographical and Sustainability Sciences, Political Science, Sociology and Criminology, and Statistics and Actuarial Science. The certificate is administered by the Department of Political Science [p. 909].

Programs

Undergraduate Program of Study Certificate

- Certificate in Social Science Analytics [p. 987]

Social Science Analytics, Certificate

Requirements

The undergraduate Certificate in Social Science Analytics requires a minimum of 18 s.h. Students complete requirements in five different component areas for a total of at least six courses. Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Some of the certificate courses have prerequisites not included in the certificate requirements. Students should select courses for which they have met the prerequisites.

The Certificate in Social Science Analytics requires the following coursework.

Code	Title	Hours
	Introduction to Data and the Social Sciences Course	3
	Social Science Research Design and Data Analysis Course	3
	Core Statistics Courses	6-8
	Building Skills and Data Science Course	3-4
	Applied Research Experience	3
	Total Hours	18-21

Introduction to Data and the Social Sciences

Code	Title	Hours
	This course:	
POLI:1050/ RELS:1050	Big Ideas: Introduction to Information, Society, and Culture	3

Social Science Research Design and Data Analysis

Code	Title	Hours
	One of these:	
POLI:2000	Designing Political Research	3
SOC:2170	Research Methods	3

Core Statistics

Code	Title	Hours
	Two of these:	
POLI:3000	Analyzing Political Data	3
STAT:3120/ IGPI:3120	Probability and Statistics	4
STAT:3200/ IGPI:3200/ISE:3760	Applied Linear Regression	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3
STAT:6513/ PSQF:6243	Intermediate Statistical Methods	4

May include one of these:

STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
SOC:2160	Applied Statistics for Social Scientists	3

Building Skills and Data Science

Code	Title	Hours
	One of these:	
BAIS:3200	Database Management (must complete prerequisite coursework)	3
BAIS:3250	Data Wrangling (must complete prerequisite coursework)	3
BAIS:3500	Data Mining (must complete prerequisite coursework)	3
CS:1210	Computer Science I: Fundamentals	4
CS:2110	Programming for Informatics	4
CS:2520	Human-Computer Interaction	3
CS:3980	Topics in Computer Science I	3
ECON:4800	Econometric Analysis	3
GEOG:1050	Foundations of GIS	4
GEOG:1065	Introduction to Spatial Analysis: Patterns and Processes	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GEOG:4580/ IGPI:4581	Introduction to Geographic Databases	3
POLI:3050	Problems in Methods	3-4
SOC:3880	The Sociology of Networks	3
SOC:4000	Data Science for Social Good	3
STAT:4520/ IGPI:4522/ PSQF:4520	Bayesian Statistics	3
STAT:4540/ IGPI:4540	Statistical Learning	3
STAT:4580/ IGPI:4580	Data Visualization and Data Technologies	3
STAT:6510/ IGPI:6511	Applied Generalized Regression	3
STAT:6560	Applied Time Series Analysis	3

Applied Research Experience

Code	Title	Hours
	At least 3 s.h. from these:	
GEOG:4030	Senior Project Seminar	3
GHS:3010/ IGPI:3011	Identifying and Developing a Global Health Project	2-3
POLI:3001	Hawkeye Poll	3
POLI:3127	Legislative Policy Seminar	3
POLI:4600	Honors Research Project	3
POLI:4701	Undergraduate Research Tutorial	3

POLI:4702	Senior Research Project/ Paper	3
SOC:4998	Honors Research	arr.
STAT:6220	Statistical Consulting	3

Career Advancement

The certificate will ensure students are more competitive for careers and opportunities with political campaigns, policy analysis, public opinion firms, consulting and government agencies, and local communities.

Social Work

Director

- Mercedes E. Bern-Klug

Director, Bachelor of Arts Program

- Carolyn Hartley

Director, Master of Social Work Program

- Carol A. Coohy

Director, Doctor of Philosophy Program

- Miriam J. Landsman

Undergraduate major: social work (B.A.)

Undergraduate minor: social work

Graduate degrees: M.S.W.; Ph.D. in social work

Faculty: <https://clas.uiowa.edu/socialwork/people/faculty>

Website: <https://clas.uiowa.edu/socialwork/>

The School of Social Work's mission is to develop, disseminate, and integrate excellent and compelling research-based knowledge, practice, and policy, particularly that related to children, families, and older adults. The school operates from strengths-based perspectives and systems perspectives. It educates its graduates to be culturally competent scholars and practitioners who are committed to social justice and social work values and ethics, and who are prepared to serve in and have a positive impact on a broad range of family-centered and community-based practice settings throughout the State of Iowa and beyond.

The school provides a program of professional training accredited by the Council on Social Work Education at the baccalaureate and master's degree levels, aimed at developing effective intervention in multiple systems and using professional social work values and ethics. It also offers a Ph.D. program, which prepares students to conduct research that contributes to the knowledge base of social work, to be leaders in setting policy and practice, and to teach in colleges and universities. In addition, the School of Social Work administers the programs listed below.

Minor and Certificates

Aging and Longevity Studies

The School of Social Work administers the graduate certificate and the undergraduate minor and certificate in the Aging and Longevity Studies Program; see Aging and Longevity Studies [p. 44] in the Catalog.

Critical Cultural Competence

The School of Social Work administers the undergraduate certificate program in critical cultural competence; see the Certificate in Critical Cultural Competence [p. 334] in the Catalog.

Resilience and Trauma-Informed Perspectives

The undergraduate certificate program in resilience and trauma-informed perspectives is administered by the School of Social Work; see the Certificate in Resilience and Trauma-Informed Perspectives [p. 975] in the Catalog.

Projects, Seminars

Students may become involved in special projects such as the National Resource Center for Family-Centered Practice and the School of Social Work's programs in gerontology and in end-of-life care.

The school also offers students the opportunity to participate in travel/study seminars.

Continuing Education

Nondegree students may enroll in selected courses. Students who complete continuing education work and later enroll in a degree program may be able to apply a limited amount of their continuing education work toward their degree requirements; applicable credit is determined by the School of Social Work.

Programs

Undergraduate Programs of Study

Major

- Major in Social Work (Bachelor of Arts) [p. 995]

Minor

- Minor in Social Work [p. 999]

Graduate Programs of Study

Majors

- Master of Social Work [p. 1000]
- Doctor of Philosophy in Social Work [p. 1008]

Courses

Social Work Courses

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

SSW:1022 Social Justice and Social Welfare in the United States **3 s.h.**
Historical development of social welfare and social justice in the United States; individual values and ethics; role and responsibilities of enhancing society; contemporary practice to address social injustices including poverty, discrimination, various forms of violence; small group discussions and debates of various issues to allow for an exchange of diverse views and perspectives; volunteer work. GE: Values and Culture. Same as SOC:1022.

SSW:1800 Aging Matters: Introduction to Gerontology**3 s.h.**

Overview of the field of gerontology from a bio-psycho-social framework; how the human body and brain age, effects of these biological changes on physical and cognitive functions, and interaction of these individual factors with societal contexts; broad perspective to give students a foundation in gerontology, paving the way for more advanced courses in biology of aging, psychology of aging, and global aging; for students from a wide range of disciplines and levels, no prior knowledge of aging required. GE: Social Sciences. Same as ASP:1800, CSD:1800, NURS:1800, TR:1800.

SSW:2042 Intercultural Communication**3 s.h.**

Culture defined as a system of taken-for-granted assumptions about the world that influence how people think and act; cultural differences that produce challenges and opportunities for understanding and communication; those differences from several theoretical perspectives; opportunities to examine culture and cultural differences in practical, experience-driven ways. Same as COMM:2042, IS:2042.

SSW:2222 Introduction to Social Work**4 s.h.**

Social welfare as a social institution; settings, methodologies of social work, practice; profession of social work; historical development of American social welfare, social work; a minimum of 45 hours volunteer work. Requirements: sophomore or higher standing.

SSW:3135 Global Aging**3 s.h.**

Demographic factors that contribute to the worldwide phenomena of population aging in context of WHO Active Aging and the United Nation's Principles for Older Persons frameworks. Same as ASP:3135, GHS:3050.

SSW:3187 Continuing Education: Individual Study**arr.**

Project related to student interest carried out under direction of faculty member. Requirements: individual study contract.

SSW:3191 Individual Study**arr.**

Project related to student interest carried out under direction of faculty member.

SSW:3500 Nonprofit Organizational Effectiveness I**3 s.h.**

Operational and financial aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as ENTR:3595, MGMT:3500, MUSM:3500, NURS:3595, RELS:3700.

SSW:3600 Nonprofit Organizational Effectiveness II**3 s.h.**

Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as MGMT:3600, NURS:3600, RELS:3701.

SSW:3700 Introduction to Understanding Trauma and Resilience**3 s.h.**

Introduction to understanding key concepts of trauma-informed systems of care in multiple settings; identification of various types of trauma along with behaviors and responses seen in survivors of trauma; students trace effects of historical trauma of marginalized communities and multiple trauma survivor groups to understand the consequences of trauma and its impact in the culture; resilience and strategies to offset consequences of trauma. Same as PSQF:3700.

SSW:3712 Human Sexuality, Diversity, and Society**1-3 s.h.**

Introduction to human sexuality from a biopsychosocial, sex-positive perspective; sexuality as a normal and essential component of human existence and expression throughout the life span; influence of gender, class, religion, race, ethnicity, sexual orientation, ability status, age, and culture on sexuality interwoven and highlighted; diversity of perspectives and experiences shared through active participation and respectful dialogue. Same as NURS:3712.

SSW:3729 Substance Use and Abuse**2-3 s.h.**

Chemical dependency for helping professions; etiological, physiological, psychological, legal, sociological aspects; treatment methods.

SSW:3786 Death/Dying: Issues Across the Life Span**3-4 s.h.**

Introduction to the field of end-of-life care; examination of student concerns about death, dying, and grieving process; historical, cultural, societal, and personal perspectives of death and dying in modern society. Same as ASP:3786.

SSW:3796 Family Violence**2-3 s.h.**

Thinking critically about one of the most damaging family problems prevalent in the United States today—family violence; students examine the phenomena of child abuse and neglect, domestic violence, and elder abuse, including definitions, causes, risk factors, consequences, reporting, assessment, intervention, prevention, and policy.

SSW:3797 Child Welfare Policy and Practice**3 s.h.**

Public and private child welfare practice and organizations in the United States; historical and legal aspects, co-occurring issues, foster care, adoption, family preservation.

SSW:3799 Selected Aspects of Social Work and Social Welfare**arr.**

Human behavior, practice, social welfare policy.

SSW:3840 Human Behavior in the Social Environment**3-4 s.h.**

Behavior and development in context of social, ecological systems and human diversity; overview of biopsychosocial dimensions, individual behavior, and development throughout lifespan; contexts of diverse family, group, community, organization, and cultural systems.

SSW:3841 Fundamentals of Social Work Practice**3 s.h.**

Professional practice: functions, roles, skills, conceptual frameworks, values, ethics; focus on integrated approach to practice, including assessment, intervention, evaluation of interventions, termination with individuals, families, groups; emphasis on empirically based practice. Corequisites: SSW:3840, if not taken as a prerequisite. Requirements: admission to social work B.A. program.

SSW:3842 Interpersonal Skills Laboratory**2 s.h.**

Practice of interpersonal skills required in the helping relationship. Corequisites: SSW:3841, if not taken as a prerequisite. Requirements: admission to social work B.A. program.

SSW:3844 Introduction to Social Work Research**4 s.h.**

Scientific approach to knowledge building, with emphasis on critical use of research; quantitative and qualitative methods, evaluation of practice, computerized data analysis, ethics and diversity in social work research. Requirements: admission to social work B.A. program.

- SSW:3845 Social Work Processes** 4 s.h.
Context of practice examined to understand structural factors that affect clients and communities; culturally competent practice using empowerment perspective. Corequisites: SSW:3840, if not taken as a prerequisite. Requirements: admission to social work B.A. program.
- SSW:3847 Discrimination, Oppression, and Diversity** 3 s.h.
Theoretical and historical perspectives on racism, sexism, other forms of discrimination; applications to social work, culturally competent practice, change strategies. Requirements: admission to social work B.A. or M.S.W. program.
- SSW:3904 Human Services Administration** 2 s.h.
Effects of organizational structures/processes on individual performance; models of management, communication patterns, leadership styles; skill in technical writing, decision making, personnel and financial management, applied professional ethics. Requirements: completion of foundation courses.
- SSW:4100 Social Work in the Criminal Justice System** 3 s.h.
How social work practice intersects with different aspects of the criminal justice system; focus on integrating social work values into criminal justice field; social work's responsibility to address social justice problems (e.g., mental illness, racial disparity, gender, human rights) within criminal justice system; critical examination of past and present practices in criminal justice and implications for social work practice and policy when working with individuals in criminal justice system.
- SSW:4130 Family Development Specialist Model** 3 s.h.
Use of family development specialist model of family-centered practice to facilitate improved family functioning, economic independence; relationship building, systems theory, family-centered case management, conflict management, empowerment strategies. Requirements: completion of family development specialist certification course.
- SSW:4155 Treatment of Substance Use and Co-Occurring Disorders** 3 s.h.
Treatment of individuals presenting substance related issues (abuse, dependency, co-occurring disorders); etiological, physiological, psychological, legal, and sociological aspects; evaluation of current research and direct application of contemporary treatment modalities to client situations encountered as helping professionals. Recommendations: introductory course in substance abuse.
- SSW:4188 Continuing Education: Honors** arr.
Supervised individual research. Requirements: honors standing.
- SSW:4189 Field Experience Seminar** 1 s.h.
Opportunity for students to recount their experiences from generalist practice in agencies; application of knowledge, skills, and values of culturally competent social work. Corequisites: SSW:4193. Requirements: completion of coursework in the major.
- SSW:4190 Aging Studies Internship and Seminar** 3 s.h.
Opportunities for students in various disciplines to relate their areas of study to older adults and aging; interdisciplinary relationships, approaches to meeting needs of older adults; an online seminar that meets regularly is included in this experience. Same as ASP:4190.
- SSW:4192 Honors in Social Work** arr.
Supervised individual research. Requirements: honors standing.
- SSW:4193 Field Experience** arr.
Supervised experience in selected social welfare organizations; application of knowledge and skill common to generalist practice in an agency setting. Corequisites: SSW:4189. Requirements: completion of coursework in the major and social work senior standing.
- SSW:4700 Motivational Interviewing in Diverse Application** 3 s.h.
Application of motivational interviewing (MI) skills, as a collaborative process and communication style, while working with individuals presenting with ambivalence to change; MI skills are used to guide across the change process ("Stages of Change") by evoking the intrinsic motivation for change; includes application to diverse populations (e.g., cultural groups, veterans, adolescents) and psychological issues individuals may exhibit.
- SSW:4843 Social Welfare Policy and Practice** 3 s.h.
Basic social welfare policies and programs; economic, social, ideological, and political conditions that have influenced formation and implementation of social policy, current structure of major social welfare policies.
- SSW:5194 Social Work Practice in Health Care Settings** 2 s.h.
Introduction to organization, provision of social work services in health care settings; practice issues such as models of intervention, ethical questions, impact of cultural diversity on health care.
- SSW:5200 Grief Work with Individuals and Families** 2-3 s.h.
Complexity of grief and its multifaceted impact on family systems; utilizing grief theories, including Worden's Tasks of Mourning, ambiguous loss theory, several family systems models; examination of multi-generational dynamics that affect how we learn to grieve, how we experience grief, and how we live after a loss; acknowledged and unacknowledged grief and loss; generational family dynamics; difficulties and strengths passed from one generation to the next; assessing grief at individual, family, group, and community levels; how loss can affect personal well-being and professional practice, particularly when working with an interdisciplinary team. Requirements: social work graduate standing.
- SSW:5240 Trauma Informed Family Practice** 3 s.h.
Theory, knowledge, and skills informing evidence-based assessment and intervention for traumatized children and adolescents in child welfare system, including those exposed to abuse, neglect, witnessing interpersonal crime (e.g., domestic violence, community violence); family events within their ecological context, various family forms, cultural patterns; controversial issues in child welfare, conclusions based on scholarly research, presentation of conclusions in professional oral and written form.
- SSW:5250 Resilience and Trauma-Informed Interventions with Individuals** 3 s.h.
Focusing primarily on trauma caused by violence, students explore definitions, symptoms, and physiology of trauma and post-traumatic stress disorder (PTSD), and the impact of violence on individuals, family system, and communities; individual-level assessment and interventions.

- SSW:6145 Organization and Community Practice 3 s.h.**
Models that underlie theories of organization, community practice; principles of macro social work and skill development in relationship building, needs assessment, decision making, planning, implementing, ethics, program and self-evaluation. Requirements: admission to M.S.W. program.
- SSW:6146 Computer Laboratory 1 s.h.**
Instruction and hands-on skills in the use of computer applications for research and statistical analysis. Requirements: admission to M.S.W. program.
- SSW:6148 Research Practice I 3 s.h.**
Knowledge and skills for evaluating practice and carrying out social work research; formulation of research questions; research design and methodology; sampling techniques; protection of human subjects; descriptive statistics; computerized data analysis. Requirements: admission to M.S.W. program.
- SSW:6150 Social Work Practice with Individuals, Families, and Groups 3 s.h.**
Models and underlying theories of empirically based direct social work practice; emphasis on an ecosystem strengths perspective; phases of helping relationship, strengths-based assessment, change process in interpersonal helping relationships. Prerequisites: SSW:3840. Requirements: admission to M.S.W. program; for students who have completed 60 s.h., concurrent enrollment in SSW:6151, SSW:6290, and SSW:6291.
- SSW:6151 Social Work Practice Skills Laboratory 2 s.h.**
Interpersonal skills practice in the helping relationship; small-group format. Corequisites: SSW:6150 and SSW:6290 and SSW:6291, if not taken as prerequisites. Requirements: admission to M.S.W. program.
- SSW:6220 Family Law 3 s.h.**
Legal systems, rights, and processes related to families including marriage, divorce, custody, protective services, reproductive rights, adoption, commitment, delinquency, education, poverty, and discrimination; roles of lawyers and social workers in legal system. Prerequisites: SSW:4843.
- SSW:6224 Spirituality and Ethics in Social Work 2-3 s.h.**
Knowledge, values, and skills that provide a framework for spiritually sensitive social work practice; preparation for responding competently and ethically to diverse spiritual perspectives, for recognizing and reflecting on one's own spiritual beliefs, and for identifying appropriate ways to apply personal beliefs to practice with varied populations while safeguarding client autonomy and self-determination.
- SSW:6228 Theories of Personality and Psychopathology 2 s.h.**
Theories and their relevance to social work practice with diverse populations. Prerequisites: SSW:3840. Requirements: social work graduate standing.
- SSW:6232 Therapy with Couples 2 s.h.**
Introduction to working with couples in interaction and as a social system; theories of functional and dysfunctional systems; theoretical bases for couple's therapy and techniques of intervention; special attention to couple assessment. Requirements: completion of foundation courses.
- SSW:6233 School Social Work Practice 2 s.h.**
Evidence-based school social work services from a multilevel approach with student, family, school, and community grounded in social work standards, values, ethics and cultural competence; social and political influences on education and practice; prevention, assessment and intervention; specific practices include response to intervention and positive behavior supports; evaluating and serving students with disabilities including use of functional behavior assessment and development of behavior intervention plans; consultation and collaboration with teachers and school staff, engaging in culturally sensitive practices.
- SSW:6234 Social Work Practice and Use of the Diagnostic and Statistical Manual of Mental Disorders 3 s.h.**
Major categories of psychopathology and the DSM-5 system of classification; the use of the DSM-5 approach to diagnosis allows one to consider all aspects of an individual's behavior and presentation of symptoms; included in the DSM is information about effects of culture, developmental stage, and gender on the presentation of mental disorders.
- SSW:6236 Interventions with Individuals 2 s.h.**
Specialized practice; emphasis on thinking about how one works with individuals and importance of emotional (affective) regulation in the professional relationship; focus on emerging findings from the neurosciences combined with attachment theory and object relations; class deliberations involve theory and practice; understanding the overall interpersonal and psychotherapeutic process. Requirements: completion of foundation courses.
- SSW:6237 Social Work Practice with Children, Youth, and Families 2 s.h.**
Preparation for practice in child welfare, family service agencies; family life cycle, child development, child maltreatment, problems of adolescence, social services for families and children, legal issues. Requirements: completion of foundation courses.
- SSW:6238 Introduction to Play Therapy 2 s.h.**
Major theories and techniques of play therapy, relevance to social work practice.
- SSW:6247 Nonprofit Organizational Effectiveness I 3 s.h.**
Operational and financing aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as HMP:6360, MGMT:9150, PBAF:6278, RELS:6070, SPST:6010, URP:6278.
- SSW:6248 Nonprofit Organizational Effectiveness II 3 s.h.**
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Requirements: for HMP:6365—HMP:6360 or MGMT:9150. Same as HMP:6365, MGMT:9160, PBAF:6279, RELS:6075, SPST:6020, URP:6279.
- SSW:6281 Social Work Practice: Selected Aspects arr.**
Topics not covered in another course; diversity, social justice and ethics issues related to a social work practice area.
- SSW:6282 Grant Writing 1-2 s.h.**
Same as PBAF:6282, URP:6282.

SSW:6290 Foundation Practicum in Social Work 3 s.h.

Generalist practice experience with individuals, families, small groups, organizations, communities; communication skills, change process, professional values and ethics applied at multiple system levels; students evaluate their own practice using a learning contract in an agency setting. Corequisites: SSW:3840, SSW:3847, SSW:4843, SSW:6145, SSW:6146, SSW:6150, SSW:6151, and SSW:6291; if not taken as prerequisites. Requirements: admission to M.S.W. program.

SSW:6291 Foundation Practicum Seminar 1 s.h.

Integration of academic, experiential learning; self-assessment, peer feedback to promote model of professional accountability. Corequisites: SSW:3840, SSW:3847, SSW:4843, SSW:6145, SSW:6146, SSW:6150, SSW:6151, and SSW:6290; if not taken as prerequisites. Requirements: admission to M.S.W. program.

SSW:7000 Seminar for Accelerated Advanced Standing Program 3 s.h.

Preparation for advanced micro and macro SSW coursework; builds on foundation knowledge students obtained about working with individuals, group, families, communities, and organizations at the undergraduate level by introducing them to advanced theory and practice models seen in graduate level courses and practice situations. Requirements: admission to accelerated advanced standing M.S.W. program.

SSW:7250 Family-Centered Theory and Practice I 3 s.h.

Examination and comparison of models and underlying theories of empirically based direct social work for family-centered practice; focus on skill development in problem analysis, case assessment, intervention and implementation of multiple change strategies at the family level. Requirements: completion of M.S.W. foundation courses.

SSW:7251 Family-Centered Theory and Practice II 3 s.h.

Examination and practice of specific in-depth techniques for assessment and intervention in family-centered practice and evaluation of student's own practice; intervention examined for specific family and couple presenting problems (domestic violence, substance abuse, etc.); students are encouraged to select one practice approach to learn in greater depth. Prerequisites: SSW:7250.

SSW:7252 Advanced Social Policy for Family Practice 3 s.h.

Systematic basis for examining social, economic, and political factors that influence formation of social policies; social policy implementation, impact of social policies on vulnerable individuals and families. Requirements: completion of M.S.W. foundation courses.

SSW:7260 Integrated Social Work Theory and Practice I 3 s.h.

Practice models, theories, skills, evaluation, and ethical issues relevant to creating change at organizational, community, state, and national levels; strategic plans to benefit marginalized, oppressed, and vulnerable people; utilization of technology, including social media, to generate understanding about social work issues and practice areas; developing and carrying out culturally competent, client-focused individual, organizational, and community interventions; leadership in social work; effective use of professional social work behavior, technology, community resources, and evidence-based practice to advance social, economic, and environmental justice at multiple levels. Requirements: completion of foundation courses.

SSW:7261 Integrated Social Work Theory and Practice II 3 s.h.

Builds on theories, skill development, evaluation, and ethical issues introduced in SSW:7260; focus on how to create and lead organizational change regardless of position in the organization; project management, advanced leadership skills, and capacity development; emphasis on organizational level as it relates to other system levels (individual, family, coalitions, community, policy); major skills include culturally competent organizational, interorganizational, and community intervention, supervision, and program evaluation.

SSW:7262 Advanced Social Policy for Integrated Practice 3 s.h.

Systematic basis for critical examination of social, economic, and political factors that influence formation of social policies; social policy implementation, impact of social policies on vulnerable populations, service providers, communities. Requirements: completion of M.S.W. foundation courses.

SSW:7268 Continuing Education: Individual Study arr.

Project related to student interest; directed by faculty member. Requirements: completion of course contract.

SSW:7269 Continuing Education: Thesis arr.

Thesis research project.

SSW:7270 Research Practice II 2-3 s.h.

Research project relevant to social work practice that builds on knowledge and skills developed in SSW:6148; data analysis, report of results; ethical principles applied to research. Prerequisites: SSW:6148. Requirements: admission to M.S.W. program.

SSW:7271 Individual Study arr.

Project related to student interest; directed by faculty member.

SSW:7272 Thesis arr.**SSW:7292 Advanced Practicum in Family-Centered Practice I and II arr.**

Family-centered practice theory and skills implemented in interventions with individuals, families; two semester field course. Corequisites: SSW:7250, SSW:7251, SSW:7252, and SSW:7270; if not taken as prerequisites. Requirements: completion of M.S.W. foundation courses, and concurrent enrollment in SSW:7293 or SSW:7294.

SSW:7293 Advanced Practicum Seminar in Family-Centered Practice I 1 s.h.

Two-semester field course; family-centered practice theory and skills implemented in interventions with individuals, families. Corequisites: SSW:7292. Requirements: completion of M.S.W. foundation courses.

SSW:7294 Advanced Practicum Seminar in Family-Centered Practice II 1 s.h.

Continuation of SSW:7293. Prerequisites: SSW:7293. Corequisites: SSW:7292.

SSW:7295 Advanced Practicum in Integrated Practice arr.

Integrated social work theories and interventions implemented in work with individuals, families, organizations, formal and informal networks; two semester field course. Corequisites: SSW:7260, SSW:7261, SSW:7262, and SSW:7270; if not taken as prerequisites. Requirements: completion of M.S.W. foundation courses; for fall semester—concurrent enrollment in SSW:7297 or SSW:7298.

SSW:7296 Advanced Practicum in School Social Work

Field course; social work theories and interventions implemented in schools. Corequisites: SSW:7250 or SSW:7260, SSW:7251 or SSW:7261, and SSW:7252 or SSW:7262; if not taken as prerequisites. Requirements: completion of M.S.W. foundation courses.

SSW:7297 Advanced Practicum Seminar in Integrated Practice I **1 s.h.**

Two-semester course; social work knowledge, skills, values, and professional identity integrated in context of advanced practice and direct multisystemic interventions. Corequisites: SSW:7295 or SSW:7296.

SSW:7298 Advanced Practicum Seminar in Integrated Practice II **1 s.h.**

Continuation of SSW:7297. Prerequisites: SSW:7297. Corequisites: SSW:7295 or SSW:7296.

SSW:7800 Social Work Proseminar **1 s.h.**

Orientation for new Ph.D. students to program and degree requirements; how to formulate research questions; introduction to faculty research and interests. Requirements: admission to social work doctoral program.

SSW:7803 Social Work Research Practicum **1-4 s.h.**

Student work with faculty on various phases of research process including research design, measurement, sampling, data collection, data analysis, human subjects review, and writing for publication. Requirements: admission to social work doctoral program.

SSW:7804 Thesis Writing Seminar **2-3 s.h.**

Writing a thesis and an argument; synthesizing literature and justifying methods; development of scientific communication skills; defending ideas at proposal hearing and thesis defense.

SSW:7806 Teaching Practicum **1-2 s.h.**

Development of knowledge, skills, and values needed to become effective, culturally competent social work educators through an applied teaching experience; faculty mentors provide ongoing instruction on how to teach and assess student learning. Requirements: admission to social work doctoral program, and concurrent enrollment in or completion of teaching seminar.

SSW:7807 Introduction to College Teaching for Social Workers **1 s.h.**

Development of knowledge and skills needed to become effective, culturally competent educators; topics may include theories of adult learning, course design, creating a learning culture that is inclusive, instructional strategies, accreditation processes, and writing a teaching philosophy.

SSW:7808 Seminar in Social Work Theory and Knowledge **3 s.h.**

Examination of fundamental relationship between theory and research and epistemology of micro-level theories used in social work research; emphasis on critical evaluation of theories and understanding the difference between frameworks, theories, conceptual models, and their functions; students present and defend their own analysis of theories applicable to their program of scholarship and engage other students in discussion. Requirements: admission to University of Iowa doctoral program.

arr.**SSW:7815 Seminar: Human Service Organizations** **3 s.h.**

Theories of organizations and applying theory to research within and about human services organizations; range of theories and their application to problems of conducting organizational research from Weber's "bureaucracy" to contemporary "learning organization" popularized by Senge; organizational culture and climate, interorganizational networks, supervision and turnover, gender and diversity in relation to organizational research; students lead sessions and facilitate discussion of critical concepts and readings.

SSW:7830 Ph.D. Dissertation **arr.**

Ongoing and substantial feedback to doctoral candidates on development and defense of dissertation. Prerequisites: SSW:7800 and SSW:7803 and SSW:7806 and SSW:7807. Requirements: submission of comprehensive exam.

Social Work, B.A.

The undergraduate program in social work has been accredited continuously by the Council on Social Work Education (CSWE) since 1974 and is designed to be consistent with the council's 2015 Educational Policy Statement competencies.

Consistent with CSWE standards, the program views dimensions of diversity as intersections of multiple factors, including age, class, color, culture, disability, ethnicity, gender, gender-identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students learn that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Learning Outcomes

The specific mission of the B.A. program in social work is to prepare culturally aware generalist social workers whose practice is consistent with social work values and ethics, including a commitment to social justice and social change. The program's goals are to:

- prepare students for culturally competent generalist social work practice with individuals, families, small groups, organizations, and communities;
- provide students with a base for continuing graduate education in social work and for lifelong learning; and
- prepare students for active engagement with issues of social justice, oppression, and social welfare in local, state, regional, national, and global goals.

The program draws on a liberal arts perspective; social and behavioral science theory; social research; social policy development, analysis, and implementation; culturally competent intervention and prevention approaches in working with individuals, families, small groups, organizations, and communities; social integration; multiple systems assessment and evaluation; and knowledge pertaining to diversity.

Knowledge and practice in social work values and ethics is also an integral part of students' education. Knowledge and skill related to the evaluation of practice are integrated throughout the curriculum, beginning in SSW:1022 Social Justice and Social Welfare in the United States, continuing through practice and research courses, and culminating in the field experience and field seminar.

Requirements

The Bachelor of Arts with a major in social work requires a minimum of 120 s.h., including at least 60-64 s.h. of work for the major (a minimum of 35-38 s.h. in social work courses, 13-14 s.h. in cognate areas, 6 s.h. in one other department or in social work courses, and 6 s.h. in social work electives). Students must maintain a g.p.a. of at least 2.00 in all UI courses and a g.p.a. of at least 3.00 in social work courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Courses used to fulfill GE CLAS Core requirements may not be used to satisfy the social work electives requirement.

Students must complete SSW:1022 Social Justice and Social Welfare in the United States (3 s.h.) to be admitted to the major and before enrolling in the remaining social work courses required for the major; this course also fulfills the

Values and Culture requirement of the GE CLAS Core. A transfer student may be given approval by the department to substitute this requirement if they have completed an introduction to social work or introduction to human services course at another institution, or if they complete SSW:2222 Introduction to Social Work (section EXW), in place of SSW:1022 to be admitted to the major; SSW:2222 would not fulfill the GE CLAS Core requirement. If transferring the course from another institution, a student may be able to reduce the social work credit required for the major by 3 s.h.

Many students use the major's required course BIOL:1140 Human Biology to partially fulfill the GE CLAS Core [p. 20] Natural Sciences requirement.

The B.A. with a major in social work requires the following coursework.

Code	Title	Hours
Social Work Courses		35-38
Required Electives		12
Cognate Areas		13-14
Total Hours		60-64

Social Work Courses

Code	Title	Hours
All of these:		
SSW:1022	Social Justice and Social Welfare in the United States	3
SSW:3840	Human Behavior in the Social Environment	4
SSW:3841	Fundamentals of Social Work Practice	3
SSW:3842	Interpersonal Skills Laboratory	2
SSW:3844	Introduction to Social Work Research	4
SSW:3845	Social Work Processes	4
SSW:3847	Discrimination, Oppression, and Diversity	3
SSW:4189	Field Experience Seminar	1
SSW:4193	Field Experience	8-11
SSW:4843	Social Welfare Policy and Practice	3

Required Electives

Students must complete a minimum of 6 s.h. of social work electives and 6 s.h. of courses in one other discipline or they can select additional coursework in social work. If they opt to complete 6 s.h. from another discipline, students typically select courses in areas closely related to social work, such as African American studies (prefix AFAM), aging and longevity studies (prefix ASP), American studies (prefix AMST), anthropology (prefix ANTH), communication studies (prefix COMM), economics (prefix ECON), entrepreneurial management (prefix ENTR), health and human physiology (prefix HHP), journalism and mass communication (prefix JMC), management and entrepreneurship (prefix MGMT), political science (prefix POLI), psychological and brain sciences (prefix PSY), religious studies (prefix RELS), sociology (prefix SOC), Spanish (prefix SPAN), sport studies (prefix SPST; see American studies), Tippie College of Business nondepartmental courses (prefix BUS), and gender, women's and sexuality studies (prefix GWSS).

Courses used to fulfill GE CLAS Core requirements may not be applied to the elective requirements.

Students who are working on a minor or a certificate may apply up to 6 s.h. toward this requirement.

Students must complete the following.

Code	Title	Hours
These:		
	Social work electives	6
	Electives in another discipline related to social work	6
Or this:		
	Social work electives	12

Cognate Areas

Students must complete the following.

Code	Title	Hours
Natural and Social Sciences		
All of these:		
BIOL:1140	Human Biology	4
POL:1100	Introduction to American Politics	3
PSY:1001	Elementary Psychology	3
SOC:1010	Introduction to Sociology	3-4

Honors

Honors in the Major

Students majoring in social work have the opportunity to graduate with honors in the major. Honors students complete in-depth study in areas that interest them. They must maintain a cumulative University of Iowa g.p.a. of at least 3.33. Consult the School of Social Work for more information about graduating with honors in the major.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the social work major.

Admission

The School of Social Work endeavors to maintain a heterogeneous student body by enrolling students who represent diverse backgrounds and cultural perspectives.

A limited number of students are admitted to the major each year. The application deadline is February 15. Admission to the undergraduate program in social work requires:

- completion of SSW:1022 Social Justice and Social Welfare in the United States with a grade of C or higher during the sophomore year;
- a cumulative g.p.a. of at least 2.50 (exceptions may be made for persons who do not meet the grade-point

average requirement if they are strong candidates on the basis of other criteria); and

- completion of application forms and statement.

Students should complete SSW:1022 in their first year or in fall of their sophomore year and apply to the major during their sophomore year. Students who apply during their junior year and are admitted must expect to complete an additional summer session, or more, in order to fulfill the requirements of the major.

All of the items above are required for transfer students, except that substitution of SSW:1022 is permitted with a grade of C or higher in a course approved by the department, such as introduction to social work or introduction to human services. Students who have completed the equivalent of introduction to social work at another institution also must submit a completed recommendation form and transcripts. Recommendations and letters of reference will otherwise not be accepted.

The School of Social Work criteria for selective admission for a B.A. in social work is detailed in the "B.A. Social Work Admissions Policy Statement and Guidelines for Application" on the school's Admission web page.

Meeting the admission requirements above does not guarantee admission. Admission often is limited by available instructional resources and opportunities for field placement. The school does not grant academic credit for life experience or previous work experience.

For more information about admission policies, contact the program administrator at the School of Social Work.

Social Work Interest

Students who are interested in applying to the social work major may declare a social work interest at any time after they enroll at the University and before they earn more than 72 s.h. of credit, and preferably while they still will have time to enter and complete the major in a total of four years of study. Students may not declare a social work interest after they have earned 72 s.h., even if they already have declared another major.

Declaration of a social work interest qualifies students with at least sophomore standing to be advised by a senior academic advisor assigned to social work interest students. Declaration allows students to participate in the Social Work Student Association and other social work activities, but does not allow them to register for required courses in the major. They may take electives in the social work department prior to formal admission to the major.

Students may continue their social work interest standing until they are admitted to the major or until they have earned more than 72 s.h. of credit.

Academic Plans

Four-Year Graduation Plan

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

Admission to the major in social work is selective. The four-year graduation plan applies only to students who are admitted by the beginning of their fifth semester.

Before the fifth semester begins: four courses in the major and admission to the major

Before the seventh semester begins: five more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: five more courses in the major and finalized field placement

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Social Work, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Social Work BA program through a selective process. Acceptance is not guaranteed. ^a		
Students must maintain a GPA of at least 2.00 in all UI courses and a GPA of at least 3.00 in social work courses for the major.		
Hours		0
First Year		
Fall		
SSW:1022	Social Justice and Social Welfare in the United States ^{b, c}	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^e		4 - 5
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
BIOL:1140	Human Biology ^c	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
SOC:1010	Introduction to Sociology ^c	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^f		2 - 3
Hours		16-20
Second Year		
Fall		
PSY:1001	Elementary Psychology ^c	3
GE CLAS Core: International and Global Issues ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^e		4 - 5
Elective course ^f		3

Elective course ^f	3
Hours	16-17

Spring

POLI:1100	Introduction to American Politics ^c	3
GE CLAS Core: Natural Sciences without Lab ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^e		4 - 5
Elective course ^f		3

Admission Application: Students apply to the BA program through a selective process. Applications are only accepted once a year in the spring semester. See Social Work Interest advisor or department website for more information.^g

Hours	16-17
-------	-------

Third Year

Any Semester

The curriculum shown in the third and fourth years on this plan begins upon acceptance into the School of Social Work.

Hours	0
-------	---

Fall

SSW:3840	Human Behavior in the Social Environment	4
SSW:3847	Discrimination, Oppression, and Diversity	3
Major: social work elective course (prefix SSW) ^h		3
Major: social work elective course ⁱ		3
GE CLAS Core: Historical Perspectives ^d		3
Hours		16

Spring

SSW:3844	Introduction to Social Work Research	4
SSW:3845	Social Work Processes	4
Major: social work elective course (prefix SSW) ^h		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Elective course ^f		1
Hours		15

Fourth Year

Fall

SSW:3841	Fundamentals of Social Work Practice	3
SSW:3842	Interpersonal Skills Laboratory	2
SSW:4843	Social Welfare Policy and Practice	3
Major: social work elective course ⁱ		3
Elective course ^f		3
Elective course ^f		1
Field experience planning (attend meeting, interview, match with agency)		
Hours		15

Spring

SSW:4189	Field Experience Seminar	1
SSW:4193	Field Experience	8 - 11
Elective course ^f		3

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall) ^j

Hours	12-15
Total Hours	121-132

- a The Academic Advising Center and the College of Liberal Arts and Sciences advise Social Work Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than two years to complete.
- b Students must complete SSW:1022 to be admitted to the major and before enrolling in the remaining social work required major courses. Students may take this course in any semester, but must have completed the course before admission is finalized. It is recommended that it be taken in the first three semesters. Students may alternatively enroll in SSW:2222 Introduction to Social Work, but it does not fulfill a General Education requirement.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- f Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- g Students are expected to apply to the major in their sophomore year. Juniors are permitted to apply and if they do so, it is with the expectation that at least one additional summer session of coursework will be necessary to complete all of the requirements of the major, due, in part, to the sequencing of social work courses.
- h Students must take two elective courses in social work (6 s.h.).
- i Students must take an additional two courses (6 s.h.) of electives. They may take the two courses as additional social work electives, or they may take two courses in a related discipline (i.e., psychology, sociology, political science, anthropology, or gender, women's, and sexuality studies).
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The social work major prepares students for employment in social service areas such as public welfare, child welfare, human service organizations, mental health, health providers (such as hospitals, hospice, skilled care, substance abuse treatment), senior services, group services, residential treatment for youth and persons with disabilities, and corrections. Many graduates continue with advanced study in social work or related physical and mental health professions. Overall employment of social workers is projected to grow 16 percent from 2016-2026 (Bureau of Labor Statistics).

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Social Work, Minor

Requirements

The undergraduate minor in social work requires a minimum of 15 s.h. in social work courses, including 12 s.h. in courses numbered 3000 or above taken at the University of Iowa. Students complete one required course and 12 s.h. of elective coursework. They must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework for the minor may not be taken pass/nonpass.

Social work courses required for the major are not available to students who are not admitted to the social work program.

The minor in social work requires the following coursework.

Required Course

Code	Title	Hours
One of these:		
SSW:1022	Social Justice and Social Welfare in the United States	3
SSW:2222	Introduction to Social Work	4
Equivalent course from another institution (must be approved by the School of Social Work)		

Electives

Students select 12 s.h. from the following; many courses have an online section.

Code	Title	Hours
SSW:3135	Global Aging	3
SSW:3500	Nonprofit Organizational Effectiveness I	3
SSW:3600	Nonprofit Organizational Effectiveness II	3
SSW:3700	Introduction to Understanding Trauma and Resilience	3
SSW:3712	Human Sexuality, Diversity, and Society	1-3
SSW:3729	Substance Use and Abuse	2-3
SSW:3786	Death/Dying: Issues Across the Life Span	3-4
SSW:3796	Family Violence	2-3
SSW:3797	Child Welfare Policy and Practice	3
SSW:3799	Selected Aspects of Social Work and Social Welfare	arr.
SSW:3904	Human Services Administration	2
SSW:4100	Social Work in the Criminal Justice System	3
SSW:4155	Treatment of Substance Use and Co-Occurring Disorders	3
SSW:4700	Motivational Interviewing in Diverse Application	3

Master of Social Work, M.S.W.

The Master of Social Work (M.S.W.) program prepares social workers for leadership in the profession and for advanced social work practice in a wide range of settings. The program's general focus is on family systems and social change, both domestic and international. Primary program goals are met through a set of professional foundation requirements and advanced courses which enable students to understand the dynamics of human development and change; to understand the links between society's structures and families; to acquire skills for working with individuals, families, small groups, and communities; and to learn how to enhance the responsiveness of human service organizations.

M.S.W. Goals

The goals of the M.S.W. program are to:

- prepare students to shape the profession's future by providing education in family-based, community-based, and culturally competent practice approaches using the person-in-environment framework; and
- prepare competent professionals for autonomous practice and leadership within the professional community, including advanced interventions at multiple system levels, supervision, program development, program administration, training, evaluation of practice, dissemination of new models of practice, and policy development.

The program has been continually accredited by the Council on Social Work Education (CSWE) since 1951. See the CSWE Assessment of Student Learning Outcomes for the M.S.W. program.

Explore how social workers help individuals, groups, and families across their lifespans at the National Association of Social Workers website.

Master in Social Work Program Options

Options are available to complete the M.S.W. in Iowa City and Des Moines, Iowa, depending upon an applicant's prior preparation. Applicants to the three-year programs in the Quad Cities (located in the Davenport/Bettendorf area on Iowa's eastern border), in Sioux City, Iowa, or the hybrid (online) option. Applicants to any of the options, at any of the centers, complete the same application.

60 s.h. option (regular standing): Designed for individuals who have completed a degree in a discipline other than a CSWE-accredited social work degree program. Applicants apply for fall admission; the deadline is February 1.

48 s.h. option (advanced standing): Designed for individuals who have completed the B.A. in social work or the B.S.W. from a CSWE-accredited social work degree program. Applicants apply for fall admission; the deadline is February 1.

41 s.h. option (accelerated advanced standing): Designed for individuals who have completed the B.A. in social work or the B.S.W. from a CSWE-accredited social work degree program and who meet additional entrance criteria. Additional forms and written requirements are part of the application.

Applicants apply for summer admission; the deadline is December 1.

M.S.W. Professional Association

Students and graduates of the social work program are eligible for membership in the National Association of Social Workers (NASW), the largest membership organization of professional social workers in the world with 132,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers.

Graduates of accredited M.S.W. programs may be eligible for membership in many specialized areas of practice, for example, associate membership in the American Association for Marriage and Family Therapy (AAMFT) upon fulfilling certain curriculum requirements at the graduate level. Courses are not automatically accepted; graduates need to demonstrate that specific courses meet the AAMFT's requirements, usually by sending course outlines.

Requirements

The Master of Social Work requires 60 s.h. of graduate credit; the requirement is 48 s.h. for students who hold an undergraduate degree in social work from a program accredited by the Council on Social Work Education (CSWE). Students who have earned an undergraduate degree in social work from a program accredited by the CSWE and who meet other entrance criteria can satisfy M.S.W. requirements with a 41 s.h. option. Students must maintain a cumulative g.p.a. of at least 3.00 and they must be in compliance with the school's student advancement policy. The degree is offered with or without thesis.

Requirements for the 60 s.h. M.S.W. program include 27 s.h. in foundation-level courses and 33 s.h. in advanced courses. All students must earn a minimum of 36 s.h. after admission to the M.S.W. program. Credit toward the M.S.W. may be applied from previous graduate coursework if specific criteria are met.

All M.S.W. students follow a structured sequence of courses. They must obtain permission to revise their plan, and they must complete the degree within a maximum of four years.

The specific mission of the M.S.W. program is to prepare social workers for leadership in the profession and for advanced social work practice in one of two concentrations. Both concentrations allow students to develop advanced skills to work with families and communities and advocate for social change. The two concentrations of the program, family-centered practice and integrated practice, teach students knowledge and skills to work with children, elders, families, small groups, organizations, and communities. The program provides students the opportunity to develop the competencies necessary for leadership in addressing the unique challenges of the state of Iowa, including a large proportion of elders, recent immigrants to rural communities, and rural poverty.

The M.S.W. program helps students develop high levels of skill in applying the values and ethics of the social work profession to complex ethical issues. The program has a strong liberal arts focus, and the research mission of the University ensures students learn about faculty research, critical thinking, analytic and scientific ways of thinking, and practice and program evaluation. While students are not required to

declare a field of practice, opportunities to specialize are available in fields such as aging, end-of-life care, school social work, child welfare, trauma-informed practice, social work in health and mental health settings, and many others.

The school offers the M.S.W. program on the University's Iowa City campus and at three learning centers: Des Moines and Sioux City, Iowa, and the Quad Cities area of Iowa and Illinois (see "M.S.W. Off-Campus Learning Centers" below). In addition, the M.S.W. program is now available as a hybrid (online) program. Each learning center provides the required structured sequence of courses and includes opportunities for students to individualize their plans of study. All sites give students access to the resources of a very high research activity university (R1/VH Research University).

The full-time M.S.W. program is completed in five semesters, beginning in fall and including a summer session. Full-time students complete the degree in the spring semester of their second year. Students whose degree requirement is 48 s.h. may enroll full-time or part-time their first year, following the sequenced plan.

Full-time study and a four-year part-time program are available in Iowa City and Des Moines. A three-year sequence of courses is available at all sites, although the Sioux City and Quad Cities sites admit new entering classes only on a three-year cycle. The hybrid program admits students every other year and is a three-year program.

Following are course sequences for full-time and part-time 60 s.h. programs, full-time and part-time 48 s.h. programs, and the 41 s.h. full-time program. For more information on the family-centered practice or integrated practice concentration areas a student can choose as part of each degree program, see "Concentrations" below.

- Two-Year (60 Semester Hour) Full-Time Program [p. 1001]
- Three-Year (60 Semester Hour) Full-Time Program [p. 1001]
- Four-Year (60 Semester Hour) Part-Time Program [p. 1002]
- Two-Year (48 Semester Hour) Full-Time Program [p. 1002]
- Three-Year (48 Semester Hour) Part-Time Program [p. 1003]
- One-Year (41 Semester Hour) Full-Time Program [p. 1003]

Two-Year (60 Semester Hour) Full-Time Program

This program is for students who earned a bachelor's degree in a major other than a CSWE-accredited social work program.

Code	Title	Hours
First Year: Foundation		
SSW:3840	Human Behavior in the Social Environment	3
SSW:3847	Discrimination, Oppression, and Diversity	3
SSW:4843	Social Welfare Policy and Practice	3
SSW:6145	Organization and Community Practice	3
SSW:6146	Computer Laboratory	1
SSW:6148	Research Practice I	3
SSW:6150	Social Work Practice with Individuals, Families, and Groups	3

SSW:6151	Social Work Practice Skills Laboratory	2
SSW:6290	Foundation Practicum in Social Work	3
SSW:6291	Foundation Practicum Seminar	1
SSW:7270	Research Practice II	3
Second Year: Concentration		
SSW:7250	Family-Centered Theory and Practice I	3
or SSW:7260	Integrated Social Work Theory and Practice I	
SSW:7251	Family-Centered Theory and Practice II	3
or SSW:7261	Integrated Social Work Theory and Practice II	
SSW:7252	Advanced Social Policy for Family Practice	3
or SSW:7262	Advanced Social Policy for Integrated Practice	
SSW:7292	Advanced Practicum in Family-Centered Practice I and II ¹	10
or SSW:7295	Advanced Practicum in Integrated Practice	
SSW:7293	Advanced Practicum Seminar in Family-Centered Practice I	1
or SSW:7297	Advanced Practicum Seminar in Integrated Practice I	
SSW:7294	Advanced Practicum Seminar in Family-Centered Practice II	1
or SSW:7298	Advanced Practicum Seminar in Integrated Practice II	
Electives		
Students complete 11 s.h. in elective coursework (consult advisor for guidelines)		11
Total Hours		60

¹ Students must take one of these concentration courses twice for 5 s.h. each.

Three-Year (60 Semester Hour) Full-Time Program

This program is for students who earned a bachelor's degree in a major other than a CSWE-accredited social work program.

Code	Title	Hours
First Year		
SSW:3840	Human Behavior in the Social Environment	3
SSW:3847	Discrimination, Oppression, and Diversity	3
SSW:4843	Social Welfare Policy and Practice	3
SSW:6145	Organization and Community Practice	3
SSW:6150	Social Work Practice with Individuals, Families, and Groups	3

SSW:6151	Social Work Practice Skills Laboratory	2
SSW:6290	Foundation Practicum in Social Work	3
SSW:6291	Foundation Practicum Seminar	1
Second Year		
SSW:6146	Computer Laboratory	1
SSW:6148	Research Practice I	3
SSW:7250	Family-Centered Theory and Practice I	3
or SSW:7260	Integrated Social Work Theory and Practice I	
SSW:7251	Family-Centered Theory and Practice II	3
or SSW:7261	Integrated Social Work Theory and Practice II	
SSW:7252	Advanced Social Policy for Family Practice	3
or SSW:7262	Advanced Social Policy for Integrated Practice	
SSW:7270	Research Practice II	3
Third Year		
SSW:7292	Advanced Practicum in Family-Centered Practice I and II ¹	10
or SSW:7295	Advanced Practicum in Integrated Practice	
SSW:7293	Advanced Practicum Seminar in Family-Centered Practice I	1
or SSW:7297	Advanced Practicum Seminar in Integrated Practice I	
SSW:7294	Advanced Practicum Seminar in Family-Centered Practice II	1
or SSW:7298	Advanced Practicum Seminar in Integrated Practice II	
Electives		
Students complete 11 s.h. in elective coursework (consult advisor for guidelines)		11
Total Hours		60

¹ Students must take one of these concentration courses twice for 5 s.h. each.

Four-Year (60 Semester Hour) Part-Time Program

This program is for part-time students who earned a bachelor's degree in a major other than a CSWE-accredited social work degree program.

Code	Title	Hours
First Year		
SSW:3840	Human Behavior in the Social Environment	3
SSW:3847	Discrimination, Oppression, and Diversity	3
SSW:4843	Social Welfare Policy and Practice	3
SSW:6145	Organization and Community Practice	3

Second Year

SSW:6146	Computer Laboratory	1
SSW:6148	Research Practice I	3
SSW:6150	Social Work Practice with Individuals, Families, and Groups	3
SSW:6151	Social Work Practice Skills Laboratory	2
SSW:6290	Foundation Practicum in Social Work	3
SSW:6291	Foundation Practicum Seminar	1
SSW:7270	Research Practice II	3

Third Year

SSW:7250	Family-Centered Theory and Practice I	3
or SSW:7260	Integrated Social Work Theory and Practice I	
SSW:7251	Family-Centered Theory and Practice II	3
or SSW:7261	Integrated Social Work Theory and Practice II	
SSW:7252	Advanced Social Policy for Family Practice	3
or SSW:7262	Advanced Social Policy for Integrated Practice	

Fourth Year

SSW:7292	Advanced Practicum in Family-Centered Practice I and II ¹	10
or SSW:7295	Advanced Practicum in Integrated Practice	
SSW:7293	Advanced Practicum Seminar in Family-Centered Practice I	1
or SSW:7297	Advanced Practicum Seminar in Integrated Practice I	
SSW:7294	Advanced Practicum Seminar in Family-Centered Practice II	1
or SSW:7298	Advanced Practicum Seminar in Integrated Practice II	

Electives

Students complete 11 s.h. in elective coursework (consult advisor for guidelines)		11
Total Hours		60

¹ Students must take one of these concentration courses twice for 5 s.h. each.

Two-Year (48 Semester Hour) Full-Time Program

This program is for students who earned a B.A. degree with a major in social work.

Code	Title	Hours
First Year		
SSW:6145	Organization and Community Practice	3
SSW:6146	Computer Laboratory	1
SSW:6148	Research Practice I	3

SSW:6150	Social Work Practice with Individuals, Families, and Groups	3
SSW:7270	Research Practice II	3
Second Year		
SSW:7250	Family-Centered Theory and Practice I	3
or SSW:7260	Integrated Social Work Theory and Practice I	
SSW:7251	Family-Centered Theory and Practice II	3
or SSW:7261	Integrated Social Work Theory and Practice II	
SSW:7252	Advanced Social Policy for Family Practice	3
or SSW:7262	Advanced Social Policy for Integrated Practice	
SSW:7292	Advanced Practicum in Family-Centered Practice I and II ¹	10
or SSW:7295	Advanced Practicum in Integrated Practice	
SSW:7293	Advanced Practicum Seminar in Family-Centered Practice I	1
or SSW:7297	Advanced Practicum Seminar in Integrated Practice I	
SSW:7294	Advanced Practicum Seminar in Family-Centered Practice II	1
or SSW:7298	Advanced Practicum Seminar in Integrated Practice II	

Electives

Students complete 14 s.h. in elective coursework (consult advisor for guidelines) 14

Total Hours 48

¹ Students must take one of these concentration courses twice for 5 s.h. each.

Three-Year (48 Semester Hour) Part-Time Program

This program is for students who earned a B.A. degree with a major in social work.

Code	Title	Hours
First Year		
SSW:6145	Organization and Community Practice	3
SSW:6146	Computer Laboratory	1
SSW:6148	Research Practice I	3
SSW:6150	Social Work Practice with Individuals, Families, and Groups	3
SSW:7270	Research Practice II	3
Second Year		
SSW:7250	Family-Centered Theory and Practice I	3
or SSW:7260	Integrated Social Work Theory and Practice I	
SSW:7251	Family-Centered Theory and Practice II	3

or SSW:7261	Integrated Social Work Theory and Practice II	
SSW:7252	Advanced Social Policy for Family Practice	3
or SSW:7262	Advanced Social Policy for Integrated Practice	
Third Year		
SSW:7292	Advanced Practicum in Family-Centered Practice I and II ¹	10
or SSW:7295	Advanced Practicum in Integrated Practice	
SSW:7293	Advanced Practicum Seminar in Family-Centered Practice I	1
or SSW:7297	Advanced Practicum Seminar in Integrated Practice I	
SSW:7294	Advanced Practicum Seminar in Family-Centered Practice II	1
or SSW:7298	Advanced Practicum Seminar in Integrated Practice II	

Electives

Students complete 14 s.h. in elective coursework (consult advisor for guidelines) 14

Total Hours 48

¹ Students must take one of these concentration courses twice for 5 s.h. each.

One-Year (41 Semester Hour) Full-Time Program

This degree program is for students who earned a B.A. with a major in social work or a B.S.W. from a CSWE-accredited social work degree program within the last five years.

Code	Title	Hours
SSW:6146	Computer Laboratory	1
SSW:6148	Research Practice I	3
SSW:7000	Seminar for Accelerated Advanced Standing Program	3
SSW:7250	Family-Centered Theory and Practice I	3
or SSW:7260	Integrated Social Work Theory and Practice I	
SSW:7251	Family-Centered Theory and Practice II	3
or SSW:7261	Integrated Social Work Theory and Practice II	
SSW:7252	Advanced Social Policy for Family Practice	3
or SSW:7262	Advanced Social Policy for Integrated Practice	
SSW:7270	Research Practice II	3
SSW:7292	Advanced Practicum in Family-Centered Practice I and II ¹	10
or SSW:7295	Advanced Practicum in Integrated Practice	
SSW:7293	Advanced Practicum Seminar in Family-Centered Practice I	1

or SSW:7297	Advanced Practicum Seminar in Integrated Practice I	
SSW:7294	Advanced Practicum Seminar in Family-Centered Practice II	1
or SSW:7298	Advanced Practicum Seminar in Integrated Practice II	
Students complete 10 s.h. in elective coursework (consult advisor for guidelines)		10
Total Hours		41

¹ Students must take one of these concentration courses twice for 5 s.h. each.

Concentrations

In the advanced year of the master's program, students choose one of two concentrations: family-centered practice or integrated practice. These advanced specialized curricula build on the school's liberal arts perspective and on the professional foundation. Both are based on a comprehensive eco-systemic theoretical perspective, and both apply the principles that are part of the school's mission statement, with a focus on culturally competent family-centered and community-based approaches.

Family-Centered Practice

The family-centered practice concentration teaches knowledge and skills necessary for advanced social work practice with individuals and families. These include clinical practice methods that mobilize and develop clients' coping skills, empowering them to manage difficult situations, and culturally sensitive methods for collaborating with clients, their families, and other professionals in planning interventions. Students also learn about advocating for clients, facilitating client self-advocacy, coordinating services to meet multiple needs, and influencing social policy on behalf of clients.

The concentration prepares students to work with individuals and families at appropriate levels of intensity, mobilize existing strengths, and enhance coping skills. Using principles of family-centered practice, students learn to take community and larger systems into account while working in partnership with individuals and families in all aspects of assessment and intervention planning. The concentration emphasizes sensitivity to a variety of family forms and to cultural diversity within family forms. Family is broadly defined to include step families, single-parent families, same-sex-couple families, grandparent-as-parent families, adult parent-adult child families, and traditional forms of families.

Integrated Practice

The integrated practice concentration teaches methods of advanced practice that empower organizational and community change at multiple system levels. Students learn skills for assessment, planning, and direct intervention in larger systems such as neighborhoods, social support networks, and service delivery systems, and for policy making. They develop skills for a broad range of interventions, including direct practice, case management, community education, community development and practice, management and administration, organizational and interorganizational planning and program development, team building, organization and program evaluation, and social policy advocacy. They also learn culturally sensitive methods to collaborate with families and communities; identify

strengths, assets, and challenges; and develop services and programs that will meet clients' needs.

Building on strengths and assets of organizations and communities, students learn how to mobilize community members in advocacy and change efforts—skills useful for case managers, service coordinators, supervisors, program planners and developers, and administrators. Students also learn how to apply advanced skills to advocacy, community assessment, planning and mobilizing resources, and influencing social policy.

The concentration prepares students for practice in varied settings, including hospitals and community health programs, schools, mental health centers, neighborhood and family resource centers, community- and family-based community service agencies, correctional facilities, and programs that serve the elderly, both in the community and in care facilities. In many of these settings, social workers work as interdisciplinary team members and team leaders within organizations. They also collaborate with community organizations, community residents, and service providers. Many social workers are involved in staff supervision, program development, and agency administration. Content areas include grant writing; intervention in multiple systems, including team and network building; policy practice; and design of evaluation methods for client assessment and program evaluation.

M.S.W. Off-Campus Learning Centers

The School of Social Work delivers the M.S.W. curriculum to four learning centers: in Des Moines and Sioux City, Iowa; the Quad Cities area of Iowa and Illinois; and as a hybrid (online) program. Each learning center is administered by the School of Social Work in cooperation with Distance and Online Education. Social work faculty members teach required courses at each center and are available for student advising. The off-campus programs have been evaluated by the Council on Social Work Education and the University of Iowa Graduate Council as providing a program comparable to that available on the Iowa City campus.

Courses at each off-campus site are taught in classrooms by tenure-track, clinical, visiting, and adjunct faculty members. Instructional connections between sites are maintained through varied technologies, including computer-based instruction.

For program entry and application dates, contact the School of Social Work.

Des Moines

The M.S.W. program in Des Moines, in central Iowa, offers courses sequenced to accommodate both part-time and full-time study. Students may complete the entire degree program at the Des Moines center, although they may choose to travel to Iowa City for selected elective courses offered during the summer. Classes are held at the John and Mary Pappajohn Education Center.

Quad Cities

Students in the Quad Cities part-time program can complete their degree entirely off campus and online with the exception of some electives, which they can take during summer sessions in Iowa City. The School of Social Work offers this part-time program to a cohort admitted once every three years. In addition to the part-time cohort students, there are

some full- or part-time students from Iowa City in practicum in the Quad Cities. The Quad Cities program is located in the Davenport/Bettendorf area on Iowa's eastern border, and courses are offered at Scott Community College.

Sioux City

The Sioux City part-time program is nearly identical to the Quad Cities part-time program. Most courses are offered in classroom space at Briar Cliff University in Sioux City, Iowa.

Hybrid (Online)

The M.S.W. hybrid program is designed for students who live in Iowa or bordering states and who, because of geography or life circumstances, cannot access the Sioux City, Des Moines, Quad Cities, or Iowa City learning centers. Students in this program attend evening classes in real time using video conferencing, and asynchronous classes in which coursework is done independently, adhering to deadlines. A mandatory two- or three-day summer institute is held in Iowa City each August. Courses are scheduled over a three-year period and new applications are accepted every other year. All hybrid students take the integrated practice concentration.

Combined Programs

M.S.W./Ph.D.

The school offers a Master of Social Work/Doctor of Philosophy program in social work for students who have completed coursework in research and statistics and have postbaccalaureate experience related to social work practice. The program permits students to apply a limited amount of credit toward both graduate degrees, reducing the time required to graduate. Individuals must apply to the M.S.W. program and the Ph.D. program; applications are reviewed by the admissions panels of both programs. For more information, contact the School of Social Work.

Programs with Other Colleges

The School of Social Work collaborates with other colleges to offer combined degree programs. Each program permits students to apply up to 12 s.h. of graduate credit toward both degrees, reducing the time required to graduate.

Applicants must apply to each program separately and be admitted to each one before they may be admitted to the combined degree program. Information about the combined programs is available from the School of Social Work's program administrator.

M.S.W./M.S. in Urban and Regional Planning

The School of Social Work along with the School of Planning and Public Affairs offer the combined Master of Social Work/Master of Science in urban and regional planning. For more information, see the M.S. in urban and regional planning [p. 1622] (Graduate College) in the Catalog.

M.S.W./M.B.A. (Professional Program)

The School of Social Work and the Tippie College of Business offer the combined Master of Social Work/Master of Business Administration programs. For more information, see the M.B.A. Professional Program [p. 1227] (Tippie College of Business) in the Catalog.

M.S.W./J.D.

The School of Social Work collaborates with the College of Law to offer the combined Master of Social Work/Juris Doctor programs. For information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

The School of Social Work seeks to maintain a heterogeneous student body by enrolling students who represent diverse backgrounds and cultural perspectives. Previous experience in human services and cross-cultural experiences is desirable. The school does not grant academic credit for life experience or previous work experience.

Admission to the M.S.W. 60 s.h. program requires a bachelor's degree from an accredited college or university, with a reasonable distribution of courses in the liberal arts and sciences (the humanities and the social, behavioral, and biological sciences). Admission to the M.S.W. 48 s.h. program requires a bachelor's degree in social work from a CSWE-accredited college or university. Applicants must have an undergraduate g.p.a. of 3.00 or higher, or a g.p.a. of 3.00 or higher on 12 s.h. of letter-graded graduate coursework; consult the University's Office of Admissions for assistance in calculating grade-point average. Competence on personal computers and spreadsheet applications is required.

Admission to the 41 s.h. program requires a bachelor's degree in social work from a CSWE-accredited program, earned within the previous five years, with a cumulative g.p.a. of at least 3.20 and a major g.p.a. of at least 3.50.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants must submit three letters of recommendation, including one regarding academic abilities and one from the applicant's most recent employer (if the employment was social work-related); and a personal statement addressing criteria specified by the School of Social Work. Applicants to the 41 s.h. program must provide additional materials.

Applications for the 48 s.h. and 60 s.h. programs are accepted beginning September 1 and must be completed by February 1 to be considered for the next academic year. Applications for the 41 s.h. program are due December 1.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

For a complete list of graduate admission policies, contact the School of Social Work.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Master of Social Work, M.S.W.

Course	Title	Hours
Academic Career		
Any Semester		
60 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Admitted students attend orientation prior to the start of 1st (fall) semester		
Students attend National Coalition Building Institute (NCBI) training prior to the start of 1st (fall) semester		
	Hours	0
First Year		
Fall		
Students attend Foundation Practicum planning meeting with field administrator		
SSW:3840	Human Behavior in the Social Environment	3
SSW:3847	Discrimination, Oppression, and Diversity	3
SSW:6150	Social Work Practice with Individuals, Families, and Groups	3
SSW:6151	Social Work Practice Skills Laboratory	2
	Hours	11
Spring		
SSW:4843	Social Welfare Policy and Practice	3
SSW:6145	Organization and Community Practice	3
	Hours	6
Summer		
SSW:6290	Foundation Practicum in Social Work	3
SSW:6291	Foundation Practicum Seminar	1
Elective course ^b		3 - 6
	Hours	7-10
Second Year		
Fall		
Students attend Advanced Practicum planning meeting with field administrator		
SSW:6146	Computer Laboratory	1
SSW:6148	Research Practice I	3
SSW:7250 or SSW:7260	Family-Centered Theory and Practice I or Integrated Social Work Theory and Practice I	3
	Hours	7
Spring		
SSW:7261 or SSW:7251	Integrated Social Work Theory and Practice II or Family-Centered Theory and Practice II	3
SSW:7262 or SSW:7252	Advanced Social Policy for Integrated Practice or Advanced Social Policy for Family Practice	3
SSW:7270	Research Practice II	3
	Hours	9

Summer

Elective course ^b	3 - 6
Hours	3-6

Third Year

Fall

SSW:7292 or SSW:7296 or SSW:7295	Advanced Practicum in Family-Centered Practice I and II or Advanced Practicum in School Social Work or Advanced Practicum in Integrated Practice	5 - 6
SSW:7293 or SSW:7297	Advanced Practicum Seminar in Family-Centered Practice I or Advanced Practicum Seminar in Integrated Practice I	1
	Hours	6-7

Spring

SSW:7292 or SSW:7296 or SSW:7295	Advanced Practicum in Family-Centered Practice I and II or Advanced Practicum in School Social Work or Advanced Practicum in Integrated Practice	5 - 6
SSW:7298 or SSW:7294	Advanced Practicum Seminar in Integrated Practice II or Advanced Practicum Seminar in Family-Centered Practice II	1

Students may opt to apply and take the Iowa Licensure Exam

Degree Application: Students apply for graduation for May

Hours	6-7
Total Hours	55-63

^a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

^b Students take a total of 11 elective credits over the course of this 8 semester plan (these may include approved graduate transfer credits); work with the program administrator or faculty advisor

Financial Support

Students seeking financial assistance should apply for aid through the University of Iowa Office of Student Financial Aid. Students may apply for a limited number of research and teaching assistantships available from the School of Social Work. Application materials for research or teaching assistantships are available from the school each spring, or as positions become available. Aid received through the Office of Student Financial Aid does not preclude students from consideration for aid through the School of Social Work.

Career Advancement

Professional social workers are found in every facet of community life—in schools, health settings (such as hospitals, hospice, skilled care facilities, substance abuse treatment, mental health clinics), senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies that serve individuals and families in need. Many also serve as social and community service directors.

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), professional social workers are the nation's largest group of mental health services providers. There are more clinically trained social workers—over 200,000—than psychiatrists, psychologists, and psychiatric nurses combined. Federal law and the National Institutes of Health recognize social work as one of five core mental health professions.

The U.S. Department of Veterans Affairs employs more than 10,000 professional social workers. It is one of the largest employers of M.S.W. individuals in the United States. More than 40 percent of all disaster mental health volunteers trained by the American Red Cross are professional social workers. There are hundreds of social workers in national, state and local elected office.

Projected growth in social work jobs is estimated to be greater than average for all occupations (Bureau of Labor Statistics).

Today, almost 50 special interest organizations contribute to the vitality and influence of the social work profession. There are social work groups for educators and researchers, as well as organizations for practitioners in health care leadership, nephrology, oncology, child welfare, schools, prisons, courts, and many other settings.

Social Work, Ph.D.

Requirements

The Doctor of Philosophy program in social work prepares students to conduct research that contributes to the knowledge base of social work, to become leaders in the profession, and to teach social work in postsecondary educational institutions.

Students are required to earn 82 s.h. to earn the degree. Those who enter the program with a M.S.W. are granted 30 s.h. credit; they must complete an additional 52 s.h. for the degree. Individuals with master's degrees in related disciplines (for example, psychology or sociology) may choose to earn a Ph.D. in social work without first earning the M.S.W. Credit from a related master's degree may be applied to the Ph.D. degree program, as determined by the School of Social Work.

Students complete required coursework, research, and teaching practicums; pass a comprehensive exam; write a dissertation; and defend it in an oral exam. Their work includes courses in one of four outside disciplines—sociology, psychology, public health, or education—to assist them in preparation for the comprehensive examination and dissertation defense.

Individualized and Interdisciplinary Curriculum

The program allows students to develop a coherent program of study with opportunities to pursue their own scholarly interests. These interests are pursued through a core social work curriculum, a concentration (sociology, psychology, education, or public health) and a social work focal area (e.g., family violence). Students may take focal area courses in any college or department at the University of Iowa. The median time to complete the degree is four years.

The School of Social Work provides a supportive environment with substantial opportunities for mentoring and interaction with faculty members. Throughout Ph.D. studies at the University of Iowa, the school assists students in developing a program of study based on their unique educational and career goals. There are many opportunities to work closely with faculty members in a mentoring environment. In the first year, students complete a mentored research practicum with a faculty member and a mentored in-class teaching experience. During the second year, students choose a faculty member to guide them through the comprehensive examination and dissertation process.

Admission

To ensure that all doctoral students receive mentoring, the School of Social Work typically admits three or four students annually; approximately 35 percent of applicants are admitted.

Admission Requirements

Students are required to have a bachelor's degree from an accredited college or university, and a minimum undergraduate g.p.a. of 3.00 (on a 4.00 scale).

Students should have completed an introductory statistics course (including graphing techniques for presenting data,

descriptive statistics, correlation, introduction to regression, prediction, logic of statistical inference, elementary probability models, estimation and tests of significance) with a grade of B or higher. Research methods courses taken in a M.S.W. program typically do not meet the criteria for an introductory statistics course. Applicants who have not taken an introductory statistics course must complete one before beginning the M.S.W./Ph.D. or the Ph.D. program. Under unusual circumstances, a highly qualified applicant may be conditionally admitted into the program without a statistics course, if they have a high score on the quantitative section of the GRE or if they have taken other mathematics courses. Regardless, applicants still must successfully complete an introductory statistics course the spring or summer semester prior to beginning the M.S.W./Ph.D. or the Ph.D. program.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants applying only to the Ph.D. program are required to have a M.S.W. or a master's degree in a related field, such as public policy, public health, sociology, psychology, political science, economics, education, nursing, or anthropology.

Admission and Selection Process

Applications are accepted beginning September 1 for the following academic year; applications are due February 1. Admission decisions are made in February. Typically, all applications are evaluated on the same day. Applicants are notified, in writing, of the decision by April 1. In some years, there may be a waiting list. If applicants are placed on the waiting list, they are notified of this decision by April 1.

The school evaluates applicants based on their potential to independently conduct and disseminate scholarship that contributes to policy or practice and on their potential to prepare students to educate future social workers. Occasionally, an applicant who has been declined is encouraged to reapply in a subsequent year.

Financial Support

The School of Social Work provides full-time students with a competitive, multiyear financial package (full tuition, an assistantship, a health and dental insurance allowance). It also provides fellowships, travel awards and dissertation awards.

In addition to funding provided by the School of Social Work, applicants may be eligible for financial assistance through the Graduate College, other departments at the University of Iowa, and organizations outside the University. The director of the Ph.D. program works with students to identify sources of funding, and the Division of Sponsored Programs as well as a student's mentor helps the student apply for external funding.

The Graduate College awards fellowships to incoming students, dissertation-year fellowships, summer fellowships, and travel awards. The School of Social Work applies to the Graduate College to secure these awards at the time applicants are selected into the program. The Graduate College website contains a complete list of awards.

Career Advancement

According to the National Association of Social Workers, there is no better time to consider furthering one's education and

obtaining a doctorate. Increasingly, there are more openings for social work faculty than there are graduates of Ph.D. programs. To learn more about the academic job market, see the Council on Social Work Education (CSWE) career center. The CSWE posts jobs year round, although most new ads for teaching and research positions are posted between August and November.

Graduates become leaders in education, research, and government. All of the Ph.D. graduates from the University of Iowa's School of Social Work program have obtained employment within one year of graduation. Of these, about 75 percent of graduates obtain teaching or research positions, and about 25 percent obtain policy, administrative, or practice positions.

To learn more about some of the recent graduates' careers, visit the School of Social Work website.

Sociology and Criminology

Chair

- Jennifer Glanville

Director, Graduate Studies

- Steven Hitlin

Director, Undergraduate Studies

- Mary C. Noonan

Undergraduate majors: criminology, law and justice (B.A., B.S.); sociology (B.A., B.S.)

Undergraduate minors: criminology, law and justice; sociology

Graduate degrees: M.A. in sociology; Ph.D. in sociology

Faculty: <https://clas.uiowa.edu/sociology/people>

Website: <https://clas.uiowa.edu/sociology/>

The Department of Sociology and Criminology offers undergraduate majors and minors as well as graduate degree programs. The department partners with the Departments of Economics, Philosophy, and Political Science to offer the undergraduate major in ethics and public policy, an interdisciplinary program administered by the Department of Philosophy; see Ethics and Public Policy [p. 472] in the Catalog. In addition, it offers courses that undergraduate students in all majors may use to fulfill GE CLAS Core [p. 20] requirements, and a sociology and a criminology, law and justice First-Year Seminar designed for entering undergraduate students.

Certificate

Social Science Analytics

The growth of big data and informatics calls for a new set of skills for social science students and an increased understanding of the logic of data collection and analysis. The certificate focuses on the application side of data analysis and allows focus to be on the specific research methods and quantitative skills using data-driven methods effective for more understanding in an increasingly complicated social-political world. The certificate offers an opportunity for interdisciplinary training on how data can be used to address important questions in the social sciences. The Department of Sociology and Criminology collaborates with the Departments of Geographical and Sustainability Sciences, Political Science, and Statistics and Actuarial Science to offer the undergraduate program in social science analytics; see the Certificate in Social Science Analytics [p. 987] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Sociology (Bachelor of Arts) [p. 1018]
- Major in Criminology, Law and Justice (Bachelor of Arts) [p. 1023]
- Major in Sociology (Bachelor of Science) [p. 1027]

- Major in Criminology, Law and Justice (Bachelor of Science) [p. 1032]

Minors

- Minor in Sociology [p. 1036]
- Minor in Criminology, Law and Justice [p. 1037]

Graduate Programs of Study

Majors

- Master of Arts in Sociology [p. 1038]
- Doctor of Philosophy in Sociology [p. 1039]

Facilities

Crime and Justice Policy Research Program

The Crime and Justice Policy Research Program conducts research on the causes and consequences of crime, interpersonal violence, and antisocial behavior. The program also considers the implementation and implications of public policies designed to prevent and control criminal offending.

Center for the Study of Group Processes

The Center for the Study of Group Processes (CSGP) has an 18-room small-group laboratory with eight computer-controlled subject rooms that provide audiovisual and psychophysiological recording capabilities, two large-group rooms with an adjoining observation room, an audiovisual control room, and other flexible research office spaces.

Courses

- Sociology Courses [p. 1010]
- Criminology, Law and Justice Courses [p. 1015]

Prerequisites for courses are listed in the course descriptions.

Sociology Courses

SOC:1000 First-Year Seminar **1-2 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

SOC:1010 Introduction to Sociology **3-4 s.h.**

How individuals are organized into social groups, ranging from intimate groups to bureaucracies, and how these influence individual behavior; nature and interrelationships of basic social institutions (family, education, religion, economy). GE: Social Sciences.

SOC:1022 Social Justice and Social Welfare in the United States **3 s.h.**

Historical development of social welfare and social justice in the United States; individual values and ethics; role and responsibilities of enhancing society; contemporary practice to address social injustices including poverty, discrimination, various forms of violence; small group discussions and debates of various issues to allow for an exchange of diverse views and perspectives; volunteer work. GE: Values and Culture. Same as SSW:1022.

SOC:1030 Contemporary Social Problems 3-4 s.h.

Emergence and distribution of selected social problems; alternative solutions; may include population, inequality, female-male relationships, racism, crime. GE: Diversity and Inclusion.

SOC:1219 Big Ideas: Equality, Opportunity, and Public Policy in America 3 s.h.

Examination of major social issues and challenges faced by nation, state, and communities; what government's role is in a democratic society; how we decide when, where, and how government acts in ways consistent with social goals and values; focus on pressing social issues (i.e., education, inequality, labor standards, health care); historical development of the problem or policy; ways we address social issues; effectiveness of current policies and alternative policies; ways in which social science contributes to policy design and assessment. GE: Social Sciences. Same as HIST:1219.

SOC:1220 Principles of Social Psychology 3-4 s.h.

Introduction to a range of theories that seek to explain behavior of people within their groups, and dynamics between groups, at various levels of society. GE: Social Sciences.

SOC:1310 Gender and Society 3 s.h.

Role and status of women in society; sex differences, sex role socialization, theories about origin and maintenance of sexual inequalities, changes in social life cycle of women, implications for social institutions and processes; focus on contemporary United States. GE: Values and Culture. Same as GWSS:1310.

SOC:1420 Law and Society 3 s.h.

Exploration of how society shapes the law and how law shapes the society; definitions and conceptualizations of law; social origins of law; roots of compliance with or deviance from law; legal consciousness and uses of law in everyday life; effect of law on social inequality and distribution of power; law as a venue and a tool for social change.

SOC:1630 The Racial Wealth Gap: Black Debt, White Debt 3 s.h.

Exploration of extent, historical origins, and contemporary factors of the racial wealth gap with special attention to role of debt in U.S. race relations; potential topics include education debt, monetary sanctions in criminal justice, redlining, recession, bankruptcy, and reparations. Same as AFAM:1630.

SOC:1670 Popular Culture and Society 3 s.h.

Explore trends in popular culture through a sociological lens; use examples from popular culture to discuss broader social issues, including interaction between members of different social groups and patterns of social inequality; topics include definitions of popular culture, advertising and branding, rise of reality television, fashion, museums and the consumption of "high culture" clubs and nightlife, social significance of hip hop music, and the impact of social media on everyday life; guest speakers, visits to local cultural venues, and screenings of television shows and films.

SOC:2064 Racial Inequity and the Experiences of African American Families in the U.S. 3 s.h.

Racial inequality and experiences of African American families in the U.S. during 20th and 21st centuries; historical context for contemporary research on African American family; relative impact of structural and cultural factors on various aspects of African American family life, declining marriage rates, family formation patterns; intersections of race and class in family life; research methods used to examine dynamics of African American family life, including quantitative analysis, structured qualitative interviews, and ethnography. GE: Diversity and Inclusion. Same as AFAM:2064.

SOC:2130 Sociological Theory 3 s.h.

Theoretical perspectives in sociology; construction, evaluation of sociological explanations. Prerequisites: SOC:1010 or SOC:1030 or SOC:1310 or CRIM:1410 or SOC:1420.

SOC:2160 Applied Statistics for Social Scientists 3 s.h.

Applied statistics for sociology majors: frequency distributions, graphic presentation, measures of central tendency, measures of variability, elementary probability, populations and samples, sampling distributions, estimation and confidence intervals, hypothesis testing, chi-square test, regression and correlation, analysis of variance; computer software used in data analysis; emphasis on appropriate use and interpretation of statistics in the study of sociological topics. Recommendations: sociology major.

SOC:2170 Research Methods 3 s.h.

Basic scientific concepts; emphasis on theoretical thinking, statement of researchable propositions, logic and meaning of proof operant in the research process; general issues in designing social research, including problems of sampling and measurement, analysis, presenting research data, interpreting research findings. Prerequisites: SOC:1010 and (PSQF:4143 or STAT:1020 or STAT:2010 or SOC:2160 or STAT:3510 or STAT:1030). Requirements: sociology major.

SOC:2710 The American Family 3 s.h.

Structure and process; change over the life cycle; interrelations with other institutions; historical changes; variations by social class and ethnic group. GE: Values and Culture.

SOC:2770 Environmental Racism: Black and White Community Politics 3 s.h.

Students study the movement for environmental justice within the broader context of U.S. land use and development to understand environmental racism's prevalence and how it can be addressed; topics include pollution, health, food access, transportation and agricultural practice to land loss, public space, and infrastructure; exploration of perspectives on the environment and environmentalism. Same as AFAM:2770.

SOC:2810 Social Inequality 3 s.h.

Major theoretical perspectives for understanding inequality in economics, power, prestige; the magnitude of social inequality in the United States; sex and race inequality; trends in and causes of social mobility; selected consequences of social inequality. GE: Values and Culture.

SOC:2830 Race and Ethnicity 3 s.h.

Multidisciplinary study of intergroup relations, with emphasis on historical, sociological, and social psychological issues in the study of American minority groups. GE: Diversity and Inclusion.

- SOC:3100 Critical Race Theory: Culture, Power, and Society** 3 s.h.
Examination of the historical context of race and racism in U.S. history; focus on how social structures perpetuate longstanding patterns of racial inequality. Same as AFAM:3100, AMST:3100.
- SOC:3110 Race, Organizations, and Workplace** 3 s.h.
Examination of racial discrimination in the American workplace and organizations; historical context for development of complex organizations; various forms of racial discrimination; longstanding patterns of racial inequality central to American organizations. Same as AFAM:3110.
- SOC:3170 Applied Research** 3 s.h.
Ongoing research project investigating the Flint water crisis; organization and analysis of emails for sociological research purposes and ultimately to create a searchable website for public access to the data; how to construct and analyze a "big data" data set in an interdisciplinary collaborative research setting; how to apply and build sociological theory with empirical data; how to write an academic journal article. Prerequisites: SOC:2170 or CRIM:2470.
- SOC:3171 Drugs and Society** 3 s.h.
How people use drugs for recreation, performance enhancement, and medical treatment; implications for drug control, treatment, and public policy.
- SOC:3200 International Perspectives: Xicotepec 1-3** 3 s.h.
Interdisciplinary service-learning course; Mexican culture and history through community-based service project, assigned readings, and discussion; includes a required spring break trip to Mexico. Same as CLAS:3200.
- SOC:3220 Sociology of Mental Illness** 3 s.h.
The socially constructed nature of mental illness; theoretical perspectives and research on social antecedents and social consequences of mental health. Prerequisites: SOC:1010 or SOC:1220 or SOC:1030.
- SOC:3510 Medical Sociology** 3 s.h.
Theoretical perspectives and research on social precursors and consequences of physical and mental health ailments; focus on contemporary United States with cross-cultural comparisons; stereotypes and diagnosis, gender and racial/ethnic differences, health inequalities related to socioeconomic status.
- SOC:3525 Public Opinion** 3 s.h.
Role in making public policy; formation, change of political attitudes and opinions; political ideology; measurement of public opinion; how opinion polls are conducted; experience with interviewing and conducting public opinion research. Same as POLI:3204.
- SOC:3610 Organizations and Modern Society** 3 s.h.
Approaches to the sociological study of economic and noneconomic organizations; the role of power and authority within the organization, and between the organization and its environment. Prerequisites: SOC:1220 or SOC:1010.
- SOC:3630 The Racial Wealth Gap: Black Debt, White Debt** 3 s.h.
Exploration of extent, historical origins, and contemporary factors of the racial wealth gap with special attention to role of debt in U.S. race relations; potential topics include education debt, monetary sanctions in criminal justice, redlining, recession, bankruptcy, and reparations. Same as AFAM:3630.
- SOC:3650 Education, Schools, and Society** 3 s.h.
Overview of sociology of education; historical and current sociological perspectives on education; race, class, and gender inequality in schooling; higher education; contemporary debates in education (e.g., affirmative action, school choice). Prerequisites: SOC:1030 or SOC:1010.
- SOC:3750 Born in the USA: Fertility and Reproduction** 3 s.h.
Exploration of when, why, how, and with whom Americans bear children; comparison to other developed and developing countries in the world; infertility and its treatments; ethics of surrogacy; voluntary childlessness; rapid rise of nonmarital childbearing in the U.S. and other countries; politics of childbirth; declining populations; rapid aging of rich where women have basically stopped having children. Same as GWSS:3750.
- SOC:3880 The Sociology of Networks** 3 s.h.
Introduction to the basic properties of network structure (e.g., density, mutuality, cliques); substantive insights regarding the role and consequences of networks in social life; the role of networks in job searching/hiring processes; how innovations diffuse through networks; and relationships as social resources. Prerequisites: SOC:1010 or SOC:1030.
- SOC:4000 Data Science for Social Good** 3 s.h.
The availability of big data transforms the way we solve difficult social problems; programming and analytical skills to analyze data from social media and open-access administrative data sources; basic principles and skills in data science including how to collect, clean, curate, and manipulate data, simple statistics, and computational methods; emphasis on linking big data to real world social problems and social science insights; students learn problem-solving skills and a data-driven approach to contemporary social problems. Prerequisites: SOC:2160 or POLI:3000 or STAT:3120 or IGPI:3120 or CS:1210.
- SOC:4200 Sociology of Religion** 3 s.h.
Introduction to the study of religion from a sociological perspective; religions exist in social contexts, are shaped by contexts in which they are embedded, and then often change those social contexts; to understand the relation between religions and other social systems, we must examine the sociological as well as the historical, anthropological, social psychological, and political impacts; students will study religious organizations critically and objectively, exploring and debating classical sociological theories pertaining to religions, as well as contemporary theories that predict religious behavior; social scientific perspective will be presented.
- SOC:4210 Social Psychology of Small Groups** 3 s.h.
Internal processes governing small groups (e.g., friendship cliques, families, the president's cabinet, committees); how small groups relate to the larger social environment; groups' impact on their members. Prerequisites: SOC:1030 or SOC:1010.
- SOC:4225 The Social Psychology of Leadership** 3 s.h.
Techniques, proven by research, that enhance students' ability to know, work with, and lead people; recent research in social psychology, how it applies to practical leadership problems.
- SOC:4230 Sociology of Self-Improvement** 3 s.h.
How self-improvement as a cultural goal shaped development of political, business, educational, and religious institutions in the United States; history of self-improvement movement and industry; selected readings that show how much self-improvement is possible and which techniques are more useful than others.

- SOC:4540 Political Sociology and Social Movements** 3 s.h.
Social unrest; crowd behavior; social movements treated as a form of social change. Prerequisites: SOC:1030 or SOC:1010.
- SOC:4680 Corruption: The Social Scientific Perspectives** 3 s.h.
Social scientists and policy makers alike recognize corruption as an obstacle to economic development, democratic governance, and human rights around the world; students survey recent research from sociology, criminology, political science, and anthropology that addresses causes and consequences of corruption; why individuals engage in corrupt behavior, how organizations affect patterns of corrupt transactions, and how rates of corruption impact and are impacted by political regimes; consequences that corruption has for social inequality, civic mobilization, lives of women and immigrants, and stability of autocratic governments. Same as CRIM:4680.
- SOC:4800 Research Practicum in Sociology** 1-3 s.h.
Students engage in a sociological research activity that is not related to an honors project, conducted under the supervision of (or in collaboration with) a faculty member.
- SOC:4820 Sociology of Sexuality** 3 s.h.
Sociological perspectives on sexuality, including theoretical and conceptual developments, empirical regularities, and social implications; sexual expression in the United States. Prerequisites: SOC:1010 or SOC:1030. Same as GWSS:4820.
- SOC:4900 Selected Topics in Sociology** 3 s.h.
Topics vary.
- SOC:4902 Selected Topics in Family, Health, and Well-Being** 3 s.h.
Varied topics in family structures and practices; social institutions and forces that shape or are shaped by families.
- SOC:4903 Selected Topics in Organizations, Networks, and Careers** 3 s.h.
Varied topics in macro- and micro-level processes affecting ability to understand and manage organizations, including the groups and individuals that compose them.
- SOC:4909 Graduation Portfolio** 0 s.h.
Submission of final graduation portfolio first assembled in capstone course required for sociology major. Corequisites: SOC:4910.
- SOC:4910 Capstone Course in Sociology and Criminology** 3 s.h.
Senior project illustrating student's accomplishments during the undergraduate career; prepared in collaboration with sociology faculty member or other experts in the student's area of sociological interest; record for student's own reflection, information for potential employers and graduate programs. Prerequisites: SOC:2130 and (SOC:2170 or CRIM:2470). Requirements: major g.p.a. of 2.00.
- SOC:4920 Social Services Organization Internship** 3 s.h.
Student volunteer work with social services organizations. Prerequisites: SOC:1010 with a minimum grade of C or SOC:1030 with a minimum grade of C or SOC:1310 with a minimum grade of C or SOC:2810 with a minimum grade of C. Requirements: sociology major or minor, and junior standing.
- SOC:4930 Teaching Internship** 3 s.h.
Experience providing supervised support for instructors teaching basic courses in sociology. Requirements: appointment as sociology undergraduate teaching aide.
- SOC:4990 Directed Individual Study** arr.
- SOC:4997 Honors Seminar** 1 s.h.
Topic development for senior honors projects. Offered spring semesters. Requirements: sociology honors standing.
- SOC:4998 Honors Research** arr.
Research projects under faculty supervision.
- SOC:5110 History of Sociological Theory** 3 s.h.
Ideas of major 19th- and 20th-century social thinkers (e.g., Marx, Weber, Durkheim, Simmel, Mead).
- SOC:5130 Sociology of Education** 3 s.h.
Effects of school and school organization on educational outcomes; course-taking patterns and tracking, desegregation, differences in school sector; focus on entire span of student's academic career; examination of school and organizational effects at the primary, secondary, and postsecondary levels of education. Same as EPLS:5130.
- SOC:5160 Research Design and Methods** 3 s.h.
Research designs; sampling designs and techniques; questionnaire construction, interviewing techniques; participant and nonparticipant observation; coding and preparation of data for analysis; measurement techniques, reliability, and validity. Requirements: SOC:6170 or graduate standing.
- SOC:5165 Race, Class, and Gender Inequalities in Education** 3 s.h.
Role of ascribed characteristics (e.g., race, class, gender) on educational opportunities and outcomes; achievement gaps, school desegregation, social and cultural capital, peer influence, family attributes, neighborhood influence, influence of significant others, course-taking patterns, and educational destinations. Same as EPLS:5131.
- SOC:5310 Gender Theory** 3 s.h.
Introduction to sociological analysis of gender; multiple ways that gender patterns the social world in which we live; predominant theoretical stances related to study of gender; how gender structures everyday social interaction; how social institutions (e.g., work, family) give rise to and recreate gendered meanings, expectations, structures; possibilities for interventions and change to gender system.
- SOC:5510 Sociology of Health** 3 s.h.
Overview of relevant theories and related research in sociology of health field; topics related to social construction of health and its historical variation; focus on social determinants of health including social stressors, labeling processes, cross-cultural differences, and epigenetics or social genomics.
- SOC:5680 Sociology of Higher Education** 3 s.h.
Sociological approach to study of higher education; issues of inequality and stratification in higher education; focus on relationship between higher education and larger economic and demographic processes; college access, college destinations, attainment, and returns to a college degree. Same as EPLS:5142.
- SOC:5810 Education and Social Change** 2-3 s.h.
Role of educational institutions, in connection with political and economic structures, in the process of social change; illumination of theories of social change through case studies of educational systems in both less-developed and industrialized nations. Same as EPLS:5210.
- SOC:6080 Master's Thesis** arr.
- SOC:6110 Theory Construction and Analysis** 3 s.h.
Contemporary theoretical issues and nature of theory, theory's place in research, strategies of theory construction. Requirements: sociology graduate standing.

- SOC:6140 Seminar: Selected Topics in Sociological Theory** 3 s.h.
- SOC:6170 Introduction to Sociological Data Analysis** 3 s.h.
Statistical measures for descriptive methods and association; logic of statistical inference, hypothesis testing; background essential to understanding linear models, models for categorical data analysis. Requirements: introductory statistics.
- SOC:6175 Qualitative Methods** 3 s.h.
Logic of qualitative research; basic skills necessary for a qualitative research project. Requirements: sociology graduate standing.
- SOC:6180 Linear Models in Sociological Research** 3 s.h.
Statistical techniques associated with general linear model; emphasis on multiple regression, its generalizations; corresponding computer programs. Requirements: SOC:6170 or graduate standing.
- SOC:6210 Contemporary Approaches to Social Psychology** 3 s.h.
Review and critical analysis of current theoretical approaches and systems of social psychological analysis. Recommendations: sociology graduate standing.
- SOC:6220 Seminar: Selected Topics in Social Psychology** 3 s.h.
Selected theoretical and methodological issues.
- SOC:6264 Post-Industrial Cities** 3 s.h.
Aspects of urban inequality in post-industrial cities; racial inequality, urban poverty, neighborhood inequality, and municipal bankruptcy.
- SOC:6310 Gender Stratification Seminar** 3 s.h.
Occupational gender segregation; gender gap in pay; role of family caregiving in women's lower pay; evaluation of caregiving work; comparable work.
- SOC:6320 Sociology of Religion** 3 s.h.
Introduction to the sociological perspective for studying religion; examination of sociological, historical, anthropological, social psychological, and political impacts of religion on social behavior to understand the complex relation between religious institutions and other social systems; exploration of works by classical sociological theorists, as well as contemporary theories and empirical research that describe, explain, and perhaps predict religious behavior; materials focus on religion in the United States; students who wish to use a cross-cultural perspective in discussions and papers are encouraged to do so.
- SOC:6410 Seminar: Criminological Theories** 3 s.h.
Theories of crime causation and their relationships to the cultures in which they have functioned.
- SOC:6420 Seminar: Selected Topics in Deviance and Control** 3 s.h.
Critical analysis of current research; emphasis on theoretical contributions and methodological foundations.
- SOC:6550 Environment and Society** 3 s.h.
Examination of research at the intersection of society and environment; theories of environmental sociology, politics, and corporate social responsibility; opportunity to develop an understanding of complex relationships between human prosperity and natural environment; development of a micro-, meso-, or macro-level research project (e.g., determinants of environmental attitudes and behaviors, adoption of clean technologies by organizations, outcomes of environmental activism, diffusion of national environmental policies).
- SOC:6610 Complex Organizations** 3 s.h.
- SOC:6810 Social Stratification** 3 s.h.
Classical and contemporary theories; current research on the causes and magnitude of inequality in economics, power, and prestige; social mobility; critical issues in stratification.
- SOC:7010 Teaching Sociology** 2-3 s.h.
Supervised preparation for teaching sociology courses; literature on teaching; course objectives, alternative teaching techniques; preparation of course syllabus, lectures, discussions, exams.
- SOC:7030 Readings and Research Tutorial** arr.
- SOC:7090 Ph.D. Dissertation** arr.
- SOC:7170 Advanced Statistical Modeling of Data** 3 s.h.
Models for analysis of categorical data, including loglinear, logit, related discrete data models. Requirements: advanced graduate standing.
- SOC:7175 Social Science Research: Big Data** 3 s.h.
New opportunities and challenges faced by social science research with the advent of technologies that collect, store, and analyze massive human digital traces; data collection, manipulation, and curation skills; survey of computational methods commonly used in computational social science; different from other big data courses in connecting new data sources to theory-focused social science; emphasis on how to ask research questions informed by data and how to design analytical strategies to answer those questions. Prerequisites: SOC:6170 and SOC:6180.
- SOC:7180 Structural Equation Modeling** 3 s.h.
Overview of structural equation models (SEMs), also known as LISREL models, covariance structure models; specific types of SEMs, such as simultaneous equations and confirmatory factor analysis; intermediate topics.
- SOC:7270 Scholarly Professionalism and Integrity I** 2 s.h.
General introduction to department and discipline for entering graduate students; departmental and graduate college requirements, program and career planning, interaction with faculty members, consideration of student interests and concerns; two semesters beginning in fall. Requirements: sociology graduate standing.
- SOC:7271 Scholarly Professionalism and Integrity II** 2 s.h.
General introduction to department and discipline for entering graduate students; departmental and graduate college requirements, program and career planning, interaction with faculty members, consideration of student interests and concerns. Requirements: sociology graduate standing.
- SOC:7410 Communities and Crime** 3 s.h.
Distribution of crime as rooted in community-level conditions such as concentrated affluence or poverty, racial residential segregation, unemployment, family disruption, and immigration. Requirements: sociology graduate standing.
- SOC:7460 Sociology of Law Seminar** 3 s.h.
Relationship between law and society explored through writings and research of classical and contemporary sociologists and legal scholars. Requirements: sociology graduate standing.
- SOC:7500 Seminar: Topics in Political Sociology** 3 s.h.
Overview of current research in political sociology; topics related to inequality, citizenship, social change, institutions, social movements, political regimes, and globalization; survey of multiple methodological and theoretical approaches.

SOC:7620 Social Network Analysis 3 s.h.

Relational, data-oriented approach to representing linkages or relationships among social units, and to examine the relevance of these social structures in social processes. Requirements: basic multiple regression.

SOC:7820 Seminar: Selected Topics in Social Stratification 3 s.h.

Requirements: social science graduate standing.

Criminology, Law and Justice Courses

CRIM:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

CRIM:1410 Introduction to Criminology 3 s.h.

Nature and causes of crime; the criminal justice process, correctional treatment, crime prevention. GE: Social Sciences.

CRIM:1447 Introduction to the Criminal Justice System 3 s.h.

Organization and function of criminal justice system in the United States; history, organization, and current practices of policing, criminal courts, and correctional system; sociological and criminological research on major subsystems comprising criminal justice systems.

CRIM:2200 Gender and Violence 3 s.h.

Focus on gendered violence, including violence against women and members of LGBTQ+ communities; relationship between masculinities and violence; ways in which gender, race, ethnicity, age, and social class combine to explain gendered violence; theories and empirical research.

CRIM:2430 Comparative Criminal Justice Systems 3 s.h.

Criminal justice systems around the world; similarities and differences in how justice is defined and operationalized in contemporary legal traditions in terms of police, courts, and corrections examined in light of cultural norms and values; emphasis on link between societal characteristics and legal traditions; differences in defendant rights guaranteed under various legal traditions.

CRIM:2440 Student Practicum in Policing 3 s.h.

Practical application of criminal justice knowledge with physical demonstrations and hands-on exercises; physical participation includes defensive tactics, firearms instruction, and violent intruder training; students journal about student police academy topics and present to faculty. Prerequisites: CRIM:1410 or CRIM:1447. Requirements: background check.

CRIM:2460 Policing in Modern Society 3 s.h.

History, theory, and practice of policing; exploring the link between officer decision making and department expectations; policing subculture; ethical considerations officers face; policing administration; policing/community interaction; legal issues affecting policing practice; contemporary developments in policing emergent crime types.

CRIM:2470 Research Methods in Criminology and Criminal Justice 3 s.h.

Introduction to social science research methods in the fields of criminology and criminal justice; techniques necessary for systematic analysis of research questions and program effectiveness; critical evaluation of existing empirical research and sources of criminal justice data; assessment of data quality. Prerequisites: (STAT:1020 or STAT:1030 or SOC:2160 or STAT:2010 or STAT:3510 or PSQF:4143) and (CRIM:1410 or CRIM:1447).

CRIM:2901 Special Topics in Criminology, Law, and Justice 3 s.h.

Varied topics in criminology, criminal legal system, gender and violence, global criminology.

CRIM:3250 Drugs, Deviance, and Social Control 3 s.h.

Introduction to social reality of drug use, drug users, and attempts to control drug behavior; exploration of relationship to crime and deviance, medicalization, and movements aimed at drugs.

CRIM:3260 Immigration and Crime 3 s.h.

Students are provided with a solid foundation to understanding key issues in immigration-crime debates; central to this is a critical examination of historical trends in immigration and its relationship to crime, media portrayal of immigration and its impact on public sentiment, relationship between immigration and crime at individual and aggregate levels, emergence of crimmigration—or blurring of immigration and criminal justice policies since the 1980s, and social impact of immigration policies including those that relate to deportation and militarization of U.S. borders.

CRIM:3350 Life Course Criminology 3 s.h.

How crime and antisocial behavior develop across the life span from birth onward, and how criminologists utilize methods and concepts of the life course perspective to examine systematic patterns of crime; focus on genetic predispositions, family environments, and biological mechanisms; patterns common to adolescence with considerations of peer settings, community processes, romantic involvement, and school context; examination of the transition to adulthood with emphasis on importance of social institutions, human agency, social change, and relevance of incarceration and criminal justice intervention for offending patterns.

CRIM:3415 Global Criminology 3 s.h.

Crime and the control of crime at the transnational and sub-national levels of analysis; focus on non-U.S. societies; consequences of economic, political, and cultural globalization.

CRIM:3416 Race, Crime, and Justice 3 s.h.

Extent and nature of racial disparities in offending and victimization; interpretation of patterns using various theoretical approaches; examination of race inequalities across many stages of criminal justice process.

CRIM:3417 Community Corrections 3 s.h.

Community corrections; probation, parole, intermediate sanctions (boot camps, intensive supervision, electronic monitoring); contemporary issues in community supervision of offenders.

CRIM:3420 Juvenile Delinquency 3 s.h.

Theories of juvenile delinquency; individual, neighborhood, and societal explanations of delinquency; research on families, schools, peers, neighborhoods, gangs, and delinquency.

- CRIM:3425 Women, Crime, and Justice** 3 s.h.
Overview of women's experiences with crime and criminal justice system, with reference to experiences of men for purposes of comparison; role of race, ethnicity, and poverty in women's experiences; causes of crime, inequalities in police-citizen interactions, imprisonment, and other aspects of criminal justice system experience. Same as GWSS:3425.
- CRIM:3437 American Crime** 3 s.h.
Prevailing issues in criminology; extent and nature of disparities in offending and victimization, interpretation of patterns using various theoretical approaches; evaluation of crime-control policies.
- CRIM:3450 Criminal Legal System** 3 s.h.
Discretionary decision making in U.S. criminal courts from arrest through sentencing; legal and sociolegal issues relevant to each stage of felony adjudication; sociological and social-psychological theories of decision making in adjudication, empirical research testing these theories.
- CRIM:3600 Crime and Public Policy** 3 s.h.
Policies having to do with crime, delinquency, or deviance are often heavily debated; examination of certain crime-related policies including the theories that motivate them, research methods and design used to evaluate them, and prior studies that investigate whether they do, in fact, accomplish stated goals; students engage with a diversity of topics and policies including those dealing with individuals, groups, criminal justice institutions, geographic areas, and more. Prerequisites: CRIM:1410.
- CRIM:4400 Internship in Criminal Justice and Corrections** 3 s.h.
Supervised fieldwork in a criminal justice or correctional agency. Prerequisites: (CRIM:1410 or SOC:1420 or CRIM:1447) and (CRIM:2430 or CRIM:2460 or CRIM:2901 or CRIM:3415 or CRIM:3416 or CRIM:3417 or CRIM:3420 or CRIM:3437 or CRIM:3450 or CRIM:4420 or CRIM:4430 or CRIM:4450 or CRIM:4460 or CRIM:4901). Requirements: criminology, law and justice major or minor, and junior standing.
- CRIM:4410 Treatment Interventions in Corrections** 3 s.h.
Introduction to treatment interventions utilized in the criminal justice system that target some of the special populations seen within the system as a whole; specific populations may include mental health, substance abuse, sex offenders, and domestic violence; emphasis on evidence-based practices and successful program outcomes with focus on identification and discussion of ethical issues and concerns that arise when providing specialized services to this population, as well as the sometimes difficult mixture of treatment and safety/security. Prerequisites: CRIM:1410 or CRIM:1447. Requirements: junior, senior, or graduate standing.
- CRIM:4420 Criminal Punishment** 3 s.h.
Sociological theories and research on criminal punishment; classical and contemporary theories; research on imprisonment and capital punishment.
- CRIM:4430 Interpersonal Violence in Society** 3 s.h.
Extent and nature of interpersonal violence in societies, in general and for specific population subgroups; theoretical explanations for the phenomenon; alternative ways of defining and responding to violence across various social contexts; application of scientific method; relevant literatures from multiple disciplines including sociology, anthropology, criminology, psychology, and behavioral economics; types of violence defined as illegal and those which are deviant but not illegal.
- CRIM:4440 Sociology of White-Collar Crime** 3 s.h.
Critical perspectives on causes and consequences of white-collar crime; definitions and types; criminological, social-psychological, and rational-choice theories; political and economic causes of white-collar crime under capitalism and socialism; rates and patterns of white-collar criminality across different social groups (defined by racial, ethnic, class, and gender attributes); control, prevention, and criminal justice response.
- CRIM:4450 Juvenile Justice: A Sociolegal Perspective** 3 s.h.
Examination of social, historical, and legal foundations of juvenile justice system in the United States; adjudication processes in juvenile justice, transfer of juveniles to criminal court, contemporary juvenile court, community-based corrections programs, legalities of juvenile system; current and future directions in juvenile justice.
- CRIM:4460 Sociology of Law** 3 s.h.
Conceptual, historical, and theoretical issues of law and operation of the criminal justice system; theory and research on law and the criminal justice system.
- CRIM:4470 Communities and Crime** 3 s.h.
Why do some neighborhoods have more crime than others? Why do some neighborhoods see increasing rates of crime over time, while others seemingly do not? Although many crime events occur among individuals, scholars have long noted that crime events tend to cluster in neighborhoods and places where people live; students consider explanations for why this spatial patterning occurs; research methods that have been used to learn about crime in spatial context, classic and contemporary studies of this issue, and approaches to crime prevention that involve focusing on neighborhood or place, rather than simply on individuals. Prerequisites: CRIM:1410 or CRIM:1447.
- CRIM:4680 Corruption: The Social Scientific Perspectives** 3 s.h.
Social scientists and policy makers alike recognize corruption as an obstacle to economic development, democratic governance, and human rights around the world; students survey recent research from sociology, criminology, political science, and anthropology that addresses causes and consequences of corruption; why individuals engage in corrupt behavior, how organizations affect patterns of corrupt transactions, and how rates of corruption impact and are impacted by political regimes; consequences that corruption has for social inequality, civic mobilization, lives of women and immigrants, and stability of autocratic governments. Same as SOC:4680.
- CRIM:4800 Research Practicum in Criminology** 3 s.h.
Students engage in a criminology research activity that is not related to an honors project, conducted under the supervision of (or in collaboration with) a faculty member.
- CRIM:4901 Advanced Topics in Criminology, Law, and Justice** 3 s.h.
Varied advanced topics in criminology, criminal legal system, gender and violence, global criminology.
- CRIM:4930 Teaching Internship** 1-3 s.h.
Students gain teaching experience by providing supervised support for instructors in introductory-level courses in criminology. Requirements: criminology undergraduate teaching aide appointment.
- CRIM:4990 Directed Individual Study** 1-3 s.h.
Students pursue interests not covered in other courses.

CRIM:4998 Honors Research

Honors research projects under faculty supervision.

arr.

Sociology, B.A.

A bachelor's degree with a major in sociology provides a liberal arts and sciences education. Sociology provides a broad foundation for a number of careers that require a deep understanding of human interactions and behaviors. Though broad in scope, sociology can be broken down into many marketable specializations including these at the University of Iowa: family and health services, human relations and business, social psychology, and social and political organization.

The department has an active undergraduate organization, the Sociology and Criminology Club, which is open to all interested students. The student-run group sponsors speakers, films, and career days; conducts study groups; and facilitates group volunteerism.

Learning Outcomes

Students will:

- be able to identify how sociological concepts and theories relate to everyday life,
- possess a critical lens for understanding human behavior and societies,
- articulate the importance of evidence and scientific methods for explanations of social phenomena,
- be able to identify the characteristics of high quality data and methods in sociological research,
- identify disciplinary standards for both the qualitative and quantitative analysis of data, and
- use their sociological knowledge and skills to engage with and impact the world around them.

Requirements

The Bachelor of Arts with a major in sociology requires a minimum of 120 s.h., including at least 36 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn at least 18 s.h. in sociology coursework at the University of Iowa; transfer courses must be approved by a sociology advisor.

The major offers two optional tracks for students with an interest in one of the following concentrations: family and health services, or human relations and business.

Requirements for the major are similar for the Bachelor of Arts and the Bachelor of Science, except B.A. students take 3-4 s.h. of statistics, a theory course, and a methods course, while B.S. students take 9 s.h. of advanced statistics and three theory and methods courses.

Choice of a degree program should be dictated by a student's personal career goals. Though not required, students interested in pursuing a graduate program may find the additional math and methods courses helpful.

Students who earn the major in sociology can earn the major in criminology, law and justice. No more than 9 s.h. of major coursework can double count for each of the majors. Students who earn both majors may not complete a minor in either area.

Students who earn the major in sociology may earn a minor in criminology, law and justice. No more than 3 s.h. can double count for the major and minor.

Students who earn the major in sociology may not earn the sociology minor.

In planning to complete the major, students must take courses in the proper sequence. Introduction to Sociology (SOC:1010) is a prerequisite for all required core theory and methods courses. Statistics is prerequisite for the more advanced methods course. These introductory courses lay the foundation for all other work in the major. The recommended sequence for the major's core requirements is SOC:1010, SOC:2130 Sociological Theory, an approved statistics course, and SOC:2170 Research Methods. See the Four-Year Graduation Plan under Academic Plans [p. 1021] in this section of the Catalog.

The B.A. with a major in sociology requires the following work.

Code	Title	Hours
	Introductory Sociology Course	3-4
	Theory, Statistics, and Methods Courses	9-10
	Electives	21
	Capstone Course	3
	Graduation Portfolio	0
	Total Hours	36-38

Introductory Sociology

Code	Title	Hours
This course:		
SOC:1010	Introduction to Sociology	3-4

Theory, Statistics, and Methods

Code	Title	Hours
Both of these (completed as soon as possible):		
SOC:2130	Sociological Theory	3
SOC:2170	Research Methods	3
One of these:		
SOC:2160	Applied Statistics for Social Scientists	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Electives

Students complete 21 s.h. of elective coursework in sociology (prefix SOC). Four of the required electives must be advanced, chosen from sociology courses numbered 3000-4903, SOC:4920 Social Services Organization Internship, or SOC:4998 Honors Research. Two of the four advanced required electives must be taken after (and not concurrent with) the completion of SOC:2130 Sociological Theory, SOC:2170 Research Methods, and an additional approved course from the Theory, Statistics, and Methods list above. Students can use two criminology, law and justice courses (prefix CRIM) toward the electives requirement. With

permission, students may use graduate courses in sociology numbered 5000 or above to satisfy the electives requirement.

The following courses may not be used as electives.

Code	Title	Hours
SOC:1000	First-Year Seminar	1-2
SOC:4800	Research Practicum in Sociology	1-3
SOC:4910	Capstone Course in Sociology and Criminology	3
SOC:4930	Teaching Internship	3
SOC:4990	Directed Individual Study	arr.
SOC:4997	Honors Seminar	1

Capstone Course

All students complete a capstone course, which illustrates their accomplishments and includes assembling a portfolio. Students may take it as early as spring of their junior year, as long as they have completed SOC:2130 Sociological Theory, SOC:2170 Research Methods, and an additional approved course from the Theory, Statistics, and Methods list.

Code	Title	Hours
One of these:		
SOC:4800	Research Practicum in Sociology	3
SOC:4910	Capstone Course in Sociology and Criminology	3
SOC:4920	Social Services Organization Internship	3

Graduation Portfolio

During their last semester, all students enroll in the following course, in which they submit the portfolio they assembled in the capstone course.

Code	Title	Hours
SOC:4909	Graduation Portfolio	0

Tracks

Family and Health Services Track

The family and health services track requires a minimum of 15 s.h. of credit, including 12 s.h. of coursework taken at the University of Iowa. It is open to sociology majors who are interested in understanding family structures and practices, differences between and within families, and those social institutions and forces that shape families or are shaped by them. Additionally, the track cultivates students' understanding of the social context of health, illness, and health care. It is especially well suited for students who are interested in pursuing careers in the fields of social service and health.

Students must satisfy all requirements for the sociology major. They may count courses taken for the track as sociology electives for the major.

The family and health services track requires the following coursework.

Code	Title	Hours
Required Courses		
6 s.h. from these:		
SOC:1310	Gender and Society	3

SOC:2710	The American Family	3
SOC:3510	Medical Sociology	3

Electives

9 s.h. from these:

SOC:2064	Racial Inequity and the Experiences of African American Families in the U.S.	3
SOC:2810	Social Inequality	3
SOC:3220	Sociology of Mental Illness	3
SOC:3171	Drugs and Society	3
SOC:3750	Born in the USA: Fertility and Reproduction	3
SOC:4230	Sociology of Self-Improvement	3
SOC:4820	Sociology of Sexuality	3
SOC:4902	Selected Topics in Family, Health, and Well-Being	3
CRIM:3420	Juvenile Delinquency	3
CRIM:4430	Interpersonal Violence in Society	3

Or select electives from these graduate courses, with approval of instructor:

SOC:6220	Seminar: Selected Topics in Social Psychology (when topic is life course)	3
SOC:6310	Gender Stratification Seminar	3

Students also may choose the remaining required course as an elective

Human Relations and Business Track

The human relations and business track requires a minimum of 15 s.h. of credit, including 12 s.h. of coursework taken at the University of Iowa. It is open to sociology majors who are interested in understanding the macro- and micro-level processes that affect the ability to understand and manage organizations, as well as the groups and individuals that compose them. The track provides intensive training in both theoretical and empirical approaches to organizations, and combines micro-level insights into work groups with macro-level perspectives on the influence of organizations' environments. It is especially well suited for students who are interested in pursuing careers in various services-providing sectors such as business services, educational services, social assistance, or government.

Students must satisfy all requirements for the sociology major. They may count courses taken for the track as sociology electives for the major.

The human relations and business track requires the following coursework.

Code	Title	Hours
Required Courses		
6 s.h. from these:		
SOC:3610	Organizations and Modern Society	3
SOC:3880	The Sociology of Networks	3
SOC:4225	The Social Psychology of Leadership	3

Electives

9 s.h. from these:

SOC:1420	Law and Society	3
SOC:2810	Social Inequality	3
SOC:3110	Race, Organizations, and Workplace	3
SOC:3200	International Perspectives: Xicotepec	1-3
SOC:3650	Education, Schools, and Society	3
SOC:4210	Social Psychology of Small Groups	3
SOC:4230	Sociology of Self-Improvement	3
SOC:4540	Political Sociology and Social Movements	3
SOC:4903	Selected Topics in Organizations, Networks, and Careers	3
CRIM:4440	Sociology of White-Collar Crime	3

Or select electives from these graduate courses, with approval of instructor:

SOC:6610	Complex Organizations	3
SOC:7620	Social Network Analysis	3
SOC:7820	Seminar: Selected Topics in Social Stratification (when topic is social capital)	3

Emphasis Areas

The following elective courses are grouped by emphasis for students who may want to cluster their electives according to one of the following areas of interest. The emphasis area courses are not tracks. See Courses [p. 1010] in this section of the Catalog for a complete listing of sociology courses.

Social Psychology

Code	Title	Hours
SOC:1220	Principles of Social Psychology	3
SOC:3220	Sociology of Mental Illness	3
SOC:4210	Social Psychology of Small Groups	3
SOC:4225	The Social Psychology of Leadership	3
SOC:4230	Sociology of Self-Improvement	3

Social and Political Organization

Code	Title	Hours
SOC:2810	Social Inequality	3
SOC:2830	Race and Ethnicity	3
SOC:3610	Organizations and Modern Society	3
SOC:3650	Education, Schools, and Society	3
SOC:3880	The Sociology of Networks	3
SOC:4820	Sociology of Sexuality	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in sociology who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in sociology who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a g.p.a. of at least 3.33 in all University of Iowa courses and in all sociology courses. In order to graduate with honors in sociology, the following coursework must be completed.

Code	Title	Hours
SOC:4997	Honors Seminar	1
SOC:4998	Honors Research (honors thesis)	2-3

The honors thesis is prepared under faculty supervision. It gives students the opportunity to conduct sociological

research in close consultation with a faculty member of the student's choice.

Honors students also must take at least one sociology course numbered 3000 or above with honors designation, including graduate courses (honors designation requires instructor approval). Learn more about honors in the major and honors courses on the University of Iowa Honors Program website.

National Honor Society

The department sponsors a chapter of Alpha Kappa Delta International Sociology Honor Society. Students who have a cumulative g.p.a. of 3.30, a sociology g.p.a. of at least 3.00 (with four sociology courses), and have attained junior or higher standing are considered for membership. Consult the Alpha Kappa Delta faculty advisor for details.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the sociology major.

Academic Plans

Four-Year Graduation Plan

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

Sequencing of coursework is important in meeting the four-year plan.

Before the fifth semester begins: SOC:1010 Introduction to Sociology or equivalent, and one sociology elective

Before the seventh semester begins: SOC:2130 Sociological Theory, a required statistics course, one more sociology elective, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: SOC:2170 Research Methods and one more sociology elective

During the eighth semester: enrollment in all remaining coursework in the major, including a capstone course, SOC:4909 Graduation Portfolio, and the last two sociology electives; all remaining GE CLAS Core courses; and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Sociology, B.A.

Course	Title	Hours
First Year		
Fall		
SOC:1010	Introduction to Sociology ^a	3

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
Elective course ^c		1
CSI:1600	Success at Iowa	2
Hours		13-15

Spring

RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: sociology elective/track course ^d		3
GE CLAS Core: Diversity and Inclusion ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
Hours		16-18

Second Year

Fall

SOC:2130	Sociological Theory	3
GE CLAS Core: Natural Sciences with Lab ^e		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
Major: sociology elective/track course ^d		3
Elective course ^c		2 - 3
Hours		16-18

Spring

Major: introductory statistics course - STAT:1020 Elementary Statistics and Inference recommended ^a		3
Major: sociology elective/track course ^d		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
Elective course ^c		3
Hours		16-17

Third Year

Fall

SOC:2170	Research Methods	3
Major: upper-level sociology elective/track course ^f		3
GE CLAS Core: Values and Culture ^e		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring

Major: capstone course		3
Major: upper-level sociology elective/track course ^f		3
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Fourth Year

Fall

Major: upper-level sociology elective/track course ^f		3
GE CLAS Core: Natural Sciences without Lab ^e		3
GE CLAS Core: Historical Perspectives ^e		3
Elective course ^c		3

Elective course ^c	3
Hours	15
Spring	
SOC:4909 Graduation Portfolio	0
Major: upper-level sociology elective/track course ^f	3
GE CLAS Core: International and Global Issues ^e	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g	
Hours	15
Total Hours	121-128

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Students have the option to choose one of two tracks in the major: human relations and business; or family and health services.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Upper-level sociology courses (prefix SOC) are numbered 3000 or above. Two of the upper-level electives must be taken after (and not concurrent with) the completion of SOC:2130, an approved introductory statistics course, and SOC:2170.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major provides background for employment in fields such as human services, criminal justice, corrections, sales, public relations, advertising, personnel, applied social research, community organization, and teaching social science in secondary schools. It also offers an integrated package of courses, research training, writing enhancement, international perspective, and internships to provide graduates with impressive credentials.

The sociology degree provides a foundation for graduate or professional study in social work, urban planning, law, criminal justice, social policy, and similar areas. Finally, the major prepares students to work toward advanced degrees in sociology, which qualify them for college or university teaching and work in academic, private, and governmental research or organizations.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Criminology, Law and Justice, B.A.

The criminology, law and justice major examines issues related to race and ethnic diversity, and gender and poverty, heightening awareness of these important topics. Students learn about sociological explanations for crime and criminal justice; the operation of law and the criminal justice system, including their complex interplay with other institutions, such as the economy and politics; and important data sources on crime in the United States and internationally.

The criminology, law and justice coursework required for the major is the same for B.A. and B.S. students, but the major for the B.S. includes additional semester hours in theory, statistics, and methods courses.

The department has an active undergraduate organization, the Sociology and Criminology Club, which is open to all interested students. The student-run group sponsors speakers, films, and career days; conducts study groups; and facilitates group volunteerism.

Learning Outcomes

Students will be able to:

- recognize the causes and consequences of crime at the micro and macro levels and match these with prominent criminological perspectives;
- describe the interrelated institutions and processes of the criminal justice system and legal systems;
- apply theories of crime, legal systems, and criminal justice systems to explain actual and hypothetical scenarios, behaviors, and trends;
- understand the role of formal law in advanced democracies;
- explain the various social science methods of inquiry and use these to test specific criminological research questions;
- recognize and explain social inequities in crime and criminal justice processes by race, social class, gender, region, and age; and
- evaluate the effectiveness of policy interventions for altering social behavior, including those deemed illegal or harmful.

Requirements

The Bachelor of Arts with a major in criminology, law and justice requires a minimum of 120 s.h., including at least 39 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn at least 24 s.h. in criminology, law and justice coursework at the University of Iowa; transfer courses must be approved by a sociology advisor.

Requirements for the major are similar for the Bachelor of Arts and the Bachelor of Science. B.A. students take a minimum of 39 s.h. of coursework for the major, while B.S. students take a minimum of 48 s.h. which includes additional theory, statistics, and methods courses.

Students who earn the major in criminology, law and justice can earn the major in sociology. No more than 9 s.h. of major

coursework can double count for each of the majors. Students who earn both majors may not complete a minor in either area.

Students who earn the major in criminology, law and justice may earn a minor in sociology. No more than 3 s.h. can double count for the major and minor.

Students who earn the major in criminology, law and justice may not earn the criminology, law and justice minor.

The B.A. with a major in criminology, law and justice requires the following coursework.

Code	Title	Hours
Introductory Courses		6-7
Theory, Statistics, and Methods Courses		9-10
Upper-Level Sociology Requirement		3
Electives		18
Capstone Course		3
Graduation Portfolio Course		0
Total Hours		39-41

Introductory Courses

Code	Title	Hours
Two of these:		
CRIM:1410	Introduction to Criminology	3
CRIM:1447	Introduction to the Criminal Justice System	3
SOC:1010	Introduction to Sociology	3-4
or SOC:1030	Contemporary Social Problems	
SOC:1420	Law and Society	3

Theory, Statistics, and Methods

Students should complete SOC:2130, and either CRIM:2470 or SOC:2170 as soon as possible.

Code	Title	Hours
This course:		
SOC:2130	Sociological Theory	3
One of these:		
CRIM:2470	Research Methods in Criminology and Criminal Justice	3
SOC:2170	Research Methods	3
One of these:		
SOC:2160	Applied Statistics for Social Scientists	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
STAT:2010	Statistical Methods and Computing	3
STAT:3510/ IGPI:3510	Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Upper-Level Sociology Requirement

Code	Title	Hours
3 s.h. from these:		
SOC:2064	Racial Inequity and the Experiences of African American Families in the U.S.	3
SOC:2710	The American Family	3
SOC:2810	Social Inequality	3
SOC:2830	Race and Ethnicity	3
SOC:3171	Drugs and Society	3
SOC:3220	Sociology of Mental Illness	3
SOC:3510	Medical Sociology	3
SOC:3610	Organizations and Modern Society	3
SOC:3650	Education, Schools, and Society	3
SOC:3750	Born in the USA: Fertility and Reproduction	3
SOC:3880	The Sociology of Networks	3
SOC:4200	Sociology of Religion	3
SOC:4210	Social Psychology of Small Groups	3
SOC:4225	The Social Psychology of Leadership	3
SOC:4230	Sociology of Self-Improvement	3
SOC:4540	Political Sociology and Social Movements	3
SOC:4820	Sociology of Sexuality	3

Electives

Students complete 18 s.h. of elective coursework in criminology, law and justice (prefix CRIM). Four of the required electives must be advanced, chosen from criminology, law and justice courses numbered 3000-4901 or CRIM:4998 Honors Research. Two of the four advanced electives must be taken after (and not concurrent with) the completion of SOC:2130 Sociological Theory, CRIM:2470 Research Methods in Criminology and Criminal Justice or SOC:2170 Research Methods, and an additional approved course from the Theory, Statistics, and Methods list above. With permission, students may use graduate courses in sociology (prefix SOC) numbered 5000 or above to satisfy the electives requirement.

Code	Title	Hours
18 s.h. from these:		
CRIM:2200	Gender and Violence	3
CRIM:2430	Comparative Criminal Justice Systems	3
CRIM:2460	Policing in Modern Society	3
CRIM:2901	Special Topics in Criminology, Law, and Justice	3
CRIM:3250	Drugs, Deviance, and Social Control	3
CRIM:3260	Immigration and Crime	3
CRIM:3350	Life Course Criminology	3
CRIM:3415	Global Criminology	3

CRIM:3416	Race, Crime, and Justice	3
CRIM:3417	Community Corrections	3
CRIM:3420	Juvenile Delinquency	3
CRIM:3425	Women, Crime, and Justice	3
CRIM:3437	American Crime	3
CRIM:3450	Criminal Legal System	3
CRIM:3600	Crime and Public Policy	3
CRIM:4420	Criminal Punishment	3
CRIM:4430	Interpersonal Violence in Society	3
CRIM:4440	Sociology of White-Collar Crime	3
CRIM:4450	Juvenile Justice: A Sociolegal Perspective	3
CRIM:4460	Sociology of Law	3
CRIM:4470	Communities and Crime	3
CRIM:4901	Advanced Topics in Criminology, Law, and Justice	3
CRIM:4998	Honors Research	1-3
Students may apply one of the following 3 s.h. courses toward the elective requirement:		
CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4410	Treatment Interventions in Corrections	3

Capstone Course

All students complete a capstone course, which illustrates their accomplishments and includes assembling a portfolio. Students generally take the course during their last two semesters of coursework for the major, as long as they have completed an approved statistics course; CRIM:2470 Research Methods in Criminology and Criminal Justice or SOC:2170 Research Methods; one of the introductory courses in criminology, law and justice; SOC:2130 Sociological Theory; and at least 6 s.h. of electives.

Code	Title	Hours
One of these:		
CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4800	Research Practicum in Criminology	3
SOC:4910	Capstone Course in Sociology and Criminology	3

Graduation Portfolio

During their last semester, all students enroll in the following course, in which they submit the portfolio they assembled in the capstone course.

Code	Title	Hours
SOC:4909	Graduation Portfolio	0

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in criminology, law and justice who are interested in earning a master's degree in business analytics

with a career subprogram may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

Students majoring in criminology, law and justice who are interested in earning a master's degree in finance may apply to the combined B.A./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a g.p.a. of at least 3.33 in all University of Iowa courses and in all criminology, law and justice courses. In order to graduate with honors, the following coursework must be completed.

Code	Title	Hours
CRIM:4998	Honors Research	1-3
SOC:4997	Honors Seminar (taken spring of junior year)	1

The honors thesis is prepared under faculty supervision. It gives students the opportunity to conduct research in close consultation with a faculty member of the student's choice.

Honors students also must take at least one criminology, law and justice course numbered 3000 or above with honors designation, including graduate courses (honors designation requires instructor approval). Learn more about honors in the major and honors courses on the University of Iowa Honors Program website.

National Honor Program Society

The department sponsors a chapter of Alpha Phi Sigma Criminal Justice Honor Society. Students who have a cumulative g.p.a. of 3.30, a criminology, law and justice g.p.a. of at least 3.00 (with four criminology courses), and have attained junior or higher standing are considered for membership. Consult the Alpha Phi Sigma faculty advisor for details.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the criminology, law and justice major.

Academic Plans

Four-Year Graduation Plan

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

Sequencing of coursework is important in meeting the four-year plan.

Before the fifth semester begins: two introductory courses and a statistics course

Before the seventh semester begins: both theory and methods courses, three additional introductory courses, two electives, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: a capstone course and two additional electives

During the eighth semester: enrollment in all remaining coursework in the major, including SOC:4909 Graduation Portfolio; all remaining GE CLAS Core courses; and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Criminology, Law and Justice, B.A.

Course	Title	Hours
First Year		
Fall		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^a		4 - 5
Major: introductory Criminology course ^b		3
CSI:1600	Success at Iowa	2
Elective course ^c		1 - 3
Hours		13-17
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: introductory Criminology course		3
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^a		4 - 5
Elective course ^c		0 - 2
Hours		13-17

Second Year**Fall**

SOC:2130	Sociological Theory	3
GE CLAS Core: Natural Sciences with Lab ^d		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^a		4 - 5
Major: criminology, law and justice elective (prefix CRIM)		3
Elective course ^c		0 - 2
Hours		14-17

Spring

Major: introductory statistics course - STAT:1020 Elementary Statistics and Inference recommended ^b		3
Major: criminology, law and justice elective (prefix CRIM)		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^a		4 - 5
Elective course ^c		3
Elective course ^c		1 - 3
Hours		14-17

Third Year**Fall**

CRIM:2470	Research Methods in Criminology and Criminal Justice	3
Major: advanced criminology, law and justice elective (prefix CRIM) ^e		3
GE CLAS Core: Historical Perspectives ^d		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring

Major: capstone course		3
Major: advanced criminology, law and justice elective (prefix CRIM) ^e		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Fourth Year**Fall**

Major: advanced criminology, law and justice elective (prefix CRIM) ^e		3
GE CLAS Core: Natural Sciences without Lab ^d		3
GE CLAS Core: Values and Culture ^d		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring

SOC:4909	Graduation Portfolio	0
Major: upper-level sociology elective/track course		3
GE CLAS Core: International and Global Issues ^d		3
Major: advanced criminology, law and justice elective (prefix CRIM) ^e		3
Elective course ^c		3
Elective course ^c		3

Degree Application: apply on MyUI before deadline^f (typically in February for spring, September for fall)^f

Hours	15
Total Hours	114-128

- a Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Advanced courses are numbered 3000 or above. Two of the four advanced electives must be taken after (and not concurrent with) the completion of SOC:2130, an approved introductory statistics course, and CRIM:2470.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major in criminology, law and justice provides a foundation for graduate or professional study in criminology, criminal justice, sociology, psychology, law, social work, urban planning, social policy, and similar areas. The major pairs well with majors in other disciplines, such as psychology and social work, and affords students a competitive edge when applying to graduate school in forensic psychology or social work with a corrections emphasis.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Sociology, B.S.

A bachelor's degree with a major in sociology provides a liberal arts and sciences education. Sociology provides a broad foundation for a number of careers that require a deep understanding of human interactions and behaviors. Though broad in scope, sociology can be broken down into many marketable specializations including these at the University of Iowa: family and health services, human relations and business, social psychology, and social and political organization.

The department has an active undergraduate organization, the Sociology and Criminology Club, which is open to all interested students. The student-run group sponsors speakers, films, and career days; conducts study groups; and facilitates group volunteerism.

Learning Outcomes

Students will:

- be able to identify how sociological concepts and theories relate to everyday life,
- possess a critical lens for understanding human behavior and societies,
- articulate the importance of evidence and scientific methods for explanations of social phenomena,
- be able to identify the characteristics of high quality data and methods in sociological research,
- identify disciplinary standards for both the qualitative and quantitative analysis of data, and
- use their sociological knowledge and skills to engage with and impact the world around them.

Requirements

The Bachelor of Science with a major in sociology requires a minimum of 120 s.h., including at least 45 s.h. of work for the major, with a minimum of 42 s.h. in sociology coursework. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn at least 18 s.h. in sociology coursework at the University of Iowa; transfer courses must be approved by a sociology advisor.

The major offers two optional tracks for students with an interest in one of the following concentrations: family and health services, or human relations and business.

Requirements for the major are similar for the Bachelor of Arts and the Bachelor of Science, except B.S. students take 9 s.h. of advanced statistics and three theory and methods courses, while B.A. students take 3-4 s.h. of statistics, a theory course, and a methods course.

Choice of a degree program should be dictated by a student's personal career goals. Though not required, students interested in pursuing a graduate program may find the additional math and methods courses helpful.

Students who earn the major in sociology can earn the major in criminology, law and justice. No more than 9 s.h. of major coursework can double count for each of the majors. Students who earn both majors may not complete a minor in either area.

Students who earn the major in sociology may earn a minor in criminology, law and justice. No more than 3 s.h. can double count for the major and minor.

Students who earn the major in sociology may not earn the sociology minor.

In planning to complete the major, students must take courses in the proper sequence. Introduction to Sociology (SOC:1010) is a prerequisite for all required core theory and methods courses. These introductory courses lay the foundation for all other work in the major. The recommended sequence for the major's core requirements is SOC:1010, SOC:2130 Sociological Theory, and SOC:2170 Research Methods. See the Four-Year Graduation Plan under Academic Plans [p. 1010] in this section of the Catalog.

The B.S. with a major in sociology requires the following work.

Code	Title	Hours
	Introductory Sociology Course	3-4
	Theory, Statistics, and Methods Courses	18
	Electives	21
	Capstone Course	3
	Graduation Portfolio	0
	Total Hours	45-46

Introductory Sociology

Code	Title	Hours
This course:		
SOC:1010	Introduction to Sociology	3-4

Theory, Statistics, and Methods

Code	Title	Hours
Both of these:		
SOC:2130	Sociological Theory	3
SOC:2170	Research Methods	3
One of these:		
SOC:4800	Research Practicum in Sociology (may count toward the theory and methods requirement or the capstone requirement, but not both)	3
PHIL:2603	Introduction to Symbolic Logic	3
PHIL:3604	Introduction to Philosophy of Science	3
All of these:		
SOC:2160	Applied Statistics for Social Scientists	3
SOC:6170	Introduction to Sociological Data Analysis	3
SOC:6180	Linear Models in Sociological Research	3

Electives

Students complete 21 s.h. of elective coursework in sociology (prefix SOC). Four of the required electives must be advanced, chosen from sociology courses numbered 3000-4903, SOC:4920 Social Services Organization Internship, or SOC:4998 Honors Research. Two of the four advanced required electives must be taken after (and not concurrent with) the completion of SOC:2130 Sociological Theory

and SOC:2170 Research Methods. Students can use two criminology, law and justice courses (prefix CRIM) toward the electives requirement. With permission, students may use graduate courses in sociology numbered 5000 or above to satisfy the electives requirement.

The following courses may not be used as electives.

Code	Title	Hours
SOC:1000	First-Year Seminar	1-2
SOC:4800	Research Practicum in Sociology	1-3
SOC:4910	Capstone Course in Sociology and Criminology	3
SOC:4930	Teaching Internship	3
SOC:4990	Directed Individual Study	arr.
SOC:4997	Honors Seminar	1

Capstone Course

All students complete a capstone course, which illustrates their accomplishments and includes assembling a portfolio. Students may take it as early as spring of their junior year, as long as they have completed SOC:2130 Sociological Theory, SOC:2170 Research Methods, and one of the approved statistics courses.

Code	Title	Hours
One of these:		
SOC:4800	Research Practicum in Sociology (may count toward the capstone requirement or the theory and methods requirement, but not both)	3
SOC:4910	Capstone Course in Sociology and Criminology	3
SOC:4920	Social Services Organization Internship	3

Graduation Portfolio

During their last semester, all students enroll in the following course, in which they submit the portfolio they assembled in the capstone course.

Code	Title	Hours
SOC:4909	Graduation Portfolio	0

Tracks

Family and Health Services Track

The family and health services track requires a minimum of 15 s.h. of credit, including 12 s.h. of coursework taken at the University of Iowa. It is open to sociology majors who are interested in understanding family structures and practices, differences between and within families, and those social institutions and forces that shape families or are shaped by them. Additionally, the track cultivates students' understanding of the social context of health, illness, and health care. It is especially well suited for students who are interested in pursuing careers in the fields of social service and health.

Students must satisfy all requirements for the sociology major. They may count courses taken for the track as sociology electives for the major.

The family and health services track requires the following coursework.

Code	Title	Hours
Required Courses		
6 s.h. from these:		
SOC:1310	Gender and Society	3
SOC:2710	The American Family	3
SOC:3510	Medical Sociology	3
Electives		
9 s.h. from these:		
SOC:2064	Racial Inequity and the Experiences of African American Families in the U.S.	3
SOC:2810	Social Inequality	3
SOC:3171	Drugs and Society	3
SOC:3220	Sociology of Mental Illness	3
SOC:3750	Born in the USA: Fertility and Reproduction	3
SOC:4230	Sociology of Self-Improvement	3
SOC:4820	Sociology of Sexuality	3
SOC:4902	Selected Topics in Family, Health, and Well-Being	3
CRIM:3420	Juvenile Delinquency	3
CRIM:4430	Interpersonal Violence in Society	3

Or select electives from the following graduate courses, with approval of instructor:

SOC:6220	Seminar: Selected Topics in Social Psychology (when topic is life course)	3
SOC:6310	Gender Stratification Seminar	3

Students also may choose the remaining required course as an elective

Human Relations and Business Track

The human relations and business track requires a minimum of 15 s.h. of credit, including 12 s.h. of coursework taken at the University of Iowa. It is open to sociology majors who are interested in understanding the macro- and micro-level processes that affect the ability to understand and manage organizations, as well as the groups and individuals that compose them. The track provides intensive training in both theoretical and empirical approaches to organizations, and combines micro-level insights into work groups with macro-level perspectives on the influence of organizations' environments. It is especially well suited for students who are interested in pursuing careers in various services-providing sectors such as business services, educational services, social assistance, or government.

Students must satisfy all requirements for the sociology major. They may count courses taken for the track as sociology electives for the major.

The human relations and business track requires the following coursework.

Code	Title	Hours
Required Courses		
6 s.h. from these:		

SOC:3610	Organizations and Modern Society	3
SOC:3880	The Sociology of Networks	3
SOC:4225	The Social Psychology of Leadership	3

Electives

9 s.h. from these:

SOC:1420	Law and Society	3
SOC:2810	Social Inequality	3
SOC:3110	Race, Organizations, and Workplace	3
SOC:3200	International Perspectives: Xicotepec	1-3
SOC:3650	Education, Schools, and Society	3
SOC:4210	Social Psychology of Small Groups	3
SOC:4230	Sociology of Self-Improvement	3
SOC:4540	Political Sociology and Social Movements	3
SOC:4903	Selected Topics in Organizations, Networks, and Careers	3
CRIM:4440	Sociology of White-Collar Crime	3

Or select electives from these graduate courses, with approval of instructor:

SOC:6610	Complex Organizations	3
SOC:7620	Social Network Analysis	3
SOC:7820	Seminar: Selected Topics in Social Stratification (when topic is social capital)	3

Emphasis Areas

The following elective courses are grouped by emphasis for students who may want to cluster their electives according to one of the following areas of interest. The emphasis area courses are not tracks. See Courses [p. 1010] in this section of the Catalog for a complete listing of sociology courses.

Social Psychology

Code	Title	Hours
SOC:1220	Principles of Social Psychology	3-4
SOC:3220	Sociology of Mental Illness	3
SOC:4210	Social Psychology of Small Groups	3
SOC:4225	The Social Psychology of Leadership	3
SOC:4230	Sociology of Self-Improvement	3

Social and Political Organization

Code	Title	Hours
SOC:2810	Social Inequality	3
SOC:2830	Race and Ethnicity	3
SOC:3610	Organizations and Modern Society	3
SOC:3650	Education, Schools, and Society	3

SOC:3880	The Sociology of Networks	3
SOC:4820	Sociology of Sexuality	3

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs**B.S./M.S. in Business Analytics (Career Subprogram)**

Students majoring in sociology who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in sociology who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors**Honors in the Major**

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a g.p.a. of at least 3.33 in all University of Iowa courses and in all sociology courses. In order to graduate with honors in sociology, the following coursework must be completed.

Code	Title	Hours
SOC:4997	Honors Seminar	1
SOC:4998	Honors Research (honors thesis)	2-3

The honors thesis is prepared under faculty supervision. It gives students the opportunity to conduct sociological research in close consultation with a faculty member of the student's choice.

Honors students also must take at least one sociology course numbered 3000 or above with honors designation, including graduate courses (honors designation requires instructor approval). Learn more about honors in the major and honors courses on the University of Iowa Honors Program website.

National Honor Society

The department sponsors a chapter of Alpha Kappa Delta International Sociology Honor Society. Students who have a cumulative g.p.a. of 3.30, a sociology g.p.a. of at least 3.00 (with four sociology courses), and have attained junior or higher standing are considered for membership. Consult the Alpha Kappa Delta faculty advisor for details.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the sociology major.

Academic Plans

Four-Year Graduation Plan

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

Sequencing of coursework is important in meeting the four-year plan.

Before the fifth semester begins: SOC:1010 Introduction to Sociology or equivalent, SOC:2130 Sociological Theory, and one sociology elective

Before the seventh semester begins: two required statistics courses, SOC:2170 Research Methods, one more sociology elective, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: the remaining statistics course and one more sociology elective

During the eighth semester: enrollment in all remaining coursework in the major, including a capstone course, SOC:4909 Graduation Portfolio, and the last two sociology electives; all remaining GE CLAS Core courses; and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Sociology, B.S.

Course	Title	Hours
First Year		
Fall		
SOC:1010	Introduction to Sociology ^a	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Diversity and Inclusion ^b		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
Hours		15-17
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: sociology elective/track course ^d		3
GE CLAS Core: Values and Culture ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^e		3
Hours		16-18
Second Year		
Fall		
SOC:2130	Sociological Theory	3
Major: sociology elective/track course ^d		3
GE CLAS Core: Quantitative or Formal Reasoning ^b		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^e		3
Hours		16-17
Spring		
SOC:2160	Applied Statistics for Social Scientists	3
Major: sociology elective/track course ^d		3
GE CLAS Core: Natural Sciences with Lab ^b		4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Elective course ^e		2 - 3
Hours		16-18
Third Year		
Fall		
SOC:2170	Research Methods	3
Major: upper-level sociology elective/track course ^f		3
GE CLAS Core: Literary, Visual, and Performing Arts ^b		3
GE CLAS Core: Natural Sciences without Lab ^b		3
Elective course ^e		3
Hours		15
Spring		
Major: capstone course		3
Major: upper-level sociology elective/track course ^f		3
GE CLAS Core: International and Global Issues ^b		3
Elective course ^e		3
Elective course ^e		3
Hours		15

Fourth Year**Fall**

SOC:6170	Introduction to Sociological Data Analysis	3
Major: upper-level sociology elective/track course ^f		3
GE CLAS Core: Historical Perspectives ^b		3
Elective course ^e		3
Elective course ^e		3
Hours		15

Spring

PHIL:2603 or SOC:4800 or PHIL:3604	Introduction to Symbolic Logic or Research Practicum in Sociology or Introduction to Philosophy of Science	3
SOC:4909	Graduation Portfolio	0
SOC:6180	Linear Models in Sociological Research	3
Major: upper-level sociology elective/track course ^f		3
Elective course ^e		3
Elective course ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15
Total Hours		123-130

- a Fulfills a major requirement and may fulfill a GE requirement.
- b GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students have the option to choose one of two tracks in the major: human relations and business; or family and health services.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Upper-level sociology courses (prefix SOC) are numbered 3000 or above. Two of the upper-level electives must be taken after (and not concurrent with) the completion of SOC:2130 and SOC:2170.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

In addition to preparing students for careers in social service, criminal justice, and other areas, this major offers an integrated package of courses, research training, writing enhancement, international perspective, and internships to provide graduates with impressive credentials. The major provides background for employment in fields such as human services, criminal justice, corrections, sales, public relations, advertising, personnel, applied social research, community organization, and teaching social science in secondary schools.

The major also provides a foundation for graduate or professional study in social work, urban planning, law, criminal justice, social policy, and similar areas. Finally, it prepares

students to work toward advanced degrees in sociology, which qualify them for college or university teaching and work in academic, private, and governmental research.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Criminology, Law and Justice, B.S.

The criminology, law and justice major examines issues related to race and ethnic diversity, and gender and poverty, heightening awareness of these important topics. Students learn about sociological explanations for crime and criminal justice; the operation of law and the criminal justice system, including their complex interplay with other institutions, such as the economy and politics; and important data sources on crime in the United States and internationally.

The criminology, law and justice coursework required for the major is the same for B.S. and B.A. students, but the major for the B.S. includes additional semester hours in theory, statistics, and methods courses.

The department has an active undergraduate organization, the Sociology and Criminology Club, which is open to all interested students. The student-run group sponsors speakers, films, and career days; conducts study groups; and facilitates group volunteerism.

Learning Outcomes

Students will be able to:

- recognize the causes and consequences of crime at the micro and macro levels and match these with prominent criminological perspectives;
- describe the interrelated institutions and processes of the criminal justice system and legal systems;
- apply theories of crime, legal systems, and criminal justice systems to explain actual and hypothetical scenarios, behaviors, and trends;
- understand the role of formal law in advanced democracies;
- explain the various social science methods of inquiry and use these to test specific criminological research questions;
- recognize and explain social inequities in crime and criminal justice processes by race, social class, gender, region, and age; and
- evaluate the effectiveness of policy interventions for altering social behavior, including those deemed illegal or harmful.

Requirements

The Bachelor of Science with a major in criminology, law and justice requires a minimum of 120 s.h., including at least 48 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Transfer students must earn at least 24 s.h. in criminology, law and justice coursework at the University of Iowa; transfer courses must be approved by a sociology advisor.

Requirements for the major are similar for the Bachelor of Science and the Bachelor of Arts. B.A. students take a minimum of 39 s.h. of coursework for the major, while B.S. students take a minimum of 48 s.h. which includes additional theory, statistics, and methods courses.

Students who earn the major in criminology, law and justice can earn the major in sociology. No more than 9 s.h. of major

coursework can double count for each of the majors. Students who earn both majors may not complete a minor in either area.

Students who earn the major in criminology, law and justice may earn a minor in sociology. No more than 3 s.h. can double count for the major and minor.

Students who earn the major in criminology, law and justice may not earn the criminology, law and justice minor.

The B.S. with a major in criminology, law and justice requires the following coursework.

Code	Title	Hours
Introductory Courses		6-7
Theory, Statistics, and Methods Courses		18
Upper-Level Sociology Requirement		3
Electives		18
Capstone Course		3
Graduation Portfolio Course		0
Total Hours		48-49

Introductory Courses

Code	Title	Hours
Two of these:		
CRIM:1410	Introduction to Criminology	3
CRIM:1447	Introduction to the Criminal Justice System	3
SOC:1010	Introduction to Sociology	3-4
or SOC:1030	Contemporary Social Problems	
SOC:1420	Law and Society	3

Theory, Statistics, and Methods

Code	Title	Hours
This course:		
SOC:2130	Sociological Theory	3
One of these:		
CRIM:2470	Research Methods in Criminology and Criminal Justice	3
SOC:2170	Research Methods	3
All of these:		
SOC:2160	Applied Statistics for Social Scientists	3
SOC:6170	Introduction to Sociological Data Analysis	3
SOC:6180	Linear Models in Sociological Research	3
One of these:		
CRIM:4800	Research Practicum in Criminology	3
PHIL:2603	Introduction to Symbolic Logic	3
PHIL:3604	Introduction to Philosophy of Science	3

Upper-Level Sociology Requirement

Code	Title	Hours
3 s.h. from these:		
SOC:2064	Racial Inequity and the Experiences of African American Families in the U.S.	3
SOC:2710	The American Family	3
SOC:2810	Social Inequality	3
SOC:2830	Race and Ethnicity	3
SOC:3171	Drugs and Society	3
SOC:3220	Sociology of Mental Illness	3
SOC:3510	Medical Sociology	3
SOC:3610	Organizations and Modern Society	3
SOC:3650	Education, Schools, and Society	3
SOC:3750	Born in the USA: Fertility and Reproduction	3
SOC:3880	The Sociology of Networks	3
SOC:4200	Sociology of Religion	3
SOC:4210	Social Psychology of Small Groups	3
SOC:4225	The Social Psychology of Leadership	3
SOC:4230	Sociology of Self-Improvement	3
SOC:4540	Political Sociology and Social Movements	3
SOC:4820	Sociology of Sexuality	3

Electives

Students complete 18 s.h. of elective coursework in criminology, law and justice (prefix CRIM). Four of the required electives must be advanced, chosen from criminology, law and justice courses numbered 3000-4901 or CRIM:4998 Honors Research. Two of the four advanced required electives must be taken after (and not concurrent with) the completion of SOC:2130 Sociological Theory, and CRIM:2470 Research Methods in Criminology and Criminal Justice or SOC:2170 Research Methods. With permission, students may use graduate courses in sociology (prefix SOC) numbered 5000 or above to satisfy the electives requirement.

Code	Title	Hours
18 s.h. from these:		
CRIM:2200	Gender and Violence	3
CRIM:2430	Comparative Criminal Justice Systems	3
CRIM:2460	Policing in Modern Society	3
CRIM:2901	Special Topics in Criminology, Law, and Justice	3
CRIM:3250	Drugs, Deviance, and Social Control	3
CRIM:3260	Immigration and Crime	3
CRIM:3350	Life Course Criminology	3
CRIM:3415	Global Criminology	3
CRIM:3416	Race, Crime, and Justice	3

CRIM:3417	Community Corrections	3
CRIM:3420	Juvenile Delinquency	3
CRIM:3425	Women, Crime, and Justice	3
CRIM:3437	American Crime	3
CRIM:3450	Criminal Legal System	3
CRIM:3600	Crime and Public Policy	3
CRIM:4420	Criminal Punishment	3
CRIM:4430	Interpersonal Violence in Society	3
CRIM:4440	Sociology of White-Collar Crime	3
CRIM:4450	Juvenile Justice: A Sociolegal Perspective	3
CRIM:4460	Sociology of Law	3
CRIM:4470	Communities and Crime	3
CRIM:4901	Advanced Topics in Criminology, Law, and Justice	3
CRIM:4998	Honors Research	1-3
Students may apply one of the following 3 s.h. courses toward the elective requirement:		
CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4410	Treatment Interventions in Corrections	3

Capstone Course

All students complete a capstone course, which illustrates their accomplishments and includes assembling a portfolio. Students generally take the course during their last two semesters of coursework for the major, as long as they have completed the three statistics courses; CRIM:2470 Research Methods in Criminology and Criminal Justice or SOC:2170 Research Methods; one of the introductory courses in criminology, law and justice; SOC:2130 Sociological Theory; and at least 6 s.h. of electives.

Code	Title	Hours
One of these:		
CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4800	Research Practicum in Criminology (if taken as a Theory, Statistics, and Methods course, registration a second time is required)	3
SOC:4910	Capstone Course in Sociology and Criminology	3

Graduation Portfolio

During their last semester, all students enroll in the following course, in which they submit the portfolio they assembled in the capstone course.

Code	Title	Hours
SOC:4909	Graduation Portfolio	0

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in criminology, law and justice who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in criminology, law and justice who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. Departmental honors students must maintain a g.p.a. of at least 3.33 in all University of Iowa courses and in all criminology, law and justice courses. In order to graduate with honors, the following coursework must be completed.

Code	Title	Hours
CRIM:4998	Honors Research	1-3
SOC:4997	Honors Seminar	1

The honors thesis is prepared under faculty supervision. It gives students the opportunity to conduct research in close consultation with a faculty member of the student's choice.

Honors students must also take one criminology, law and justice course numbered 3000 or above with honors designation, including graduate courses (honors designation requires instructor approval). Learn more about honors in the major and honors courses on the University of Iowa Honors Program website.

National Honor Society

The department sponsors a chapter of Alpha Phi Sigma Criminal Justice Honor Society. Students who have a cumulative g.p.a. of 3.30, a criminology, law and justice g.p.a. of at least 3.00 (with four criminology courses), and have attained junior or higher standing are considered for

membership. Consult the Alpha Phi Sigma faculty advisor for details.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the criminology, law and justice major.

Academic Plans

Four-Year Graduation Plan

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

Sequencing of coursework is important in meeting the four-year plan.

Before the fifth semester begins: two introductory courses and a statistics course

Before the seventh semester begins: theory and methods courses, three additional introductory courses, two electives, statistics, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: a capstone course and two more electives

During the eighth semester: enrollment in all remaining coursework in the major, including SOC:4909 Graduation Portfolio; all remaining GE CLAS Core courses; and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Criminology, Law and Justice, B.S.

Course	Title	Hours
First Year		
Fall		
Major: introductory criminology course ^a		3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
CSI:1600	Success at Iowa	2
Elective course ^c		1 - 4
Hours		13-18
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
Major: introductory criminology course		3
GE CLAS Core: Diversity and Inclusion ^d		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^b	4 - 5
Elective course ^c	0 - 3
Hours	13-18

Second Year**Fall**

SOC:2130 Sociological Theory	3
Major: criminology, law and justice elective (prefix CRIM)	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b	4 - 5
GE CLAS Core: Quantitative or Formal Reasoning ^d	3
Elective course ^c	1 - 3
Hours	14-17

Spring

Major: criminology, law and justice elective (prefix CRIM)	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b	4 - 5
GE CLAS Core: Natural Sciences with Lab ^d	4
GE CLAS Core: International and Global Issues ^d	3
Elective course ^c	0 - 2
Hours	14-17

Third Year**Fall**

SOC:2160 Applied Statistics for Social Scientists	3
Major: advanced criminology, law and justice elective (prefix CRIM) ^e	3
GE CLAS Core: Natural Sciences without Lab ^d	3
GE CLAS Core: Literary, Visual, and Performing Arts	3
Elective course ^c	3
Hours	15

Spring

Major: capstone course	3
SOC:2170 Research Methods	3
Major: advanced criminology, law and justice elective (prefix CRIM) ^e	3
GE CLAS Core: Values and Culture ^d	3
Elective course ^c	3
Hours	15

Fourth Year**Fall**

GE CLAS Core: Historical Perspectives ^d	3
SOC:6170 Introduction to Sociological Data Analysis	3
Major: advanced criminology, law and justice elective (prefix CRIM) ^e	3
Major: upper-level sociology elective	3
Elective course ^c	3
Hours	15

Spring

SOC:4909 Graduation Portfolio	0
Major: advanced criminology, law and justice elective (prefix CRIM) ^e	3

PHIL:2603 or CRIM:4800 or PHIL:3604	Introduction to Symbolic Logic or Research Practicum in Criminology or Introduction to Philosophy of Science	3
SOC:6180	Linear Models in Sociological Research	3
Elective course ^c		3
Elective course ^c		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^f		
Hours		15
Total Hours		114-130

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Advanced courses are numbered 3000 or above. Two of the four advanced electives must be taken after (and not concurrent with) the completion of SOC:2130 and SOC:2170.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The major in criminology, law and justice provides a foundation for graduate or professional study in criminology, criminal justice, sociology, psychology, law, social work, urban planning, social policy, and similar areas. The major pairs well with majors in other disciplines, such as psychology and social work, and affords students a competitive edge when applying to graduate school in forensic psychology or social work with a corrections emphasis.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Sociology, Minor

Requirements

The undergraduate minor in sociology requires a minimum of 15 s.h. in sociology courses, including 12 s.h. in courses taken at the University of Iowa. The minor must include SOC:2130 Sociological Theory and a minimum of 9 s.h. in courses numbered 3000-4903. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students who earn the major in criminology, law and justice may earn a minor in sociology. No more than 3 s.h. can double count for the major and minor.

Students who earn the major in sociology may not earn the sociology minor.

A minor in sociology is a good complement to a number of majors, particularly other social sciences, business, elementary education, or health professions.

Criminology, Law and Justice, Minor

Requirements

The undergraduate minor in criminology, law and justice requires a minimum of 15 s.h., including 12 s.h. in courses taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students who earn the major in sociology may earn a minor in criminology, law and justice. No more than 3 s.h. can double count for the major and minor.

Students who earn the major in criminology, law and justice may not earn the criminology, law and justice minor.

The minor in criminology, law and justice requires the following coursework.

Code	Title	Hours
One of these:		
CRIM:1410	Introduction to Criminology	3
CRIM:1447	Introduction to the Criminal Justice System	3
SOC:1420	Law and Society	3
12 s.h. from these:		
CRIM:2200	Gender and Violence	3
CRIM:2430	Comparative Criminal Justice Systems	3
CRIM:2460	Policing in Modern Society	3
CRIM:2901	Special Topics in Criminology, Law, and Justice	3
CRIM:3250	Drugs, Deviance, and Social Control	3
CRIM:3260	Immigration and Crime	3
CRIM:3350	Life Course Criminology	3
CRIM:3415	Global Criminology	3
CRIM:3416	Race, Crime, and Justice	3
CRIM:3417	Community Corrections	3
CRIM:3420	Juvenile Delinquency	3
CRIM:3425	Women, Crime, and Justice	3
CRIM:3437	American Crime	3
CRIM:3450	Criminal Legal System	3
CRIM:3600	Crime and Public Policy	3
CRIM:4420	Criminal Punishment	3
CRIM:4430	Interpersonal Violence in Society	3
CRIM:4440	Sociology of White-Collar Crime	3
CRIM:4450	Juvenile Justice: A Sociolegal Perspective	3
CRIM:4460	Sociology of Law	3
CRIM:4470	Communities and Crime	3
CRIM:4901	Advanced Topics in Criminology, Law, and Justice	3

Students may apply one of the following 3 s.h. courses toward the minor:

CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4410	Treatment Interventions in Corrections	3

Sociology, M.A.

Graduate study in sociology focuses on the Doctor of Philosophy. Students are awarded the M.A. as they fulfill requirements for the Ph.D.

Requirements

The Master of Arts program in sociology requires 30 s.h. of graduate credit with thesis or research paper and 38 s.h. of graduate credit without. The program without thesis is intended for students seeking a terminal degree and for whom a wider range of course content in sociology is appropriate.

All M.A. students must complete the following courses with grades of B-minus or higher.

Code	Title	Hours
SOC:5110	History of Sociological Theory	3
SOC:5160	Research Design and Methods	3
SOC:6170	Introduction to Sociological Data Analysis	3
SOC:6180	Linear Models in Sociological Research	3

Teaching Assistantship Training

All new graduate teaching assistants (TAs) are expected to attend a three-day orientation before classes begin. In addition, SOC:7010 Teaching Sociology is required for students who wish to teach their own courses.

Admission

Admission to graduate study in sociology usually requires an undergraduate g.p.a. of at least 3.25, and a score of 300 or higher (total for quantitative and verbal) and a writing score of at least 4 on the Graduate Record Examination (GRE) General Test.

All applicants must complete the Graduate College application form, the supplemental sociology and criminology department application, and use the department's personal reference forms to obtain three letters of recommendation.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

All application materials for fall admission must be received by January 1. Evaluation of applications begins in early January.

Admission decisions are based on consideration of prior academic performance, personal reference letters, scores on the GRE General Test, and the applicant's statement of reasons for pursuing advanced work in sociology at the University of Iowa. The department has no specific undergraduate course requirements for admission, but a background in the social sciences with some mathematical training is useful. A foreign language is not required for admission, and there is no foreign language requirement for a graduate degree in sociology. To inquire about admission, consult the director of graduate studies, Department of Sociology and Criminology.

Financial Support

The Department of Sociology and Criminology offers teaching assistantships and research assistantships for graduate students. Students who receive one-half-time teaching or research assistantships work 20 hours each week for faculty members on either teaching or research assignments. Out-of-state students who hold assistantships are assessed tuition at the resident rate. Graduate students also may be eligible for fellowships offered by the Graduate College.

The deadline for applying for departmental financial support is January 1.

Career Advancement

In addition to preparing students for careers in social service, criminal justice, and other areas, the sociology major offers an integrated package of courses, research training, writing enhancement, international perspective, and internships to provide graduates with impressive credentials. The degree also prepares students for further graduate or professional study in areas such as social work, urban and regional planning, law, criminal justice, and social policy. Teaching positions in colleges or universities and research positions in academic, private, and governmental organizations often require advanced degrees in sociology.

The Pomerantz Career Center and the Graduate College's Career Exploration and Planning website offer multiple resources to help students find internships and jobs.

Sociology, Ph.D.

Graduate study in sociology focuses on the Doctor of Philosophy. Students are awarded the M.A. as they fulfill requirements for the Ph.D.

The Doctor of Philosophy emphasizes research. Opportunities for research using survey, experimental, and qualitative methods are readily available in the department.

Requirements

The Doctor of Philosophy program in sociology requires a minimum of 72 s.h. of graduate credit. Most courses for the Ph.D. are taken in a student's two areas of interest, but all doctoral students must complete the following courses.

Code	Title	Hours
SOC:6170	Introduction to Sociological Data Analysis (required for the M.A.)	3
SOC:6180	Linear Models in Sociological Research (required for the M.A.)	3

Two elective courses in methods/statistics numbered 5000 or above

One advanced theory course such as SOC:6110

Students also must pass two area examinations, write and defend a dissertation prospectus, and write and successfully defend a dissertation.

Doctoral students take two area exams—one from list A, the other from list B. List A has seven standing committees: social psychology, crime, law, stratification, organizations, gender, and political sociology. For the list B exam, a student may propose any area that is not covered under list A and for which there is adequate faculty support.

For a detailed statement of graduate study rules, view the Department of Sociology and Criminology website. Prospective doctoral students should examine the document carefully.

Teaching Assistantship Training

All new graduate teaching assistants (TAs) are expected to attend a three-day orientation before classes begin. In addition, SOC:7010 Teaching Sociology is required for students who wish to teach their own courses.

Combined Programs

Ph.D./J.D.

The Department of Sociology and Criminology and the College of Law offer the combined Juris Doctor/Doctor of Philosophy. The program is highly individualized, allowing students to explore varied aspects of the relationship between law and society. Combined degree program Ph.D./J.D. students may count up to 12 s.h. of graduate credit toward both degrees, with approval from the Department of Sociology and the College of Law.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Admission to graduate study in sociology usually requires an undergraduate g.p.a. of at least 3.25, and a score of 300 or higher (total for quantitative and verbal) and a writing score of at least 4 on the Graduate Record Examination (GRE) General Test.

All applicants must complete the Graduate College application form, the supplemental sociology and criminology department application, and use the department's personal reference forms to obtain three letters of recommendation.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

All application materials for fall admission must be received by January 1. Evaluation of applications begins in early January.

Admission decisions are based on consideration of prior academic performance, personal reference letters, scores on the GRE General Test, and the applicant's statement of reasons for pursuing advanced work in sociology at the University of Iowa. The department has no specific undergraduate course requirements for admission, but a background in the social sciences with some mathematical training is useful. A foreign language is not required for admission, and there is no foreign language requirement for a graduate degree in sociology. To inquire about admission, consult the director of graduate studies, Department of Sociology and Criminology.

Financial Support

The Department of Sociology and Criminology offers teaching assistantships and research assistantships for graduate students. Students who receive one-half-time teaching or research assistantships work 20 hours each week for faculty members on either teaching or research assignments. Out-of-state students who hold assistantships are assessed tuition at the resident rate. Graduate students also may be eligible for fellowships offered by the Graduate College.

The deadline for applying for departmental financial support is January 1.

Career Advancement

The program of study for the Ph.D. primarily aims to prepare sociologists for academic positions in colleges and universities or for research positions in academic, private, and government institutions.

In addition to preparing students for careers in social service, criminal justice, and other areas, this major offers an integrated package of courses, research training, writing enhancement, international perspective, and internships to provide graduates with impressive credentials.

The Pomerantz Career Center and the Graduate College Career Exploration and Planning website offer multiple resources to help students find jobs.

Spanish and Portuguese

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Chair, Department of Spanish and Portuguese

- Denise K. Filios

Undergraduate majors: Spanish (B.A.); Portuguese (B.A.)

Undergraduate minors: Spanish; Portuguese

Graduate degrees: M.A. in Spanish; M.F.A. in Spanish creative writing; Ph.D. in Spanish

Faculty: <https://spanish-portuguese.uiowa.edu/people>

Website: <https://spanish-portuguese.uiowa.edu/>

The Department of Spanish and Portuguese offers undergraduate majors and minors, graduate degree programs, and coursework for students in other disciplines. The department provides a wide selection of courses taught in Spanish and Portuguese, languages that are spoken in many cultures around the world and are important in the study of linguistics, health care, culture, literature, art, film, and many other areas. Spanish and Portuguese language courses are open to any student who has satisfied the course prerequisites.

In addition to language courses, the department offers general interest courses on literature, film, and culture that are taught in English. It also participates in several study abroad programs.

Undergraduate students in all majors may satisfy the World Languages requirement of the GE CLAS Core [p. 20] with courses in Spanish or Portuguese; see "Language for GE CLAS Core" below. The department also offers other courses that are approved for GE CLAS Core and are taught in English and a First-Year Seminar designed for entering undergraduates.

Elementary and intermediate courses in Spanish language interrelate five performance goals—listening, reading, speaking, writing, and cultural knowledge—in a staged progression whose overall goal is to develop proficiency. The curriculum emphasizes acquisition of Spanish language skills in communicative contexts, enrichment of vocabulary through an introduction to Hispanic culture, and development of grammatical accuracy in speaking and writing.

The beginning course in Portuguese is for students without previous study or experience with the language. There also is a special Portuguese course for students who already know Spanish. Portuguese classes provide a great deal of individual attention in an informal language-learning environment. Courses emphasize speaking, comprehending, reading, and writing Brazilian Portuguese. They incorporate cultural material in the form of videos and music.

The department teaches many courses that count toward the Latina/o/x studies minor, which offers an interdisciplinary perspective on the history, culture, politics, and experiences of the Latina/o/x population in the United States. See the minor in Latina/o/x studies [p. 755] in the Catalog for more information.

The Department of Spanish and Portuguese is one of the academic units in the Division of World Languages, Literatures and Cultures [p. 367].

Language for GE CLAS Core

The Department of Spanish and Portuguese offers course sequences that students in all majors may use to satisfy the World Languages requirement of the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students who have previous coursework or other experience with Spanish should take the online Placement Test, which helps determine the level at which a student should begin Spanish language study at the University of Iowa. Students should take the test before they register for their first University of Iowa Spanish course. Students with experience in Portuguese should contact the general education coordinator to determine the level at which they should begin language study at the University of Iowa.

Spanish

The following course sequences in Spanish satisfy the GE CLAS Core World Languages requirement. For students without previous knowledge of Spanish, the department recommends the following sequence.

Code	Title	Hours
SPAN:1001	Elementary Spanish I	5
SPAN:1002	Elementary Spanish II	5
SPAN:1501	Intermediate Spanish I	5
SPAN:1502	Intermediate Spanish II	5

The summer course, SPAN:1004 Accelerated Elementary Spanish, which combines SPAN:1001 and SPAN:1002, may be appropriate for some students.

The accelerated course, SPAN:1503 Accelerated Intermediate Spanish, which combines SPAN:1501 and SPAN:1502, may be appropriate for some students.

Those with previous knowledge of Spanish may be able to fulfill the World Languages requirement with the following sequence.

Code	Title	Hours
SPAN:1003	Elementary Spanish Review	5
SPAN:1501	Intermediate Spanish I	5
SPAN:1502	Intermediate Spanish II	5

The accelerated course, SPAN:1505 Accelerated Intermediate Spanish for Heritage Speakers, may be appropriate for some students.

Students should consult a departmental advisor to determine which sequence is best for them.

Portuguese

The following course sequences in Portuguese fulfill the GE CLAS Core World Languages requirement. The first option consists of two intensive courses that combine two semesters into one, so that the sequence is completed in a total of two semesters rather than four. Both courses are open to entering first-year students.

Code	Title	Hours
PORT:2000	Accelerated Elementary Portuguese	5
PORT:2500	Accelerated Intermediate Portuguese	5

The second option requires three courses taken in the following sequence to complete the World Languages requirement.

Code	Title	Hours
PORT:2010	Elementary Portuguese I	3
PORT:2015	Elementary Portuguese II	3
PORT:2500	Accelerated Intermediate Portuguese	5

Students should consult the general education coordinator to determine which sequence is best for them.

Related Certificates and Minors

Minor and Certificate: Latin American Studies

The department plays an important role in the Latin American Studies Program, which focuses on the history, politics, social organization, economy, art, music, religion, and literature of Latin America. See Latin American Studies [p. 746] in the Catalog for information about the program's undergraduate certificate and minor.

Minor: Translation for Global Literacy

The minor in translation for global literacy encourages undergraduate students to explore translation as a crucial dimension of global literacy and communication. The Department of Spanish and Portuguese offers several courses that count toward the minor. See the minor in translation for global literacy [p. 1107] in the Catalog for more information.

Certificate: International Business

The College of Liberal Arts and Sciences and the Tippie College of Business offer the Certificate in International Business. The program entails study of international business and economics; international relations and institutions; a language; and the art, literature, culture, and/or politics of a geographic area. For more information, see the Certificate in International Business [p. 1195] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Spanish (Bachelor of Arts) [p. 1051]
- Major in Portuguese (Bachelor of Arts) [p. 1056]

Minors

- Minor in Spanish [p. 1059]
- Minor in Portuguese [p. 1061]

Graduate Programs of Study

Majors

- Master of Arts in Spanish [p. 1062]
- Master of Fine Arts in Spanish Creative Writing [p. 1063]
- Doctor of Philosophy in Spanish [p. 1064]

Facilities

Language Media Center

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Spanish Writing, Speaking, and Conversation Center

The Spanish Writing, Speaking, and Conversation Center assists students in understanding their assignments and helps them recognize what constitutes good Spanish speaking and writing. Tutors and students brainstorm ideas for an oral presentation or a paper, generate outlines, organize information, and explore dictionaries and other resources to avoid direct translations from English to Spanish. Tutors also provide students with tools for future writing and oral assignments.

The center helps students develop confidence to participate in class discussions, practice conversational skills, and assists students with reading comprehension. Any student enrolled in SPAN:1502 Intermediate Spanish II or above can use the services of the center free of charge by making an appointment online.

Courses

- Spanish Courses [p. 1042]
- Portuguese Courses [p. 1049]

Spanish and Portuguese language courses are open to all students who have satisfied the specified course prerequisites.

Basic Spanish courses are included in the number range SPAN:1000-SPAN:1900. Students must have permission from the chair of the Department of Spanish and Portuguese to take an elementary course for credit after having completed a higher-level course for which the elementary course or its equivalent is a prerequisite.

Spanish Level 1 courses are included in the number range SPAN:2000-SPAN:2999. Students should take these courses at the start of the Spanish major.

Spanish Level 2 courses are included in the number range SPAN:3000-SPAN:3999. Students should have at least one Spanish Level 1 course before starting these courses. Some courses have additional prerequisites.

Language skills courses are numbered SPAN:3000-SPAN:3099.

Hispanic linguistics courses are numbered SPAN:3100-SPAN:3199.

Spanish American literature and culture courses are numbered SPAN:3200-SPAN:3599.

Spanish literature and culture courses are numbered SPAN:3600-SPAN:3899.

Spanish Level 3 courses are included in the number range SPAN:4000-SPAN:4999. Undergraduates should take these courses during their last semesters of enrollment. These courses also are open to M.A. students. All of these courses require a research paper. Prerequisites vary.

Spanish Graduate courses are included in the number range SPAN:5000-SPAN:7600.

Spanish Courses

SPAN:1000 First-Year Seminar 1-2 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

SPAN:1001 Elementary Spanish I 5 s.h.

Emphasis on oral and written skills. Taught in Spanish. Recommendations: no previous study of Spanish. GE: World Languages First Level Proficiency.

SPAN:1002 Elementary Spanish II 5 s.h.

Continuation of SPAN:1001; emphasis on oral and written skills. Taught in Spanish. Requirements: SPAN:1001. GE: World Languages Second Level Proficiency.

SPAN:1003 Elementary Spanish Review 5 s.h.

Intensive treatment of material presented in SPAN:1001 and SPAN:1002. Taught in Spanish. Requirements: two years of secondary school Spanish. GE: World Languages Second Level Proficiency.

SPAN:1004 Accelerated Elementary Spanish 6 s.h.

Course sequence SPAN:1001 and SPAN:1002 in one semester. Taught in Spanish. GE: World Languages Second Level Proficiency.

SPAN:1501 Intermediate Spanish I 5 s.h.

Communication in speaking and writing; cultural topics. Taught in Spanish. Requirements: SPAN:1002 or SPAN:1003. GE: World Languages Second Level Proficiency.

SPAN:1502 Intermediate Spanish II 5 s.h.

Continuation of SPAN:1501. Requirements: SPAN:1501. GE: World Languages Fourth Level Proficiency.

SPAN:1503 Accelerated Intermediate Spanish 6 s.h.

Course sequence SPAN:1501 and SPAN:1502 in one semester. Requirements: SPAN:1002 or SPAN:1003. GE: World Languages Fourth Level Proficiency.

SPAN:1505 Accelerated Intermediate Spanish for Heritage Speakers 5 s.h.

Focus on communication and consolidation of skills acquired as a heritage speaker; opportunity for Spanish heritage speakers to study Spanish formally in an academic setting in the same way native-English-speaking students study English language arts; students develop or improve formal registers of Spanish mainly through reading and writing; emphasis on all four language skills—listening, speaking, reading, and writing—via cultural and community activities. Taught in Spanish. Requirements: experience growing up listening to or speaking in Spanish, and Spanish placement test score of 401 or higher. GE: World Languages Fourth Level Proficiency.

SPAN:1700 Latina/o/x Literature in the United States 3 s.h.

Introduction to growing cultural production of varied Latina/o/x communities (e.g., Chicano, Puerto Rican American/Nuyorican, Cuban American) that have a strong presence in the United States; recent cultural production from borderland transcultural spaces with physical, cultural, economic, political, and mythical elements; visions of the United States from contemporary Latin American writers who recently have become U.S. residents. Taught in English. GE: Literary, Visual, and Performing Arts; Values and Culture. Same as LATS:1700.

SPAN:1800 Contemporary Spanish American Narrative 3 s.h.

Themes and narrative techniques in major texts, 1960-present; overview of cultural, sociopolitical aspects. Taught in English, readings in English. GE: Literary, Visual, and Performing Arts.

SPAN:2000 Spanish Language Skills: Writing 4 s.h.

Bridge from second-year Spanish to more advanced courses in Spanish language, linguistics, and literature; emphasis on skill development in writing, critical reading in Spanish, and oral communication. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503.

SPAN:2001 Global Science Fiction 3 s.h.

Science fiction from around the world; spanning poetry, fiction, drama, film, television, comics, mobile phone games, and music; produced on six continents. Taught in English. Same as ASIA:2001, FREN:2010, RUSS:2001, TRNS:2001, WLLC:2001.

SPAN:2005 Writing Global Spanish 3 s.h.

Spanish in the digital age; linguistic varieties of Spanish spoken globally; emphasis on skill development in writing, critical reading in Spanish, and oral communication. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503.

SPAN:2010 Spanish Language Skills: Speaking 3 s.h.

Development of conversational proficiency and cultural competence through action learning; strategic role playing and creative language use based on everyday situations in Hispanic cultures; composition skills and grammar review. Requirements: SPAN:1502 or SPAN:1503.

SPAN:2020 Hispanic Institute: Language 3 s.h.

Grammar essentials, written exercises, short compositions, conversational activities. Requirements: SPAN:1502 or SPAN:1503.

SPAN:2030 Study of Language: Myths and Concepts 3 s.h.

How linguists look at language; basic concepts of linguistics and grammar. Requirements: SPAN:1502 or SPAN:1503.

- SPAN:2040 Spanish for Heritage Speakers** 3 s.h.
Development of reading and writing skills for bilingual students who have acquired listening and speaking skills in Spanish; review of grammar and registers of use.
- SPAN:2050 Spanish in the United States** 3 s.h.
Issues related to Spanish in the United States; aspects of linguistics and sociolinguistics inherent to the existence and proliferation of Spanish in the United States. Taught in English. GE: Diversity and Inclusion. Same as LATS:2050.
- SPAN:2060 Spanish Pronunciation** 4 s.h.
Pronunciation as a key element of communication in a second language; self-evaluation of pronunciation in Spanish; how sounds differ between English and Spanish; analysis of pronunciation; production exercises. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:2080 Business Spanish** 4 s.h.
Clear, concise business writing; emphasis on linguistic and cultural proficiency. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:2090 Medical Spanish in Contemporary Society** 4 s.h.
Vocabulary related to medical field; grammatical concepts; health-related cultural competence; discussion of health issues concerning Hispanic communities in the U.S. and abroad. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503. Same as GHS:2090.
- SPAN:2095 Activities Attendance for Spanish Majors** 1 s.h.
Attendance at Spanish literary readings, scholarly presentations, and Hispanic cultural events on the University of Iowa campus and in Iowa City, featuring visiting, local, and University of Iowa writers, filmmakers, artists, scholars, and community members. Taught in Spanish. Requirements: SPAN:2000 or SPAN:2005 or SPAN:3000 or SPAN:3020 or SPAN:3060.
- SPAN:2200 Introduction to Spanish American Cultures** 3 s.h.
Introduction to study of cultural history of Spanish America; topics range from precolombian times to present; for students who are just starting work on the Spanish major or minor. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:2280 Introduction to Latina/o/x Studies** 3 s.h.
Introduction to field of Latina/o/x studies through interdisciplinary readings from literature, history, sociology, political science, urban studies, and anthropology; commonalities and differences among long-standing Latina/o/x populations (i.e., Mexican Americans, Puerto Ricans, Cuban Americans); challenges faced by newer arrivals (i.e., Dominican Americans, Salvadoran Americans, Guatemalan Americans, Central and South American immigrants). Taught in English. GE: Diversity and Inclusion. Same as HIST:2280, LATS:2280.
- SPAN:2300 Introduction to Reading Literature** 4 s.h.
Close readings of literary texts from Spain and Spanish America; basic concepts of genre (narrative, poetry, theater, essay); writing about literature. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:2400 Readings in Spanish Literature** 3 s.h.
Tools for improving reading skills; basic concepts for textual understanding; historical overview of literary works, with focus on literature of Spain. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:2500 Readings in Spanish American Literature** 3 s.h.
Tools for improving reading skills; basic concepts for textual understanding; historical overview of literary works, with focus on Spanish American literature. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:2700 Introduction to Latin American Studies** 3 s.h.
Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Taught in English. Same as COMM:2800, IS:2700, LAS:2700, PORT:2700.
- SPAN:2800 Screening Latin America** 3 s.h.
Latin American film; histories of the four major national film industries; aesthetic and political debates surrounding the New Latin American Cinema movement of the 1960s and 1970s. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503. Same as LAS:2800.
- SPAN:2810 Screening Spain** 3 s.h.
Introduction to contemporary Spanish society and culture through fiction feature films (comedies and dramas) and documentaries by major filmmakers; previous knowledge of Spanish film or audiovisual analysis not required. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:2850 Brazilian Narrative in Translation** 3 s.h.
Representative readings of modern and contemporary novels, short stories, and other narrative forms; cultural background; focus on major writers. Taught in English. Prerequisites: ENGL:1200. GE: Literary, Visual, and Performing Arts. Same as LAS:2850, PORT:2850.
- SPAN:2900 Music of the Hispanic World** 3 s.h.
Introduction to music of Spain and Latin America, including the United States; listening skills, music appreciation, continuing development of Spanish language skills. Taught in Spanish. Requirements: SPAN:1502 or SPAN:1503. Same as LAS:2900.
- SPAN:2901 Diversity and Cultures in Spain** 3 s.h.
Introduction to diversity of cultures within Spain; political, social, and economic background, cultural movements. Taught in English. GE: Values and Culture.
- SPAN:2910 Hispanic Institute: Study/Life in Spain** 1 s.h.
- SPAN:3000 Writing Skills for Heritage Speakers** 3 s.h.
Development of writing skills in Spanish, focus on expository writing for academic purposes. Taught in Spanish. Requirements: at least two courses taught in Spanish at the 2000 level or above.
- SPAN:3005 Study Abroad in the Hispanic World: Return and Reflect** 3 s.h.
Students integrate culture and language learning achieved in a foreign country into their Spanish studies at the University of Iowa through extensive writing exercises and oral presentations; for students returning from study abroad. Requirements: completion of study abroad program.
- SPAN:3010 Advanced Spanish Speaking and Writing** 3 s.h.
Development of oral proficiency; secondary emphasis on continuing development of writing skills; cultural knowledge of several Spanish-speaking countries. Requirements: two courses taught in Spanish at the 2000 level or above.

- SPAN:3015 Fast Fixes: Improved Spanish in Six Weeks** 1 s.h.
Varied topics focused on improving common problems with Spanish grammar; emphasis on written and oral expression. Requirements: SPAN:2000 or SPAN:2005 or SPAN:3000 or SPAN:3020 or SPAN:3060 or SPAN:3070.
- SPAN:3020 Journalistic Writing in Spanish** 3 s.h.
Spanish writing skills; introduction to style and practice of journalistic reporting and writing. Taught in Spanish. Requirements: at least one course taught in Spanish at the 2000 level or above. Same as JMC:3445.
- SPAN:3030 Translation Workshop: English to Spanish** 3 s.h.
Introduction to translation theory and effective translation processes; examination of potential translation problems in specific areas of English to Spanish translation; primary focus on nonfiction. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3035 Translation Practicum: English to Spanish** 1 s.h.
Students develop a plan of work in consultation with instructor and submit a community outreach translation project (English to Spanish) for a local nonprofit organization of their choice, periodical translation reports, and a final portfolio of their work. Taught in Spanish. Prerequisites: SPAN:3030 with a minimum grade of B.
- SPAN:3045 Spanish Health Narratives** 3 s.h.
Narratives are the central communicative act through which humans make sense of wellness and illness, life and death, always within contexts of language and culture; students focus on reading and analyzing narratives about health and health care, and opportunities to create their own narratives; particular emphasis on health care disparities and issues they present for Spanish-language communities in the United States and abroad as context for individual narratives. Taught in Spanish. Requirements: one course numbered SPAN:2000 or above.
- SPAN:3050 Translation Workshop: Spanish to English** 3 s.h.
Spanish to English literary translation; meaning, form and equivalence, authenticity; questions of untranslatability. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3060 Introductory Workshop on Creative Writing in Spanish** 3 s.h.
Development of writing skills in Spanish through creative writing. Taught in Spanish. Requirements: one course numbered SPAN:2000 or above.
- SPAN:3070 Introductory Workshop Writing Scripts** 3 s.h.
Development of writing skills in Spanish through writing scripts. Taught in Spanish. Requirements: at least one course numbered SPAN:2000 or above.
- SPAN:3080 Spanish for International Business** 3 s.h.
Tools for effective business communication; linguistic, sociolinguistic, and practical skills for effective oral and written communication developed through discussion of business case studies, presentations, and meetings; selected Spanish and Latin American companies examined through varied media including news and internet; role of transaction intermediaries in international trade. Requirements: at least one course numbered SPAN:3000 or above.
- SPAN:3090 Spanish at Work** 1 s.h.
Uses for a Spanish degree; knowledge and skills gained as a Spanish major that are in high demand among a wide variety of employers; important steps taken as a student that translate unique career dreams into reality; includes work with Pomerantz Career Center staff. Requirements: at least two courses numbered SPAN:2000 or above.
- SPAN:3091 Spanish Creative Literacy Outreach** 1 s.h.
Hands-on outreach experience for Spanish majors and minors who develop and participate in activities for the Spanish Creative Literacy Project. Requirements: SPAN:2000 or SPAN:2005 or SPAN:3000 or SPAN:3020 or SPAN:3060.
- SPAN:3092 Spanish in the Community** 3 s.h.
Students work directly with Spanish speakers through community-based service learning; focus on issues of interest to the local Latina/o/x community, develop oral proficiency, and enhance their civil engagement. Requirements: two courses numbered SPAN:2000 or above.
- SPAN:3095 Spanish Composition and Grammar** 3 s.h.
Development of three types of compositions; selected readings and comprehension activities; vocabulary expansion; grammar review with exercises. Requirements: proficiency in written and oral Spanish, based on several university Spanish classes (about half the coursework towards a Spanish major), plus study abroad experience in a Hispanic country.
- SPAN:3096 Advanced Spanish Grammar** 3 s.h.
Comprehensive grammar review of standard written Spanish; explanations and examples, exercises, videos. Requirements: SPAN:2000 or SPAN:2005 or SPAN:3000 or SPAN:3020 or SPAN:3060 or SPAN:3070.
- SPAN:3100 Structures of Spanish: Words and Sentences** 3 s.h.
Basic concepts and methods for analysis of linguistics as applied to Spanish word formation (morphology), sentence patterns (syntax), and semantic interpretation. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3110 Spanish Sound Structure** 3 s.h.
Articulation of Spanish sounds—description and practice; how Spanish sounds are organized into classes, relations among the different classes, how they are implemented in context, patterns they exhibit. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3120 Foundations in Sociolinguistics** 3 s.h.
Dialects, speech communities, variation, choosing a code, solidarity and politeness, language and gender, language planning. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3130 Introduction to Bilingualism** 3 s.h.
Psycholinguistic and sociolinguistic aspects of bilingualism; language usage, maintenance, attitudes, shift, transfer, loss; code-switching. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3150 Spanish Applied Linguistics** 3 s.h.
Concepts of linguistic analysis applied to Spanish; focus on problematic areas of Spanish grammar, lexicon, semantics; introduction to cross-cultural pragmatics; connections between language learning and technology and assessment; ideal for future teachers of Spanish. Requirements: at least one course taught in Spanish at the 2000 level or above.

- SPAN:3170 Introduction to Spanish Language Acquisition** 3 s.h.
Basic principles of language acquisition theory applied to learning Spanish as a first or second language. Requirements: at least one course taught in Spanish at the 2000 level or above. Recommendations: completion of SPAN:3100.
- SPAN:3190 Psycholinguistic Aspects of Bilingualism** 3-4 s.h.
Interaction of two languages in a bilingual in terms of sound system, words, and grammar; different meanings of bilingualism, how bilingualism and multilingualism can change across lifespan. Taught in English. Requirements: linguistics or language acquisition course. Same as FREN:3190, LING:3190.
- SPAN:3191 Introduction to Spanish-English Interpretation (Medical Emphasis)** 1 s.h.
Introduction to Spanish-English language interpretation; focus on history, techniques, types, and practice with emphasis on the medical field. Prerequisites: SPAN:2090 with a minimum grade of B+ or SPAN:2040 with a minimum grade of B+. Requirements: advanced level of oral proficiency and familiarity with basic medical terminology.
- SPAN:3192 Heritage Language Teaching** 3 s.h.
Focus on cutting-edge research and methods to develop adequate curriculum, language courses, and programs for heritage speakers (HS); readings include bilingual development, sociolinguistics, language teaching, and heritage speakers' affective needs; use of these theories to help understand, develop, and apply best practices in teaching HS; topics also help create best practices in teaching mixed language courses for second language (L2) and HS students. Taught in English. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3195 Spanish Linguistics Lab I** 1 s.h.
Hands-on research experience collecting and analyzing linguistic data.
- SPAN:3200 Latin American Cultural Studies** 3 s.h.
Interdisciplinary, multiregional approach to Latin American history, society, politics, economics, and culture. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3210 Cultural Storytelling** 3 s.h.
Examination of memoir, short story, and journalism from Latin America to distinguish truth from accuracy and individual choices within cultural norms; course will enrich students' Spanish language fluency and writing as well as their knowledge of Latin American cultures. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3211 Comparative Arts** 3 s.h.
Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Taught in English. Same as ASIA:3210, FREN:3210, IWP:3210, RUSS:3210, WLLC:3210.
- SPAN:3215 Medellin** 3 s.h.
Medellin, Colombia has been transformed from one of the most violent places on Earth to an award-winning city of innovation in only 20 years; introduction to the city and its people through literature, music, and a digital map project. Taught in Spanish. Requirements: at least one course numbered SPAN:2000 or above. Same as LAS:3215.
- SPAN:3225 Latin American Women Writers** 3 s.h.
Focus on long tradition of strong female writers in Latin America; materials may include poetry, theater, fiction, and essay from the Spanish-speaking countries of Mexico, Central America, South America, and Brazil. Taught in Spanish. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3230 Modern Mexico** 3 s.h.
Twentieth-century Mexican cultural history, including nationalism, gender relations, Indigenous cultures, border issues, and popular culture; materials range from journalistic and literary writing to film, music, images, and television. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3240 Mexico City** 3 s.h.
Broad historical survey of Mexico City as center of cultural life in Mexico and Latin America and city of global importance; conquest and contemporary narratives, visual culture, music, and film. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3290 Topics in Cinema and Society** 3 s.h.
Concept of national cultures examined through film history in one Latin American nation. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3295 Topics in Film and Culture** 3 s.h.
Role of film in cultural transformations; art and politics of film; audiovisual media and culture. Taught in English. Requirements: at least one course in literature and/or culture taught in English or Spanish at the 2000 level.
- SPAN:3310 Spanish American Short Story** 3 s.h.
Works by 19th- and 20th-century Spanish American writers; emphasis on reading strategies and historical, cultural, literary backgrounds. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3320 Spanish American Poetry** 3 s.h.
Poetry as a literary genre, short history of its development, early forms in Spanish America, poets from Modernism to present; readings from writers including Rubén Darío, Pablo Neruda, César Vallejo, Octavio Paz, J.L. Borges. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3350 Contemporary Spanish American Literature** 3 s.h.
Comprehensive view of 20th-century literature from Spanish-speaking countries in the Americas, including narrative and poetry; examination of issues related to texts and contexts through written and oral analysis. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3370 Topics in Literatures and Cultures** 3 s.h.
Literature and culture of specific regions, countries, or cities of Latin America. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3400 Chicano Literature and Culture** 3 s.h.
Recent fiction and poetry by Chicano and Chicana writers; readings in Spanish and English. Taught in English. Requirements: satisfaction of GE CLAS Core Interpretation of Literature, or LATS:2280 or SPAN:2280 or HIST:2280. Same as LATS:3400.

- SPAN:3440 Topics in Latina/o/x Literature and Culture** 3 s.h.
Examination of special topics in interdisciplinary field of Latina/o/x studies. Taught in Spanish or English. Requirements: one course taught in Spanish at the 2000 level or above, or LATS:2280 or SPAN:2280 or HIST:2280. Same as LATS:3440.
- SPAN:3500 Topics in Culture of the Hispanic World** 3 s.h.
Specific topics; culture of different parts of Spanish-speaking world, or cross-regional or cross-national cultural phenomenon. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3520 Introduction to Film Studies** 3 s.h.
Introduction to film analysis and theory; focus on Latin American and Spanish cinemas in context of international film history. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3550 Doing Business in Latin America** 3 s.h.
Introduction to cultural, social, economic, political, and historical contexts of Latin American countries and Spain and their interdependence with the United States; fundamental economic and political concepts necessary to understand the current socioeconomic and political reality of Spanish-speaking countries; students develop the ability to conduct business in Spanish, gaining a working knowledge of business vocabulary, and applying this knowledge in interactive ways. Requirements: at least one course numbered SPAN:2000 or above. Same as LAS:3550.
- SPAN:3600 Cultures of Spain** 3 s.h.
Political, religious, social, economic background; important cultural, literary movements. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3610 Hispanic Institute: Culture** 3 s.h.
Overview of geography, history (political, economic, social), architecture, painting, music of Spain; readings, slides, video and audio cassettes, visits to local sites of cultural significance. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:3620 Madrid** 3 s.h.
Contemporary Madrid as one of the premier capital cities of the European Union; history and present day reality of the city; examination of paintings, descriptions, movies, fashion, and customs from several historical periods. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3630 Spanish Youth Culture** 3 s.h.
Literary texts, films, and music produced by young people in Spain from 1939 to present; gender issues and relationships between market, popular culture, and high culture. Requirements: one course taught in Spanish at the 2000 level or above.
- SPAN:3690 Iowa Global Internship in Madrid** 3 s.h.
Intensive language and eight-week internship in Madrid through the Tippie College of Business Madrid Internship Program; writing an extensive report in Spanish. Requirements: at least two courses taught in Spanish at the 2000 level or above.
- SPAN:3750 Literature in the Time of Cervantes** 3 s.h.
Introduction to literary questions of 15th to 17th centuries in Spain; understanding of literary Spanish and cultural issues of the period—end of the feudal mind, beginning of individualism, poetry, emergence of theater, crisis of empire. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3790 Hispanic Institute: Literature** 3 s.h.
Introduction to poetry, narrative, and theater in Spanish literature; textural commentary and critical interpretations of major representative works of selected historical periods. Requirements: SPAN:1502 or SPAN:1503.
- SPAN:3820 Modern and Contemporary Spanish Literature** 3 s.h.
Works of the last 30 years of the 19th century, up to the outbreak of the Spanish Civil War; Realism, Naturalism, generation of 1898, generation of 1913, generation of 1927. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3840 Contemporary Spanish Short Story** 3 s.h.
Contemporary short stories from 20th- and 21st-century Spain; emphasis on reading strategies and interpretation skills; focus on historical and social contexts. Requirements: at least one course taught in Spanish at the 2000 level or above.
- SPAN:3850 Topics in Cultural Studies** 3 s.h.
Specific topics; interdisciplinary approaches; cultural relations of different parts of Portuguese-speaking world, cross-regional or cross-national discourses. Taught in English. Same as PORT:3850.
- SPAN:3999 Spanish Major Ambassadors** 1 s.h.
Students serve as representatives for the Spanish major during class visits and recruiting events; course format includes instruction for presentations and answering questions.
- SPAN:4100 Introduction to Spanish Phonology** 3 s.h.
Sound patterns of Spanish; how various theoretical approaches solve basic problems in Spanish phonology; identification of linguistic universals, how they are manifested in the sound structure of Spanish. Taught in Spanish. Same as SLA:4301.
- SPAN:4140 History of the Spanish Language** 3 s.h.
Development of phonetic, morphological, syntactical properties of the Spanish language from its Latin roots; emphasis on internal history and process of expansion from a minor dialect (Castilian) to a significant world language. Prerequisites: SPAN:3110 or SPAN:3100.
- SPAN:4150 Introduction to Spanish Syntax** 3 s.h.
Basic principles of generative syntax as applied to analysis of Spanish syntactic structure; extensive syntactic analysis. Taught in Spanish. Prerequisites: SPAN:3100. Same as SLA:4300.
- SPAN:4160 Language, Justice, and the Law** 3 s.h.
Focus on language policy, immigrants' linguistic rights, and cultural communication in the context of U.S. law; development of Spanish language skills in legal and cultural contexts. Requirements: two courses in Spanish numbered 3000 or above. Same as LATS:4160.
- SPAN:4170 Second Language Acquisition** 3 s.h.
Linguistic approaches to acquisition of Spanish as a second language. Taught in Spanish. Prerequisites: LING:3001 or LING:3117 or LING:3118 or PSY:2601 or EDTL:4410 or EDTL:4417 or SPAN:3130 or SPAN:3100 or SPAN:3110 or SPAN:3120 or SPAN:3190.
- SPAN:4190 Topics in Hispanic Linguistics** 3 s.h.
Prerequisites: SPAN:3100 or SPAN:3110 or SPAN:3120 or SPAN:3130. Requirements: completion of at least one Hispanic linguistics course.
- SPAN:4195 Spanish Linguistics Lab II** 3 s.h.
Hands-on research experience collecting and analyzing linguistic data. Requirements: at least one linguistics course.

- SPAN:4200 Discourse and Dialogue** 3 s.h.
Discourse analysts and creative writers examine how language is used, analysts on the microlevel of interaction and on the macrolevel of circulation of systems of meaning; writers construct and recreate conversations in fiction and nonfiction prose to develop plot, characters, relationships, and point-of-view; these two approaches to Spanish are brought and used together, conceptually and practically; students read and discuss how analysts and creative writers can learn from each other, then examine topics such as history, ideology, identity, and choice versus structure through analytic and creative writing. Taught in Spanish. Requirements: one course taught in Spanish numbered SPAN:2000 or above.
- SPAN:4205 Culture, Language, and Health** 3 s.h.
Exploration of health, wellness, and illness from a perspective of language and culture; languages we use to describe our mental and physical health that are situated within culture-specific ideas of human bodies, minds, disease, and wellness; understanding where beliefs about health and wellness come from and exploring other systems of belief on their own terms prepares students to be better informed health care practitioners, more aware patients within health care systems, and more sensitive caregivers in health related settings; emphasis on observation, asking questions, and analyzing health care worlds. Taught in Spanish. Requirements: two courses in Spanish numbered 3000 or above. Same as GHS:4205.
- SPAN:4330 Colonial Spanish American Literature** 3 s.h.
Readings from the formative period of Spanish American culture; may include discovery and conquest, ethnicity and gender, dissent and popular resistance. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4350 Twentieth-Century Spanish American Theater and Performance** 3 s.h.
Introduction to 20th-century Spanish American theater; study of five major playwrights; readings of plays with analysis of performances. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4360 The Orient in Contemporary Latin American Literature and Culture** 3 s.h.
Orientalism, cultural hybridity, racial and gender construction in contemporary Latin American literature and culture; Latin American identity in era of globalization. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4390 Topics in Spanish American Literature** 3 s.h.
Taught in Spanish. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above. Same as LAS:4390.
- SPAN:4620 Spanish Golden Age Fiction** 3 s.h.
Literature and society in first centuries of Spanish Modernity, Renaissance and Baroque periods, love and the self, alienation, utopias, the body and morals, cultural dimensions of genres. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4630 Society and Poetry: Spanish Lyric** 3 s.h.
Twentieth-century Spanish lyric poetry in its sociocultural context. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4650 Don Quijote** 3 s.h.
Exploration of Cervantes' *Don Quijote*; sociohistorical context, questions of human existence, literary tradition, metafiction, influence of *Don Quijote* on novelists and filmmakers, critical reception of the text. Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4690 Topics in Spanish Literature** 3 s.h.
Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4805 Chicano Cinema** 3 s.h.
History of Chicano independent and industry film and television production since the Chicano political and cultural movement began in the 1960s. Taught in English. Requirements: one Spanish literature or culture course numbered SPAN:3200 or above, or one film studies course numbered above CINE:2100. Same as CINE:4705, LATS:4805.
- SPAN:4815 Lost Childhoods: Marginal Children of Latin America** 3 s.h.
Focus on lost childhoods from a cultural studies perspective; analysis of marginal perspectives that emerge from a globalized urban landscape; evolution of literary, artistic (art, photography, comics), and film productions about dispossessed children, the construction of childhood by nongovernmental and nonprofit organizations, and how these cultural productions denounce social violence. Taught in Spanish. Requirements: two courses numbered SPAN:3000 or above. Same as LAS:4815.
- SPAN:4820 Latina/o/x Popular Culture** 3 s.h.
Role of Latina/o/x popular culture as a site of contemporary social practice and cultural politics in both local and global contexts; specific attention to notions of citizenship, identity, and culture. Taught in English. Requirements: either one literature or culture course taught in Spanish numbered SPAN:3200 or above, or LATS:2280 or SPAN:2280 or HIST:2280. Same as LATS:4800.
- SPAN:4830 The Hispanic World in the Digital Era** 3 s.h.
Global digital space and construction of culture in Hispanic world; how digital data creates knowledge and ways it represents and impacts societies; power of computer technology to disseminate critical thinking, social outreach, and creative expressions; how digital realities and tools of constant communication promote change. Requirements: two literature or culture courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4840 Visual Culture in Modern and Contemporary Spain** 3 s.h.
How to analyze different types of images in connection to the social and political developments of modern and postmodern Spain; special attention given to the role that images played in the periods of political turmoil that defined modern Spanish history. Requirements: two courses taught in Spanish and at least one numbered SPAN:3000 or above.
- SPAN:4850 Topics in Cultural Studies** 3 s.h.
Requirements: one literature or culture course taught in Spanish numbered SPAN:3200 or above.
- SPAN:4870 Islamic Cultural Presence in Spain** 3 s.h.
Islamic history and culture in the Iberian Peninsula from Middle Ages to present. Taught in Spanish. Requirements: one literature or culture course taught in Spanish numbered SPAN:3200 or above. Same as RELS:4870.

- SPAN:4880 Comic Books and Graphic Novels in the Hispanic World** 3 s.h.
Analysis of comics and graphic novels from Hispanic world; diverse Hispanic representational perspectives on creativity, humor, storytelling, culture, politics, nationality, and ethnicity; opportunity for students to express their own creativity with comics. Recommendations: two literature or culture courses taught in Spanish, at least one of which must be numbered SPAN:3200 or above.
- SPAN:4900 Latin American Studies Seminar** 3 s.h.
Examination of past, present, and future of Latin America; interdisciplinary. Taught in English. Same as ANTH:4700, HIST:4504, LAS:4700, PORT:4700.
- SPAN:4910 Topics in Literary Studies** 3 s.h.
Requirements: two literature courses in Spanish, at least one of which must be numbered SPAN:3300 or above.
- SPAN:4920 Topics in Film Studies** 3 s.h.
Requirements: one literature or culture course taught in Spanish numbered SPAN:3200 or above.
- SPAN:4925 Topics in Film Narrative** 3 s.h.
Exploration of relationship between film narratives and social systems. Taught in English. Requirements: at least one course in literature and/or culture taught in English or Spanish at the 3000 level.
- SPAN:4950 Advanced Workshop on Creative Writing in Spanish** 3 s.h.
In-depth consideration of characters, dialog, conflict, setting, point of view, other fundamentals of fiction; experience writing short stories and other pieces, with class discussion; fictional texts by renowned writers, authors' essays on their own creative process; narrative strategies of short stories, songs, painting, films. Requirements: one creative writing course in Spanish and one literature course in Spanish numbered SPAN:3300 or above, or two literature courses in Spanish numbered SPAN:3300 or above.
- SPAN:4980 Advanced Translation: Spanish to English** 3 s.h.
Examination of translation through practical exercises and readings related to the problem of working with literature between languages; questions related to style and form as well as historical and cultural distance will be examined. Requirements: SPAN:3030 or SPAN:3050 and one literature course taught in Spanish.
- SPAN:4998 Honors: Research and Thesis** 2-3 s.h.
Requirements: honors standing.
- SPAN:4999 Special Work** 1-3 s.h.
- SPAN:5000 Teaching and Learning Languages** 3 s.h.
Readings in pedagogical theory and practice, second language acquisition; experience designing activities for teaching and assessment with critiques based on current theories and approaches; development of reflective practices toward one's language teaching. Taught in English. Same as FREN:5000, GRMN:5001, SLA:5000, WLLC:5000.
- SPAN:5001 Introduction to Graduate Study** 2 s.h.
Expectations, resources, and opportunities of graduate study; introduction to coursework, development of preprofessional competencies. Taught in English. Same as FREN:5001.
- SPAN:5002 Pedagogical Practicum** 2 s.h.
Practice in lesson design, classroom management techniques, evaluation skills during work with faculty. Requirements: Ph.D. standing.
- SPAN:5003 Professional Training and Development** 1 s.h.
Professional training and preparation for a variety of professional opportunities within and outside of academia. Requirements: Spanish Ph.D. standing.
- SPAN:6110 Spanish Phonology** 3 s.h.
Modern approaches to synchronic phonology as applied to Spanish; focus on traditional descriptive problems, recent generative analyses. Taught in Spanish. Requirements: phonology or linguistics course. Same as SLA:6303.
- SPAN:6120 Spanish Syntax** 3 s.h.
Spanish syntactic constructions examined in framework of selected syntactic theory; emphasis on development of syntactic argumentation. Taught in Spanish. Requirements: one course in syntax. Same as SLA:6304.
- SPAN:6150 Topics in Spanish Language Acquisition** 3 s.h.
Theoretical linguistic approaches to monolingual, bilingual, and second language acquisition of Spanish and Portuguese; varied topics. Taught in Spanish. Requirements: at least one course in linguistics (e.g., general introduction to linguistics). Same as SLA:6301.
- SPAN:6180 Topics in Hispanic Linguistics** 3 s.h.
Taught in Spanish or English.
- SPAN:6190 Topics in Comparative Romance Linguistics** 3 s.h.
Comparative study of phonology, morphology, or syntax of the main Romance languages as informed by linguistic theory; diachronic or synchronic perspective. Taught in English. Recommendations: additional graduate coursework in linguistics. Same as LING:6190, SLA:6302.
- SPAN:6195 Undergraduate Lab Research Supervision** 1 s.h.
Hands-on experience supervising undergraduate students in a research context. Requirements: enrollment in Ph.D. or M.A. program in Spanish linguistics or Ph.D. program in linguistics.
- SPAN:6210 Fiction Workshop** 3 s.h.
Craft of writing short stories; underlying principles examined through lectures, readings, craft analysis, discussions, exercises, and workshops; activities linked with International Writing Program. Requirements: admission to M.F.A. Spanish Creative Writing program.
- SPAN:6220 Poetry Workshop** 3 s.h.
Construction and recognition of poetic voice through readings, analysis, and exercises from different poets and by students; poetic voice in three spaces (diary of poetic prose, collection of poems, object poem). Requirements: admission to M.F.A. Spanish Creative Writing program.
- SPAN:6231 Graphic Novel/Comic Script Workshop** 1,3 s.h.
Basic steps to develop a comic book or a graphic novel; different styles and ways to develop scripts and characters; main authors and their graphic works; students work on possible script or group of characters. Requirements: admission to M.F.A. Spanish Creative Writing program.
- SPAN:6235 Film Script/Theater Workshop** 3 s.h.
Basic steps to developing plays; different styles and ways to develop plays and characters; reading main authors and their plays; student work on a possible play. Requirements: admission to M.F.A. in Spanish Creative Writing program.
- SPAN:6241 Creative Project Development** 3 s.h.
Development of creative project. Requirements: admission to M.F.A. Spanish Creative Writing program.

SPAN:6251 Workshop on Editing a Literary e-Journal 3 s.h.

Plan, produce, write, and edit a literary digital magazine; manage and write for *Iowa Literaria*. Requirements: admission to M.F.A. in Spanish Creative Writing program.

SPAN:6271 Children, Youth Literature 1,3 s.h.

Practice of writing literature for children and youth; reading literary texts in different cultural traditions; how narratives and poems for children or youth are created; using readings as springboards for thinking about ways to write for children and youth; texts for this group of readers. Requirements: admission to M.F.A. Spanish Creative Writing program.

SPAN:6280 Nonfiction Workshop 3 s.h.

Practice of self narrative and construction of the self in literature; readings of self-narrated texts in different literary forms and cultural traditions (from autobiography to testimonial narratives); various ways in which the narrating self is formed and deformed by literary conventions that define him/her; readings as springboards for thinking on ways to write the self; series of autobiographical sketches. Requirements: admission to M.F.A. Spanish Creative Writing program.

SPAN:6295 Practicum Editing a Literary e-Journal arr.

Practice in planning, producing, and editing *Iowa Literaria*. Recommendations: SPAN:6251.

SPAN:6299 Thesis: Creative Writing 3 s.h.

Continuation of work on student manuscript. Requirements: admission to M.F.A. Spanish Creative Writing program.

SPAN:6300 Colonial Spanish American Literature 3 s.h.

Chronicles of the conquest: close reading with focus on role of writing and operations of "othering"; balance between critical secondary sources and primary sources.

SPAN:6320 Contemporary Spanish American Narrative 3 s.h.

Narrative from mid-20th century to present; emphasis on the Boom, post-Boom.

SPAN:6330 Spanish American Narrative: Modern and Regional 3 s.h.**SPAN:6390 Topics in Spanish American Literature** 3 s.h.**SPAN:6600 Medieval Spanish Literature** 3 s.h.

Critical reading of canonical medieval texts in their cultural context; application of modern theory to medieval texts; works such as *El Poema del Cid*, *El Romancero Viejo*, *Milagros de Nuestra Señora*, *El Conde Lucanor*, *El Libro de Buen Amor*.

SPAN:6620 Spanish Renaissance and Baroque Literature 3 s.h.

Critical analysis of social, moral, political function of literature in early modern Spain; Renaissance and Baroque poetry; *La Celestina*; pastoral literature; *Don Quijote*; narratives of the court; modern subjectivity; the question of genre.

SPAN:6660 Contemporary Spanish Fiction 3 s.h.

The post-Franco novel in Spain; literary "postmodernism" and relationships between Spanish literature, politics, and society since 1975; representative significant works.

SPAN:6670 Contemporary Spanish Poetry 3 s.h.

Poetry on the Spanish literary scene circa 1968; authors' reactions to predecessors, their connections with foreign traditions, metapoetry, the aesthetics of culturalism.

SPAN:6680 Contemporary Non-Castilian Narrative Spain 3 s.h.

Readings in Spanish of novels and short stories written in another language of the Spanish state or by a member of one of Spain's non-Castilian historic nationalities.

SPAN:6690 Topics in Spanish Literature 3 s.h.**SPAN:6850 Topics in Literary Studies** 3 s.h.**SPAN:6860 Topics in Cultural Studies** 3 s.h.**SPAN:6901 Second Language Acquisition Research and Theory** 3 s.h.

Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Taught in English. Same as ASIA:6901, FREN:6901, JPN5:6901, SLA:6901.

SPAN:6904 Crossing Borders Seminar 2-3 s.h.

Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, IWP:6635, POLI:6635.

SPAN:6920 Multimedia and Second Language Acquisition 3 s.h.

Combination of theory and practice regarding use of multimedia and technology to enhance foreign language teaching and second language acquisition research. Taught in English. Same as FREN:6920, GRMN:6920, SLA:6920.

SPAN:6950 Topics in Second Language Acquisition: Speaking 3 s.h.

Theory, pedagogy, research, and assessment in second language speaking. Taught in English. Same as FREN:6950, SLA:6950.

SPAN:6965 Topics in Second Language Acquisition: Writing 3 s.h.

Theory, pedagogy, research, and assessment in second language writing. Taught in English. Same as RHET:6965, SLA:6965.

SPAN:6998 Special Work arr.**SPAN:6999 Thesis** arr.**SPAN:7000 Seminar: Spanish Linguistics** 3 s.h.

Taught in Spanish. Same as LING:7000.

SPAN:7200 Seminar: Literary Studies 3 s.h.

Specific topics on aspects of Spanish and/or Spanish American literature.

SPAN:7300 Seminar: Cultural Studies 3 s.h.

Specific topics in Spanish and/or Spanish American cultural studies.

SPAN:7505 Readings: Latin American History arr.

Introduction to historiography in the field of Latin American history; students deepen their understanding of the region's history and become acquainted with trends in topical concerns, sources, and methods that are shaping historical research on Latin America's past. Taught in English. Same as HIST:7505.

Portuguese Courses

PORT:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first-semester standing.

- PORT:2000 Accelerated Elementary Portuguese 5 s.h.**
First-year course in one semester; comprehending, speaking, reading, writing modern Portuguese; emphasis on speaking; previous knowledge of Portuguese not required. GE: World Languages Second Level Proficiency.
- PORT:2010 Elementary Portuguese I 3 s.h.**
Emphasis on oral and written skills; first in a series; no previous knowledge of Portuguese necessary. Recommendations: no previous study of Portuguese. GE: World Languages First Level Proficiency.
- PORT:2015 Elementary Portuguese II 3 s.h.**
Emphasis on oral and written skills; second in a series. Requirements: PORT:2010. GE: World Languages Second Level Proficiency.
- PORT:2500 Accelerated Intermediate Portuguese 5 s.h.**
Second-year course in one semester; reading comprehension, oral and writing skills; grammar review. Requirements: PORT:2000. GE: World Languages Fourth Level Proficiency.
- PORT:2700 Introduction to Latin American Studies 3 s.h.**
Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Taught in English. Same as COMM:2800, IS:2700, LAS:2700, SPAN:2700.
- PORT:2850 Brazilian Narrative in Translation 3 s.h.**
Representative readings of modern and contemporary novels, short stories, and other narrative forms; cultural background; focus on major writers. Taught in English. Prerequisites: ENGL:1200. GE: Literary, Visual, and Performing Arts. Same as LAS:2850, SPAN:2850.
- PORT:3050 Intensive Portuguese for Spanish Speakers 4 s.h.**
Systematic differences and similarities between Spanish and Portuguese; emphasis on reading, writing. Requirements: graduate standing or undergraduate Spanish heritage speaker.
- PORT:3100 Writing and Speaking 3 s.h.**
Speaking and writing skills through discussion, oral presentations, grammar and vocabulary review, composition. Requirements: PORT:2500.
- PORT:3150 Topics in Portuguese Language 3 s.h.**
Various aspects of Portuguese language use. Requirements: one course numbered PORT:2500 or above.
- PORT:3400 Brazilian Literature After 1900 3 s.h.**
Modern and contemporary representative readings from all periods and genres; focus on works of major Brazilian authors. Taught in Portuguese. Requirements: one course numbered PORT:2500 or above.
- PORT:3850 Topics in Cultural Studies 3 s.h.**
Specific topics; interdisciplinary approaches; cultural relations of different parts of Portuguese-speaking world, cross-regional or cross-national discourses. Taught in English. Same as SPAN:3850.
- PORT:3999 Major Ambassadors 1 s.h.**
Students serve as representatives for Spanish and Portuguese majors during class visits and recruiting events; course format includes instruction for presentations and answering questions. Same as SPAN:3999.
- PORT:4000 Topics in Luso-Brazilian Literature 3 s.h.**
Study of genres, themes, and movements. Taught in Portuguese. Requirements: one course numbered PORT:2500 or above.
- PORT:4100 Topics in Luso-Brazilian Culture 3 s.h.**
Study of past, present, and future of Portuguese-speaking countries; interdisciplinary. Taught in Portuguese. Requirements: PORT:2500.
- PORT:4700 Latin American Studies Seminar 3 s.h.**
Examination of past, present, and future of Latin America; interdisciplinary. Taught in English. Same as ANTH:4700, HIST:4504, LAS:4700, SPAN:4900.
- PORT:4995 Portuguese Senior Project 3 s.h.**
Voluntary student-initiated projects outside the classroom; designed or executed during senior year; similar to independent study, but based on research and completed in close consultation with a faculty mentor. Requirements: at least one course taught in Portuguese numbered PORT:4000 or above.
- PORT:4998 Special Work 1-3 s.h.**
Independent study arranged between student and a faculty member to complete requirements for the major in Portuguese.
- PORT:4999 Honors Research and Thesis 2-3 s.h.**
Requirements: honors standing.

Spanish, B.A.

The Spanish major is built on coursework in Spanish Peninsular and Spanish American literature, Hispanic cultures, Hispanic linguistics, and advanced language skills. The goal of the major is twofold: to study content areas related to the Spanish language, such as literature, culture, and linguistics; and to develop proficiency in the Spanish language in all four skills—speaking, listening, reading, and writing.

Learning Outcomes

By graduation, Spanish majors will have:

- Proficiency—increased Spanish language proficiency in speaking, writing, listening, and reading.
- Analytical skills—acquired the skills to engage critically with one or more of the following areas.
 - Spanish, Spanish American, and U.S. Latino literatures and cultures
 - Hispanic linguistics
 - Creative and/or journalistic writing
 - Second language acquisition and/or pedagogy
 - Literatures and cultures of the Portuguese-speaking world
- Knowledge—gained knowledge of the diversity of the Hispanic world (Spain/Portugal, Latin America, and the United States) and its cultural, artistic, and linguistic history.

Advising

First-year students are initially advised by the Academic Advising Center. Second-year students are advised by the Division of World Languages, Literatures and Cultures academic advisor. Third- and fourth-year students are advised by a faculty advisor who guides a student regarding academic or career-focus experiences and opportunities.

Requirements

The Bachelor of Arts with a major in Spanish requires a minimum of 120 s.h., including at least 36 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. A maximum of 15 s.h. of approved transfer credit may be counted toward the major. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Coursework for the major includes a core, which consists of one course from each of the five principal academic areas of the department (see "Required Core" below), and seven electives, which may focus on one or more of the five principal areas or may include a broad range of courses (see "Electives" below).

All courses taken for the Spanish major must be numbered SPAN:2000 or above. Advanced Placement Program (AP) credit is considered to be equivalent to a Spanish course at the 2000 level. Students may count 3 s.h. in AP Spanish Language and Culture or Literature and Culture exams with a score of a 4 or higher as elective credit toward the major. See "Electives" below.

A minimum of one and a maximum of four courses for the major must be numbered 2000-2999, including AP credit. At least three courses for the major must be numbered

4000-4999, and students can either count these as core courses or as elective courses.

Advanced undergraduate students preparing to earn honors may enroll in graduate courses with the permission of their advisor and the department chair. Ordinarily, permission is granted only to students who have completed a minimum of 30 s.h. of work for the major and whose g.p.a. in the major is 3.75 or higher.

Students may apply up to 6 s.h. of approved coursework taught in English or Portuguese toward the major. This includes coursework taught in the Department of Spanish and Portuguese or in another department, as approved by their advisor. All other courses for the major must be taught in Spanish. Courses taught in English are listed below.

Spanish Courses Taught in English

Code	Title	Hours
SPAN:2001	Global Science Fiction	3
SPAN:2050	Spanish in the United States	3
SPAN:2280	Introduction to Latina/o/x Studies	3
SPAN:2700	Introduction to Latin American Studies	3
SPAN:2850	Brazilian Narrative in Translation	3
SPAN:2901	Diversity and Cultures in Spain	3
SPAN:3190	Psycholinguistic Aspects of Bilingualism	3-4
SPAN:3211	Comparative Arts	3
SPAN:3192	Heritage Language Teaching	3
SPAN:3295	Topics in Film and Culture	3
SPAN:3999	Spanish Major Ambassadors	1
SPAN:3400	Chicano Literature and Culture	3
SPAN:3440	Topics in Latina/o/x Literature and Culture	3
SPAN:3850	Topics in Cultural Studies	3
SPAN:4805	Chicano Cinema	3
SPAN:4820	Latina/o/x Popular Culture	3
SPAN:4900	Latin American Studies Seminar	3
SPAN:4925	Topics in Film Narrative	3

Requirements for the Major

The B.A. with a major in Spanish requires the following coursework.

Code	Title	Hours
	Hispanic Linguistics Course	3
	Spanish Peninsular Literature Course	3
	Spanish American Literature Course	3
	Culture (Peninsular or Spanish American) Course	3
	Writing Course	3-4
	Electives	21
Total Hours		36-37

Required Core Hispanic Linguistics

Code	Title	Hours
One of these:		
SPAN:3100	Structures of Spanish: Words and Sentences	3
SPAN:3110	Spanish Sound Structure	3
SPAN:3120	Foundations in Sociolinguistics	3
SPAN:3130	Introduction to Bilingualism	3
SPAN:3150	Spanish Applied Linguistics	3
SPAN:3170	Introduction to Spanish Language Acquisition	3
SPAN:4100	Introduction to Spanish Phonology	3
SPAN:4140	History of the Spanish Language	3
SPAN:4150	Introduction to Spanish Syntax	3
SPAN:4160	Language, Justice, and the Law	3
SPAN:4170	Second Language Acquisition	3
SPAN:4190	Topics in Hispanic Linguistics	3
SPAN:4195	Spanish Linguistics Lab II	3
SPAN:4200	Discourse and Dialogue	3

Spanish Peninsular Literature

Code	Title	Hours
One of these:		
SPAN:2400	Readings in Spanish Literature	3
SPAN:3750	Literature in the Time of Cervantes	3
SPAN:3790	Hispanic Institute: Literature	3
SPAN:3820	Modern and Contemporary Spanish Literature	3
SPAN:3840	Contemporary Spanish Short Story	3
SPAN:4620	Spanish Golden Age Fiction	3
SPAN:4630	Society and Poetry: Spanish Lyric	3
SPAN:4650	Don Quijote	3
SPAN:4690	Topics in Spanish Literature	3

Spanish American Literature

Code	Title	Hours
One of these:		
SPAN:2500	Readings in Spanish American Literature	3
SPAN:3310	Spanish American Short Story	3
SPAN:3320	Spanish American Poetry	3
SPAN:3225	Latin American Women Writers	3
SPAN:3350	Contemporary Spanish American Literature	3

SPAN:3370	Topics in Literatures and Cultures	3
SPAN:3400	Chicano Literature and Culture	3
SPAN:4330	Colonial Spanish American Literature	3
SPAN:4350	Twentieth-Century Spanish American Theater and Performance	3
SPAN:4360	The Orient in Contemporary Latin American Literature and Culture	3
SPAN:4390	Topics in Spanish American Literature	3

Culture (Peninsular or Spanish American)

Code	Title	Hours
One of these:		
SPAN:2200	Introduction to Spanish American Cultures	3
SPAN:2280	Introduction to Latina/o/x Studies	3
SPAN:2800	Screening Latin America	3
SPAN:2810	Screening Spain	3
SPAN:2900	Music of the Hispanic World	3
SPAN:2901	Diversity and Cultures in Spain	3
SPAN:3200	Latin American Cultural Studies	3
SPAN:3210	Cultural Storytelling	3
SPAN:3215	Medellin	3
SPAN:3230	Modern Mexico	3
SPAN:3240	Mexico City	3
SPAN:3290	Topics in Cinema and Society	3
SPAN:3400	Chicano Literature and Culture	3
SPAN:3440	Topics in Latina/o/x Literature and Culture	3
SPAN:3500	Topics in Culture of the Hispanic World	3
SPAN:3520	Introduction to Film Studies	3
SPAN:3550	Doing Business in Latin America	3
SPAN:3600	Cultures of Spain	3
SPAN:3610	Hispanic Institute: Culture	3
SPAN:3620	Madrid	3
SPAN:3630	Spanish Youth Culture	3
SPAN:4205	Culture, Language, and Health	3
SPAN:4805	Chicano Cinema	3
SPAN:4815	Lost Childhoods: Marginal Children of Latin America	3
SPAN:4820	Latina/o/x Popular Culture	3
SPAN:4830	The Hispanic World in the Digital Era	3
SPAN:4840	Visual Culture in Modern and Contemporary Spain	3
SPAN:4850	Topics in Cultural Studies	3

SPAN:4880	Comic Books and Graphic Novels in the Hispanic World	3
SPAN:4900	Latin American Studies Seminar	3
SPAN:4920	Topics in Film Studies	3

Writing

Code	Title	Hours
One of these:		
SPAN:2000	Spanish Language Skills: Writing	4
SPAN:2005	Writing Global Spanish	3
SPAN:3000	Writing Skills for Heritage Speakers	3
SPAN:3005	Study Abroad in the Hispanic World: Return and Reflect	3
SPAN:3020	Journalistic Writing in Spanish	3
SPAN:3060	Introductory Workshop on Creative Writing in Spanish	3
SPAN:3070	Introductory Workshop Writing Scripts	3
SPAN:4950	Advanced Workshop on Creative Writing in Spanish	3

Electives

Code	Title	Hours
Seven elective courses in Spanish numbered SPAN:2000 or above		21

Students choose elective coursework according to the following guidelines.

Electives may include coursework in Spanish language skills as well as more advanced language courses that focus on specialized language functions and purposes. They also may include a maximum of 6 s.h. earned in Portuguese courses numbered PORT:2500 or above or in related courses at the appropriate level offered by other University of Iowa departments and programs, such as history, anthropology, international studies, or linguistics. Related courses must be approved by the director of undergraduate studies; for a list of approved related courses, contact the Department of Spanish and Portuguese.

The following courses are only applicable toward the Spanish major as electives.

Code	Title	Hours
SPAN:2010	Spanish Language Skills: Speaking	3
SPAN:2020	Hispanic Institute: Language	3
SPAN:2030	Study of Language: Myths and Concepts	3
SPAN:2040	Spanish for Heritage Speakers	3
SPAN:2050	Spanish in the United States	3
SPAN:2060	Spanish Pronunciation	4
SPAN:2080	Business Spanish	4
SPAN:2090	Medical Spanish in Contemporary Society	4
SPAN:2095	Activities Attendance for Spanish Majors	1

SPAN:2300	Introduction to Reading Literature	4
SPAN:2700	Introduction to Latin American Studies	3
SPAN:2850	Brazilian Narrative in Translation	3
SPAN:2910	Hispanic Institute: Study/Life in Spain	1
SPAN:3010	Advanced Spanish Speaking and Writing	3
SPAN:3015	Fast Fixes: Improved Spanish in Six Weeks	1
SPAN:3030	Translation Workshop: English to Spanish	3
SPAN:3035	Translation Practicum: English to Spanish	1
SPAN:3050	Translation Workshop: Spanish to English	3
SPAN:3080	Spanish for International Business	3
SPAN:3090	Spanish at Work	1
SPAN:3095	Spanish Composition and Grammar	3
SPAN:3096	Advanced Spanish Grammar	3
SPAN:3190	Psycholinguistic Aspects of Bilingualism	3-4
SPAN:3192	Heritage Language Teaching	3
SPAN:3195	Spanish Linguistics Lab I	1
SPAN:3211	Comparative Arts	3
SPAN:3295	Topics in Film and Culture	3
SPAN:3690	Iowa Global Internship in Madrid	3
SPAN:3850	Topics in Cultural Studies	3
SPAN:3999	Spanish Major Ambassadors	1
SPAN:4910	Topics in Literary Studies	3
SPAN:4925	Topics in Film Narrative	3
SPAN:4980	Advanced Translation: Spanish to English	3

A maximum of 3 s.h. earned in PORT:2500 Accelerated Intermediate Portuguese may be counted toward the major. The following Spanish and Portuguese courses do not count toward the major and may not be used as elective credit.

Code	Title	Hours
PORT:2000	Accelerated Elementary Portuguese	5
PORT:2010	Elementary Portuguese I	3
PORT:2015	Elementary Portuguese II	3

Study Abroad

The department participates in study abroad programs in Spain and Latin America; most of these programs offer both summer and semester or yearlong programs. The programs in Spain include the Board of Regents Hispanic Institute program in Valladolid (summer only); Cultures of Spain (Madrid, summer only), USAC (University Studies Abroad Consortium) programs in Alicante, Bilbao, Madrid, and San Sebastián; and CIEE programs in Alcalá de Henares, Alicante, Barcelona, Madrid, Palma de Mallorca, and Seville.

The programs in Latin America include USAC programs in Chile (Santiago) and Costa Rica (Heredia, Puntarenas, and

San Ramón); CIEE programs in Argentina (Buenos Aires), Chile (Santiago and Valparaíso), Dominican Republic (Santiago), and Peru (Lima). They also include the CIC Latin America Health, Nutrition, and Environmental Issues Program in Santiago, Dominican Republic. For information about other international study programs in Spanish, contact International Programs Study Abroad.

Participation in a number of different programs allows the department to offer study abroad opportunities that take into account a variety of student interests and needs. Credit earned in these or other study abroad programs may be applied toward the requirements for the Spanish major. The amount of credit that may be accepted varies according to the program.

Interested students should contact the department's study abroad advisor. Credit earned in study abroad programs other than those listed above counts as transfer credit and is subject to the 15 s.h. maximum allowed for the major.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. They must have a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in the major in order to enter the honors program, and are required to maintain the same grade-point average requirements to earn honors in the major.

Students must request honors designation for one course they take for the major (3 s.h.), in consultation with the department honors advisor. They also must register for 3 s.h. in SPAN:4998 Honors: Research and Thesis. To complete SPAN:4998 successfully, students must submit an honors thesis they have written in Spanish and must present it orally to a faculty committee in a meeting conducted in Spanish.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the Spanish major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: Intermediate Spanish I (or equivalent second-year, first-semester competence in Spanish)

Before the fifth semester begins: two courses in Spanish beyond Intermediate Spanish II (or equivalent second-year, second-semester competence)

Before the seventh semester begins: four more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: nine courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Spanish, B.A.

Course	Title	Hours
First Year		
Fall		
SPAN:1001	Elementary Spanish I ^{a, b, c}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
Elective course ^e		1
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
SPAN:1002	Elementary Spanish II ^{a, b, c}	5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: Historical Perspectives ^d		3
GE CLAS Core: Values and Culture ^d		3
Elective course ^e		1
Hours		15-16
Second Year		
Fall		
SPAN:1501	Intermediate Spanish I ^{a, b, c}	5
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Elective course ^e		3
Elective course ^e		1
Hours		15

Spring

SPAN:1502 Intermediate Spanish II ^{a, b, c}	5
GE CLAS Core: International and Global Issues ^d	3
GE CLAS Core: Natural Sciences with Lab ^d	4
Elective course ^e	3
Hours	15

Third Year**Fall**

Major: Spanish writing core course ^f	3
Major: Culture (Peninsular or Spanish American) core course ^f	3
Major: Spanish elective course ^{f, g}	3
GE CLAS Core: Natural Sciences without Lab ^d	3
Elective course ^e	3
Hours	15

Spring

Major: Hispanic linguistics core course ^f	3
Major: Spanish American literature core course ^f	3
Major: Spanish elective course ^{f, g}	3
Elective course ^e	3
Elective course ^e	3
Hours	15

Fourth Year**Fall**

Major: Spanish Peninsular Literature core course ^f	3
Major: Spanish elective course ^{f, g}	3
Major: Spanish elective course ^{f, g}	3
Elective course ^e	3
Elective course ^e	3
Hours	15

Spring

Major: Spanish elective course ^{f, g}	3
Major: Spanish elective course ^{f, g}	3
Major: Spanish elective course ^{f, g}	3
GE CLAS Core: Social Sciences ^d	3
Elective course ^e	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	15

Total Hours	119-121
-------------	---------

- a SPAN:1001, SPAN:1002, SPAN:1501, and SPAN:1502 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

f A minimum of one and a maximum of four courses for the major must be numbered 2000-2999. At least three courses for the major must be numbered 4000-4999. Students may apply up to 6 s.h. of approved coursework taught in English or Portuguese toward the major. All other courses for the major must be taught in Spanish, including study abroad courses.

g Students must complete 21 s.h. in Spanish major electives. Electives may include a maximum of 6 s.h. earned in Portuguese courses numbered PORT:2500 or above or in related courses at the appropriate level offered by other UI departments and programs, such as history, anthropology, comparative literature, international studies, or linguistics. Related courses must be approved.

h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Spanish majors combine their Spanish studies with other areas to prepare for career opportunities in international business, government, travel, health, journalism, law, or communication, where knowledge of another language and other cultures is essential. They also may go on to graduate study in areas such as Spanish and Spanish American literature, Hispanic linguistics, or comparative literature.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Portuguese, B.A.

Portuguese is widely spoken in four continents and is the official language of eight countries: Angola, Brazil, Cape Verde, East Timor, Guine-Bissau, Mozambique, Portugal, and São Tome and Principe. Portuguese is the third most spoken European language (after English and Spanish) and the sixth most spoken language in the world. Brazil is the largest country in South America, comparable in size with the United States. Knowledge of Portuguese and of Luso-Brazilian culture is a marketable skill.

Learning Outcomes

By graduation, Portuguese majors will have:

- enhanced language proficiency and cultural awareness of the Portuguese-speaking world; and
- attained skills to engage critically with histories, cultures, literatures, and other arts, and gained knowledge of the diversified Lusophone world (Angola, Brazil, Cape Verde, East Timor, Guinea Bissau, Mozambique, Portugal, São Tome and Principe).

Requirements

The Bachelor of Arts with a major in Portuguese requires a minimum of 120 s.h., including at least 33 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. Furthering Language Incentive Program (FLIP) credit may not be counted toward the major.

Students must take at least one course in Portuguese (prefix PORT) numbered 4000 or above. No more than 9 s.h., with approval of advisor, may be taken in courses that are not Portuguese courses (prefix PORT). Students must complete PORT:2500 Accelerated Intermediate Portuguese or the equivalent before they complete any other requirements for the major. They may only apply 3 s.h. earned in PORT:2500 toward the major. Two courses (6 s.h.) taught in English and two courses (6 s.h.) taught in Spanish numbered SPAN:2000 or above may count toward the major. Students can identify courses taught in English by viewing the course description for each course.

These courses do not count toward the 33 s.h. of work for the major.

Code	Title	Hours
PORT:1000	First-Year Seminar	1
PORT:2010	Elementary Portuguese I	3
PORT:2015	Elementary Portuguese II	3
PORT:3050	Intensive Portuguese for Spanish Speakers	4

The B.A. with a major in Portuguese requires the following courses or their equivalents.

Code	Title	Hours
	Language Skills Course	3
	Literature Courses	6
	Culture Courses	6
	Electives	18
	Total Hours	33

Language Skills Course

Code	Title	Hours
One of these:		
PORT:3100	Writing and Speaking	3
PORT:3150	Topics in Portuguese Language (repeatable)	3

Literature Courses

Code	Title	Hours
Two of these:		
PORT:2850	Brazilian Narrative in Translation	3
PORT:3400	Brazilian Literature After 1900	3
PORT:4000	Topics in Luso-Brazilian Literature (repeatable)	3

Culture Courses

Code	Title	Hours
Two of these; however, PORT:4100 must be taken at least once:		
PORT:3850	Topics in Cultural Studies	3
PORT:4100	Topics in Luso-Brazilian Culture (repeatable; taught in Portuguese)	3
PORT:4700	Latin American Studies Seminar	3

Electives

Students may not use a course as an elective that has been applied toward another requirement.

Code	Title	Hours
At least 18 s.h. from these:		
PORT:2500	Accelerated Intermediate Portuguese (students may only apply 3 s.h. toward the major)	5
PORT:2700	Introduction to Latin American Studies	3
PORT:2850	Brazilian Narrative in Translation	3
PORT:3100	Writing and Speaking	3
PORT:3150	Topics in Portuguese Language (repeatable)	3
PORT:3400	Brazilian Literature After 1900	3
PORT:3850	Topics in Cultural Studies	3
PORT:4000	Topics in Luso-Brazilian Literature (repeatable)	3
PORT:4100	Topics in Luso-Brazilian Culture (repeatable)	3
PORT:4700	Latin American Studies Seminar	3
PORT:4995	Portuguese Senior Project	3
PORT:4998	Special Work	1-3
PORT:4999	Honors Research and Thesis	2-3

Study Abroad

Credit earned in study abroad programs other than those listed above counts as transfer credit and is subject to the 15 s.h. maximum allowed for the major. Contact International Programs Study Abroad for details.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. They must have a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in the major in order to enter the honors program, and are required to maintain the same grade-point average requirements to earn honors in the major.

Students must earn 3 s.h. in PORT:4999 Honors Research and Thesis plus 3 s.h. in a course chosen in consultation with the department honors advisor. Both courses (6 s.h.) count toward the total 33 s.h. required for the major in Portuguese. Students also must write an honors thesis and present it orally to a committee of three faculty members.

University of Iowa Honors Program

In addition to honors in the major, students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the Portuguese major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: competence in first-year Portuguese

Before the fifth semester begins: competence in intermediate Portuguese

Before the seventh semester begins: three or four additional courses for the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: seven courses in the major

During the eighth semester: enrollment in remaining major coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Portuguese, B.A.

Course	Title	Hours
First Year		
Fall		
PORT:2000	Accelerated Elementary Portuguese ^{a, b, c}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^d		3
GE CLAS Core: Values and Culture ^d		3
CSI:1600	Success at Iowa	2
Hours		16-17
Spring		
PORT:2500	Accelerated Intermediate Portuguese ^{a, b, c, e}	5
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Natural Sciences with Lab ^d		4
Elective course ^f		3
Hours		15-16
Second Year		
Fall		
PORT:3100 or PORT:3150	Writing and Speaking or Topics in Portuguese Language	3
GE CLAS Core: Quantitative or Formal Reasoning ^d		3
GE CLAS Core: Historical Perspectives ^d		3
Elective course ^f		3
Elective course ^f		3
Hours		15
Spring		
PORT:2850 or PORT:3400 or PORT:4000	Brazilian Narrative in Translation or Brazilian Literature After 1900 or Topics in Luso-Brazilian Literature	3
GE CLAS Core: International and Global Issues ^d		3
Elective course ^f		3
Major: PORT elective course ^g		3
Elective course ^f		3
Hours		15
Third Year		
Fall		
PORT:3400 or PORT:4000 or PORT:2850	Brazilian Literature After 1900 or Topics in Luso-Brazilian Literature or Brazilian Narrative in Translation	3
Major: PORT elective course ^g		3
GE CLAS Core: Natural Sciences without Lab ^d		3
Elective course ^f		3
Elective course ^f		3
Hours		15

Spring

PORT:3850	Topics in Cultural Studies ^h	3
or PORT:4700	or Latin American Studies Seminar	
or PORT:4100	or Topics in Luso-Brazilian Culture	
Major: PORT elective course ^g		3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		3
Hours		15

Fourth Year**Fall**

PORT:4100	Topics in Luso-Brazilian Culture ^h	3
or PORT:3850	or Topics in Cultural Studies Seminar	
or PORT:4700	or Latin American Studies Seminar	
Major: PORT elective course ^g		3
GE CLAS Core: Literary, Visual, and Performing Arts ^d		3
Elective course ^f		3
Elective course ^f		3
Hours		15

Spring

Major: PORT elective course ^g		3
Major: PORT elective course ^g		3
GE CLAS Core: Social Sciences ^d		3
Elective course ^f		3
Elective course ^f		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		15
Total Hours		121-123

- a PORT:1000, PORT:2010, PORT:2015, and PORT:3050 do not count for credit toward the major. Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin major level coursework and not be required to take semesters 1-4 of the language.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may not use a course as a major elective that has been applied toward another requirement.
- f Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- g Students may not use a course as an elective that has been applied towards another requirement. At least 18 s.h. from: PORT:2500, PORT:2700, PORT:2850, PORT:3100, PORT:3150, PORT:3400, PORT:3850, PORT:4000, PORT:4100, PORT:4700, PORT:4995, PORT:4998, PORT:4999.
- h PORT:4100 must be taken at least once.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Graduates have reported securing positions in multinational companies, international agencies, import/export companies, government tourism, research institutes, health institutions, the arts, graduate schools, and with the airlines, to name just a few. Portuguese can help students prepare to work in diverse fields such as banking, diplomacy, journalism, publishing, advertising, social services, media, law, and academia.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Spanish, Minor

Requirements

The undergraduate minor in Spanish requires a minimum of 18 s.h. in Spanish courses, including at least 15 s.h. in Department of Spanish and Portuguese courses at the University of Iowa numbered SPAN:2000-SPAN:4998. At least 6 s.h. must be numbered SPAN:3000-SPAN:4998. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students can count coursework toward the minor in study abroad programs that earn University of Iowa resident credit. At least one course for the minor must be a literature, culture, or Hispanic linguistics course. For a list of courses, see Requirements [p. 1051] in the B.A. in Spanish section of the Catalog and view the appropriate areas.

Students can apply one University of Iowa course taught in English toward the minor (see "Spanish Courses Taught in English" below), but all other courses for the minor must be taught in Spanish.

In consultation with their advisor, students also may choose to count 3 s.h. toward their Spanish minor from:

coursework in Spanish at the University of Iowa below the major level (such as SPAN:1502 Intermediate Spanish II); or

transfer credit approved by the department, including credit from study abroad programs sponsored by other universities; or

Advanced Placement Program (AP) Spanish Language and Culture or Literature and Culture exams with a score of 4 or higher; or

incentive credit earned from the Furthering Language Incentive Program (FLIP).

Spanish Courses Taught in English

Code	Title	Hours
SPAN:2001	Global Science Fiction	3
SPAN:2050	Spanish in the United States	3
SPAN:2280	Introduction to Latina/o/x Studies	3
SPAN:2700	Introduction to Latin American Studies	3
SPAN:2850	Brazilian Narrative in Translation	3
SPAN:2901	Diversity and Cultures in Spain	3
SPAN:3190	Psycholinguistic Aspects of Bilingualism	3-4
SPAN:3192	Heritage Language Teaching	3
SPAN:3211	Comparative Arts	3
SPAN:3295	Topics in Film and Culture	3
SPAN:3400	Chicano Literature and Culture	3
SPAN:3440	Topics in Latina/o/x Literature and Culture	3
SPAN:3850	Topics in Cultural Studies	3

SPAN:3999	Spanish Major Ambassadors	1
SPAN:4805	Chicano Cinema	3
SPAN:4820	Latina/o/x Popular Culture	3
SPAN:4900	Latin American Studies Seminar	3
SPAN:4925	Topics in Film Narrative	3

Study Abroad

The department participates in study abroad programs in Spain and Latin America; most of these programs offer both summer and semester or yearlong programs. The programs in Spain include the Board of Regents Hispanic Institute program in Valladolid (summer only); Cultures of Spain (Madrid, summer only), USAC (University Studies Abroad Consortium) programs in Alicante, Bilbao, Madrid, and San Sebastián; and CIEE programs in Alcalá de Henares, Alicante, Barcelona, Madrid, Palma de Mallorca, and Seville.

The programs in Latin America include USAC programs in Chile (Santiago) and Costa Rica (Heredia, Puntarenas, and San Ramón); CIEE programs in Argentina (Buenos Aires), Chile (Santiago and Valparaíso), Dominican Republic (Santiago), and Peru (Lima). They also include the CIC Latin America Health, Nutrition, and Environmental Issues Program in Santiago, Dominican Republic. For information about other international study programs in Spanish, contact International Programs Study Abroad.

Participation in a number of different programs allows the department to offer study abroad opportunities that take into account a variety of student interests and needs. Credit earned in these or other study abroad programs may be applied toward the requirements for the Spanish minor. The amount of credit that may be accepted varies according to the program.

Interested students should contact the department's study abroad advisor. Credit earned in study abroad programs other than those listed above counts as transfer credit and is subject to the 3 s.h. maximum allowed for the minor.

Teacher Licensure

Students who plan to use their work toward a minor in Spanish as academic background for earning teacher licensure should contact the Office of Student Services in the College of Education about requirements.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Spanish, Minor

Course	Title	Hours
Academic Career		
Any Semester		

The undergraduate minor in Spanish requires a minimum of 18 s.h. in Spanish courses, including at least 15 s.h. in the Department of Spanish and Portuguese courses at the University of Iowa with prefix SPAN, numbered 2000-4998.

Students must maintain a GPA of at least 2.00 in all courses for the Spanish minor.

Coursework in the Spanish minor may not be taken pass/nonpass.

Study Abroad: students can count coursework toward the Spanish minor from study abroad programs that earn University of Iowa resident credit.

	Hours	0
First Year		
Fall		
SPAN:1001	Elementary Spanish I ^{a, b}	5
	Hours	5
Spring		
SPAN:1002	Elementary Spanish II ^{a, b}	5
	Hours	5
Second Year		
Fall		
SPAN:1501	Intermediate Spanish I ^{a, b}	5
	Hours	5
Spring		
SPAN:1502	Intermediate Spanish II ^{a, c, d}	5
	Hours	5
Third Year		
Fall		
Minor: Spanish elective (prefix SPAN) numbered 2000-4998 ^{e, f}		3
Minor: Spanish elective (prefix SPAN) numbered 2000-4998 ^{e, f}		3
	Hours	6
Spring		
Minor: Spanish elective (prefix SPAN) numbered 2000-4998 ^{e, f}		3
	Hours	3
Fourth Year		
Fall		
Minor: Spanish elective (prefix SPAN) numbered 3000-4998 ^{e, f}		3
	Hours	3
Spring		
Minor: Spanish elective (prefix SPAN) numbered 3000-4998 ^{e, f}		3
	Hours	3
	Total Hours	35

- a Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- b This course is a prerequisite for the required minor courses.
- c Students may also choose to take a Spanish elective (prefix SPAN) or AP/FLIP credit.
- d Students may choose to count 3 s.h. toward their Spanish minor from one of the following four choices: coursework below the major level (such as SPAN:1502); transfer credit approved by the department, including from study abroad programs sponsored by other universities; Advanced Placement Program (AP) Spanish Language and Culture or Literature and Culture exams with a score of 4 or higher; incentive credit earned from the Furthering Language Incentive Program (FLIP).

- e Students can apply one University of Iowa course or one study abroad course (3 s.h.) taught in English toward the minor, but all other courses for the minor must be taught in Spanish. Spanish courses taught in English include: SPAN:2001, SPAN:2050, SPAN:2280, SPAN:2700, SPAN:2850, SPAN:2901, SPAN:3190, SPAN:3192, SPAN:3211, SPAN:3295, SPAN:3400, SPAN:3440, SPAN:3850, SPAN:3999, SPAN:4805, SPAN:4820, SPAN:4900, and SPAN:4925.
- f At least one course for the minor must be a literature, culture, or Hispanic linguistics course.

Portuguese, Minor

Requirements

The undergraduate minor in Portuguese requires a minimum of 15 s.h. in Portuguese courses, including 12 s.h. in University of Iowa courses numbered PORT:2500 or above; credit earned in a University of Iowa study abroad program also may be counted toward the minor. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Furthering Language Incentive Program (FLIP) credit may not be applied toward the minor. A maximum of 3 s.h. of transfer credit may be applied toward the minor.

Students may apply up to 3 s.h. from PORT:2500 Accelerated Intermediate Portuguese toward the minor. One 3 s.h. course taught in English in the Department of Spanish and Portuguese or one course taught in Spanish numbered SPAN:2000 or above can be applied toward the minor, but not both. All other courses must be numbered PORT:2500 or above. Students can identify courses taught in English by viewing the course description for each course.

All students planning to complete a minor in Portuguese are strongly encouraged to consult with Portuguese faculty advisors.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Portuguese, Minor

Course	Title	Hours
Academic Career		
Any Semester		
	The undergraduate minor in Portuguese requires a minimum of 15 s.h. in Portuguese courses, including 12 s.h. in University of Iowa courses numbered PORT:2500 Accelerated Intermediate Portuguese or above.	
	Study Abroad: credit earned in a University of Iowa study abroad program may be counted toward the Portuguese minor.	
	A maximum of 3 s.h. of transfer credit may be applied toward the Portuguese minor.	
	Students must maintain a GPA of at least 2.00 in all courses for the Portuguese minor and in all UI courses for the minor.	
	Coursework in the Portuguese minor may not be taken pass/nonpass.	
	Furthering Language Incentive Program (FLIP) credit may not be applied toward the Portuguese minor.	
	Students planning to minor in Portuguese are strongly encouraged to consult with a Portuguese faculty advisor.	
	Hours	0

First Year

Fall

PORT:2000	Accelerated Elementary Portuguese ^{a, b, c}	5
	Hours	5

Spring

PORT:2500	Accelerated Intermediate Portuguese ^{c, d}	5
	Hours	5

Second Year

Fall

Minor: Portuguese course (prefix PORT) numbered 2500 or above ^e		3
	Hours	3

Spring

Minor: Portuguese course (prefix PORT) numbered 2500 or above ^e		3
	Hours	3

Third Year

Fall

Minor: Portuguese course (prefix PORT) numbered 2500 or above ^e		3
	Hours	3

Spring

Minor: Portuguese course (prefix PORT) numbered 2500 or above ^e		3
	Hours	3

Total Hours	22
-------------	----

- This course is a prerequisite for the required minor courses.
- Alternately, students may substitute PORT:2010 and PORT:2015 for PORT:2000.
- Language level placement will be determined by placement exam score and/or oral interview. Students who place into the 5th semester level of the language will begin coursework at that level and will not be required to take semesters 1-4 of the language.
- Students may apply up to 3 s.h. from PORT:2500 toward the minor.
- One 3 s.h. course taught in English in the Department of Spanish and Portuguese or one course taught in Spanish numbered SPAN:2000 or above can be applied toward the minor, but not both. All other courses must be numbered above PORT:2500. Students can identify courses taught in English by viewing the course description for each course.

Spanish, M.A.

Requirements

The Master of Arts program in Spanish requires 30 s.h. of graduate credit. A maximum of 9 s.h. of graduate credit in approved courses may be transferred from other institutions toward the 30 s.h. required for the M.A. degree. Students must maintain a cumulative g.p.a. of at least 2.75 to earn the degree.

Students choose one of two emphases: literature, which provides training in literary analysis and broad knowledge of representative works in principal areas of Hispanic literature; or linguistics, which provides training in linguistic analysis and argumentation and broad knowledge of the principal subfields of Hispanic linguistics.

The M.A. with a major in Spanish requires the following 10 courses.

Literature Emphasis Courses

Code	Title	Hours
All of these:		
WLLC:5000	Teaching and Learning Languages	3
One course in Spanish linguistics numbered SPAN:4000 or above		3
Two courses in Spanish (peninsular) literature numbered SPAN:4000 or above		6
Two courses in Spanish American literature numbered SPAN:4000 or above		6
One course in literary theory		3
Three electives		9

At least eight of the ten literature emphasis courses must be taken in Department of Spanish and Portuguese courses numbered 5000 or above. The remaining two may be taken in Department of Spanish and Portuguese courses numbered 4000 or above or in courses offered by related departments, subject to approval by the director of graduate studies.

Linguistics Emphasis Courses

Code	Title	Hours
All of these:		
WLLC:5000	Teaching and Learning Languages	3
One course in Spanish or Spanish American literature numbered SPAN:4000 or above		3
Two courses in syntax		6
Two courses in phonetics/phonology		6
One course in history of the Spanish language or sociolinguistics/language variation		3
One course in applied linguistics or language acquisition		3
Two electives		6

At least six of the ten linguistics emphasis courses must be taken in Department of Spanish and Portuguese courses numbered 5000 or above. The remaining four may be taken in Department of Spanish and Portuguese courses numbered 4000 or above or in Department of Linguistics courses (prefix LING).

Language Tool Requirement

Students must complete the equivalent of one year of college-level study of any approved second foreign language; Portuguese is highly recommended. They may satisfy this requirement either by examination or through courses taken at the University of Iowa or another accredited university; such coursework does not count toward the 30 s.h. required for the degree.

Examinations

The comprehensive examination includes written and oral components. The written portion consists of a two-hour examination in each of three areas; an oral examination follows, usually lasting 90 minutes. The examining committee is composed of four departmental faculty members.

Students in the literature emphasis may choose to be examined in three literature areas or in two literature areas and one linguistics area. At least one literature area must be in Spanish literature and at least one must be in Spanish American literature. If three literature areas are chosen, at least one must represent literature written before 1700 (peninsular or Spanish American).

Students in the linguistics emphasis may choose to be examined in three linguistics areas or in two linguistics areas and one literature area. At least one of the linguistics areas must be in syntax or phonology. For students in both emphases, the third examination area may be a film area.

For reading lists, contact the Department of Spanish and Portuguese.

Graduate Study Loads

Maximum course registration for all graduate students is 15 s.h. of graduate-level coursework in fall or spring semesters and 12 s.h. of graduate-level work in summer sessions. Students with one-quarter-time and one-third-time teaching assistantships are permitted to register for the maximum study loads. Students who hold one-half-time assistantships are permitted to register for a maximum of 12 s.h. in fall and spring semesters and 6 s.h. in summer sessions. Students must have approval from the Graduate College to register for additional semester hours.

The minimum course registration is 1 s.h. for all graduate students. Students who fail to register for 36 months must apply for readmission to the Graduate College.

Admission

Applicants to the M.A. program should have completed the equivalent of the undergraduate Spanish major with a g.p.a. of at least 3.00 in coursework for the major.

Financial Support

Teaching and research assistantships are available to qualified graduate students. Usually, two years of support are available for completion of the M.A. degree. Applications for financial support should be made directly to the Department of Spanish and Portuguese.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Spanish Creative Writing, M.F.A.

Requirements

The Master of Fine Arts program in Spanish creative writing requires 48 s.h. of graduate credit earned over four semesters in residence at the University of Iowa. Students complete courses in writing, including several workshops and other relevant coursework. They also are required to do a final public reading in the spring semester of their second year. Work toward the degree culminates in a creative thesis.

Students must enroll in SPAN:6210 Fiction Workshop and SPAN:6220 Poetry Workshop during each year of residence in the program. Groups of 8-12 students read and critique each other's work in these courses.

For more information, visit the Master of Fine Arts in Spanish Creative Writing web page.

The M.F.A. with a major in Spanish creative writing requires the following coursework.

Required Courses

Code	Title	Hours
All of these:		
SPAN:6210	Fiction Workshop (taken twice for 3 s.h. each)	6
SPAN:6220	Poetry Workshop (taken twice for 3 s.h. each)	6
Four graduate-level courses offered by the Department of Spanish and Portuguese		12
Four additional courses offered by the M.F.A. program in Spanish creative writing, the Department of Spanish and Portuguese, or related units in consultation with faculty advisor		12
9 s.h. from these:		
SPAN:6241	Creative Project Development (course may be taken more than once)	3
SPAN:6280	Nonfiction Workshop	3

Thesis

Students submit their graduate thesis, a manuscript of substantial length, during their last semester, and must enroll in SPAN:6299 Thesis: Creative Writing. The thesis committee is composed of at least three members: two faculty members in the Spanish creative writing program and a third Department of Spanish and Portuguese faculty member who could be part of the creative writing program, or a faculty member from one of the related units—Center for the Book, the Creative Writing Program (Iowa Writers' Workshop), or the International Writing Program.

Code	Title	Hours
SPAN:6299	Thesis: Creative Writing	3

Graduate Study Loads

Maximum course registration for all graduate students is 15 s.h. of graduate-level coursework in fall or spring semesters and 12 s.h. of graduate-level work in summer sessions. Students with one-quarter-time and one-third-time teaching

assistantships are permitted to register for the maximum study loads. Students who hold one-half-time assistantships are permitted to register for a maximum of 12 s.h. in fall and spring semesters and 6 s.h. in summer sessions. Students must have approval from the Graduate College to register for additional semester hours.

The minimum course registration is 2 s.h. for all graduate students. Students who fail to register for 36 months must apply for readmission to the Graduate College.

Admission

In order to receive full consideration for financial aid, applications to the program should be received from October 1 to January 15.

Financial Support

Teaching and research assistantships are available to qualified graduate students. Applications for financial support should be made directly to the Department of Spanish and Portuguese.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Spanish, Ph.D.

Requirements

The Doctor of Philosophy program in Spanish requires a total of at least 72 s.h. of graduate credit. In this research-oriented degree, Ph.D. students choose from two different tracks: literatures/cultures and Hispanic linguistics. The literatures/cultures track trains students in textual analysis and literary history, criticism, and theory. The linguistics track provides training in linguistic analysis and theory. All courses taken to fulfill the semester hour requirement for the degree must be taken on a graded basis; no graduate credit is awarded for a grade lower than C-minus. To remain in good standing in the Graduate College, students must maintain a cumulative g.p.a. of at least 3.00.

Both tracks require a specified number of semester hours of coursework, of which up to, but not more than, 30 s.h. (10 courses) may be counted from the M.A. in Spanish or the M.F.A. in Spanish creative writing at the University of Iowa or elsewhere, as approved by the director of graduate studies. The Ph.D. also requires 3-15 s.h. for the thesis in SPAN:6999 Thesis. The degree also requires successful completion and defense of a dissertation representing original research or creative work.

No credit is awarded for coursework completed after the M.A. is granted and prior to entrance into the Ph.D. program. If, in the course of doctoral study, the advisory committee recommends a student take coursework at another institution, the student may petition the director of graduate studies well in advance of undertaking the coursework, for approval of up to 9 s.h. of transfer credit. At least 39 s.h. of the 72 s.h. required for the degree must be in coursework taken at the University of Iowa.

Students who hold a teaching assistantship in the department are required to take WLLC:5000 Teaching and Learning Languages, a course in foreign language teaching methods. A student who has not earned the M.A. in Spanish or the M.F.A. in Spanish creative writing at the University of Iowa may request that this requirement be waived because of previous coursework in foreign language teaching methods. The decision to waive the requirement is made by the Spanish CLAS Core director; no transfer credit is awarded toward the 72 s.h. required for the degree.

Course requirements for each track are as follows.

Literatures/Cultures Track

Courses

Students must complete at least 36 s.h. (12 courses) beyond the master's degree (or 22 courses beyond the bachelor's degree). The following courses are required; courses taken for the M.A. may be used to meet part of this requirement.

Code	Title	Hours
All of these:		
SPAN:5002	Pedagogical Practicum	2
	Proseminar course focused on professional training and development	1
	Three courses in Spanish American literature or culture; at least one course must be in pre-1700 literature	9

Three courses in Spanish literature or culture; at least one course must be in pre-1700 literature	9
--	---

Six courses chosen in conjunction with advisor (students approved for a creative writing dissertation must take at least three graduate courses in Spanish creative writing, and students approved for a literary or cultural studies dissertation must take at least three graduate courses in Spanish or Spanish American literature or culture)	18
SPAN:6999 Thesis	3

The specific plan of study for students, tailored to their area of emphasis, must be approved by their advisory committee by the end of the first semester in the Ph.D. program. Coursework must be numbered at the 5000 to 7000 level.

Students are encouraged to complete a graduate certificate. University of Iowa graduate certificates that complement the literatures/cultures track include the Certificates in Book Studies/Book Arts and Technologies [p. 1570]; College Teaching [p. 1575]; Gender, Women's, and Sexuality Studies [p. 530]; Literary Translation [p. 772]; Online Teaching [p. 1316]; and Public Digital Humanities. [p. 1626]

Language Tool Requirement

Students in this track must complete the equivalent of three years of college-level study in one language.

Students who plan to write dissertations on topics in Spanish or Spanish American literature before 1700 are strongly encouraged to select Latin, Arabic, or an Amerindian language to satisfy this requirement; they should consult specialists in their field to determine which language is most appropriate. Students may take more than two languages if their coursework permits.

Language tool coursework below the third-year college level does not count toward the 72 s.h. required for the degree. Courses taken to fulfill the language tool requirements may be taken on a nongraded basis. If the language tool requirements are satisfied by examination, the exam results must be documented in a student's file.

Hispanic Linguistics Track Courses

Students must earn at least 27 s.h. (9 courses) beyond the master's degree (or 19 courses beyond the bachelor's degree). The following courses are required; courses taken for the M.A. may be used to meet part of this requirement.

Code	Title	Hours
SPAN:6110	Spanish Phonology	3
SPAN:6120	Spanish Syntax	3
SPAN:6150	Topics in Spanish Language Acquisition	3
SPAN:6190	Topics in Comparative Romance Linguistics	3
SPAN:6999	Thesis	6
LING:3005	Articulatory and Acoustic Phonetics	3
LING:5010	Introduction to Syntax	3
LING:5020	Introduction to Phonology	3
LING:6010	Syntactic Theory	3
	One additional course in the dissertation research area	3

One course in historical linguistics, sociolinguistics/language variation, or language acquisition/psycholinguistics	3
One Hispanic linguistics seminar numbered 7000 or above	3

The additional course in the dissertation research area (phonology, syntax, language acquisition, language variation) must be taken in the Department of Spanish and Portuguese or the Department of Linguistics.

The specific plan of study for students, tailored to their chosen area of emphasis, must be approved by their advisory committee by the end of the first semester in the Ph.D. program. Coursework in Spanish (taken after the M.A.) must be numbered 6000 or above, except for some courses offered by the Department of Linguistics and the required third-year-level course in Portuguese (see "Language Tool and Additional Requirements" below).

Language Tool and Additional Requirements

Students in this track must complete the equivalent of three years of college-level study of Portuguese, and the equivalent of one year of college-level study in each of two other languages. For students specializing in historical linguistics, one of those two languages must be Latin.

Students may satisfy the language tool requirement by examination or by coursework at the University of Iowa or at another accredited university. Courses taken to fulfill the language tool requirements may be taken on a nongraded basis. If the language tool requirements are satisfied by examination, the exam results must be documented in the student's file. The language tool coursework does not count toward the 57 s.h. of pre-thesis coursework required for the degree, except for the third-year-level coursework in Portuguese, which may be counted with the faculty advisor's approval if a student completed the course with a grade.

Students also must write two extended research papers and give two colloquium presentations based on these papers. The first paper must be in an area distinct from the intended dissertation research; it must be approved by a student's advisory committee by the end of fall semester of the second year of Ph.D. coursework in order for the student to continue in the track. The second paper must be in the dissertation research area, must be of publishable quality, and must be approved by the student's advisory committee no later than the beginning of the semester in which the student takes the comprehensive exam.

Timeline: Post-M.A./M.F.A.

By the end of the fourth semester of enrollment, students should have completed all their required coursework. They typically present their Ph.D. comprehensive examination at the beginning of their fifth semester of enrollment. Students should develop the various parts of the comprehensive portfolio in conjunction with their Ph.D. coursework. The two broad area reading lists can be developed while taking graduate-level courses in the department, and their article should be based on a research paper written in a graduate course in the department. Students are encouraged to complete their comprehensive examinations before October 15 (in the fall semester) or March 15 (in the spring semester) and present and defend their dissertation prospectus before the end of the same semester. Some grants require students to have completed their doctoral examination and prospectus

defense before they apply, so it is recommended that students finish the examinations early in the semester.

Comprehensive Examinations

The purpose of the comprehensive examination is to determine whether students have gained sufficient breadth and depth of research knowledge in Hispanic literatures or linguistics to enter the profession as a teacher-scholar. The examining committee is composed of five departmental faculty members, or four departmental faculty members and a fifth faculty member from a related department.

Graduate students who plan to take the examination must file the departmental Notification of Intent to Take M.A. or Ph.D. Exams form with the graduate student academic coordinator by the third week of the relevant semester; see the Graduate Program Manual on the Department of Spanish and Portuguese website. Students presenting the comprehensive exams cannot have more than one coursework requirement left to be completed, including courses for the fulfillment of the language tool requirements, after the semester in which the exams are presented. Generally, students either have finished their coursework requirements prior to presenting the comprehensive exams or they are completing them in the semester of their exams.

As with advisory committees, the student's advisor contacts the relevant faculty members to request their participation in the examining committee, and then submits the proposed committee for approval by the director of graduate studies and the chair of the Department of Spanish and Portuguese. These individuals consult with the advisor as part of the approval process. This should be done as early as possible during the semester preceding the examinations, but not later than fifteen weeks prior to the start of examinations.

The Graduate College requires that written and oral exams be completed within a 15-week period. The research essay and position paper should be given to the Comprehensive Examination Committee at least one month before the oral exam, after approval by the faculty supervisors. The two written examinations are typically scheduled over a two-week period and must be finished at least one week before the oral exam. Between the time of the written exams and the oral exam, examining faculty individually evaluate and discuss the exams with the student. The information provided in the evaluation guides the student in final preparation for the oral component of the examination; although, it does not include specific questions to be asked in the oral exam nor does it limit the questions that may be asked.

The oral examination provides the opportunity for further development of the written examinations as well as review of the position paper and research essay. At the end of the oral exam, the student is asked to leave the exam room in order for the committee to determine its evaluation. The student is then invited to return to the room to learn of the committee's evaluation, including an appraisal of specific areas of strength and/or weakness and recommendations for future academic work. The official evaluation of the exam is reported to the Graduate College as satisfactory, reservation, or unsatisfactory. If reservations are imposed, the examination committee must send a letter to the student specifying the reservations to be met and the deadline for their removal; copies are sent to the student's file, the director of graduate studies, and the Graduate College.

Students must be registered during the semester in which they take their comprehensive examinations. If all coursework has been completed prior to that semester, then students

should register for 2 s.h. in SPAN:6998 Special Work with their advisor, on a satisfactory/unsatisfactory basis. Students may not register in SPAN:6999 Thesis during the semester of their comprehensive examination.

Literatures/Cultures Track Comprehensive Exams

The comprehensive examination has written and oral components. The written component includes four elements: two broad areas, one specialized area, and one article, each under the supervision of a committee member.

The elements of the written component are as follows:

Two 2-hour written examinations, one for each of two broad areas of literary history, one Spanish and one Spanish American. The broad area lists should consist of approximately 35 readings. Selection of the two broad areas should be tied to a student's Ph.D. coursework, particularly the courses taken after admission to the Ph.D. program. The lists must be developed in consultation with the advisory committee and approved by the broad area supervisors before they are submitted to the rest of the committee for final approval. The written examination may include questions of textual analysis and aesthetics as well as historical periodization and literary criticism.

One position paper in a specialized area related to the thesis. The specialized area list should include approximately 10-15 works that define the area. The narrow area is examined via a 10-15 page position paper that is a critical synthesis, particularly of the secondary readings. The list and position paper should be written in consultation with a faculty supervisor and must be approved by that supervisor at least one month before the date of the exam. The position paper is expected to form part of the introduction to the dissertation.

One research essay. This part of the examination is a 20-25 page research essay. Typically, this essay is a substantially revised version of a paper written in one of the required graduate courses. The essay should be revised in consultation with the professor who taught the course for which the paper was originally written and with a second member of the exam committee. The research essay must be approved by both faculty members at least one month before the date of the exam.

One oral examination. The oral examination lasts for approximately two hours. Approximately one half the oral exam is devoted to an examination of the two broad areas and the other half examines the research essay and position paper.

Hispanic Linguistics Track Comprehensive Exams

The comprehensive exam includes written and oral components. The written component includes two weekend take-home exams consisting of linguistic analysis in two subdisciplines distinct from the subdiscipline of the intended dissertation research. The two-hour oral exam consists of one hour devoted to discussion of the second research paper and the other hour devoted to follow-up questions on the written exams.

Dissertation

After the comprehensive examination is completed, a student submits a dissertation prospectus for the dissertation committee's approval. The dissertation committee is composed of five faculty members; at least four committee members must be from the Department of Spanish and Portuguese.

The dissertation, complete and in final form, must be submitted in the required electronic format to the Graduate College office by the first-deposit deadline date of the session in which the degree is to be conferred. The final deposit of the approved dissertation in electronic format must be deposited at the office by the appropriate deadline in a student's graduation semester.

Students must adhere to the Graduate College regulations regarding preparation of the dissertation copy; consult the Graduate College. For information on the dissertation and final examinations, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Literatures/Cultures Track Dissertation

Dissertations can present a research project within literary/cultural history and/or theory in the form of a monographic study; present a research project within literary/cultural history and/or theory in the form of a set of journal article-style research essays, accompanied by an in-depth theoretical and critical reflection of 20-30 pages in length; offer a major creative project, accompanied by an in-depth theoretical and critical reflection; a critical edition of a literary work, accompanied by an in-depth theoretical and critical reflection; a translation of a literary work, accompanied by an in-depth theoretical and critical reflection. Theoretical and critical reflections for the major creative project, a critical edition of literary work, or the translation of a literary work options may be no less than 50 pages in length.

Dissertation Prospectus

The first step in the dissertation process is the submission and defense of the dissertation prospectus. The prospectus consists of these sections: a narrative which describes in detail the dissertation, the work done in the field previously, the research methodology and/or theoretical or creative approach, and a preliminary description of chapter divisions; a preliminary bibliography; and a timetable for completion of the research and writing of the dissertation. Typically, the entire prospectus is from 35-40 pages long.

Ideally, the prospectus should be approved the dissertation committee by the end of the semester in which the comprehensive examination was successfully completed. In order to be considered to be making adequate progress toward the degree, a student should turn in the prospectus no later than the fourth week of the semester following the comprehensive exam.

Prospectus Defense

After the dissertation director has given preliminary approval of the prospectus, that faculty member schedules the prospectus defense. The defense is a meeting of the dissertation committee at which the student gives a brief oral presentation of the prospectus and answers questions that the committee members may have; the committee members should receive the written prospectus at least two weeks prior to the defense meeting. At this time, two members of the dissertation committee, in addition to the director, agrees to read the dissertation on a chapter-by-chapter basis. Once approved, a copy of the prospectus and the departmental

prospectus approval form are handed in to the graduate student academic coordinator by the dissertation director, and is placed in the student's file.

Additional Requirements

Independent Study

Only 3 s.h. earned for post-M.A. independent study may be applied toward the 72 s.h. required for the degree; the department discourages students from including independent study as a part of their coursework. Exceptions are made under extraordinary circumstances, but must be preapproved by the director of graduate studies. For consideration of a request for independent study credit, students must complete the Department of Spanish and Portuguese Independent Study Contract for Graduate Students form obtained from the director of graduate studies, then secure the approval of the director of graduate studies and the chair of the department, and submit a copy of the form to the graduate student academic coordinator before the first day of the semester. Only students in good academic standing may enroll in an independent study course.

Graduate Study Loads

Maximum course registration for all graduate students is 15 s.h. of graduate-level coursework in fall or spring semesters and 12 s.h. of graduate-level work in summer sessions. Students with one-quarter-time and one-third-time teaching assistantships are permitted to register for the maximum study loads. Students who hold one-half-time assistantships are permitted to register for a maximum of 12 s.h. in fall and spring semesters and 6 s.h. in summer sessions. Students must have approval from the Graduate College to register for additional semester hours.

The minimum course registration is 1 s.h. for all graduate students. Doctoral students who have passed the comprehensive examinations typically register for 1 s.h. of thesis work to satisfy the minimum registration requirement. Students who fail to register for 36 months must apply for readmission to the Graduate College.

Financial Support

Teaching and research assistantships are available to qualified graduate students. Usually, four years of support are available beyond the receipt of the M.A. for the Ph.D. Applications for financial support should be made directly to the Department of Spanish and Portuguese.

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Statistics and Actuarial Science

Chair

- Kung-Sik Chan

Director of Graduate Studies

- Joyee Ghosh

Director of Undergraduate Studies, Actuarial Science

- Elias S. Shiu

Director of Undergraduate Studies, Data Science

- Rhonda R. DeCook

Director of Undergraduate Studies, Statistics

- Rhonda R. DeCook

Undergraduate majors: actuarial science (B.S.); statistics (B.S.)

Undergraduate minor: statistics

Graduate degrees: M.S. in actuarial science; M.S. in statistics; Ph.D. in statistics

Faculty: <https://stat.uiowa.edu/people>

Website: <https://stat.uiowa.edu/>

The Department of Statistics and Actuarial Science offers undergraduate majors, an undergraduate minor, and graduate degree programs. They partner with other departments to offer the B.S. in data science and the undergraduate Certificate in Social Science Analytics (see below). The department offers courses that any undergraduate student may use to satisfy the GE CLAS Core [p. 20] Quantitative or Formal Reasoning requirement.

Probability and statistics are important scientific disciplines essential to all fields of study that rely on information obtained from data. In a world bombarded with numerical information, informed decisions rely on the ability to separate fact from fiction by applying valid statistical analyses and visualizations. Statisticians can provide crucial guidance in determining what information is reliable and which predictions may be trusted. They often help search for clues to the solution of a scientific mystery and sometimes keep investigators from being misled by false impressions.

The work of a statistician may range from the theoretical (developing new methodologies and statistical theory) to the applied (working with scientists and decision makers to collect, analyze, and interpret data). Regardless of the areas in which they work, statisticians need strong mathematical, computational, and communication skills. Because uncertainty and data arise in many settings, statisticians have the opportunity to work on a variety of projects in industry, education, government, and research. Thousands of statisticians work in medicine, law, agriculture, public policy, marketing, manufacturing, engineering, and other fields in the social and natural sciences. The diversity of applications is an exciting aspect of the field and is one reason why the demand for well-trained statisticians continues to be strong.

An actuary is a business executive, professionally trained in the mathematical sciences. Actuaries specialize in the

evaluation of financial risk—most often in the context of life, health, and casualty insurance, where they design, analyze, and refine varied programs to meet the insurance needs of society. Many actuaries are employed by insurance companies, where they have responsibilities for all phases of the development and maintenance of their company's products. They have considerable influence on the financial soundness of their company through work in pricing insurance policies and in compiling data for financial statements.

Many actuaries are employed as consultants. Their actuarial services are used by smaller insurance companies and by individual employers who need actuarial guidance in establishing insurance and retirement programs for their employees. A growing number of actuaries work in the areas of asset/liability management and risk management. Some of these actuaries are employed by investment and consulting firms; others are employed by insurance companies.

Actuaries have been called financial architects and social mathematicians, because their combined analytical and business skills help solve a growing variety of financial and social problems. The actuarial profession is a demanding yet rewarding career choice.

Related Major and Certificate

Major: Data Science

The B.S. in data science produces graduates with the sophisticated analytical and computational skills required to thrive in a quantitative world where new problems are encountered at an ever-increasing rate. The major emphasizes the statistical/probabilistic and algorithmic methods that underlie the preparation, analysis, and communication of complex data. With focus on technical foundations, the data science program promotes skills useful for creating and implementing new or special-purpose analysis and visualization tools. It also promotes a fundamental understanding of how to best handle uncertainty when making data-driven decisions.

Statistics majors may not earn a major in data science. The Department of Statistics and Actuarial Science and the Department of Computer Science [p. 298] collaborate to offer the major in data science. The B.S. in data science is administered by the Department of Statistics and Actuarial Science; see the B.S. in data science [p. 357] in the Catalog.

Certificate: Social Science Analytics

The growth of big data and informatics calls for a new set of skills for social science students and an increased understanding of the logic of data collection and analysis. The certificate focuses on the application side of data analysis and allows focus to be on the specific research methods and quantitative skills using data-driven methods effective for more understanding in an increasingly complicated social-political world. The certificate offers an opportunity for interdisciplinary training on how data can be used to address important questions in the social sciences. The Department of Statistics and Actuarial Science collaborates with the Departments of Geographical and Sustainability Sciences, Political Science, and Sociology and Criminology to offer the undergraduate program in social science analytics; see the Certificate in Social Science Analytics [p. 987] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Statistics (Bachelor of Science) [p. 1074]
- Major in Actuarial Science (Bachelor of Science) [p. 1080]

Minor

- Minor in Statistics [p. 1084]

Graduate Programs of Study

Majors

- Master of Science in Statistics [p. 1085]
- Master of Science in Actuarial Science [p. 1087]
- Doctor of Philosophy in Statistics [p. 1088]

Facilities

The Department of Statistics and Actuarial Science is housed in Schaeffer Hall, adjacent to Old Capitol, a National Historic Landmark and the center of campus. The department operates two computer labs in Schaeffer Hall. One, which also is used as an electronic classroom, contains 28 Windows PCs. The second houses 18 high-end UNIX workstations. Students use these labs for class work and research.

Courses

- Statistics Courses [p. 1069]
- Actuarial Science Courses [p. 1072]

Undergraduate Duplication and Regression Policy

Statistics majors may not earn a major in data science; likewise, data science majors may not earn a major in statistics.

Undergraduate students should be aware of the duplication and regression policies concerning the following courses.

Students may earn credit for only two of these:

STAT:1010 Statistics and Society,
 STAT:1020/PSQF:1020 Elementary Statistics and Inference,
 STAT:1030 Statistics for Business, and
 STAT:2010 Statistical Methods and Computing.

Credit for STAT:1010 Statistics and Society may be earned only if the course is taken before any of these:

STAT:1020/PSQF:1020 Elementary Statistics and Inference,
 STAT:1030 Statistics for Business, and
 STAT:2010 Statistical Methods and Computing.

Students may receive credit for only one course from each of these pairs:

STAT:2010 Statistical Methods and Computing and STAT:4200/IGPI:4200 Statistical Methods and Computing,

STAT:3100/IGPI:3100 Introduction to Mathematical Statistics I and STAT:3120/IGPI:3120 Probability and Statistics, and
 STAT:3510/IGPI:3510 Biostatistics and
 STAT:4143/PSQF:4143 Introduction to Statistical Methods.

Students may not take STAT:3101/IGPI:3101 Introduction to Mathematical Statistics II and STAT:4101/IGPI:4101 Mathematical Statistics II at the same time and get credit for both (nor go back to STAT:3101/IGPI:3101 after taking STAT:4101/IGPI:4101).

Statistics Courses

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

STAT:1010 Statistics and Society **3 s.h.**
 Statistical ideas and their relevance to public policy, business, humanities, and the social, health, and physical sciences; focus on critical approach to statistical evidence. Requirements: one year of high school algebra or MATH:0100. GE: Quantitative or Formal Reasoning.

STAT:1020 Elementary Statistics and Inference **3 s.h.**
 Graphing techniques for presenting data, descriptive statistics, correlation, regression, prediction, logic of statistical inference, elementary probability models, estimation and tests of significance. Requirements: one year of high school algebra or MATH:0100. GE: Quantitative or Formal Reasoning. Same as PSQF:1020.

STAT:1030 Statistics for Business **4 s.h.**
 Descriptive statistics, graphical presentation, elementary probability, estimation and testing, regression, correlation; statistical computer packages. Prerequisites: MATH:1005 or MATH:1020 or MATH:1340 or MATH:1350 or MATH:1380 or MATH:1440 or MATH:1460 or MATH:1550 or MATH:1850. GE: Quantitative or Formal Reasoning.

STAT:2010 Statistical Methods and Computing **3 s.h.**
 Methods of data description and analysis using SAS; descriptive statistics, graphical presentation, estimation, hypothesis testing, sample size, power; emphasis on learning statistical methods and concepts through hands-on experience with real data. Recommendations: undergraduate standing. GE: Quantitative or Formal Reasoning.

STAT:2020 Probability and Statistics for the Engineering and Physical Sciences **3 s.h.**
 Probability, random variables, important discrete and continuous distributions, joint distributions, transformations of random variables, descriptive statistics, point and interval estimation, tests of hypotheses, regression. Prerequisites: MATH:1560 or MATH:1860.

STAT:3100 Introduction to Mathematical Statistics I **3 s.h.**
 Descriptive statistics, probability, conditional probability, discrete and continuous univariate and multivariate distributions, sampling distributions. Prerequisites: MATH:1860 or MATH:1560. Same as IGPI:3100.

STAT:3101 Introduction to Mathematical Statistics II **3 s.h.**
 Point and interval estimation, testing statistical hypotheses, simple regression, nonparametric methods. Prerequisites: STAT:3100. Same as IGPI:3101.

- STAT:3120 Probability and Statistics** 4 s.h.
Models, discrete and continuous random variables and their distributions, estimation of parameters, testing statistical hypotheses. Prerequisites: MATH:1560 or MATH:1860. Same as IGPI:3120.
- STAT:3200 Applied Linear Regression** 3 s.h.
Regression analysis with focus on applications; model formulation, checking, selection; interpretation and presentation of analysis results; simple and multiple linear regression; logistic regression; ANOVA; hands-on data analysis with computer software. Prerequisites: STAT:2020 or STAT:2010 or STAT:3120. Same as IGPI:3200, ISE:3760.
- STAT:3210 Experimental Design and Analysis** 3 s.h.
Single- and multifactor experiments; analysis of variance; multiple comparisons; contrasts; diagnostics; fixed, random, and mixed effects models; designs with blocking and/or nesting; two-level factorials and fractions thereof; use of statistical computing packages. Prerequisites: STAT:3200.
- STAT:3510 Biostatistics** 3 s.h.
Statistical concepts and methods for the biological sciences; descriptive statistics, elementary probability, sampling distributions, confidence intervals, parametric and nonparametric methods, one-way ANOVA, correlation and regression, categorical data. Requirements: MATH:0100 or MATH:1005 or ALEKS score of 30 or higher. Same as IGPI:3510.
- STAT:3620 Quality Control** 3 s.h.
Basic techniques of statistical quality control; application of control charts for process control variables; design of inspection plans and industrial experimentation; modern management aspects of quality assurance systems. Offered fall semesters. Prerequisites: STAT:2020 or MSCI:9100 or BAIS:9100 or (STAT:3100 and STAT:3101 and STAT:3200). Same as CEE:3142, ISE:3600.
- STAT:4100 Mathematical Statistics I** 3 s.h.
Probability, conditional probability, random variables, distribution and density functions, joint and conditional distributions, various families of discrete and continuous distributions, mgf technique for sums, convergence in distribution, convergence in probability, central limit theorem. Prerequisites: MATH:2850 and MATH:2700. Same as IGPI:4100.
- STAT:4101 Mathematical Statistics II** 3 s.h.
Transformations, order statistics, point estimation, sufficient statistics, Rao-Blackwell Theorem, delta method, confidence intervals, likelihood ratio tests, applications. Prerequisites: STAT:4100. Same as IGPI:4101.
- STAT:4143 Introduction to Statistical Methods** 3 s.h.
Analysis, interpretation of research data; descriptive statistics; introduction to probability, sampling theory, statistical inference (binomial, normal distribution, t-distribution models); linear correlation, regression. Same as PSQF:4143.
- STAT:4200 Statistical Methods and Computing** 3 s.h.
Methods of data description and analysis using SAS; descriptive statistics, graphical presentation, estimation, hypothesis testing, sample size, power; emphasis on learning statistical methods and concepts through hands-on experience with real data. Recommendations: graduate standing in non-statistics or less quantitative major. Same as IGPI:4200.
- STAT:4510 Regression, Time Series, and Forecasting** 3 s.h.
Regression analysis, forecasting, time series methods; use of statistical computing packages. Prerequisites: STAT:3101 with a minimum grade of C+.
- STAT:4520 Bayesian Statistics** 3 s.h.
Bayesian statistical analysis, with focus on applications; Bayesian and frequentist methods compared; Bayesian model specification, choice of priors, computational methods; hands-on Bayesian data analysis using appropriate software; interpretation and presentation of analysis results. Prerequisites: STAT:3200 and (STAT:3101 or STAT:4101 or STAT:3120). Same as IGPI:4522, PSQF:4520.
- STAT:4540 Statistical Learning** 3 s.h.
Introduction to supervised and unsupervised statistical learning, with a focus on regression, classification, and clustering; methods will be applied to real data using appropriate software; supervised learning topics include linear and nonlinear (e.g., logistic) regression, linear discriminant analysis, cross-validation, bootstrapping, model selection, and regularization methods (e.g., ridge and lasso); generalized additive and spline models, tree-based methods, random forests and boosting, and support-vector machines; unsupervised learning topics include principal components and clustering. Requirements: an introductory statistics course and a regression course. Recommendations: prior exposure to programming and/or software, such as R, SAS, and Matlab. Same as IGPI:4540.
- STAT:4560 Statistics for Risk Modeling** 3 s.h.
Theory and applications of general linear models, generalized linear models, and regression-based time series models; emphasis on parameter estimation, variable selection, and diagnostic checking for these models, and their use for statistical inference and prediction; practical implementations of these models to analyze actuarial and financial data. Prerequisites: STAT:4101 with a minimum grade of C+ or STAT:5101 with a minimum grade of C+.
- STAT:4580 Data Visualization and Data Technologies** 3 s.h.
Introduction to common techniques for visualizing univariate and multivariate data, data summaries, and modeling results; how to create and interpret these visualizations and assess effectiveness of different visualizations based on an understanding of human perception and statistical thinking; data technologies for obtaining and preparing data for visualization and further analysis; students learn how to present results in written reports and use version control to manage their work. Requirements: an introductory statistics course and a regression course. Recommendations: prior exposure to basic use of statistical programming software (e.g., R or SAS) as obtained from a regression course strongly recommended. Same as IGPI:4580.
- STAT:4740 Large Data Analysis** 3 s.h.
Current areas that deal with problem of big data; techniques from computer science, mathematics, statistics; high performance and parallel computing, matrix techniques, cluster analysis, visualization; variety of applications including Google PageRank, seismology, Netflix-type problems, weather forecasting; fusion of data with simulation; projects. Prerequisites: (CS:1210 with a minimum grade of C- or ENGR:2730 with a minimum grade of C-) and (MATH:3800 or CS:3700) and (STAT:3200 or ISE:3760 or IGPI:3200). Same as CS:4740, IGPI:4740, MATH:4740.

- STAT:4880 Data Science Creative Component** 1 s.h.
Independent project under a faculty advisor's supervision; emphasis on communication of ideas learned in student's data science coursework or internship.
- STAT:4890 Data Science Practicum** 2 s.h.
On- or off-campus internship or group-based consulting project that provides experience in a real-world setting and introduces ethical and confidentiality issues related to data collection, storage, and sharing.
- STAT:5090 ALPHA Seminar** 1 s.h.
Resources available to students, program requirements, tips for academic success, professional statistical organizations, library and career center resources, statistical computing, scientific document preparation, history of statistics. Requirements: graduate standing in statistics.
- STAT:5100 Statistical Inference I** 3 s.h.
Review of probability, distribution theory (multiple random variables, moment-generating functions, transformations, conditional distributions), sampling distributions, order statistics, convergence concepts, generating random samples. Prerequisites: MATH:2850 and STAT:3101.
- STAT:5101 Statistical Inference II** 3 s.h.
Continuation of STAT:5100; principles of data reduction, point estimation theory (MLE, Bayes, UMVU), hypothesis testing, interval estimation, decision theory, asymptotic evaluations. Prerequisites: STAT:5100.
- STAT:5120 Mathematical Methods for Statistics** 3 s.h.
Real numbers, point set theory, limit points, limits, metric spaces, continuity, sequences and series, Taylor series (multivariate), uniform convergence, Riemann-Stieltjes integrals. Requirements: statistics graduate standing.
- STAT:5200 Applied Statistics I** 4 s.h.
Descriptive statistics, basic inferential methods (confidence intervals, chi-square tests); linear models (regression and ANOVA models—specification and assumptions, fitting, diagnostics, selection, testing, interpretation); nonlinear models, logistic regression. Prerequisites: STAT:3101. Corequisites: STAT:4100 or STAT:5100. Requirements: facility with matrix algebra. Same as IGPI:5199.
- STAT:5201 Applied Statistics II** 3 s.h.
Design of experiments and analysis of designed experiments; models for fixed and random effects; mixed models; design and analysis of complex plans; sample-size methods. Prerequisites: STAT:5200. Recommendations: prior exposure to SAS software.
- STAT:5400 Computing in Statistics** 3 s.h.
R; database management; graphical techniques; importing graphics into word-processing documents (e.g., LaTeX); creating reports in LaTeX; SAS; simulation methods (Monte Carlo studies, bootstrap, etc.). Prerequisites: CS:1210 and STAT:3200 and (STAT:3120 or STAT:3101 or STAT:4101). Corequisites: STAT:5100 and STAT:5200 if not already completed. Same as IGPI:5400.
- STAT:5610 Regression Modeling and ANOVA in the Health Sciences** 3 s.h.
Continuation of BIOS:4120; correlation, simple and multiple linear regression, confounding, interactions, model selection, single and multiple factor ANOVA (analysis of variance) models, contrasts, multiple comparisons, nested and block designs, and an introduction to mixed models; designed for non-biostatistics majors. Offered spring semesters and summer sessions. Prerequisites: BIOS:4120. Same as BIOS:5120, IGPI:5120.
- STAT:5810 Research Data Management** 3 s.h.
Introduction to data management techniques and problems encountered in gathering and processing data from biomedical investigations; introduction to SAS, techniques taught in SAS; designed for non-biostatistics majors. Offered fall and spring semesters. Recommendations: prior programming experience with C, C++, Python, Java, or other. Same as BIOS:5310, IGPI:5310.
- STAT:6220 Statistical Consulting** 3 s.h.
Realistic supervised data analysis experiences, including statistical packages, statistical graphics, writing statistical reports, dealing with complex or messy data. Offered spring semesters. Prerequisites: (STAT:3200 and STAT:3210) or (STAT:5201 and STAT:5200). Requirements: for undergraduate majors—major g.p.a. of 3.00 or above, and grades of B or higher in STAT:3200 and STAT:3210.
- STAT:6300 Probability and Stochastic Processes I** 3 s.h.
Conditional expectations; Markov chains, including random walks and gambler's ruin; classification of states; stationary distributions; branching processes; Poisson processes; Brownian motion. Prerequisites: STAT:4100.
- STAT:6301 Probability and Stochastic Processes II** 3 s.h.
Markov chains with continuous state space, Martingales, random walks, Brownian motion and other continuous-time Markov chains, simulation methods. Prerequisites: STAT:6300.
- STAT:6510 Applied Generalized Regression** 3 s.h.
Applications of semiparametric models, generalized linear models, nonlinear normal errors models, correlated response models; use of statistical packages, especially R and SAS. Requirements: introductory statistics and applied linear models. Same as IGPI:6511.
- STAT:6513 Intermediate Statistical Methods** 4 s.h.
Foundation for more advanced applied courses; logic of statistical inference, chi-square, and other tests of statistical hypotheses; small sample error theory, interval estimates, introduction to analysis of variance, selected nonparametric methods. Requirements: for PSQF:6243—PSQF:4143; for STAT:6513—STAT:4143. Same as PSQF:6243.
- STAT:6514 Correlation and Regression** 4 s.h.
Correlation techniques; selected bivariate procedures, multiple, partial, curvilinear correlation; multiple linear regression; sampling theory applied to regression analysis and correlation coefficients; simple causal models. Requirements: for PSQF:6244—PSQF:6243; for STAT:6514—STAT:6513. Same as PSQF:6244.
- STAT:6516 Design of Experiments** 4 s.h.
Theory and methods in the planning and statistical analysis of experimental studies; testing of hypotheses about linear contrasts among means in single-factor and multifactor, completely randomized, and repeated measurement designs. Requirements: for PSQF:6246—PSQF:6243; for STAT:6516—STAT:6513. Same as PSQF:6246.
- STAT:6530 Environmental and Spatial Statistics** 3 s.h.
Geostatistics kriging, variogram estimation, trend estimation, sampling design, extensions to river networks and the globe, lattice data analysis, analysis of spatial point patterns. Prerequisites: STAT:4101 and STAT:3200. Same as IGPI:6530.
- STAT:6540 Applied Multivariate Analysis** 3 s.h.
Multivariate descriptive statistics, multivariate normal distribution, Hotelling's T-squared, MANOVA, multivariate regression, principal components, discrimination and classification, cluster analysis. Prerequisites: STAT:3200 and STAT:3210. Requirements: facility with matrix algebra. Same as PSQF:6245.

- STAT:6547 Nonparametric Statistical Methods** 3 s.h.
Selected nonparametric methods; one- and two-sample location tests and estimation methods, measures of association, analyses of variance; emphasis on relationships to classical parametric procedures. Same as PSQF:6247.
- STAT:6550 Introductory Longitudinal Data Analysis** 3 s.h.
Introduction to statistical models and estimation methods for outcome variables (normal and non-normal) clustered or measured repeatedly in time or space; focus on applications and computer software methods for ANOVA based methods, hierarchical linear models, linear mixed models, correlated regression models, generalized estimating equations, and generalized linear mixed models. Offered fall semesters. Prerequisites: BIOS:5120 or STAT:3200. Same as BIOS:6310, IGPI:6310.
- STAT:6560 Applied Time Series Analysis** 3 s.h.
General stationary, nonstationary models, autocovariance autocorrelation functions; stationary, nonstationary autoregressive integrated moving average models; identification, estimation, forecasting in linear models; use of statistical computer packages. Offered spring semesters. Prerequisites: (STAT:5200 or STAT:3200) and STAT:3101.
- STAT:6970 Topics in Statistics** 3 s.h.
Selected advanced topics in statistics.
- STAT:6990 Readings in Statistics** arr.
Supervised reading and research in statistics.
- STAT:7100 Advanced Inference I** 3 s.h.
Concepts of convergence, asymptotic methods including the delta method, sufficiency, asymptotic efficiency, Fisher information and information bounds for estimation, maximum likelihood estimation, the EM-algorithm, Bayes estimation, decision theory. Prerequisites: STAT:5101 and STAT:5120.
- STAT:7101 Advanced Inference II** 3 s.h.
Hypothesis testing, asymptotics of the likelihood ratio test, asymptotic efficiency, statistical functionals, robustness, bootstrap and jackknife, estimation with dependent data. Prerequisites: STAT:7100.
- STAT:7190 Seminar: Mathematical Statistics** arr.
Selected advanced topics in mathematical statistics.
- STAT:7200 Linear Models** 4 s.h.
Linear spaces and selected topics in matrix algebra, full rank and non-full rank linear models, estimability, least squares and best linear unbiased estimation, multivariate normal distribution and distributions of quadratic forms, interval estimation, hypothesis testing, random and mixed models, best linear unbiased prediction, variance component estimation. Prerequisites: STAT:5101 and STAT:5200 and STAT:5201.
- STAT:7290 Seminar: Applied Statistics** arr.
Selected advanced topics in applied statistics.
- STAT:7300 Foundations of Probability I** 3 s.h.
Probability theory, with emphasis on constructing rigorous proofs; measure spaces, measurable functions, random variables and induced measures, distribution functions, Lebesgue integral, product measure and independence, Borel Cantelli lemma, modes of convergence. Prerequisites: STAT:5120.
- STAT:7301 Foundations of Probability II** 3 s.h.
Laws of large numbers, characteristic functions and properties, central limit theorem, Radon-Nikodym derivatives, conditional expected value and martingales. Prerequisites: STAT:7300.
- STAT:7390 Seminar: Probability** arr.
Selected advanced topics in probability.
- STAT:7400 Computer Intensive Statistics** 3 s.h.
Computer arithmetic; random variate generation; numerical optimization; numerical linear algebra; smoothing techniques; bootstrap methods; cross-validation; MCMC; EM and related algorithms; other topics per student/instructor interests. Prerequisites: (BIOS:5710 or STAT:5200) and STAT:3101. Requirements: proficiency in Fortran or C or C++ or Java. Same as IGPI:7400.
- STAT:7510 Analysis of Categorical Data** 3 s.h.
Models for discrete data, distribution theory, maximum likelihood and weighted least squares estimation for categorical data, tests of fit, models selection. Offered spring semesters. Prerequisites: (BIOS:5720 or STAT:5200) and (STAT:5101 or STAT:4101). Same as BIOS:7410.
- STAT:7520 Bayesian Analysis** 3 s.h.
Decision theory, conjugate families, structure of Bayesian inference, hierarchical models, asymptotic approximations for posterior distributions, Markov chain Monte Carlo methods and convergence assessment, model adequacy and model choice. Prerequisites: STAT:5101 and STAT:5400 and STAT:5200.
- STAT:7560 Time Series Analysis** 3 s.h.
Stationary time series, ARIMA models, spectral representation, linear prediction inference for the spectrum, multivariate time series, state space models and processes, nonlinear time series. Prerequisites: STAT:4101 and (STAT:3200 or STAT:6560).
- STAT:7570 Survival Data Analysis** 3 s.h.
Types of censoring and truncation; survival function estimation; parametric inference using exponential, Weibull, and accelerated failure time models; nonparametric tests; sample size calculation; Cox regression with stratification and time-dependent covariates; regression diagnostics; competing risks; topics may include analysis of correlated survival data and/or recurrent events; designed for biostatistics and statistics majors. Offered fall semesters. Prerequisites: BIOS:5720 and ((STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101)). Same as BIOS:7210, IGPI:7210.
- STAT:7990 Reading Research** arr.
Supervised reading and research in statistics.

Actuarial Science Courses

- ACTS:1000 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- ACTS:1001 Introductory Seminar on Actuarial Science** 1 s.h.
Introduction to actuarial science; U.S. actuarial organizations and actuarial qualification process; program requirements and tips for academic success; career center, actuarial club, and internships; actuarial career; ethics; communication; introduction to actuarial computing. Requirements: actuarial science interest major and first-year standing.
- ACTS:3080 Mathematics of Finance I** 3 s.h.
Mathematics of compound interest, annuities certain, amortization schedules, yield rates, sinking funds, and bonds. Prerequisites: STAT:3100 with a minimum grade of B-. Requirements: meet the prerequisite or have graduate standing.

ACTS:3110 Actuarial Exam P Preparation 1 s.h.
Preparation for the Society of Actuaries exam P.

ACTS:3210 Actuarial Exam FM Preparation 1 s.h.
Preparation for the Society of Actuaries exam FM.
Corequisites: ACTS:3080, if not taken as a prerequisite.

ACTS:4010 Actuarial Exam IFM Preparation 1 s.h.
Preparation for the Society of Actuaries exam IFM.
Requirements: multivariate calculus, linear algebra, and statistics. Recommendations: prior or concurrent enrollment in FIN:3300 or ACTS:4380.

ACTS:4110 Actuarial Exam LTAM Preparation 1 s.h.
Preparation for the Society of Actuaries exam LTAM.
Corequisites: ACTS:4280, if not taken as a prerequisite.

ACTS:4130 Quantitative Methods for Actuaries 3 s.h.
Survival distributions, life tables, life insurance, life annuities.
Prerequisites: STAT:3100 with a minimum grade of B- and ACTS:3080 with a minimum grade of C+. Corequisites: STAT:4100 or STAT:5100. Requirements: multivariate calculus and linear algebra.

ACTS:4160 Topics in Actuarial Science arr.
Selected topics in actuarial science, financial mathematics, and quantitative risk management.

ACTS:4180 Life Contingencies I 3 s.h.
Life annuities, net and gross premiums, net and gross premium reserves, modified reserve methods, and Markov chains. Offered spring semesters. Prerequisites: ACTS:3080 with a minimum grade of C+ and ACTS:4130 with a minimum grade of C+ and (STAT:4100 with a minimum grade of C+ or STAT:5100 with a minimum grade of C+).

ACTS:4280 Life Contingencies II 3 s.h.
Multilife models, multiple-decrement models, continuous-time Markov chain models, profit testing, and profit measures. Offered fall semesters. Prerequisites: ACTS:4180 with a minimum grade of C+.

ACTS:4380 Mathematics of Finance II 3 s.h.
Derivatives markets, forwards, options, pricing models, and actuarial applications. Prerequisites: ACTS:3080 with a minimum grade of C+. Corequisites: STAT:4100 or STAT:5100. Requirements: multivariate calculus and linear algebra.

ACTS:4990 Readings in Actuarial Science arr.

ACTS:6160 Topics in Actuarial Science arr.
Selected topics in actuarial science, financial mathematics, and quantitative risk management; required for all final-year M.S. students in actuarial science. Prerequisites: ACTS:4180 with a minimum grade of C+ and ACTS:4380 with a minimum grade of C+.

ACTS:6480 Loss Distributions 3 s.h.
Severity, frequency, and aggregate models and their modifications; risk measures; construction of empirical models. Offered spring semesters. Prerequisites: STAT:4101 or STAT:5101. Corequisites: ACTS:6580.

ACTS:6580 Credibility and Survival Analysis 3 s.h.
Construction and selection of parametric models, credibility, and simulation. Offered spring semesters. Prerequisites: STAT:4101 or STAT:5101. Corequisites: ACTS:6480.

ACTS:6990 Readings in Actuarial Science arr.
Supervised reading and research in actuarial science, financial mathematics, or quantitative risk management.

**ACTS:7730 Advanced Topics in Actuarial Science/
Financial Mathematics** arr.
Selected advanced topics in actuarial science, financial mathematics and quantitative risk management.

Statistics, B.S.

Learning Outcomes

Students will:

- be able to distinguish between observational studies and designed experiments and understand the issues related to the data collection method, including sampling bias, sampling error, sample size determination, statistical power, association versus causation, and the design and analysis of randomized experiments;
- use critical thinking skills to translate substantive questions into well-defined statistical problems and choose appropriate statistical methods and graphical summaries for a given problem;
- use computer software to manage data, carry out exploratory data analyses and computer simulations, produce numerical and graphical summaries of data, and apply basic statistical methodology;
- be able to clearly communicate study results to non-statisticians, and write accurate and meaningful reports that describe the statistical analyses and summarize important findings; and
- understand the mathematical tools underlying statistical methods, including distribution theory, uncertainty quantification via probability, estimation theory, and the probabilistic basis of formal statistical inference.

Requirements

The Bachelor of Science with a major in statistics requires a minimum of 120 s.h., including at least 47 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students complete 10 core courses that provide essential instruction in statistical methods, applications, and theory. In addition, they concentrate on an area of interest by completing four or five courses in one of the major's three emphasis tracks: statistics in business, industry, government, and research; statistical computing and data science; or mathematical statistics.

The B.S. with a major in statistics requires the following coursework.

Code	Title	Hours
Core Courses		35
Emphasis Track Courses		12-16
Total Hours		47-51

Core Courses

All students complete the following 10 core courses. The department recommends that well-prepared students who elect the mathematical statistics track take STAT:4100/IGPI:4100 Mathematical Statistics I and STAT:4101/IGPI:4101 Mathematical Statistics II in place of STAT:3100/IGPI:3100 Introduction to Mathematical Statistics I and STAT:3101/IGPI:3101 Introduction to Mathematical Statistics II to satisfy the core requirement in statistics.

Code	Title	Hours
Computer Science		
This course:		
CS:1210	Computer Science I: Fundamentals	4
Mathematics		
All of these:		
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
Statistics		
All of these:		
STAT:2010	Statistical Methods and Computing	3
STAT:3100/ IGPI:3100	Introduction to Mathematical Statistics I	3
STAT:3101/ IGPI:3101	Introduction to Mathematical Statistics II	3
STAT:3200/ IGPI:3200/ISE:3760	Applied Linear Regression	3
STAT:3210	Experimental Design and Analysis	3

Emphasis Tracks

Students choose one of the following tracks and must complete four or five courses in that track.

Statistics in Business, Industry, Government and Research Track

The statistics in business, industry, government, and research track emphasizes statistical applications and data analysis. It is appropriate for students interested in careers as applied statisticians.

Code	Title	Hours
This course:		
STAT:5810/ BIOS:5310/ IGPI:5310	Research Data Management	3
Three of these:		
STAT:3620/ CEE:3142/ISE:3600	Quality Control	3
STAT:4520/ IGPI:4522/ PSQF:4520	Bayesian Statistics	3
STAT:4540/ IGPI:4540	Statistical Learning	3
STAT:4580/ IGPI:4580	Data Visualization and Data Technologies	3
STAT:5400/ IGPI:5400	Computing in Statistics	3
STAT:6220	Statistical Consulting	3
STAT:6510/ IGPI:6511	Applied Generalized Regression	3
STAT:6530/ IGPI:6530	Environmental and Spatial Statistics	3
STAT:6540/ PSQF:6245	Applied Multivariate Analysis	3

STAT:6550/ BIOS:6310/ IGPI:6310	Introductory Longitudinal Data Analysis	3
STAT:6560	Applied Time Series Analysis	3
BIOS:5130/ IGPI:5130	Applied Categorical Data Analysis	3

Statistical Computing and Data Science Track

The statistical computing and data science track emphasizes statistical applications and requires additional coursework in computing. It prepares students for statistical work that requires computing expertise for data management, analysis, and reporting.

Code	Title	Hours
All of these:		
STAT:5810/ BIOS:5310/ IGPI:5310	Research Data Management	3
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
Two of these:		
STAT:4520/ IGPI:4522/ PSQF:4520	Bayesian Statistics	3
STAT:4540/ IGPI:4540	Statistical Learning	3
STAT:4580/ IGPI:4580	Data Visualization and Data Technologies	3
STAT:4740/ CS:4740/IGPI:4740/ MATH:4740	Large Data Analysis	3
STAT:5400/ IGPI:5400	Computing in Statistics	3
STAT:6220	Statistical Consulting	3
STAT:6510/ IGPI:6511	Applied Generalized Regression	3
STAT:6530/ IGPI:6530	Environmental and Spatial Statistics	3
STAT:6540/ PSQF:6245	Applied Multivariate Analysis	3
STAT:6550/ BIOS:6310/ IGPI:6310	Introductory Longitudinal Data Analysis	3
STAT:6560	Applied Time Series Analysis	3
CS:3700/ MATH:3800	Elementary Numerical Analysis	3

Mathematical Statistics Track

The mathematical statistics track provides a solid foundation in statistical theory and applications. It requires additional coursework in mathematics and is good preparation for graduate study in statistics.

Students who use STAT:4100/IGPI:4100 Mathematical Statistics I and STAT:4101/IGPI:4101 Mathematical Statistics II to satisfy the core requirements may not use those courses to satisfy the track requirement.

Code	Title	Hours
This course:		
MATH:3770	Fundamental Properties of Spaces and Functions I	4
9 s.h. from these:		
STAT:4100- STAT:4101	Mathematical Statistics I-II (same as IGPI:4100-IGPI:4101)	6
STAT:4520/ IGPI:4522/ PSQF:4520	Bayesian Statistics	3
STAT:4560	Statistics for Risk Modeling	3
STAT:5120	Mathematical Methods for Statistics	3
STAT:6220	Statistical Consulting	3
STAT:6300- STAT:6301	Probability and Stochastic Processes I-II	6
STAT:6510/ IGPI:6511	Applied Generalized Regression	3
STAT:6530/ IGPI:6530	Environmental and Spatial Statistics	3
STAT:6540/ PSQF:6245	Applied Multivariate Analysis	3
STAT:6560	Applied Time Series Analysis	3

Combined Programs

B.S./M.S.

The combined Bachelor of Science/Master of Science in statistics is for eligible students who seek to complete both the B.S. and the M.S. at the University of Iowa in five years. Students in the combined program must complete all requirements for each degree. A traditional M.S. in statistics requires completion of 32 s.h. of graduate-level coursework. The B.S./M.S. program permits students to count 12 s.h. of credit (four courses) toward the requirements for both degrees. To complete the M.S., an additional 20 s.h. of coursework is required. The four courses that count toward both degrees must be taken during the fourth year of undergraduate study, after admission to the combined program, and must satisfy degree requirements of both the B.S. and the M.S. in statistics.

B.S./M.P.H. (Biostatistics Subprogram)

Students majoring in statistics who are interested in earning a Master of Public Health degree with a biostatistics subprogram may apply to the combined B.S./M.P.H. program offered by the College of Liberal Arts and Sciences and the College of Public Health. The program permits students to count 12 s.h. of credit toward the requirements for both degrees, enabling them to begin the study of public health before they complete the bachelor's degree. For information about the public health program, see "Biostatistics Subprogram" in the Master of Public Health, M.P.H. [p. 1889] section of the Catalog.

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in statistics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the

Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in statistics who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] in the Tippie College of Business section of the Catalog.

Honors

Honors in the Major

Students majoring in statistics have the opportunity to graduate with honors in the major. Departmental honors students must maintain a g.p.a. of at least 3.67 in their major and a cumulative University of Iowa g.p.a. of at least 3.33.

To graduate with honors in the statistics major, students must complete an honors project or a suitable alternative. Statistics honors students should consult with the statistics undergraduate advisor.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the statistics major.

Academic Plans

Four-Year Graduation Plan

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

Much of the coursework in statistics is sequential, so students must begin requirements for the major as soon as possible. Individual study plans must be made carefully. Students who first enroll for a spring semester must consult their advisor to confirm a four-year plan.

Courses must be taken in sequence, so students must begin work early.

Before the fifth semester begins: at least four courses in the major, including MATH:1850 Calculus I, MATH:1860 Calculus II, and STAT:2010 Statistical Methods and Computing

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

Before the eighth semester begins: nine or ten courses in the major

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Statistics, B.S.

- Statistics in Business, Industry, Government and Research Track [p. 1076]
- Statistical Computing and Data Science Track [p. 1077]
- Mathematical Statistics Track [p. 1078]

Statistics in Business, Industry, Government and Research Track

Course	Title	Hours
First Year		
Fall		
MATH:1850	Calculus I ^{a, b}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CS:1210	Computer Science I: Fundamentals ^b	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
	Hours	17-19
Spring		
MATH:1860	Calculus II	4
STAT:2010	Statistical Methods and Computing ^b	3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
	Hours	17-19
Second Year		
Fall		
STAT:3200	Applied Linear Regression	3
STAT:3100	Introduction to Mathematical Statistics I ^e	3
GE CLAS Core: Natural Sciences with Lab ^f		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
	Hours	14-15

Spring

STAT:3101	Introduction to Mathematical Statistics II ^g	3
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: Historical Perspectives ^f		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Hours		14-15

Third Year**Fall**

MATH:2850	Calculus III	4
STAT:5810	Research Data Management ^h	3
Major: upper-level statistics course ^h		3
GE CLAS Core: International and Global Issues ^f		3
GE CLAS Core: Natural Sciences without Lab ^f		3
Hours		16

Spring

STAT:3210	Experimental Design and Analysis ^g	3
Major: upper-level statistics course ^h		3
GE CLAS Core: Social Sciences ^f		3
GE CLAS Core: Literary, Visual, and Performing Arts ^f		3
Elective course ^d		3
Hours		15

Fourth Year**Fall**

GE CLAS Core: Diversity and Inclusion		3
Major: upper-level statistics course ^h		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3
Hours		15

Spring

Major: upper-level statistics course ^h		3
GE CLAS Core: Values and Culture ^f		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)ⁱ

Hours		15
Total Hours		123-129

- a Enrollment in math courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h Students must complete STAT:5810 and 9 s.h. from approved courses for the Statistics in Business, Industry, Government and Research emphasis track.

- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Statistical Computing and Data Science Track

Course	Title	Hours
First Year		
Fall		
MATH:1850	Calculus I ^{a, b}	4
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
CS:1210	Computer Science I: Fundamentals ^a	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
CSI:1600	Success at Iowa	2
Hours		17-19
Spring		
MATH:1860	Calculus II	4
STAT:2010	Statistical Methods and Computing ^a	3
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Elective course ^d		3
Hours		17-19
Second Year		
Fall		
STAT:3200	Applied Linear Regression	3
CS:2210	Discrete Structures ^e	3
GE CLAS Core: Natural Sciences without Lab ^f		3
GE CLAS Core: Historical Perspectives ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c		4 - 5
Hours		16-17
Spring		
CS:2230	Computer Science II: Data Structures ^e	4
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: Natural Sciences with Lab ^f		4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c		4 - 5
Hours		16-17
Third Year		
Fall		
STAT:3100	Introduction to Mathematical Statistics I ^g	3
MATH:2850	Calculus III	4
GE CLAS Core: International and Global Issues ^f		3
GE CLAS Core: Social Sciences ^f		3
Elective course ^d		3
Hours		16

Spring

STAT:3210	Experimental Design and Analysis ^h	3
STAT:3101	Introduction to Mathematical Statistics II ^h	3
Major: upper-level statistics course ^e		3
GE CLAS Core: Literary, Visual, and Performing Arts ^f		3
Elective course ^d		3
Hours		15

Fourth Year**Fall**

STAT:5810	Research Data Management ^e	3
Major: upper-level statistics course ^e		3
GE CLAS Core: Diversity and Inclusion ^f		3
Elective course ^d		3
Elective course ^d		3
Hours		15

Spring

Major: upper-level statistics course		3
GE CLAS Core: Values and Culture ^f		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		15
Total Hours		127-133

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in math courses requires completion of a placement exam.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students must complete five courses for the Statistical Computing and Data Science emphasis track.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- h Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Mathematical Statistics Track

Course	Title	Hours
First Year		
Fall		
MATH:1850	Calculus I ^{a, b}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CS:1210	Computer Science I: Fundamentals ^b	4

GE CLAS Core: World Languages First Level Proficiency or elective course ^c	4 - 5
CSI:1600	Success at Iowa
Hours	
17-19	

Spring

MATH:1860	Calculus II	4
STAT:2010	Statistical Methods and Computing ^b	3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5	
Elective course ^d		3
Hours		17-19

Second Year**Fall**

STAT:3100	Introduction to Mathematical Statistics I ^e	3
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: Historical Perspectives ^f		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5	
Hours		14-15

Spring

STAT:3101	Introduction to Mathematical Statistics II ^g	3
STAT:3200	Applied Linear Regression	3
MATH:3770	Fundamental Properties of Spaces and Functions I ^h	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c	4 - 5	
Hours		14-15

Third Year**Fall**

MATH:2850	Calculus III	4
Major: upper-level statistics course ^{h, i}		3
GE CLAS Core: Literary, Visual, and Performing Arts ^f		3
GE CLAS Core: International and Global Issues ^f		3
Elective course ^d		3
Hours		16

Spring

STAT:3210	Experimental Design and Analysis ^g	3
GE CLAS Core: Social Sciences ^f		3
GE CLAS Core: Natural Sciences without Lab ^f		3
Elective course		3
Elective course ^d		3
Hours		15

Fourth Year**Fall**

Major: upper-level statistics course ^{h, i}		3
GE CLAS Core: Values and Culture ^f		3
GE CLAS Core: Natural Sciences with Lab ^f		4
Elective course ^d		3
Elective course ^d		3
Hours		16

Spring

Major: upper-level statistics course ^{h, i}		3
--	--	---

GE CLAS Core: Diversity and Inclusion ^f	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j	
Hours	15
Total Hours	124-130

- a Enrollment in math courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h Students must complete MATH:3770 and 9 s.h. from approved courses for the Mathematical Statistics emphasis track.
- i Students who use STAT:4100 and STAT:4101 to satisfy the core requirements may not use those courses to satisfy the track requirement. Typically STAT:4100 is offered in fall semesters only and STAT:4101 is offered in spring only. Check MyUI for course availability since offerings are subject to change.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Statistics and probability are vital to many fields, so the demand for well-trained statisticians is strong. Statisticians work in medicine, engineering, law, public policy making, marketing, manufacturing, engineering, agriculture, varied social and natural sciences, and numerous other areas.

When students graduate, they will be prepared to fill entry-level positions as statisticians or go on to graduate school. An advisor assists students in locating internship opportunities as well as the best-fitting graduate programs.

To learn more about job opportunities, see ASA JobWeb on the American Statistical Association website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Actuarial Science, B.S.

Due to the demanding nature of the actuarial science major and the difficulty of the professional examinations, the department maintains a selective admission program for actuarial science. Students must apply and be admitted to the major.

Students interested in becoming actuaries should declare an interest in actuarial science as their major when they enter the University of Iowa. Ordinarily, students apply for admission to the actuarial science major in the fall semester of their sophomore year, after they have taken MATH:3770 Fundamental Properties of Spaces and Functions I or MATH:2850 Calculus III, and STAT:3100 Introduction to Mathematical Statistics I. Students should apply no later than the end of the spring semester of their junior year.

Students admitted to the actuarial science major usually have completed at least 40 s.h. at the University or at another postsecondary institution, including a three- or four-course calculus sequence, a course in linear algebra, and a calculus-based course in probability and statistics. The admission decision is based on a student's performance in these courses and other courses relevant to success in the major. ACT or SAT scores are considered in evaluating transfer students. Factors such as work ethic, enthusiasm, and commitment also may be considered. Students who do well in the prerequisite math courses tend to be the most successful in actuarial science.

For application forms and more information about selective admission, contact the Department of Statistics and Actuarial Science.

Learning Outcomes

Students will:

- be able to bring to bear actuarial, financial, mathematical, and statistical techniques to model and analyze risks, particularly in the context of insurance and pension;
- have the knowledge and analytical ability to pass the initial professional actuarial examinations given by the Society of Actuaries and Casualty Actuarial Society, and develop the skills needed for successful self-study of the advanced professional examinations;
- be skillful in using and developing computer software to solve actuarial problems;
- be able to clearly communicate results from an actuarial analysis to all stakeholders, and write effective reports that describe the analysis and summarize important findings; and
- possess a basic understanding of insurance and business operations.

Requirements

The Bachelor of Science with a major in actuarial science requires a minimum of 120 s.h., including 51 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The program prepares students for careers as actuaries. It also helps them learn material that is included in professional

examinations administered by professional organizations such as the Society of Actuaries and the Casualty Actuarial Society.

Students take a variety of actuarial science courses. They prepare for business aspects of the actuarial profession by studying accounting, law, finance, insurance, and economics. They also complete courses that enhance important communication skills, such as writing and speaking, as part of their GE CLAS Core requirements.

Courses Required for the Major

The B.S. with a major in actuarial science requires the following coursework. Permission to substitute coursework taken at another institution for required courses at the University of Iowa is decided case by case; students should contact the department.

Code	Title	Hours
Computer Science		
This course:		
CS:1210	Computer Science I: Fundamentals	4
Mathematics		
All of these:		
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
MATH:3770	Fundamental Properties of Spaces and Functions I	4
Statistics and Actuarial Science		
All of these:		
ACTS:3080	Mathematics of Finance I	3
ACTS:4130	Quantitative Methods for Actuaries	3
ACTS:4180	Life Contingencies I	3
ACTS:4280	Life Contingencies II	3
ACTS:4380	Mathematics of Finance II	3
STAT:3100/ IGPI:3100	Introduction to Mathematical Statistics I	3
STAT:3101/ IGPI:3101	Introduction to Mathematical Statistics II	3
STAT:4100/ IGPI:4100	Mathematical Statistics I	3
STAT:4101/ IGPI:4101	Mathematical Statistics II	3

In exceptional cases, the advisor may grant permission to waive STAT:3100/IGPI:3100 Introduction to Mathematical Statistics I and/or STAT:3101/IGPI:3101 Introduction to Mathematical Statistics II.

Students may choose to complete ACTS:6480 Loss Distributions and ACTS:6580 Credibility and Survival Analysis (both courses) instead of ACTS:4280 Life Contingencies II, except honors students, who must complete all three courses.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in actuarial science who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

Students majoring in actuarial science who are interested in earning a master's degree in finance may apply to the combined B.S./M.S. program offered by the College of Liberal Arts and Sciences and the Tippie College of Business. The program enables students to begin the study of finance before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the finance program, see the M.S. in finance [p. 1190] (Tippie College of Business) in the Catalog.

Honors

Honors in the Major

Students majoring in actuarial science have the opportunity to graduate with honors in the major. They must maintain a UI cumulative g.p.a. of at least 3.33, a g.p.a. of at least 3.40 in all departmental courses, and complete the following five courses in addition to all courses required for the major.

Code	Title	Hours
ACTS:6480	Loss Distributions	3
ACTS:6580	Credibility and Survival Analysis	3
STAT:4560	Statistics for Risk Modeling	3
FIN:3300	Corporate Finance	3
MATH:3600	Introduction to Ordinary Differential Equations	3

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the actuarial science major.

Academic Plans

Four-Year Graduation Plan

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

Much of the coursework is sequential, so students must begin requirements for the major as soon as possible. Individual study plans must be made carefully. Students who first enroll for a spring semester must consult their advisor to confirm a four-year plan.

Before the third semester begins: MATH:1860 Calculus II and MATH:2700 Introduction to Linear Algebra

Before the fifth semester begins: MATH:2850 Calculus III, MATH:3770 Fundamental Properties of Spaces and Functions I, STAT:3100/IGPI:3100 Introduction to Mathematical Statistics I, STAT:3101/IGPI:3101 Introduction to Mathematical Statistics II, and ACTS:3080 Mathematics of Finance I

Before the seventh semester

begins: STAT:4101/IGPI:4101 Mathematical Statistics II, ACTS:4130 Quantitative Methods for Actuaries, ACTS:4180 Life Contingencies I, ACTS:4380 Mathematics of Finance II, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: ACTS:4280 Life Contingencies II

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Actuarial Science, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Actuarial Science BS program through a selective process. Acceptance is not guaranteed. ^a		
Hours		0
First Year		
Fall		
MATH:1850	Calculus I ^{b, c}	4
ENGL:1200	The Interpretation of Literature	3 - 4
	or RHET:1030 or Rhetoric	
CS:1210	Computer Science I: Fundamentals	4
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5
CSI:1600	Success at Iowa	1
ACTS:1001	Introductory Seminar on Actuarial Science	1

Attend the Actuarial Science, Insurance and Risk Management Job Fair during the fall semester to apply for summer internships.

Hours 17-19

Spring

MATH:1860	Calculus II	4
MATH:2700	Introduction to Linear Algebra	4
GE CLAS Core: Natural Sciences with Lab ^e		4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5

Hours 16-17

Second Year

Fall

MATH:2850	Calculus III	4
STAT:3100	Introduction to Mathematical Statistics I ^f	3
GE CLAS Core: Social Sciences ^e		3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5

Admission Application: apply to the Actuarial Science BS major^g

Attend the Actuarial Science, Insurance and Risk Management Job Fair during the fall semester to apply for summer internships.

Hours 17-19

Spring

MATH:3770	Fundamental Properties of Spaces and Functions I	4
STAT:3101	Introduction to Mathematical Statistics II ^h	3
ACTS:3080	Mathematics of Finance I	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d		4 - 5

Hours 14-15

Third Year

Any Semester

The curriculum shown in the third and fourth years on this plan begins upon acceptance into the Actuarial Science BS program.

Hours 0

Fall

ACTS:4130	Quantitative Methods for Actuaries ^{f, i}	3
STAT:4100	Mathematical Statistics I ^f	3
FIN:3300	Corporate Finance ^{j, k, l}	3
GE CLAS Core: Diversity and Inclusion ^e		3
GE CLAS Core: Natural Sciences without Lab ^e		3

Attend the Actuarial Science, Insurance and Risk Management Job Fair during the fall semester to apply for summer internships.

Hours 15

Spring

ACTS:4180	Life Contingencies I ^{h, i}	3
ACTS:4380	Mathematics of Finance II ^{h, i}	3
STAT:4101	Mathematical Statistics II ^h	3
GE CLAS Core: Historical Perspectives ^e		3

GE CLAS Core: Literary, Visual, and Performing Arts^e 3

Hours 15

Fourth Year

Fall

ACTS:4280	Life Contingencies II ^{f, i, m}	3
STAT:4560	Statistics for Risk Modeling ^{k, l}	3
STAT:4540	Statistical Learning ^{k, l}	3
GE CLAS Core: International and Global Issues ^e		3
Elective course ^l		3

Attend the Actuarial Science, Insurance and Risk Management Job Fair during the fall semester.

Hours 15

Spring

ACTS:6480	Loss Distributions ^{k, l}	3
ACTS:6580	Credibility and Survival Analysis ^{k, l}	3
GE CLAS Core: Values and Culture ^e		3
Elective course ^l		3
Elective course ^l		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours 15

Total Hours 124-130

- The Academic Advising Center advises Actuarial Science Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than one and a half years to complete.
- Enrollment in math courses requires completion of a placement exam.
- Fulfills a major requirement and may fulfill a GE requirement.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- Ordinarily, students apply for admission to the actuarial science major in the fall semester of their sophomore year, after they have taken MATH:3770 or MATH:2850, and STAT:3100. Students should apply no later than the end of the spring semester of their junior year. For further details and application instructions, see your advisor and the Department of Statistics and Actuarial Science website.
- Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- Restricted to Actuarial Science Majors. For further details and application instructions, see your advisor and the Department of Statistics and Actuarial Science website.
- This course may count for VEE credit.
- This course is a recommended elective, not a requirement. Students may choose another elective. Prerequisites may apply.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Students may choose to complete ACTS:6480 and ACTS:6580 (both courses) instead of ACTS:4280, except honors students, who must complete all three courses.

n Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Most actuaries are employed by insurance companies or employee benefits consulting firms. They have responsibilities related to all phases of product development and maintenance for their companies. Individual employers who need guidance in establishing employee insurance and retirement programs also hire actuarial science graduates. A growing number of actuaries work in asset/liability management, some in investment firms, and others in insurance companies.

Actuaries have always been in high demand and earn good salaries. Most Iowa graduates find work as actuaries, but some become financial managers and teachers. They take positions in locations all across the country, often in large metropolitan areas.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Statistics, Minor

Requirements

The undergraduate minor in statistics requires a minimum of 15 s.h. in statistics courses taken at the University of Iowa. At least 12 s.h. must be taken in courses numbered 3000 or above (selected from the lists below). Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

The minor in statistics requires a minimum of 15 s.h. of coursework, as follows.

Code	Title	Hours
One of these:		
STAT:2010	Statistical Methods and Computing	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
STAT:4200/ IGPI:4200	Statistical Methods and Computing	3
One of these:		
STAT:3200/ IGPI:3200/ISE:3760	Applied Linear Regression	3
STAT:4560	Statistics for Risk Modeling	3
A maximum of one of these:		
STAT:3100/ IGPI:3100	Introduction to Mathematical Statistics I	3
STAT:3120/ IGPI:3120	Probability and Statistics	4
STAT:4100/ IGPI:4100	Mathematical Statistics I	3
A maximum of one of these:		
STAT:3101/ IGPI:3101	Introduction to Mathematical Statistics II	3
STAT:4101/ IGPI:4101	Mathematical Statistics II	3
A maximum of three of these:		
STAT:3210	Experimental Design and Analysis	3
STAT:3620/ CEE:3142/ISE:3600	Quality Control	3
STAT:4520/ IGPI:4522/ PSQF:4520	Bayesian Statistics	3
STAT:4540/ IGPI:4540	Statistical Learning	3
STAT:4580/ IGPI:4580	Data Visualization and Data Technologies	3
STAT:5810/ BIOS:5310/ IGPI:5310	Research Data Management	3
STAT:6510/ IGPI:6511	Applied Generalized Regression	3
STAT:6530/ IGPI:6530	Environmental and Spatial Statistics	3
STAT:6550/ BIOS:6310/ IGPI:6310	Introductory Longitudinal Data Analysis	3

STAT:6560	Applied Time Series Analysis	3
BIOS:5130/ IGPI:5130	Applied Categorical Data Analysis	3

Statistics, M.S.

Requirements

The Master of Science program in statistics requires 32 s.h. of graduate credit. It includes a solid foundation in statistical computing, statistical modeling, experimental design, and mathematical statistics plus electives in statistical methods and/or theory. Students have the opportunity to concentrate on theory or applications or a combination of the two.

In addition to required coursework, students must pass a two-part graduate final examination and complete the M.S. creative component.

Students must maintain a g.p.a. of at least 3.00 in all work toward the degree and in additional relevant coursework. Students must take a computer programming proficiency test during the first semester of study; those who display inadequate programming skills are assigned activities to build their proficiency.

The M.S. with a major in statistics requires the following work.

Statistics Courses

Code	Title	Hours
All of these:		
STAT:5090	ALPHA Seminar	1
STAT:5100	Statistical Inference I	3
STAT:5101	Statistical Inference II	3
STAT:5200/ IGPI:5199	Applied Statistics I	4
STAT:5201	Applied Statistics II	3
STAT:5400/ IGPI:5400	Computing in Statistics	3
STAT:6220	Statistical Consulting	3
STAT:6300	Probability and Stochastic Processes I	3
STAT:6990	Readings in Statistics (two consecutive enrollments)	2
At least 7 s.h. from these:		
STAT:4520/ IGPI:4522/ PSQF:4520	Bayesian Statistics	3
STAT:4540/ IGPI:4540	Statistical Learning	3
STAT:4580/ IGPI:4580	Data Visualization and Data Technologies	3
STAT:5120	Mathematical Methods for Statistics	3
STAT:6301	Probability and Stochastic Processes II	3
STAT:6510/ IGPI:6511	Applied Generalized Regression	3
STAT:6530/ IGPI:6530	Environmental and Spatial Statistics	3
STAT:6547/ PSQF:6247	Nonparametric Statistical Methods	3
STAT:6560	Applied Time Series Analysis	3
STAT:6970	Topics in Statistics	3
A Ph.D.-level course numbered 7000 or above, including seminar courses		1-3

Students planning to enter the doctoral program may wish to include STAT:5120 Mathematical Methods for Statistics in their course selections, since it is part of the required Ph.D. core.

Final Examination

The final examination consists of two parts: one covers the topics presented in STAT:5100 Statistical Inference I and STAT:5101 Statistical Inference II; the other part covers the topics presented in STAT:5200/IGPI:5199 Applied Statistics I, STAT:5201 Applied Statistics II, and STAT:5400/IGPI:5400 Computing in Statistics. Each part includes a few problems that test readiness for the Ph.D. program.

Final examinations are offered the week before classes begin in August. Study guides are available in the department office. Students who do not succeed the first time they take the exam may repeat it once, with the possibility to retake it the week before classes begin in January.

Students must complete all requirements and be granted the Master of Science degree within one calendar year of passing the M.S. final examination; those who do not meet this deadline are required to take the exam again.

Students entering the Ph.D. program, who will choose either biostatistics, probability/mathematical statistics, or statistical computing as their concentration area, and who already have taken the equivalent of the first-year courses, may take the M.S. final examination in statistics before beginning further studies.

Creative Component

Students also must complete a creative component that is related to their application and career interests. Students wishing to qualify for the Ph.D. program are encouraged to write a research-oriented creative component. The creative component entails writing an 8-15 page report on a suitable topic, under an advisor's supervision (with two consecutive 1 s.h. enrollments in STAT:6990 Readings in Statistics, normally during the fall and spring semesters of the second year). A draft of the paper should be completed by the end of the first enrollment in STAT:6990, and polished by early- to mid-semester in the second enrollment. The paper is then presented orally in a public seminar. A faculty committee, in consultation with the creative component advisor, evaluates the work and the presentation, and assigns a grade of satisfactory or unsatisfactory.

For students wishing to qualify for the Ph.D. program, the creative component represents one piece of the body of work used to determine Ph.D. qualification. The creative component must be satisfactorily completed within one calendar year of passing the M.S. final examination; failure to meet this deadline requires reexamination of the student.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Statistics and probability are vital to many fields, so the demand for well-trained statisticians is strong. Statisticians work in medicine, engineering, law, public policy making, marketing, manufacturing, engineering, agriculture, varied social and natural sciences, and numerous other areas.

The M.S. program prepares students for careers as professional statisticians or for entry into a Ph.D. program. To learn more about job opportunities, see ASA JobWeb on the American Statistical Association website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Actuarial Science, M.S.

Requirements

The Master of Science program in actuarial science requires 36 s.h. of graduate credit. The program prepares students for actuarial careers by emphasizing the theory that underlies risk processes and the application of this theory to practical problems of insurance pricing and management. It also helps them learn the material that is tested on professional examinations administered by professional organizations such as the Society of Actuaries and the Casualty Actuarial Society.

Students complete required courses and a final examination.

The M.S. with a major in actuarial science requires the following coursework.

Code	Title	Hours
One of these sequences:		
STAT:4100- STAT:4101	Mathematical Statistics I-II (same as IGPI:4100-IGPI:4101)	6
STAT:5100- STAT:5101	Statistical Inference I-II (for well prepared students)	6
All of these:		
ACTS:3080	Mathematics of Finance I	3
ACTS:4130	Quantitative Methods for Actuaries	3
ACTS:4180	Life Contingencies I	3
ACTS:4280	Life Contingencies II	3
ACTS:4380	Mathematics of Finance II	3
ACTS:6160	Topics in Actuarial Science	3
ACTS:6480	Loss Distributions	3
ACTS:6580	Credibility and Survival Analysis	3
STAT:4560	Statistics for Risk Modeling	3
A course approved by the advisor		3

Final Examination

The final examination is offered the weekend before classes begin in January. The exam covers the material presented in ACTS:4130 Quantitative Methods for Actuaries, ACTS:4180 Life Contingencies I, ACTS:4280 Life Contingencies II, and ACTS:4380 Mathematics of Finance II. Students who do not succeed on their first attempt may retake the exam once.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Most actuaries are employed by insurance companies or employee benefits consulting firms. They have responsibilities related to all phases of product development and maintenance for their companies. Individual employers who need guidance in establishing employee insurance and retirement programs also hire actuarial science graduates. A growing number of actuaries work in asset/liability

management, some in investment firms, and others in insurance companies.

Actuaries have always been in high demand and earn good salaries. Most Iowa graduates find work as actuaries, but some become financial managers and teachers. They take positions in locations all across the country, often in large metropolitan areas.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Statistics, Ph.D.

Requirements

The Doctor of Philosophy program in statistics requires a minimum of 76 s.h. of graduate credit, including work completed for the M.S. degree.

The Graduate College requires a minimum g.p.a. of 3.00 to graduate with a Ph.D. degree; however, the Department of Statistics and Actuarial Science requires a higher g.p.a. of at least 3.40 to earn the Ph.D. in statistics. This includes all courses used to meet degree requirements plus additional courses that are relevant to a student's program.

Ph.D. students complete required coursework, including four courses in one of four concentration areas: biostatistics, probability/mathematical statistics, statistical computing, or actuarial science/financial mathematics (see "Concentration Areas" below for area descriptions and course lists). They may take coursework or seminars in other departments to relate an area of specialization to other fields of knowledge, to acquire the ability to use electronic digital computing equipment, or to learn non-English language skills necessary for reading scientific journals and communicating with scholars in other languages.

Ph.D. Qualifying Procedure

Students enter the Ph.D. program in one of two tracks.

Statistics: After successfully passing both the M.S. final examination in statistics and the creative component (in exceptional cases, a student may petition to go through the Ph.D. qualifying procedure early), a student who will choose either biostatistics, probability/mathematical statistics, or statistical computing as the selected concentration area, can request, by notifying the director of graduate studies, to go through the Ph.D. qualifying procedure. Upon this request, the faculty evaluate the student's body of work and assess the student's potential for research. The body of work will include the M.S. final examination in statistics, the creative component, and coursework. This evaluation and assessment results in one of three decisions—the student is officially admitted into the Ph.D. program; the student must reapply to go through the Ph.D. qualifying procedure after accumulating a larger body of work for evaluation; or the student is not admitted into the Ph.D. program.

Actuarial Science: After successfully passing the M.S. final examination in actuarial science (in exceptional cases, a student may petition to go through the Ph.D. qualifying procedure early), a student who will choose actuarial science/financial mathematics as the selected concentration area, can request, by notifying the director of graduate studies, to go through the Ph.D. qualifying procedure. Upon this request, the faculty evaluate the student's body of work and assess the student's potential for research. The body of work will include the M.S. final examination in actuarial science, professional examinations passed, and course work. This evaluation and assessment results in one of two decisions—the student is officially admitted into the Ph.D. program in the actuarial science/financial mathematics concentration area, or the student is not admitted into the Ph.D. program.

Students complete the program by passing the Ph.D. final (comprehensive) examination and writing and defending a dissertation. Students usually complete the program three years after earning the M.S. degree.

A plan of study that does not conform to the requirements described below but is of high quality may be approved by the director of graduate studies.

The Ph.D. with a major in statistics requires the following work.

Statistics Courses

Biostatistics, Probability/Mathematical Statistics, or Statistical Computing Concentration Area

Students in the biostatistics, probability/mathematical statistics, or statistical computing concentration area must complete the following core courses from the M.S. in statistics program.

Code	Title	Hours
All of these:		
STAT:5090	ALPHA Seminar	1
STAT:5100	Statistical Inference I	3
STAT:5101	Statistical Inference II	3
STAT:5200/ IGPI:5199	Applied Statistics I	4
STAT:5201	Applied Statistics II	3
STAT:5400/ IGPI:5400	Computing in Statistics	3
STAT:6220	Statistical Consulting	3
STAT:6300	Probability and Stochastic Processes I	3
STAT:6990	Readings in Statistics (two consecutive enrollments)	2

Actuarial Science/Financial Mathematics Concentration Area

Students in the actuarial science/financial mathematics concentration area must complete the following core courses from the M.S. in actuarial science program.

Code	Title	Hours
One of these sequences:		
STAT:4100- STAT:4101	Mathematical Statistics I-II (same as IGPI:4100-IGPI:4101)	6
STAT:5100- STAT:5101	Statistical Inference I-II (for well-prepared students)	6
All of these:		
ACTS:3080	Mathematics of Finance I	3
ACTS:4130	Quantitative Methods for Actuaries	3
ACTS:4180	Life Contingencies I	3
ACTS:4280	Life Contingencies II	3
ACTS:4380	Mathematics of Finance II	3
ACTS:6160	Topics in Actuarial Science	3
ACTS:6480	Loss Distributions	3
ACTS:6580	Credibility and Survival Analysis	3

STAT:4560	Statistics for Risk Modeling	3
A course approved by the advisor		3

All Concentration Area Courses

Additional Ph.D. core coursework, regardless of concentration area, requires the following coursework.

Code	Title	Hours
All of these:		
STAT:5120	Mathematical Methods for Statistics	3
STAT:7100	Advanced Inference I	3
STAT:7101	Advanced Inference II	3
STAT:7200	Linear Models	4
STAT:7300	Foundations of Probability I	3
STAT:7400/ IGPI:7400	Computer Intensive Statistics	3
STAT:7990	Reading Research	18
Seminars, chosen from STAT:7190 or STAT:7290 or STAT:7390		2

Concentration Areas

Students take at least four courses in one of the following concentration areas; at least one of the four courses must be at the Ph.D. level (numbered 7000 or above).

Statistical Computing

Statistical computing emphasizes the theory and application of a broad array of statistical models, such as linear, generalized linear, nonlinear, categorical, spatial, correlated response, and nonparametric regression models. This concentration area prepares students to specify and choose appropriate models; fit the models using available statistical software; and make sound statistical conclusions and interpretive statements. It is excellent preparation for students interested in academic, industrial, or government positions that involve data modeling and analysis.

Code	Title	Hours
STAT:6510/ IGPI:6511	Applied Generalized Regression	3
STAT:6530/ IGPI:6530	Environmental and Spatial Statistics	3
STAT:6540/ PSQF:6245	Applied Multivariate Analysis	3
STAT:6560	Applied Time Series Analysis	3
STAT:6970	Topics in Statistics	3
STAT:7510/ BIOS:7410	Analysis of Categorical Data	3
STAT:7520	Bayesian Analysis	3
STAT:7560	Time Series Analysis	3

Probability/Mathematical Statistics

Probability/mathematical statistics emphasizes a broad, solid foundation in techniques and underpinnings of mathematical statistics. Its focus on breadth and depth is intended to produce well-rounded, knowledgeable scholars. It is excellent preparation for academic positions in mathematical statistics and industrial or government positions that require broadly trained statisticians with a strong understanding of statistical theory.

Code	Title	Hours
STAT:6301	Probability and Stochastic Processes II	3
STAT:7301	Foundations of Probability II	3
STAT:7520	Bayesian Analysis	3
STAT:7560	Time Series Analysis	3

Biostatistics

Biostatistics emphasizes exposure to various biostatistical methods, such as survival analysis, categorical data analysis, and longitudinal data analysis. It prepares students for consulting and other positions in industry.

Code	Title	Hours
STAT:6530/ IGPI:6530	Environmental and Spatial Statistics	3
STAT:6540/ PSQF:6245	Applied Multivariate Analysis	3
STAT:7510/ BIOS:7410	Analysis of Categorical Data	3
STAT:7570/ BIOS:7210/ IGPI:7210	Survival Data Analysis	3
BIOS:7310/ IGPI:7310	Longitudinal Data Analysis	3

Actuarial Science/Financial Mathematics

Actuarial science/financial mathematics emphasizes the theory of actuarial science, finance, and risk management. It is excellent preparation for academic positions in universities that offer actuarial science programs and for positions in the insurance, pension, and financial industries.

Code	Title	Hours
ACTS:7730	Advanced Topics in Actuarial Science/Financial Mathematics	arr.
STAT:6301	Probability and Stochastic Processes II	3
STAT:7301	Foundations of Probability II	3
STAT:7560	Time Series Analysis	3
FIN:7110	Finance Theory I	3
FIN:7130	Finance Theory II	3

Final Examination

Students typically take the Ph.D. final (comprehensive) examination at the beginning of the third year of graduate study, during the week before fall classes begin. Students who do not succeed the first time they take the exam may repeat it once. Ordinarily, this second opportunity to pass the exam will occur one year later, during the week before fall classes begin. However, a student who performs well on one area of the exam but not the other may, in consultation with their advisor and the director of graduate studies, petition the department to move up their second opportunity to the week before the next spring semester's classes begin. The department's decision on whether to grant this petition will take into account any extenuating circumstances.

The comprehensive examination consists of a written core examination and an oral examination in two of the following four areas:

statistical inference (topics in STAT:5100 Statistical Inference I, STAT:5101 Statistical Inference II, and STAT:7100 Advanced Inference I);

linear models (topics in STAT:7200 Linear Models);

probability (topics in STAT:6300 Probability and Stochastic Processes I and STAT:7300 Foundations of Probability I); and

statistical computing (topics in STAT:5400/IGPI:5400 Computing in Statistics and STAT:7400/IGPI:7400 Computer Intensive Statistics).

Students in the actuarial science/financial mathematics concentration area have the option of taking only one of the four examinations listed above and an actuarial science/financial mathematics examination designed by their advisor and approved by the director of graduate studies.

Committee

Upon passing the Ph.D. final examination, the candidate chooses a committee of at least five members, which is approved by the advisor. At least four of the faculty members must be University of Iowa tenure-track faculty members. At least two of the faculty members must be from the major department (defined as faculty members who hold any appointment in the major department), and University of Iowa tenure-track faculty members.

The department may request the Graduate College dean's permission to replace one of the five committee members with a recognized scholar of professorial rank from another academic institution.

Prospectus

Within 18 months of passing the Ph.D. final exam, the candidate should present a written and oral prospectus to the committee. The prospectus describes the problems the student is considering for the thesis, relevant background material, ideas for solving the problems, and any preliminary results. Failure to successfully complete the prospectus within 24 months of passing the Ph.D. final exam will jeopardize the continuation of a student's financial support.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Funds are available to help support outstanding Ph.D. applicants. Fellowships, teaching assistantships, and research assistantships provide an attractive stipend plus tuition at the resident rate and tuition scholarships for students who are appointed at least one-quarter time. In most cases, full tuition waivers are granted.

Students who wish to be considered for financial assistance for their third year in the program should request to go through the Ph.D. qualifying process no later than the spring semester of their second year.

Career Advancement

Statistics and probability are vital to many fields, so the demand for well-trained statisticians is strong. Statisticians

work in medicine, engineering, law, public policy making, marketing, manufacturing, engineering, agriculture, varied social and natural sciences, and numerous other areas.

The program prepares students for careers in research, applications, and teaching. To learn more about job opportunities, see ASA JobWeb on the American Statistical Association website.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Theatre Arts

Director, Division of Performing Arts

- Alan M. MacVey

Chair, Department of Theatre Arts

- Mary Beth Easley

Undergraduate major: theatre arts (B.A.)

Undergraduate minor: theatre arts

Graduate degree: M.F.A. in theatre arts

Faculty: <https://theatre.uiowa.edu/people>

Website: <https://theatre.uiowa.edu/>

The Department of Theatre Arts offers academic programs for undergraduate and graduate students. It also stages live performances throughout the academic year and during the summer. The department also administers the Certificate in Public Digital Arts [p. 952].

The department is one of the academic units in the Division of Performing Arts [p. 365]. Students have the opportunity to earn a major in theatre arts and a second major in one of the other units within the division—dance or music. It also participates in offering the division's Certificate in Arts Entrepreneurship [p. 142].

The department also educates students who plan to enter other fields in which understanding of the arts and experience with theatre skills are useful. Some earn a major in theatre arts, sometimes with a second major in another discipline. Others earn a minor or take theatre classes as nonmajors. For information, view the minor in theatre arts [p. 1104] in the Catalog or see "Courses for Nonmajors" below.

Several of the department's courses are approved for GE CLAS Core; look for courses with the prefix THTR in the GE CLAS Core [p. 20] section of the Catalog.

Courses for Nonmajors

Most theatre arts courses are open to all students, regardless of their majors, and are appropriate for nonmajors interested in theatre. The following courses are designed specifically for nonmajors.

Code	Title	Hours
THTR:1120	Basic Acting for Language Learners	3
THTR:1140	Basic Acting	3
THTR:1141	Basic Acting II	3
THTR:1400	Theatre and Society: Ancients and Moderns	3
THTR:1401	Theatre and Society: Romantics and Rebels	3
THTR:1410	Musical Theatre History	3
THTR:1411	Comedy and Society	3
THTR:1412	The Arts in Performance	3
THTR:2120	Movement: Special Topics	2-3
THTR:2301	Playwriting I	3
THTR:2320	Playwriting in a Global World	3
THTR:2405	Staging Americans: U.S. Cultures Through Theatre and Performance	3
THTR:2601	Theatre for Community Engagement	3

THTR:2605	Monsters, Victims, and Villains: Changing Perceptions	3
THTR:2610	Acting for Success	3
THTR:2620	Improvisation for Engineers, Scientists, and the Curious	3
THTR:3210	Makeup Design for the Stage	3
THTR:3301	Playwriting II	3
THTR:3510	Introduction to Arts Management	3
THTR:3520	Starting Up the Arts Start-up	3

Productions and Auditions

The Department of Theatre Arts presents around 25-30 public productions each year. These include a subscription series of five plays, a festival of new works by students, and other productions, many of them new plays.

Special attention is given to the process of developing new works and to the collaborative process that involves writers, directors, designers, dramaturgs, stage managers, and actors. Graduate and undergraduate students, faculty, and visiting guest artists work together on large and small projects throughout the year.

Auditions for Theatre Arts Productions

Auditions for theatre arts productions are open to everyone, including all University of Iowa students and members of the local community. Theatre arts students are given first priority for roles, but many roles are available throughout the year, so many students in other majors and nonstudent actors are cast each season. Occasionally, professional actors are employed.

General auditions are held at the beginning of the fall semester, and callback lists are posted during the semester. Additional general auditions usually are scheduled in early November and in March. Information about auditions is available from the Department of Theatre Arts office in August. Notices of auditions are posted on the department's online call board.

Programs

Undergraduate Programs of Study

Major

- Major in Theatre Arts (Bachelor of Arts) [p. 1099]

Minor

- Minor in Theatre Arts [p. 1104]

Graduate Program of Study

Major

- Master of Fine Arts in Theatre Arts [p. 1105]

Facilities

The University of Iowa has one of the finest educational theatre complexes in the country. The Theatre Building offers four theatres and up-to-date facilities for classroom, laboratory, shop, and performance work.

The E.C. Mabie Theatre, a continental-style, 457-seat proscenium playhouse, is one of the finest theatres of its type in the United States. The David Thayer Theatre is a "black box" production space; its flexible seating units accommodate from 140 to 225 people and allow modification of space and audience relationships. The Alan MacVey Theatre, which seats 137, is an open-stage theatre dedicated primarily to the production of new and experimental works. The flexible studio theatre seats 50.

In addition to classrooms for acting and directing, several spaces are designed for teaching particular aspects of dramatic studies. The Cosmo Catalano Acting Studio is for study of movement and motion by acting students. The Arnie Gillette Design Studio serves as classroom and studio workshop for design students.

To support its production schedule and to provide students with an appropriate range of experience, the department maintains shops for building, painting, maintaining, and storing scenery, costumes, and properties. Using these shops, students learn to work in metal, plastics, canvas, and wood.

Courses

Theatre Arts Courses

THTR:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

THTR:1120 Basic Acting for Language Learners 3 s.h.

Development of theatrical creativity to enhance English language skills through acting games, monologues, and scene work; exercises in concentration, relaxation, communication, imagination, observation, sensory awareness.

THTR:1140 Basic Acting 3 s.h.

Concentration, relaxation, imagination, observation, communication, sensory awareness; development of theatrical creativity through objectives, obstacles, action, conflict, spontaneity; development of a scene from scripts. Requirements: non-theatre arts major. GE: Engineering Be Creative; Literary, Visual, and Performing Arts.

THTR:1141 Basic Acting II 3 s.h.

Continuation of THTR:1140; emphasis on development of scenes. Prerequisites: THTR:1140. Requirements: non-theatre arts major.

THTR:1400 Theatre and Society: Ancients and Moderns 3 s.h.

Representative plays as performed in social contexts of ancient Egypt; classical Greece, Rome, India, and Japan; and medieval and early modern Europe. Duplicates THTR:2410. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

THTR:1401 Theatre and Society: Romantics and Rebels 3 s.h.

Representative plays as performed in social contexts of revolutionary and modern Europe and postwar United States. Duplicates THTR:2411. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

THTR:1410 Musical Theatre History 3 s.h.

American musical theatre's form, function, evolution; major composers (Berlin, Gershwin, Rodgers and Hammerstein, Sondheim), lesser-known and contemporary writers; roots of the rock musical, future of musical theatre, how musicals reflect their own eras and cultural attitudes of their times; readings, recordings, videos. Ability to read music not required.

THTR:1411 Comedy and Society 3 s.h.

How comedy reflects, comments upon, and intersects with western culture, society, and identity; roots of western comedy, satire, censorship; stand-up comedians, improv and sketch troupes, satirists; race, gender and sexuality, class perception; how portrayals of African Americans in popular culture evolved from 19th century to present; videos, readings, live performances. GE: Values and Culture.

THTR:1412 The Arts in Performance 3 s.h.

GE: Literary, Visual, and Performing Arts; Values and Culture. Same as DANC:1412, DPA:1412.

THTR:1834 Modes of Film and Video Production 4 s.h.

Introduction to filmmaking; how to shoot and edit short works of cinematic art; exposure to various working methods including nonfiction, fiction, and experimental modes of video production. Corequisites: for CINE:1834—CINE:1601, if not taken as a prerequisite. GE: Engineering Be Creative. Same as CINE:1834.

THTR:2120 Movement: Special Topics 2-3 s.h.

Specialized study in movement techniques and movement styles for body conditioning; development of yoga techniques; varied topics.

THTR:2140 Acting I 3 s.h.

Development of creativity, imagination, and openness through exercises to engage mind, body, and voice in theatrical play and scene work. Requirements: theatre arts major, or theatre arts minor and THTR:1140.

THTR:2170 Acting for Musical Theatre 3 s.h.

Students focus on acting technique for musical theatre; within the framework of song, students learn to work truthfully with a partner, find the action of the piece, mine a piece of music for acting clues from the composer, and connect authentically while being larger than life. Prerequisites: THTR:1140 or THTR:2140. Requirements: any one of the courses listed as prerequisites, or one semester of applied lessons in vocal performance.

THTR:2175 Musical Theatre Performance: Special Topics 3 s.h.

Specialized, practical study in a specific area related to development of musical theatre knowledge and performance skills; topics vary. Corequisites: THTR:2140. Requirements: audition.

THTR:2200 Elements of Design 3 s.h.

Development of visual literacy; manipulation of line, shape, color, value, texture, form; development of designs for theatre through techniques explored in class. GE: Engineering Be Creative.

THTR:2215 Theatre Technology 3 s.h.

Theatrical production; technology and backstage operations including sound, projections, lighting, scenery, costumes, stage management. GE: Engineering Be Creative.

- THTR:2220 Production Lab** 1-3 s.h.
Practical experience in physical construction and operation of live theatre; theatre department productions provide lab experiences for applied learning in technical theatre and run crew opportunities in scenery, costumes, lighting, sound, and stage management. GE: Engineering Be Creative.
- THTR:2301 Playwriting I** 3 s.h.
Elements of playwriting; emphasis on analysis and discussion of original student writing. GE: Engineering Be Creative; Literary, Visual, and Performing Arts.
- THTR:2320 Playwriting in a Global World** 3 s.h.
Students read and analyze the works of a diverse range of American and international playwrights and documentarians; fundamental skills of reading, hearing, imagining, and writing for local and global stages; emphasis on a broad range of voices, styles, and stories. GE: Diversity and Inclusion.
- THTR:2402 Script Analysis** 3 s.h.
Basic skills in critical reading and close analysis of dramatic texts, with focus on dramatic structure, challenges of putting texts into production.
- THTR:2405 Staging Americans: U.S. Cultures Through Theatre and Performance** 3 s.h.
Role of American theatre as a complex tapestry of race, gender, sexuality, and disability; examination of plays and performance outside primarily white-male canon; contemporary social practice and cultural politics in local and national contexts. GE: Diversity and Inclusion.
- THTR:2410 History of Theatre and Drama I** 3 s.h.
Major developments in Anglo-European, Indian, Asian, and African theatre and drama, 3000 B.C.E. to C.E. 1700; sociopolitical, economic, and cultural circumstances of original productions. Offered spring semesters. GE: Historical Perspectives; Literary, Visual, and Performing Arts.
- THTR:2411 History of Theatre and Drama II** 3 s.h.
Continuation of THTR:2410; 1700 to 1960; revolutionary and modern European theatre and culturally diverse postwar U.S. theatre. Offered fall semesters. GE: Historical Perspectives; Literary, Visual, and Performing Arts.
- THTR:2450 Animals and Performance in American Culture** 3 s.h.
Role of animals in various forms of cultural expression in the U.S. from the 19th to the 21st centuries; along with visual and literary arts, special emphasis will be placed on live performance (e.g., circus and theatre) because of how it highlights embodied and affective modes of communication that inform our connections to animals; relationship of cultural forms involving animals (real and imagined) to the lived experience of animals in the wider historical and social context; how animals shape human ideas about race, ethnicity, class, gender, sexuality, and construct notions of "Americanness." Same as AMST:2950.
- THTR:2601 Theatre for Community Engagement** 3 s.h.
Creation of a theatre performance piece with the local community; introduction to applied theatre; preparation to facilitate workshops with community partners; students explore the historical context for applied theatre, play various warm-up and content-generating games, and learn how to facilitate these games and exercises themselves; culminates in a collective performance piece that students work to create as a team. GE: Diversity and Inclusion.
- THTR:2605 Monsters, Victims, and Villains: Changing Perceptions** 3 s.h.
Introduction to implementation of performance opportunities for special populations (defined as those with cognitive or physical disability) and underrepresented populations; students gain skills necessary to create radical opportunities for and implementation of performances including individuals with disabilities in theatre, dance, and music; students from different backgrounds experience collaborative artistic excellence while redefining audience expectations; historic background for perceptions of disability. GE: Diversity and Inclusion. Same as EDTL:2963.
- THTR:2610 Acting for Success** 3 s.h.
How skills learned by actors in the theatre world can be applied to presentations and interactions in business, education, and beyond; how to connect with others on a personal level; ability to stand out as a team player and a leader; acting techniques traditionally used in theatre to open up communication dynamics; how to display an authentic self in everyday situations. Corequisites: RHET:1030 or RHET:1040 or RHET:1060. GE: Engineering Be Creative. Same as RHET:2610.
- THTR:2620 Improvisation for Engineers, Scientists, and the Curious** 3 s.h.
Use of theatrical exercises and improvisation techniques to help students develop their imaginations, stimulate creativity, and approach practical projects from a fresh point of view; emphasis on working in teams and using improvisational techniques to solve problems. GE: Engineering Be Creative.
- THTR:2720 Concepts in Contemporary Art Practice** 3 s.h.
Interdisciplinary investigation of materials and concepts in relation to time-based media, performance, video, installation; individual and collaborative projects. Prerequisites: INTM:2710. Same as INTM:2720.
- THTR:2800 Digital Arts: An Introduction** 3 s.h.
Introduction to potential of integrating art with technology to provide a foundation of skills and concepts through hands-on experimentation; lectures and demonstrations introduce key concepts and ideas as well as the history of digital arts; students develop skills that form a foundation for future investigation through labs; work may include using an Arduino, programming, and developing an interface to control a software project; final project is shared with the public in some way; critical discourse in the form of writing assignments allows for reflection and evaluation. GE: Engineering Be Creative. Same as ARTS:2800, CINE:2800, CS:2800, DANC:2800, DIGA:2800, MUS:2800.
- THTR:3110 Voice for the Actor** 3 s.h.
Progressive development of voice for theatre; physical awareness, breath, freeing and amplifying sound, range and resonance, articulation; application of voice work through classical and contemporary theatre texts.
- THTR:3120 Theatre Movement** 3 s.h.
The body as a tool for dramatic expression; basic principles and practices of stage movement; approaches to physical technique.
- THTR:3140 Acting II** 3 s.h.
Extension of work begun in THTR:2140; scene study, with focus on contemporary realism and development of collaborative dynamic. Prerequisites: THTR:1141 or THTR:2140.

- THTR:3151 Voice for the Actor II** 3 s.h.
Further development of voice for theatre with emphasis on acquisition of accents and dialects. Prerequisites: THTR:3110.
- THTR:3160 Movement Styles** 3 s.h.
Intensive study of a selected movement style (e.g., mask, clown, commedia dell'arte). Prerequisites: THTR:3120.
- THTR:3165 Stage Combat** 3 s.h.
Fundamental principles of stage combat in a specialized area of study—unarmed combat, rapier and dagger techniques, and hand-to-hand and knife techniques.
- THTR:3180 Media Studies** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3180.
- THTR:3202 Graphic Design for the Entertainment Industry** 3 s.h.
Series of projects focusing on developing graphic design skill sets and using the Adobe Creative Suite and other programs. GE: Engineering Be Creative.
- THTR:3205 Concepts in Drawing** 3-4 s.h.
Intermediate-level topics; observation, theory, media, form, content; emphasis on personal direction. Prerequisites: DRAW:2310. Same as DRAW:3310.
- THTR:3208 Mask and Puppet Crafts** 3 s.h.
Mask and puppet design; paper mache, plaster gauze, thermal plastics, and soft sculpture techniques. GE: Engineering Be Creative.
- THTR:3210 Makeup Design for the Stage** 3 s.h.
GE: Engineering Be Creative. Same as DPA:3210.
- THTR:3211 Period Styles** 3 s.h.
Survey of design and motifs spanning history of western civilization through development of interior and exterior architecture, furniture, decorative themes, fashion, and fine art.
- THTR:3215 Sewing Techniques for Theatre Costuming** 3 s.h.
Students learn and improve sewing skills for theatre costuming; lab oriented with focus primarily based on a variety of sample sewing techniques; collaboration and individual work; final project consists of a costume sample from a chosen show and reflects student's skill and experience.
- THTR:3221 Technology for the Entertainment Industry** 3 s.h.
Introduction to technology skills that are at the center of the entertainment industry; programming and operating digital lighting and sound consoles, intelligent lighting systems, projection hardware and software; outdoor event rigging, metal construction, and fabrication. Same as DPA:3221.
- THTR:3223 Introduction to Lighting Technology** 3 s.h.
Training for a career as a touring or resident stage electrician in the entertainment industry; plot organization/shop orders, digital fixtures, power distribution, personal management, console configuration/control, and electrical troubleshooting/maintenance.
- THTR:3225 Makeup Design: Special Topics** 3 s.h.
Advanced techniques in stage makeup design and application through analysis of forms, research, and hands-on projects.
- THTR:3230 Scene Design I** 3 s.h.
Development of theatre scenery; how to research, conceptualize, and express ideas in 3-D models, simple sketches, and drafting. GE: Engineering Be Creative. Same as ARTS:3230.
- THTR:3240 Costume Design I** 3 s.h.
Introduction to theatre costumes; how to conceptualize and express ideas through rendering and 3-D mannequin projects. May be taken after THTR:4240. GE: Engineering Be Creative.
- THTR:3250 Lighting Design I** 3 s.h.
How to research, conceptualize, and express ideas through light plots, other design paperwork, and theatre lighting design projects. GE: Engineering Be Creative.
- THTR:3260 Sound Design for the Theatre** 3 s.h.
Introduction to digital sound recording and live sound reinforcement techniques for a variety of entertainment venues (theatre, dance, concerts, industrial projects); creation of soundscapes using Pro Tools software; implementation of designs through the use of QLab playback systems and digital mixing consoles; documentation of sound design for theoretical and realized productions. GE: Engineering Be Creative.
- THTR:3270 Entertainment Design** 3 s.h.
Introduction to entertainment design and technology; primary focus on contemporary approaches to design and delivery of content in entertainment industry; assignment of practical projects using media servers, projection, LED arrays, video editing software, and moving light technologies. GE: Engineering Be Creative.
- THTR:3276 Medieval Drama** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as ENGL:3276.
- THTR:3277 English Renaissance Drama** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as ENGL:3277.
- THTR:3301 Playwriting II** 3 s.h.
Application of fundamental skills learned in THTR:2301 to more advanced study of dramatic structure and style; reading of plays, weekly writing assignments; focus on writing one-act play. Prerequisites: THTR:2301.
- THTR:3310 Undergraduate Playwriting Workshop** 1-3 s.h.
Workshop discussion of original full-length plays, collaborative creation of new plays, work with guest artists. Prerequisites: THTR:2301 and THTR:3301.
- THTR:3315 Standup Comedy Practicum** 3 s.h.
Writing and performing standup comedy; emphasis less on creating a comic persona and more on pulling from and articulating personal truth; analysis of contemporary comedians and joke structure; performing original work for multiple audiences in classroom and out in community.
- THTR:3320 Writing for Film** 3 s.h.
Rigorous writing for film; focus on feature-length screenplay; for students with experience in dramatic writing, fiction, or screenwriting. Requirements: completion of at least 60 s.h. or graduate standing.

- THTR:3401 Topics in Dramatic Literature** 3 s.h.
Topics in dramatic literature, including specific authors, periods, and movements; sample topics include Ibsen and Strindberg, Chekov, Brecht and the Brechtian, and avant-garde theatre.
- THTR:3402 Shakespeare the Dramatist** 3 s.h.
Exploration of a number of Shakespeare's greatest works; close textual analysis supplemented with historical, theoretical, theatrical, and philosophical considerations; special attention given to Shakespeare's dramatic method and relation of his dramaturgy to profession of theater-making.
- THTR:3421 Performing Autobiography** 3 s.h.
Advanced seminar and workshop; immersive readings in genre of contemporary autobiographical work, scholarship and criticism, and performance texts and videos as established artists have developed them; students write and perform their own original pieces stemming from personal experiences and interests. Recommendations: RHET:1030. Same as GWSS:3421.
- THTR:3430 Women on Stage** 3 s.h.
Examination of how and why women in the United States have expressed themselves through theatre and performance from 1776 to present; students study plays as performed events in specific times and places for specific audiences through works by African American, Asian American, European American, Latina, Native American, and lesbian/queer writers; what the theater—as a public, embodied art form—offers female writers; how stakes differ for women of diverse backgrounds in using this often suspect and uniquely powerful medium in particular historical moments; how changing definitions of gender and sexuality come into play; prior background in theater not required. Same as AMST:3430, GWSS:3430.
- THTR:3440 American Drama Since 1900** 3 s.h.
American playwrights and plays after 1900. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as ENGL:3440.
- THTR:3462 African American Drama** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: Varies by semester. English and Creative Writing majors may apply this course to the Multiethnic American Literature and Culture requirement. Same as AFAM:3462, ENGL:3462.
- THTR:3501 Stage Management I** 3 s.h.
Duties and procedures of stage management; focus on development of production from preparatory work through performance; role of stage manager in collaboration.
- THTR:3510 Introduction to Arts Management** 3 s.h.
Nonprofit performing arts management and administrative principles; practical applications, trends in the field; focus on arts organizations and their key administrative positions. Same as DPA:3510, INTD:3510.
- THTR:3520 Starting Up the Arts Start-up** 3 s.h.
Arts administration principles and trends as applied to creation of an arts-related enterprise; case studies; students create business plan for a new arts organization. Duplicates ENTR:2000 and MGMT:3100. Corequisites: ENTR:1350 or (ACCT:2100 and MKTG:3000). Same as DPA:3520, ENTR:3520, INTD:3520.
- THTR:3525 The Business of the Performing Arts** 3 s.h.
Use of live performing arts—theatre, dance, performance art—to explore methods for starting and maintaining students' professional lives; topics and issues include understanding arts structures, producing and presenting, networking, and transitioning to various aspects of the arts and job market; how students as artists or producers fit into the arts ecosystem in the United States, how that ecosystem might be changing, and what students might do to change it. Prerequisites: DPA:3510 and ENTR:2000. Same as DANC:3525, DPA:3525, ENTR:3525.
- THTR:3530 Musical Theatre Workshop** 2 s.h.
Development of musical theatre performance skills through participation; students learn how to project intentions, attitudes, and personality traits of characters they portray; fundamentals of stagecraft, acting, movement, relaxation, and concentration; accurate musical coaching, including clear diction and solidly built dramatic musical interpretation. Same as MUS:3530.
- THTR:3610 Drama in the Classroom** 3 s.h.
Theories of community, culture, identity in relation to language arts teaching and learning; emphasis on incorporating multiple literacies, both oral and print, into language arts curricula; action research involving oral literacy. Same as EDTL:3180.
- THTR:3615 Action! Engage! Becoming Skilled Partners/Leaders for the Public Good** 3 s.h.
Best practices for community projects; students in any discipline partner with artists to make change in the world; topics and activities include how to collaborate with creative partners and be a strong partner, develop ethical community partnerships, cultural competency, how to work for sustainable goals, team leadership skills, prepare social justice skills portfolios, investigate established projects, and develop individual or team projects for future semesters and beyond.
- THTR:3850 Introduction to Laban Movement Studies** 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and wellness. Same as DANC:3850, DPA:3850, MUS:3850.
- THTR:3875 Topics in Digital Performing Arts** 3 s.h.
Advanced techniques in performing with established and new technologies including live cameras in performance, controlling digital avatars, motion capture, virtual and augmented reality, and more. Same as DANC:3875.

- THTR:3876 Video for Performance** 3 s.h.
Introduction to aesthetics and practical applications of digital media and video design for live performance including content creation, system design, and content optimization for media servers; students create digital video and animations and integrate them into live performance and entertainment events via projections, media servers, and digital displays using QLab Media Server and Adobe Creative Cloud (e.g., Illustrator, Photoshop, Premiere Pro, Audition, After Effects); for those with an interest in designing, creating, and displaying digital media for theatre, dance, concerts, corporate events, gallery installations, VJ sets, and architectural projections. Prerequisites: THTR:3890 or CINE:1834. GE: Engineering Be Creative. Same as CINE:3876, DANC:3876, DIGA:3876, INTM:3876.
- THTR:3880 Installations and Interactive Performance** 3 s.h.
Introduction to aesthetics, techniques, and practical possibilities of fusing together theatre, dance, music/sound, art, design, cinema, gaming, human computer interaction, and engineering; foundations of creating interactive experiences that use digital photos, video, text, real-world objects, sensor data, live bodies moving in space, Kinect 2 sensors, cameras, and multiple video outputs (e.g., projectors, LED displays); use of Isadora, an interactive, node-based programming software, to create immersive mediated performances, interactive installations, embodied user-based experiences, and user-manipulated virtual environments. GE: Engineering Be Creative. Same as DANC:3880, DIGA:3880, INTM:3880.
- THTR:3890 Producing and Directing Digital Video** 3 s.h.
Introduction to the basic concepts, theories, and practical applications of digital video production for multiple distribution streams, with a focus on aesthetic and technical principles; focus on developing proficiency in contemporary approaches to digital media production by understanding the production pipeline, from ideation to preproduction, production, postproduction, and through to distribution. GE: Engineering Be Creative. Same as DANC:3890, DIGA:3890, INTM:3890.
- THTR:3895 Performance, Art, and New Technologies in Society** 3 s.h.
Survey of major technological innovations that have deeply impacted society and live performance in the late 20th and early 21st century, and the future of the rapidly evolving technological world; students examine theoretical texts and performances that address the impact of technology on the human condition, as well as create original applied live performances and installations; a variety of technologies are explored and adapted for live performance as they relate to the following five categories of original human experience—telepresence, liveness, artificial intelligence, augmented and virtual reality, and transhumanism. Prerequisites: MUS:2800 or THTR:3880 or CS:1110 or CS:1210 or SCLP:4835. Same as DANC:3895, DIGA:3895, INTM:3895.
- THTR:4144 Acting: Special Topics** 3 s.h.
Specialized study in a specific aspect or theory of acting.
- THTR:4180 Directing I** 3 s.h.
Basic elements of stage direction; exercises in composition, emphasis, movement, rhythm, directorial analysis; director's role in production process; short scenes, projects, papers. Prerequisites: THTR:2140 and (THTR:2402 or CINE:1601).
- THTR:4230 Scene Design II** 3 s.h.
Design and execution of increasingly complex projects in a variety of formats, including perspective sketching, detailed drafting, and color models. Prerequisites: THTR:3230.
- THTR:4240 Costume Design II** 3 s.h.
Conceptual and analysis skills in costuming; fashion history and dress related to individual, cultural, and artistic expression. May be taken before THTR:3240.
- THTR:4250 Lighting Design II** 3 s.h.
Development of advanced lighting artistry; preparation for mainstage lighting assignments through a series of hands-on projects and practicals; emphasis on the process of design, communicating the design concept, acclimating to University of Iowa venues, advanced moving light programming, 3-D modeling, pre-visualization techniques, and organizing the plot and paperwork in accordance with professional lighting practices. Prerequisites: THTR:3250.
- THTR:4270 Scenic Art** 3 s.h.
Basic techniques in scenic art for the theatre; classical scene painting, color theory, drawing, using nontraditional tools and materials, foam carving, and finishes. Offered every other year. GE: Engineering Be Creative. Same as ARTS:4270.
- THTR:4290 Design: Special Topics** 1-3 s.h.
Specialized study in a specific aspect or theory of theatrical design.
- THTR:4420 Dramatic Theory** 3 s.h.
Theoretical questions of interest to dramatists and philosophers in western and nonwestern traditions; metaphysics of play; theories of character, psyche, self; narrative and nonnarrative dramatic forms. Prerequisites: THTR:2402 and THTR:2410 and THTR:2411.
- THTR:4422 Dramaturgy** 3 s.h.
Overview of history, theory, and practice of dramaturgy and dramaturg in Europe and the United States including relationship to dramatic criticism, dramaturgical research, analysis and conceptualization of texts for production, audience outreach, and new play development; may focus intensively on one of these topics and workshop creative work related to the topic. Prerequisites: THTR:2402.
- THTR:4510 Arts Leadership Seminar** 3 s.h.
Performing arts management and administrative principles, practical applications, trends in arts leadership and advocacy. Prerequisites: THTR:3510 or ENTR:2000 or THTR:3520. Same as DPA:4510, ENTR:4510, INTD:4510.
- THTR:4605 Undergrad Career Preparation** 1-3 s.h.
Business aspects of the actor's career; entrepreneurial tools for the professional world; topics include agents, managers, taxes, fees, résumés, head shots, unions, similarities and differences between the three major markets (New York, Chicago, Los Angeles), and particular needs for television, film, and theatre.
- THTR:4630 London Performance Study** 3 s.h.
English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:4172.
- THTR:4691 Projects in Theatre** arr.
- THTR:4692 Honors Theatre Arts** arr.
Development and production of a new work for film or television by writers, directors, actors.
- THTR:4693 Independent Study** arr.

- THTR:4695 Performance Practicum** 1-2 s.h.
Perform as an actor or serve as an assistant stage manager in a production of at least an hour's length, rehearsed for at least four weeks, directed by a faculty member or guest artist or graduate student, and produced by the Department of Theatre Arts.
- THTR:5110 Acting for Graduate Non-Actors** 3 s.h.
Examination of the practice and language of acting as developed by Constantin Stanislavski and Sanford Meisner. Requirements: admission to M.F.A. in theatre arts.
- THTR:5200 Graduate Design Seminar** arr.
Graduate design in set, lighting, and costume design; teamwork; meetings with design faculty in specific disciplines; short-term projects in the theatre department; long-term projects, including summer design work, internships, and other professional opportunities during the three-year program and beyond. Prerequisites: THTR:4230 or THTR:4240 or THTR:4250.
- THTR:5230 Scene Design III** 3 s.h.
Complex assignments; documentation skills, scenic design preparation. Prerequisites: THTR:3230 and THTR:4230.
- THTR:5240 Costume Design III** 3 s.h.
Advanced projects in costume design and portfolio development. Prerequisites: THTR:4240.
- THTR:5250 Lighting Design III** 3 s.h.
Advanced projects in venues such as dance, opera, industrials; preparation of lighting designs for production. Prerequisites: THTR:4250.
- THTR:5300 The Collaborative Process** 3 s.h.
Development of new plays, collaboratively created works.
- THTR:5420 Dramaturgy Practicum** arr.
Exploration of theoretical, creative, and practical issues that arise in working dramaturgically on both established and new plays, and in a variety of collaborative processes; practical dramaturgical exercises in script reporting, dramaturgical research, educational programming, season planning, production documentation, and writing of critical and dramaturgical essays for a general audience. Requirements: admission to M.F.A. dramaturgy program.
- THTR:5500 Stage Management: Special Topics** 3 s.h.
Topics in stage management, arts production, and their professional practice. Requirements: admission to M.F.A. stage management program.
- THTR:5510 Production Management** 3 s.h.
Organization and supervision of theatre productions; resources, procedures for successfully mounting a theatre production or season; personnel, equipment, facility and budget management, scheduling, communication. Requirements: stage management M.F.A. enrollment.
- THTR:5600 Orientation to Graduate Studies** 1-2 s.h.
Introduction to the department's six graduate programs, production program, facilities, and UI library system; raises issues that will be considered throughout students' graduate careers; exploration of creative process and application of critical thinking to that process; for first-year theatre arts M.F.A. students. Requirements: admission to M.F.A. in theatre arts.
- THTR:5610 Collaborative Performance** 3-4 s.h.
Collaborative process with advanced dance artists and creative, design, and technical practitioners from varied disciplines that culminates in a devised performance for the general public; emphasis on sharing and investigating ideas, artistic intent, personal vision, and practical application. Same as DANC:5550, DPA:5550.
- THTR:6140 Advanced Acting** 3 s.h.
Preprofessional training; may include psychophysical training in impulse, openness and the "mask," individual and group dynamics, improvisation, repetition, characterization and scene work, Shakespeare and style, on-camera, development of professional work habits and skills, audition and interview. Requirements: admission to M.F.A. acting program.
- THTR:6150 Vocal Technique** 3 s.h.
Skills training; voice and speech for the actor, phonetics, dialects, sound exploration, contemporary and classical text analysis. Requirements: admission to M.F.A. acting program.
- THTR:6160 Movement Technique** 3 s.h.
Fundamental principles and practices required for physical acting technique; basic stage movement, stage combat, mime technique, Lecoq-based improvisation; a new works project. Requirements: admission to M.F.A. acting program.
- THTR:6170 Graduate Acting: Special Topics** 3 s.h.
Specialized study in one aspect or theory of acting. Requirements: admission to M.F.A. acting program.
- THTR:6180 Director's Seminar** 1-3 s.h.
Preprofessional training in stage direction; the art and craft of directing; research, practical experience; development of new pieces; approaches to a variety of theatrical materials through concept, type, style. Requirements: admission to M.F.A. program.
- THTR:6300 Guest Seminar** arr.
Playwriting workshops and script conferences led by visiting professional playwrights, directors, and dramaturgs. Requirements: admission to M.F.A. playwriting program.
- THTR:6310 Special Topics in Playwriting** 3 s.h.
Special topics of interest to M.F.A. playwrights and dramaturgs including fundamentals for experts, designing audience experiences, structural approaches to playwriting, and writing for film; also may focus on dramatic genres (e.g., docudrama, history play).
- THTR:6400 Classical to Romantic Theatre** 3 s.h.
Representative plays from the Classical to the Romantic periods—in historical context of their original productions, contemporary production potential. Requirements: admission to M.F.A. theatre arts program.
- THTR:6401 Modern Drama** 3 s.h.
Questions of dramatic form and content examined in-depth through close readings of modern plays.
- THTR:6402 Postmodern Theatre** 3 s.h.
Diverse traditions of theatre and drama since the 1960s considered in relation to the modernist avant-garde and the cultural phenomenon of postmodernism.
- THTR:6500 Stage Management Seminar** 1-2 s.h.
Practice and techniques of stage management. Requirements: admission to M.F.A. stage management program.

THTR:6605 Graduate Career Preparation 1-3 s.h.

Preparation for professional showcase produced in student's final year; business aspects of the actor's career; entrepreneurial tools for the professional world; topics include agents, managers, taxes, fees, résumés, head shots, unions, similarities and differences between three major markets (New York, Chicago, and Los Angeles), and particular needs for television, film, and theatre. Requirements: admission to M.F.A. acting program.

THTR:6691 Projects in Theatre Advanced arr.

Create a special project under the mentorship of a faculty member; projects may include performing in a main stage production, writing, directing, or designing a play performed in the department, developing a research project that intersects production.

THTR:7300 Playwrights Workshop 1,3 s.h.

Development of works by Iowa Playwrights Workshop members. Requirements: admission to M.F.A. playwriting or dramaturgy program.

THTR:7601 M.F.A. Thesis 0-3 s.h.

Work related to M.F.A. thesis projects in theatre arts.

Theatre Arts, B.A.

The undergraduate program in theatre arts is based on the philosophy that the best way to develop future artists is to expose them to rigorous professional practice within the framework of a liberal arts and sciences education.

Department of Theatre Arts students take workshop courses in acting, directing, design, technical theatre, stage management, and playwriting and complement them with classes in dramatic literature, history, and criticism. Students also are encouraged to explore a range of courses throughout the University. Around 25 public productions are staged each year, providing additional opportunities to learn the theatre craft and to develop a personal artistic vision.

Student Auditions for Theatre Arts Productions

Theatre arts majors are encouraged to audition for the department's productions in general auditions at the beginning of the fall semester. Students normally present a three-minute audition consisting of two contrasting pieces. From this audition, callback lists are posted for major productions offered during the first semester. Additional general auditions normally are scheduled in early November and in March.

Students in other majors are welcome to audition for the department's productions, as are community members (see "Productions and Auditions" in the Department of Theatre Arts [p. 1091] section of the Catalog). For academic considerations, theatre arts majors are given first consideration for roles.

Materials and information about the general auditions are available from the Department of Theatre Arts office in August. Notices of auditions for all subsequent productions are posted on the department's online call board.

Learning Outcomes

All theatre students have special interests they want to pursue—acting, writing, design, and more. To make this possible, the department offers beginning and advanced courses in every theatrical area.

No matter which theatre arts area chosen, the overall experience as a theatre student will give each major the ability to:

- apply knowledge of theatre's role in society throughout history to creative and/or scholarly work,
- explore and apply understanding of a dramatic script to creative and/or scholarly work,
- collaborate with others to produce a play,
- talk about and assess a student's work and the work of others,
- articulate an emerging artistic vision that starts to inform a student's work and thinking about the arts, and
- write well about theatre.

Requirements

The Bachelor of Arts with a major in theatre arts requires a minimum of 120 s.h., including 36 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE

CLAS Core [p. 20]. Students can add a focus area to their theatre arts degree—music theatre. See "Music Theatre Track" below.

The curriculum for the theatre arts major constitutes the basic experience for all undergraduate theatre arts students. Registration in some courses for the major requires special permission. Contact the Department of Theatre Arts for details.

Students who transfer to the University from other accredited two- or four-year institutions must demonstrate that they have successfully completed coursework equivalent to the basic requirements of the Department of Theatre Arts and the University of Iowa before they may take advanced-level electives. If a student completes the courses listed for the approved 2 Plus 2 Plan theatre arts program at Kirkwood Community College, Iowa Central Community College, or Indian Hills Community College in Iowa, those courses are automatically counted toward requirements for the theatre arts major at the University of Iowa. Consult the department's director of undergraduate studies for more information.

In planning coursework, especially electives, students should be guided by the College of Liberal Arts and Sciences maximum hours rule: students earning a B.A. may apply a maximum of 56 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the coursework is accepted toward requirements for the major; students who earn more than 56 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average; but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Students majoring in theatre arts may count a maximum of 20 s.h. earned in Department of Theatre Arts elective courses (prefix THTR) toward their Bachelor of Arts degree. Theatre arts elective credit beyond 20 s.h. is listed on their transcript but does not count toward the 120 s.h. required for graduation.

Students must complete a course's prerequisites before registering for the course. They normally complete the following required courses within their first four semesters in the major.

Code	Title	Hours
THTR:2140	Acting I	3
THTR:2402	Script Analysis	3
THTR:2410	History of Theatre and Drama I	3
THTR:2411	History of Theatre and Drama II	3

Students who complete THTR:1400 Theatre and Society: Ancients and Moderns or THTR:1401 Theatre and Society: Romantics and Rebels before declaring a major in theatre arts must consult the undergraduate director before they may register for THTR:2410 History of Theatre and Drama I or THTR:2411 History of Theatre and Drama II.

The B.A. with a major in theatre arts requires the following coursework.

Code	Title	Hours
	Theatre Foundation Courses	15
	Design Course	3
	Dramatic Literature Course	3

Production Lab	3
Theatre Arts Electives	12
Total Hours	36

Theatre Foundation

Code	Title	Hours
All of these:		
THTR:2140	Acting I	3
THTR:2215	Theatre Technology	3
THTR:2402	Script Analysis	3
THTR:2410	History of Theatre and Drama I	3
THTR:2411	History of Theatre and Drama II	3

Design

Code	Title	Hours
One of these:		
THTR:3230	Scene Design I	3
THTR:3240	Costume Design I	3
THTR:3250	Lighting Design I	3
THTR:3260	Sound Design for the Theatre	3
THTR:4240	Costume Design II	3

Dramatic Literature

Code	Title	Hours
One of these:		
THTR:1410	Musical Theatre History	3
THTR:2320	Playwriting in a Global World	3
THTR:2405	Staging Americans: U.S. Cultures Through Theatre and Performance	3
THTR:2450	Animals and Performance in American Culture	3
THTR:3401	Topics in Dramatic Literature	3
THTR:3402	Shakespeare the Dramatist	3
THTR:3421	Performing Autobiography	3
THTR:4420	Dramatic Theory	3
THTR:4630	London Performance Study	3

Production Lab

Students must earn a total of 3 s.h. in THTR:2220 Production Lab. The course requires students to work backstage on a department production. All students must serve as a crew member on at least one production (normally earning 1 s.h. per production). They have options to earn 2 s.h. for serving as a crew chief or taking on other advanced responsibilities.

With the instructor's approval, students who enroll in one of these two elective production courses (THTR:3501 Stage Management I or THTR:3221 Technology for the Entertainment Industry) also may enroll in the required production course THTR:2220 during the same semester or session and may complete an additional project, earning 1 s.h. for THTR:2220 in addition to the credit they earn for the elective course. Students may earn a maximum of 1 s.h. of required production course credit for THTR:2220 this way.

Code	Title	Hours
------	-------	-------

Required Production Lab

This course:

THTR:2220	Production Lab	3
-----------	----------------	---

Elective Production Courses

THTR:3221	Technology for the Entertainment Industry	3
THTR:3501	Stage Management I	3

Theatre Arts Electives

Students must earn a total of 12 s.h. in theatre arts elective coursework. Students may not use a course to fulfill more than one requirement for the major, so in selecting the additional 12 s.h. of coursework, they may not choose a course they have already used to fulfill a requirement. Three of the four elective courses must be numbered 3000 or above; the other course may be from any level. A minimum of two courses must be selected from one of the following areas—Acting, Directing, and Music Theatre; Design; Playwriting, Dramatic Literature, and Dramaturgy; or Stage Management, Arts Management, and Technical Theatre.

Acting, Directing, and Music Theatre

Code	Title	Hours
THTR:2175	Musical Theatre Performance: Special Topics	3
THTR:3110	Voice for the Actor	3
THTR:3120	Theatre Movement	3
THTR:3140	Acting II	3
THTR:3151	Voice for the Actor II	3
THTR:3160	Movement Styles	3
THTR:3165	Stage Combat	3
THTR:3315	Standup Comedy Practicum	3
THTR:3421	Performing Autobiography	3
THTR:3530	Musical Theatre Workshop	2
THTR:3615	Action! Engage! Becoming Skilled Partners/Leaders for the Public Good	3
THTR:3876	Video for Performance	3
THTR:3880	Installations and Interactive Performance	3
THTR:3890	Producing and Directing Digital Video	3
THTR:3895	Performance, Art, and New Technologies in Society	3
THTR:4144	Acting: Special Topics	3
THTR:4180	Directing I	3

Design

Code	Title	Hours
THTR:3202	Graphic Design for the Entertainment Industry	3
THTR:3208	Mask and Puppet Crafts	3
THTR:3211	Period Styles	3
THTR:3230	Scene Design I	3
THTR:3240	Costume Design I	3
THTR:3250	Lighting Design I	3
THTR:3260	Sound Design for the Theatre	3
THTR:3270	Entertainment Design	3

THTR:3876	Video for Performance	3
THTR:3880	Installations and Interactive Performance	3
THTR:3890	Producing and Directing Digital Video	3
THTR:3895	Performance, Art, and New Technologies in Society	3
THTR:4230	Scene Design II	3
THTR:4240	Costume Design II	3
THTR:4250	Lighting Design II	3
THTR:4270	Scenic Art	3

Playwriting, Dramatic Literature, and Dramaturgy

Code	Title	Hours
THTR:3301	Playwriting II	3
THTR:3310	Undergraduate Playwriting Workshop	3
THTR:3315	Standup Comedy Practicum	3
THTR:3320	Writing for Film	3
THTR:3401	Topics in Dramatic Literature	3
THTR:3402	Shakespeare the Dramatist	3
THTR:3421	Performing Autobiography	3
THTR:3430	Women on Stage	3
THTR:4420	Dramatic Theory	3
THTR:5420	Dramaturgy Practicum	3

Stage Management, Arts Management, and Technical Theatre

Code	Title	Hours
THTR:3221	Technology for the Entertainment Industry	3
THTR:3223	Introduction to Lighting Technology	3
THTR:3501	Stage Management I	3
THTR:3510	Introduction to Arts Management	3
THTR:3520	Starting Up the Arts Start-up	3
THTR:3876	Video for Performance	3
THTR:3880	Installations and Interactive Performance	3
THTR:3890	Producing and Directing Digital Video	3
THTR:3895	Performance, Art, and New Technologies in Society	3
THTR:5500	Stage Management: Special Topics	3
THTR:5510	Production Management	3

Music Theatre Track

Students have the option of adding a focus to their study plan by completing a specialized track in music theatre. This optional track provides a gateway for students to develop and enhance the basic performance skills necessary for a music theatre performer to be successful. Students are not required to audition to enter the track, but auditions are required to enroll in music theatre performance courses. The track requires a minimum of 51 s.h. of coursework, including 36 s.h. for the theatre arts major, 8 s.h. in dance, and 7 s.h. in

music. Each student's program of study will culminate in a final presentation, to be determined in consultation with the track advisor. To enroll in the music theatre track, contact the music theatre track advisor in the Department of Theatre Arts.

The music theatre track requires the following coursework, in addition to the 36 s.h. (listed above) required to earn the B.A. in theatre arts.

Theatre Courses

Students may opt to use some of their coursework to satisfy requirements for the theatre arts major. For the Dramatic Literature requirement, students can take THTR:1410 Musical Theatre History. For the Theatre Arts Electives requirement, students can take THTR:3110 Voice for the Actor, THTR:3120 Theatre Movement, and THTR:3140 Acting II in the Acting, Directing, and Music Theatre area, plus one elective of their choice.

Code	Title	Hours
All of these:		
THTR:1410	Musical Theatre History	3
THTR:3110	Voice for the Actor	3
THTR:3120	Theatre Movement	3
THTR:3140	Acting II	3

Dance Courses

Code	Title	Hours
4 s.h. from these:		
DANC:1020	Beginning Jazz	2
DANC:1120	Continuing Jazz	2
DANC:2020	Intermediate Jazz	2
Two of these:		
DANC:1020	Beginning Jazz	2
DANC:1030	Beginning Ballet	2
DANC:1040	Beginning Modern Dance	2
DANC:1120	Continuing Jazz	2
DANC:1130	Continuing Ballet	2
DANC:1140	Continuing Modern Dance	2
DANC:2020	Intermediate Jazz	2
DANC:2030	Majors Intermediate Ballet	3
DANC:2040	Majors Intermediate Modern Dance	3
DANC:3030	Major Ballet I	3
DANC:3040	Major Modern Dance I	3
DANC:3530	Major Ballet II	2
DANC:3540	Major Modern Dance II	2
DANC:4030	Major Ballet III	2
DANC:4040	Major Modern Dance III	2

Music Courses

Code	Title	Hours
This course (either section 1 or section 26):		
MUS:1020	Performance Instruction for Nonmajors (taken four times for 1 s.h. each)	4
This course:		
MUS:3530	Musical Theatre Workshop	2
One of these:		
MUS:1001	Group Piano I: Non-Music Majors	1

MUS:1002	Group Piano II: Non-Music Majors	1
----------	----------------------------------	---

Honors

Honors in the Major

Students majoring in theatre arts have the opportunity to graduate with honors in the major. Students who wish to graduate with honors should declare their intention to the department's honors advisor. To graduate with honors in the major, students must maintain a g.p.a. of at least 3.33 in the major and a University of Iowa cumulative g.p.a. of at least 3.33; complete at least 12 s.h. of work in Department of Theatre Arts honors courses, which must include THTR:4692 Honors Theatre Arts; and give a creative presentation or performance or write an honors thesis.

Students who elect to give a creative presentation or performance must have senior standing and must complete at least one honors course before their proposed project may be approved. They must apply to the director of theatre for approval of their project by April 1 of the year before the project is to be scheduled (projects are not guaranteed a production slot). They also must enroll in THTR:4692 Honors Theatre Arts during the semester in which they complete their presentation or performance.

For more information about theatre arts honors requirements, contact the Department of Theatre Arts office.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the theatre arts major.

Academic Plans

Four-Year Graduation Plan

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

Before the fifth semester begins: three courses in the major chosen from THTR:2140 Acting I, THTR:2215 Theatre Technology, THTR:2402 Script Analysis, THTR:2410 History of Theatre and Drama I, and THTR:2411 History of Theatre and Drama II

Before the seventh semester begins: three more courses in the major, two semesters of production credit, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two more courses in the major and one more semester of production credit

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Iowa Degree in Three

University of Iowa majors who are strongly motivated can graduate with a degree in three years under the Iowa Degree

in Three. The program is available to students who can complete more semester hours each term than they would on the Four-Year Graduation Plan.

Students sign an agreement during their first semester of enrollment; meet with an advisor at least once a semester to review their plans and progress; take courses during summer sessions, if necessary; meet specific course checkpoints; and maintain the grade-point average required for the major.

Students are allowed to bring Advanced Placement (AP), College Level Examination Program (CLEP), or transfer credit upon admission to reduce the number of semester hours required for their degree. They should consult their advisor about the program.

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Theatre Arts, B.A.

Course	Title	Hours
First Year		
Fall		
THTR:2402	Script Analysis	3
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: Diversity and Inclusion ^a		3
GE CLAS Core: Social Sciences ^a		3
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
THTR:2140	Acting I	3
THTR:2410	History of Theatre and Drama I ^{b, c}	3
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: Natural Sciences with Lab ^a		4
Elective course ^d		2
Hours		15-16
Second Year		
Fall		
THTR:2220	Production Lab ^e	1
THTR:2411	History of Theatre and Drama II ^{b, c}	3
Major: theatre arts design course		3
GE CLAS Core: Quantitative or Formal Reasoning ^a		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^d		2 - 3
Hours		16-18
Spring		
THTR:2220	Production Lab ^e	1
THTR:2215	Theatre Technology	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
GE CLAS Core: International and Global Issues ^a		3
Elective course ^d		3

Elective course ^d	2 - 3
Hours	16-18

Third Year**Fall**

THTR:2220 Production Lab ^e	1
Major: advanced theatre arts elective course ^g	3
GE CLAS Core: Natural Sciences without Lab ^a	3
GE CLAS Core: Values and Culture ^a	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5
Elective course ^d	2
Hours	16-17

Spring

Major: theatre arts dramatic literature course	3
Major: advanced theatre arts elective course ^g	3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f	4 - 5
Elective course ^d	3
Elective course ^d	3
Hours	16-17

Fourth Year**Fall**

Major: advanced theatre arts elective course ^g	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	2
Elective course ^d	4
Hours	15

Spring

Major: advanced theatre arts elective course ^g	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^h

Hours	15
Total Hours	123-131

- a GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- b Students who complete THTR:1400 or THTR:1401 before declaring a major in theatre arts must consult the undergraduate director before they may register for THTR:2410 or THTR:2411.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students must earn a total of 3 s.h. in THTR:2220.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students must earn a total of 12 s.h. in theatre arts elective coursework. Students may not use a course to fulfill more than one requirement for the major. Three of the four elective courses must be numbered 3000 or above; the other course may be from any level. A minimum of two courses must be selected from one of the following areas: Acting, Directing, and Music Theatre; Design; Playwriting, Dramatic Literature, and Dramaturgy; or Stage Management, Arts Management, and Technical Theatre.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should

apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The National Association of Colleges and Employers recently listed the top skills employers look for in college graduates. They include communication skills, strong work ethic, teamwork skills, initiative, interpersonal skills, problem-solving skills, analytical skills, and flexibility/adaptability. Theatre is an excellent way to learn these skills. As a theatre major, students learn to think critically, read carefully, write well, and present themselves in front of others—skills vital for many careers.

Theatre graduates find work as actors, directors, designers, critics, stage managers, writers, producers, and agents. Some work in film and television, some decide to teach, and some combine scholarship with production or performance with teaching. Others go into business or law.

After graduating, many students move to a metropolitan area to find work. In theatre, there are no guarantees. Success takes talent, patience, hard work, and a bit of luck, yet most graduates who want to work in this exciting profession find a way to do so.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Theatre Arts, Minor

Requirements

The undergraduate minor in theatre arts requires 15 s.h. in theatre arts coursework, including 12 s.h. in courses numbered 2000 or above taken at the University of Iowa. Students may count THTR:1141 Basic Acting II as one of the courses included in the 12 s.h. total mentioned above. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. Students must complete all prerequisites for the courses they choose for the minor.

All theatre arts courses are available to students who minor in theatre. Students who wish to take THTR:2140 Acting I must request permission from the Department of Theatre Arts office. Minors who are interested in acting also may take THTR:1140 Basic Acting and THTR:1141 Basic Acting II, and then may ask for permission to enroll in THTR:3140 Acting II.

Contact the Department of Theatre Arts for more information about how to meet the requirements for the minor.

Theatre Arts, M.F.A.

Requirements

The Master of Fine Arts program in theatre arts requires a minimum of 61 s.h. of graduate credit, plus additional courses and production requirements depending on the student's specialty area of concentration. Students normally must complete six semesters in residence (internships may be substituted).

The graduate program is dedicated to creative development of theatre artists. Graduates have a solid background in major performance theories, dramatic literature, and practices of the past and present as well as in the craft of their chosen specialties.

Special attention is given to understanding the role and importance of live theatre in society. Interactions among the various theatre disciplines are emphasized, both in classes and through the department's extensive production program. Particular emphasis is placed on the development of new works for the theatre.

Students must make normal progress toward completion of the degree requirements to remain in the program: they must maintain a g.p.a. of at least 2.75 overall and 3.00 in all coursework within the primary area of concentration, they must receive no letter grade in the primary area below B-minus and no grade of U (unsatisfactory) in the primary area, and they must build a record of substantial creative work of high quality. Students who fail to make normal progress are placed on academic probation and given one additional semester to demonstrate their qualifications for earning the degree.

Contact the Department of Theatre Arts for specific information on any of the M.F.A. specialty areas.

Admission

Students who demonstrate exceptional ability in acting, directing, dramaturgy, playwriting, design, or stage management may apply for admission to the program of study and production leading to the M.F.A. degree. Admission is based on an interview, audition, and/or a portfolio of relevant work, the undergraduate record or other proof of artistic accomplishment, and letters of recommendation.

Submission of playscripts is the most important element in gaining admission to the Playwrights Workshop.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

The graduate program in theatre develops not only talent but discipline, self-confidence, and personal vision. Through their work in courses and productions, through teaching and production assistantships, and through the intensive, individual mentoring they receive from faculty, graduate students prepare themselves to contribute to the nation's culture. They can then enter the profession, joining hundreds of other University of Iowa graduates who have made their mark in theatre, film, television, and the entertainment industry.

Translation for Global Literacy

Director, Division of World Languages, Literatures and Cultures

- Jill N. Beckman

Coordinator, Translation for Global Literacy

- Aron Aji

Undergraduate minor: translation for global literacy

Faculty: <https://translation.uiowa.edu/people/faculty>

Website: <https://translation.uiowa.edu/translation-global-literacy>

Literally every form of global exchange—from material goods and natural resources to knowledge, values, ideologies, and cultures—depends on translation across languages. Aided by the range of human migration, globalization has led to rich syntheses between and among cultures, languages, and sensibilities. Borders between countries have become tenuous in relation to transnational, multicultural, and multilingual realities.

The minor in translation for global literacy introduces undergraduate students to translation as a field and provides some basic coursework and practice in translation from a world language to English. It encourages students to explore the topic and practice of translation as a crucial dimension of global literacy.

The minor in translation for global literacy is administered by the Division of World Languages, Literatures and Cultures [p. 367].

Programs

Undergraduate Program of Study

Minor

- Minor in Translation for Global Literacy [p. 1107]

Facilities

Language Media Center

The Language Media Center (LMC) provides a wide variety of services and facilities to the Division of World Languages, Literatures and Cultures, including a 54-computer Instructional Technology Center (ITC) and six "All in One" studios/small group study rooms, each equipped with video production and editing software. The LMC also has a digital media and hardware collection available for checkout.

Directed Independent Language Study (DiLS), administered by the Language Media Center in the Division of World Languages, Literatures and Cultures, offers students guidance on engaging in self-instruction in languages that are not currently taught in the division. Any current University of Iowa student, staff, or faculty member who is interested in pursuing language study to enhance their professional research or academic profile can take advantage of this program. With the support of LMC staff, learners design their own study plans to learn basic language skills or improve upon existing skills in

preparation for study or research abroad, and are paired with a language and culture consultant when possible.

Translation for Global Literacy, Minor

Requirements

The undergraduate minor in translation for global literacy requires a minimum of 18 s.h., including a minimum of 12 s.h. in courses taken at the University of Iowa. At least 12 s.h. of coursework must be taken in courses numbered 2000 or above. Students must maintain a cumulative g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students are encouraged to declare the minor after satisfying the GE CLAS Core [p. 20] World Languages requirement or during more advanced language study. Most students who successfully complete the minor will need at least 6 s.h. of additional coursework beyond the GE CLAS Core requirement in language study. Students may count a maximum of 6 s.h. of coursework taken for each major, minor, or certificate program toward the requirements for the minor.

All students should tailor their plan of study to their experience and objectives. Students interested in the minor should meet with a faculty member associated with the minor program as soon as possible to develop an individualized plan of study.

Courses listed in two or more categories may only be used toward one requirement.

The minor in translation for global literacy requires the following coursework.

Code	Title	Hours
	Core Course	3
	Translation Courses	6
	Language, Linguistics, Literature, and Culture Courses	6
	Capstone Course	3
	Total Hours	18

Core Course

Code	Title	Hours
This course:		
TRNS:2000	Translation and Global Society	3

Translation Courses

Code	Title	Hours
A total of 6 s.h. from these:		
ASIA:3208/ TRNS:3208/ WLLC:3208	Classical Chinese Literature Through Translation	3
ASLE:2500	Introduction to Interpreting	3-4
CHIN:3201/ TRNS:3202	Workshop in Chinese Literary Translation	3
ENGL:3724	Writers' Seminar: Literary Translation	3
ENGL:4724	Advanced Writers' Seminar: Literary Translation	3

FREN:3232/ TRNS:3232	French Literary Translation Workshop	3
FREN:4890/ TRNS:4497	Techniques of Translation	3
JPNS:3201/ TRNS:3201	Workshop in Japanese Literary Translation	3
SPAN:3030	Translation Workshop: English to Spanish	3
SPAN:3050	Translation Workshop: Spanish to English	3
SPAN:4980	Advanced Translation: Spanish to English	3
TRNS:3179/ CLSA:3979/ ENGL:3850	Undergraduate Translation Workshop	3

Language, Linguistics, Literature, and Culture Courses

Code	Title	Hours
A total of 6 s.h. in this area (the following are sample courses):		
ASIA:2222/ GWSS:2222/ WLLC:2222	Women in Premodern East Asian Literature	3
FREN:3060	Introduction to Reading and Writing in Literature	3
GRMN:3501	German Writers Engaged	3
GRMN:3550	The Politics of Remembrance in German Multicultural Literature and Film	3
JPNS:3203	Modern Japanese Fiction in Translation	3
JPNS:3204	Topics in Japanese Literature in Translation	3
RUSS:2531	Topics in Russian, East European, and Eurasian Studies	arr.
SPAN:2300	Introduction to Reading Literature	4
TRNS:4480	Literature and Translation	3
TRNS:4900	Topics in Translation Studies	1-3

Other courses approved by advisor (students can select from a wide range of options)

Capstone Course

Code	Title	Hours
One of these:		
TRNS:4500	Undergraduate Capstone Project (consult advisor; credit earned toward certificate should total 18 s.h.)	3
	A departmental capstone course in which a project on translation is completed (must be approved by advisor)	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Translation for Global Literacy, Minor

Course	Title	Hours
Academic Career		
Any Semester		

The undergraduate minor in translation and global literacy requires a minimum of 18 s.h., including a minimum of 12 s.h. in courses taken at the University of Iowa.

Students must maintain a cumulative GPA of at least 2.00 in all courses for the minor and in all UI courses for the minor.

Coursework in the minor may not be taken pass/nonpass.

At least 12 s.h. of coursework must be taken in courses numbered 2000 or above.

Students may count a maximum of 6 s.h. of coursework taken for each major, minor, or certificate program toward the requirements for the minor.

Students interested in the minor should meet with the faculty advisor associated with the minor program as soon as possible to develop an individualized plan of study.

Hours	0
-------	---

First Year

Spring

TRNS:2000	Translation and Global Society	3
-----------	--------------------------------	---

Hours	3
-------	---

Second Year

Fall

Minor: translation course or language, linguistics, literature, and culture course ^{a, b}	3
--	---

Hours	3
-------	---

Spring

Minor: translation course or language, linguistics, literature, and culture course ^{a, b}	3
--	---

Hours	3
-------	---

Third Year

Fall

Minor: translation course or language, linguistics, literature, and culture course ^{a, b}	3
--	---

Hours	3
-------	---

Spring

Minor: translation course or language, linguistics, literature, and culture course ^{a, b}	3
--	---

Hours	3
-------	---

Fourth Year

Fall

TRNS:4500	Undergraduate Capstone Project	3
-----------	--------------------------------	---

Hours	3
-------	---

Total Hours	18
-------------	----

a Students must complete 6 s.h. of "language, linguistics, literature, and culture" coursework. There are many different courses that can count toward this requirement. Please consult with your advisor to choose coursework.

b Students must complete 6 s.h. of translation coursework. Choose from the following: ASIA:3208, ASLE:2500, CHIN:3201, ENGL:3724, ENGL:4724, FREN:3232, FREN:4890, JPNS:3201, SPAN:3030, SPAN:3050, SPAN:4980, TRNS:3179.

Tippie College of Business

Interim Dean

- Amy L. Kristof-Brown

Interim Senior Associate Dean

- Barrett W. Thomas

Associate Dean, Graduate Management Programs

- Jennifer J. Blackhurst

Associate Dean, Undergraduate Programs

- Kenneth G. Brown

Associate Dean, Research and Ph.D. Programs

- Nick Street

Undergraduate major: B.B.A.

Undergraduate minors: business administration; economics

Undergraduate certificates: entrepreneurial management; international business; risk management and insurance

Professional certificates: business fundamentals; finance; leadership; marketing

Graduate degrees: M.A.; M.Ac.; M.B.A.; M.S.; Ph.D.

Graduate certificate: business analytics

Website: <https://tippie.uiowa.edu/>

The Tippie College of Business is composed of six academic departments: accounting, business analytics, economics, finance, management and entrepreneurship, and marketing.

The college's undergraduate and graduate programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

Research, executive development, and education activities are supported by these centers and institutes: America's Small Business Development Center, Emmett J. Vaughan Institute of Risk Management and Insurance, Frank Business Communication Center, Hawkinson Institute of Business Finance, Institute for International Business, Iowa Electronic Markets Institute, John Pappajohn Entrepreneurial Center, Marketing Institute, Pomerantz Career Center, RSM Institute of Accounting Education and Research, and the Tippie Analytics Cooperative.

Integrity and honesty are essential to success in all facets of life. The purpose of the undergraduate Tippie Honor Code and the MBA Honor Code is to promote honorable and ethical behavior. Students admitted to the college or enrolled in courses offered by the college are required to uphold the honor code.

Facilities and Resources

The Tippie College of Business is located in the John Pappajohn Business Building, at the heart of the campus. The Pappajohn Business Building contains seminar and conference rooms, a computer laboratory, two auditoriums, two computer classrooms, a behavioral laboratory, a restaurant (Pat's Diner), a cafe and study space called Biz Hub, the Marvin A. Pomerantz Business Library, and a variety of classroom facilities.

The computer laboratory in the John Pappajohn Business Building serves the instructional programs of the college, and the staff maintains a current library of computational programs to accommodate users' needs. Business students also have access to the full range of services offered by the University's Information Technology Services and the extensive research materials and other resources of the University of Iowa Libraries.

Alumni Relations

The Tippie College of Business alumni network numbers more than 50,000 graduates worldwide. Alumni have access to the college's wide array of resources, including the in-house Office of Alumni Relations. The college's director of alumni relations, the staff in the Undergraduate Program Office, the specialized master's degree programs, and the Master of Business Administration Program maintain relationships with alumni. Tippie Magazine is mailed to alumni who support the college through a donation to the Tippie College of Business.

The alumni office hosts individual visits, receptions, speakers, and other events on campus and in cities nationwide and around the world. Members of the Business Student Ambassadors Organization often serve as hosts and guides for alumni who visit the college, and the Young Alumni Board works to strengthen ties between the college and more recent graduates.

To learn more about staying in touch, see About Tippie Alumni on the college's website.

Programs

Undergraduate Programs of Study

The Tippie College of Business offers the Bachelor of Business Administration (B.B.A.) with majors in accounting, business analytics and information systems, economics, finance, management, and marketing, and it collaborates with the College of Liberal Arts and Sciences to offer an undergraduate major in economics for Bachelor of Arts and Bachelor of Science students. See Bachelor of Business Administration [p. 1125] for information about requirements common to all B.B.A. majors as well as the admission and academic rules and procedures. View the Tippie College of Business departments in the Catalog for information about the college's majors.

The college also offers combined undergraduate degrees with the College of Engineering and the College of Liberal Arts and Sciences, as well as the 3+3 program with the College of Law; see Combined Programs [p. 1132] in the Bachelor of Business Administration, B.B.A. section of the Catalog. The John Pappajohn Entrepreneurial Center also collaborates with the College of Liberal Arts and Sciences to offer the Bachelor of Arts in enterprise leadership [p. 434], which is offered both on campus and online.

The college offers the undergraduate Certificate in Entrepreneurial Management [p. 1182] and the Certificate in Risk Management and Insurance [p. 1237]. It collaborates with the College of Engineering to offer the Certificate in Technological Entrepreneurship [p. 1535] and with the College of Liberal Arts and Sciences to offer the Certificate in International Business [p. 1195]. The John Pappajohn Entrepreneurial Center collaborates with the College of

Liberal Arts and Sciences to offer the Certificate in Arts Entrepreneurship [p. 142].

The college also offers a minor in economics [p. 1175] for all students and a minor in business administration [p. 1137] for non-business students.

Graduate Programs of Study

The Tippie College of Business offers several graduate degree programs: the Master of Accountancy (M.Ac.), the Master of Business Administration (M.B.A.), the Master of Science in business analytics and the Master of Science in finance, the Doctor of Philosophy in business administration, and the Doctor of Philosophy in economics. The M.A. in business administration is a terminal degree; students are admitted into the Ph.D. in business administration degree program. For information about the M.Ac. and the Ph.D. in economics, see Master of Accountancy [p. 1121] and Ph.D. in economics [p. 1177] in the Catalog.

For information about the graduate Certificate in Business Analytics and M.S. in business analytics, administered by the Department of Business Analytics and conferred by the Graduate College, see Certificate in Business Analytics [p. 1154], M.S. in business analytics (career) [p. 1148], and M.S. in business analytics (professional) [p. 1151] in the Catalog.

For information about the Master of Science in finance, administered by the Department of Finance and conferred by the Graduate College, see M.S. in finance [p. 1190] in the Catalog.

For information on M.B.A. programs, see Master of Business Administration [p. 1225] Program in the Catalog.

For a description of the Ph.D. in business administration, see Ph.D. in business administration [p. 1156] in the Catalog. The Ph.D. is an interdepartmental degree; programs leading to the degree are offered by the Departments of Accounting [p. 1115], Business Analytics [p. 1139], Finance [p. 1184], Management and Entrepreneurship [p. 1204], and Marketing [p. 1214].

CIMBA Italy

CIMBA Italy offers semester and summer study abroad programs for undergraduate and graduate students in Paderno del Grappa, an hour northwest of Venice. Students who attend the programs come from a variety of public and private universities worldwide.

At CIMBA, students immerse themselves in a wide range of rigorous courses, including innovative leadership and development programming, while living amidst the Venetian countryside in one of the most popular travel and study destinations in the world. Business and cultural immersions begin for students the minute they arrive on campus. All courses are taught in English by professors from top universities throughout the United States and Europe. CIMBA programs offer unparalleled amounts of travel time for students to explore Italy and beyond, as well as cultural exploration opportunities. For more information, see the CIMBA Italy website.

Centers and Institutes

America's Small Business Development Center

Since 1981, America's Small Business Development Center at the University of Iowa has played an important role in helping enterprising Iowans manage or start their own successful businesses. The center provides support for small business owners and entrepreneurs. Its personnel are trained to meet the varied needs of small business management, including marketing, financing, human resource planning, cash flow analysis, product commercialization, market research and analysis, strategic planning, international trade, and advertising. Services are free and confidential.

Emmett J. Vaughan Institute of Risk Management and Insurance

The Emmett J. Vaughan Institute of Risk Management and Insurance prepares students for risk management careers. The institute's certificate program is open to undergraduate students pursuing any major. In addition to the coursework, the Institute provides professional development, including networking events with industry speakers, scholarships, a mentorship program with young alumni, and a job fair.

There are great career opportunities in risk management and insurance. The industry needs to fill 400,000 jobs by 2020 in the United States. There are 228 insurance companies in Iowa; 29 major carriers have headquarters in the state. Within the United States, there are only 60 risk management insurance programs. The institute's Certificate in Risk Management and Insurance [p. 1237] assists students in the competition for those jobs.

Graduates in the program begin their careers as corporate risk managers, risk management consultants, employee benefits managers, insurance brokers, underwriters, personal banking wealth managers, asset managers, financial analysts, claims adjusters, producers (sales), actuaries, and auditors.

The Tippie College of Business, in partnership with the Iowa insurance industry, developed the Vaughan Institute in 2005. The institute provides innovative education and research on contemporary risk management practice, while laying a business foundation for a productive future. In 2016, the Vaughan Institute was labeled a Global Center of Insurance Excellence; only 12 universities and colleges in the United States have been awarded this honor.

Frank Business Communication Center

The Frank Business Communication Center provides one-on-one and team tutoring to all Tippie College of Business undergraduate and graduate students for written, oral, and visual communication assignments. The center also provides summer writing support and job-talk/interview instruction to Tippie Ph.D. students and oversees the Department of Accounting writing program. The center's staff includes undergraduate peer tutors who have completed a semester-long peer tutor training course and post-graduate professionals and graduate students with specialized expertise in multiple writing formats and genres. Tutors also can help students with elevator pitches, team presentations,

or other oral communication assignments at the specialized One Button Studio video space.

The center's course-aligned tutoring programs help faculty and students plan and prepare for required communication projects. Center staff work closely with faculty members to study assignment requirements, develop assessment rubrics, and deliver class or workshop presentations to students on how to meet the expectations of the assignment.

The Frank Business Communication Center oversees the B.B.A. core course BUS:3000 Business Communication and Protocol; the peer tutor training courses BUS:3900 Business Communication Internship I and BUS:3910 Business Communication Internship II; and the electives BUS:3200 Advanced Business Presentation Workshop: Strategy and Implementation and BUS:3800 Business Writing. In addition, the center's staff facilitates the annual Mary Thomas Prappas Business Ethics Essay Competition and helps prepare Tippie College of Business undergraduates for national case competitions.

Hawkinson Institute of Business Finance

The Hawkinson Institute of Business Finance facilitates career opportunities in investment banking and related fields for students in the Tippie College of Business. The institute prepares high-achieving undergraduates for interviews, internships, and full-time jobs in the industry. Criteria for admission to the institute include a strong academic record, involvement in campus and community activities, high motivation, strong interpersonal skills, and demonstrated interest in business and financial markets.

Hawkinson Scholars participate in a course taught by former investment bankers that features guest speakers from leading banks, private equity firms, and hedge funds. Hawkinson Scholars also receive intensive education in equity valuation, financial market dynamics, soft skills, and more. An extensive network of dedicated Hawkinson alumni serve as mentors.

The institute has worked to broaden entry-level employment opportunities for Iowa graduates, who land jobs at prestigious firms such as Goldman Sachs, Barclays, Bank of America, Merrill Lynch, and JP Morgan. Graduating Hawkinson Scholars enjoy a 100 percent placement rate.

Institute for International Business

The Institute for International Business (IIB) works to promote entrepreneurship as a tool to empower people in developing countries and frontier markets while at the same time providing Iowa students with cross-cultural and international business skills. In so doing, IIB is strengthening links between the University of Iowa's Tippie College of Business, Iowa communities, and the world.

The IIB's international entrepreneurship and global engagement programs have the following goals:

Provide an avenue for students to obtain cross-cultural skills through global experiential learning projects.

Offer a vehicle for citizen diplomacy where students can collaborate and exchange ideas with their peers in developing countries.

Offer a platform to faculty members to foster social entrepreneurship projects in developing countries.

Empower people in developing countries through entrepreneurship.

Iowa Electronic Markets Institute

The Iowa Electronic Markets Institute supports scholarship in prediction markets and experimental economics. It operates the Iowa Electronic Markets (IEM), a small-scale, real-money online futures markets where contract payoffs are based on real-world events such as political outcomes, the U.S. federal funds rate, companies earnings per share, and stock price returns. Known internationally as the genesis of modern prediction markets, the Iowa Electronic Markets are used as tools for research and teaching.

John Pappajohn Entrepreneurial Center

The John Pappajohn Entrepreneurial Center (Iowa JPEC) serves as the hub for entrepreneurship education and outreach at the University of Iowa. Iowa JPEC prepares entrepreneurial-minded leaders and innovators through interdisciplinary academic programs that integrate applied classroom learning, community and international engagement, and extensive cocurricular experiences. It also supports students, faculty, and community members seeking to launch a business by providing training, mentoring, technical assistance, capital, and physical space to help them move from idea to enterprise.

Students earning the Bachelor of Business Administration degree who are majoring in management [p. 1204] may complete the major's entrepreneurial management track. This track is specifically designed to prepare students to apply entrepreneurship and innovation approaches and strategies to successfully lead teams and accelerate career success. Within the program, students have multiple opportunities to work on real-world challenges facing Iowa-based companies, learn from business leaders and entrepreneurial faculty who have built successful companies, and be introduced to alumni and executives to help develop a strong professional network.

Students working toward any bachelor's degree may earn the Certificate in Entrepreneurial Management [p. 1182]. Both programs are offered on campus at the Tippie College of Business. The certificate also is offered online through Distance and Online Education [p. 1980]. Students may earn the Certificate in Entrepreneurial Management in addition to their undergraduate degree unless they are currently pursuing the B.B.A. in management with the entrepreneurial management track or the B.A. in enterprise leadership.

Graduate and professional students may enroll in advanced entrepreneurship courses; see Master of Business Administration [p. 1225] Program in the Catalog.

Students in the College of Liberal Arts and Sciences may earn a Bachelor of Arts degree with a major in enterprise leadership. [p. 434] Students develop a solid foundation in entrepreneurial management as well as leadership and communication skills that prepare them for a variety of professional career opportunities or position them to start their own business. Students are able to apply their innovative problem-solving and critical thinking skills to contemporary issues, develop strategies to seize upon opportunities, and build and lead successful teams. The major presents a unique blend of skills, theory, and content, encouraging students to apply their knowledge and skills to entrepreneurial concepts and ventures. Offering a combination of business and liberal arts approaches, the major allows students to enhance their

skills in communication, leadership, innovation, and critical thinking. The major in enterprise leadership is offered jointly by the John Pappajohn Entrepreneurial Center and the College of Liberal Arts and Sciences; the degree is awarded by the College of Liberal Arts and Sciences. The degree is offered on campus and online.

College of Engineering students may earn the Certificate in Technological Entrepreneurship [p. 1535] in addition to their undergraduate degree. The certificate allows students to develop a competitive advantage in the professional workplace by developing their business strategy, entrepreneurship, innovation, and leadership skills. Students also learn how to commercialize their innovations—critical for working in industry as well as for pursuing entrepreneurial ventures. Students learn from a select group of faculty who have built and lead successful ventures. The program combines engineering technology, entrepreneurship, and business education to position students for success in today's competitive work environment.

Performing arts students may earn the Certificate in Arts Entrepreneurship [p. 142] in addition to their undergraduate degree. This certificate helps students develop the skills required for creating market-based opportunities in the arts, such as starting a performing arts business, promoting their work as artists, leading arts-based ventures, and sustaining an arts-based career.

The undergraduate Certificate in Media Entrepreneurialism [p. 808] prepares students to succeed in the fast-changing world of mass communication. Students invent new revenue streams or business models for media companies, create new media products, work as part of an innovation team for an established media company, and build new businesses. Students can earn the certificate in addition to their undergraduate degree. The certificate is offered through the School of Journalism and Mass Communication.

Iowa JPEC also offers students additional opportunities to develop their professional skills and network with entrepreneurial leaders and industry experts through business consulting projects and internships, sponsorship of applied workshops and seminars, coordination of company visits, support of student participation at regional and national conferences, and fostering global awareness through international trips and consulting. It also sponsors several entrepreneurial student organizations designed to support students' professional and career development.

For students who may want to pursue the creation of a new business and/or develop a new product or software application while at the University of Iowa, Iowa JPEC is dedicated to training and support of student entrepreneurs. Welcoming both individual students and teams, the Founders Club program is located in the Bedell Entrepreneurship Learning Laboratory (BELL), providing a physical home for student businesses on campus. Participants have access to a variety of resources including collaborative work space and equipment, one-on-one mentoring from experienced professionals, workshops, trainings, networking, and funding opportunities.

The Hawkeye Startup Accelerator program and the Iowa Startup Games are two additional programs designed to help student teams identify new business opportunities, while they provide training on how to launch new ventures. Several campus, statewide, and national funding competitions also are available to support student startups.

Iowa JPEC offers programs and services to community members to enhance the region and state's entrepreneurial ecosystem. Venture School is an innovative training program focused on real-world experimentation, customer discovery, and Lean LaunchPad methodologies. Iowa JPEC also offers student consulting services led by faculty members through business consulting courses and the Institute for International Business, as well as business advising and mentoring through the Small Business Development Center, numerous workshops, and networking events. Iowa JPEC partners with entrepreneurial service organizations, economic development organizations, and private sector businesses to advance entrepreneurship and economic development across Iowa. The Jacobson Institute is committed to infusing the entrepreneurial mindset with 21st-century skills in K-12 students through teacher professional development and innovative curricula.

Marketing Institute

The **Marketing Institute** prepares students for today's diverse and competitive job market in many areas of marketing, including marketing strategy, market research, marketing analytics, advertising, and sales.

The Marketing Institute is a three-semester marketing elective program in which students earn 6 s.h. of elective credit. Students also earn credit for Tippie RISE each semester they are in the program.

Undergraduate students apply in the fall and 16-20 students are admitted. Admittance criteria includes academic performance, leadership, interpersonal skills, and executive potential. Field immersion projects are a major component of the program. Field projects include student work as consultants for a variety of clients, including multimillion or billion dollar businesses or nonprofits. Students gain hands-on experience in identifying and solving marketing-related issues and providing recommendations to their assigned client. In addition, students are mentored by an advisory board of top executives from companies that include Abbott Healthcare, Hormel, John Deere, the Chicago Blackhawks, Twitter, McGraw Hill, Meredith Corporation, Neiman Marcus, Reckitt Benckiser, Principal Financial Group, and Unilever.

The Marketing Institute and its advisory board work together to foster networking opportunities and provide career guidance that help students use their skills and talents to develop rewarding careers.

Pomerantz Career Center

Career development and on-campus recruiting services are provided by the Marvin A. and Rose Lee Pomerantz Career Center. Professional career advisors and online resources provide University undergraduate students with assistance on résumés, cover letters, internship and job searches, employer research, interviewing skills, negotiation of job offers, graduate school personal statements, as well as drop-in sessions with trained student career peer advisors. The center helps students choose a major and identify careers related to industry interests through online assessment tools and customized advising. Career advisors specialize in specific career interest communities to assist students. The center also presents multiple fall and spring semester career fairs and networking events. Campus recruitment is facilitated through Handshake, where students can search and apply for full-time employment, internships, and student employment positions. Students may participate in mock interviews and on-campus interviews for full-time positions and internships

during the academic year. Additionally, the center offers career-related and professional development courses such as LS:2002 Career Leadership Academy Part 1: Leadership in Practice, LS:3002 Career Leadership Academy Part 2: Leadership in Action, CCP:1300 Major and Career Explorations, and CCP:1303 Successful Teamwork for the Workplace. For more information, contact the Pomerantz Career Center.

RSM Institute of Accounting Education and Research

The RSM Institute of Accounting Education and Research fosters educational excellence in accounting at the University of Iowa, encourages high-quality research by Iowa accounting faculty members, and facilitates the development of doctoral students in accounting. The institute sponsors varied educational initiatives and activities, including an annual national speaker series, the biennial Sidney Winter Lecture Series, and the PricewaterhouseCoopers Accounting Research Workshop.

Courses

Most Tippie College of Business courses are offered by the college's departments and programs. They are listed and described in the corresponding Catalog sections.

The college also offers the following nondepartmental courses for undergraduate students.

Tippie College of Business Courses

BUS:1200 Tippie College Direct Admit Seminar 1 s.h.
Facilitates an introduction to the undergraduate student experience in the Tippie College of Business; discussions of transition issues, academic skill acquisition, and professional goal setting. Requirements: admitted to the direct admission program.

BUS:1300 First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities and local businesses).

BUS:1400 Pre-Business First-Year Seminar 1 s.h.
Connection to Tippie College of Business resources; support for student's pathway to admission to the Tippie College of Business; transition to college life, academic skill acquisition, and professional goal setting; for pre-business students. Requirements: pre-business standing.

BUS:1999 Introduction to Research in Business 1 s.h.
Introduction to research in business including scope and methods of business research, questions for which business research seeks answers, and impact of business research on society; weekly seminars include discussion and exploration and serve as preparation for engaging in mentored research.

BUS:2013 Introduction to Sustainability arr.
Introduction to sustainability knowledge, skills, and habits as a means to shape one's vision of a sustainable citizen; emphasis on basic skills of literacy, applied math, and finding information; traditional sustainability knowledge areas related to society, economy, and environment; intersecting themes (e.g., informed consumerism, eco-economics, and livable environments). Same as GEOG:2013, SUST:2013, URP:2013.

BUS:2200 Foundations for Success in Business 1 s.h.
Designed to facilitate business students' career exploration and professional development; students participate in a variety of career-related activities including informational interviews, networking events, guest speakers, and workshops; topics include exploring majors, researching career fields and associated qualifications, identifying experiential learning opportunities, networking with integrity, searching for internships, and developing professionalism.

BUS:2300 Searching for Business Information 1 s.h.
Search concepts and sources specific to business information; subscription and government online research sites.

BUS:2450 Business and Culture in China 3 s.h.
Business and cultural environment of China; lectures, readings, case studies, company visits, and immersion in cultural experiences; Chinese history, politics, business, economics, and culture; topics may include Chinese business culture and relationships, local companies going global, business strategies of multinational companies in Chinese market; United States-China trade relations, entrepreneurship, Chinese consumer, sustainability and social responsibility; two-week study program in China. Prerequisites: a minimum g.p.a. of 2.75 and ECON:1100 and ECON:1200. Requirements: UI and cumulative g.p.a. of 2.75.

BUS:2550 International Business in Asia Pacific 3 s.h.
International business in the Asia Pacific region and related management issues confronting small-medium enterprises and multinational enterprises in that region; topics include rise of the Association of Southeast Asian Nations (ASEAN), challenges and opportunities for trade growth and collaboration, and practical guidance on how to develop and sustain a competitive advantage in a fast growing and dynamic environment; offered by the international business in Sydney, Australia study abroad program through Tippie College of Business. Prerequisites: MGMT:2100. Requirements: admission to international business in Sydney, Australia study abroad program.

BUS:3000 Business Communication and Protocol 3 s.h.
Foundation in business communication and protocol; composing business messages, organizing and reporting workplace data, developing business presentation and team-building skills, exploring issues pertaining to professional behavior. Prerequisites: RHET:1030 or (RHET:1040 and RHET:1060). Requirements: admission to Tippie College of Business and 30 s.h. earned.

BUS:3025 Global Internship Preparation 1 s.h.
Classroom preparation for the Tippie Global Internship Program; includes interview preparation, host country research, internship goal setting, international business practices, cultural awareness and adjustment, and other preparation topics.

BUS:3050 Business, Culture, and Society 3 s.h.
International business environment and interpersonal traits and skills expected of successful international businessperson; interdisciplinary overview of issues related to business in Western Europe; important cultural differences, the code of business and professional etiquette, business protocol, Italian business history, cultural appreciation, and executive legal/ethical concerns in the workplace; series of lectures, workshops, speakers, plant tours, and cultural events.

BUS:3100 Academic Internship or Cooperative Education 0 s.h.
Participation in an internship or cooperative education; fulfills Tippie College of Business experiential learning requirement.

BUS:3200 Advanced Business Presentation Workshop: Strategy and Implementation **2 s.h.**

Advanced oral business presentation skills for solo, paired, and team presentations; suitable for students considering participating in case competitions; emphasis on articulating a particular strategy for an oral presentation and three areas of implementation—content structuring, visual design of PowerPoint slides, and vocal and physical delivery; how to integrate presentation technologies effectively, evaluate other speakers, speak clearly, use gestures appropriately, and engage the audience during the presentation and in question-and-answer sessions. Prerequisites: BUS:3000 with a minimum grade of B.

BUS:3300 Global Engagement Student Advisory Board **0-1 s.h.**

The Global Engagement Student Advisory Board (GESAB) is comprised of undergraduate students in the Tippie College of Business and promotes a culture of inclusivity and global awareness; GESAB advises the college's Undergraduate Program Office on issues pertaining to the internationalization of undergraduate experience at Tippie College of Business and raises global awareness of peers through cross-cultural programming, campaigns, partnerships, and advocacy. Recommendations: member of Global Engagement Student Advisory Board.

BUS:3500 Tippie Senate **1 s.h.**

For elected student representatives on the Tippie Senate.

BUS:3600 Mentored Research **arr.**

Business research conducted by undergraduate students under faculty supervision.

BUS:3800 Business Writing **3 s.h.**

Series of practical projects; development of effective and persuasive business communication and analytical skills in public relations context.

BUS:3900 Business Communication Internship I **3 s.h.**

Opportunity for students to earn academic credit for serving as a peer tutor, an orientation and training assistant, or an administrative intern in the Judith R. Frank Business Communications Center.

BUS:3910 Business Communication Internship II **1-3 s.h.**

Continuation of BUS:3900; opportunity for students to earn academic credit for serving as a peer tutor, an orientation and training assistant, or an administrative intern in the Judith R. Frank Business Communications Center. Prerequisites: BUS:3900.

BUS:4025 Certified Global Business Professional Exam Prep **1 s.h.**

Preparation for the Certified Global Business Profession (CGBP) exam; topics include global business management, global marketing, supply chain management, and trade finance; students build knowledge and skills in areas of documentation, legal and regulatory compliance, intercultural awareness, technology, and resources; students will be eligible to sit for the CGBP exam upon completion; attainment of CGBP credential complements student's postsecondary education as it represents the achievement of advanced specialization in international business. Prerequisites: MGMT:2100 or ECON:1200. Corequisites: MGMT:3450. Requirements: 60 s.h. completed.

BUS:4900 Academic Internship **arr.**

Professional internship experience with associated academic content (e.g., paper, coursework).

BUS:4999 Honors Thesis in Business **arr.**

Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University of Iowa Honors Program guidelines; may include empirical research, library research, applied projects.

Accounting

Chair

- Cristi A. Gleason

Director, Undergraduate Program

- Kevin J. Den Adel

Director, Master of Accountancy

- Thomas J. Carroll

Director, Ph.D. Program

- Steven Paul Hribar

Director, RSM Institute of Accounting Education and Research

- Jaron Harp Wilde

Undergraduate major: accounting (B.B.A.)

Graduate degrees: M.Ac.; accounting subprogram for the Ph.D. in business administration

Faculty: <https://tippie.uiowa.edu/people?departments=166>

Website: <https://tippie.uiowa.edu/accounting>

The Department of Accounting offers a broad education that prepares undergraduate and graduate students for careers in public accounting, private industry, government, nonprofit organizations, and academia.

The department also collaborates with the College of Law to offer the combined M.Ac./J.D. program; see Combined Programs [p. 1122] under Master of Accountancy in this section of the Catalog. It also participates in the M.B.A. program; see the Master of Business Administration [p. 1225] Program in the Catalog.

Accounting Program

The accounting program draws on curricula that provide a strong base of traditional technical subject matter and the skills needed for solving complex business problems. This framework of study enables students to continue professional growth over the entire span of their careers. The program emphasizes communication skills and provides the academic background required for leadership positions in business, government, and public accounting. It also qualifies students to take the Certified Public Accountant (CPA) examination.

The accounting program leads to a Bachelor of Business Administration with a major in accounting, which requires 120 s.h. of credit and the Master of Accountancy, which requires 30 s.h. of graduate credit. Students are granted the B.B.A. upon successful completion of the third and fourth years; they are granted the M.Ac. after successful completion of 30 s.h. beyond the B.B.A.

Programs

Undergraduate Program of Study

Major

- Major in Accounting (Bachelor of Business Administration) [p. 1118]

Graduate Programs of Study

Majors

- Master of Accountancy [p. 1121]
- Accounting subprogram for the Doctor of Philosophy [p. 1124] in Business Administration

Courses

Accounting Courses

ACCT:1300 First-Year Seminar 1 s.h.

Small discussion class taught by faculty member; topics chosen by instructor; may include outside activities (e.g., films, readings, visits to research facilities).

ACCT:2100 Introduction to Financial Accounting 3 s.h.

Accounting and financial reporting procedures used by business and not-for-profit entities; emphasis on accounting concepts and use of accounting information in making economic decisions. Requirements: sophomore or higher standing.

ACCT:2200 Managerial Accounting 3 s.h.

Basic topics in cost behavior, measurement, accumulation; use of cost data for relevant analysis, budgeting, performance evaluation. Prerequisites: ECON:1100 and ACCT:2100 and (MATH:1850 or MATH:1550 or MATH:1460 or MATH:1860 or MATH:1380).

ACCT:3020 Financial Accounting and Reporting 3 s.h.

External financial reporting practices in context of decisions by management, current and potential stockholders, financial analysts; emphasis on interpretation, use of financial statements. Prerequisites: ACCT:2200. Requirements: non-accounting major.

ACCT:3100 Professional Accounting Seminar 1 s.h.

Seminar topics, including accounting careers, curriculum, M.Ac. program, internships, CPA examination and other professional certificates, Beta Alpha Psi, ethics, and global standards. Offered fall semesters. Corequisites: ACCT:2200 or ACCT:3200.

ACCT:3200 Income Measurement and Asset Valuation 3 s.h.

Accounting rules that determine how economic events and transactions are described in published financial reports; emphasis on revenue and expense recognition, asset valuation, accrual accounting model. Prerequisites: (Accounting Writing Assessment score of 10 or higher or BUS:3000 with a minimum grade of B-) and ACCT:2100 with a minimum grade of B- and ACCT:2200 with a minimum grade of B-. Corequisites: ACCT:3400. Requirements: admission to Professional Program in Accounting.

ACCT:3300 Valuation of Financial Claims 3 s.h.

Current and long-term liabilities and stockholders' equity, off-balance sheet financing, cash flow statement, earnings-per-share, financial instruments. Prerequisites: ACCT:3200 and ACCT:3400. Corequisites: ACCT:3100.

- ACCT:3400 Introduction to Taxation** **3 s.h.**
Federal income taxation of individuals and businesses, including corporations, partnerships, and sole proprietorships; emphasis on developing a broad perspective on structure, administration, and rationale of federal income tax system. Prerequisites: (Accounting Writing Assessment score of 10 or higher or BUS:3000 with a minimum grade of B-) and ACCT:2100 with a minimum grade of B- and ACCT:2200 with a minimum grade of B-. Corequisites: ACCT:3200. Requirements: admission to Professional Program in Accounting.
- ACCT:3450 Tax Practicum (VITA) I** **1-2 s.h.**
Transformative opportunity to work on real world tax problems with real clients; application of skills learned in classroom to real world problems; development of crucial accounting career soft skills including communication (explaining complicated ideas in simple language), moving out of one's comfort zone, working as a team, and having an appreciation for the importance of community service. Corequisites: ACCT:3400. Requirements: acceptance to undergraduate accounting program.
- ACCT:3451 Tax Practicum (VITA) II** **2 s.h.**
Transformative opportunity to work on real world tax problems with real clients; application of skills learned in classroom to real world problems; development of crucial accounting career soft skills including communication (explaining complicated ideas in simple language), moving out of one's comfort zone, working as a team, and having an appreciation for importance of community service. Requirements: successful completion of ACCT:3450 and certification on the most recent Internal Revenue Service certification tests.
- ACCT:3500 Advanced Tax Topics** **3 s.h.**
Taxation of corporations and partnerships from organization through liquidation; relative merits of conducting business as C corporation, partnership, S corporation; the alternative minimum tax; introduction to tax research. Prerequisites: ACCT:3400. Requirements: senior standing.
- ACCT:3550 Financial Statement Analysis** **3 s.h.**
How to analyze published financial statements; practical experience using financial statement information to assess accounting quality, historical performance, forecasted performance, credit risk, firm value. Prerequisites: ACCT:3020.
- ACCT:3600 Accounting Information Systems** **3 s.h.**
Application of computer technology to accounting and transaction processing systems; information systems infrastructure and trends; problem solving with microcomputer spreadsheets, databases; accounting cycle operations. Prerequisites: ACCT:2200 and ACCT:2100 and (MSCI:3005 or BAIS:3005 or CS:2110). Same as BAIS:3100.
- ACCT:4000 Special Topics in Accounting** **1-3 s.h.**
- ACCT:4001 Continuing Education: Special Topics in Accounting** **arr.**
Independent study topics determined by faculty member.
- ACCT:4050 Directed Readings in Accounting** **arr.**
Individual guided readings in accounting topics. Requirements: admission to Professional Program in Accounting.
- ACCT:4100 Auditing** **3 s.h.**
General framework underlying auditing, role of audit standards in planning and conduct of audits, effect of regulation, ethics, liability on audit practices. Prerequisites: ACCT:3100 and ACCT:3300 and (MSCI:3100 or BAIS:3100) and (MSCI:2800 or BAIS:2800 or ECON:4800 or STAT:2020 with a minimum grade of B or STAT:4101). Requirements: senior standing.
- ACCT:4200 Accounting for Management Analysis and Control** **3 s.h.**
Advanced topics in cost estimation, measurement, accumulation; use of cost data for decision making, performance evaluation in multi-unit organizations. Prerequisites: (STAT:2020 with a minimum grade of B or ECON:4800 or STAT:4101 or MSCI:2800 or BAIS:2800) and (CS:2110 or MSCI:3005 or BAIS:3005) and (Accounting Writing Assessment score of 10 or higher or BUS:3000 with a minimum grade of B-) and ((ACCT:2100 with a minimum grade of B- and ACCT:2200 with a minimum grade of B-) or ACCT:3200). Requirements: admission to Professional Program in Accounting.
- ACCT:4300 Business Law** **3 s.h.**
Legal issues involving contracts, sale of goods, agency and partnership law, business structures including corporations and limited liability companies, employment law, and an overview of accountant's legal liability and securities regulation. Prerequisites: (Accounting Writing Assessment score of 10 or higher or BUS:3000 with a minimum grade of B-) and MGMT:2000 and ((ACCT:2100 with a minimum grade of B- and ACCT:2200 with a minimum grade of B-) or ACCT:3200). Requirements: senior standing.
- ACCT:4400 Advanced Financial Accounting** **3 s.h.**
Accounting and reporting standards for business combinations, including mergers, consolidations, and multinational enterprises; accounting for partnerships, business segments, transactions denominated in foreign currency, including hedges using foreign currency derivative instruments; reporting standards for interim financial statements and fund accounting applied to government and nonprofit entities. Prerequisites: ACCT:3300. Requirements: senior standing.
- ACCT:4500 Accounting Measurement: Research and Analysis** **3 s.h.**
How uncertainty and risk influence accounting judgments, estimates, and forecasts that underlie reported financial statement amounts; applications drawn from familiar accounting measurement challenges and those unique to industries (e.g., airline transportation, healthcare, insurance, gaming, oil and gas exploration). Prerequisites: ACCT:3300. Corequisites: ACCT:4100.
- ACCT:4600 Tax Research** **2 s.h.**
Understanding the validity and use of various tax law sources; performing tax research using printed and electronic tax materials; evaluation of tax law provisions and application to specific facts and circumstances; preparing tax memorandums. Prerequisites: ACCT:3500. Requirements: accounting major.
- ACCT:4999 Honors Thesis in Accounting** **arr.**
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University of Iowa Honors Program guidelines; may include empirical research, library research, applied projects.

- ACCT:7850 Seminar in Accounting Research** arr. **ACCT:9150 Tax Research** 3 s.h.
 Forum on current research in accounting, related disciplines; faculty, student, guest papers, Ph.D. dissertation proposals. Requirements: Ph.D. enrollment. Understanding the validity and use of various tax law sources; performing tax research using printed and electronic tax materials; evaluation of tax law provisions and application to specific facts and circumstances; preparing tax memorandums. Prerequisites: ACCT:3500. Requirements: admission to M.Ac. program.
- ACCT:7900 Seminar in Selected Accounting Topics** arr.
 Individual study, research paper preparation. Requirements: Ph.D. enrollment.
- ACCT:7950 Directed Readings in Accounting** arr.
 Individual guided readings in accounting topics.
- ACCT:7975 Thesis: Accounting** arr.
 Requirements: Ph.D. enrollment.
- ACCT:9020 Strategic Cost Analysis** 2-3 s.h.
 Introduction to cost accumulation, reporting, cost management systems; managerial and divisional performance evaluation; appropriate use of cost data for short- and long-run decisions; product costing in manufacturing and service industries. Prerequisites: MBA:8140.
- ACCT:9030 Financial Accounting Standards and Analysis** 2-3 s.h.
 Accounting model, underlying measurement concepts, valuation rules for assets, liabilities, related issues of income determination; emphasis on economic substance of transactions, evaluation and interpretation of financial data. Prerequisites: MBA:8140.
- ACCT:9040 Financial Statement Analysis** 3 s.h.
 Use of corporate financial statements for investment and lending decisions; emphasis on financial analysis techniques, valuation, business analysis, cash flow projections, credit scoring, related research evidence. Prerequisites: MBA:8180 and ((ACCT:3200 and ACCT:3300) or ACCT:9030).
- ACCT:9050 Taxes and Business Strategy** 2-3 s.h.
 Effect of taxes on business decisions, including investment strategies, capital structure decisions, compensation policies, international business, mergers and acquisitions, and financial reporting. Prerequisites: ACCT:3020 or ACCT:3500 or MBA:8140 or LAW:8194. Requirements: graduate standing in business.
- ACCT:9110 International Taxation** 3 s.h.
 Working knowledge of U.S. rules for taxation of international transactions including fundamentals of international tax planning, transfer pricing, and international reorganizations. Prerequisites: ACCT:3500 or LAW:8194.
- ACCT:9120 Design and Use of Cost Management Systems** 3 s.h.
 Development of cost accumulation and reporting systems that complement a firm's strategy and structure; how activity-based cost management systems increase competitiveness by helping a firm manage its costs, processes, people. Prerequisites: ACCT:4200 or ACCT:9020.
- ACCT:9130 Financial Reporting: Theory and Practice** 3 s.h.
 Corporate accounting choices in framework of traditional accounting theory, economic consequences, firm valuation. Prerequisites: ACCT:3300. Requirements: graduate standing in business.
- ACCT:9140 Advanced Auditing** 3 s.h.
 Advanced issues such as ethics, internal control audits, forensic auditing, and fair value auditing. Prerequisites: ACCT:4100. Requirements: graduate standing in business.

Accounting, B.B.A.

Students who wish to earn the Bachelor of Business Administration with a major in accounting must be admitted to the accounting program. Undergraduate accounting majors are subject to the probation and dismissal rules described in the Bachelor of Business Administration [p. 1125] section of the Catalog and are governed by the Tippie Honor Code.

The B.B.A. is not sufficient preparation for Certified Public Accountant (CPA) licensure in states that have passed a 150-hour law, including Iowa.

Requirements

The Bachelor of Business Administration with a major in accounting requires a minimum of 120 s.h., including at least 25 s.h. of work for the major. All required major coursework must be taken at the University of Iowa. Students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all college coursework attempted in business, all college coursework attempted in the major, all coursework attempted at the University of Iowa, all business coursework attempted at the University of Iowa, and all coursework in the major attempted at the University of Iowa.

Students must complete certain prerequisite courses for admission to the college as well as courses required to declare a major in accounting. Students usually spend the first and second year completing prerequisites and other coursework required for all B.B.A. students. To view the common B.B.A. requirements, see the Bachelor of Business Administration [p. 1130] in the Catalog. In addition, students must have a University of Iowa g.p.a. and a cumulative g.p.a. of at least 3.00, and a grade of at least B-minus in ACCT:2100 Introduction to Financial Accounting.

Students must be admitted to the accounting program before they begin work in courses required for the major. They must have a combined g.p.a. of at least 2.67 in ACCT:2100 Introduction to Financial Accounting and ACCT:2200 Managerial Accounting, and have earned either a passing score on the Department of Accounting writing assessment or a grade of at least B-minus in BUS:3000 Business Communication and Protocol. Coursework provides concentrated coverage of professional accounting subjects and closely related topics in commercial law, business, and information systems.

Students who wish to declare accounting as a major but do not satisfy the automatic admission requirements may submit a petition for admission.

Accounting Major

These business core classes are prerequisites to major-level courses:

- ACCT:2200 Managerial Accounting
- MGMT:2000 Introduction to Law
- BAIS:2800 Foundations of Business Analytics
- BAIS:3005 Information Systems

Students may not count ACCT:3020 Financial Accounting and Reporting toward the B.B.A. in accounting due to overlap in course content.

Students who major in accounting are required to take the following major coursework at the University of Iowa.

Code	Title	Hours
All of these:		
ACCT:3100	Professional Accounting Seminar (must be taken by the second semester in the program)	1
ACCT:3200	Income Measurement and Asset Valuation	3
ACCT:3300	Valuation of Financial Claims	3
ACCT:3400	Introduction to Taxation	3
ACCT:3600	Accounting Information Systems	3
ACCT:4100	Auditing	3
ACCT:4200	Accounting for Management Analysis and Control	3
ACCT:4300	Business Law	3
And one accounting elective during the fourth year:		
ACCT:3500	Advanced Tax Topics (offered fall only)	3
ACCT:4400	Advanced Financial Accounting (offered spring only)	3

Optional Accounting Electives

Code	Title	Hours
ACCT:3450	Tax Practicum (VITA) I	1
ACCT:3451	Tax Practicum (VITA) II	2
ACCT:4600	Tax Research	2

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Accounting, B.B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Students must be admitted to the Tippie College of Business to declare the major. Students generally apply for admission during their second year after the completion of prerequisite courses.		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course.		0 - 3

Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.

Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.

Hours	0-3
-------	-----

First Year

Fall

MATH:1350	Quantitative Reasoning for Business ^c	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^d		3
GE: Social Sciences ^d		3
CSI:1600	Success at Iowa	2
Hours		16

Spring

STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^d		3
Hours		16

Second Year

Fall

ACCT:2100	Introduction to Financial Accounting ^{e, f}	3
BAIS:2800	Foundations of Business Analytics	3
MGMT:2000	Introduction to Law	3
GE: Natural Sciences without Lab ^d		3
BUS:2200	Foundations for Success in Business	1
Minor, certificate, or non-business elective		1
Hours		14

Spring

ACCT:2200	Managerial Accounting ^g	3
ECON:1200	Principles of Macroeconomics ^e	4
BUS:3000	Business Communication and Protocol ^{h, i}	3
BAIS:3005	Information Systems	2
BAIS:3000	Operations Management	2
Minor, certificate, or non-business elective		1
Hours		15

Third Year

Fall

ACCT:3100	Professional Accounting Seminar ^j	1
ACCT:3200	Income Measurement and Asset Valuation	3
ACCT:3400	Introduction to Taxation	3
FIN:3000	Introductory Financial Management	3
GE: International and Global Issues ^d		3
Minor, certificate, or non-business elective		1
Hours		14

Spring

ACCT:3300	Valuation of Financial Claims	3
ACCT:3600	Accounting Information Systems	3
MGMT:2100	Introduction to Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		15

Fourth Year

Fall

ACCT:4100	Auditing	3
Major: Accounting elective course ^{k, l}		3
MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		15

Spring

ACCT:4200	Accounting for Management Analysis and Control	3
ACCT:4300	Business Law	3
Major: Accounting elective course ^{k, m}		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁿ		
Hours		14

Total Hours

119-122

- a Prerequisite courses include RHET:1030, MATH:1350, STAT:1030, ECON:1100 and BAIS:1500. Refer to the Tippie website for admission requirements and deadlines.
- b See degree audit for course options.
- c Enrollment in math courses requires completion of a placement exam.
- d GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Business Core Part I component; required to declare major.
- f Students must have a UI and cumulative GPA of at least 3.00, and earn a grade of B- or better in ACCT:2100 in order to declare the accounting major.
- g Students must have a combined GPA of at least 2.67 in ACCT:2100 and ACCT:2200 in order to meet the accounting major course prerequisites.
- h BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.
- i Accounting major course prerequisites include earning a grade of B- or better in BUS:3000 or a passing score on the Department of Accounting writing assessment. Consult academic advisor about the writing assessment dates.
- j Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- k One accounting major elective required, but both are highly recommended for students taking the CPA exam.
- l ACCT:3500 recommended; typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- m ACCT:4400 recommended; typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- n Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

Over 95 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs; for more information about careers, visit the Pomerantz Career Center website.

Master of Accountancy, M.Ac.

The Master of Accountancy (M.Ac.) is a nonthesis program. Coursework focuses on the conceptual and economic foundations of accounting with applications to current and emerging problems of professional practice. M.Ac. students also have the opportunity to acquire expertise in one of four specialization areas: financial accounting/auditing, business analytics, taxation, and managerial accounting.

Graduate students in accounting are subject to the probation and dismissal rules of the Graduate College and are governed by the full-time M.B.A. honor code.

Requirements

The Master of Accountancy requires 30 s.h. beyond the B.B.A. The program permits students to specialize in accounting areas according to their interests and objectives. It builds on the technical skills acquired in the undergraduate program, broadens students' perspectives on the role of accounting in organizations and decision making, and further develops written and oral communication skills.

Students from a variety of academic backgrounds enter the M.Ac. program. Those who enter with an undergraduate degree in accounting can expect to complete the degree in 12 months. Those who enter with a non-accounting undergraduate degree typically require four semesters to complete the M.Ac. Study plans are adjusted to reflect each student's particular academic background; see "Students Without Undergraduate Accounting Degrees" below.

The 30 s.h. required for the M.Ac. must include at least 12 s.h. in graduate-level accounting courses and at least 21 s.h. in courses numbered 5000 or above. Some work for the specialization areas is cross-disciplinary, with courses from other departments as well as accounting.

The Master of Accountancy requires the following coursework. Students complete the requirements for their chosen specialization or for the core program.

Specialization in Financial Accounting/Auditing

Code	Title	Hours
Accounting Courses		
Total of 12 s.h.		
All of these:		
ACCT:9040	Financial Statement Analysis	3
ACCT:9130	Financial Reporting: Theory and Practice	3
ACCT:9140	Advanced Auditing	3
One of these:		
ACCT:9050	Taxes and Business Strategy	3
ACCT:9120	Design and Use of Cost Management Systems	3
Business Analytics Courses		
Two business analytics courses (prefix BAIS or CS) numbered above 5000		
Finance Courses		
Total of 6 s.h.		

MBA:8180	Managerial Finance (requires consent of M.B.A. office)	3
One additional finance course numbered above 5000		3
General Electives		
Total of 6 s.h.		6

Specialization in Business Analytics

Code	Title	Hours
Accounting Courses		
Total of 12 s.h.		
This course:		
ACCT:9140	Advanced Auditing	3
Three of these:		
ACCT:9040	Financial Statement Analysis	3
ACCT:9050	Taxes and Business Strategy	3
ACCT:9120	Design and Use of Cost Management Systems	3
ACCT:9130	Financial Reporting: Theory and Practice	3
Business Analytics Courses		
Four business analytics courses (prefix BAIS or CS) numbered above 5000		12
General Electives		
Total of 6 s.h.		

Specialization in Taxation

Code	Title	Hours
Accounting Courses		
Total of 9 s.h.		
Three of these:		
ACCT:9040	Financial Statement Analysis	3
ACCT:9120	Design and Use of Cost Management Systems	3
ACCT:9130	Financial Reporting: Theory and Practice	3
ACCT:9140	Advanced Auditing	3
Taxation Courses		
Total of 9 s.h.		
ACCT:9050	Taxes and Business Strategy	3
College of Law tax courses (may follow a different academic calendar schedule than business courses, some courses may require consent of instructor)		6
Business Analytics Courses		
Two business analytics courses (prefix BAIS or CS) numbered above 5000		6
General Electives		
Total of 6 s.h.		

Specialization in Managerial Accounting

Code	Title	Hours
Accounting Courses		
Total of 12 s.h.		
This course:		

ACCT:9120	Design and Use of Cost Management Systems	3
Three of these:		
ACCT:9040	Financial Statement Analysis	3
ACCT:9050	Taxes and Business Strategy	3
ACCT:9130	Financial Reporting: Theory and Practice	3
ACCT:9140	Advanced Auditing	3
Business Analytics Courses		
Two business analytics courses (prefix BAIS or CS) numbered above 5000		6
Business Electives Outside Accounting		
Two business electives numbered above 5000		6
General Electives		
Total of 6 s.h.		6

Core Program

Students who do not wish to pursue a specialization area must complete 30 s.h. beyond the B.B.A. At least 15 s.h. must be earned in graduate-level accounting courses and at least 21 s.h. must be earned in courses numbered 5000 or above. The following courses are required.

Code	Title	Hours
Accounting Courses		
Total of 15 s.h.		
ACCT:9040	Financial Statement Analysis	3
ACCT:9050	Taxes and Business Strategy	3
ACCT:9120	Design and Use of Cost Management Systems	3
ACCT:9130	Financial Reporting: Theory and Practice	3
ACCT:9140	Advanced Auditing	3
Business Analytics Courses		
Two business analytics courses (prefix BAIS or CS) numbered above 5000		6
General Electives		
Total of 9 s.h.		9

Students Without Undergraduate Accounting Degrees

Coursework for students who enter the program with a non-accounting bachelor's degree is determined by each student's background and interest area. In addition to meeting the core program requirements for the M.Ac., students typically take a combination of undergraduate and M.B.A. courses to remove academic deficiencies in quantitative methods, business, and accounting. Students with a bachelor's degree in another area of business typically are required to take 45-51 s.h. in order to complete the M.Ac. program. Those with degrees outside of business and with no accounting courses typically are required to take 57-60 s.h.

CPA Examination and the Iowa Accountancy Act

The Iowa Accountancy Act requires individuals who wish to take the Certified Public Accountant (CPA) examination to have a bachelor's degree, 24 s.h. of business coursework, and 24 s.h. of accounting coursework beyond ACCT:2100 Introduction to Financial Accounting.

Combined Programs

M.Ac./J.D.

The Department of Accounting and the College of Law offer the combined Master of Accountancy/Juris Doctor program. The combined M.Ac./J.D. requires a minimum of 18 s.h. of graduate coursework in accounting. Students in the program may count up to 12 s.h. of College of Law courses as electives for the M.Ac. and up to 12 s.h. of graduate accounting courses as electives for the J.D.

Separate application to each degree program is required. Applicants must be admitted to each program before they may be admitted to the combined program.

For information about the J.D. degree, see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Admission to the M.Ac. program is competitive. The admissions committee reviews applications individually, considering quantitative aspects (grade-point average and GMAT scores) and qualitative aspects of each applicant's background and professional experience (if applicable) to assess an applicant's potential for academic success and professional growth.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Application materials must include the following:

- an application for graduate admission;
- official transcripts of all undergraduate and graduate coursework submitted by each institution an applicant has attended;
- official scores on the Graduate Management Admission Test (GMAT), unless the student is a B.B.A. major in accounting at the University of Iowa;
- a supplemental application form with essay responses;
- a résumé and cover letter; and
- at least three letters of reference from former instructors or employers unless the student is a B.B.A. major in accounting at the University of Iowa.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

For complete information about application procedures, contact the Department of Accounting.

Application Deadlines

The Department of Accounting admissions committee reviews completed M.Ac. application files (which must include official GMAT scores) on five dates: March 1, April 15, July 15, October 1, and December 1. Applications are reviewed on these dates regardless of whether the applicant plans to begin the M.Ac. program in the fall semester (August), spring semester (January), or summer session (June). Final Graduate College application deadlines are as follows.

Fall semester entry: July 15 (April 15 for international students)

Spring semester entry: December 1 (October 1 for international students)

Summer session entry: April 15 (March 1 for international students)

Students who wish to apply for a teaching assistantship must apply to the M.Ac. program no later than March 1.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Master of Accountancy, M.Ac.

Specialization in Financial Accounting/ Auditing

Course	Title	Hours
Academic Career		
Any Semester		
30 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^{a, b, c}		
Students entering with an undergraduate degree in accounting typically complete the degree requirements in two semesters; those with non-accounting degrees typically complete degree requirements in four semesters.		
Hours		0
First Year		
Fall		
ACCT:9130	Financial Reporting: Theory and Practice	3
ACCT:9140	Advanced Auditing	3
ACCT:9120	Design and Use of Cost Management Systems ^d	3
Business Analytics course ^e		3
MBA:8180	Managerial Finance ^f	3
Hours		15
Spring		
ACCT:9040	Financial Statement Analysis	3
ACCT:9050	Taxes and Business Strategy ^g	3
Business Analytics course ^e		3
Finance course ^e		3
Elective ^h		3
Hours		15
Total Hours		30

a Students may design their program around particular career goals in chosen specialization by working with their advisor to determine coursework and sequence.

b Complete at least 12 s.h. in graduate level accounting courses and at least 21 s.h. in courses numbered 5000 or above.

c Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

d ACCT:9120 offered fall only; choose an elective if taking ACCT:9050 in spring.

e Course numbered 5000 or above; work with faculty advisor to determine appropriate course.

f Requires consent of the MBA program.

g ACCT:9050 offered spring only; choose an elective if taking ACCT:9120 in fall.

h Work with faculty advisor to determine appropriate graduate elective coursework and sequence.

Career Advancement

Over 95 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs; for more information about careers, visit the Pomerantz Career Center website.

Doctor of Philosophy

Graduate students in accounting may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see the Ph.D. in business administration [p. 1156] in the Catalog and visit the Department of Accounting website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Application materials must include the applicant's score on the Graduate Management Admission Test (GMAT).

Bachelor of Business Administration

Undergraduate major: B.B.A.
Website: <https://tippie.uiowa.edu/>

The Bachelor of Business Administration is offered with majors in accounting, business analytics and information systems, economics, finance, management, and marketing.

This Catalog section provides information about requirements that all B.B.A. students must fulfill, regardless of their major, as well as admission information and academic rules and procedures for the B.B.A. For information about the individual majors, see Accounting [p. 1115], Business Analytics [p. 1139], Economics [p. 1157], Finance [p. 1184], Management and Entrepreneurship [p. 1204], and Marketing [p. 1214] in the Catalog.

Students may earn multiple majors in the B.B.A.; they also may earn combined degrees in the College of Engineering or the College of Liberal Arts and Sciences. See "Multiple Majors in Business" under Requirements [p. 1130] and see Combined Programs [p. 1132] in the Business Administration, B.B.A. section. Many business students earn one or more certificates and minors offered in disciplines across the University; see "Minors" and "Certificates" below.

The Tippie College of Business's undergraduate and graduate programs are accredited by AACSB International, the Association to Advance Collegiate Schools of Business.

Undergraduate Advising

All business students are advised at the business college's Undergraduate Program Office. Pre-business students are advised at the University's Academic Advising Center or the business college's Undergraduate Program Office. Drop-in hours and scheduled appointments are available at both offices. For more information on advising, contact the college's Undergraduate Program Office or the University's Academic Advising Center.

Honor Code

Integrity and honesty are essential to success in all facets of life. The purpose of the Tippie Honor Code is to promote honorable and ethical behavior. Students admitted to the college or enrolled in courses offered by the college are required to uphold the honor code.

Minors

The Tippie College of Business offers a minor in economics [p. 1175] for all students and a minor in business administration [p. 1137] for non-business students.

Bachelor of Business Administration students may earn minors in a number of disciplines outside of the Tippie College of Business. For example, students interested in international business might choose to earn a minor in a second language. For a list of minors and links to the departments and programs that offer them, see Find Your Program on the General Catalog website and select undergraduate minors.

Students may declare a minor on MyUI. To have the minor recorded on their transcripts, students must complete the minor section on the Application for Degree which they submit through MyUI in the session they intend to graduate.

Certificates

Bachelor of Business Administration students may earn certificates offered by the Tippie College of Business as well as by other colleges at the University of Iowa. The Tippie College of Business offers the Certificate in Entrepreneurial Management [p. 1182] and the Certificate in Risk Management and Insurance [p. 1237]. In addition, it partners with the College of Engineering to offer the Certificate in Technological Entrepreneurship [p. 1535] and with the College of Liberal Arts and Sciences to offer the Certificates in International Business [p. 1194] and in Arts Entrepreneurship [p. 141].

The College of Liberal Arts and Sciences, the College of Public Health, and University College offer a wide range of certificates open to all undergraduates. Many pair exceptionally well with a business major. See Find Your Program on the General Catalog website and select undergraduate certificates for a complete list of certificates and links to their Catalog sections.

Tippie RISE

RISE is an acronym for hands-on experiential learning in the form of Research with Faculty, Internship Course, Study Abroad, and Experiential Course.

All Tippie College of Business students must successfully complete at least one of the following Tippie RISE experiences to graduate. Each experience is tied to an academic course for which students must register. See "Experiential Learning Requirement: Tippie RISE" in the Business Administration, B.B.A. Requirements [p. 1130] section for the full list of qualifying courses.

Research with Faculty

Working closely with a faculty mentor, students explore a research question of interest for a semester or more. By conducting academic research, students enhance their critical thinking skills, learn techniques to collect and analyze data, and apply their findings to business practices. These skills are highly useful for a variety of businesses and graduate programs.

Internship Course

As students gain valuable hands-on work experience in a professional internship, they complete one of the approved internship courses to assist them in having a meaningful learning experience. The internship courses encourage students to take on relevant job responsibilities, outline strategies to meet internship goals, regularly communicate with their supervisors, explore the career field, and reflect on their growth throughout the experience.

Study Abroad

By taking advantage of short-term, summer, semester, or academic year programs, students can expand their worldview and learn alternative business and cultural practices outside of the United States. Students can participate in Tippie international programs such as London Winter, International Business in Sydney, China May, CIMBA Italy, Global Internships, spring break programs through the John Pappajohn Entrepreneurial Center, or any of the many UI study abroad programs in over 40 countries.

Experiential Course

In approved experiential courses, students improve their understanding of academic concepts by applying them to a class project with a company or nonprofit organization. Using real circumstances and issues, students engage with the organization to make a lasting impact. Students have support from classmates and guidance from their instructor throughout the duration of the project. Experiential courses are offered in many Tippie majors and as business and non-business electives.

Programs

Undergraduate Program of Study

- Bachelor of Business Administration [p. 1130]

Academic Rules and Procedures

Academic Recognition

Dean's List

Undergraduate students in the Tippie College of Business who achieve a g.p.a. of 3.50 or higher on 12 s.h. or more of University of Iowa graded coursework during a given semester or summer session and who have no semester hours of I (incomplete) or O (no grade reported) during the same semester are recognized by inclusion on the Dean's List for that semester.

President's List

Undergraduate students in the Tippie College of Business who achieve a g.p.a. of 4.00 on 12 s.h. or more of University of Iowa graded coursework and who have no semester hours of I (incomplete) or O (no grade reported) for two consecutive semesters (excluding summer sessions) are recognized by inclusion on the President's List.

Graduation with Honors in the Major

Graduation with honors in the major recognizes high scholastic achievement based on grades and on completion of a research project that enables students to gain expertise in a topic related to their field of study. The requirements to graduate with honors in the major at the Tippie College of Business are the following:

- g.p.a. of at least 3.50 in cumulative, University of Iowa, business, and University of Iowa business coursework at the time of graduation;
- completion of BUS:1999 Introduction to Research in Business;
- two-semester research project with a Tippie College of Business faculty member that results in a written thesis; and
- a poster presentation of research at the Undergraduate Research Festival.

To learn more, see Tippie Honors on the Tippie College of Business website.

Graduation with Distinction

Graduation with distinction recognizes high scholastic achievement based on grades. The Office of the Registrar certifies to the Tippie College of Business associate dean the names of students eligible to graduate with distinction. The

college awards degrees "with highest distinction" to students in the highest two percent of the graduating class, "with high distinction" to students in the next highest three percent, and "with distinction" to the next highest five percent. Ranking is based on students' grade-point averages for all college-level study undertaken before their final registration.

To be eligible to be considered for graduation with distinction, a student must complete 60 s.h. in residence as an undergraduate at the University of Iowa; 45 s.h. of that must be completed before the final registration.

Credit and Grading

Credit by Examination

Students may earn up to 30 s.h. of credit by examination by taking selected tests from the College-Level Examination Program (CLEP) and the Advanced Placement (AP) program of the College Board or the International Baccalaureate Program (IB). For information about when and how to take the CLEP and AP examinations, contact the University's Evaluation and Exam Service. The Tippie College of Business Undergraduate Program Office has information on scores, credit, and course duplicates for all CLEP, Advanced Placement, and IB tests accepted by the college.

Maximum Schedule

Students may register for a maximum of 18 s.h. in the fall and spring semesters and a maximum of 12 s.h. in the summer session. Course schedules of more than 18 s.h. for a fall or spring semester, or more than 12 s.h. for the summer session, require approval from the Undergraduate Program Office. Approval is based on a review of past academic performance.

Adding and Dropping Courses

Students may add or drop courses, except College of Law courses, any time before the deadline published in the University's academic deadline calendar. Deadlines are different for regular and off-cycle courses. See the Academic Calendar and Course Deadlines for course-specific deadlines at the University of Iowa on the Office of the Registrar website. Students must obtain approval from the college that offers the course in order to add or drop a course after these deadlines.

To request a late add of a Tippie College of Business course, students must obtain the authorization of the instructor followed by authorization of the Undergraduate Program Office.

To request a late drop of a Tippie College of Business course, students should meet with an advisor in the Undergraduate Program Office to discuss their request to drop the course. To request permission, students must submit a written petition. The petition is granted only with documentation of extenuating circumstances beyond the student's control.

Prerequisites

Undergraduate students must complete a course's prerequisites. When a student registers, the MyUI course registration system reads a student's record, and if there is no evidence that a prerequisite has been completed or is in progress, enrollment for the course is blocked. See the Tippie College of Business Undergraduate Students Prerequisites web page for more information about prerequisite policies and procedures.

Administrative Drops for Nonattendance

Instructors have the option to drop a student who has missed the first two class periods of a course, unless the student has offered an acceptable reason for beginning the course late. Administrative drops must be processed by the first eight calendar days of the semester or the first two calendar days of the winter session, each summer session, or the start of an off-cycle course. Administrative drops are made without assignment of a W (withdrawn). Students who are dropped from a course are notified. Students should not assume that they have been dropped from a course because they have not attended.

Pass/Nonpass

Up to 15 s.h. of coursework required for the B.B.A. may be taken pass/nonpass with the consent of an advisor and the instructor. Students must be in good academic standing to be eligible for the pass/nonpass option. A maximum of two pass/nonpass courses may be taken in one semester or session.

Courses taken pass/nonpass may not be used to satisfy general education, prerequisite, core, or major business requirements; major business requirements include any course that fulfills a business major course requirement or is offered by a business major department, regardless of the business major of the student seeking to take the course pass/nonpass.

Pass/nonpass registration must be completed during the first 10 days of a fall or spring semester or the first one-and-one-half weeks of a summer session, and it requires the approval of the advisor and the instructor.

For courses taken pass/nonpass, an earned grade of D-minus or higher is recorded as a P; an earned grade of F is recorded as an N. Pass/nonpass credit is not included in grade-point-average calculations.

Satisfactory/Fail, Satisfactory/Unsatisfactory

Certain courses are offered satisfactory/fail (S/F) or satisfactory/unsatisfactory (S/U). All students registered for these courses receive one of these marks.

Special forms are not necessary to register for S/F or S/U courses, since all students enrolled in such courses automatically receive an S, an F, or a U.

Semester hours of S or U graded coursework are not used in computing grade-point averages, but hours of F graded coursework are used.

Semester hours of S graded coursework are counted as semester hours earned toward graduation; semester hours of F or U graded coursework do not count as semester hours earned toward graduation.

A maximum of 15 s.h. of S credit from the University of Iowa is accepted toward a bachelor's degree.

Second-Grade-Only Option for Students Admitted to Business

Students admitted to the Tippie College of Business may use the second-grade-only option on any course except courses numbered above 3005 with the prefix ACCT, BAIS, BUS, ECON, FIN, MSCI, MGMT, MKTG, ENTR, or any course offered by a

department outside the Tippie College of Business that is being used to fulfill a major course requirement.

Policies

- Students may apply the second-grade-only option to a maximum of three different courses while they are enrolled at the University of Iowa; any second-grade-only options used before entry to the Tippie College of Business counts toward the maximum of three second-grade-only options allowed.
- Students in combined degree programs are allowed a combined maximum of three second-grade-only options.
- The second-grade-only option may be used only once per course. Once placed on the record, the option may not be retracted.
- A course taken at another college or university may not be repeated at the University of Iowa under the second-grade-only option.
- A University of Iowa course may not be repeated at another institution under the UI second-grade-only option.
- If the course was taken for a grade the first time, it must be taken for a grade the second time.
- If the course was taken pass/nonpass the first time, a student may choose to take the course for a grade or as pass/nonpass the second time.
- Any University of Iowa course taken in any mode of delivery—during a regular semester, a summer session, an intensive session, or through distance learning and Distance and Online Education [p. 1980]—may be repeated in the same mode of delivery or in any other mode of delivery.
- Students who have been awarded a degree from the University of Iowa may not use the second-grade-only option on a course taken before the degree was awarded.
- Graduate or professional colleges may recalculate grade-point averages using all grades visible on the permanent record.

Procedures

- Students must register as usual for the course that is to be repeated.
- After the session in which the course is being repeated has begun, students must request the second-grade-only option by completing the Request a Second-Grade-Only Option form.
- The permanent record is adjusted by placing a pound symbol (#) next to the first grade to indicate that it is no longer being included in the grade-point-average calculation, and only the semester hours from the second registration have been counted as semester hours earned.

Second-Grade-Only Option for Pre-Business Students

Pre-business students must follow the rules established by the College of Liberal Arts and Sciences (CLAS). Contact the CLAS Academic Programs and Student Development office or consult the CLAS Academic Policies Handbook for more information.

Incomplete Grades

Instructors may report a mark of I (incomplete) only if the unfinished part of a student's work in a course other than research, thesis, or independent study is small; if the work is

unfinished for reasons acceptable to the instructor; and if a student's standing in the course is satisfactory.

Students should not re-enroll in a course for which they have an incomplete. Incomplete grades must be removed by completing the unfinished part of the work. Faculty and students are encouraged to state clearly in a written agreement how the incomplete is to be completed. Both the faculty member and the student should keep a record of the written agreement.

Failure to remove the incomplete before the end of the next full semester, excluding summer and winter sessions, results in replacement of the I with a grade of F, regardless of whether a student is enrolled during that semester. A grade change may be submitted to convert a grade of F to another letter grade, with the instructor's approval.

Probation and Dismissal

Students are placed on academic probation when their grade-point average in any of the following categories falls below 2.00:

- all coursework taken,
- all coursework taken at the University of Iowa,
- all business coursework taken,
- all business coursework taken at the University of Iowa,
- all coursework taken to satisfy requirements for the major(s), or
- all coursework taken at the University of Iowa to satisfy requirements for the major(s).

In probation decisions, a 3 s.h. minimum is used to calculate the grade-point average for all coursework taken to satisfy requirements for the major(s), and all coursework taken at the University of Iowa to satisfy requirements for the major(s).

Students on probation are required to meet with an academic advisor and cannot register for the next session's classes before doing so. Students on academic probation who withdraw registration after the deadline for dropping courses may be dismissed.

Students on probation with more than one declared business major may be required to drop one or more majors in order to pursue one business major only.

Students may be dismissed from the college at any time for unsatisfactory scholarship. While some probationary period usually precedes a dismissal, students in good academic standing who complete a session with extremely unsatisfactory grades may be placed on academic probation or dismissed immediately. Students dropped from the college for poor scholarship may petition for permission to be reinstated, but usually only after one year following the end of the session in which they were dismissed; see "Reinstatement" below.

When all of the grade-point averages outlined above equal or surpass 2.00, students are removed from probation. Students usually are allowed only one session to return to good academic standing.

Reinstatement

Students dismissed for unsatisfactory scholarship for the first time are not permitted to register again for one year. Students dismissed for the second time may or may not be granted a second reinstatement. Requests for reinstatement must be made in writing and should be addressed to the Associate Dean, Undergraduate Program Office. Arrangements

for a reinstatement interview must be made with the Undergraduate Program Office in the Tippie College of Business. The interview must take place between March 1 and June 15 for reinstatement for fall semester, or between October 1 and November 15 for reinstatement to spring semester. Late requests are deferred to the following semester. Students who are permitted to register following dismissal are registered on academic probation and ordinarily are allowed two semesters to achieve good standing. Most reinstatements include a limit on the number of semester hours the student may take upon reinstatement. Very poor academic work in the first semester of a reinstatement, however, may result in dismissal at the close of that semester.

ReStart

The undergraduate colleges at the University of Iowa offer an academic forgiveness policy, referred to as ReStart.

If students were previously enrolled in the Tippie College of Business and are returning, or have returned, to the University of Iowa after an extended absence (four consecutive years or more), they may use the ReStart option to request removal of one or more of previously completed academic sessions at the Tippie College of Business (i.e., semesters or winter/summer enrollments) from future grade-point averages and satisfaction of degree requirements.

If students have already graduated from the University of Iowa, they are not eligible to use the ReStart option whether for a second degree or any other purpose.

Students are strongly advised to contact the assistant dean or director to discuss the ReStart option before submitting a ReStart application. Contact the Undergraduate Program Office to schedule an in-person or telephone appointment.

Returning for Baccalaureate Degrees

Returning for a Second Business Major

Individuals who already hold a B.B.A. degree from the University of Iowa may complete the requirements for another business major, except accounting. Those interested in earning a degree in accounting must apply for admission to the Graduate College in order to earn the Master of Accountancy degree. Students who return to the University of Iowa to complete another business major must meet the requirements for that major; they do not have to meet the Tippie College of Business residence requirement. It is their responsibility to notify the Office of the Registrar once they complete the requirements for the second major so that a notation can be placed on their permanent record. Returning students are held to the requirements that are published in the University of Iowa General Catalog for the session in which they reenter.

Returning for an Additional Bachelor's Degree

Individuals who hold a bachelor's degree from another college at the University of Iowa may return to earn the B.B.A. degree from the Tippie College of Business. They must satisfy all requirements for undergraduate admission to the business college. Once admitted, they must satisfy all requirements for the B.B.A. in their chosen major. Returning students are held to the requirements that are published in the University of Iowa General Catalog for the session in which they reenter.

Returning for an Additional Bachelor's Degree in Accounting

Individuals who hold a bachelor's degree in a non-business discipline from the University of Iowa or from another college or university may be considered for admission to the Tippie College of Business to earn the B.B.A. with a major in accounting. Individuals interested in this option should consult with the Department of Accounting about the B.B.A. program in accounting (undergraduate) and the Master of Accountancy graduate program. Those who already hold a B.B.A. from the University of Iowa or any business degree from another institution may not earn a major in accounting at Iowa.

Business Administration, B.B.A.

Requirements

The Bachelor of Business Administration requires a minimum of 120 s.h. of credit, including at least 48 s.h. earned in business courses and at least 52 s.h. earned in non-business courses.

B.B.A. students must earn 45 s.h. in residence following admission to the Tippie College of Business. At least 24 s.h. in courses offered by the business college and at least two-thirds of the semester hours in a student's major must be earned in the student's major department at the Tippie College of Business. Nonresident instruction includes coursework at colleges and universities other than the University of Iowa.

To graduate, B.B.A. students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all college coursework attempted in business, all college coursework attempted in the major, all coursework attempted at the University of Iowa, all business coursework attempted at the University of Iowa, and all coursework in the major attempted at the University of Iowa.

Common B.B.A. Requirements

B.B.A. students must satisfy the following minimum common requirements or approved equivalents. For approved equivalents, consult the college's Undergraduate Program Office.

General Education

Code	Title	Hours
	Rhetoric	4-5
	Interpretation of Literature	3
	World Languages	0-10
	Natural Sciences	3
	Social Sciences (excluding ECON:1100 and ECON:1200)	3
	Historical Perspectives	3
	Diversity and Inclusion, or Values and Culture	3
	International and Global Issues	3

Tippie College of Business students may complete the World Languages requirement using one of two options. One year of high school language study is generally equivalent to one semester of college language study.

Option one: attain fourth-level proficiency in a single world language, usually by completing four years of that language in high school or four semesters in college or an equivalent combination of high school and college coursework; or pass an achievement test or evaluation at fourth-level proficiency.

Option two: attain second-level proficiency in each of two world languages, usually by completing two years of each language in high school or two semesters of each language in college or an equivalent combination of high school and college coursework; or pass achievement tests and/or evaluations at second-level proficiency in each language. Option two does not fulfill the World Languages requirement for the College of Liberal Arts and Sciences or qualify students

to earn credit under the Furthering Language Incentive Program (FLIP).

Students may not count courses taken to fulfill General Education Program requirements toward other requirements for the B.B.A.

Prerequisites for Admission to the College

Code	Title	Hours
RHET:1030	Rhetoric	4-5
MATH:1350	Quantitative Reasoning for Business	4
STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2

Prerequisites for Declaring a Business Major

Code	Title	Hours
ECON:1200	Principles of Macroeconomics	4
ACCT:2100	Introduction to Financial Accounting	3

The accounting major has additional major declaration requirements. See "Requirements [p. 1118]" in the B.B.A. in accounting section of the Catalog for further information.

Business Core

Code	Title	Hours
ACCT:2200	Managerial Accounting	3
BAIS:2800	Foundations of Business Analytics	3
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
BUS:2200	Foundations for Success in Business	1
BUS:3000	Business Communication and Protocol	3
FIN:3000	Introductory Financial Management	3
MGMT:2000	Introduction to Law	3
MGMT:2100	Introduction to Management	3
MKTG:3000	Introduction to Marketing Strategy	3

Experiential Learning Requirement: Tippie RISE

All Tippie College of Business students must successfully complete at least one of these four experiences—Research with Faculty, Internship Course, Study Abroad, or Experiential Course. Courses that satisfy Tippie RISE are listed below.

Research with Faculty

Code	Title	Hours
ACCT:4999	Honors Thesis in Accounting	arr.
BAIS:4999	Honors Thesis in Business Analytics	arr.
BUS:3600	Mentored Research	arr.
BUS:4999	Honors Thesis in Business	arr.

ECON:4999	Honors Thesis in Economics	arr.
FIN:4999	Honors Thesis in Finance	arr.
MGMT:4999	Honors Thesis in Management	arr.
MKTG:3702	Marketing Institute Seminar II	2
MKTG:4999	Honors Thesis in Marketing	arr.
URES:3992	Undergraduate Research and Creative Projects	0
URES:3993	Undergraduate Research and Creative Projects	1-4
URES:3994	Undergraduate Research and Creative Projects	1-4
URES:3995	ICRU Research Fellow	0

Internship Course

Code	Title	Hours
BUS:3100	Academic Internship or Cooperative Education	0
BUS:3900	Business Communication Internship I	3
BUS:4900	Academic Internship	arr.
CCP:1201	Academic Internship	1-3
CCP:2020	Washington Center Internship Program	arr.
CCP:2202	International Student Full-Time Academic Internship	9
ENTR:4300	Entrepreneurship: Advanced Business Planning	arr.
ENTR:4900	Academic Internship	arr.
EVNT:2110	Internship in Event Management	3
LS:3011	Leadership Certificate Capstone	0,2

Study Abroad

Any study abroad program is accepted for credit, including short term faculty-led programs and summer, semester, or year-long programs. These courses may be study abroad courses (prefix ABRD) but are not required to be; see Study Abroad [p. 2001] in the Catalog.

Experiential Course

Code	Title	Hours
ACCT:3451	Tax Practicum (VITA) II (spring only)	2
BAIS:4150	Business Analytics Capstone	3
BAIS:4350	Information Systems Capstone	3
ENTR:4100	International Entrepreneurship and Culture	1-3
ENTR:4200	Entrepreneurship: Business Consulting	3
FIN:4250	Applied Equity Valuation	3
FIN:4310	Advanced Corporate Finance	3
FIN:4350	Applied Wealth Management	3
FIN:4410	Enterprise Risk Management	3
FIN:4420	Property and Liability Insurance	3

FIN:4460	Insurer Operations and Captive Management	3
LS:1024	Hawkeye Service Breaks (spring only)	3
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3
MGMT:3600	Nonprofit Organizational Effectiveness II	3
MKTG:3100	Marketing Research	3
MKTG:3103	Advanced Marketing Research	3
MKTG:3700	Marketing Institute Seminar I	2
MKTG:3701	Marketing Institute Field Studies	2
MKTG:4250	Marketing and Sustainability	3
MKTG:4800	Marketing Consulting Project	3

Major Area of Study

All B.B.A. students must complete a major area of study. The college offers majors in accounting [p. 1115], business analytics and information systems [p. 1139], economics [p. 1157], finance [p. 1184], management [p. 1204], and marketing [p. 1214]. The requirements for each major are established by the department that offers the major.

Students with Associate of Arts Degrees

Students who have been granted an Associate of Arts (A.A.) from a community college participating in the Iowa and Illinois Community College/Regents Articulation Agreements are considered to have met all high school unit requirements for admission to the B.B.A. and all of the General Education Program requirements listed under "General Education Requirements" above, except the World Languages requirement. The program of study for which a student was awarded the A.A. must have included:

- a minimum of 60 s.h. (or 90 quarter hours) of credit acceptable toward graduation from the University of Iowa;
- mathematics courses comparable to MATH:0100 Basic Algebra I are not accepted toward graduation;
- completion of the agreed-upon group of courses at the community college; and
- a g.p.a. of at least 2.00.

Completion of an Associate of Arts does not guarantee admission to the Tippie College of Business. See Admission [p. 1133] in this section of the Catalog for a complete list of requirements for admission to the B.B.A.

Students who use the provisions of the articulation agreement are granted a maximum of 60 s.h. of transferable credit from two-year colleges toward the 120 s.h. required for a B.B.A. Credit earned for the A.A. beyond the 60 s.h. transferable maximum is used in computing a student's grade-point average, and it may be used to satisfy course requirements, but it does not count toward the B.B.A. Transfer credit for business courses taken during the first and second years is counted toward the B.B.A. only if such courses are usually offered as lower-division courses at the University of Iowa.

Transfer Courses

Students who have taken courses at another institution that are similar to those approved for the common business

requirements at Iowa may request that these courses be evaluated for transfer credit. Students who transfer fewer hours than needed to meet a common business requirement may use only approved courses to complete the remainder of the requirement. Only third- and fourth-year-level courses taken at accredited four-year institutions may be used to satisfy common business course requirements numbered 3000 or above. Students must complete a minimum of 24 s.h. of business coursework and at least two-thirds of the coursework in the major at the University of Iowa. They also must meet the 45 s.h. residence requirement of the Tippie College of Business. Credit earned through online courses may be counted toward all requirements for graduation, subject to approval by a student's major department.

Honors in the Major

Outstanding students in the college have an opportunity to undertake independent research under the supervision of a faculty member. To graduate with honors in the major, students must complete an honors thesis under the supervision of a Tippie College of Business faculty member. Students begin by completing BUS:1999 Introduction to Research in Business prior to the commencement of their thesis work. This course introduces students to research in the college and provides an opportunity to develop thesis questions and meet faculty members engaged in research.

Students then identify a faculty thesis advisor and complete their research and thesis writing over the course of two semesters, registering for the appropriate honors thesis course for both semesters from the following list. With faculty permission, students may elect to complete the thesis with another Tippie College of Business student.

Code	Title	Hours
ACCT:4999	Honors Thesis in Accounting	arr.
BAIS:4999	Honors Thesis in Business Analytics	arr.
BUS:4999	Honors Thesis in Business	arr.
ECON:4999	Honors Thesis in Economics	arr.
FIN:4999	Honors Thesis in Finance	arr.
MGMT:4999	Honors Thesis in Management	arr.
MKTG:4999	Honors Thesis in Marketing	arr.

To earn the B.B.A. with honors in the major, students must successfully complete all college requirements with a g.p.a. of at least 3.50 in all courses taken at Iowa, all business courses taken at Iowa, all courses taken (including transfer courses), and all business courses taken (including transfer courses). Students also must present their research in a poster format at the spring or fall Undergraduate Research Festival.

See Tippie Honors on the Tippie College of Business website to learn more.

Completing the honors in the major requirements also satisfies the experiential learning requirement for the University of Iowa Honors Program. To learn more about graduating with University honors through the University of Iowa Honors Program, visit the Honors at Iowa website.

Pre-business students interested in honors study are encouraged to participate in the University of Iowa Honors Program until they are admitted to the business college. Visit Honors at Iowa to learn about the University's honors program.

Multiple Majors in Business

Students may earn the B.B.A. degree with more than one major. The Four-Year Graduation Plan is not available to students earning more than one major. Students have access to degree audits for all of the programs of study they have officially declared. They also have access to all program courses, with some limitations, during early registration. A student must be in good academic standing in order to declare more than one major. See Double Majors and Joint Degree Policies on the Tippie College of Business website.

Combined Programs

Undergraduate students may earn combined undergraduate degrees from the Tippie College of Business and the College of Liberal Arts and Sciences or the College of Engineering. The following rules apply to all students in combined degree programs.

- To enter a combined degree program, students must have approval from the Tippie College of Business and must be admitted to both colleges. Interested students should see an advisor in the college's Undergraduate Program Office.
- Students in combined degree programs are allowed a combined maximum of three second-grade-only options.
- All students in combined programs must meet all requirements for both degrees, including all General Education Program requirements.
- Students are assigned two advisors (one for each major).
- Students in combined degree programs are assessed tuition only for the primary (first) major.
- First-year students in combined degree programs who are direct admission students in the Tippie College of Business must enroll in BUS:1200 Tippie College Direct Admit Seminar during their first semester at the University.

B.B.A./Liberal Arts and Sciences Degree

The Tippie College of Business and the College of Liberal Arts and Sciences offer a combined degree program in which students earn two University of Iowa bachelor's degrees: a Bachelor of Business Administration (B.B.A.) from the Tippie College of Business and a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), or Bachelor of Music (B.M.) from the College of Liberal Arts and Sciences.

Students in the combined business/liberal arts and sciences degree program must declare the Tippie College of Business program of study as their primary (first) major.

To learn about liberal arts and sciences majors, see the College of Liberal Arts and Sciences [p. 17] section of the Catalog.

B.B.A./B.S.E.

The Tippie College of Business and the College of Engineering offer a combined degree program in which students earn two University of Iowa bachelor's degrees: a Bachelor of Business Administration (B.B.A.) from the Tippie College of Business and a Bachelor of Science in Engineering (B.S.E.) from the College of Engineering. Students in the combined business/engineering degree program must declare the College of Engineering program of study as their primary (first) major.

Students in the combined business/engineering degree program must enroll in appropriate mathematics and

engineering courses early during their course of study in order to complete the program in a timely way. Because courses in natural sciences, mathematics, humanities, and social sciences count toward the B.B.A. and the B.S.E., students may be able to count certain courses toward both degrees.

B.B.A./B.S.E. students usually meet the degree requirements of both colleges in about five years; time required depends on a student's choice of major study areas.

For information about engineering majors, see Bachelor of Science in Engineering [p. 1426] (College of Engineering) in the Catalog. To learn more about requirements for the combined business/engineering degree, consult the Undergraduate Program Office in the Tippie College of Business and the Student Development Center in the College of Engineering.

B.B.A./M.S. in Business Analytics or M.S. in Finance

The combined Bachelor of Business Administration/Master of Science in business analytics or Master of Science in finance allows undergraduate students majoring in any of the six B.B.A. majors the opportunity to begin work toward the M.S. degree while completing the B.B.A. degree. The program allows students to count a limited amount of credit toward both degrees, enabling students to finish the M.S. degree one semester early.

Students apply to the Master of Science program in the third year of undergraduate study and begin masters-level work in the fourth year of undergraduate study. For information on these graduate programs, see M.S. in business analytics and M.S. in finance [p. 1190] in the Catalog.

B.B.A./J.D.

The Tippie College of Business 3+3 agreement with the College of Law allows well-prepared students the opportunity to apply for admission to the College of Law during their junior year, and if accepted, to begin work on the Juris Doctor degree during their fourth year of study in the B.B.A. degree program. Students participating in the 3+3 program apply to the College of Law and are required to submit a Law School Admission Test (LSAT) score. If a student is admitted into the J.D. program, the Tippie College of Business accepts all credit earned during the first year of law school to satisfy the remaining elective hours required to earn the B.B.A. degree.

The 3+3 option is open to students in all six of the B.B.A. majors. Students who wish to pursue this opportunity are required to plan early in their undergraduate career, as all degree requirements except elective hours must be completed in the first three years of B.B.A. study.

For more information, see the 3+3 Program on the College of Law website.

Admission

Students enter the Tippie College of Business in one of two ways: direct admission or standard admission. All students admitted to the Tippie College of Business must follow the Tippie Honor Code. Students who meet the admission requirements may be denied admission upon evidence of postsecondary academic misconduct or other violations of the honor code. Students are required to meet with the associate dean, undergraduate programs, to discuss incidents of academic misconduct.

Admission standards are set by the Undergraduate Program Committee. All admission appeals are reviewed by the Undergraduate Program Office. Prospective students must submit acceptance of admission offers and all transcripts showing coursework that satisfies the Tippie College of Business admission requirements to the University's Office of Admissions by the appropriate deadline. Letters of recommendation are not accepted. For more information about application and admission, contact the Undergraduate Program Office.

Direct Admission

Direct admission is designed to enable highly qualified high school students to enter the college directly after high school. Applicants must have a composite ACT score of 26 or higher (or SAT equivalent) and a high school g.p.a. of 3.60 or higher (on a 4.00 scale) to qualify. Applicants who do not meet these criteria but who present a strong academic record are carefully considered through a petition process.

Incoming high school students who are admitted to the College of Liberal Arts and Sciences as pre-business students may inquire about their admission decision by contacting the associate director of admission in the Tippie College of Business Undergraduate Program Office. For more information about admission requirements, see Admissions on the Tippie College of Business website.

Students granted direct admission to the college are eligible to apply for first-year scholarships. The application process is competitive and is based on high school record and an application essay.

Students who are directly admitted take BUS:1200 Tippie College Direct Admit Seminar in their first semester. The course, taught by a Tippie advisor in the Undergraduate Program Office and by undergraduate peer mentors, spans nine weeks and orients students to the University of Iowa and the Tippie College of Business.

Standard Admission

University of Iowa students are eligible to apply to the Tippie College of Business through standard admission if they have completed or are completing the five prerequisite courses for admission to the college listed under "Common B.B.A. Requirements" (see Requirements [p. 1130] in this section of the Catalog) and have a g.p.a. of at least 2.75 on the prerequisite courses, on all college coursework completed, and on all University of Iowa coursework. Transfer students who have completed the prerequisite courses and meet the grade-point average requirements also may apply through standard admission.

Applications for standard admission must be submitted online. Application deadlines for current University of Iowa students are February 1 for fall admission and September 1 for spring admission. Application deadlines for transfer students are May 1 for fall admission and December 1 for spring admission.

Applicants should meet all admission requirements by the end of the semester in which they apply. Admission is not granted for the summer session or the three-week winter session. Grades from the three-week winter session do not count toward admission for the following spring semester, and grades from a summer session do not count toward admission for the following fall semester.

Students who are denied admission may file an appeal for denial of admission to business if they can provide

documentation of extenuating circumstances that affected their academic performance.

Nondegree Admission

Students visiting from another institution who wish to enroll in undergraduate courses in order to earn credit that they can transfer to their home institution may be granted admission as undergraduate nondegree students. Nondegree students are not guaranteed access to specific courses; they must have the approval of the Undergraduate Program Office and may earn no more than 9 s.h. in nondegree status.

Reentry Policy

All students who have been enrolled in another college or university since leaving the University of Iowa are required to submit official transcripts along with an application for reentry. Completed application materials must be received at least two weeks before the opening of classes. Reentry students are held to the requirements that are published in the University of Iowa General Catalog for the session in which they reenter.

Absent for 12 months or more—in good standing:

Students absent from the University of Iowa for 12 months or more who left in good standing must apply to the UI Office of Admissions as returning students and must contact the Tippie College of Business Undergraduate Program Office for advising before registration. Good standing is defined as not on probation and not dismissed for any reason.

Absent for 12 months or more—not in good standing:

Students absent from the University of Iowa for 12 months or more who were not in good standing when they left the University must file a petition with the Tippie College of Business Undergraduate Program Office to be reinstated. If the petition is approved, the student must apply to the UI Office of Admissions as a returning student; the Undergraduate Program Office notifies the Office of Admissions that a student's petition for reinstatement has been approved. The student also must schedule an appointment to see an advisor in the Tippie College of Business for advising before registration. Not in good standing is defined as being on probation or having been dismissed from the Tippie College of Business due to unsatisfactory scholarship, academic misconduct at the University of Iowa or at another institution, or a violation of the Tippie College Undergraduate Honor Code. Students who have been officially dismissed follow the procedures for reinstatement.

Absent for less than 12 months—in good standing:

Students absent for less than 12 months are not required to file an application for reentry. Students who were in good standing when they left the University should contact the Tippie College of Business Undergraduate Program Office for advising before registration. Reentry is approved regardless of any admission requirement changes.

Absent for less than 12 months—not in good standing:

Students absent for less than 12 months are not required to file an application for reentry. Students who were not in good standing when they left the University must consult with an advisor in the Tippie College of Business; the student may be readmitted on probation. Readmitted students should contact the Tippie College of Business Undergraduate Program Office for advising before registration. Reentry is approved regardless of any admission requirement changes. Not in good standing is defined as being on probation or having been dismissed from the Tippie College of Business due to unsatisfactory scholarship, academic misconduct at

the University of Iowa or at another institution, or a violation of the Tippie College Undergraduate Honor Code. Students who have been officially dismissed follow the procedures for reinstatement.

Academic Plans

Four-Year Graduation Plan

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

The following checkpoints are designed for students who enter the University as direct admission or pre-business students.

In order to stay on the plan, pre-business students must maintain the grade-point averages required for admission to the Tippie College of Business and must apply for admission to the college the semester that the five prerequisite courses will be completed, but no later than before the fifth semester begins. The Four-Year Graduation Plan is not available to students who choose to pursue a double major in the college or to those enrolled in a combined degree program.

Before the third semester begins: RHET:1030 Rhetoric, ECON:1100 Principles of Microeconomics, MATH:1350 Quantitative Reasoning for Business, STAT:1030 Statistics for Business, and BAIS:1500 Business Computing Essentials, or equivalents; and at least one-quarter of the semester hours required for graduation

Before the fifth semester begins: ACCT:2100 Introduction to Financial Accounting and ECON:1200 Principles of Macroeconomics, or equivalents; business core courses that satisfy prerequisites in a student's intended major; three-quarters of General Education requirements; and at least half of the semester hours required for graduation

Before the seventh semester begins: three-quarters of business core requirements, approximately half of the coursework in the major (varies by major), and three-quarters of the semester hours required for graduation

Before the eighth semester begins: approximately three-quarters of coursework in the major (varies by major)

During the eighth semester: all remaining coursework in the B.B.A. degree and a sufficient number of semester hours to graduate

Iowa Degree in Three

Iowa Degree in Three is designed for students who are academically prepared to complete more semester hours per term than average or who come to the university with completed college credits. It is a flexible, affordable option developed to meet the needs of highly motivated students. Students sign an agreement during their first semester of enrollment; meet with an advisor at least once a semester to review their plans and progress; take courses during summer sessions, if necessary; meet specific course checkpoints; and maintain the grade-point average required for the major.

The Tippie College makes several assumptions about candidates for the Iowa Degree in Three:

- students are prepared to enroll in MATH:1350 Quantitative Reasoning for Business during their first enrollment at the University of Iowa;
- students have fulfilled the General Education World Language requirement before matriculation;

- students are direct admits to the Tippie College of Business;
- students have earned at least 15 s.h. of college credit before matriculation; and
- students are not held for more than two English as a Second Language classes.

The Iowa Degree in Three is available for any of the majors offered by the Tippie College of Business.

Career Advancement

Tippie College of Business graduates enjoy a high placement rate. Over 90 percent of students reported that they found permanent employment, were pursuing graduate degrees, or were not seeking employment six months after graduation.

Visit the Pomerantz Career Center website for more information.

Business Administration

Undergraduate minor: business administration

Website: <https://tippie.uiowa.edu/>

The Tippie College of Business offers a minor in business administration for non-business students. The minor is open to all University of Iowa undergraduates except those majoring in business (Tippie College of Business) and interdepartmental studies majors in the business studies track (College of Liberal Arts and Sciences).

Programs

Undergraduate Program of Study Minor

- Minor in Business Administration [p. 1137]

Business Administration, Minor

Requirements

The undergraduate minor in business administration requires 36 s.h., including at least 12 s.h. taken in the Tippie College of Business. Students must maintain a g.p.a. of at least 2.00 in the minor overall and in all courses in the minor taken at the University of Iowa. Coursework in the minor may not be taken pass/nonpass.

The minor can be earned by any University of Iowa undergraduate student except those majoring in business (Tippie College of Business) and interdepartmental studies majors in the business studies track (College of Liberal Arts and Sciences).

The minor in business administration requires the following courses, or the equivalents. Some of these courses have prerequisites and other requirements for registration; students must complete a course's prerequisites and meet its registration requirements before they may register for the course. For more information, visit the Minor in Business Administration on the Tippie College of Business website.

Code	Title	Hours
ACCT:2100	Introduction to Financial Accounting	3
ACCT:2200	Managerial Accounting	3
BAIS:1500	Business Computing Essentials	2
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
FIN:3000	Introductory Financial Management	3
MATH:1350	Quantitative Reasoning for Business	4
MGMT:2000	Introduction to Law	3
MGMT:2100	Introduction to Management	3
MKTG:3000	Introduction to Marketing Strategy	3
STAT:1030	Statistics for Business	4
Total Hours		36

Students who will have completed all requirements for the minor when they graduate should indicate a business administration minor on their Application for Degree. Contact the Undergraduate Program Office for more information about the minor in business administration.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Business Administration, Minor

Course	Title	Hours
Academic Career		
Any Semester		

Thoughtful planning is required to complete the courses necessary for a minor.

At least 12 semester hours of coursework must be completed in the Tippie College of Business. See MyUI course listing for administrative home of courses required for the minor.

An overall grade-point average of at least 2.00 is required on all courses taken and on courses taken at The University of Iowa. (2.00 GPA on all courses, not each course).

Coursework in the minor may not be taken pass/nonpass.

Exceptions made for the minor may not satisfy requirements for the Bachelor of Business Administration degree. See an advisor in C140 PBB for more information.

Hours		0
First Year		
Fall		
MATH:1380 or MATH:1350	Calculus and Matrix Algebra for Business ^{a, b, c, d} or Quantitative Reasoning for Business	4
Hours		4
Spring		
ECON:1100	Principles of Microeconomics ^e	4
Hours		4
Second Year		
Fall		
BAIS:1500	Business Computing Essentials	2
ECON:1200	Principles of Macroeconomics ^e	4
Hours		6
Spring		
ACCT:2100	Introduction to Financial Accounting ^f	3
STAT:1030	Statistics for Business	4
Hours		7
Third Year		
Fall		
ACCT:2200	Managerial Accounting ^f	3
MGMT:2100	Introduction to Management ^f	3
Hours		6
Spring		
MGMT:2000	Introduction to Law ^f	3
MKTG:3000	Introduction to Marketing Strategy	3
Hours		6
Fourth Year		
Fall		
FIN:3000	Introductory Financial Management ^f	3
Hours		3
Total Hours		36

a Students must meet the stated prerequisites or ALEKS score to enroll in MATH:1350 or MATH:1380. Discuss math placement with your academic advisor.

- b MATH:1350 is a new course effective fall 2020; students should take MATH:1350, MATH:1380, or a calculus course to complete this requirement.
- c This course has prerequisites. See MyUI course listing for details.
- d Enrollment in math courses requires completion of a placement exam.
- e This course is designed to be taken early in your studies as the content is important to subsequent classes. See MyUI for prerequisites.
- f Check MyUI for course requirements.

Business Analytics

Interim Chair

- Ann M. Campbell

Undergraduate major: business analytics and information systems (B.B.A.)

Graduate degrees: M.S. in business analytics (career, professional); business analytics subprogram for the Ph.D. in business administration

Graduate certificate: business analytics

Faculty: <https://tippie.uiowa.edu/people?departments=175>

Website: <https://tippie.uiowa.edu/business-analytics>

The Department of Business Analytics specializes in using advanced computation and mathematical techniques to solve critical business problems. Its strengths in research and instruction include operations management, optimization, machine learning, natural language processing, network science, and data mining.

The department offers the undergraduate major in business analytics and information systems, with tracks in business analytics or information systems. Off-campus offerings include the part-time Master of Science program in business analytics and a graduate Certificate in Business Analytics located in Des Moines, Cedar Rapids, and the Quad Cities. On-campus graduate programs include the full-time Master of Science program in business analytics and the Doctor of Philosophy in business administration with a business analytics subprogram.

The off-campus business analytics (professional) program collaborates with the Professional M.B.A. Program to offer a combined M.S./M.B.A. degree. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program.

Programs

Undergraduate Program of Study

Major

- Major in Business Analytics and Information Systems (Bachelor of Business Administration) [p. 1144]

Graduate Programs of Study

Majors

- Master of Science in Business Analytics (career) [p. 1148]
- Master of Science in Business Analytics (professional) [p. 1151]
- Business analytics subprogram for the Doctor of Philosophy [p. 1153] in Business Administration

Certificate

- Certificate in Business Analytics [p. 1154]

Courses

Business Analytics Courses

BAIS:1300 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

BAIS:1500 Business Computing Essentials 2 s.h.

Basic proficiency with common business application software (word processing, spreadsheet, presentation software, database); simulation training to achieve requisite skills; additional support available via optional textbook or ebook; online, modular, self-taught course.

BAIS:2800 Foundations of Business Analytics 3 s.h.

Introduction to business decision making using data; students transform data into insight using visualization and statistics; introduction to Excel as a tool for business analytics. Prerequisites: (STAT:1030 or STAT:2010 or STAT:3100 or STAT:3101 or STAT:3120 or STAT:3510 with a minimum grade of B or STAT:4100 or BIOS:4120 or PSQF:4143 with a minimum grade of B) and (MATH:1380 or MATH:1460 or MATH:1550 or MATH:1850 or MATH:1860) and (MSCI:1500 or BAIS:1500 or CS:1020 or CS:1110 or CS:1210 or CS:2110 or ENGR:1300 or ENGR:2730).

BAIS:3000 Operations Management 2 s.h.

Strategic, tactical, operational issues that arise in management of production and service operations; product and process design, facilities planning, quality management, materials management, operations planning and scheduling, emerging technologies in production and service management. Prerequisites: STAT:2010 or STAT:3120 or STAT:3101 or STAT:2020 with a minimum grade of B or STAT:3510 with a minimum grade of B or BIOS:4120 or STAT:3100 or PSQF:4143 with a minimum grade of B or STAT:1030 or STAT:4100.

BAIS:3005 Information Systems 2 s.h.

Application of computing principles to solving business problems; information technology in modern organizations; focus on sound data analysis to support decision making; tools used for problem solving (spreadsheets, databases, web applications); role of information systems in organizations; components of information technology; internet and network economy; basic data analysis and visualization; decision-making logic represented as algorithms; perform what-if analysis with data; emerging technologies. Prerequisites: MSCI:1500 or BAIS:1500 or CS:1020.

BAIS:3020 Computational Thinking 3 s.h.

Introduction to algorithmic problem-solving logic with Python; use of data structures and programming constructs to manipulate data and solve business problems. Prerequisites: MSCI:3005 or BAIS:3005 or CS:2110.

BAIS:3025 VBA Spreadsheet Programming 3 s.h.

Introduction to programming Visual Basic for Applications in Excel to develop spreadsheet-based, decision-support systems. Prerequisites: MSCI:3005 or BAIS:3005 or CS:2110.

BAIS:3030 Business Process Analysis 3 s.h.

Data-driven approach to improve business processes; value-stream map analysis of industrial and service-oriented business processes to identify improvement opportunities; discrete-event simulation tools utilized to model business processes and demonstrate effect of variability on process performance metrics; role of information systems to increase an organization's efficiency and sustainability; application of lean principles to support environmental integrity and economic viability; meets a requirement for the sustainability certificate. Prerequisites: MSCI:3000 or BAIS:3000.

BAIS:3050 Business Analytics and Information Systems Professional Preparation 1 s.h.

Information on career opportunities in the fields of business analytics and information systems (BAIS); introduction to the many career avenues available to a BAIS major and how to position oneself for success in those careers.

BAIS:3070 Business Analytics and Information Systems Topics arr.

Special topics in business analytics and information systems.

BAIS:3100 Accounting Information Systems 3 s.h.

Application of computer technology to accounting and transaction processing systems; information systems infrastructure and trends; problem solving with microcomputer spreadsheets, databases; accounting cycle operations. Prerequisites: ACCT:2200 and ACCT:2100 and (MSCI:3005 or BAIS:3005 or CS:2110). Same as ACCT:3600.

BAIS:3120 Application Development 3 s.h.

Implementation of a complete application utilizing practical programming skills and a modern application framework. Prerequisites: (MSCI:3200 or BAIS:3200) and (MSCI:3020 or BAIS:3020). Corequisites: MSCI:3300 or BAIS:3300.

BAIS:3140 Information Visualization 3 s.h.

Instruments for reasoning about quantitative information; analyzing and communicating statistical information; main typologies of data graphics (data-maps, time-series, space-time narrative, relational diagrams, graphs and methods for dimensionality reduction); language for discussing data visualizations combined with knowledge of human perception of visual objects; how to visualize information effectively by using statistical methods, knowledge of human perception, and basics of data graphics. Prerequisites: (MSCI:2800 or BAIS:2800) and (MSCI:3005 or BAIS:3005).

BAIS:3200 Database Management 3 s.h.

Design and implementation of a database using relational DBMS; emphasis on issues of logical and physical design, database administration, concurrency control, maintenance. Prerequisites: MSCI:3005 or BAIS:3005 or CS:1210 or CS:2110 or CS:2230 or CS:3330 or ENGR:2730.

BAIS:3250 Data Wrangling 3 s.h.

Use of R programming environment to apply methods of processing, manipulating, analyzing, and visualizing data for insights that can aid business decision making. Prerequisites: (MSCI:2800 or BAIS:2800) and (MSCI:3020 or BAIS:3020) and (MSCI:3200 or BAIS:3200).

BAIS:3300 Software Design 3 s.h.

Planning, analysis, design, and implementation of an information system with emphasis on using software development methodologies to manage the software development life cycle. Prerequisites: (MSCI:3020 or BAIS:3020) and (MSCI:3200 or BAIS:3200).

BAIS:3400 Data Communications 3 s.h.

Exploration of computer networking fundamentals with emphasis on using modern data communication protocols, technologies, and applications to securely support and enhance business functions. Prerequisites: MSCI:3005 or BAIS:3005 or CS:2110 or CS:1210.

BAIS:3500 Data Mining 3 s.h.

Introduction to predictive analytics methods motivated by problems in operations, marketing, finance and accounting; data and text mining techniques, including classification, clustering, and association analysis. Prerequisites: (MSCI:2800 or BAIS:2800 or STAT:2020 with a minimum grade of B or STAT:4101 or ECON:4800) and (MSCI:3020 or BAIS:3020) and (MSCI:3200 or BAIS:3200). Corequisites: MSCI:3250 or BAIS:3250.

BAIS:3800 Optimization and Simulation Modeling 3 s.h.

How to leverage data and apply spreadsheet optimization software and Monte Carlo simulation to form optimal decision policies. Prerequisites: MSCI:2800 or BAIS:2800 or STAT:4101 or ECON:4800 or STAT:2020 with a minimum grade of B.

BAIS:3920 Supply Chain Management 3 s.h.

Key issues in design and management of global supply chains; issues in integration of business processes across organizations that are concerned with movement of goods, delivery of services, and information flow along the supply chain in order to create value for the customer; issues in coordinating production and logistics within a firm and with outside suppliers and customers in the supply chain. Prerequisites: MSCI:3000 or BAIS:3000.

BAIS:4050 Directed Readings arr.**BAIS:4150 Business Analytics Capstone 3 s.h.**

Individual or team senior project incorporating track-specific knowledge and skills from business analytics curriculum; projects from real-world customer involving descriptive, predictive, and prescriptive; outcomes include client presentation and project report. Prerequisites: (MSCI:3250 or BAIS:3250) and (MSCI:3500 or BAIS:3500) and ACCT:2200 and BUS:3000.

BAIS:4220 Advanced Database Management and Big Data 3 s.h.

Advanced database management topics; basics of semi-structured data and web services; how to retrieve real-world big data sets from web services; use of SQL and PL/SQL to analyze data in relational databases; big data related topics such as Hadoop and Hive. Prerequisites: MSCI:3200 or BAIS:3200. Same as IGPI:4220.

BAIS:4280 Data Security 3 s.h.

Data and network security topics to ensure confidentiality, integrity, and availability of information and assets including cryptography, access control, physical security, network and application security, and management issues surrounding information security. Prerequisites: MSCI:3005 or BAIS:3005 or CS:1210 or CS:2110 or CS:2230 or CS:3330 or ENGR:2730.

BAIS:4350 Information Systems Capstone 3 s.h.

Individual or team senior project incorporating track-specific knowledge and skills from information systems curriculum; projects from real-world customer involving development of software applications and information system infrastructure; outcomes include written documentation, presentation, and project report. Prerequisites: (MSCI:3120 or BAIS:3120) and (MSCI:3300 or BAIS:3300) and ACCT:2200 and BUS:3000.

- BAIS:4480 Knowledge Discovery** 3 s.h.
Knowledge discovery process, including data reduction, cleansing, transformation; advanced modeling techniques from classification, prediction, clustering, association; evaluation and integration. Same as CS:4480, ECE:4480.
- BAIS:4999 Honors Thesis in Business Analytics** arr.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University of Iowa Honors Program guidelines; may include empirical research, library research, applied projects.
- BAIS:6040 Data Programming in Python** 3 s.h.
Introduction to principles and practices of handling, cleaning, processing, and visualizing data using the Python programming language; basic data programming skills that can be applied to software development in any high-level programming language; data types, control structures, functions and modules, and other useful libraries for data manipulation and machine learning applications in Python.
- BAIS:6050 Data Management and Visual Analytics** 3 s.h.
Understanding how data is stored in databases and learning the tools used to access the data is key to creating data sets used to answer many business questions; how to manage and access data in relational databases using Structured Query Language (SQL); basic principles of visual analytics using Tableau; techniques for presenting data retrieved from databases. Requirements: enrollment in graduate business analytics program.
- BAIS:6060 Data Programming in R** 3 s.h.
Introduction to principles and practices of handling, cleaning, processing, and visualizing data using R programming language; basic programming skills that can be applied to software development in any programming language; variables and data types, control structures, functions and subroutines, arrays and other simple data structures.
- BAIS:6070 Data Science** 3 s.h.
Underlying concepts and practical computational skills of data-mining tools including penalty-based variable selection (LASSO), logistic regression, regression and classification trees, clustering methods, principal components and partial least squares; analysis of text and network data; theory behind most useful data mining tools and how to use these tools in real-world situations; software for analysis, exploration, and simplification of large high-dimensional data sets. Prerequisites: MBA:8150 or MSCI:9100 or BAIS:9100.
- BAIS:6100 Text Analytics** 3 s.h.
Concepts and techniques of text mining; practice of using statistical tools to automatically extract meaning and patterns from collections of text documents; topics include document representation, text classification and clustering, sentiment analysis and topic modeling. Prerequisites: (MSCI:6060 or MSCI:9060 or MSCI:6040 or BAIS:6060 or BAIS:9060 or BAIS:6040) and (MSCI:6070 or MSCI:9110 or BAIS:6070 or BAIS:9110).
- BAIS:6105 Social Analytics** 3 s.h.
Exploration of collection, management, and analysis of social data (interactions among actors); actors as individuals, organizations, or other collectives; sources for social data including social media, websites, annual reports, press releases, articles, and other traditional media. Prerequisites: MSCI:6060 or BAIS:6060 or MSCI:9060 or BAIS:9060.
- BAIS:6110 Big Data Management and Analytics** 3 s.h.
Introduction to advanced techniques for managing and analyzing big data; non-relational data models, such as semi-structured (XML) and unstructured (key-value) data; state-of-the-art big data tools for non-relational data management, such as NoSQL databases and distributed databases (Hadoop); query languages such as Hive; design and implementation of data analysis methods on these platforms; students use introduced tools to implement analysis tasks on big data sets through exercises and course projects. Prerequisites: (MSCI:6050 or MSCI:9050 or BAIS:6050 or BAIS:9050) and (MSCI:6060 or MSCI:9060 or MSCI:6040 or BAIS:6060 or BAIS:9060 or BAIS:6040).
- BAIS:6120 Analytics Experience** 3 s.h.
Students work in groups to complete semester-long projects pertaining to business analytics; all project stages are addressed including problem definition, data cleaning, analysis, and final presentation; appropriate tools from required courses used throughout. Prerequisites: (MSCI:9100 or BAIS:9100) and (MSCI:6050 or BAIS:6050) and (MSCI:9110 or BAIS:9110) and (MSCI:6060 or MSCI:6040 or BAIS:6060 or BAIS:6040) and (MSCI:6070 or BAIS:6070). Requirements: all CER courses and at least one master's course.
- BAIS:6130 Applied Optimization** 3 s.h.
Use of optimization (also called prescriptive analytics or mathematical programming) to make tactical and strategic decisions; advanced optimization skills including data collection and preparation, logical modeling, and solution interpretation and implementation within a software environment; applications in the various functional areas of business are discussed throughout. Prerequisites: (MSCI:9100 or BAIS:9100 or MBA:8150) and (MSCI:9060 or MSCI:6060 or MSCI:6040 or BAIS:9060 or BAIS:6060 or BAIS:6040).
- BAIS:6140 Information Visualization** 3 s.h.
Exposure to problems and challenges of effectively interpreting and communicating the pervasive data that surround us; students cover the area of information visualization, grounded in theoretical foundations of visual perception, cognition, information design, human-computer interaction, and analysis of quantitative, unstructured, and relational data; lecture/seminar format with discussion of assigned readings, critiquing visualization examples, hands-on experience with a commercial information visualization application, and exploration of select open-source information visualization tools and toolkits.
- BAIS:6150 Financial Analytics** 3 s.h.
Businesses as well as investors are affected by fluctuating treasury bond rates, equity prices, and foreign exchange rates, and the risk must be measured; students focus on gaining knowledge of the classic financial models and statistical and risk metrics and scaling them up with analytics techniques (sorting with thresholds, portfolio optimization, decision trees, and database programming) to find the best investments based on historical data sets; beginning with descriptive analytics and pushing into predictive and prescriptive analytics, students build a software simulation laboratory using R. Prerequisites: (MSCI:9100 or BAIS:9100 or MBA:8150) and (MSCI:6060 or MSCI:6060 or MSCI:6040 or BAIS:6060 or BAIS:9060 or BAIS:6040).

- BAIS:6160 Big Data Analytics** **3 s.h.**
Principles of data mining and machine learning in the context of big data; basic data mining principles and methods (pattern discovery, clustering and ordering); analysis of different types of data (sets and sequences); machine learning topics including supervised and unsupervised learning, tuning model complexity, dimensionality reduction, nonparametric methods, comparing and combining algorithms, and applications of these methods; development of analytical techniques to cope with challenging and real big data problems; introduction to graphics processing unit (GPU) computing tools. Prerequisites: (MSCI:9100 or BAIS:9100 or MBA:8150) and (MSCI:6060 or MSCI:9060 or BAIS:6060 or BAIS:9060).
- BAIS:6170 Directed Readings - Graduate Business Analytics** **arr.**
Project and/or research with a faculty member as part of the graduate business analytics program. Requirements: enrollment in graduate business analytics program.
- BAIS:6180 Healthcare Analytics** **3 s.h.**
Clinical data management is essential for evaluating evidence-based practice/performance-improvement projects; a high quality data management plan provides key stakeholders with information necessary to make decisions; plan components include identified processes and outcomes linked to variables and data sources, adequate statistical power, data cleaning and manipulation techniques, statistical methods, and meaningful presentation of variables that address stakeholder concerns and questions; students gain knowledge and skills necessary to develop and execute a data management plan within a final project. Prerequisites: (MSCI:9100 or BAIS:9100 or MBA:8150) and (MSCI:6050 or BAIS:6050).
- BAIS:6190 Forecasting** **3 s.h.**
Forecasting plays a central role in business decision making, and accurate forecasts are needed when making decisions about investments, resource allocations, schedules, and inventory levels; quantitative forecasting tools; extrapolation of time series data (e.g., daily, weekly, monthly sales); exponential smoothing methods; time series extrapolations from autoregressive and autoregressive integrated moving average (ARIMA) Box-Jenkins models; regression models that predict a variable of interest from its own history as well as any other available information (e.g., sales promotions, price reductions); methods for assessing performance of forecasting methods. Prerequisites: MBA:8150 or MSCI:9100 or BAIS:9100.
- BAIS:6210 Data Leadership and Management** **3 s.h.**
Core chief information officer (CIO) basics; focus on how to keep technology, systems, and procedures supporting business goal outcomes including management of information technology (IT) teams, systems selection, vendor negotiation, change, information risk, data integrity, ethics, information system (IS) policies, strategies, cloud computing, and budget.
- BAIS:6220 Business Analytics Certification Workshop** **0-3 s.h.**
Preparation for one or more industry certifications in the field of business analytics; certification varies based on timing of course and current trends in business analytics; several options include certifications related to programming languages (e.g., Python, R, SQL), analytics tools (e.g., Tableau, PowerBI), or general professional skills certifications (e.g., Associate Certified Analytics Professional, Certified Associate in Project Management).
- BAIS:6300 Dynamic Programming** **3 s.h.**
Fundamentals of discrete sequential dynamic programming with special focus on situations in which outcomes are uncertain; formulation and analysis of deterministic and stochastic dynamic programs under several objective criteria; emphasis on rapidly expanding field of approximate dynamic programming; applications including inventory control, vehicle routing, and resource allocation.
- BAIS:6480 Knowledge Discovery** **3 s.h.**
Knowledge discovery process including data reduction, cleansing, and transformation; advanced modeling techniques from classification, prediction, clustering, and association; evaluation and integration. Same as IGPI:6480.
- BAIS:6500 Social Network Analytics: Models and Algorithms** **3 s.h.**
Preparation for future research in computational network analysis; introduction to methodology for analyzing various types of complex networks including social networks, information networks, and business networks; basic concepts of networks, models for network structures and dynamics, computational algorithms for analyzing networks; hands-on experience with analyzing real-world networks using third-party software or programming APIs.
- BAIS:6600 Linear Programming** **3 s.h.**
Mathematical programming models; linear and integer programming, transportation models, large-scale linear programming, network flow models, convex separable programming. Requirements: calculus and linear algebra. Same as IGPI:6600, ISE:6600.
- BAIS:6700 Discrete Optimization** **3 s.h.**
Introduction to modeling and solving discrete optimization problems; integer programming, network flows, dynamic programming. Prerequisites: MSCI:6600 or BAIS:6600. Same as IGPI:6700.
- BAIS:6900 Heuristic Search** **3 s.h.**
Design of heuristic search algorithms to find good (near-optimal) solutions to difficult (NP-hard) optimization problems that occur in many disciplines; basic heuristic concepts (local search, greedy search, problem decomposition) which serve as fundamental constructs for metaheuristics, including simulated annealing, genetic algorithms, tabu search, variable neighborhood search; introduction to various optimization problems and survey of various heuristic approaches; underlying theoretical structure of several heuristic methods; how to implement a heuristic algorithm.
- BAIS:6999 Graduation Registration Requirement** **1 s.h.**
Requirements: professional business analytics M.S. degree candidate in final semester and all mandatory courses completed.
- BAIS:7000 Business Analytics Topics** **3 s.h.**
Same as IGPI:7000.
- BAIS:7900 Special Topics in Business Analytics** **arr.**
- BAIS:7950 Directed Readings** **arr.**
- BAIS:7975 Thesis in Business Analytics** **arr.**
Requirements: Ph.D. enrollment.
- BAIS:9010 Contemporary Topics in Analytics** **1-3 s.h.**
Content from cutting edge topics in business analytics, operations, and project management; topics vary.

BAIS:9050 Data Management and Visual Analytics 3 s.h.

Understanding how data is stored in databases and learning the tools used to access the data is key to creating data sets to answer many business questions; how to manage and access data in relational databases using Structured Query Language (SQL); basic principles of visual analytics and techniques for presenting data retrieved from databases.

BAIS:9060 Data Programming in R 2-3 s.h.

Introduction to principles and practices of handling, cleaning, processing, and visualizing data using R programming language; basic programming skills that can be applied to software development in any programming language; includes topics such as variables and data types, control structures, functions and subroutines, arrays and other simple data structures. Prerequisites: MBA:8150 or MSCI:9100 or BAIS:9100.

BAIS:9070 Data Science 2 s.h.

Underlying concepts and practical computational skills of data-mining tools including penalty-based variable selection (LASSO), logistic regression, regression and classification trees, clustering methods, principal components and partial least squares; analysis of text and network data; theory behind most useful data mining tools and how to use these tools in real-world situations; software for analysis, exploration, and simplification of large high-dimensional data sets. Prerequisites: MBA:8150 or MSCI:9100 or BAIS:9100.

BAIS:9080 Business Analytics in Practice 3 s.h.

Application of theory from classroom to real world context through an experiential learning project; company-sponsored project applying analytics to solve problems in a variety of contexts; including supply chain and operations, marketing, finance, or health care. Prerequisites: (MSCI:6050 or BAIS:6050) and (MSCI:6060 or BAIS:6060) and (MSCI:6070 or BAIS:6070).

BAIS:9100 Data and Decisions 3 s.h.

Introduction to analytical techniques for making business decisions; utilizing Excel for application of descriptive and predictive analytical tools to solve practical business problems using real world data; dealing with uncertainty in decision making; formal probability concepts and statistical methods for describing variability (decision trees, random variables, hypothesis testing); application of techniques (linear regression, Monte Carlo simulation, linear optimization) to model, explain, and predict for operational, tactical, and strategic decisions.

BAIS:9110 Advanced Analytics 2-3 s.h.

Development of data-driven, problem-solving skills for prediction of uncertain outcomes and prescription of business solutions; linear and nonlinear regression, Monte Carlo simulation, forecasting, data mining, and optimization utilizing spreadsheets and dedicated software packages. Prerequisites: MBA:8150 or MSCI:9100 or BAIS:9100.

BAIS:9120 Managing the Supply Chain 2-3 s.h.

Design, operation, and management of a supply chain; supplier and customer partnerships, supply base management, transportation and logistics, supply chain innovation, supply chain sustainability; supply chain risk management and performance metrics. Prerequisites: MBA:8190 or MBA:8240.

BAIS:9130 Lean Process Improvement 3 s.h.

Design, management, and improvement of business processes which form the basis of every organization, ranging from manufacturing facilities to service providers and from for-profits to nonprofits; students learn the principles of lean thinking and continuous improvement through a series of hands-on exercises; team-based, data-driven approach on how to map a value stream, identify waste, analyze root causes, and brainstorm countermeasures for a variety of different processes. Prerequisites: MBA:8240.

BAIS:9140 Agile Project Management 3 s.h.

Students prepare to create or participate in a successful agile work environment; learn various agile methods (e.g., scrum, lean, Kanban, XP); understand and apply tools, techniques, and approaches in an agile setting; and how to apply advanced agile topics (e.g., story mapping, advanced planning and estimating, scaling methods).

BAIS:9160 Supply Chain Analytics 2-3 s.h.

Supply chain analytics applications for decision making, including demand forecasting, inventory management, capacity planning, and supply chain coordination. Prerequisites: MBA:8150 or MSCI:9100 or BAIS:9100.

BAIS:9200 Computational Thinking 3 s.h.

Introduction to algorithms, data structures, and object-oriented programming constructs to solve business problems. Corequisites: MSCI:3005 or BAIS:3005.

BAIS:9210 Introduction to Modeling with VBA 2-3 s.h.

Introduction to programming Visual Basic for Applications in Excel; case studies in finance, marketing, operations, accounting.

BAIS:9220 Introduction to Information Systems 3 s.h.

Effective ways for business firms to harness the power of information technology for strategic purposes; conventional and emerging architectures of information systems; integrated perspective on structural relationships among IT components; emphasis on case studies.

BAIS:9400 Professional Development and Business Acumen 0-3 s.h.

Professional development and business acumen in preparation for a postgraduate career; students explore how to grow a professional network, examine how to build depth of knowledge and breadth of business acumen, gain knowledge from industry professionals on current trends and activities in business analytics, and receive guidance and best practices on career management fundamentals as well as specific recommendations for business analytics students; exposure to relevant information important to student's major that does not clearly fit into academic coursework. Requirements: admission to M.S. in business analytics (career) program.

Business Analytics and Information Systems, B.B.A.

Requirements

The Bachelor of Business Administration with a major in business analytics and information systems requires a minimum of 120 s.h., including 22 s.h. of work for the major. Students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all college coursework attempted in business, all college coursework attempted in the major, all coursework attempted at the University of Iowa, all business coursework attempted at the University of Iowa, and all coursework in the major attempted at the University of Iowa.

The program provides a variety of educational experiences that develop students' knowledge of managerial decision-making systems. Students acquire skill in applying this knowledge by constructing quantitative models, using computer technology, and creating database systems.

Students choose one of two tracks: business analytics or information systems.

The B.B.A. with a major in business analytics and information systems requires the following coursework. For common B.B.A. requirements, see the Bachelor of Business Administration [p. 1130] in the Catalog.

Code	Title	Hours
	Major Common Required Courses	7
	Required Track Courses	12
	Required Electives	3
	Total Hours	22

Major Common Required Courses

Students in both tracks must complete these three courses.

Code	Title	Hours
BAIS:3020	Computational Thinking	3
BAIS:3050	Business Analytics and Information Systems Professional Preparation	1
BAIS:3200	Database Management	3

Required Track Courses

Students complete the requirements from one of the two tracks below.

Business Analytics Track

Students in the business analytics track complete all of the following.

Code	Title	Hours
BAIS:3250	Data Wrangling	3
BAIS:3500	Data Mining	3
BAIS:3800	Optimization and Simulation Modeling	3
BAIS:4150	Business Analytics Capstone	3

Information Systems Track

Students in the information systems track complete all of the following.

Code	Title	Hours
BAIS:3120	Application Development	3
BAIS:3300	Software Design	3
BAIS:3400	Data Communications	3
BAIS:4350	Information Systems Capstone	3

Required Electives (Both Tracks)

All students complete at least 3 s.h. from the following.

Code	Title	Hours
BAIS:3025	VBA Spreadsheet Programming	3
BAIS:3030	Business Process Analysis	3
BAIS:3100	Accounting Information Systems	3
BAIS:3140	Information Visualization	3
BAIS:3920	Supply Chain Management	3
BAIS:4220	Advanced Database Management and Big Data	3
BAIS:4280	Data Security	3
CS:1210	Computer Science I: Fundamentals	4
ECON:3355	Economic and Business Forecasting	3
MKTG:3102	Marketing Analytics	3
	Any computer science course for which CS:1210 is a prerequisite	3-4
	Any course required for the nonselected track	3

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Business Analytics and Information Systems, B.B.A.

- Business Analytics Track [p. 1144]
- Information Systems Track [p. 1146]

Business Analytics Track

Course	Title	Hours
Academic Career		
Any Semester		

Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.

To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course.^a

Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.

Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.

Completion of BAIS:2800 Foundations of Business Analytics, BAIS:3000 Operations Management, and BAIS:3005 Information Systems by the end of the second year or no later than the first semester of the third year is essential for major course sequencing.

Hours 0-3

First Year

Fall

MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16

Spring

STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16

Second Year

Fall

ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
BUS:2200	Foundations for Success in Business ^d	1
GE: Natural Sciences without Lab ^c		3
Hours		15

Spring

BAIS:3050	Business Analytics and Information Systems Professional Preparation	1
BUS:3000	Business Communication and Protocol ^e	3
BAIS:2800	Foundations of Business Analytics	3
MGMT:2100	Introduction to Management	3
GE: International and Global Issues ^c		3
Minor, certificate, or non-business elective		3
Hours		16

0 - 3

Third Year

Fall

ACCT:2200	Managerial Accounting	3
MGMT:2000	Introduction to Law	3
BAIS:3200	Database Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		15

Spring

BAIS:3020	Computational Thinking	3
Major: BAIS elective course ^f		3
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		1
Hours		16

Fourth Year

Fall

BAIS:3250	Data Wrangling	3
BAIS:3500	Data Mining	3
MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		1
Hours		13

Spring

BAIS:4150	Business Analytics Capstone ^g	3
BAIS:3800	Optimization and Simulation Modeling	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		1
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		13

Total Hours 120-123

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in BAIS:3050.

e BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.

f Select from list of approved courses in the General Catalog or on degree audit.

g Students should consider in their planning that ACCT:2200, BAIS:3250, BAIS:3500, and BUS:3000 are prerequisites for the capstone course.

h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Information Systems Track

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course. ^a		0 - 3
Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.		
Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.		
Completion of BAIS:2800 Foundations of Business Analytics, BAIS:3000 Operations Management, and BAIS:3005 Information Systems by the end of the second year or no later than the first semester of the third year is essential for major course sequencing.		
Hours		0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16
Spring		
STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16
Second Year		
Fall		
ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
BUS:2200	Foundations for Success in Business ^d	1
GE: Natural Sciences without Lab ^c		3
Hours		15

Spring		
BAIS:3050	Business Analytics and Information Systems Professional Preparation	1
BUS:3000	Business Communication and Protocol ^e	3
BAIS:2800	Foundations of Business Analytics	3
MGMT:2100	Introduction to Management	3
GE: International and Global Issues ^c		3
Minor, certificate, or non-business elective		3
Hours		16
Third Year		
Fall		
ACCT:2200	Managerial Accounting	3
MGMT:2000	Introduction to Law	3
BAIS:3200	Database Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		15
Spring		
BAIS:3020	Computational Thinking	3
Major: BAIS elective course ^f		3
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		1
Hours		16
Fourth Year		
Fall		
BAIS:3120	Application Development	3
BAIS:3300	Software Design	3
MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		1
Hours		13
Spring		
BAIS:4350	Information Systems Capstone ^g	3
BAIS:3400	Data Communications	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		1
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		13
Total Hours		120-123

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in BAIS:3050.

e BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.

f Select from list of approved courses in the General Catalog or on degree audit.

- g Students should consider in their planning that ACCT:2200, BAIS:3120, BAIS:3300, and BUS:3000 are prerequisites for the capstone course.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The business analytics and information systems major prepares students for careers in data mining, supply chain management, and the design and management of information technology. The major prepares students for career opportunities in both manufacturing and service organizations. Graduates find entry-level work as computer programmers, systems analysts, sales representatives with computer companies, and management trainees. Entry-level work in operations management is found in materials management, line supervision, purchasing, and manufacturing systems.

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs. For more information about careers, visit the Pomerantz Career Center website.

Business Analytics (career), M.S.

Businesses of all sizes are creating and storing more data than ever before according to IBM—2.5 quintillion bytes per day. Businesses are swimming in data, but often lack the talent and expertise to use it effectively for making decisions, revealing insights, and making predictions. Business analytics experts are changing that. The full-time Master of Science program in business analytics puts students on the leading edge of a burgeoning industry hungry for top notch talent.

Students learn the skills and techniques necessary to turn raw data into actionable insights. Descriptive and diagnostic analytics are just starting points in the program. The skills learned develop students into decision-makers and data scientists adept at using predictive and prescriptive analytics to solve business problems.

The full-time program is located in Iowa City. The plan of study spans 16 months, and includes core courses, internships, and electives.

Requirements

The full-time Master of Science program in business analytics requires a minimum of 40 s.h. of graduate credit. Transfer credit may be accepted with approval from the program. A major g.p.a. and a cumulative g.p.a. of at least 2.75 is required in all coursework.

The M.S. with a major in business analytics requires the following coursework.

Code	Title	Hours
Core Courses		19
Experience Course/Project		3
Electives		18
Total Hours		40

Core Courses

Code	Title	Hours
All of these:		
BAIS:6050	Data Management and Visual Analytics	3
BAIS:6070	Data Science	3
BAIS:9100	Data and Decisions	3
BAIS:9110	Advanced Analytics	3
BAIS:9400	Professional Development and Business Acumen (taken fall and spring semester for 1 s.h. each)	2
MBA:8130	Business Communication (taken fall and spring semester for 1 s.h. each)	2
One of these:		
BAIS:6040	Data Programming in Python	3
BAIS:6060	Data Programming in R	3

Experience Course/Project

The experience course consists of a group project that solves a semester-long business problem.

Code	Title	Hours
This course:		
BAIS:6120	Analytics Experience	3

Electives

Elective coursework allows students to deepen or broaden their skills. Additional electives may be available for credit but must be preapproved.

Code	Title	Hours
18 s.h. from these:		
BAIS:4280	Data Security	3
BAIS:6040	Data Programming in Python (if not taken as core course)	3
BAIS:6060	Data Programming in R (if not taken as core course)	3
BAIS:6100	Text Analytics	3
BAIS:6105	Social Analytics	3
BAIS:6110	Big Data Management and Analytics	3
BAIS:6130	Applied Optimization	3
BAIS:6140	Information Visualization	3
BAIS:6150	Financial Analytics	3
BAIS:6180	Healthcare Analytics	3
BAIS:6210	Data Leadership and Management	3
BAIS:6220	Business Analytics Certification Workshop	3
BAIS:9210	Introduction to Modeling with VBA	3
ACCT:9170	Advanced Accounting Analytics	3
BIOS:5120/ IGPI:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
BIOS:5310/ IGPI:5310/ STAT:5810	Research Data Management	3
CS:3210	Programming Languages and Tools	arr.
CS:4420	Artificial Intelligence	3
CS:4470	Health Data Analytics	3
CS:5110/IGPI:5110	Introduction to Informatics	3
CS:5430	Machine Learning	3
ECE:5450/IGPI:5450	Machine Learning	3
ECON:4800	Econometric Analysis	3
ECON:5800	Econometrics	3
ECON:5805	Statistics for Economics	3
EPID:5200/ IGPI:5220	Principles of Public Health Informatics	3
GEOG:3520/ IGPI:3520	GIS for Environmental Studies	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GEOG:4580/ IGPI:4581	Introduction to Geographic Databases	3
ISE:3600/CEE:3142/ STAT:3620	Quality Control	3

ISE:6380	Deep Learning	3
ISE:6720	Nonlinear Optimization	3
ISE:6760	Pattern Recognition for Financial Data	3
ISE:6780	Financial Engineering and Optimization	3
JMC:3640	Data Journalism	3-4
ME:4111/CEE:4511	Scientific Computing and Machine Learning	3
ME:4150	Artificial Intelligence in Engineering	3
MKTG:9165	Digital Marketing Analytics	3
MKTG:9310	Marketing Analytics	3
POLI:3001	Hawkeye Poll	3
PSQF:6209/ EPLS:6209	Survey Research and Design	3
PSQF:6243/ STAT:6513	Intermediate Statistical Methods	4
PSQF:6246/ STAT:6516	Design of Experiments	4
PSQF:6250	Computer Packages for Statistical Analysis (not recommended if completed BAIS:6060)	1-3
STAT:4100/ IGPI:4100	Mathematical Statistics I	3
STAT:4101/ IGPI:4101	Mathematical Statistics II	3
STAT:4200/ IGPI:4200	Statistical Methods and Computing	3
STAT:4540/ IGPI:4540	Statistical Learning	3
STAT:4560	Statistics for Risk Modeling	3
STAT:5100	Statistical Inference I	3
STAT:5200/ IGPI:5199	Applied Statistics I	4
STAT:5400/ IGPI:5400	Computing in Statistics	3
STAT:6560	Applied Time Series Analysis	3
STAT:7400/ IGPI:7400	Computer Intensive Statistics	3
URP:6200/ PBAF:6200	Analytic Methods I	1-3
URP:6225	Applied GIS for Planners	3
May include 6 s.h. from these:		
ENTR:9800	Entrepreneurship: Advanced Business Planning	1-3
MBA:8140	Corporate Financial Reporting	3
MBA:8170	International Economic Environment of the Firm	3
MBA:8180	Managerial Finance	3
MGMT:3200	Individuals, Teams, and Organizations	3
MGMT:4325	Team and Project Management	3

MGMT:9150/ HMP:6360/ PBAF:6278/ RELS:6070/ SPST:6010/ SSW:6247/ URP:6278	Nonprofit Organizational Effectiveness I	3
MGMT:9160/ HMP:6365/ PBAF:6279/ RELS:6075/ SPST:6020/ SSW:6248/ URP:6279	Nonprofit Organizational Effectiveness II	3

Combined Programs

M.S./M.S. in Finance

The combined Master of Science in business analytics (career subprogram)/Master of Science in finance allows students to pursue two degrees simultaneously, earning both more quickly than they would if the degrees were pursued separately. The Department of Business Analytics collaborates with the Department of Finance to offer the combined program.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined program. For more information, see the M.S. in finance [p. 1190] in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College and of the program; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website and program requirements on the Full-Time Master of Business Analytics Admissions web page.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Business Analytics (career), M.S.

Course	Title	Hours
Academic Career		
Any Semester		
40 s.h. of graduate level coursework must be completed; up to 6 s.h. of graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website.		
Maintain at least a 2.75 cumulative and program GPA.		
		0

First Year

Any Semester

Meet with your Career Management coach and Professional Director.

Attend Career Management Center sessions offered.
Apply to and secure a summer internship or arrange a summer research project.

Hours 0

Fall

BAIS:6050 Data Management and Visual Analytics 3

BAIS:6040 Data Programming in Python 3
or BAIS:6060 or Data Programming in R

BAIS:9100 Data and Decisions 3

BAIS:9400 Professional Development and Business Acumen^b 1

Elective course^c 3

Arrange for the Career Management Center to review updated resume, then upload to Handshake.

Hours 13

Spring

BAIS:6070 Data Science 3

BAIS:9110 Advanced Analytics 3

BAIS:9400 Professional Development and Business Acumen^b 1

MBA:8130 Business Communication^d 1

Elective course^c 3

Elective course^c 3

Complete end of semester employment placement survey as requested by Career Management.

Hours 14

Summer

Internship: complete a summer internship^e

Research: complete a summer research project^e

Hours 0

Second Year

Any Semester

Meet with your Career Management coach and Professional Director.

Attend Career Management Center sessions offered.

Hours 0

Fall

BAIS:6120 Analytics Experience 3

MBA:8130 Business Communication^d 1

Elective course^c 3

Elective course^c 3

Elective course^c 3

Complete end of semester employment placement survey as requested by Career Management.

Verify completion of all degree requirements with program administrator.

Apply to and secure post-graduation employment.

Hours 13

Total Hours 40

d MBA:8130 is taken during both first year spring and second year fall for a total of 2 s.h.

e Choose between a summer internship or summer research project.

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b BAIS:9400 is taken during both fall and spring of the first year for a total of 2 s.h.

c Choose from a pre-approved elective list or contact academic advisor for consideration and approval of another course.

Business Analytics (professional), M.S.

The digital revolution empowered by the internet and computer technology in business and individual life during the last several decades has generated unimaginable amounts of data in the form of digital records stored in databases and file servers. The volume, velocity, and variety of these data have produced a new set of problems and challenges for businesses and organizations in their pursuit of competitiveness, effectiveness, and efficiency. These problems and challenges also have created unprecedented opportunities for businesses and organizations to discover, model, understand, and serve their customers and partners in ways never imagined and to supply details never possible before. Businesses and organizations that are able to master this volume of data will have a tremendous competitive advantage over their competition in the marketplace.

As the need for implementing data analytic solutions grows, demand for professionals who understand and are capable of working with and exploring this data has exploded in recent years. This program addresses the growing need to manage and analyze the rapidly increasing amount of data that is available to support business decision making.

The part-time program is located in Des Moines, Cedar Rapids, and the Quad Cities.

Requirements

The part-time Master of Science program in business analytics requires a minimum of 30 s.h. of graduate credit. Transfer credit may be accepted with approval from the program. Students who wish to include the 15 s.h. earned from the Certificate in Business Analytics toward the M.S. degree should seek approval from the program. A major and cumulative g.p.a. of at least 2.75 is required in all coursework.

The M.S. with a major in business analytics requires the following coursework.

Code	Title	Hours
	Core Courses	15
	Experience Course/Project	3
	Electives	12
	Total Hours	30

Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for that course.

Core Courses

Code	Title	Hours
One of these:		
BAIS:6040	Data Programming in Python	3
BAIS:6060	Data Programming in R	3
All of these:		
BAIS:6050	Data Management and Visual Analytics	3
BAIS:6070	Data Science	3
BAIS:9100	Data and Decisions	3
BAIS:9110	Advanced Analytics	3

Experience Course/Project

The experience course consists of a group project that solves a semester-long business problem. Students should take this course after they have completed the core courses and one elective course.

Code	Title	Hours
This course:		
BAIS:6120	Analytics Experience	3

Electives

Elective coursework allows students to deepen or broaden their skills.

Code	Title	Hours
12 s.h. from these:		
BAIS:6040	Data Programming in Python (if not taken as a core course)	3
BAIS:6060	Data Programming in R (if not taken as a core course)	3
BAIS:6100	Text Analytics	3
BAIS:6105	Social Analytics	3
BAIS:6110	Big Data Management and Analytics	3
BAIS:6130	Applied Optimization	3
BAIS:6140	Information Visualization	3
BAIS:6150	Financial Analytics	3
BAIS:6180	Healthcare Analytics	3
BAIS:6190	Forecasting	3
BAIS:6210	Data Leadership and Management	3
BAIS:9010	Contemporary Topics in Analytics	1-3
BAIS:9130	Lean Process Improvement	3
BAIS:9140	Agile Project Management	3
BAIS:9160	Supply Chain Analytics	3
MKTG:9165	Digital Marketing Analytics	3
6 s.h. of the total 12 s.h. in electives may be taken from these:		
ENTR:9000	Developing Professional Service Business	3
ENTR:9100	Entrepreneurship and Innovation	3
ENTR:9400	Evaluating Innovation Opportunities	3
ENTR:9450	Strategic Management of Technology and Innovation	3
ENTR:9500	Managing the Growth Business	3
ENTR:9700	Entrepreneurship: Business Consulting	3
FIN:9140	Enterprise Risk Management	3
FIN:9150	Financial Modeling and Firm Valuation	3
FIN:9240	International Finance	3
FIN:9300	Corporate Investment and Financing Decisions	3
FIN:9310	Corporate Financial Strategy	3
MBA:8110	Marketing Management	3

MBA:8140	Corporate Financial Reporting	3
MBA:8180	Managerial Finance	3
MBA:8240	Operations and Supply Chain	3
MGMT:9185	Project Management	3
MKTG:9120	Customer Relationship Management	3
MKTG:9170	Business to Business Marketing	3
MKTG:9190	International Marketing	3
MKTG:9300	Applied Marketing Research	3
MKTG:9340	Customer Analysis	3

Combined Programs

M.S./M.B.A. (Professional Program)

The combined Master of Science in business analytics (professional subprogram)/Professional Master of Business Administration Program allows students to pursue two degrees simultaneously, earning both more quickly than they would if the degrees were pursued separately. The Department of Business Analytics collaborates with the Master of Business Administration Program to offer a combined M.S./M.B.A. degree.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the M.B.A., see the M.B.A. Professional Program in the Master of Business Administration [p. 1227] section of the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Doctor of Philosophy

Graduate students in business analytics may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see the Ph.D. in business administration [p. 1156] in the Catalog and visit the Department of Business Analytics website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Business Analytics, Graduate Certificate

Analytics—broadly defined as the scientific process of transforming data into insight for making better decisions—plays an increasingly critical role in business. Companies must be able to access and analyze this data intelligently. As the recognition of analytics has grown, so has the demand for analytics education.

The focus on business analytics entails a specific approach targeting the core business disciplines of business, including operations, information technology, finance, marketing, accounting, and human resources, among others.

Requirements

The graduate Certificate in Business Analytics requires 15 s.h. of credit. Students may be allowed to apply up to 6 s.h. of coursework from another institution toward the certificate with approval by petition to the director of the certificate program. A major g.p.a. and cumulative g.p.a. of at least 2.75 is required in order to complete the certificate. All courses are offered off campus.

The certificate program is open to students who have earned an undergraduate degree. A minimum undergraduate or graduate g.p.a. of 2.50 is required for admission.

The Certificate in Business Analytics requires the following coursework.

Code	Title	Hours
One of these:		
BAIS:6040	Data Programming in Python	3
BAIS:6060	Data Programming in R	3
All of these:		
BAIS:6050	Data Management and Visual Analytics	3
BAIS:6070	Data Science	3
BAIS:9100	Data and Decisions	3
BAIS:9110	Advanced Analytics	3

Doctor of Philosophy

Graduate degrees: M.A. in business administration; Ph.D. in business administration

Website: <https://tippie.uiowa.edu/future-graduate-students/phd-programs>

The Doctor of Philosophy program in business administration is an interdepartmental degree open to students in several Tippie College of Business departments. Basic requirements for the degree are detailed under "Requirements" in the Ph.D. in business administration [p. 1156] section of the Catalog. For additional information, see graduate programs in the accounting [p. 1115], business analytics [p. 1139], finance [p. 1184], management and entrepreneurship [p. 1204], and marketing [p. 1214] sections of the Catalog.

The Tippie College of Business also offers a Doctor of Philosophy in economics; see Economics [p. 1157] in the Catalog.

Programs

Graduate Programs of Study

Majors

- Master of Arts in Business Administration

The M.A. in business administration is a terminal degree; students are admitted into the Ph.D. in business administration degree program.

- Doctor of Philosophy in Business Administration [p. 1156]

Business Administration, Ph.D.

Requirements

The Doctor of Philosophy program in business administration requires a minimum of 72 s.h., including approved transfer credit. The program is flexible, permitting students to choose a specialization area according to their interests. Coursework and related experience enable students to achieve competence in economic theory, statistical methods, and behavioral science as well as expertise in a major and minor study area. Students also have opportunities to develop research and teaching skills.

Ph.D. coursework consists of prerequisites (as necessary), the Ph.D. core, major and minor study areas, and dissertation research, described in brief below. For more detailed information about Ph.D. requirements, contact the individual Tippie College of Business departments or visit their websites.

Core Courses

Core courses develop research competence and provide background for specialized study. Doctoral students consult with their advisors to develop a study plan that reflects the individual student's background and interests and satisfies core requirements.

Major Study Area

At least 12 s.h. of approved doctoral-level courses must be completed in one of the following areas: accounting, finance, human resource management, management information systems, marketing, operations management, organizational behavior, or quantitative methods.

Minor Study Area

Students must complete a minimum of 9 s.h. of doctoral-level courses beyond the Ph.D. core course requirements in one of the major study areas listed above or in a concentration outside the Tippie College of Business.

Comprehensive Examinations

Students must satisfactorily complete a comprehensive examination, consisting of written or oral parts or both, at the discretion of their major department.

Dissertation

Students must present a dissertation proposal at a forum attended by dissertation committee members and open to interested faculty members and graduate students, as established by the student's major department. Researching and writing the dissertation typically require two years of full-time effort.

Final Examination

Ph.D. candidates defend the dissertation in an oral examination attended by dissertation committee members and open to interested faculty members and graduate students.

Admission

Applicants to the Ph.D. program in business administration must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must take the Graduate Record Examination (GRE) General Test or the Graduate Management Admission Test (GMAT) and have their scores sent to the University in order to be considered for admission. The Departments of Business Analytics, Finance, Management and Entrepreneurship, and Marketing accept test scores for either the GRE or GMAT. The Department of Accounting accepts only GMAT scores. Required scores on these tests and their weight in admission decisions vary by department.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test and have their scores sent to the University of Iowa. An IELTS total score of at least 7.0 with no subscore below 6.0 satisfies the English language requirement. Applicants who use the IELTS test are required to take the on-campus English Proficiency Evaluation.

Admission is for fall entry. Completed applications should be submitted as early as possible and no later than the following deadlines.

Accounting: January 15

Business Analytics: January 15

Finance: January 15

Management and Entrepreneurship: January 15

Marketing: January 15

Visit Ph.D. Programs on the Tippie College of Business website to learn more.

Career Advancement

The Doctor of Philosophy program prepares students for research positions in business and government or for research and teaching positions at academic institutions.

Economics

Interim Chair

- Barrett W. Thomas

Undergraduate major: economics (B.A., B.S., B.B.A.)

Undergraduate minor: economics

Graduate degrees: M.A. in economics; Ph.D. in economics

Faculty: <https://tippie.uiowa.edu/people?department=Economics>

Website: <https://tippie.uiowa.edu/economics>

Economics is the study of how societies allocate limited resources to achieve competing ends. Using both empirical and deductive methods, economists analyze incentives, constraints, organizational forms, and market forces to understand patterns of production, exchange, and consumption of goods and services. Economics treats diverse issues such as wealth and poverty, government expenditures and taxation, prosperity and depression, inflation and unemployment, relations between management and labor, economic growth, environmental protection, health care delivery, the war on drug abuse, free trade versus protectionism, U.S. competitiveness in international markets, and the quality of American education.

The Department of Economics offers degree programs for undergraduates and for graduate students. It also partners with the Departments of Philosophy, Political Science, and Sociology and Criminology to offer the undergraduate major in ethics and public policy, an interdisciplinary program administered by the Department of Philosophy (College of Liberal Arts and Sciences); see Ethics and Public Policy [p. 472] in the Catalog.

Special Seminar

Each year, the Department of Economics offers a seminar program that brings eminent economists from other universities and from government agencies to the University of Iowa campus. Presentations by department faculty members and students also are featured.

Courses for Nonmajors

Students in the College of Liberal Arts and Sciences may wish to use economics courses as part of other majors or the GE CLAS Core [p. 20]. The introductory courses ECON:1100 Principles of Microeconomics and ECON:1200 Principles of Macroeconomics are approved for the Social Sciences area of the GE CLAS Core; they introduce the field of economics and the specialized topics of upper-division courses. The intermediate theory courses ECON:3100 Intermediate Microeconomics and ECON:3150 Intermediate Macroeconomics provide a deeper foundation in the core theories and methods of the discipline. They serve as preparation for upper-division field courses or as terminal courses in an economics plan of study.

Coursework in economics relates to majors in many other fields. For example, political science majors could select ECON:3650 Policy Analysis; international studies majors, ECON:3345 Global Economics and Business; environmental policy and planning majors, ECON:3625 Environmental and Natural Resource Economics; pre-law students, ECON:3800 Law and Economics; and statistics majors, ECON:4800 Econometric Analysis.

Related Certificate

Transportation Studies

The Transportation Studies Program offers the Certificate in Transportation Studies. The program focuses on the varied and complex problems of transportation and on interdisciplinary approaches to addressing them. The Departments of Civil and Environmental Engineering, Industrial and Systems Engineering, Mechanical Engineering (College of Engineering), Economics (Tippie College of Business), and the School of Planning and Public Affairs (Graduate College) participate in the program.

The certificate is coordinated by the School of Planning and Public Affairs. See the Certificate in Transportation Studies [p. 1632] (Graduate College) in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Economics (Bachelor of Arts) [p. 1161]
- Major in Economics (Bachelor of Science) [p. 1165]
- Major in Economics (Bachelor of Business Administration) [p. 1170]

Minor

- Minor in Economics [p. 1175]

Graduate Programs of Study

Majors

- Master of Arts in Economics [p. 1176]
- Doctor of Philosophy in Economics [p. 1177]

Courses

Students may take ECON:1100 Principles of Microeconomics and ECON:1200 Principles of Macroeconomics in either order or simultaneously. They are approved for the Social Sciences area of the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Qualified undergraduates may enroll in graduate-level courses with consent of the department chair.

Economics Courses

ECON:1100 Principles of Microeconomics **4 s.h.**
Organization, workings of modern economic systems; role of markets, prices, competition in efficient allocation of resources and promotion of economic welfare; international trade. Requirements: B.B.A. students cannot use this course for GE CLAS Core Social Sciences. GE: Social Sciences.

ECON:1200 Principles of Macroeconomics **4 s.h.**
National income and output, unemployment, and inflation; economic growth and development; money and credit; monetary and fiscal policy; government finance; international finance. Requirements: B.B.A. students cannot use this course for GE CLAS Core Social Sciences. GE: Social Sciences.

- ECON:1300 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).
- ECON:3100 Intermediate Microeconomics** 3 s.h.
Economic theory of the behavior of consumers, producers, and other economic agents; role of markets in coordinating economic activity; effects of government policies on market outcomes; conditions that markets require for efficient allocation of resources; market imperfections; strategic behavior of economic actors. Prerequisites: ECON:1100 and (MATH:1380 or MATH:1460 or MATH:1550 or MATH:1850 or MATH:1860).
- ECON:3150 Intermediate Macroeconomics** 3 s.h.
Measurement of macroeconomic indicators; economic growth and business cycles; use of macroeconomic models to study the role of government fiscal and monetary policies. Prerequisites: ECON:1200 and (MATH:1380 or MATH:1460 or MATH:1550 or MATH:1850 or MATH:1860).
- ECON:3300 Introduction to Econometrics** 3 s.h.
Statistical tools used in economic analysis; regression models; estimation and hypothesis testing; causal effects; application to economic data and questions; use of statistical software. Prerequisites: STAT:1030 and (MATH:1380 or MATH:1460 or MATH:1550 or MATH:1850 or MATH:1860).
- ECON:3325 Personnel Economics** 3 s.h.
Microeconomic analysis of labor markets with special emphasis on strategic personnel choices of the firm; labor supply decisions made by workers; labor demand decisions made by firms; labor market equilibrium; returns to education; hiring, job design, evaluation, and compensation. Prerequisites: ECON:1100.
- ECON:3335 Money, Banking, and Financial Markets** 3 s.h.
Role of money and financial institutions in determining domestic and international income, employment, and prices. Prerequisites: ECON:1100 and ECON:1200.
- ECON:3345 Global Economics and Business** 3 s.h.
Modern theories of international trade and investment; impact of tariffs and other restrictions on international trade; effects of export and production subsidies; free trade agreements; exchange rates and foreign exchange markets; international monetary arrangements; balance of payments; international economic policy. Prerequisites: ECON:1100 and ECON:1200.
- ECON:3350 Industry Analysis** 3 s.h.
Structural evolution; imperfect competition; resource allocation; development of public policy on monopoly; selected industries. Prerequisites: ECON:1100.
- ECON:3355 Economic and Business Forecasting** 3 s.h.
Development and utilization of forecasts of business and economic variables; application of modern statistical methods and software to quantitative forecasting problems. Prerequisites: ECON:1100 and ECON:1200 and (ECON:3300 or ECON:4800 or STAT:3200).
- ECON:3380 Business and Government** 3 s.h.
Examination of relationship between government, private sector, and citizenry; legal, regulatory, market, and civic context in which private sector functions; how business owners and entrepreneurs have shaped political and economic outcomes in the United States; central theme of exploring and understanding the nature of government policy, how policy affects businesses, and how policy affects societal welfare. Prerequisites: ECON:1100.
- ECON:3620 Economic Growth and Development** 3 s.h.
Determinants of rising living standards; accumulation of physical and human capital; predictions of economic growth models compared to observed changes in living standards. Prerequisites: ECON:1100 and ECON:1200.
- ECON:3625 Environmental and Natural Resource Economics** 3 s.h.
Environmental and resource use problems; efficient mechanisms and other policies for environmental protection, management of common property resources. Prerequisites: ECON:1100. Same as URP:3135.
- ECON:3640 Regional and Urban Economics** 3 s.h.
Theory of location and regional development; central place theory; why cities exist and trade with one another; models of land use patterns, rents; empirical tests of models; policy applications. Prerequisites: ECON:1100. Same as URP:3134.
- ECON:3650 Policy Analysis** 3 s.h.
Economic functions of government in modern economies; effects of government expenditures and taxation on allocation of resources. Prerequisites: ECON:1100.
- ECON:3690 Sports Economics** 3 s.h.
Theory and literature of economic issues in professional sports; issues such as relative advantages of large- and small-market teams, city subsidies for baseball and football stadiums, star players' true value to their teams; ideas from introductory economics (such as demand and cost curves) combined with additional economic theory, statistical evidence, and information about particular sports. Prerequisites: ECON:1100.
- ECON:3750 Transportation Economics** 3 s.h.
Overview of transportation markets—intercity, rural, urban; transportation modes—rail, highway, air, water, pipeline, transit; issues in finance, policy, planning, management, physical distribution, and environmental, economic, and safety regulation. Recommendations: ECON:1100 and ECON:1200. Same as GEOG:3940, URP:3350.
- ECON:3760 Health Economics** 3 s.h.
Externalities and health behaviors; government influence on health behaviors; overview of health insurance and health insurance markets; health care costs; public health insurance; health insurance reforms. Prerequisites: ECON:1100.
- ECON:3770 Urban Transportation** arr.
Transportation in the urban market; urban transport modes, technologies, costs, pricing, and ways to develop and analyze urban policy in order to promote city livability and sustainability; development of urban transportation and transport operations in the U.S. and worldwide; urban transport policies, plans, and policy development processes; major urban transportation issues, investigation of possible means of attacking urban transportation issues. Prerequisites: ECON:1100. Same as URP:3360.
- ECON:3800 Law and Economics** 3 s.h.
Law examined through analytic tools of microeconomics; impact of legal rules on resource allocation, risk bearing, distribution of economic well-being. Prerequisites: ECON:1100.
- ECON:3850 Behavioral Economics** 3 s.h.
Behavioral economics is a relatively new field that applies insights gleaned from psychology to economics; standard economic theory assumes people are all *homo economicus*: we know exactly how to maximize our own utility, and we do it well; behavioral economists seek to improve microeconomic theory with more realistic assumptions about human behavior. Prerequisites: ECON:1100.

- ECON:3870 Federal Reserve Challenge** 1 s.h.
Experience what Federal Reserve economists do every day; study the real U.S. economy, make forecasts and policy recommendations, defend their views to academic and professional economists; development of analytical skills, teamwork, how to build presentations. Prerequisites: ECON:3100 and ECON:3150.
- ECON:3875 Topics in Policy Economics** 3 s.h.
Topics vary. Prerequisites: ECON:1100 and ECON:1200.
- ECON:4050 Readings and Independent Study in Economics** arr.
- ECON:4090 Natural Resource Economics** 3 s.h.
Economics of natural resources; interaction between economic theory, empirical evidence, and public policy; land, water, fish, trees, minerals; externalities. Prerequisites: ECON:3100.
- ECON:4110 International Economics** 3 s.h.
Neoclassical model of international trade; imperfect competition and international trade and investment; role of trade barriers; regional trade agreements and the World Trade Organization. Prerequisites: ECON:3100 and ECON:3150.
- ECON:4140 Labor Economics** 3 s.h.
Labor supply and demand; investments in human capital; compensating wage differentials; discrimination; long-term contracts; occupational choice; family decisions; unions; immigration. Prerequisites: ECON:3100.
- ECON:4160 Public Sector Economics** 3 s.h.
Economic functions of government; social welfare programs; income distribution; policies that address market failures; budgetary processes; effects of government expenditures; taxation. Prerequisites: ECON:3100 and ECON:3150.
- ECON:4170 Monetary Economics** 3 s.h.
Demand for and supply of money; money's role in economy; empirical studies of money's impact; problems with monetary control. Prerequisites: ECON:3100 and ECON:3150.
- ECON:4180 Industrial Organization** 3 s.h.
Market structure; effects of business practices, informational problems on market structure; appraisal of antitrust policies, government regulation of business. Prerequisites: ECON:3100.
- ECON:4190 Mathematical Economics** 3 s.h.
Mathematical structure of economic principles, problems, systems; may include constrained optimization, choice under uncertainty, general equilibrium and welfare economics, dynamical systems and control theory, game theory. Prerequisites: ECON:3100 and ECON:3150.
- ECON:4200 Game Theory** 3 s.h.
Basic concepts of game theory including dominance, backward induction, Nash equilibrium, evolutionary stability, commitment, credibility, asymmetric information, adverse selection, signaling; provides students with a working understanding of game theory; examples drawn from economics and politics. Prerequisites: ECON:3100 and ECON:3150.
- ECON:4700 Topics in Analytical Economics** 3 s.h.
Topics vary. Prerequisites: ECON:3150 and ECON:3100.
- ECON:4800 Econometric Analysis** 3 s.h.
Linear regression models; causal effects; estimation and hypothesis testing; errors in variables; simultaneous equations; panel data; instrumental variables; limited dependent variables; emphasis on interpretation, methods, application of econometric modelling, and use of statistical software. Prerequisites: STAT:3101 or STAT:3120.
- ECON:4999 Honors Thesis in Economics** arr.
Independent research project supervised by economics faculty member; culminates in thesis required for honors in the major. Prerequisites: ECON:3100 and ECON:3150 and (ECON:3300 or ECON:4800).
- ECON:5000 Economic Analysis I** 3 s.h.
Basic metric topology, convex analysis, function spaces, measure theory and integration.
- ECON:5005 Real Analysis for Economics** 2 s.h.
Basic metric topology, convex analysis, function spaces, measure theory, and integration.
- ECON:5010 Economic Analysis II** 3 s.h.
Behavior under uncertainty, macroeconomic models; dynamic programming, asset pricing, saving, consumption.
- ECON:5015 Dynamic Programming** 2 s.h.
Finite- and infinite-horizon, discrete-time dynamic programming; discrete-time stochastic dynamic programming, including computational methods and some economic applications; continuous-time control theory.
- ECON:5100 Microeconomics I** 3 s.h.
Consumer choice theory, producer theory, choice under uncertainty, basic game theory. Offered fall semesters.
- ECON:5110 Microeconomics II** 3 s.h.
General equilibrium and welfare analysis, adverse selection, the principal-agent problem, social choice, mechanism design. Offered spring semesters. Prerequisites: ECON:5100.
- ECON:5115 Fundamentals of Microeconomics** 3 s.h.
Consumer theory, producer theory, partial equilibrium models, expected and nonexpected utility theory.
- ECON:5125 Game Theory** 2 s.h.
Noncooperative and cooperative games, games of perfect and imperfect information, matching games.
- ECON:5135 General Equilibrium** 2 s.h.
Walrasian equilibrium and its properties, welfare economics, general equilibrium and perfect competition, general equilibrium with externalities, general equilibrium under asymmetric information.
- ECON:5145 Information Economics** 2 s.h.
Markets with asymmetric information, allocation mechanisms, mechanism design.
- ECON:5200 Macroeconomics I** 3 s.h.
Economic growth, business cycles, money and inflation. Offered fall semesters.
- ECON:5210 Macroeconomics II** 3 s.h.
Dynamic macroeconomic models; stochastic macroeconomics; time consistency equilibrium business cycle theory. Offered spring semesters. Prerequisites: ECON:5200.
- ECON:5215 Fundamentals of Macroeconomics I** 2 s.h.
Infinite horizon endowment economies; neoclassical growth models and dynamic general equilibrium.
- ECON:5225 Fundamentals of Macroeconomics II** 2 s.h.
Real business cycle models; overlapping generations models.
- ECON:5235 Fiscal Policy and Insurance in Macroeconomics** 2 s.h.
Fiscal policies, optimal taxation, and endogenous growth; uncertainty and incomplete markets, limited commitment, private information.
- ECON:5245 Monetary Economics and Search Theory** 2 s.h.
Introduction to monetary and financial economics; search theory and applications to labor and money markets.

ECON:5800 Econometrics	3 s.h.	ECON:7000 Seminar in Economic Theory	arr.
Statistical inference in single and multiple equation stochastic models, models with nonindependent or nonidentically distributed error structure, dynamic models; OLS, GLS, IV, ML estimation; asymptotic distribution theory; exact, asymptotic hypothesis tests. Prerequisites: STAT:4101.		ECON:7010 Seminar in Economic Theory II	arr.
ECON:5805 Statistics for Economics	3 s.h.	ECON:7020 Seminar in Economics I	2 s.h.
Probability theory, transformations and expectations, common families of distributions, multiple random variables, properties of a random sample, point estimation, hypothesis testing.		ECON:7030 Seminar in Economics II	2 s.h.
ECON:5810 Applied Econometrics	3 s.h.	ECON:7040 Seminar in Economics III	2 s.h.
Empirical problems; multiple linear regression, nonlinear regression, maximum likelihood, hazard functions, univariate and multivariate time series, flexible functional forms. Prerequisites: ECON:5800.		ECON:7050 Seminar in Economics IV	2 s.h.
ECON:5815 Theoretical Econometrics I	2 s.h.	ECON:7870 Workshop in Microeconomics	1 s.h.
Statistical inference in single and multiple equation stochastic models, models with nonindependent or nonidentically distributed error structure, dynamic models; OLS, GLS, IV, ML estimation; asymptotic distribution theory; exact, asymptotic hypothesis tests.		ECON:7880 Workshop in Macro and Monetary Economics	1 s.h.
ECON:5825 Theoretical Econometrics II	2 s.h.	ECON:7950 Readings in Economics	arr.
Continuation of ECON:5815.		ECON:7975 Thesis in Economics	arr.
ECON:5855 Applied Econometrics I	2 s.h.		
Empirical problems; multiple linear regression, nonlinear regression, maximum likelihood, hazard functions, univariate and multivariate time series, flexible functional forms.			
ECON:5865 Applied Econometrics II	2 s.h.		
Continuation of ECON:5855.			
ECON:6310 Industrial Organization	3 s.h.		
The firm, monopolistic competition, oligopoly and workable competition; industrial organization, nature of equilibrium under uncertainty. Prerequisites: ECON:5110.			
ECON:6320 Labor Economics	3 s.h.		
Problems and models, including intertemporal models of labor markets; uncertainty and labor market activity; retirement decisions, economic theories of fertility; economics of discrimination; job search models; economic models of unions; bargaining and strikes, public sector labor markets; determinants of income distribution; emphasis on empirical verification of theory. Prerequisites: ECON:5110 and (ECON:4800 or ECON:5800).			
ECON:6350 Structural Methods in Econometrics	2 s.h.		
Introduction to structural econometric approaches which can be applied in labor economics, industrial organization, and elsewhere; theoretical frameworks used in this literature; identifying assumptions needed for model estimation and validation techniques; methods used for the estimation of structural models, including Maximum Likelihood, Method of Moments and simulation-based methods.			
ECON:6420 Macroeconomics III	3 s.h.		
Current research in macroeconomics; development of research topics with emphasis on theoretical and empirical analysis. Prerequisites: ECON:5110 and ECON:5800.			
ECON:6500 International Trade Theory	3 s.h.		
The theory of international trade, including basic models of international trade; capital and labor mobility and trade; protection of international trade; the political economy of international trade; empirical applications of international trade.			
ECON:6900 Contemporary Topics in Economics	3 s.h.		
Topics not offered in other courses.			

Economics, B.A.

The B.A. in economics incorporates a balance of economic theory, mathematical tools, and field applications.

Students majoring in economics choose one of two tracks: business or policy. They complete three sets of requirements for the major: mathematics and statistics courses that provide the skills needed for understanding economic theory and data; economic theory courses that provide the tools needed for analyzing economic issues; and field courses that apply economic tools to business, social, or specialized analytical issues. The applied field course requirement varies, depending on a student's choice of track.

The Bachelor of Arts degree is awarded by the College of Liberal Arts and Sciences [p. 17].

Requirements

The Bachelor of Arts with a major in economics requires a minimum of 120 s.h. of coursework, including 32 s.h. of coursework for the major. To graduate, students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all coursework attempted at the University of Iowa, all college economics coursework attempted, and all economics coursework attempted at the University of Iowa. Coursework in the major may not be taken pass/nonpass. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major requires a set of courses in mathematics and statistics (11 s.h.) and a set of courses in economic theory (6 s.h.). It also requires applied field courses (15 s.h.) in one of two tracks: business or policy.

Students may be able to count a limited amount of transfer credit toward the economics major, but they are required to complete the following courses at the University of Iowa: ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, and three of the applied field courses required for their track.

The business track is designed for students who seek employment in the private sector or who plan to earn the M.B.A. degree after gaining necessary experience. The policy track is designed for students interested in a decision-making or advocacy position in the public or private sector or who plan to earn a law degree or a graduate degree in a discipline that is not highly quantitative. Students are required to select one of the two tracks when they declare the economics major.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others.

The B.A. with a major in economics requires the following coursework.

Code	Title	Hours
	Mathematics and Statistics Courses	11
	Economic Theory Courses	6
	Applied Field Courses (Business or Policy Track)	15
	Total Hours	32

Mathematics and Statistics Courses

Code	Title	Hours
All of these:		
ECON:3300	Introduction to Econometrics	3
MATH:1350	Quantitative Reasoning for Business	4
STAT:1030	Statistics for Business	4

Economic Theory Courses

Code	Title	Hours
Both of these (must be taken at the University of Iowa):		
ECON:3100	Intermediate Microeconomics	3
ECON:3150	Intermediate Macroeconomics	3

Applied Field Courses

Students complete a total of five applied field courses (15 s.h.); three of the applied field courses must be taken at the University of Iowa.

Business Track

Code	Title	Hours
Five of these:		
ECON:3325	Personnel Economics	3
ECON:3335	Money, Banking, and Financial Markets	3
ECON:3345	Global Economics and Business	3
ECON:3350	Industry Analysis	3
ECON:3355	Economic and Business Forecasting	3
ECON:3380	Business and Government	3
ACCT:2200	Managerial Accounting	3
MGMT:2100	Introduction to Management	3

Policy Track

Code	Title	Hours
Four of these:		
ECON:3345	Global Economics and Business	3
ECON:3620	Economic Growth and Development	3
ECON:3625	Environmental and Natural Resource Economics	3
ECON:3640	Regional and Urban Economics	3
ECON:3650	Policy Analysis	3
ECON:3690	Sports Economics	3
ECON:3750	Transportation Economics	3
ECON:3760	Health Economics	3
ECON:3770	Urban Transportation	3
ECON:3800	Law and Economics	3
ECON:3850	Behavioral Economics	3
ECON:3875	Topics in Policy Economics	3

And:

One additional economics course numbered ECON:3325 through ECON:4700, excluding these two courses: ECON:3870 and ECON:4050

Analytical Track

The Department of Economics is not admitting students to the analytical track at this time.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.A./M.S. in Business Analytics (Career Subprogram)

Students majoring in economics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.A./M.S. program offered by the Department of Economics and the Department of Business Analytics. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.A./M.S. in Finance

The Department of Economics and the Department of Finance offer a combined Bachelor of Arts in economics/Master of Science in finance program. The combined program permits students to count some credit toward both degrees, allowing them to begin graduate study before they complete their bachelor's degree.

Separate application to each program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information about the M.S. degree, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Graduation with honors in economics recognizes high scholastic achievement based on grades and on completion of academic work beyond the requirements of the economics major. Students must have a cumulative g.p.a. of at least 3.50 in all college coursework attempted, all coursework attempted at the University of Iowa, all college economics coursework attempted, and all economics coursework attempted at the

University of Iowa. They also must successfully complete an honors thesis under the supervision of a faculty member.

Students begin by completing BUS:1999 Introduction to Research in Business at least three semesters prior to graduation. This course introduces students to research in the college and provides an opportunity to develop thesis questions and meet Tippie College of Business faculty members engaged in research. They also must complete ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, and ECON:3300 Introduction to Econometrics before commencing thesis work.

After identifying a faculty member to advise them on their thesis and completing the coursework listed above, students register for ECON:4999 Honors Thesis in Economics for two semesters while they complete their research and write their thesis. In the second semester of their thesis, students present their research in a poster format at the Undergraduate Research Festival.

Students interested in graduating with honors in economics should visit the department's honors advisor at least three semesters prior to graduation.

University of Iowa Honors Program

Completing the economics honors requirements also satisfies the experiential learning requirement for the University of Iowa Honors Program. To learn more about graduating with honors through the UI Honors Program, visit the Honors at Iowa website.

Membership in the UI Honors Program is not required to earn honors in the economics major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: at least one-quarter of the semester hours required for graduation

Before the fifth semester begins: at least half of the semester hours required for graduation

Before the seventh semester begins: ECON:1100 Principles of Microeconomics, ECON:1200 Principles of Macroeconomics, ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, MATH:1350 Quantitative Reasoning for Business, STAT:1030 Statistics for Business, ECON:3300 Introduction to Econometrics, and at least three-quarters of the semester hours required for graduation

Before the eighth semester begins: at least two major track courses

During the eighth semester: all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and

should be discussed with an academic advisor. For additional sample plans, see MyUI.

Economics, B.A.

- Business Track [p. 1163]
- Policy Track [p. 1163]

Business Track

Course	Title	Hours
First Year		
Fall		
ECON:1100	Principles of Microeconomics ^a	4
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
GE CLAS Core: World Languages First Level Proficiency ^b		4 - 5
CSI:1600	Success at Iowa	2
Elective course ^c		3
Hours		16-18
Spring		
ECON:1200	Principles of Macroeconomics ^a	4
MATH:1350	Quantitative Reasoning for Business ^{a, d}	4
ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	
GE CLAS Core: World Languages Second Level Proficiency ^b		4 - 5
Elective course ^c		1
Hours		16-18
Second Year		
Fall		
ECON:3150	Intermediate Macroeconomics ^e	3
or ECON:3100	or Intermediate Microeconomics	
STAT:1030	Statistics for Business ^a	4
GE CLAS Core: World Languages Second Level Proficiency ^b		4 - 5
GE CLAS Core: Diversity and Inclusion ^f		3
Elective course ^c		2
Hours		16-17
Spring		
ECON:3150	Intermediate Macroeconomics ^e	3
or ECON:3100	or Intermediate Microeconomics	
ECON:3300	Introduction to Econometrics	3
GE CLAS Core: World Languages Fourth Level Proficiency ^b		4 - 5
GE CLAS Core: Natural Sciences with Lab ^f		4
Elective course ^c		2
Hours		16-17
Third Year		
Fall		
Major: required track course ^g		3
Major: required track course ^g		3
GE CLAS Core: Historical Perspectives ^f		3
Elective course ^c		3
Elective course ^c		3
Hours		15
Spring		
Major: required track course ^g		3

GE CLAS Core: Natural Sciences without Lab ^f	3
GE CLAS Core: International and Global Issues ^f	3
Elective course ^c	3
Elective course ^c	3
Hours	15

Fourth Year

Fall	
Major: required track course ^g	3
GE CLAS Core: Values and Culture ^f	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3
Hours	15
Spring	
Major: required track course ^g	3
GE CLAS Core: Literary, Visual, and Performing Arts ^f	3
Elective course ^c	3
Elective course ^c	3
Elective course ^c	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	15
Total Hours	124-130

- Fulfills a major requirement and may fulfill a GE requirement.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Enrollment in math courses requires completion of a placement exam.
- Both ECON:3100 and ECON:3150 must be completed at the University of Iowa.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- At least three of the five required track courses must be completed at the University of Iowa.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Policy Track

Course	Title	Hours
First Year		
Fall		
ECON:1100	Principles of Microeconomics ^a	4
ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	
GE CLAS Core: World Languages First Level Proficiency ^b		4 - 5
CSI:1600	Success at Iowa	2
Elective course ^c		3
Hours		16-18
Spring		
ECON:1200	Principles of Macroeconomics ^a	4

MATH:1350	Quantitative Reasoning for Business ^{a, d}	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages Second Level Proficiency ^b		4 - 5
Elective course ^c		1
Hours		16-18

Second Year**Fall**

ECON:3150 or ECON:3100	Intermediate Macroeconomics ^e or Intermediate Microeconomics	3
STAT:1030	Statistics for Business ^a	4
GE CLAS Core: World Languages Second Level Proficiency ^b		4 - 5
GE CLAS Core: Diversity and Inclusion ^f		3
Elective course ^c		2
Hours		16-17

Spring

ECON:3150 or ECON:3100	Intermediate Macroeconomics ^e or Intermediate Microeconomics	3
ECON:3300	Introduction to Econometrics	3
GE CLAS Core: World Languages Fourth Level Proficiency ^b		4 - 5
GE CLAS Core: Natural Sciences with Lab ^f		4
Elective course ^c		2
Hours		16-17

Third Year**Fall**

Major: required track course ^g		3
Major: required track course ^g		3
GE CLAS Core: Historical Perspectives ^f		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring

Major: required track course ^g		3
GE CLAS Core: Natural Sciences without Lab ^f		3
GE CLAS Core: International and Global Issues ^f		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Fourth Year**Fall**

Major: required track course ^g		3
GE CLAS Core: Values and Culture ^f		3
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3
Hours		15

Spring

Major: required track course ^g		3
GE CLAS Core: Literary, Visual, and Performing Arts ^f		3
Elective course ^c		3
Elective course ^c		3
Elective course ^c		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	124-130

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- d Enrollment in math courses requires completion of a placement exam.
- e Both ECON:3100 and ECON:3150 must be completed at the University of Iowa.
- f GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g At least three of the five required track courses must be completed at the University of Iowa.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Bachelor of Arts degree provides an excellent educational background for a variety of positions in business and government. Graduates find employment in banking, financial institutions, industrial firms, and trade organizations and in federal, state, and local government agencies dealing with economic policy, regulation, and analysis. An undergraduate degree in economics also prepares students for the study of law and for graduate study in fields such as economics, business management, public administration, hospital and health administration, planning and public affairs, transportation, journalism, political science, and statistics.

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs. For more information about careers, visit the Pomerantz Career Center website.

Economics, B.S.

The B.S. in economics incorporates a balance of economic theory, mathematical tools, and field applications while emphasizing the development of analytical skills.

Students majoring in economics choose one of two tracks: business or policy. They complete three sets of requirements for the major: mathematics and statistics courses that provide the skills needed for understanding economic theory and data; economic theory courses that provide the tools needed for analyzing economic issues; and field courses that apply economic tools to business, social, or specialized analytical issues. The applied field course requirement varies, depending on a student's choice of track.

The Bachelor of Science degree is awarded by the College of Liberal Arts and Sciences [p. 17].

Requirements

The Bachelor of Science with a major in economics requires a minimum of 120 s.h. of coursework, including 33-35 s.h. of coursework for the major. To graduate, students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all coursework attempted at the University of Iowa, all college economics coursework attempted, and all economics coursework attempted at the University of Iowa. Coursework in the major may not be taken pass/nonpass. Students also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major requires a set of courses in mathematics and statistics (15-17 s.h.) and a set of courses in economic theory (6 s.h.). It also requires applied field courses (12 s.h.) in one of two tracks: business or policy.

Students may be able to count a limited amount of transfer credit toward the economics major, but they are required to complete the following courses at the University of Iowa: ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, and three of the applied field courses required for their track.

The business track is designed for students who seek employment in the private sector or who plan to earn the M.B.A. degree after gaining necessary experience. The policy track is designed for students interested in a decision making or advocacy position in the public or private sector or who plan to earn a law degree or a graduate degree in a discipline that is not highly quantitative. Students are required to select one of the two tracks when they declare the economics major. The B.S. program is ideal for students who plan to pursue a graduate degree in economics.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others.

The B.S. with a major in economics requires the following coursework.

Code	Title	Hours
	Mathematics and Statistics Courses	15-17
	Economic Theory Courses	6
	Applied Field Courses (Business or Policy Track)	12
	Total Hours	33-35

Mathematics and Statistics Courses

The department recommends that students planning to pursue a graduate degree in economics take STAT:3100 Introduction to Mathematical Statistics I and STAT:3101 Introduction to Mathematical Statistics II rather than STAT:3120 Probability and Statistics. It also recommends that they complete additional coursework in mathematics, including MATH:2700 Introduction to Linear Algebra, MATH:2850 Calculus III, and MATH:3770 Fundamental Properties of Spaces and Functions I.

Code	Title	Hours
All of these:		
MATH:1850 & MATH:1860	Calculus I-II	8
ECON:4800	Econometric Analysis	3
One of these:		
STAT:3100-STAT:3101	Introduction to Mathematical Statistics I-II	6
STAT:3120	Probability and Statistics	4

Economic Theory Courses

Code	Title	Hours
Both of these (must be taken at the University of Iowa):		
ECON:3100	Intermediate Microeconomics	3
ECON:3150	Intermediate Macroeconomics	3

Applied Field Courses

Students complete a total of four applied field courses (12 s.h.); three of the applied field courses must be taken at the University of Iowa.

Business Track

Code	Title	Hours
Four of these:		
ECON:3325	Personnel Economics	3
ECON:3335	Money, Banking, and Financial Markets	3
ECON:3345	Global Economics and Business	3
ECON:3350	Industry Analysis	3
ECON:3355	Economic and Business Forecasting	3
ECON:3380	Business and Government	3
ACCT:2200	Managerial Accounting	3
MGMT:2100	Introduction to Management	3

Policy Track

Code	Title	Hours
Three of these:		
ECON:3345	Global Economics and Business	3
ECON:3620	Economic Growth and Development	3
ECON:3625	Environmental and Natural Resource Economics	3

ECON:3640	Regional and Urban Economics	3
ECON:3650	Policy Analysis	3
ECON:3690	Sports Economics	3
ECON:3750	Transportation Economics	3
ECON:3760	Health Economics	3
ECON:3770	Urban Transportation	3
ECON:3800	Law and Economics	3
ECON:3850	Behavioral Economics	3
ECON:3875	Topics in Policy Economics	3

And:

One additional economics course numbered ECON:3325 through ECON:4700, excluding these two courses: ECON:3870 and ECON:4050

Analytical Track

The Department of Economics is not admitting students to the analytical track at this time.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.S./M.S. in Business Analytics (Career Subprogram)

Students majoring in economics who are interested in earning a master's degree in business analytics with a career subprogram may apply to the combined B.S./M.S. program offered by the Department of Economics and the Department of Business Analytics. The program enables students to begin the study of business analytics before they complete their bachelor's degree. Students are able to complete both degrees in five years rather than six.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the business analytics program, see the M.S. in business analytics (career) [p. 1148] in the Tippie College of Business section of the Catalog.

B.S./M.S. in Finance

The Department of Economics and the Department of Finance offer a combined Bachelor of Science in economics/Master of Science in finance program. The combined program permits students to count some credit toward both degrees, allowing them to begin graduate study before they complete their bachelor's degree.

Separate application to each program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more

information about the M.S. degree, see the M.S. in finance [p. 1190] (Tippie College of Business) section of the Catalog.

Honors

Honors in the Major

Graduation with honors in economics recognizes high scholastic achievement based on grades and on completion of academic work beyond the requirements of the economics major. Students must have a cumulative g.p.a. of at least 3.50 in all college coursework attempted, all coursework attempted at the University of Iowa, all college economics coursework attempted, and all economics coursework attempted at the University of Iowa. They also must successfully complete an honors thesis under the supervision of a faculty member.

Students begin by completing BUS:1999 Introduction to Research in Business at least three semesters prior to graduation. This course introduces students to research in the college and provides an opportunity to develop thesis questions and meet Tippie College of Business faculty members engaged in research. They also must complete ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, and ECON:4800 Econometric Analysis before commencing thesis work.

After identifying a faculty member to advise them on their thesis and completing the coursework listed above, students register for ECON:4999 Honors Thesis in Economics for two semesters while they complete their research and write their thesis. In the second semester of their thesis, students present their research in a poster format at the Undergraduate Research Festival.

Students interested in graduating with honors in economics should visit the department's honors advisor at least three semesters prior to graduation.

University of Iowa Honors Program

Completing the economics honors requirements also satisfies the experiential learning requirement for the University of Iowa Honors Program. To learn more about graduating with honors through the UI Honors Program, visit the Honors at Iowa website.

Membership in the UI Honors Program is not required to earn honors in the economics major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: at least one-quarter of the semester hours required for graduation

Before the fourth semester begins: MATH:1850 Calculus I

Before the fifth semester begins: MATH:1860 Calculus II and at least half of the semester hours required for graduation

Before the sixth semester begins: STAT:3100 Introduction to Mathematical Statistics I (if chosen statistics course)

Before the seventh semester begins: ECON:1100

Principles of Microeconomics, ECON:1200 Principles of Macroeconomics, ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, STAT:3101 Introduction to Mathematical Statistics II (if chosen statistics course), and at least three-quarters of the semester hours required for graduation

Before the eighth semester begins: STAT:3120 Probability and Statistics (if chosen statistics course) and at least two major track courses

During the eighth semester: ECON:4800 Econometric Analysis, all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Economics, B.S.

- Business Track [p. 1167]
- Policy Track [p. 1168]

Business Track

Course	Title	Hours
First Year		
Fall		
ECON:1100	Principles of Microeconomics ^a	4
MATH:1850	Calculus I ^{a, b}	4
GE CLAS Core: World Languages First Level Proficiency ^c		4 - 5
CSI:1600	Success at Iowa	2
Elective course ^d		2
Hours		16-17
Spring		
ECON:1200	Principles of Macroeconomics ^a	4
MATH:1860	Calculus II	4
GE CLAS Core: World Languages Second Level Proficiency ^c		4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^d		1
Hours		16-18
Second Year		
Fall		
ECON:3100 or ECON:3150	Intermediate Microeconomics ^e or Intermediate Macroeconomics	3
STAT:3100	Introduction to Mathematical Statistics I ^{f, g}	3
GE CLAS Core: World Languages Second Level Proficiency ^c		4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^d		3
Hours		16-18

Spring

ECON:3100 or ECON:3150	Intermediate Microeconomics ^e or Intermediate Macroeconomics	3
STAT:3101	Introduction to Mathematical Statistics II ^{f, h}	3
GE CLAS Core: World Languages Fourth Level Proficiency ^c		4 - 5
GE CLAS Core: Natural Sciences with Lab ⁱ		4
Elective course ^d		2
Hours		16-17

Third Year

Fall

Major: required track course ^j		3
STAT:3120	Probability and Statistics ^f	4
GE CLAS Core: Historical Perspectives ⁱ		3
GE CLAS Core: Diversity and Inclusion ⁱ		3
Elective course ^d		2
Hours		15

Spring

ECON:4800	Econometric Analysis	3
Major: required track course ^j		3
GE CLAS Core: Natural Sciences without Lab ⁱ		3
GE CLAS Core: International and Global Issues ⁱ		3
Elective course ^d		3
Hours		15

Fourth Year

Fall

Major: required track course ^j		3
GE CLAS Core: Values and Culture ⁱ		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3
Hours		15

Spring

Major: required track course ^j		3
GE CLAS Core: Literary, Visual, and Performing Arts ⁱ		3
Elective course ^d		3
Elective course ^d		3
Elective course ^d		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^k

Hours		15
Total Hours		124-130

- Fulfills a major requirement and may fulfill a GE requirement.
- Enrollment in math courses requires completion of a placement exam.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Both ECON:3100 and ECON:3150 must be completed at the University of Iowa.
- Students may choose to complete either STAT:3100-3101 or STAT:3120.
- Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.

- h Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- i GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- j At least three of the four required track courses must be completed at the University of Iowa.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Policy Track

Course	Title	Hours
First Year		
Fall		
ECON:1100	Principles of Microeconomics ^a	4
MATH:1850	Calculus I ^{a, b}	4
GE CLAS Core: World Languages First Level Proficiency ^c		4 - 5
CSI:1600	Success at Iowa	2
Elective course ^d		2
Hours		16-17
Spring		
ECON:1200	Principles of Macroeconomics ^a	4
MATH:1860	Calculus II	4
GE CLAS Core: World Languages Second Level Proficiency ^c		4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^d		1
Hours		16-18
Second Year		
Fall		
ECON:3100 or ECON:3150	Intermediate Microeconomics ^e or Intermediate Macroeconomics	3
STAT:3100	Introduction to Mathematical Statistics I ^{f, g}	3
GE CLAS Core: World Languages Second Level Proficiency ^c		4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^d		3
Hours		16-18
Spring		
ECON:3150 or ECON:3100	Intermediate Macroeconomics ^e or Intermediate Microeconomics	3
STAT:3101	Introduction to Mathematical Statistics II ^{f, h}	3
GE CLAS Core: World Languages Fourth Level Proficiency ^c		4 - 5
GE CLAS Core: Natural Sciences with Lab ⁱ		4
Elective course ^d		2
Hours		16-17
Third Year		
Fall		
Major: required track course ^j		3
STAT:3120	Probability and Statistics ^f	4

GE CLAS Core: Historical Perspectives ⁱ	3	
GE CLAS Core: Diversity and Inclusion ⁱ	3	
Elective course ^d	2	
Hours		15

Spring

ECON:4800	Econometric Analysis	3
Major: required track course ^j		3
GE CLAS Core: Natural Sciences without Lab ⁱ		3
GE CLAS Core: International and Global Issues ⁱ		3
Elective course ^d		3
Hours		15

Fourth Year

Fall

Major: required track course ^j	3	
GE CLAS Core: Values and Culture ⁱ	3	
Elective course ^d	3	
Elective course ^d	3	
Elective course ^d	3	
Hours		15

Spring

Major: required track course ^j	3
GE CLAS Core: Literary, Visual, and Performing Arts ⁱ	3
Elective course ^d	3
Elective course ^d	3
Elective course ^d	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours		15
Total Hours		124-130

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in math courses requires completion of a placement exam.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Both ECON:3100 and ECON:3150 must be completed at the University of Iowa.
- f Students may choose to complete either STAT:3100-3101 or STAT:3120.
- g Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- h Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- i GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- j At least three of the four required track courses must be completed at the University of Iowa.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Bachelor of Science degree provides an excellent educational background for a variety of positions in business and government. Graduates find employment in banking, financial institutions, industrial firms, and trade organizations and in federal, state, and local government agencies dealing with economic policy, regulation, and analysis. An undergraduate degree in economics also prepares students for the study of law and for graduate study in fields such as economics, business management, public administration, hospital and health administration, urban and regional planning, transportation, journalism, political science, and statistics.

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs. For more information about careers, visit the Pomerantz Career Center website.

Economics, B.B.A.

The B.B.A. in economics emphasizes the economic foundations of business fields—accounting, finance, marketing, business law, and management. Students majoring in economics choose one of two tracks: business or policy. In addition to the common B.B.A. requirements [p. 1130], students complete two sets of requirements for the major: economic theory courses that provide the tools needed for analyzing economic issues; and field courses that apply economic tools to business, social, or specialized analytical issues. The applied field course requirement varies, depending on a student's choice of track.

The Bachelor of Business Administration degree is awarded by the Tippie College of Business.

Requirements

The Bachelor of Business Administration with a major in economics requires a minimum of 120 s.h. of coursework, including at least 19 s.h. of coursework for the major. To graduate, students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all coursework attempted at the University of Iowa, all college business coursework attempted, all business coursework attempted at the University of Iowa, all college economics coursework attempted, and all economics coursework attempted at the University of Iowa. Coursework in the major may not be taken pass/nonpass. They also must complete all Tippie College of Business requirements for the Bachelor of Business Administration [p. 1130].

The major requires one course in professional preparation (1 s.h.) and a set of courses in economic theory (6 s.h.). It also requires applied field courses (12 s.h.) in one of two tracks: business or policy.

Students may be able to count a limited amount of transfer credit toward the economics major, but they are required to complete the following courses at the University of Iowa: ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, and three of the applied field courses required for their track.

The B.B.A. program emphasizes the economic foundations of business fields—accounting, finance, marketing, business law, and management. The business track is designed for students who seek employment in the private sector or who plan to earn the M.B.A. degree after gaining necessary experience. The policy track is designed for students interested in a decision-making or advocacy position in the public or private sector or who plan to earn a law degree or a graduate degree in a discipline that is not highly quantitative. Students are required to select one of the two tracks when they declare the economics major.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others.

The B.B.A. with a major in economics requires the following coursework.

Code	Title	Hours
	Professional Preparation Course	1-2
	Economic Theory Courses	6
	Applied Field Courses (Business or Policy Track)	12
	Total Hours	19-20

Professional Preparation Course

Code	Title	Hours
One of these:		
ACCT:3100	Professional Accounting Seminar	1
BAIS:3050	Business Analytics and Information Systems Professional Preparation	1
CCP:2001	Graduate Admissions 101	1
CCP:3102	Job Search Essentials	1
CCP:3104	Defining Your Career Path	2
CCP:3107	Social Media for Your Job Search	1
FIN:3020	Professional Finance Seminar	1
MGMT:3050	Professional Preparation for Management	1
MKTG:3050	Professional Preparation in Marketing	2

Economic Theory Courses

Code	Title	Hours
Both of these (must be taken at the University of Iowa):		
ECON:3100	Intermediate Microeconomics	3
ECON:3150	Intermediate Macroeconomics	3

Applied Field Courses

Students complete a total of four applied field courses (12 s.h.); three of the applied field courses must be taken at the University of Iowa.

Business Track

Code	Title	Hours
Four of these:		
ECON:3300	Introduction to Econometrics	3
ECON:3325	Personnel Economics	3
ECON:3335	Money, Banking, and Financial Markets	3
ECON:3345	Global Economics and Business	3
ECON:3350	Industry Analysis	3
ECON:3355	Economic and Business Forecasting	3
ECON:3380	Business and Government	3

Policy Track

Code	Title	Hours
Three of these:		
ECON:3345	Global Economics and Business	3
ECON:3620	Economic Growth and Development	3
ECON:3625	Environmental and Natural Resource Economics	3
ECON:3640	Regional and Urban Economics	3

ECON:3650	Policy Analysis	3
ECON:3690	Sports Economics	3
ECON:3750	Transportation Economics	3
ECON:3760	Health Economics	3
ECON:3770	Urban Transportation	3
ECON:3800	Law and Economics	3
ECON:3850	Behavioral Economics	3
ECON:3875	Topics in Policy Economics	3

And:

One additional economics course numbered ECON:3300 through ECON:4700, excluding these two courses: ECON:3870 and ECON:4050

Analytical Track

The Department of Economics is not admitting students to the analytical track at this time.

Honors

Honors in the Major

Graduation with honors in economics recognizes high scholastic achievement based on grades and on completion of academic work beyond the requirements of the economics major. Students must have a cumulative g.p.a. of at least 3.50 in all college coursework attempted, all coursework attempted at the University of Iowa, all college business coursework attempted, and all business coursework attempted at the University of Iowa. They also must successfully complete an honors thesis under the supervision of a faculty member.

Students begin by completing BUS:1999 Introduction to Research in Business at least three semesters prior to graduation. This course introduces students to research in the college and provides an opportunity to develop thesis questions and meet Tippie College of Business faculty members engaged in research. They also must complete ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, and ECON:3300 Introduction to Econometrics before commencing thesis work.

After identifying a faculty member to advise them on their thesis and completing the coursework listed above, students register for ECON:4999 Honors Thesis in Economics for two semesters while they complete their research and write their thesis. In the second semester of their thesis, students present their research in a poster format at the Undergraduate Research Festival.

Students interested in graduating with honors in economics should see Tippie Honors on the Tippie College of Business website.

University of Iowa Honors Program

Completing the honors in economics requirements also satisfies the experiential learning requirement for the University of Iowa Honors Program. To learn more about graduating with honors through the UI Honors Program, visit the Honors at Iowa website.

Membership in the UI Honors Program is not required to earn honors in the economics major.

Academic Plans

Four-Year Graduation Plan

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

The following checkpoints are designed for students who enter the University as direct admission or pre-business students. In order to stay on the plan, pre-business students must maintain the grade-point averages required for admission to the Tippie College of Business and must apply for admission to the college the semester the four prerequisite courses will be completed, but no later than before the fifth semester begins. The Four-Year Graduation Plan is not available to students who choose to pursue a double major in the college or to those enrolled in a combined degree program.

Students must take BUS:3000 Business Communication and Protocol during their first year after admission to the Tippie College of Business, except direct admission students, who take the course during their second year.

Before the third semester begins: ECON:1100 Principles of Microeconomics, MATH:1350 Quantitative Reasoning for Business, STAT:1030 Statistics for Business, and at least one-quarter of the semester hours required for graduation

Before the fifth semester begins: ACCT:2100 Introduction to Financial Accounting, ACCT:2200 Managerial Accounting, ECON:1200 Principles of Macroeconomics, all General Education requirements, and at least half of the semester hours required for graduation

Before the seventh semester begins: ECON:3100 Intermediate Microeconomics, ECON:3150 Intermediate Macroeconomics, at least one major track course, all business core requirements, and at least three-quarters of the semester hours required for graduation

Before the eighth semester begins: at least two major track courses

During the eighth semester: all remaining coursework in the major and a sufficient number of semester hours to graduate

Iowa Degree in Three

Iowa Degree in Three is designed for students who are academically prepared to complete more semester hours per term than average or who come to the university with completed college credits. It is a flexible, affordable option developed to meet the needs of highly motivated students.

Students sign an agreement during their first semester of enrollment; meet with an advisor at least once a semester to review their plans and progress; take courses during summer sessions, if necessary; meet specific course checkpoints; and maintain the grade-point average required for the major.

The Tippie College of Business makes several assumptions about candidates for the Iowa Degree in Three:

- students are prepared to enroll in MATH:1350 Quantitative Reasoning for Business during their first enrollment at the University of Iowa,
- students have fulfilled the General Education World Language requirement before matriculation,
- students are direct admits to the Tippie College of Business,

- students have earned at least 15 s.h. of college credit before matriculation, and
- students are not held for more than two English as a Second Language classes.

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Economics, B.B.A.

- Business Track [p. 1172]
- Policy Track [p. 1173]

Business Track

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course. ^a		0 - 3
Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.		
Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.		
Hours		0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
ECON:1100	Principles of Microeconomics	4
RHET:1030	Rhetoric	4
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		17
Spring		
STAT:1030	Statistics for Business	4
ECON:1200	Principles of Macroeconomics	4
BAIS:1500	Business Computing Essentials	2
GE: Historical Perspectives ^c		3
ENGL:1200	The Interpretation of Literature	3
Hours		16
Second Year		
Fall		
ACCT:2100	Introduction to Financial Accounting	3
BAIS:2800	Foundations of Business Analytics	3
MGMT:2000	Introduction to Law	3

GE: Diversity and Inclusion or GE: Values and Culture ^c		3
BUS:2200	Foundations for Success in Business ^d	1
Minor, certificate, or non-business elective		1
Hours		14

Spring

BUS:3000	Business Communication and Protocol ^e	3
ECON:3100	Intermediate Microeconomics ^f	3
MGMT:2100	Introduction to Management	3
GE: Natural Sciences without Lab ^c		3
Minor, certificate, or non-business elective		3
Hours		15

Third Year

Fall

ECON:3150	Intermediate Macroeconomics ^f	3
ACCT:2200	Managerial Accounting	3
BAIS:3005	Information Systems	2
BAIS:3000	Operations Management	2
GE: International and Global Issues ^c		3
Major: Professional Preparation course ^a		1 - 2
Hours		14-15

Spring

Major: Business track course ^a		3
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Hours		14

Fourth Year

Fall

Major: Business track course ^a		3
Major: Business track course ^a		3
MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		15

Spring

Major: Business track course ^a		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15
Total Hours		120-124

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in the Professional Preparation course for the major.

- e BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.
- f Must be completed at the University of Iowa.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Policy Track

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course. ^a		0 - 3
Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.		
Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.		
Hours		0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
ECON:1100	Principles of Microeconomics	4
RHET:1030	Rhetoric	4
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		17
Spring		
STAT:1030	Statistics for Business	4
ECON:1200	Principles of Macroeconomics	4
BAIS:1500	Business Computing Essentials	2
GE: Historical Perspectives ^c		3
ENGL:1200	The Interpretation of Literature	3
Hours		16
Second Year		
Fall		
ACCT:2100	Introduction to Financial Accounting	3
BAIS:2800	Foundations of Business Analytics	3
MGMT:2000	Introduction to Law	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
BUS:2200	Foundations for Success in Business ^d	1
Minor, certificate, or non-business elective		1
Hours		14

Spring

BUS:3000	Business Communication and Protocol ^e	3
ECON:3100	Intermediate Microeconomics ^f	3
MGMT:2100	Introduction to Management	3
GE: Natural Sciences without Lab ^c		3
Minor, certificate, or non-business elective		3
Hours		15

Third Year

Fall

ECON:3150	Intermediate Macroeconomics ^f	3
ACCT:2200	Managerial Accounting	3
BAIS:3005	Information Systems	2
BAIS:3000	Operations Management	2
GE: International and Global Issues ^c		3
Major: Professional Preparation course ^a		1 - 2
Hours		14-15

Spring

Major: Policy track course ^a		3
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Hours		14

Fourth Year

Fall

Major: Policy track course ^a		3
Major: Policy track course ^a		3
MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		15

Spring

Major: Policy track course ^a		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15

Total Hours 120-124

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in the Professional Preparation course for the major.

e BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.

f Must be completed at the University of Iowa.

- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The Bachelor of Business Administration degree provides an excellent educational background for a variety of positions in business and government. Graduates find employment in banking, financial institutions, industrial firms, and trade organizations and in federal, state, and local government agencies dealing with economic policy, regulation, and analysis. An undergraduate degree in economics also prepares students for the study of law and for graduate study in fields such as economics, business management, public administration, hospital and health administration, urban and regional planning, transportation, journalism, political science, and statistics.

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs; for more information about careers, visit the Pomerantz Career Center website.

Economics, Minor

Requirements

The undergraduate minor in economics requires a minimum of 15 s.h. of economics coursework, including 12 s.h. of coursework completed at the University of Iowa in economics courses (prefix ECON) numbered 3000 or above. Students must have a cumulative g.p.a. of at least 2.00 in all college economics coursework attempted and all economics coursework attempted at the University of Iowa. Coursework in the minor may not be taken pass/nonpass. A maximum of 6 s.h. of coursework used to satisfy another major, minor, or certificate may be applied toward the economics minor.

Economics, M.A.

Requirements

The Master of Arts is offered only to students working toward a Ph.D. in economics.

The department participates in the M.B.A. program; see the Master of Business Administration Program [p. 1225] in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

All applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants must submit a completed Application for Graduate Admission, official transcripts from all institutions they have attended, and all official test scores to the University of Iowa Office of Admissions.

Application deadline for admission and financial support is January 15 for fall entry.

Career Advancement

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs; for more information about careers, visit the Pomerantz Career Center website.

Economics, Ph.D.

Requirements

The Doctor of Philosophy program in economics requires a minimum of 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. The program provides rigorous training in economic theory, econometrics, and applied economics. It has six components: a coordinated sequence of core courses, a qualifying examination, a research paper, a set of major field courses, a dissertation proposal and comprehensive examination, and a dissertation.

The department partners with the College of Law to offer a combined J.D./Ph.D. degree program; see Combined Programs [p. 1177] in this section of the Catalog. It also participates in the M.B.A. program; see the Master of Business Administration Program [p. 1225] in the Catalog.

The Ph.D. with a major in economics requires the following.

Core Sequence

Code	Title	Hours
First Semester		
ECON:5115	Fundamentals of Microeconomics	3
ECON:5200	Macroeconomics I	3
ECON:5805	Statistics for Economics	3
Second Semester		
ECON:5110	Microeconomics II	3
ECON:5210	Macroeconomics II	3
ECON:5800	Econometrics	3
Third Semester		
ECON:5810	Applied Econometrics	3
ECON:6320	Labor Economics	3
ECON:6420	Macroeconomics III	3
ECON:6900	Contemporary Topics in Economics	3

Qualifying Examination

The qualifying examination is normally taken the summer after the first year.

Research Paper

The research paper is normally completed the summer after the second year.

Major Field Courses

Each student chooses a major study area in addition to the core courses. The requirement for the major area is a minimum of 24 s.h. of intensive study in a field and in courses that enable students to understand the relationship between their specialty and related fields.

Dissertation Proposal and Comprehensive Examination

Students must defend a dissertation proposal in a comprehensive examination within one year of completing the research paper requirement.

Dissertation

Submission of the completed dissertation and an oral defense of the dissertation research completes the Ph.D. program.

Combined Programs

J.D./Ph.D.

The Department of Economics and the College of Law offer a combined Juris Doctor/Doctor of Philosophy program. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must take the Graduate Record Examination (GRE) General Test and have their scores sent to the University. Those whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants must submit a completed Application for Graduate Admission, official transcripts from all institutions they have attended, and all official test scores to the University of Iowa Office of Admissions.

Application deadline for admission and financial support is January 15 for fall entry.

Career Advancement

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs; for more information about careers, visit the Pomerantz Career Center website.

Entrepreneurial Management

Executive Director

- David K. Hensley (Management and Entrepreneurship)

Director, Undergraduate Studies

- Robert B. Walker (Management and Entrepreneurship)

Undergraduate certificate: entrepreneurial management
Faculty: <https://www.iowajpec.org/people-directory>
Website: <https://www.iowajpec.org/>

The Tippie College of Business and the John Pappajohn Entrepreneurial Center (Iowa JPEC) offer the Certificate in Entrepreneurial Management. They also work with other units on campus to offer entrepreneurship programs. The college collaborates with the College of Engineering to offer the Certificate in Technological Entrepreneurship [p. 1535]. The center partners with the Department of Management and Entrepreneurship [p. 1204] to offer the entrepreneurial management track for Bachelor of Business Administration students majoring in management. It collaborates with the College of Liberal Arts and Sciences to offer the B.A. in enterprise leadership, [p. 435] the Certificate in Arts Entrepreneurship [p. 142], and the Certificate in Media Entrepreneurialism [p. 808].

Undergraduate entrepreneurship programs at the University of Iowa combine academic coursework and experiential learning with a focus on teaching entrepreneurial leadership, innovation and creativity, opportunity recognition and assessment, and strategic business planning. Students develop their critical thinking, professional communication, and leadership skills through accommodation of academic projects and cocurricular activities. Several of the programs are open to all University of Iowa undergraduates. To learn more, visit the John Pappajohn Entrepreneurial Center website.

The John Pappajohn Entrepreneurial Center also offers a wide variety of applied learning experiences designed to develop entrepreneurial-minded problem solvers. These programs range from professional internships with high-growth new ventures to business and strategic consulting services to existing businesses. For students who want to launch a business while in school, the Pappajohn Center directs a comprehensive accelerator program that includes space, training, mentoring, and access to capital.

Programs

Undergraduate Program of Study Certificate

- Certificate in Entrepreneurial Management [p. 1182]

Facilities

John Pappajohn Entrepreneurial Center

The main office is located in the John Pappajohn Business Building. Students who would like information about undergraduate entrepreneurship-related academic

programs or are interested in learning more about resources and programs to support student entrepreneurship are encouraged to stop by and visit with a staff member.

Bedell Entrepreneurship Learning Laboratory

The Bedell Entrepreneurship Learning Laboratory is an applied learning environment for University of Iowa students creating a new business. The laboratory provides dedicated office space for individual students and teams, enabling them to concentrate on developing their business concepts. Student entrepreneurs participate in the Founders Club, a student business acceleration program open to any student at the University of Iowa. This business incubator connects students with the resources to launch startups, and to grow them into sustainable businesses. Participants have access to a variety of resources including collaborative work space and equipment, workshops, training, networking, funding opportunities, and one-on-one mentoring from experienced professionals. Students also compete for capital in several campus and national pitch and business model competitions. They gain access to technical support, accounting, legal, engineering, and prototyping services, and are connected with potential investors and business partners.

Contact the John Pappajohn Entrepreneurial Center for information about Founders Club or visit the Founders Club web page to apply.

Courses

Entrepreneurial Management Courses

ENTR:1010 Exploring Entrepreneurship 3 s.h.

Introduction to entrepreneurship, including identifying characteristics of the entrepreneur, evaluating opportunities, engaging in customer discovery, design thinking, feasibility, financing, and planning for success.

ENTR:1020 Business Innovation 3 s.h.

Overview of entrepreneurship, innovation, and project management concepts; work in teams with science, technology, engineering, and mathematics (STEM) industry mentors to develop innovative solutions to real-world problems.

ENTR:1030 STEM Innovator 3 s.h.

Work with science, technology, engineering, and mathematics (STEM) industry mentors to engage in innovation and entrepreneurship by employing conceptual understandings and practices of STEM within an entrepreneurship framework; students solve real-world STEM problems that are of interest to them and their community, acquire and demonstrate 21st-century skills working on authentic, meaningful, and cross-curricular projects; exposure to potential STEM careers and entrepreneurial pathways; preparation for success in postsecondary STEM majors, careers, and entrepreneurial ventures of the future. Requirements: enrollment in STEM Innovator program and consent of UI STEM innovator program administrators.

ENTR:1300 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

- ENTR:1350 Foundations in Entrepreneurship** 3 s.h.
Basic core business concepts faced by entrepreneurial managers in small business accounting, marketing, and business planning. Recommendations: non-business major interested in studying entrepreneurship.
- ENTR:1800 Innovation in Action: Sustainability** 0-1 s.h.
For businesses to successfully compete and thrive in a global marketplace, they must embrace innovation throughout their organizations, and one of the critical issues businesses face today is that of sustainability—how to most effectively acquire and utilize scarce resources while limiting their overall environmental impact; introduction to sustainability; focus on economic, social, and environmental issues facing organizations and society; project management fundamentals; students work in teams to identify a specific sustainability challenge, and prepare and present a strategic approach for addressing a sustainability problem.
- ENTR:2000 Entrepreneurship and Innovation** 3 s.h.
Integrated, cross-functional perspective on how organizations identify and evaluate opportunities and develop strategies to compete in a global marketplace; innovation and creativity, opportunity recognition, venture screening, characteristics of successful entrepreneurial leaders, feasibility analysis, strategic business planning; application of entrepreneurship practices for new business creation, corporate venturing, nonprofits. Duplicates ENTR:3520 and MGMT:3100. Corequisites: ENTR:1350.
- ENTR:2800 Entrepreneurial Experience** 1-3 s.h.
Applied learning course designed to enhance innovation and opportunity recognition skills, develop customer discovery expertise, and foster team-building and leadership abilities.
- ENTR:3000 Practicum in Entrepreneurship** 1-3 s.h.
Applied, experiential learning opportunities designed to foster development of entrepreneurial leadership skills; opportunity recognition and assessment, strategic business planning, innovation and creativity, team leadership, professional communication skills, strategy development and execution.
- ENTR:3050 Professional Preparation for Enterprise Leadership and Entrepreneurship** 1 s.h.
Survey of career paths for students studying enterprise leadership and entrepreneurship; opportunities to build a professional network through regular interaction with business professionals and industry leaders; creating strategies for securing internships and full-time employment; developing professional soft skills to succeed in today's workplace.
- ENTR:3100 Entrepreneurial Finance** 3 s.h.
Understanding financial aspects of new and growing ventures; focus on preparing financial projections, analyzing financial performance, managing cash flow, and determining financial feasibility; detailed overview of various sources of capital available for start-up and growing ventures. Prerequisites: THTR:3520 or ENTR:2000 or MGMT:3100.
- ENTR:3200 Entrepreneurial Marketing** 3 s.h.
Practical marketing concepts for evaluating the market potential for new products, services, or business opportunities; how to obtain and evaluate market data, determine customer demand, analyze the competition, design effective promotions, develop and implement effective sales strategies, and write a successful marketing plan. Prerequisites: MGMT:3100 or ENTR:2000 or THTR:3520.
- ENTR:3350 Entrepreneurial Strategy** 3 s.h.
The synergistic effect of entrepreneurial attributes (e.g., innovation, creativity, opportunity recognition) and managerial attributes (e.g., strategic management, planning, budgeting) on profit and nonprofit organizations.
- ENTR:3400 Strategic Management of Technology and Innovation** 3 s.h.
New technology innovation and commercialization; technology innovation process, identification of commercialization strategies, feasibility analysis, intellectual property issues. Prerequisites: ENTR:2000 or THTR:3520 or MGMT:3100.
- ENTR:3500 Social Entrepreneurship** 3 s.h.
Introduction to the growing field of social entrepreneurship; creation of ventures with dual missions of social benefit and return on investment; issues related to evaluating market opportunities; acquiring and managing scarce resources; sustainability; maximizing social and economic value. Prerequisites: ENTR:2000 or THTR:3520 or MGMT:3100.
- ENTR:3520 Starting Up the Arts Start-up** 3 s.h.
Arts administration principles and trends as applied to creation of an arts-related enterprise; case studies; students create business plan for a new arts organization. Duplicates ENTR:2000 and MGMT:3100. Corequisites: ENTR:1350 or (ACCT:2100 and MKTG:3000). Same as DPA:3520, INTD:3520, THTR:3520.
- ENTR:3525 The Business of the Performing Arts** 3 s.h.
Use of live performing arts—theatre, dance, performance art—to explore methods for starting and maintaining students' professional lives; topics and issues include understanding arts structures, producing and presenting, networking, and transitioning to various aspects of the arts and job market; how students as artists or producers fit into the arts ecosystem in the United States, how that ecosystem might be changing, and what students might do to change it. Prerequisites: DPA:3510 and ENTR:2000. Same as DANC:3525, DPA:3525, THTR:3525.
- ENTR:3550 Commercializing New Technology** 3 s.h.
Applied learning with focus on process of technology commercialization; real-world opportunity in the form of a technology developed in the academic environment or private sector and creation of a plan to transfer that technology to the marketplace; identifying a specific application of that technology (product), identifying and sizing relevant market segments, determining appropriate business and financial model, designing a business plan, and presentation of business plans/opportunities to simulated venture capitalists. Prerequisites: ENTR:2000 or ENTR:3350. Corequisites: (ENTR:3200 or MKTG:3000) and (ENTR:3100 or ACCT:2100). Requirements: 60 s.h. completed.
- ENTR:3595 Nonprofit Organizational Effectiveness I** 3 s.h.
Operational and financial aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as MGMT:3500, MUSM:3500, NURS:3595, RELS:3700, SSW:3500.
- ENTR:3600 E-Commerce Strategies for Entrepreneurs** 3 s.h.
E-commerce opportunities and internet business strategies for entrepreneurial ventures; how to develop effective web business strategies, latest technologies and trends in e-commerce, methods for maximizing traffic, impact of a company's website. Prerequisites: ENTR:2000 or MGMT:3100 or THTR:3520.

ENTR:3700 Sustainable Product Innovation and Management 3 s.h.

Sustainability requirements in management of new product and process development from the perspective of the senior-level executive responsible for a firm's business and operational strategies; student teams will develop a new sustainable product or undertake applied field study projects to gain firsthand experience with sustainability practices and strategies within a company. Prerequisites: ENTR:2000 or THTR:3520 or MGMT:3100 or MKTG:3000. Requirements: 60 s.h. earned.

ENTR:3800 Entrepreneurial Leadership Academy I 3 s.h.

Students hone leadership and project management skills through weekly workshops, guest speakers, and course discussion; preparation to actively manage and lead all phases of a business project; topics include client management, advanced project management skills, how to have tough conversations at work, and how to structure and lead a meeting for optimal results; first in a two-course sequence. Prerequisites: MGMT:2100. Requirements: declared management and entrepreneurship major and 60 s.h. completed. Same as MGMT:3800.

ENTR:3850 Entrepreneurial Leadership Academy II 3 s.h.

Work in small groups to provide strategic management consulting services to lowa-based companies; experienced entrepreneurs and C-level executives provide mentoring to teams; students independently communicate with their client, learn to employ the latest techniques for assessing competitive markets and identifying growth opportunities, and ultimately develop recommendations and prepare a final report for their client; second in a two-course sequence. Prerequisites: MGMT:3800 or ENTR:3800. Same as MGMT:3850.

ENTR:4000 Topics in Entrepreneurship 1-3 s.h.

Current topics in entrepreneurship. Prerequisites: ENTR:2000 or MGMT:3100 or THTR:3520.

ENTR:4050 Directed Readings in Entrepreneurship arr.

Independent study; topics and assignments approved by instructor.

ENTR:4100 International Entrepreneurship and Culture 1-3 s.h.

International entrepreneurship and business strategy, foreign exchange, tariffs and trade, micro-finance, economic conditions and culture of destination countries; students will travel abroad and have hands-on experience working with in-country entrepreneurs and will analyze international businesses; focus will be on evaluating entrepreneurial opportunities, identifying sustainable growth strategies, and understanding international business culture. Prerequisites: ENTR:2000 or THTR:3520 or MGMT:3100. Requirements: junior standing.

ENTR:4200 Entrepreneurship: Business Consulting 3 s.h.

Students provide strategic business consulting services to start-up and early-stage companies; exploration of consulting process (proposal development, data collection and analysis, team dynamics, communications with clients, developing recommendations, final report preparation and presentation); projects involving market research and analysis, financial analysis and projections, and strategic business and operations planning. Requirements: 60 s.h. completed.

ENTR:4300 Entrepreneurship: Advanced Business Planning arr.

Creation and launch of a new venture; completion of a detailed business plan, creating an elevator pitch, and formal presentation of plan.

ENTR:4400 Managing the Growth Business 3 s.h.

Preparation to effectively manage employees, customers, and suppliers; leadership for a growing entrepreneurial venture; opportunities to evaluate, practice, and refine critical professional management skills. Prerequisites: ENTR:2000 or THTR:3520 or MGMT:3100. Requirements: 75 s.h. earned.

ENTR:4450 Professional Sports Management 3 s.h.

Detailed study of professional sports management and marketing; building and managing a front office, marketing sports properties, revenue generation models, developing media relationships, and capitalizing on new opportunities in the sports industry. Prerequisites: ENTR:2000 or THTR:3520 or MGMT:3100.

ENTR:4460 Entrepreneurship and Global Trade 3 s.h.

Complex issues of business operations in a global economy; trade transactions related to importing and exporting, logistics, and ethical issues in international trade; global business management, global marketing, global supply chain management, and trade finance; preparation for work in global marketplace and for the Certified Global Business Professional certification exam offered by the North American Small Business International Trade Educators. Prerequisites: MGMT:3100 or ENTR:2000 or THTR:3520 or GEOG:2910.

ENTR:4510 Arts Leadership Seminar 3 s.h.

Performing arts management and administrative principles, practical applications, trends in arts leadership and advocacy. Prerequisites: THTR:3510 or ENTR:2000 or THTR:3520. Same as DPA:4510, INTD:4510, THTR:4510.

ENTR:4900 Academic Internship arr.

Professional internship experience with academic credit (e.g., paper, coursework).

ENTR:4999 Honors Thesis in Entrepreneurial Studies arr.

Independent study project directed by a faculty member or staff advisor, and culminating in a thesis that conforms to University of Iowa Honors Program guidelines; project includes empirical research, library research, applied projects. Requirements: honors standing, UI g.p.a. of at least 3.50, and enterprise leadership g.p.a. of 3.50.

ENTR:9000 Developing Professional Service Business 2-3 s.h.

Use of professional skills and functional knowledge in creating a specialized service business. Same as CEE:5210.

ENTR:9100 Entrepreneurship and Innovation 3 s.h.

The entrepreneurial process from conception to birth of a new venture; attributes of successful entrepreneurs, innovation and creativity, opportunity recognition, venture screening, identification of resources, feasibility analysis.

ENTR:9150 Venture School International arr.

Innovative training focused on real-world experimentation, customer discovery, and lean methodologies; curriculum developed by the National Science Foundation I-Corps to help entrepreneurs and startups turn their ideas into reality; individual and team ideation, problem identification, and validation using real customer discovery interviews; students test their hypothesis by talking with customers, partners, and suppliers; encountering chaos and uncertainty of commercializing innovations and creating new ventures in a safe environment; creation of a business model that creates value.

ENTR:9400 Evaluating Innovation Opportunities 2-3 s.h.

Integrated, cross-functional perspective of how organizations identify and evaluate opportunities and develop strategies to compete in a global marketplace; innovation and creativity, opportunity recognition, venture screening, identification of resources, and strategic business planning.

ENTR:9450 Strategic Management of Technology and Innovation 3 s.h.

Role of technology in creation, growth, and survival of industries; processes, risks, and rewards of technological innovation and commercialization; successful approaches to developing technological strategy and products.

ENTR:9500 Managing the Growth Business 3 s.h.

Issues faced by new, rapidly growing businesses; adapting organizational structure as business expands, building a management team, hiring new employees, managing strategic growth of a business; case studies, particularly in technology sector.

ENTR:9550 Commercializing New Technology 3 s.h.

Hands-on experience with the process of technology commercialization; real-world opportunity in the form of a technology developed in an academic environment or in the private sector and creation of a plan to transfer that technology to the marketplace; identifying a specific application of that technology (the product); identifying and sizing relevant market segments; determining the appropriate business and financial model; designing a business plan; presentation of business plans/opportunities to simulated venture capitalists.

ENTR:9600 Seminar in Entrepreneurship 1-3 s.h.

Topics vary; franchising, business acquisition, real estate development, e-commerce, technology transfer.

ENTR:9700 Entrepreneurship: Business Consulting 3 s.h.

Experience on teams providing consulting services to start-up and early-stage companies; the consulting process—proposal development, data collection and analysis, final report preparation and presentation; projects—marketing studies, financial projections, strategic planning.

ENTR:9800 Entrepreneurship: Advanced Business Planning 0-3 s.h.

Mentoring for individuals in final stages of preparing to launch their own business or working with an entrepreneurial venture to grow their business.

Entrepreneurial Management, Certificate

Students who pursue the Certificate in Entrepreneurial Management develop a solid foundation in entrepreneurial management, professional leadership, and communication skills that prepare them for a variety of career opportunities or to start their own business. They are able to apply their innovative problem-solving and critical thinking skills to contemporary issues, to develop strategies to seize upon opportunities, and to build and lead successful teams.

Students learn from a select team of faculty members, business executives, and entrepreneurs who have distinguished themselves in the business world and have a unique ability to successfully teach theory and practice. Students will have the opportunity to meet successful alumni and entrepreneurial leaders to help them build their professional network. Several cocurricular programs also are available to help students develop additional marketable skills and strengthen their résumés for career success.

Students develop the following skills in the program: innovation and creativity, opportunity recognition, developing and executing business strategies, building and leading interdisciplinary teams, market assessments, financial forecasting and evaluation, professional communications, critical thinking, and problem solving.

Requirements

The undergraduate Certificate in Entrepreneurial Management requires a minimum of 18 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The certificate program is open to current University of Iowa undergraduate students and to individuals who have earned a bachelor's degree and are not enrolled in a UI graduate or professional degree program, except to students earning the B.B.A. in management (entrepreneurship management track) or the B.A. in enterprise leadership.

Undergraduate students must declare their intention to pursue the certificate. Business students should contact the Tippie College of Business Undergraduate Program Office. Liberal arts and sciences students should contact the Office of Academic Programs and Student Development.

Students earning the certificate in conjunction with the Bachelor of Applied Studies [p. 1958] (University College) or the Bachelor of Liberal Studies [p. 1961] (University College) may complete the certificate's coursework by distance education.

Students may begin working toward the Certificate in Entrepreneurial Management during their sophomore year. They may count a maximum of 6 s.h. of transfer credit toward the certificate, with approval from the entrepreneurship program director. Credit earned in entrepreneurship courses (prefix ENTR) is counted as semester hours earned in business.

The Certificate in Entrepreneurial Management requires the following coursework. Many certificate courses have prerequisites and other requirements for registration; students must complete a course's prerequisites and must meet its registration requirements before they may register for the course.

Entrepreneurship Core

To begin work on the certificate, students should first enroll in ENTR:2000 Entrepreneurship and Innovation; students pursuing the Certificate in Arts Entrepreneurship should enroll in ENTR:3520 Starting Up the Arts Start-up. For non-business students, ENTR:1350 Foundations in Entrepreneurship must be taken prior to or concurrently with ENTR:2000 or ENTR:3520.

Code	Title	Hours
One of these:		
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3520	Starting Up the Arts Start-up (for students with focus on arts entrepreneurship)	3
All of these:		
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
ENTR:4400	Managing the Growth Business	3

Electives

Students earn an additional 6 s.h. in elective courses chosen from the following list. Students who wish to use a course not on the list must consult with the John Pappajohn Entrepreneurial Center director.

Code	Title	Hours
ENTR:1800	Innovation in Action: Sustainability	0-1
ENTR:2800	Entrepreneurial Experience	1-3
ENTR:3000	Practicum in Entrepreneurship	1-3
ENTR:3400	Strategic Management of Technology and Innovation	3
ENTR:3500	Social Entrepreneurship	3
ENTR:3595	Nonprofit Organizational Effectiveness I	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
ENTR:3700	Sustainable Product Innovation and Management	3
ENTR:4000	Topics in Entrepreneurship	1-3
ENTR:4050	Directed Readings in Entrepreneurship	arr.
ENTR:4100	International Entrepreneurship and Culture	1-3
ENTR:4200	Entrepreneurship: Business Consulting	3
ENTR:4300	Entrepreneurship: Advanced Business Planning	3
ENTR:4450	Professional Sports Management	3
ENTR:4460	Entrepreneurship and Global Trade	3
ENTR:4510	Arts Leadership Seminar	3
ENTR:4900	Academic Internship	3

ENTR:4999	Honors Thesis in Entrepreneurial Studies	arr.
MGMT:4100	Dynamics of Negotiations	3

Finance

Chair

- Thomas A. Rietz

Undergraduate major: finance (B.B.A.)

Graduate degrees: M.S. in finance; finance subprogram for the Ph.D. in business administration

Faculty: <https://tippie.uiowa.edu/people?departments=170>

Website: <https://tippie.uiowa.edu/finance>

The Department of Finance is committed to delivering programs of study that integrate the technology and analytics of today's global financial community. The goal is to provide students with the technical skills they need to enhance their managerial effectiveness, whether they work in large corporations, small organizations, or private consulting.

The department offers the undergraduate major in finance, the Master of Science program in finance, and the subprogram in finance that leads to the Ph.D. in business administration. Additionally, they participate in the M.B.A. program; see the Master of Business Administration Program [p. 1225] in the Catalog. The department also partners with the Emmett J. Vaughan Institute of Risk Management and Insurance to offer the undergraduate Certificate in Risk Management and Insurance [p. 1237].

Programs

Undergraduate Program of Study

Major

- Major in Finance (Bachelor of Business Administration) [p. 1188]

Graduate Programs of Study

Majors

- Master of Science in Finance [p. 1190]
- Finance subprogram for the Doctor of Philosophy [p. 1193] in Business Administration

Courses

Finance Courses

FIN:1300 First-Year Seminar **1 s.h.**
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

FIN:3000 Introductory Financial Management **3 s.h.**
Financial management goals and decision making; time value of money; valuation of bonds and stocks, risk and return analysis, cost of capital, capital budgeting, cash flow estimation; financial statement analysis and financial planning. Prerequisites: ECON:1200 and ACCT:2100 and ECON:1100. Corequisites: for finance majors—FIN:3100. Requirements: 60 s.h. completed.

FIN:3020 Professional Finance Seminar **1 s.h.**
Seminar topics include finance careers, curriculum, understanding of current events, internships, professional designations, ethics, and general finance acumen.

FIN:3100 Financial Information Technology **2 s.h.**
Applications of commonly used financial software and data systems reviewed by student teams. Corequisites: FIN:3000.

FIN:3200 Investment Management **3 s.h.**
Investment in marketable securities in domestic and international markets; financial markets, securities trading, evaluation of risk/return trade-off, formulation and implementation of investment strategies, efficient portfolio formation. Prerequisites: FIN:3000. Corequisites: FIN:3100.

FIN:3300 Corporate Finance **3 s.h.**
Advanced managerial decision making; corporate financial policy, dividend policy, agency theory, corporate restructuring, capital structure strategies, mergers and acquisitions, option pricing fundamentals, convertible debt, callable debt, warrants. Prerequisites: FIN:3000. Corequisites: FIN:3100.

FIN:3400 Principles of Risk Management and Insurance **3 s.h.**
Introduction to risk and insurance; risk identification and evaluation, demand for insurance, effects of limited liability, theory of moral hazard and adverse selection; business and personal risk; insurance as a risk management tool. Prerequisites: ECON:1100 and ECON:1200.

FIN:3500 Hawkinson Scholar Seminar **1 s.h.**
Advanced skill and understanding required for pursuit of investment banking, management consulting careers; specialized résumé and interview training, industry presentations, relevant case assignments.

FIN:3510 Hawkinson Scholar Seminar: Topics in Finance **0 s.h.**
Subsectors in the financial services industry, including hedge funds, investment banking, commercial banking; valuation techniques used in real-world mergers, acquisitions, equity offerings, debt financing, and so forth.

FIN:4020 Topics in Finance **3 s.h.**
Contemporary issues in finance. Prerequisites: FIN:3000 and FIN:3100.

FIN:4030 Securities Industry Essentials Exam Prep **1 s.h.**
Preparatory program for passage of the Securities Industry Essentials (SIE) exam and includes a voucher to take the exam upon completion; much of the material is provided online with additional meetings and review sessions; the SIE exam is for any professional who needs a Series 6, Series 7, or any other exam required by the Financial Industry Regulatory Authority (FINRA). Prerequisites: FIN:3000 or MBA:8180.

FIN:4050 Directed Readings in Finance **arr.**
Individually guided readings in selected topics.

FIN:4210 Futures and Options **3 s.h.**
Use of options, futures, and other derivative securities in financial management; understanding types of derivative securities, markets, trading technology; applications of risk management and speculation; pricing relations with underlying securities. Prerequisites: FIN:3100 and FIN:3200.

FIN:4220 Fixed Income Securities **3 s.h.**
Theories of fixed income securities, term structure of interest rates; asset pricing models, valuation of fixed income securities and contingent claims, fixed income portfolio management, immunization strategies, yield curve analysis. Prerequisites: FIN:3000 and FIN:3100. Corequisites: FIN:3200.

- FIN:4230 Real Estate Process** 3 s.h.
Fundamentals of real estate finance and investments; economic base analysis, asset analysis, market analysis, mortgage markets, underwriting, alternative mortgages, mortgage-backed securities, real estate securitization, land development, valuation principles, investment analysis, tax consideration, portfolio management. Prerequisites: FIN:3000 and FIN:3100.
- FIN:4240 International Finance** 3 s.h.
International monetary systems, exchange rate determination, use of currency derivative in hedging and risk management, currency swaps, foreign direct investment, international corporate finance, international capital budgeting, international portfolio investment, Third World debt, privatization, joint ventures. Prerequisites: FIN:3000 and FIN:3100 and FIN:3200.
- FIN:4250 Applied Equity Valuation** 3 s.h.
Equity valuation and portfolio management techniques by investment professionals; economic forecasting, industry analysis, financial statement analysis, spreadsheet modeling, cost of capital estimation, equity valuation and portfolio construction; students manage the University of Iowa's Krause Fund (an endowed equity portfolio that blends academic rigor with real-world portfolio management experience). Prerequisites: FIN:3100 and FIN:3000. Requirements: UI cumulative g.p.a. of at least 2.80.
- FIN:4310 Advanced Corporate Finance** 3 s.h.
Understanding and evaluating major corporate actions such as mergers and acquisitions, initial public offerings, spin offs, and debt and equity issuance; introduction to venture capital and leveraged buyouts; includes a substantial experiential learning component and attempts to nudge students away from textbook-based learning towards acquiring practical skills needed to succeed in the corporate finance industry; students will be required to collect and evaluate financial information and be challenged to think beyond the lecture material presented in the classroom. Prerequisites: FIN:3100 and FIN:3300.
- FIN:4320 Commercial Banking** 3 s.h.
Management of commercial banks and financial service firms; asset and liability management, credit policy, capital risk, liquidity planning, use of swaps and derivatives to hedge interest rate risk, global banking, investment strategies. Prerequisites: FIN:3100 and FIN:3000.
- FIN:4330 Investment Banking** 3 s.h.
How investment banks fill critical roles in maintaining well-functioning financial markets and provide access to capital and strategic advice to companies and governments; recent global financial crisis; how banker's role as intermediary between companies and markets adds value and creates conflicts and risk. Prerequisites: FIN:3100 and FIN:3300 and FIN:3000.
- FIN:4340 Wealth Management** 3 s.h.
Financial services for client wealth management; how to make personal investment decisions and build diversified, comprehensive investment portfolios; investment theory; common behavioral biases that lead to investment pitfalls, mistakes; wealth management objectives, portfolio risk and reward, asset allocation, portfolio diversification, tax shield structures, retirement plans, wealth protection, risk management, behavioral finance, psychology of investing. Prerequisites: FIN:3000 and FIN:3100.
- FIN:4350 Applied Wealth Management** 3 s.h.
How wealth management relates to managing the financial well-being of individuals; process of determining goals and objectives for someone and assessing their risk tolerances; development of a strong financial plan involving a variety of steps and process including insurance needs, savings requirements, estate planning, budgeting, asset allocation, and portfolio development; experiential component where students make recommendations for real clients or a pool of funds. Prerequisites: FIN:3000 and FIN:3100.
- FIN:4410 Enterprise Risk Management** 3 s.h.
Analysis and treatment of pure and financial risks faced by business organizations; development and implementation of the risk management process, application of varied risk management techniques to identified exposures; how businesses manage risk and how insurance is used to manage the cost of risk; case studies. Prerequisites: FIN:3400.
- FIN:4420 Property and Liability Insurance** 3 s.h.
Fundamentals of commercial property and liability insurance; commercial property and liability contracts, functions of property and liability insurers; regulation and financial analysis of property and liability insurers; marketing, underwriting, rate making, claim settlements. Prerequisites: FIN:3400.
- FIN:4430 Life and Health Insurance** 3 s.h.
Types of life insurance and annuity contracts and their uses; regulation of life and health insurers; development of financial plans using life insurance products; Social Security, group, and individual health insurance products, including major medical, disability income, long-term care policies; marketplace analysis; contractual provisions, determination of human life values, mathematics of life contingencies and pricing. Prerequisites: FIN:3400.
- FIN:4440 Employee Benefit Plans** 3 s.h.
Management of employee benefit plans (e.g., group life and health insurance, retirement programs); design, administration, and financing of employee benefits; federal administration of employee benefit plans; funding requirements, financial alternatives; funding and vesting of retirement annuities; design and management of health care plans, including "cafeteria" approach and nonqualified deferred compensation arrangements; economic effects and financing employee benefits and retirement plans in private and public sectors. Prerequisites: FIN:3400.
- FIN:4450 Risk Modeling** 3 s.h.
Theory used to solve real-life problems taken from a diverse set of risk management applications; varied areas where risk analysis has become important (i.e., finance, insurance, corporate risk management, personal financial planning); principles of probability theory, mathematical finance, and actuarial science developed for use in quantitative analysis of important risk management problems; spreadsheet-based course. Prerequisites: FIN:3000.
- FIN:4460 Insurer Operations and Captive Management** 3 s.h.
Fundamentals of insurer and captive operations; regulation, accounting, finance, marketing, underwriting, reinsurance, ratemaking, and claims management; students set up and manage a captive insurance company covering risk exposures of the University. Prerequisites: FIN:3400.
- FIN:4999 Honors Thesis in Finance** arr.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University of Iowa Honors Program guidelines; may include empirical research, library research, applied projects.

- FIN:7110 Finance Theory I** **3 s.h.**
Consumption-based models of asset pricing; arbitrage, contingent claims; market efficiency and information economics, behavioral models; emphasis on theory. Requirements: Ph.D. enrollment.
- FIN:7120 Seminar in Corporate Finance** **3 s.h.**
Valuation (DCF and CAPM); valuation under certainty, uncertainty; financial structure, cost of capital; dividend policy; firm investment in perfect, imperfect capital markets. Requirements: Ph.D. enrollment.
- FIN:7130 Finance Theory II** **3 s.h.**
Continuous time theories of financial markets, including connection between an arbitrage-free pricing system and martingales; pricing of contingent claims, general equilibrium and term structure theory. Requirements: Ph.D. enrollment.
- FIN:7140 Advanced Empirical Finance** **3 s.h.**
Market efficiency and term structure theory tests; tests of asset pricing models, dividend policy and financial structure issues. Requirements: Ph.D. enrollment.
- FIN:7850 Seminar in Finance** **1 s.h.**
Requirements: Ph.D. enrollment.
- FIN:7950 Directed Reading in Finance - Ph.D.** **arr.**
Requirements: Ph.D. enrollment.
- FIN:7975 Thesis in Business** **arr.**
- FIN:9000 Directed Readings in Finance - M.B.A.** **arr.**
- FIN:9001 Directed Readings in Finance - Master of Science in Finance** **arr.**
Coursework and topics negotiated between student and instructor on a case-by-case basis. Prerequisites: MBA:8180.
- FIN:9010 Contemporary Topics in Finance** **arr.**
- FIN:9140 Enterprise Risk Management** **2-3 s.h.**
Analysis and treatment of risks faced by businesses; how risk management creates value in corporations, includes development and implementation of the risk management process, and explores the application of various risk management techniques to identified exposures; use of case studies to study how businesses manage risk, and how insurance and other risk management tools help reduce the cost of risk. Prerequisites: MBA:8180.
- FIN:9150 Financial Modeling and Firm Valuation** **2-3 s.h.**
How to model firm value from a discounted cash flow perspective; identify a company's key value drivers, create spreadsheet valuation models; projected financial valuation integrates projected pro forma accounting statements; forecasting, free cash flow estimation, industry competitive analysis. Prerequisites: MBA:8180.
- FIN:9160 Quantitative Finance and Deep Learning** **0,3 s.h.**
Quantitative techniques in investment and trading with focus on machine learning approaches; introduction to quantitative approaches already popular in investment and trading including quantitative security selection, portfolio construction, statistical arbitrage, and algorithm trading; emerging machine learning techniques in financial industry including advanced regression methods, news sentiment analysis, and deep learning with applications in price forecasting and high frequency trading. Corequisites: BAIS:6060 or BAIS:6040, if not taken as a prerequisite.
- FIN:9200 Portfolio Management** **2-3 s.h.**
Introduction to fundamental elements of modern portfolio theory, application to investment analysis; investment environment, instruments, types of investors; concepts of risk and return, broad perspective on historical risk and return of various asset classes; asset allocation decision, risk and return dynamics of a multiple securities portfolio; varied asset pricing models, how capital markets work for investors and users of capital. Prerequisites: MBA:8180.
- FIN:9210 Derivatives** **2-3 s.h.**
Examination of the wide range of derivative securities that cover the financial landscape; the market place, trading, and investors; different derivative securities in existence, their relationship with the underlying securities, and pricing; applications of derivative securities to risk management and speculation; application of principles to fixed income, international finance, real estate, and securitization. Prerequisites: MBA:8180.
- FIN:9220 Fixed Income Securities** **2-3 s.h.**
Conceptual framework and tools to undertake the valuation of fixed income securities and the management of fixed income portfolios; varied fixed income instruments and the markets in which they trade; introduction to basic building blocks of fixed income analysis, including concepts of duration, convexity, and term structure of interest rates; application of concepts in bond portfolio immunization strategies; use of interest rate derivatives in portfolio hedging applications. Prerequisites: MBA:8180.
- FIN:9225 Applied Fixed Income Analysis - Hart Fund** **3 s.h.**
Management of fixed income fund portfolio; legal environment in which the fund operates; students analyze and recommend fixed income investments, implement controls to monitor fund's performance; decisions and investment recommendations are made by students; each student is assigned a specific fixed income asset class (i.e., high-yield debt) to monitor, analyze, and predict future investment returns; employment of historical and predictive analytics to estimate short term and long term returns for asset classes; and collectively determine the mean variance portfolio. Prerequisites: MBA:8180 and FIN:9220.
- FIN:9230 Real Estate Finance and Investments** **2-3 s.h.**
In-depth understanding of concepts and techniques of real estate financial analysis, equity investment decision making; real estate investing from analysis of developments through the securitization of mortgages; mortgage markets and pricing, real estate finance and investments, mortgage-backed securities, development process, real estate valuation, tax effects, securitized real estate, real estate cycles, application of derivative instruments, strategic asset allocation. Prerequisites: MBA:8180.
- FIN:9240 International Finance** **2-3 s.h.**
Introduction to structure and functioning of global financial markets; currency market, international equity markets; use of derivatives in currency risk management for corporate and investment needs; corporate investment decisions in an international context. Prerequisites: MBA:8180.

FIN:9250 Applied Securities Analysis - Henry Fund**I 3 s.h.**

Manage Henry Fund portfolio, learn legal environment in which the fund operates, analyze potential investments, implement controls to monitor the fund's performance; decisions and investment recommendations made by students; each student analyzes an economic sector and geographic region (i.e., utilities analyst and specialist in South East Asia); while the fund cannot currently invest directly in foreign listed stocks, it holds U.S. listed stocks with significant overseas interests and students are able to invest in a number of ADRs. Prerequisites: MBA:8180.

FIN:9260 Applied Securities Analysis - Henry Fund**II 3 s.h.**

Continuation of FIN:9250. Prerequisites: FIN:9250 and MBA:8180.

FIN:9270 Security Analysis**3 s.h.**

Valuation of financial securities (primarily equities) using discounted cash flow model; industry, regulatory analysis; financial statement analysis; active portfolio management; value-based management techniques; valuation of firms outside the United States. Prerequisites: MBA:8180.

FIN:9280 Global Structured Finance**2-3 s.h.**

Design of debt, equity, and hybrid financing techniques and risk mitigation techniques to resolve issuer and investor problems that conventional methods cannot address; conceptual and practical understanding of structured and hybrid products; how securities are designed, priced and meet investors' needs; major structured financing and risk mitigating arrangements induced by global market conditions and developments. Prerequisites: MBA:8180.

FIN:9290 Alternative Investments and Portfolio Strategies**2-3 s.h.**

Continuation of FIN:9200; alternative investments, including hedge funds, private equity funds, and venture capital vehicles; purpose of alternative investments, including the risk/return profile of alternatives and correlations with traditional asset classes; specific hedge fund styles, strategies, risk profiles; portfolio strategy topics, including diversification benefits, management of downside risk, international diversification, behavioral finance, performance measures, and performance attribution analysis. Prerequisites: FIN:9200 and MBA:8180.

FIN:9300 Corporate Investment and Financing Decisions**2-3 s.h.**

Underpinnings and optimization of corporations' investment and financing decisions; firm-wide and project-specific cost of capital, optimal capital structure decisions; in-depth capital budgeting methods, including real options techniques; corporate investment module of the class includes simulation analysis using Crystal Ball; cost of capital, valuation techniques, advanced capital budgeting, capital structure and dividend policy, option pricing models applied to corporate finance. Prerequisites: MBA:8180.

FIN:9310 Corporate Financial Strategy**2-3 s.h.**

Major strategic decisions within the corporate form; risk management, including why firms engage in it, their methods for doing so, and exercises in the simulation of uncertainty; dividends and repurchases under the payout policy decision; corporate governance topics, including executive compensation, board structure, and institutional monitoring; merger and acquisitions analysis, including regulation, valuation, anti-takeover devices, payment method, and LBOs; divestitures and other restructuring topics, including corporate diversification, spin-offs, carve-outs, private workouts, and Chapter 11. Prerequisites: MBA:8180.

FIN:9330 Investment Banking**3 s.h.**

How investment banks fill critical roles in maintaining well-functioning financial markets and provide access to capital and strategic advice to companies and governments; recent global financial crisis; how banker's role as intermediary between companies and markets adds value and creates conflicts and risk. Prerequisites: MBA:8180.

FIN:9350 Wealth Management**2-3 s.h.**

Rapid growth of the field of wealth management over several decades, driven by general increase in personal wealth and increased responsibility for individuals to manage their own wealth; knowledge and tools to enter the financial services industry; financial planning industry, client characteristics, tax shield structures, insurance, asset allocation plans, estate planning, behavioral finance. Prerequisites: MBA:8180.

FIN:9390 Applied Financial Analysis: Industry Project**3 s.h.**

Hands-on practical experience in corporate finance or investments; work in teams on a corporate finance project or an investment project for a corporate or institutional client; partner companies identify financial issues, challenges, and opportunities for students to help solve; students work with the companies and a faculty member to provide an analysis of the situation and proposals of actions to be taken. Prerequisites: MBA:8180.

FIN:9391 Thesis in Finance - Master of Science in Finance**arr.**

Students conduct original research in finance, supervised by a Department of Finance faculty member. Prerequisites: MBA:8180.

FIN:9400 Professional Development and Business Acumen**0-3 s.h.**

Preparation for postgraduate careers and exposure to relevant information that does not fit cleanly into academic work; how to grow a professional network and build depth of knowledge and breadth of business acumen; focus on helping students investigate various finance roles, land the all-important summer and postgraduate employment, and demonstrate professionalism in business; informational input on current trends/topics from outside business professionals, along with shared student experiences, are important cornerstones and require student preparation and participation. Requirements: admission to M.S. in finance.

Finance, B.B.A.

Requirements

The Bachelor of Business Administration with a major in finance requires a minimum of 120 s.h., including 21 s.h. of work for the major. Students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all college coursework attempted in business, all college coursework attempted in the major, all coursework attempted at the University of Iowa, all business coursework attempted at the University of Iowa, and all coursework in the major attempted at the University of Iowa.

The program provides a balance of theory, applications, and financial information technology that facilitates students' transition from classroom to workplace. Through fundamental finance principles and state-of-the-art financial market information technologies, students develop analytical abilities to interpret financial market data, implement the latest trading and investment strategies, and make effective managerial decisions in national as well as international settings.

With the goal of enhancing students' career development, the program stresses learning by doing, partnership with industry, and internships. Students receive a balanced education consistent with the globalization of business and the explosion in financial markets and information technology.

The Bachelor of Business Administration with a major in finance requires the following coursework. For B.B.A. common requirements, see the Bachelor of Business Administration [p. 1130] in the Catalog.

Code	Title	Hours
Finance Common Required Courses		12
Finance Required Electives		9
Total Hours		21

Finance Common Required Courses

Code	Title	Hours
All of these:		
FIN:3020	Professional Finance Seminar	1
FIN:3100	Financial Information Technology	2
FIN:3200	Investment Management	3
FIN:3300	Corporate Finance	3
ACCT:3020	Financial Accounting and Reporting	3

Finance Required Electives

Code	Title	Hours
A total of three courses chosen from the following two lists:		
FIN:3400	Principles of Risk Management and Insurance	3
FIN:4020	Topics in Finance	3
FIN:4210	Futures and Options	3
FIN:4220	Fixed Income Securities	3
FIN:4230	Real Estate Process	3

FIN:4240	International Finance	3
FIN:4250	Applied Equity Valuation	3
FIN:4310	Advanced Corporate Finance	3
FIN:4320	Commercial Banking	3
FIN:4330	Investment Banking	3
FIN:4340	Wealth Management	3
or FIN:4350	Applied Wealth Management	
FIN:4450	Risk Modeling	3

Students may include a maximum of one of these in their three electives:

FIN:4410	Enterprise Risk Management	3
FIN:4420	Property and Liability Insurance	3
FIN:4430	Life and Health Insurance	3
FIN:4440	Employee Benefit Plans	3
FIN:4460	Insurer Operations and Captive Management	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Finance, B.B.A.

Course	Title	Hours
Academic Career		
Any Semester		

Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.

To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course.^a

Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.

Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.

	Hours	0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
ECON:1100	Principles of Microeconomics	4
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
	Hours	17

Spring

STAT:1030	Statistics for Business	4
ECON:1200	Principles of Macroeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16

Second Year**Fall**

ACCT:2100	Introduction to Financial Accounting	3
BAIS:2800	Foundations of Business Analytics	3
MGMT:2000	Introduction to Law	3
BUS:2200	Foundations for Success in Business ^d	1
GE: Natural Sciences without Lab ^c		3
Minor, certificate, or non-business elective		3
Hours		16

Spring

FIN:3000	Introductory Financial Management	3
FIN:3020	Professional Finance Seminar	1
FIN:3100	Financial Information Technology ^e	2
ACCT:2200	Managerial Accounting	3
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
Hours		13

Third Year**Fall**

FIN:3200	Investment Management	3
FIN:3300	Corporate Finance	3
BUS:3000	Business Communication and Protocol ^f	3
GE: Historical Perspectives ^c		3
Minor, certificate, or non-business elective		3
Hours		15

Spring

Major: Finance elective ^g		3
ACCT:3020	Financial Accounting and Reporting	3
MGMT:2100	Introduction to Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		15

Fourth Year**Fall**

Major: Finance elective ^g		3
MKTG:3000	Introduction to Marketing Strategy	3
GE: International and Global Issues ^c		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Hours		14

Spring

Major: Finance elective ^g		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3

Minor, certificate, or non-business elective	3
Minor, certificate, or non-business elective	2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
<hr/>	
Hours	14
Total Hours	120-123

- a See degree audit for course options.
- b Enrollment in math courses requires completion of a placement exam.
- c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d BUS:2200 should be completed in the second year before FIN:3020.
- e FIN:3100 should be taken concurrently with FIN:3000; prerequisite for most Finance major courses.
- f BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.
- g Select from list of approved courses in the General Catalog or on degree audit.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

Careers for students majoring in finance include corporate treasury operations, cash management, mergers and acquisitions, investment banking, sales and security trading, security analysis, commercial banking and financial services, credit analysis, mortgage lending, financial planning, consulting, public administration, insurance roles, and real estate.

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs. For more information about careers, visit the Pomerantz Career Center website.

Finance, M.S.

Requirements

The Master of Science program in finance requires a minimum of 45 s.h. of graduate credit. A major g.p.a. and a cumulative g.p.a. of at least 2.75 is required in all coursework.

The M.S. with a major in finance requires the following coursework.

Core Courses

Students should consult their academic advisor about the possibility of waiving a core course if they have a cumulative undergraduate g.p.a. of at least 3.30 or have passed the Certified Public Accountant (CPA) or Chartered Financial Analyst (CFA, Level 1) Examination.

Code	Title	Hours
FIN:9150	Financial Modeling and Firm Valuation	2
FIN:9200	Portfolio Management	3
FIN:9210	Derivatives	3
FIN:9220	Fixed Income Securities	3
FIN:9300	Corporate Investment and Financing Decisions	3
FIN:9400	Professional Development and Business Acumen (taken fall and spring semesters for 1 s.h. each)	2
BAIS:9100	Data and Decisions	3
MBA:8130	Business Communication (taken spring and fall semesters for 1 s.h. each)	2
MBA:8140	Corporate Financial Reporting	3
MBA:8170	International Economic Environment of the Firm	3
MBA:8180	Managerial Finance	3
Total Hours		30

Electives

Elective credit varies for students. The following elective coursework is possible. Students should consult their advisor.

Code	Title	Hours
All students must complete one of the following experiential elective options:		
FIN:9225	Applied Fixed Income Analysis - Hart Fund	3
FIN:9250 & FIN:9260	Applied Securities Analysis - Henry Fund I-II	6
FIN:9390	Applied Financial Analysis: Industry Project	3
FIN:9391	Thesis in Finance - Master of Science in Finance	arr.
Any of these:		
FIN:4030	Securities Industry Essentials Exam Prep	1
FIN:9140	Enterprise Risk Management	3
FIN:9230	Real Estate Finance and Investments	3

FIN:9240	International Finance	3
FIN:9280	Global Structured Finance	3
FIN:9290	Alternative Investments and Portfolio Strategies	2-3
FIN:9310	Corporate Financial Strategy	3
FIN:9330	Investment Banking	3
FIN:9350	Wealth Management	3
ACCT:9030	Financial Accounting Standards and Analysis	3
ACCT:9050	Taxes and Business Strategy	3
ACCT:9120	Design and Use of Cost Management Systems	3
ACCT:9130	Financial Reporting: Theory and Practice	3
ACCT:9170	Advanced Accounting Analytics	3
BAIS:6040	Data Programming in Python	3
BAIS:6050	Data Management and Visual Analytics	3
BAIS:6060	Data Programming in R	3
BAIS:6070	Data Science	3
BAIS:6140	Information Visualization	3
BAIS:9110	Advanced Analytics	3
BAIS:9210	Introduction to Modeling with VBA	3
CS:4400	Database Systems	3
CS:5110	Introduction to Informatics	3
ECON:4800	Econometric Analysis	3
ECON:5800	Econometrics	3
ISE:6760	Pattern Recognition for Financial Data	3
ISE:6780	Financial Engineering and Optimization	3
STAT:4100	Mathematical Statistics I	3
STAT:4101	Mathematical Statistics II	3

Additional elective credit possible for courses in analytics, computer science, engineering, mathematics, physics, statistics, or actuarial science (e.g., quantitative/technical) with advisor approval

Combined Programs

M.S./M.S. in Business Analytics (Career Subprogram)

The combined Master of Science in finance/Master of Science in business analytics with a career subprogram allows students to pursue two degrees simultaneously, earning both more quickly than they would if the degrees were pursued separately. The Department of Finance collaborates with the Department of Business Analytics to offer the combined program.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined program. For more information, see the M.S. in business analytics (career) [p. 1148] in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must:

- have earned a bachelor's degree from a U.S. college or university, or have earned an equivalent degree from another country;
- submit unofficial transcripts with their application and official transcripts for admission;
- have earned a minimum g.p.a. of at least 3.00 or the international equivalent;
- submit a statement of purpose with a maximum length of 500 words; and
- submit two recommendations that must be received within two weeks of the submission deadline.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants who use the IELTS test are required to take the on-campus English Proficiency Examination.

Application deadlines are as follows—

Priority deadline: December 15

International student deadline: March 15

Domestic student deadline: June 15

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Finance, M.S.

Course	Title	Hours
Academic Career		
Any Semester		
45 s.h. of graduate level coursework must be completed; up to 6 s.h. of graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Maintain at least a 2.75 cumulative and program GPA.		
Hours		0
First Year		
Any Semester		
Meet with your Career Management coach and Professional Director.		
Attend Career Management Center sessions offered.		
Apply to and secure a summer internship or arrange a summer research project.		
Hours		0

Fall

BAIS:9100	Data and Decisions	3
FIN:9220	Fixed Income Securities	3
FIN:9400	Professional Development and Business Acumen ^b	1
MBA:8140	Corporate Financial Reporting	3
MBA:8170	International Economic Environment of the Firm	3
MBA:8180	Managerial Finance	3
Arrange for the Career Management Center to review updated resume, then upload to Handshake.		
Hours		16

Spring

FIN:9150	Financial Modeling and Firm Valuation	2
FIN:9200	Portfolio Management	3
FIN:9300	Corporate Investment and Financing Decisions	3
FIN:9400	Professional Development and Business Acumen ^b	1
MBA:8130	Business Communication ^c	1
Elective course ^d		3
Elective or experiential elective ^{d, e}		3
Complete end of semester employment placement survey as directed by Career Management.		
Hours		16

Summer

Internship: complete a summer internship ^f		
Research: complete a summer research project ^f		
Hours		0

Second Year

Fall

FIN:9210	Derivatives	3
MBA:8130	Business Communication ^c	1
Elective course ^d		3
Elective course ^d		3
Elective or experiential elective ^{d, e}		3
Complete end of semester employment placement survey as directed by Career Management.		
Meet with your Career Management coach and Professional Director.		
Attend Career Management Center sessions offered.		
Verify completion of all degree requirements with program administrator.		
Apply to and secure post-graduation employment.		
Hours		13
Total Hours		45

- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- FIN:9400 is taken during both fall and spring of the first year for a total of 2 s.h.
- MBA:8130 is taken during both first year spring and second year fall for a total of 2 s.h.
- Choose electives from a pre-approved list or with departmental approval.

- e Spring experiential electives: FIN:9225, FIN:9391, or FIN:9250 (must also take FIN:9260 in fall). Fall experiential electives: FIN:9225, FIN:9391, FIN:9390, FIN:9260 (must have taken FIN:9250 in spring).
- f Apply to and secure a summer internship or arrange a summer research project.

Career Advancement

Careers for M.S. graduates in finance include corporate treasury operations, cash management, mergers and acquisitions, investment banking, sales and security trading, security analysis, commercial banking and financial services, credit analysis, mortgage lending, financial planning, consulting, public administration, insurance roles, and real estate.

The Career Services team offers multiple resources to help students find internships and jobs.

Doctor of Philosophy

Graduate students in finance may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see the Ph.D. in business administration [p. 1156] in the Catalog and visit the Department of Finance website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

International Business

Coordinators

- Jennifer E. Bertrand (College of Liberal Arts and Sciences),
Stephanie G. Fountain (Tippie College of Business)

Undergraduate certificate: international business

Website: <https://tippie.uiowa.edu/current-students/undergraduates/academics/certificates/international-business-certificate>

The Tippie College of Business and the College of Liberal Arts and Sciences offer the undergraduate Certificate in International Business. The program is designed for students who intend to pursue careers in international business as well as those interested in gaining a better understanding of the global economy and a broader awareness of the political, historical, and social environment in which international business operates.

Programs

Undergraduate Program of Study Certificate

- Certificate in International Business [p. 1195]

International Business, Certificate

Requirements

The undergraduate Certificate in International Business requires a minimum of 29 s.h. and satisfaction of the certificate's world language or study abroad requirement (total credit depends on a student's choice of world language or study abroad experience). In addition to a world language or study abroad, the program includes study of international business and economics, international relations and institutions, and the contemporary art, literature, culture, and/or politics of one of several geographical regions (Asia, Europe, Latin America, Middle East/Africa, or Russia/Eastern Europe). The range of courses permits students to tailor areas of specialization suited to their individual interests and to complement majors in business and in liberal arts and sciences.

Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Certificate courses may not be taken pass/nonpass. A course may not be used to satisfy more than one certificate requirement. The certificate program is open to current University of Iowa undergraduate students and to individuals who are not enrolled in a UI graduate or professional degree program.

Students should declare their intention to earn the certificate as early as possible, talk with an advisor about certificate requirements, and work to create an individual plan of study. Tippie College of Business students should talk with the advising staff at the college's Undergraduate Program Office; College of Liberal Arts and Sciences students should talk with a Certificate in International Business advisor at the Academic Advising Center. Individuals who hold a bachelor's degree from another institution should contact the University's Office of Admissions.

A minimum of 20 s.h. of certificate coursework (other than language courses) must be completed at the University of Iowa or in approved study abroad programs. Students who plan to count study abroad credit toward the certificate should consult a Certificate in International Business advisor before leaving campus.

The Certificate in International Business requires the following coursework.

Code	Title	Hours
	International Business Courses	17
	International Relations and Institutions Courses	6
	One of these:	0-20
	World Language (0-20 s.h., depending on student's background)	
	Study Abroad Experience (3 s.h. not used in another area for the certificate)	
	Area Studies Courses	6
	Total Hours	29-49

International Business

These courses provide students with an essential understanding of economics, which is central to all business operation. They also help students develop knowledge of the functional areas of international business.

Code	Title	Hours
Both of these:		
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
Three of these (total of 9 s.h.):		
BUS:2450	Business and Culture in China	3
BUS:2550	International Business in Asia Pacific	3
ECON:3345	Global Economics and Business	3
ECON:3620	Economic Growth and Development	3
ECON:4110	International Economics	3
ENTR:4460	Entrepreneurship and Global Trade	3
FIN:4240	International Finance	3
MGMT:3450	International Business Environment	3
MGMT:4500	Strategy, Innovation and Global Competition	3
MKTG:4300	International Marketing	3
LAW:8600	International Business Transactions	3
LAW:8631	International Trade Law: Basic Norms and Regulations	3
One of these may be counted toward the 9 s.h. requirement above:		
CHIN:3103	Business Chinese I	3
FREN:3410	Business French	3
GRMN:3214	Business German	3
JPNS:3500	Japanese for Professional Purposes I	3
SPAN:2080	Business Spanish	4
SPAN:3080	Spanish for International Business	3

Tippie study abroad programs may be applicable, including London winter program; International Business in Sydney, Australia; International Business in Italy; Business and Culture in China; Tippie global internships; and more. Credit only applies in one area of the certificate. Students should consult their advisor to determine where their experience will apply.

International Relations and Institutions

These courses familiarize students with comparative politics, social geography, foreign policy, and issues related to world population and the environment—topics relevant to decision making in the international business world.

Code	Title	Hours
Two of these (6 s.h.):		
ANTH:1040/ LING:1040	Language Rights	3

ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3	GWSS:2900/ ANTH:2191	Love, Sex, and Money: Sexuality and Exchange Across Cultures	3
ANTH:2100	Anthropology and Contemporary World Problems	3	HIST:1101	The Modern World	3
ANTH:2103/ GHS:2000	Introduction to Global Health Studies	3	HIST:3126	History of Globalization	3
ANTH:2120/ GWSS:2120	Gender and Technology	3	HIST:3143	International Politics: The History of the Present	3-4
ANTH:2136	Urban Anthropology	3	HIST:3145	Europe and the United States in the Twentieth Century	3
ANTH:2151/ GWSS:2151/IS:2151	Global Migration in the Contemporary World	3	HIST:3155	The World Since 1945	3
ANTH:2190/ GWSS:2190/IS:2190	Love Rules: Law and the Family Across Cultures	3	HIST:3157/ GWSS:3157	Gender, Sexuality, and Human Rights	3
ANTH:3103	Environment and Culture	3	HIST:3242	The United States in World Affairs	3-4
ANTH:3131	Anthropology and Human Rights	3	HIST:4101	History of Human Rights	3
ANTH:3190/ IS:3190/SJUS:3190	Global Debt	3	HIST:4162/ GHS:4162	History of Global Health	3
ANTH:4130/ RELS:4730	Religion and Environmental Ethics	3	HRTS:2115/IS:2115	Introduction to Human Rights	3
ARTH:1025	Buyer Beware! Fakes, Thefts, and the Global Art Market	3	HRTS:3905/IS:3905	Topics in Human Rights	1-3
COMM:2042/ IS:2042/SSW:2042	Intercultural Communication	3	HRTS:3906	Global Crises and Human Rights	3
COMM:4131/ IS:4131	Globalization and Culture	3	HRTS:3910/IS:3910	Human Rights Advocacy	3
CRIM:3415	Global Criminology	3	IS:2000	Introduction to International Studies	3
GEOG:1090	Globalization and Geographic Diversity	3	IS:2020	World Events Today!	3
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3	IS:3199	Global Environmental Politics	3
GEOG:2130	World Cities	3	IS:3200	Sustainable Development	3
GEOG:2410	Environment and Development	3	IS:3565	Global Perspectives on Negotiation, Persuasion, and Communication	3
GEOG:2910	The Global Economy	3	JMC:3116/IS:3116	Media and Global Cultures	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3	JMC:3142/IS:3142	Social Media for Social Change	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3	PHIL:2429	War, Terrorism, and Torture	3
GEOG:3331	Human Dimensions of Climate	3	PHIL:3430	Philosophy of Human Rights	3
GEOG:4200/ SUST:4200	Sustainability as a System Science	3	POLI:1400	Introduction to Comparative Politics	3
GEOG:4770/ GHS:4770	Environmental Justice	3	POLI:1401	Introduction to Russian Politics	3
GHS:3325	Global Epidemics	3	POLI:1500	Introduction to International Relations	3
GHS:4001	Social Entrepreneurship and Global Health	3	POLI:1501	Introduction to American Foreign Policy	3
GHS:4180	Climate Change and Health	3	POLI:1800	Introduction to the Politics of Class and Inequality	3
GHS:4600	Global Health and Human Rights	2-3	POLI:2416	Revolutions and Political Violence	3
GWSS:2571/ ENGL:2571/ SJUS:2571	Visualizing Human Rights	3	POLI:2417	Comparative Environmental Policy	3
GWSS:2650/ GHS:2650	Global Reproduction	3	POLI:3350	Games of Politics	3
			POLI:3400	Political Economy	3
			POLI:3405	Authoritarian Politics	3
			POLI:3411	Democracy: Global Trends and Struggles	3
			POLI:3424	Global Development	3
			POLI:3450	Problems in Comparative Politics	3

POLI:3501	International Organization and World Order	3
POLI:3503	Politics of Terrorism	3
POLI:3504	Globalization	3
POLI:3505	Civil Wars	3
POLI:3506	Consequences of War	3
POLI:3509	International Courts: The Intersection of Law and Politics	3
POLI:3512	International Conflict	3
POLI:3514	Regional Peace and Security	3
POLI:3516	The Politics of International Economics	3
POLI:3517	Global Justice	3
POLI:3518	Water Wars: Conflict and Cooperation	3
POLI:3521	Twenty-first-Century Technology and Warfare	3
POLI:3522	Ending Wars and Keeping Peace	3
POLI:3524	Politics and Multinational Enterprises	3
POLI:3550	Problems of International Politics	3
PSY:3595	Psychology of Negotiation	3
RELS:1015	Global Religious Conflict and Diversity	3
RELS:2041/ ASIA:2041/IS:2041	Understanding "The Muslim World"	3
RELS:2330	Economics and Islam	3
RELS:2333	Economics and Religion: Theories and Practices	3
RELS:2855	Human Rights, Law, Religion, and Culture	3
SPAN:3550/ LAS:3550	Doing Business in Latin America	3
URP:4760	Sustainable Urban Development: The Hong Kong Experience	3

World Language or Study Abroad Experience

Certificate students gain insight into the culture of another world region and deepen their understanding of their own language and culture by learning a world language or completing a study abroad experience.

Students who choose language study are required to develop intermediate-level competence in a language that is spoken in one of several geographic regions (Asia, Europe, Latin America, Middle East/Africa, or Russia/Eastern Europe) by completing one of the approved language sequences below.

Students who choose to complete a study abroad experience are expected to coordinate it with the coursework they use to fulfill the certificate's area studies requirement (see "Area Studies" below). They must earn at least 3 s.h. of graded credit for the study abroad experience that is not used in another area of the certificate.

For questions about languages not listed or about study abroad coursework, see a Certificate in International Business advisor.

Arabic

Code	Title	Hours
All of these:		
ARAB:1001- ARAB:1002	Elementary Modern Standard Arabic I-II	10
ARAB:2001- ARAB:2002	Intermediate Modern Standard Arabic I-II	10

Chinese

Code	Title	Hours
This sequence:		
CHIN:1111- CHIN:1112	First-Year Chinese: First Semester - First-Year Chinese: Second Semester	10
One of these sequences:		
CHIN:2101- CHIN:2102	Second-Year Chinese: First Semester - Second-Year Chinese: Second Semester (both courses)	10
CHIN:2103- CHIN:2104	Accelerated Second-Year Chinese: First Semester - Accelerated Second-Year Chinese: Second Semester (both courses)	6

French

Code	Title	Hours
One of these:		
FREN:1001- FREN:1002	Elementary French I-II (both courses)	10
FREN:1010	First-Year French Review	5
All of these:		
FREN:2001- FREN:2002	Intermediate French I-II (both courses)	10
One course for which FREN:2002 is prerequisite (may include Iowa Regents Program credit)		

German

Code	Title	Hours
One of these:		
GRMN:1001- GRMN:1002	Elementary German I-II (both courses)	8
GRMN:1010	First-Year German Review	5
GRMN:1020	Intensive Elementary German	6
One of these:		
GRMN:2001- GRMN:2002	Intermediate German I-II (both courses)	8
GRMN:2020	Intensive Intermediate German	6
And:		
One course for which GRMN:2002 or GRMN:2020 is prerequisite		

Italian

Code	Title	Hours
One of these:		
ITAL:1101- ITAL:1102	Elementary Italian I-II (both courses)	10
ITAL:3002	Intensive Elementary Italian	6

All of these:

ITAL:2203- ITAL:2204	Intermediate Italian I-II (both courses)	8
-------------------------	--	---

One course for which ITAL:2204 is prerequisite

Japanese

Code	Title	Hours
All of these:		
JPNS:1001- JPNS:1002	First-Year Japanese: First Semester - First-Year Japanese: Second Semester	10
JPNS:2001- JPNS:2002	Second-Year Japanese: First Semester - Second-Year Japanese: Second Semester	10

Korean

Code	Title	Hours
All of these:		
KORE:1101- KORE:1102	First-Year Korean: First Semester - First-Year Korean: Second Semester	8
KORE:2101- KORE:2102	Second-Year Korean: First Semester - Second-Year Korean: Second Semester	8

Portuguese

Code	Title	Hours
One of these:		
PORT:2000	Accelerated Elementary Portuguese	5
PORT:2010 & PORT:2015	Elementary Portuguese I-II (both courses)	6
PORT:3050	Intensive Portuguese for Spanish Speakers	4

And this course, unless PORT:3050 is taken:

PORT:2500	Accelerated Intermediate Portuguese	5
-----------	-------------------------------------	---

And:

One course for which PORT:2500 or PORT:3050 is prerequisite

Russian

Code	Title	Hours
All of these:		
RUSS:1111- RUSS:1112	First-Year Russian I-II	10
RUSS:2111- RUSS:2112	Second-Year Russian I-II	8

And:

One course for which RUSS:2112 is prerequisite

Spanish

Code	Title	Hours
One of these:		
SPAN:1001- SPAN:1002	Elementary Spanish I-II (both courses)	10
SPAN:1003	Elementary Spanish Review	5
SPAN:1004	Accelerated Elementary Spanish	6

One of these:

SPAN:1501- SPAN:1502	Intermediate Spanish I-II (both courses)	10
SPAN:1503	Accelerated Intermediate Spanish	6
SPAN:1505	Accelerated Intermediate Spanish for Heritage Speakers	5

And:

One course taught in Spanish for which SPAN:1502, SPAN:1503, or a higher-level course is prerequisite

Swahili

Code	Title	Hours
All of these:		
SWAH:1001- SWAH:1002	Elementary Swahili I-II	8
SWAH:2001- SWAH:2002	Intermediate Swahili I-II	8

Area Studies

Area studies topics are critical to students' understanding of how society and culture influence the people with whom they share the world—and with whom they may conduct business. The following courses help students learn about the culture, contemporary history, art, literature, and politics of a specific geographic region.

Students complete 6 s.h. from one geographic region. They should select a region that is related to their chosen world language or study abroad experience.

Asia

Appropriate for these languages: Chinese, Japanese, or Korean.

Code	Title	Hours
ANTH:2108/ GWSS:2108	Gendering India	3
ANTH:2160	Culture, Health, and Wellness: Southeast Asia in Focus	3
ANTH:2175/ JPNS:2175	Japanese Society and Culture	3
ANTH:3121/ GWSS:3121	Love, Marriage, and Family in India	3
ANTH:3170	Peoples and Cultures of Southeast Asia	3
ANTH:3171	Voices of Islam in Southeast Asia	3
ANTH:3172/ ASIA:3172	Chinese Marriage and Family in Comparative Perspective	3
ARTH:1070/ CHIN:1070	Asian Art and Culture	3
ARTH:2220/ ASIA:2231	Introduction to the Art of China	3
ARTH:2250/ JPNS:2250	Introduction to the Art of Japan	3
ARTH:3220/ ASIA:3219	Chinese Art and Culture	3
ARTH:3225	Contemporary Art and Culture in China	3

ARTH:3230/ ASIA:3220	Chinese Painting I: Pagodas and Palaces	3	HIST:4640	Imperialism and Modern India	3
ARTH:3260/ JPNS:3260	Japanese Painting	3	JMC:2150	News and Knowledge: Chinese Culture, History, and Journalism	1
ARTH:3270/ ASIA:3270	Themes in Asian Art History	3	JPNS:1506	Asian Humanities: Japan	3
ARTH:3275/ ASIA:3275	Garden Culture in East Asia	3	JPNS:3128	Introduction to Japanese Linguistics	3
ARTH:3280	The Materialization of Sexuality in China and Beyond	3	JPNS:3201/ TRNS:3201	Workshop in Japanese Literary Translation	3
ASIA:2444	Envision India	3	JPNS:3202	Traditional Japanese Literature in Translation	3
ASIA:2450	India Beat: The Aesthetics and Politics of India Today	3	JPNS:3203	Modern Japanese Fiction in Translation	3
ASIA:2500	Cold War Cultures in Korea	3	JPNS:3205	Major Authors in Modern Japanese Literature	3
ASIA:4508	Asian Studies	arr.	JPNS:3206	Warriors' Dreams	3
CHIN:1504	Asian Humanities: China	3	JPNS:3207	Japan Illuminated: Japanese Literature and Visual Culture	3
CHIN:1702	Chinese Popular Culture	3	JPNS:3208	Japanese Film	3
CHIN:3341	Chinese Literature: Poetry	3	JPNS:3401	Language in Japanese Society	3
CHIN:4203	Modern Chinese Writers	3	JPNS:3402	Japan: Culture and Communication	3
CHIN:4206	Transnational Chinese Cinemas	3	JPNS:3601	Contemporary Japanese Culture	3
ENGL:3540	Literature of the Indian Subcontinent	3	KORE:1135	Korean Language in Culture and Society	3
GEOG:1060	Geography of Asia: From Japan to Pakistan	3	KORE:1500	Asian Humanities: Korea	3
GHS:3192	Environment and Health in Modern India	3	PHIL:2343	Philosophy East and West	3
GWSS:1070	Asian American Women Writers	3	PHIL:3845/ RELS:3645	Buddhist Philosophy	3
HIST:1602/ ASIA:1602	Civilizations of Asia: China from the 17th Century to the Present	3	POLI:1410	Introduction to Asian International Relations	3
HIST:1604/ ASIA:1604	Civilizations of Asia: Japan	3-4	POLI:1445	Introduction to Asian Politics: China	3
HIST:1606/ ASIA:1606/ RELS:1606	Civilizations of Asia: South Asia	3-4	POLI:3408	Chinese Politics and Society	3
HIST:1607/ ASIA:1607	Civilizations of Asia: Korea	3-4	POLI:3420	Southeast Asia: Politics and Development	3
HIST:1609/ ASIA:1609	India Now! Surveying the World's Largest Democracy	3-4	RELS:1404/ ASIA:1040/ HIST:1610	Living Religions of the East	3
HIST:2687/ ASIA:2887	Perspectives on Korea	3	RELS:1410	Introduction to Indian Religions	3
HIST:3644/ RELS:3644/ SOAS:3644	Gandhi and His Legacy	3	RELS:1506/ ASIA:1060/ HIST:1612	Introduction to Buddhism	3
HIST:3652/ ASIA:3652	Twentieth-Century China	3	RELS:1510/ ASIA:1110	Gods, Buddhas, and Ghostly Officials: The Past and Present of Chinese Religions	3
HIST:3685/ ASIA:3685	Modern Korean History	3	RELS:1670/ ASIA:1670/ KORE:1670	Korea in the World	3
HIST:4176	Vietnam War on Film	3-4	RELS:1725/ ASIA:1725/ GWSS:1725/ KORE:1725	Gender and Religion in Korean Visual Culture	3
HIST:4610/ JPNS:4610	Japan - Age of the Samurai	3	RELS:3055/ ASIA:3055	Death, Dying, and Beyond in Asian Religions	3
HIST:4615/ JPNS:4615	Modern Japan	3	RELS:3431/ GWSS:3131	Gender and Sexuality in Asia	3
HIST:4616	Japanese History and Society: World War II to the Twenty-First Century	3			
HIST:4620/ JPNS:4620	Japan-U.S. Relations	3			

RELS:3655/ ASIA:3655/ HIST:3655	Zen Buddhism	3
RELS:3666	The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond	3
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
SOAS:1502/ RELS:1502	Asian Humanities: India	3
SOAS:1550	Sex, Music, and Pop Culture in India	3
WLLC:3700/ ASIA:3700/ JPNS:3700/ TRNS:3700	Topics in Global Cinema	3

Europe

Appropriate for these languages: French, German, Italian, Portuguese, or Spanish.

Code	Title	Hours
ARTH:3020	Paris and the Art of Urban Life	3
ENGL:2330	Topics in Modern British Literature After 1900	3
ENGL:2360	Twentieth-Century British Literature	3
ENGL:2361	Twenty-first-Century British Literature	3
ENGL:3320	Modern British Drama	3
ENGL:3350	Literature and Culture of 20th- and 21st-Century Britain	3
FREN:1510	Cultural Misunderstandings: France and U.S.A.	3
FREN:3120	French Civilization	3
FREN:3130	French-Speaking Cultures	3
FREN:3225	Studies in Modern France	3
FREN:4015	Francophone Cinema	3-4
FREN:4026/ GWSS:4026	French Women Writers	3-4
FREN:4080	Post-Colonial Literature in France	3
FREN:4100	French Cinema	3-4
FREN:4433/ HIST:4433	France Under Nazi Occupation, 1940-1944	3-4
GRMN:2275	Scandinavian Crime Fiction	3
GRMN:2550/ WLLC:2550	Mardi Gras and More: Cultures of Carnival	3-4
GRMN:2618/ WLLC:2618	The Third Reich and Literature	3
GRMN:2620/ WLLC:2620	Anne Frank and Her Story	3-4
GRMN:2630	German Cinema: Greatest Hits	3-4
GRMN:2655/IS:2600	Muslim Minorities in the West	3-4
GRMN:2650	German Nationalism After WWII	3-4

GRMN:2675	The Politics of Memory: Holocaust, Genocide, and 9/11	3-4
GRMN:2720/ HIST:2420	Germany in the World	3
GRMN:3236	German Film	3
GRMN:3250	Brief Texts About Big Events	3
GRMN:3405	German Cultural History	3
GRMN:3501	German Writers Engaged	3
GRMN:3550	The Politics of Remembrance in German Multicultural Literature and Film	3
GRMN:3850	Twentieth- and Twenty-first-Century German Children's Literature	3
GRMN:4315	German Society Today	3
GRMN:4540	Literature in Film	3
HIST:1403	The West and the World: Modern	3-4
HIST:2465	Europe Since 1945	3
HIST:3145	Europe and the United States in the Twentieth Century	3
HIST:3416	Modern Britain: War and Empire in the Twentieth Century	3
HIST:3470	France from 1815 to Present	3
HIST:3475	Germany's Twentieth Century	3-4
HIST:4435	War and Society in Modern Europe	3
HIST:4438	Modern European Imperialism	3
HIST:4440	Artists, Intellectuals, and Politics in 20th-Century Europe	3
HIST:4460	Twentieth-Century Europe: The Nazi Era	3
HIST:4465	Modern France 1870-Present	3
HIST:4466	France and Algeria from Pirates to Terrorism	3
HIST:4478	Holocaust in History and Memory	3
ITAL:1050	Italy Live	3
ITAL:2550	Images of Modern Italy	3
ITAL:2770	The Mafia and the Movies	3
ITAL:2880	Italian Food Culture	3
ITAL:4667	Modern Italian Fiction	3
ITAL:4668	Modern Italian Poetry and Theater	3
POLI:1449	Introduction to European Politics	3
SPAN:2400	Readings in Spanish Literature	3
SPAN:2810	Screening Spain	3
SPAN:2901	Diversity and Cultures in Spain	3
SPAN:3600	Cultures of Spain	3
SPAN:3620	Madrid	3
SPAN:3630	Spanish Youth Culture	3

SPAN:3820	Modern and Contemporary Spanish Literature	3
SPAN:3840	Contemporary Spanish Short Story	3
SPAN:4830	The Hispanic World in the Digital Era	3

Latin America

Appropriate for these languages: Portuguese or Spanish.

Code	Title	Hours
ANTH:3111/ GHS:3040/LAS:3111	Health in Mexico	3
COMM:2052/ LAS:2052	Latin American Media	3
DANC:1150/ LAS:1150	Brazilian Culture and Carnival	3
ENGL:3530	Caribbean Literature and Culture	3
ENGL:3535/ LAS:3535	Topics in Literature and Culture of the Americas	3
GRMN:2550/ WLLC:2550	Mardi Gras and More: Cultures of Carnival	3-4
HIST:2288	Introduction to Mexican American History	3
HIST:3217/ LAS:3217/ LATS:3217	Latina/o/x Immigration	3
HIST:3501/ LAS:3501	Rebel Island: A History of Cuba	3
HIST:3508/ GHS:3508/LAS:3508	Disease and Health in Latin American History	3
HIST:3515/ LAS:3515	Introduction to Modern Latin America	3
HIST:4216/ LAS:4216	Mexican American History	3
HIST:4502/ LAS:4502/ NAIS:4502	History of Mexico	3
HIST:4505	Topics in Latin American History	3
LAS:2700/ COMM:2800/ IS:2700/PORT:2700/ SPAN:2700	Introduction to Latin American Studies	3
LAS:4700/ ANTH:4700/ HIST:4504/ PORT:4700/ SPAN:4900	Latin American Studies Seminar	3
MUS:2311/ LAS:2311	Music of Latin America and the Caribbean	3
POLI:2415/ LAS:2415	Latin American Politics	3
PORT:2850/ LAS:2850/ SPAN:2850	Brazilian Narrative in Translation	3
PORT:3400	Brazilian Literature After 1900	3
PORT:3850/ SPAN:3850	Topics in Cultural Studies	3
PORT:4000	Topics in Luso-Brazilian Literature	3

SPAN:1800	Contemporary Spanish American Narrative	3
SPAN:2200	Introduction to Spanish American Cultures	3
SPAN:2500	Readings in Spanish American Literature	3
SPAN:2800/ LAS:2800	Screening Latin America	3
SPAN:2900/ LAS:2900	Music of the Hispanic World	3
SPAN:3200	Latin American Cultural Studies	3
SPAN:3210	Cultural Storytelling	3
SPAN:3215/ LAS:3215	Medellin	3
SPAN:3225	Latin American Women Writers	3
SPAN:3230	Modern Mexico	3
SPAN:3290	Topics in Cinema and Society	3
SPAN:3310	Spanish American Short Story	3
SPAN:3320	Spanish American Poetry	3
SPAN:3350	Contemporary Spanish American Literature	3
SPAN:3440/ LATS:3440	Topics in Latina/o/x Literature and Culture	3
SPAN:4350	Twentieth-Century Spanish American Theater and Performance	3
SPAN:4360	The Orient in Contemporary Latin American Literature and Culture	3
SPAN:4820/ LATS:4800	Latina/o/x Popular Culture	3
SPAN:4830	The Hispanic World in the Digital Era	3
SPAN:4880	Comic Books and Graphic Novels in the Hispanic World	3

Middle East/Africa

Appropriate for these languages: Arabic, Swahili, or proficiency in another contemporary Middle Eastern or African language.

Code	Title	Hours
ANTH:2182/ GHS:2182	Africa: Health and Society	3
ARAB:1050	Topics in Middle East/Muslim World Studies I	3
ARAB:2025	Study Abroad: Culture and Society	1
ARAB:2050	Topics in Middle East/Muslim World Studies II	3
ARAB:3005	Culture and Resistance: The Modern Middle East	3-4
ARTH:1040	Arts of Africa	3
ARTH:2120	Art and Architecture of the Islamic World	3
ARTH:3150	Art of West Africa	3
ARTH:3151	Art of Central Africa	3

ARTH:3325	Kings, Gods, and Heroes: Art of the Ancient Near East	3
ASIA:1770	Asian Humanities: Middle East	3
ASIA:3120	Autobiography in Islamic Literary Cultures	3
ASIA:3550	Islam, Secularity, Modernity	3
ENGL:3550/ AFAM:3550	African Literature	3
ENGL:3555/ AFAM:3555	Topics in African Cinema	3
FREN:3130	French-Speaking Cultures	3
FREN:4015	Francophone Cinema	3-4
FREN:4110	Francophone Literature of the African Diaspora	3
GHS:3555/ HIST:3755/IS:3555	Understanding Health and Disease in Africa	3
HIST:1708	Civilizations of Africa	3
HIST:3745/IS:3745/ RELS:3845	Islam in Africa	4
HIST:3760/ AFAM:3760	The Making of Modern Africa	3
HIST:3808	Draw Me History: The Middle East and North Africa Through Comics and Animated Films	3
HIST:3810	History of the Modern Middle East	3
HIST:4466	France and Algeria from Pirates to Terrorism	3
HIST:4815	Topics in the Modern Middle East	3
POLI:3418	Governance in the Middle East	3
POLI:3422	Horn of Africa: Politics and Transnational Issues	arr.
POLI:3423	The Middle East: Policy and Diplomacy	3
RELS:1130/ HIST:1030	Introduction to Islamic Civilization	3
RELS:2041/ ASIA:2041/IS:2041	Understanding "The Muslim World"	3
RELS:2330	Economics and Islam	3
RELS:2486	Religious Coexistence and Conflict in the Middle East	3
RELS:2852/ GWSS:2052	Women in Islam and the Middle East	3
RELS:3333/IS:3333	Economics and Islam	3
RELS:3855/IS:3855	Human Rights and Islam	3
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
SWAH:3010	Kiswahili for Business	3
SWAH:4050	Kiswahili in Cyberspace	3

Russia/Eastern Europe

Appropriate for these languages: Russian, or proficiency in a modern Slavic language.

Code	Title	Hours
HIST:4493	Soviet Union 1917-1945	3
POLI:1401	Introduction to Russian Politics	3
POLI:3405	Authoritarian Politics	3
POLI:3410	Russian Foreign Policy	3
POLI:3413	Russian Politics	3
RUSS:1082	Youth Subcultures After Socialism	3
RUSS:1131/ WLLC:1131	Introduction to Russian Culture	3
RUSS:1132	Russia Today	3
RUSS:1500	Ukraine, a Country at the Crossroads: An Interdisciplinary Seminar on Ukrainian History and Culture	3
RUSS:1531	Slavic Folklore	3
RUSS:1532	Traces of Ancient Russian Culture (IX-XVII Centuries): Vikings, Mongols, and Tsars	3
RUSS:2030	Russian Comedy	3-4
RUSS:2050/ WLLC:2050	Women from an Unknown Land: The Fight for Independence	3
RUSS:2100	Russian Mindset: Sex, Business, and Politics	3
RUSS:2110	Russian Sports: Politics, Scandal, Glory	3
RUSS:2122	Cult Films of the Last Soviet Generation	3
RUSS:2131	Women in Russian Society	3
RUSS:2232	Romani (Gypsy) Cultures of Eastern Europe	3
RUSS:2531	Topics in Russian, East European, and Eurasian Studies	arr.
RUSS:2600	Issues in Russian Identity: Nationalism	3
RUSS:3100	West and East: Women in the Slavic World	3
RUSS:3122/ TRNS:3122/ WLLC:3122	Tolstoy and Dostoevsky	3-4
RUSS:3124	Invitation to Nabokov	3-4
RUSS:3131/ GHS:3131	Health Care and Health Reforms in Russia	3
RUSS:3202/ TRNS:3203/ WLLC:3202	Russian Literature in Translation 1860-1917	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

International Business, Certificate

Course	Title	Hours
First Year		
Any Semester		
Determine if pursuing study abroad or world language to satisfy international business certificate requirements. This sample plan is for the world language option.		
Hours		0
Fall		
ECON:1100	Principles of Microeconomics	4
Certificate: world language level one ^a		4 - 5
Hours		8-9
Spring		
ECON:1200	Principles of Macroeconomics	4
Certificate: area studies category course ^b		3
Certificate: world language level two ^a		4 - 5
Hours		11-12
Second Year		
Fall		
Certificate: international relations category course ^c		3
Certificate: world language level three ^a		4 - 5
Hours		7-8
Spring		
Certificate: international relations category course ^c		3
Certificate: world language level four ^a		4 - 5
Hours		7-8
Third Year		
Fall		
Certificate: area studies category course ^b		3
Certificate: world language level five ^a		3
Hours		6
Spring		
Certificate: international business category course ^c		3
Hours		3
Fourth Year		
Fall		
Certificate: international business category course ^c		3
Hours		3
Spring		
Certificate: international business category course ^c		3
Hours		3
Total Hours		48-52

- a If completing world language proficiency instead of study abroad. Students who choose this option are required to develop intermediate-level competence in a language by completing an approved language sequence. See General Catalog for details.
- b Area studies courses must align with world language or study abroad geographic region.
- c See General Catalog for a list of approved courses.

Management and Entrepreneurship

Chair

- Amy E. Colbert

Undergraduate major: management (B.B.A.)

Graduate degree: management subprogram for the Ph.D. in business administration

Faculty: [https://tippie.uiowa.edu/people?](https://tippie.uiowa.edu/people?department=Management%20and%20Entrepreneurship)

[department=Management%20and%20Entrepreneurship](https://tippie.uiowa.edu/management-and-entrepreneurship)

Website: <https://tippie.uiowa.edu/management-and-entrepreneurship>

The Department of Management and Entrepreneurship offers study in managing human resources, teamwork and project management, strategic management, law and ethics, leadership and personal development, negotiations, international business, and entrepreneurial management.

The department offers the undergraduate major in management and the subprogram in management that leads to the Ph.D. in business administration. Additionally, the Department of Management and Entrepreneurship contributes to the M.B.A. program; see the Master of Business Administration Program [p. 1225] in the Catalog.

Programs

Undergraduate Program of Study

Major

- Major in Management (Bachelor of Business Administration) [p. 1208]

Graduate Program of Study

Major

- Management subprogram for the Doctor of Philosophy [p. 1213] in Business Administration

Courses

Management and Entrepreneurship Courses

MGMT:1300 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

MGMT:2000 Introduction to Law 3 s.h.

Legal issues surrounding start-up and day-to-day management of a business; contract law, standard business formations, tort law, employment law, business ethics, and alternative dispute resolution. Requirements: sophomore standing.

MGMT:2100 Introduction to Management 3 s.h.

Principles of management, organizational structure, decision making, leadership, line-staff relationships, and administration of organizations; overview of the demands and challenges facing managers, behaviors of effective managers, management theory, personal effectiveness, decision making, team skills, and leadership skills. Requirements: sophomore standing.

MGMT:3050 Professional Preparation for Management 1 s.h.

Survey of career paths in the field of management through discussions with individuals working in human resources, management consulting, entrepreneurial endeavors, and more; hands-on activities for students to hone the skills required to succeed in today's workplace.

MGMT:3200 Individuals, Teams, and Organizations 3 s.h.

Theories of organizational behavior applied to current business trends for individuals, teams, organizations; personality, managing diversity, work-family conflict, self-managed teams, charismatic leadership, work motivation, managing conflict, organizational culture. Prerequisites: MGMT:2000 and MGMT:2100.

MGMT:3250 Leading Innovation 3 s.h.

Knowledge and skills needed to lead teams and organizations—formally or informally—to achieve sustainable innovation culture, strategy, execution, and outcomes; how to navigate corporate innovation challenges from culture to management and resourcing, in order to successfully lead innovation efforts; problem definition, critical thinking, metrics, design thinking, and entrepreneurial business model development; innovation prerequisites, roles, leadership skills, and strategy. Prerequisites: MGMT:2000 and MGMT:2100.

MGMT:3300 Strategic Human Resource Management 3 s.h.

People management activities, policies, and practices that promote effective organizations; how changes in technology, business restructuring, legal and social concerns, other issues affect human resource management. Prerequisites: MGMT:2000 and MGMT:2100.

MGMT:3400 Employment Law 3 s.h.

Laws affecting employers and employees, such as regulatory health and safety policies, unemployment and retirement benefits, and employment discrimination including hiring, termination, testing issues. Prerequisites: MGMT:2000 and MGMT:2100.

MGMT:3450 International Business Environment 3 s.h.

Differences in international and domestic business; cultural, legal, political factors for managers. Requirements: junior or higher standing.

MGMT:3500 Nonprofit Organizational Effectiveness I 3 s.h.

Operational and financial aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as ENTR:3595, MUSM:3500, NURS:3595, RELS:3700, SSW:3500.

MGMT:3600 Nonprofit Organizational Effectiveness II 3 s.h.

Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as NURS:3600, RELS:3701, SSW:3600.

MGMT:3700 Field Experience: Nonprofit Leadership and Philanthropy 3 s.h.

Faculty-supervised professional work experience with a nonprofit organization with associated academic content.

MGMT:3800 Entrepreneurial Leadership Academy I 3 s.h.

Students hone leadership and project management skills through weekly workshops, guest speakers, and course discussion; preparation to actively manage and lead all phases of a business project; topics include client management, advanced project management skills, how to have tough conversations at work, and how to structure and lead a meeting for optimal results; first in a two-course sequence. Prerequisites: MGMT:2100. Requirements: declared management and entrepreneurship major and 60 s.h. completed. Same as ENTR:3800.

MGMT:3850 Entrepreneurial Leadership Academy II 3 s.h.

Work in small groups to provide strategic management consulting services to Iowa-based companies; experienced entrepreneurs and C-level executives provide mentoring to teams; students independently communicate with their client, learn to employ the latest techniques for assessing competitive markets and identifying growth opportunities, and ultimately develop recommendations and prepare a final report for their client; second in a two-course sequence. Prerequisites: MGMT:3800 or ENTR:3800. Same as ENTR:3850.

MGMT:3999 CIMBA Italy Experiential Leadership 1-3 s.h.

Leadership Initiative for Excellence (LIFE) includes a three-day training that enhances key leadership competencies including effective communication, decision making, teamwork, focus, and interpersonal skills; Learn, Enrich, Achieve, Perform (LEAP) includes and builds upon concepts in LIFE, and is a semester-long professional development program that utilizes self-assessment, one-on-one and group coaching, and developmental seminars; for students enrolled in the CIMBA Italy Program.

MGMT:4000 Topics in Management 1-3 s.h.

Topics not regularly offered in other courses. Prerequisites: MGMT:2100.

MGMT:4050 Directed Readings in Management and Organizations arr.**MGMT:4100 Dynamics of Negotiations** 3 s.h.

Predictable aspects and dynamics of bargaining experiences; simulations, experiential exercises to foster skills needed for effective negotiation in almost any situation. Requirements: 60 s.h. completed.

MGMT:4200 Staffing and Talent Management 3 s.h.

Staffing processes; external influences such as labor markets, the legal environment; support activities such as job analysis, employment planning; staffing activities such as internal and external recruiting, selection. Prerequisites: MGMT:3300 and MGMT:3200. Corequisites: MGMT:3400.

MGMT:4300 Leadership and Personal Development 3 s.h.

Practical development and application of leadership and managerial skills to enhance individual and organizational effectiveness. Prerequisites: MGMT:3200.

MGMT:4325 Team and Project Management 3 s.h.

Fundamentals of managing teams and group projects; emphasis on practical application, using case studies, and interactive and experiential exercises. Prerequisites: MGMT:3200 and MGMT:3300.

MGMT:4350 Performance Management and Strategic Rewards 3 s.h.

Role of pay and other rewards on organizational objectives; compensation's impact on employee behavior and performance; mix of pay and benefits in compensation systems; legal environment regulating pay and benefits; nonmonetary forms of reward; the role of performance management, pay, and other rewards on employee performance and organizational objectives is examined; includes performance appraisals, coaching, performance feedback, incentive systems, the mix of pay and benefits in compensation systems, and the legal environment regulating pay and benefits. Prerequisites: MGMT:3300 and MGMT:3200.

MGMT:4500 Strategy, Innovation and Global Competition 3 s.h.

Development of skills for firm strategy formation in a complex and technology-driven global economy; analytical tools that are essential to any consultant, manager, or entrepreneur facing dynamic industry environments. Prerequisites: MGMT:2100.

MGMT:4600 Nonprofit Ethics and Governance 3 s.h.

Tools to help identify, understand, and resolve ethical issues in nonprofit sectors; how individual beliefs and societal standards shape ethical decision making; application of ethical frameworks to classic and contemporary ethical dilemmas; how various forms of governance shape ethical behavior in organizations; case studies, readings, lectures, and guest speakers.

MGMT:4999 Honors Thesis in Management arr.

Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University of Iowa Honors Program guidelines; may include empirical research, library research, applied projects.

MGMT:7120 Methods for Field Research (Ph.D.) 2 s.h.

Field methods commonly used in behavioral research with emphasis on surveys; different types of field research designs; evaluation of advantages and disadvantages of different research approaches; practice generating research questions and hypotheses appropriate for field survey designs; issues related to levels of analysis; develop and administer surveys to maximize response rates; identify appropriate samples; brief introduction to statistical approaches for analyzing survey data.

MGMT:7124 Methods for Qualitative Research 2 s.h.

Qualitative methods available to researchers; role and contributions of qualitative methods in research; reasons why qualitative research papers get rejected by journals and strategies to avoiding them; work with qualitative data; philosophy of science, formulating research questions, sampling and gaining access, alternative qualitative data collection methods, ways of coding and analyzing qualitative data, building theory from qualitative data.

MGMT:7128 Methods for Experimental Research 2 s.h.

Nature of research and principles of experimental design, including laboratory and field experiments (quasi-experiments), event sampling, and methods of small-group research; analysis of variance (ANOVA), analysis of covariance (ANCOVA), multi-attribute analysis of variance (MANOVA); orthogonal, planned and unplanned comparisons, factorial experiments including repeated measures, nested-factors design, Latin square designs; analysis of data sets with SPSS.

MGMT:7140 Meta-Analysis in Behavioral Social Sciences (Ph.D.) 3 s.h.

Methods for quantitative integration of findings in behavioral and social sciences; overall effect size or correlation, whether conflicting findings documented in research literature are due to moderators (interactions) or statistical and measurement artifacts.

MGMT:7160 Measurement Theory and Methods in the Behavioral and Social Sciences (Ph.D.) 3 s.h.

Measurement and statistical methods needed for conduct of methodologically sound, publishable research; kinds and levels of measurement; role of measurement in theory development and cumulative research knowledge; theory of measurement error; types of reliability and their estimation; corrections for bias in research results due to measurement error; basic scaling methods; criterion-related, content, and construct validity; cross-validation and shrinkage formulas; factor analysis; statistical power in research studies; introduction to meta-analysis; item analysis and scale construction; structural equation modeling. Requirements: basic statistical methods course.

MGMT:7320 Organizational Theory Ph.D. 2 s.h.

Organizational theory; effect of changing environment and technological factors on organizational structure and effectiveness; resource dependency and power, conflict, interorganizational network, population ecology, economic theories of organization, institutional theory.

MGMT:7323 Foundations of Organizational Theorizing 2-3 s.h.

Examination of the field of micro-organizational behavior (micro-OB); development of ability to evaluate and generate papers that make a theoretical contribution to the field; classic and contemporary research related to prevailing theories; students engage in weekly writing, including a series of theory building exercises and peer reviewing; objectives include supporting peers in generating new theoretical questions, models, and/or frameworks, and providing an overview of theoretical contributions in several important areas in organizational behavior.

MGMT:7328 Academic Writing 2-3 s.h.

Development of critical thinking skills and practices associated with successful academic writing; students learn and practice how to write stylized sections of a social science paper effectively (e.g., literature review, hypothesis development); how to write for impact; research-supported productive writing habits, including how to give and receive feedback on early drafts of writing; writing style/mechanics (e.g., using active voice); writing assignments include a combination of step-by-step revisions to an existing, self-selected paper and shorter hands-on exercises targeted at specific writing skills.

MGMT:7340 Group Processes (Ph.D.) 3 s.h.

In-depth understanding of how work groups and teams can be made more effective in organizations; team design issues (i.e., task type, interdependence, leadership, member composition); process issues including power, influence, communications, conflict, collective memory, and intergroup relations.

MGMT:7350 Leadership (Ph.D.) 3 s.h.

Understanding and preparation for implementing leadership in organizations; focus on reading and analysis of basic research-related leadership theories; contrast "great person" theories, traditional behavioral and situational theories, and transformational leadership theory.

MGMT:7360 Motivation and Attitudes (Ph.D.) 3 s.h.

Motivational processes, attitudes, communication and interorganizational networks; emphasis on motivational antecedents and consequences, theoretical implications for models of work performance.

MGMT:7370 Reward Systems (Ph.D.) 2 s.h.

Compensation systems, government influences, equity in compensation and individual wage determination; research-based examination of performance evaluation and appraisal, theories of work performance.

MGMT:7385 Social and Human Capital 2 s.h.

Theory, research, and methods for understanding social capital as a resource available to individuals resulting from the social structure which they are located; readings focus on application of social networks to various content areas at individual, team, and organizational units of analysis; examination of relationships among social and human capital on individual and team outcomes; emphasis on understanding existing theory and empirical findings; social network research in terms of study design and analysis through software programs including UCINET and R.

MGMT:7700 Mentored Research arr.

Management research conducted by doctoral students under faculty supervision; culminates in second-year research paper.

MGMT:7800 Foundations of Human Resource Management 2-3 s.h.

Broad survey of foundational topics in human resource management, particularly from a micro perspective, interspersed with special topics of growing interest within the field; introduction to foundational theoretical and empirical research on topics of staffing, training and development, performance management and compensation, including an examination of trending topics of interest in these areas; students develop skills necessary to evaluate, criticize, and contribute to literature on human resource management.

MGMT:7900 Contemporary Topics in Management and Organizations arr.

Research topics in human resources and organizational behavior.

MGMT:7950 Directed Readings in Management and Organizations arr.

MGMT:7975 Thesis in Management and Organizations arr.

Management research conducted by doctoral students under faculty supervision; culminates in dissertation.

MGMT:9090 Influence and Constructive Persuasion 3 s.h.

Exploration of methods of persuasion and the science behind why and how influence works in a contemporary business setting; leadership as a function of consensus building, convincing, and motivating in today's team-based, knowledge-centric enterprises; how leaders select from a variety of influence techniques to get others' commitment to a course of action rather than commanding others; persuasion—using solid evidence coupled with emotional appeal—as capacity to present a message in a way that leads others to support it; how persuasion, when used effectively, creates a sense of freedom—others freely choose your perspective and support it.

MGMT:9091 Corporate Social Responsibility and Sustainability 2-3 s.h.

Introduction to main corporate social responsibility (CSR) and sustainability issues; current debates; costs and benefits of CSR/sustainability; relationship between leadership, innovation, and CSR; CSR's effects on companies' ability to attract and retain good employees; numerous cases studies ranging from small to large companies from various sectors including food and agriculture, manufacturing, finance, mining, energy, retail, transportation; students read and debate articles and case studies written by leading business experts, academics, and CEOs; individual or teamwork on a CSR change analysis.

MGMT:9092 Effective Managerial Communication 2-3 s.h.

Decisive personal and organizational skills for business leaders and entrepreneurs; at individual level, students will refresh writing, listening, speaking, and interpersonal skills for business settings; at the organizational level, course provides crucial managerial skills—how to conduct an effective meeting, questioning skills for employment selection, engaging in small talk, and communication during a crisis.

MGMT:9093 Communication and Digital Strategy 3 s.h.
Fundamentals of applied communication skills—written, verbal, and presentations.

MGMT:9110 Dynamics of Negotiations 2-3 s.h.
Predictable aspects and dynamics of bargaining experiences; simulations, experiential exercises to foster skills needed for effective negotiation in almost any situation. Requirements: M.B.A. enrollment.

MGMT:9120 Leadership and Personal Development 2-3 s.h.
Major theories; determinants of leader effectiveness, personal and career success; practical development of leadership, managerial skills to enhance individual, organizational effectiveness.

MGMT:9130 Strategic Management of Change 3 s.h.
How congruence in organizational strategy, structure and culture, job design, and employee characteristics produces effective organizations; emphasis on managing organizational change, implementing and working in teams, project management. Prerequisites: MBA:8120.

MGMT:9150 Nonprofit Organizational Effectiveness I 3 s.h.
Operational and financing aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as HMP:6360, PBAF:6278, RELS:6070, SPST:6010, SSW:6247, URP:6278.

MGMT:9160 Nonprofit Organizational Effectiveness II 3 s.h.
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Requirements: for HMP:6365—HMP:6360 or MGMT:9150. Same as HMP:6365, PBAF:6279, RELS:6075, SPST:6020, SSW:6248, URP:6279.

MGMT:9185 Project Management 2-3 s.h.
Preparation for managing projects and project portfolios; project selection, project planning and budgeting, scheduling, resource allocation, project control; integration of project planning tools, including project management software.

MGMT:9210 Law and Ethics 2-3 s.h.

Legal issues surrounding start-up and day-to-day management of a business; contract law, standard business formations, tort law, employment law, business ethics, and alternative dispute resolution; exploration of the ways in which ethics and law intersect as well as the ways in which law reflects various ethical judgments; consideration and comparison of the roles of law and the role of ethics in our society.

MGMT:9220 Maximizing Team Performance 3 s.h.
Current approaches to implementing effective teams within organizations; team selection and formation, group dynamics, facilitation skills, performance and obstacle management.

MGMT:9230 Managing and Preventing Conflict 3 s.h.
Skills for management of high-conflict situations in the workplace and for long-term business success and job satisfaction; experience developing mediation-based skills and communication techniques to prevent and resolve workplace conflicts.

MGMT:9250 Managing Employee Performance 3 s.h.
Concepts and practices to effectively manage, measure, and improve employee performance; establishing and communicating organizational expectations, the manager as coach and motivator, measurement methodologies, and performance improvement methods; concepts and practices to effectively manage, measure, and improve employee performance; establishing and communicating organizational expectations; the manager as coach and motivator, performance improvement methods, and designing more effective reward practices.

MGMT:9260 Strategic Employee Development 3 s.h.
Concepts, practices in training and development; strategic issues affecting the design, implementation, and evaluation of training programs and of career management and organizational development activities.

MGMT:9270 Human Resource Management 3 s.h.
Systematic approach to managing human resources through practices consistent with validated theories and empirical research; human resources practices and business strategies; human resources strategy, recruitment and selection, training and development, employment law, international human resources, career management, compensation.

MGMT:9290 Global Business Management 3 s.h.
Theoretical knowledge and practical skills that are critical to successfully compete in the global marketplace and to make sound management decisions in international contexts; economic, political, legal, and social aspects of a business environment in foreign markets; multinational companies' winning moves in entering and growing in these markets; best practices in managing people in different cultural settings.

Management, B.B.A.

Requirements

The Bachelor of Business Administration with a major in management requires a minimum of 120 s.h., including 22 s.h. of work for the major. To graduate, students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all coursework attempted at the University of Iowa, all college business coursework attempted, all business coursework attempted at the University of Iowa, all college management and entrepreneurship coursework attempted, and all management and entrepreneurship coursework attempted at the University of Iowa.

The program is designed to give students a thorough background in the department's study areas as well as an understanding of their application to real-life situations. Specific courses, research projects, and other experiences, such as simulations, are blended to include both theoretical and pragmatic aspects of the field.

All B.B.A. students majoring in management choose one of three tracks: entrepreneurial management, human resource management, or leadership and management. The entrepreneurial management track is intended for students who plan to start their own business or work in a small business. The human resource management track prepares students to pursue careers in human resources or to earn a degree in law. The leadership and management track focuses on the skills and competencies needed to lead a project, a team, or an organization; it is best suited for students considering management or consulting careers. Each track provides a solid background in general management principles in addition to a specialized focus.

The B.B.A. with a major in management requires the following coursework. To view the common B.B.A. requirements, see the Bachelor of Business Administration [p. 1125] in the Catalog.

Entrepreneurial Management Track Courses

Students in this track are not eligible to earn the B.A. in enterprise leadership or the Certificate in Entrepreneurial Management.

Students in the entrepreneurial management track complete the following coursework.

Code	Title	Hours
All of these:		
MGMT:3050	Professional Preparation for Management	1
or ENTR:3050	Professional Preparation for Enterprise Leadership and Entrepreneurship	
MGMT:3250	Leading Innovation	3
MGMT:3800	Entrepreneurial Leadership Academy I	3
or ENTR:4200	Entrepreneurship: Business Consulting	
MGMT:4100	Dynamics of Negotiations	3
ENTR:3100	Entrepreneurial Finance	3
ENTR:3350	Entrepreneurial Strategy	3
ENTR:4400	Managing the Growth Business	3

And 3 s.h. from these:

MGMT:3850	Entrepreneurial Leadership Academy II	3
ENTR:3000	Practicum in Entrepreneurship	3
ENTR:4100	International Entrepreneurship and Culture	3
ENTR:4300	Entrepreneurship: Advanced Business Planning	3
ENTR:4900	Academic Internship	3

Human Resource Management Track Courses

Students in the human resource management track complete the following coursework.

Code	Title	Hours
All of these:		
MGMT:3050	Professional Preparation for Management	1
MGMT:3200	Individuals, Teams, and Organizations	3
MGMT:3300	Strategic Human Resource Management	3
MGMT:3400	Employment Law	3
MGMT:4100	Dynamics of Negotiations	3
MGMT:4200	Staffing and Talent Management	3
MGMT:4350	Performance Management and Strategic Rewards	3

And 3 s.h. from these:

MGMT:3450	International Business Environment	3
MGMT:3500	Nonprofit Organizational Effectiveness I	3
MGMT:3600	Nonprofit Organizational Effectiveness II	3
MGMT:3800	Entrepreneurial Leadership Academy I	3
MGMT:3999	CIMBA Italy Experiential Leadership	3
or MGMT:4300	Leadership and Personal Development	
MGMT:4325	Team and Project Management	3
MGMT:4500	Strategy, Innovation and Global Competition	3
ENTR:4200	Entrepreneurship: Business Consulting	3
ENTR:4400	Managing the Growth Business	3
Entrepreneurial leadership academy II course		3

Leadership and Management Track Courses

Students in the leadership and management track complete the following coursework.

Code	Title	Hours
All of these:		
MGMT:3050	Professional Preparation for Management	1
MGMT:3200	Individuals, Teams, and Organizations	3
MGMT:3300	Strategic Human Resource Management	3
MGMT:3800	Entrepreneurial Leadership Academy I	3
or MGMT:4325	Team and Project Management	
MGMT:3999	CIMBA Italy Experiential Leadership	3
or MGMT:4300	Leadership and Personal Development	
MGMT:4100	Dynamics of Negotiations	3
MGMT:4500	Strategy, Innovation and Global Competition	3
And 3 s.h. from these:		
MGMT:3400	Employment Law	3
MGMT:3450	International Business Environment	3
MGMT:3500	Nonprofit Organizational Effectiveness I	3
MGMT:3600	Nonprofit Organizational Effectiveness II	3
MGMT:4200	Staffing and Talent Management	3
MGMT:4350	Performance Management and Strategic Rewards	3
ENTR:3350	Entrepreneurial Strategy	3
ENTR:4200	Entrepreneurship: Business Consulting	3
ENTR:4400	Managing the Growth Business	3
Entrepreneurial leadership academy II course		3

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Management, B.B.A.

- Entrepreneurial Management Track [p. 1209]
- Human Resource Management Track [p. 1210]
- Leadership and Management Track [p. 1211]

Entrepreneurial Management Track

Course	Title	Hours
Academic Career		
Any Semester		

Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.

To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course.^a

Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.

Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.

Hours 0-3

First Year

Fall

MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric ^c	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16

Spring

STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16

Second Year

Fall

ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
MGMT:2100	Introduction to Management ^d	3
GE: Natural Sciences without Lab ^c		3
BUS:2200	Foundations for Success in Business	1
Hours		14

Spring

MGMT:3050 or ENTR:3050	Professional Preparation for Management or Professional Preparation for Enterprise Leadership and Entrepreneurship	1
BUS:3000	Business Communication and Protocol ^e	3
MGMT:2000	Introduction to Law ^d	3
BAIS:2800	Foundations of Business Analytics	3
GE: International and Global Issues ^c		3
Minor, certificate, or non-business elective		3
Hours		16

Third Year

Fall

ACCT:2200	Managerial Accounting	3
ENTR:3350	Entrepreneurial Strategy	3
BAIS:3000	Operations Management	2

BAIS:3005	Information Systems	2
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		16

Spring

Major: Entrepreneurial Management track course ^f		3
Major: Entrepreneurial Management track course ^f		3
MKTG:3000	Introduction to Marketing Strategy	3
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Hours		15

Fourth Year**Fall**

MGMT:4100	Dynamics of Negotiations	3
Major: Entrepreneurial Management track course ^f		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		1
Hours		13

Spring

Major: Entrepreneurial Management track course ^f		3
Major: Entrepreneurial Management track course ^f		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		14
Total Hours		120-123

- a See degree audit for course options.
- b Enrollment in math courses requires completion of a placement exam.
- c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d MGMT:2000 and MGMT:2100 should both be taken during second year; may be taken in either order.
- e BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.
- f Select ENTR:3100, ENTR:4200 or MGMT:3800, ENTR:4400, MGMT:3250 and 3 s.h. course from Entrepreneurial Management track list.
- g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Human Resource Management Track

Course	Title	Hours
Academic Career		
Any Semester		

Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.

To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course.^a

Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.

Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.

Hours	0-3
-------	-----

First Year**Fall**

MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16

Spring

STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16

Second Year**Fall**

ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
MGMT:2100	Introduction to Management ^d	3
GE: Natural Sciences without Lab ^c		3
BUS:2200	Foundations for Success in Business	1
Hours		14

Spring

MGMT:3050	Professional Preparation for Management	1
BUS:3000	Business Communication and Protocol ^e	3
MGMT:2000	Introduction to Law ^d	3
BAIS:2800	Foundations of Business Analytics	3
GE: International and Global Issues ^c		3
Minor, certificate, or non-business elective		3
Hours		16

Third Year**Fall**

ACCT:2200	Managerial Accounting	3
MGMT:3200	Individuals, Teams, and Organizations ^f	3
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
Minor, certificate, or non-business elective		3

Minor, certificate, or non-business elective	3
Hours	16
Spring	
MGMT:3300 Strategic Human Resource Management ^f	3
Major: Human Resource Management track course ^g	3
FIN:3000 Introductory Financial Management	3
MKTG:3000 Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective	3
Hours	15
Fourth Year	
Fall	
MGMT:4100 Dynamics of Negotiations	3
Major: Human Resource Management track course ^g	3
Minor, certificate, or non-business elective	3
Minor, certificate, or non-business elective	3
Minor, certificate, or non-business elective	1
Hours	13
Spring	
Major: Human Resource Management track course ^g	3
Major: Human Resource Management track course ^g	3
Minor, certificate, or non-business elective	3
Minor, certificate, or non-business elective	3
Minor, certificate, or non-business elective	2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	14
Total Hours	120-123

- a See degree audit for course options.
- b Enrollment in math courses requires completion of a placement exam.
- c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d MGMT:2000 and MGMT:2100 should both be taken during second year; may be taken in either order.
- e BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.
- f MGMT:3200 and MGMT:3300 should be taken before the end of the third year; may be taken in either order or concurrently.
- g Select MGMT:3400, MGMT:4200, MGMT:4350 and 3 s.h. course from Human Resource Management track list.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Leadership and Management Track

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		

To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course.^a

Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.

Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.

Hours	0-3
First Year	
Fall	
MATH:1350 Quantitative Reasoning for Business ^b	4
RHET:1030 Rhetoric ^c	4
GE: Historical Perspectives ^c	3
GE: Social Sciences ^c	3
CSI:1600 Success at Iowa	2
Hours	16
Spring	
STAT:1030 Statistics for Business	4
ECON:1100 Principles of Microeconomics	4
BAIS:1500 Business Computing Essentials	2
ENGL:1200 The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c	3
Hours	16
Second Year	
Fall	
ACCT:2100 Introduction to Financial Accounting	3
ECON:1200 Principles of Macroeconomics	4
MGMT:2100 Introduction to Management ^d	3
GE: Natural Sciences without Lab ^c	3
BUS:2200 Foundations for Success in Business	1
Hours	14
Spring	
MGMT:3050 Professional Preparation for Management	1
BUS:3000 Business Communication and Protocol ^e	3
MGMT:2000 Introduction to Law ^d	3
BAIS:2800 Foundations of Business Analytics	3
GE: International and Global Issues ^c	3
Minor, certificate, or non-business elective	3
Hours	16
Third Year	
Fall	
ACCT:2200 Managerial Accounting	3
MGMT:3200 Individuals, Teams, and Organizations ^f	3
BAIS:3000 Operations Management	2
BAIS:3005 Information Systems	2
Minor, certificate, or non-business elective	3

Minor, certificate, or non-business elective	3	
Hours	16	
Spring		
MGMT:3999 or MGMT:4300	CIMBA Italy Experiential Leadership or Leadership and Personal Development	3
MGMT:3300	Strategic Human Resource Management ^f	3
MKTG:3000	Introduction to Marketing Strategy	3
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective	3	
Hours	15	
Fourth Year		
Fall		
MGMT:4100	Dynamics of Negotiations	3
Major: Leadership and Management track course ^g		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Minor, certificate, or non-business elective		2
Hours	13	
Spring		
Major: Leadership and Management track course ^g		3
Major: Leadership and Management track course ^g		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours	14	
Total Hours	120-123	

The Pomerantz Career Center offers multiple resources to help students find internships and jobs. For more information, visit the Pomerantz Career Center website.

- a See degree audit for course options.
- b Enrollment in math courses requires completion of a placement exam.
- c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d MGMT:2000 and MGMT:2100 should both be taken during second year; may be taken in either order.
- e BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.
- f MGMT:3200 and MGMT:3300 should be taken before the end of the third year; may be taken in either order or concurrently.
- g Select MGMT:4325, MGMT:4500 and 3 s.h. from Leadership and Management track list.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

Recent graduates have found jobs as team leads, project managers, people managers, human resource managers, and entrepreneurs at a range of organizations.

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment six months after graduation.

Doctor of Philosophy

Graduate students in management and entrepreneurship may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see the Ph.D. in business administration [p. 1156] in the Catalog and visit the Department of Management and Entrepreneurship website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Marketing

Chair

- Dhananjay Nayakankuppam

Undergraduate major: marketing (B.B.A.)

Graduate degree: marketing subprogram for the Ph.D. in business administration

Faculty: [https://tippie.uiowa.edu/people?](https://tippie.uiowa.edu/people?keywords=&departments=176&category=All)

[keywords=&departments=176&category=All](https://tippie.uiowa.edu/people?keywords=&departments=176&category=All)

Website: <https://tippie.uiowa.edu/marketing>

The study of marketing concerns itself with all activities related to the marketing and distribution of goods and services, from producers to consumers. The goal of the department is to make strong contributions to marketing practice and marketing theory with innovative teaching, cutting-edge research, and active community outreach. The marketing curriculum provides a broad foundation in marketing concepts along with opportunities to specialize in areas of vocational interests. The department utilizes multiple teaching methods, including experiential learning, research experiences, case analyses, and online and face-to-face classroom training to prepare students to solve a variety of marketing problems that arise in our increasingly complex global economy.

The Department of Marketing offers the undergraduate major in marketing and the subprogram in marketing that leads to the Ph.D. in business administration. Additionally, the department participates in the M.B.A. program; see Master of Business Administration Program [p. 1225] in the Catalog.

Related Certificate

Event Management

The Department of Marketing (Tippie College of Business), the Departments of Communication Studies and Health and Human Physiology, and the School of Journalism and Mass Communication (College of Liberal Arts and Sciences) collaborate to offer the undergraduate Certificate in Event Management. Students who earn the certificate will know and be able to demonstrate the basic principles of organizing a successful event. They will gain a robust understanding of the diverse field of event management and careers in the event management industry. For information about the certificate, see the Certificate in Event Management [p. 479] in the Catalog.

Programs

Undergraduate Program of Study

Major

- Major in Marketing (Bachelor of Business Administration) [p. 1218]

Graduate Program of Study

Major

- Marketing subprogram for the Doctor of Philosophy [p. 1224] in Business Administration

Courses

Marketing Courses

MKTG:1300 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

MKTG:3000 Introduction to Marketing Strategy 3 s.h.

Philosophy and activities of marketing; marketing environment of an organization; strategies with respect to marketing decisions, buyer behavior; spreadsheet analysis of marketing problems.

MKTG:3050 Professional Preparation in Marketing 2 s.h.

Overview of alternative marketing careers; required skills and personal characteristics that drives success in these fields; hard and soft skills required in major types of marketing careers; development of a professional brand identity and strategy to find marketing internships and permanent employment opportunities; marketing's relationship to other business and organizational functions and to external environment. Corequisites: MKTG:3000.

MKTG:3051 Career Preparation for Marketing Management 1 s.h.

Finding and successfully competing for career opportunities in marketing management; includes online exercises, interactions with marketing executives, and participation in one of the national organizations representing marketing management professionals. Prerequisites: MKTG:3000 and MKTG:3050.

MKTG:3052 Career Preparation for Retailing 1 s.h.

Finding and successfully competing for career opportunities in retailing; online exercises, interactions with retailing executives, and participation in one of the national organizations representing retailing professionals. Prerequisites: MKTG:3000 and MKTG:3050.

MKTG:3053 Career Preparation for Professional Sales 1 s.h.

Finding and successfully competing for career opportunities in professional sales; online exercises, interactions with sales executives, and participation in one of the national organizations representing sales professionals. Prerequisites: MKTG:3000 and MKTG:3050.

MKTG:3054 Career Preparation for Market Analytics 1 s.h.

Finding and successfully competing for career opportunities in market analytics; online exercises, interactions with market research executives, and participation in one of the national organizations representing market research professionals. Prerequisites: MKTG:3000 and MKTG:3050.

MKTG:3055 Career Preparation for Marketing 1 s.h.

Finding and successfully competing for career opportunities in marketing; online exercises, interactions with executives, and participation in a national organization representing professionals. Prerequisites: MKTG:3000 and MKTG:3050 and (MKTG:3100 or MKTG:3200). Requirements: 90 s.h. completed.

MKTG:3100 Marketing Research 3 s.h.

Marketing, research methods; role of marketing research information as a tool in management decision making. Prerequisites: MKTG:3000 and (MSCI:2800 or BAIS:2800 or STAT:2020 with a minimum grade of B or ECON:4800 or STAT:4101).

- MKTG:3101 Marketing Metrics** 3 s.h.
Identifying and measuring key metrics that are the focus for marketing plans and the backbone for evaluating marketing performance (e.g., penetration, share of requirements, customer satisfaction, churn rates, click-through rates, and customer lifetime value); relationship between conceptual models of business-to-business and business-to-consumer behaviors and the selection of appropriate metrics; emphasis on use of metrics as basic inputs for goal setting, marketing decision making, and evaluation. Prerequisites: MKTG:3000 and MKTG:3100.
- MKTG:3102 Marketing Analytics** 3 s.h.
Marketing science models used in strategic and tactical marketing decisions; application of consumer behavior in the development of quantitative models that inform marketing mix decisions (advertising, pricing, and salesforce effort), new product development, product line management, and category management; topics may include product mapping, latent class (segmentation) analysis, conjoint analysis, choice modeling (binary and multinomial logic), diffusion models (word-of-mouth), decision-calculus ("models and manager" technology), churn analysis and web analytics. Prerequisites: MKTG:3000 and MKTG:3100.
- MKTG:3103 Advanced Marketing Research** 3 s.h.
Traditional and nontraditional research techniques to address business problems that have a relationship to basic research; primary focus on hands-on experience and peer-based learning. Prerequisites: MKTG:3000.
- MKTG:3200 Consumer Behavior** 3 s.h.
Behavioral and social aspects of marketing; research methods and findings from behavioral sciences, their relation to production, consumption, and marketing of products, services. Prerequisites: MKTG:3000.
- MKTG:3300 Web Business Strategy** 3 s.h.
Introduction to World Wide Web business and marketing; concepts, methods, and applications associated with doing business on the web; web page construction and design; case studies and/or entrepreneurial projects. Prerequisites: MKTG:3000.
- MKTG:3400 Retail Strategies** 3 s.h.
Strategies for retail site selection, store design, supply chain management, customer relationship management/customer service; merchandising management strategies for planning merchandise assortments, buying systems, buying merchandise, pricing, promotion. Prerequisites: MKTG:3000.
- MKTG:3401 Merchandise Management** 3 s.h.
Merchandise and service mix strategies for alternative retail concepts, including various store and online formats; topics include national brands versus private label, multi-channel distribution, logistics, replenishment strategies, pricing, promotion, product assortment, store layout, and point-of-sale and in-store merchandising. Prerequisites: MKTG:3000.
- MKTG:3700 Marketing Institute Seminar I** 2 s.h.
Soft skills and professional expertise to succeed in marketing and consulting careers; résumé and interview training, industry presentations, business case assignments, lectures. Prerequisites: MKTG:3000. Requirements: admission to the Marketing Institute.
- MKTG:3701 Marketing Institute Field Studies** 2 s.h.
Plan, design, carry out, and report on a marketing research project for a profit or nonprofit client organization; communicate with managers, apply knowledge of marketing research, meet deadlines, and convert research findings into actionable recommendations for management. Prerequisites: MKTG:3000 and MKTG:3700. Requirements: admission to the Marketing Institute.
- MKTG:3702 Marketing Institute Seminar II** 2 s.h.
Development of soft skills and professional expertise to succeed in marketing and consulting careers; résumé and interview training, industry presentations, business case assignments, lectures; mentor students in marketing institute seminar. Prerequisites: MKTG:3000 and MKTG:3700 and MKTG:3701. Requirements: admission to the Marketing Institute.
- MKTG:4000 Contemporary Topics in Marketing** 3 s.h.
Topics not regularly offered in other courses. Prerequisites: MKTG:3000.
- MKTG:4050 Directed Readings in Marketing** arr.
- MKTG:4101 Integrated Marketing Communications** 3 s.h.
Making marketing communication decisions and understanding how marketing communications work; planning and evaluation of marketing communications; theories, models, and tools to make better marketing communication decisions; course uses an Integrated Marketing Communications perspective, which involves understanding the role of the different promotional mix elements and coordinating them to develop effective marketing communication programs. Prerequisites: MKTG:3000.
- MKTG:4200 Sales Management** 3 s.h.
Personal selling, management of sales force; emphasis on recruitment, selection, training of sales representatives; problems in allocation of sales effort, supervision, control. Prerequisites: MKTG:3000.
- MKTG:4201 Professional Selling** 3 s.h.
Personal selling function in overall business strategy and professional selling process that underlies successful sales careers; emphasis on hands-on experiences in developing practical skills in sales strategy, analytics, and communications skills; students develop and make sales presentations, engage in role-playing exercises, and complete applied selling exercises as individuals or in sales teams; focus is on professional selling in a business environment, but students will also apply course concepts in other interpersonal business communications settings. Prerequisites: MKTG:3000.
- MKTG:4250 Marketing and Sustainability** 3 s.h.
Concepts for developing and implementing sustainable marketing strategies; developing more environmentally friendly products, more sustainable logistical systems, socially responsible pricing, and promoting sustainable products in a socially responsible way. Prerequisites: MKTG:3000.
- MKTG:4275 Social Media Marketing** 3 s.h.
Fundamentals of social media in a marketing context; establishing clear organizational goals, developing appropriate marketing strategies, and determining key campaign logistics (who, when, where); guest speakers and hands-on projects involving social media. Prerequisites: MKTG:3000.

- MKTG:4300 International Marketing** 3 s.h.
Differences in global environment: how cultural considerations, political, legal, and economic conditions affect market entry strategies and marketing mix decisions; development of marketing plan for non-U.S. environments. Prerequisites: MKTG:3000.
- MKTG:4400 Digital Marketing** 3 s.h.
Foundational understanding of digital marketing and how successful (and unsuccessful) marketing campaigns use online and mobile platforms; fundamentals of digital marketing including internet marketing strategies, user-generated content, search engine optimization, website design and management, inbound marketing, email marketing, social media marketing, and data analytics. Prerequisites: MKTG:3000.
- MKTG:4405 Marketing Sales and Promotion** 3 s.h.
While there will always be some need for selling, the aim of marketing is to know the customer so well that a product or service sells itself—marketing done well should result in customers ready to buy; starting with the customer and working backwards, students gain insight into common customer pain points, and how companies improve customer experience and produce what customers will purchase; use of case studies to analyze real-world marketing problems; discussion of strategies and tactics to increase sales and compete successfully in today's challenging business environment. Prerequisites: MKTG:3000.
- MKTG:4410 Customer Relationship Management** 3 s.h.
Analytical approaches to customer relationship management; issues, techniques, and terminology associated with database marketing and data mining; analysis of customer databases; assessing lifetime valuation (LTV) of customers, identifying "high potential" customers, estimating return on marketing investment, and building predictive models to estimate the probability of response to a marketing campaign. Prerequisites: MKTG:3000.
- MKTG:4500 Marketing Capstone** 3 s.h.
Marketing problems of organizations; emphasis on marketing manager's role in developing, presenting goal-oriented marketing strategies; application of marketing concepts to real business situations. Prerequisites: MKTG:3000 and MKTG:3050 and MKTG:3100 and MKTG:3200 and (MKTG:3101 or MKTG:3102 or MKTG:3103 or MKTG:3300 or MKTG:3400 or MKTG:3401 or MKTG:3701 or MKTG:4000 or MKTG:4101 or MKTG:4200 or MKTG:4201 or MKTG:4250 or MKTG:4275 or MKTG:4300 or MKTG:4400 or MKTG:4410 or MKTG:4800). Requirements: completion of 90 s.h.
- MKTG:4800 Marketing Consulting Project** 3 s.h.
Experience in planning, designing, carrying out, reporting on a marketing research project for a profit or nonprofit client organization; communication with managers, application of marketing research, meeting deadlines, converting research findings into action recommendations for management. Prerequisites: MKTG:3000 and MKTG:3100.
- MKTG:4999 Honors Thesis in Marketing** arr.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects.
- MKTG:7800 Seminar in Consumer Behavior - Ph.D.** 3 s.h.
Key facets of consumer behavior—information processing, perception, memory, learning, attitude formation, attitude change, decision making, emotion; behavioral research methods.
- MKTG:7825 Problems and Solutions in Behavioral Research** 3 s.h.
Cultivation of Ph.D. students' ability to be independent scholars with regard to theory building, testing, and assessing contributions; heavy focus on theory development and construction of nomological nets with an emphasis on behavioral research.
- MKTG:7850 Seminar in Marketing Models - Ph.D.** 3 s.h.
Theoretical, operational models in marketing, with emphasis on recent advances; in-depth criticism of models, participation in model development project.
- MKTG:7900 Seminar in Research Topics - Ph.D.** arr.
Individual research topics.
- MKTG:7950 Directed Readings in Marketing - Ph.D.** arr.
- MKTG:7975 Thesis in Marketing** arr.
- MKTG:9000 Directed Readings in Marketing** arr.
- MKTG:9010 Contemporary Topics in Marketing** 1-3 s.h.
Topics not regularly offered in other courses. Prerequisites: MBA:8110.
- MKTG:9015 Social Media Marketing for Business** 3 s.h.
Fundamentals of social media marketing; establishing clear organizational goals for engaging in social media to market a product or service, developing solid strategies for implementation, and determining other key campaign logistics. Prerequisites: MBA:8110.
- MKTG:9110 Category Management** 3 s.h.
Marketing strategy related to manufacturing product line interactions, retailer product assortment, consumer response; category definition, product line pricing and branding, cross-category promotions, channel coordination, efficient consumer response, loyalty programs, database marketing. Prerequisites: MBA:8110.
- MKTG:9120 Customer Relationship Management** 3 s.h.
Analytical approaches to customer relationship management; issues, techniques and terminology associated with database marketing and data mining; analysis of customer databases; assessing lifetime valuation (LTV) of customers, identifying "high potential" customers, estimating return on marketing investment, building predictive models to estimate the probability of response to a marketing campaign. Prerequisites: MBA:8110.
- MKTG:9150 Brand Management** 3 s.h.
Strategies for building, leveraging, and defending brands; principles of consumer behavior, how they relate to building brand identity and equity; branding of consumer goods and services. Prerequisites: MBA:8110.
- MKTG:9155 Digital Marketing Insights, Strategies, and Applications** 3 s.h.
Introduction and examination of foundational, strategic and operational concepts of digital marketing through a combination of interactive lectures, case discussion, and project work; materials taught from a business-to-business (B2B) and business-to-consumer (B2C) perspective and considers marketplace dynamics, emerging technology, consumer insights, and data driven digital channels that inform a corporate vision for digital, a go-to-market strategy, and executional roadmap; introduction and knowledge advancement of tools and levers of digital marketing, followed by application to real world scenarios. Prerequisites: MBA:8110.

MKTG:9165 Digital Marketing Analytics 3 s.h.

Comprehensive introduction to current analytic tools and technologies used in digital marketing; hands-on analyses with JMP, a state-of-the-art visually stunning data analysis software; strategic applications of marketing analytics to data from B2C and B2B cases. Prerequisites: (MBA:8150 or MSCI:9100 or BAIS:9100) and MBA:8110.

MKTG:9170 Business to Business Marketing 3 s.h.

Industrial buyer behavior, buyer-seller relationships, interactive product policy and market segmentation, distribution and selling systems; skill development in market strategy formulation for industrial products and services, and in solving problems and making decisions about industrial marketing. Prerequisites: MBA:8110.

MKTG:9190 International Marketing 3 s.h.

Domestic versus international perspective; identification and evaluation of opportunities and risks in non-U.S. markets; research problems in global markets; effects of international organizations, foreign exchange, macroeconomic policies, local law, and cultural differences on consumer behavior and marketing decisions; multinational versus global marketing strategies (entry, product adaptation, channel logistics, pricing, promotion); emphasis on practical applications. Prerequisites: MBA:8110.

MKTG:9200 Field Studies in Marketing 3 s.h.

Experience in planning, designing, carrying out, reporting on a marketing research project for a profit or nonprofit client organization; communication with managers, application of marketing research, meeting deadlines, converting research findings into action recommendations for management. Prerequisites: MBA:8110 and MBA:8150.

MKTG:9300 Applied Marketing Research 2-3 s.h.

Research design, survey design, sampling, data analysis, qualitative research methods, research project management. Prerequisites: MBA:8110 and MBA:8150.

MKTG:9310 Marketing Analytics 2-3 s.h.

Quantitative tools to support marketing planning decisions, including forecasting, elasticity analysis, conjoint analysis, and customer LTV; analysis of syndicated data. Prerequisites: MSCI:9100 or BAIS:9100 or MBA:8150.

MKTG:9320 Strategic Brand Positioning 2-3 s.h.

Define market boundaries; use customer and competitor analyses to create sustainable market positions; create and manage brand identities; brand architecture, brand equity measurement. Prerequisites: MBA:8110.

MKTG:9330 Product and Pricing Management 2-3 s.h.

Create and capture value through product and service design, including stage-gate evaluation models; implement pricing strategy for new products and existing product lines. Prerequisites: MBA:8110.

MKTG:9340 Customer Analysis 2-3 s.h.

Use customer insights to support successful marketing programs; organizational, individual, and joint decision making; post sale satisfaction behaviors. Prerequisites: MBA:8110.

MKTG:9350 Marketing Communication and Promotions 2-3 s.h.

Develop effective communication programs for business and consumer markets; manage agency relationships; integrate media/vehicle platforms; track and evaluate investments in communications and promotions. Prerequisites: MBA:8110.

MKTG:9360 Category Management 2-3 s.h.

Manufacturer-retailer relationships, product line planning, efficient consumer response, cross-category marketing strategies, competition between national brands and store labels, retailer positioning, customer loyalty.

Marketing, B.B.A.

Several decades ago, the study of marketing dealt almost exclusively with business activities involved in the flow of goods from production to consumption. Today it includes principles that are more widely applicable; they are as relevant to the success of arts, sports, and social programs as they are to firms selling goods and services. A major in marketing includes study in the behavioral sciences, communications, statistical analysis, and computer methods as well as marketing decision making.

Requirements

The Bachelor of Business Administration with a major in marketing requires a minimum of 120 s.h., including 21 s.h. of work for the major. Students must have a cumulative g.p.a. of at least 2.00 in all college coursework attempted, all college coursework attempted in business, all college coursework attempted in the major, all coursework attempted at the University of Iowa, all business coursework attempted at the University of Iowa, and all coursework in the major attempted at the University of Iowa.

The program is designed to provide undergraduate students with an understanding of the business, social, and economic roles of marketing and to prepare them for marketing careers.

All students complete the common required courses and select one of the four marketing tracks: marketing management, retail management, professional sales and management, or marketing analytics.

The B.B.A. with a major in marketing requires the following coursework. To view the common B.B.A. requirements, see the Bachelor of Business Administration [p. 1130] in the Catalog.

Code	Title	Hours
	Marketing Common Required Courses	12
	Marketing Required Track Courses	9
	Total Hours	21

Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course.

Marketing Common Required Courses

Students in all tracks must complete these courses.

Code	Title	Hours
MKTG:3050	Professional Preparation in Marketing	2
MKTG:3055	Career Preparation for Marketing	1
MKTG:3100	Marketing Research	3
MKTG:3200	Consumer Behavior	3
MKTG:4500	Marketing Capstone (must be taken at the University of Iowa)	3

Marketing Required Track Courses

Students complete the requirements from one of the four tracks below.

Code	Title	Hours
Marketing Management Track		
	Three marketing courses chosen from the "Marketing Electives" list below	9
Marketing Analytics Track		
MKTG:3101	Marketing Metrics	3
MKTG:3102	Marketing Analytics	3
	One additional marketing course, chosen from the "Marketing Electives" list below	3
Retail Management Track		
MKTG:3400	Retail Strategies	3
MKTG:3401	Merchandise Management	3
	One additional marketing course, chosen from the "Marketing Electives" list below	3
Professional Sales and Management Track		
MKTG:4200	Sales Management	3
MKTG:4201	Professional Selling	3
	One additional marketing course, chosen from the "Marketing Electives" list below	3

Marketing Electives

Code	Title	Hours
MKTG:3101	Marketing Metrics	3
MKTG:3102	Marketing Analytics	3
MKTG:3103	Advanced Marketing Research	3
MKTG:3300	Web Business Strategy	3
MKTG:3400	Retail Strategies	3
MKTG:3401	Merchandise Management	3
MKTG:3701	Marketing Institute Field Studies	2
MKTG:4000	Contemporary Topics in Marketing	3
MKTG:4101	Integrated Marketing Communications	3
MKTG:4200	Sales Management	3
MKTG:4201	Professional Selling	3
MKTG:4250	Marketing and Sustainability	3
MKTG:4300	International Marketing	3
MKTG:4400	Digital Marketing	3
MKTG:4405	Marketing Sales and Promotion	3
MKTG:4410	Customer Relationship Management	3
MKTG:4800	Marketing Consulting Project	3

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Marketing, B.B.A.

- Marketing Management Track [p. 1219]
- Retail Management Track [p. 1220]
- Professional Sales and Management Track [p. 1221]
- Marketing Analytics Track [p. 1222]

Marketing Management Track

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course. ^a		0 - 3
Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.		
Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.		
Hours		0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16
Spring		
STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16
Second Year		
Fall		
ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
MGMT:2000	Introduction to Law	3
GE: Natural Sciences without Lab ^c		3
BUS:2200	Foundations for Success in Business ^d	1
Hours		14
Spring		
ACCT:2200	Managerial Accounting	3

GE: International and Global Issues ^c		3
BAIS:2800	Foundations of Business Analytics	3
MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Hours		15

Third Year

Fall		
MKTG:3050	Professional Preparation in Marketing	2
MKTG:3100	Marketing Research ^e	3
MKTG:3200	Consumer Behavior	3
BUS:3000	Business Communication and Protocol ^f	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Hours		16

Spring

Major: Marketing elective ^g		3
Major: Marketing elective ^g		3
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
MGMT:2100	Introduction to Management	3
Minor, certificate, or non-business elective		3
Hours		16

Fourth Year

Fall		
Major: Marketing elective ^g		3
MKTG:3055	Career Preparation for Marketing	1
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		13
Spring		
MKTG:4500	Marketing Capstone ^h	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		14
Total Hours		120-123

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in MKTG:3050.

e BAIS:2800 and MKTG:3000 are required prerequisite courses.

f BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.

g Select from list of approved courses in the General Catalog or on degree audit.

h MKTG:3000, MKTG:3050, MKTG:3100, MKTG:3200, and one additional MKTG course numbered above 3100 are required prerequisite courses.

i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Retail Management Track

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course. ^a		0 - 3
Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.		
Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.		
Hours		0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16
Spring		
STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16
Second Year		
Fall		
ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
MGMT:2000	Introduction to Law	3
GE: Natural Sciences without Lab ^c		3
BUS:2200	Foundations for Success in Business ^d	1
Hours		14
Spring		
ACCT:2200	Managerial Accounting	3
GE: International and Global Issues ^c		3
BAIS:2800	Foundations of Business Analytics	3

MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Hours		15

Third Year

Fall

MKTG:3050	Professional Preparation in Marketing	2
MKTG:3100	Marketing Research ^e	3
MKTG:3200	Consumer Behavior	3
BUS:3000	Business Communication and Protocol ^f	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Hours		16

Spring

Major: Retail Management Track course ^g		3
Major: Retail Management Track course ^g		3
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
MGMT:2100	Introduction to Management	3
Minor, certificate, or non-business elective		3
Hours		16

Fourth Year

Fall

Major: Marketing elective ^g		3
MKTG:3055	Career Preparation for Marketing	1
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		13

Spring

MKTG:4500	Marketing Capstone ^h	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		14

Total Hours 120-123

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in MKTG:3050.

e BAIS:2800 and MKTG:3000 are required prerequisite courses.

f BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.

g Select from list of approved courses in the General Catalog or on degree audit.

h MKTG:3000, MKTG:3050, MKTG:3100, MKTG:3200, and one additional MKTG course numbered above 3100 are required prerequisite courses.

i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Professional Sales and Management Track

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course. ^a		0 - 3
Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.		
Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.		
Hours		0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16
Spring		
STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16
Second Year		
Fall		
ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
MGMT:2000	Introduction to Law	3
GE: Natural Sciences without Lab ^c		3
BUS:2200	Foundations for Success in Business ^d	1
Hours		14
Spring		
ACCT:2200	Managerial Accounting	3
GE: International and Global Issues ^c		3
BAIS:2800	Foundations of Business Analytics	3

MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Hours		15

Third Year

Fall		
MKTG:3050	Professional Preparation in Marketing	2
MKTG:3100	Marketing Research ^e	3
MKTG:3200	Consumer Behavior	3
BUS:3000	Business Communication and Protocol ^f	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Hours		16

Spring

Major: Professional Sales and Management Track course ^g		3
Major: Professional Sales and Management Track course ^g		3
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
MGMT:2100	Introduction to Management	3
Minor, certificate, or non-business elective		3
Hours		16

Fourth Year

Fall		
Major: Marketing elective ^g		3
MKTG:3055	Career Preparation for Marketing	1
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		13

Spring

MKTG:4500	Marketing Capstone ^h	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		14
Total Hours		120-123

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in MKTG:3050.

e BAIS:2800 and MKTG:3000 are required prerequisite courses.

f BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.

g Select from list of approved courses in the General Catalog or on degree audit.

h MKTG:3000, MKTG:3050, MKTG:3100, MKTG:3200, and one additional MKTG course numbered above 3100 are required prerequisite courses.

i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Marketing Analytics

Course	Title	Hours
Academic Career		
Any Semester		
Students are required to complete 52 s.h. of non-business coursework. Courses with a prefix of ACCT, BAIS, BUS, ECON, ENTR, FIN, MGMT, MSCI, and MKTG will not count towards non-business hours. Check degree audit for non-business hours or confer with academic advisor.		
To fulfill the Tippie RISE experiential learning requirement, complete an approved course in at least one of the following categories: research with faculty, internship course, study abroad, experiential course. ^a		0 - 3
Students who need to complete the World Language requirement should consult with their academic advisor about when to add courses to plan of study. World Language counts as non-business coursework.		
Students must satisfy the Tippie College of Business residence requirement: 45 s.h. of UI coursework after admission to Tippie.		
Hours		0-3
First Year		
Fall		
MATH:1350	Quantitative Reasoning for Business ^b	4
RHET:1030	Rhetoric	4
GE: Historical Perspectives ^c		3
GE: Social Sciences ^c		3
CSI:1600	Success at Iowa	2
Hours		16
Spring		
STAT:1030	Statistics for Business	4
ECON:1100	Principles of Microeconomics	4
BAIS:1500	Business Computing Essentials	2
ENGL:1200	The Interpretation of Literature	3
GE: Diversity and Inclusion or GE: Values and Culture ^c		3
Hours		16
Second Year		
Fall		
ACCT:2100	Introduction to Financial Accounting	3
ECON:1200	Principles of Macroeconomics	4
MGMT:2000	Introduction to Law	3
GE: Natural Sciences without Lab ^c		3
BUS:2200	Foundations for Success in Business ^d	1
Hours		14
Spring		
ACCT:2200	Managerial Accounting	3
GE: International and Global Issues ^c		3
BAIS:2800	Foundations of Business Analytics	3

MKTG:3000	Introduction to Marketing Strategy	3
Minor, certificate, or non-business elective		3
Hours		15

Third Year

Fall

MKTG:3050	Professional Preparation in Marketing	2
MKTG:3100	Marketing Research ^e	3
MKTG:3200	Consumer Behavior	3
BUS:3000	Business Communication and Protocol ^f	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Hours		16

Spring

Major: Marketing Analytics Track course ^g		3
Major: Marketing Analytics Track course ^g		3
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
MGMT:2100	Introduction to Management	3
Minor, certificate, or non-business elective		3
Hours		16

Fourth Year

Fall

Major: Marketing elective ^g		3
MKTG:3055	Career Preparation for Marketing	1
FIN:3000	Introductory Financial Management	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Hours		13

Spring

MKTG:4500	Marketing Capstone ^h	3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		3
Minor, certificate, or non-business elective		2
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		14

Total Hours 120-123

a See degree audit for course options.

b Enrollment in math courses requires completion of a placement exam.

c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

d Complete BUS:2200 by the end of the second year, before enrolling in MKTG:3050.

e BAIS:2800 and MKTG:3000 are required prerequisite courses.

f BUS:3000 should be taken the first semester after admission to the Tippie College of Business; may be deferred one semester. Direct admits take BUS:3000 in their second year.

g Select from list of approved courses in the General Catalog or on degree audit.

h MKTG:3000, MKTG:3050, MKTG:3100, MKTG:3200, and one additional MKTG course numbered above 3100 are required prerequisite courses.

- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The Bachelor of Business Administration (B.B.A.) program in marketing prepares students for positions in sales, market research, retailing, purchasing, or advertising. Employment opportunities exist for positions as market analysts, merchandise managers, buyers, purchasing agents, advertising managers, brand managers, consultants, and sales representatives in a variety of for-profit and nonprofit organizations.

Over 90 percent of students reported that they found permanent employment, were accepted to graduate school, or were not seeking employment within six months of graduation.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs. For more information about careers, visit the Pomerantz Career Center website.

Doctor of Philosophy

Graduate students in marketing may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see the Ph.D. in business administration [p. 1156] in the Catalog and visit the Department of Marketing website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Master of Business Administration Program

Associate Dean, Graduate Management Programs

- Jennifer J. Blackhurst

Assistant Deans

- David J. Deyak, Colleen M. Downie, Dawn T. Kluber

Professional degree: M.B.A.

Professional certificates: business fundamentals; finance; leadership; marketing

Faculty: <https://tippie.uiowa.edu/people>

Website: <https://tippie.uiowa.edu/future-graduate-students/mba-programs>

The Master of Business Administration (M.B.A.) program provides students with a foundation for future growth and flexibility in professional management. The program, which is fully accredited by AACSB International—the Association to Advance Collegiate Schools of Business, enables students to build broad-based professional portfolios of analytical skills, knowledge, leadership, and applied experiences. The curriculum is rigorous, yet learning takes place in a collaborative environment that builds teamwork skills and encourages independent problem solving.

Students in Iowa's M.B.A. programs represent a variety of backgrounds, undergraduate majors, and professional experience. The curriculum is designed for college graduates in any field; previous business coursework is not required. However, full-time work experience is required for admission.

The Departments of Accounting, Business Analytics, Economics, Finance, Management and Entrepreneurship, and Marketing all contribute to the Master of Business Administration program through faculty participation and coursework.

Programs

Professional Programs of Study

Major

- Master of Business Administration [p. 1227]

Certificates

- Certificate in Business Fundamentals [p. 1232]
- Certificate in Finance [p. 1233]
- Certificate in Leadership [p. 1234]
- Certificate in Marketing [p. 1235]

Courses

See course lists in the individual Tippie College of Business departmental sections of the Catalog for descriptions of M.B.A. electives.

Graduate Management Programs (M.B.A. Program) Courses

MBA:8010 M.B.A. IMPACT 0 s.h.

Introduction to the Tippie M.B.A. program and its culture; activities accentuate themes of involvement, motivation, professionalism, achievement, and challenge; week-long immersion in collaborative team-building experiences.

MBA:8110 Marketing Management 2-3 s.h.

Concepts, principles, models of marketing management; focus on strategic planning, management decision making, and implementation of marketing programs.

MBA:8120 Management in Organizations 2-3 s.h.

How to explain, predict, and influence behavior in organizations; decision making, leadership, communication, group skills in management positions; motivation, leadership, teams, organizational culture, organizational design, individual differences, organizational change.

MBA:8130 Business Communication 1-3 s.h.

Effective communication to become a successful business professional and leader; strengthen ability to speak and write confidently, competently, and effectively, regardless of venue; varied team and individual presentation coaching, applied exercises.

MBA:8140 Corporate Financial Reporting 2-3 s.h.

Contemporary financial reporting practices in the United States; how alternative accounting treatments affect the usefulness of financial information in applied decision settings.

MBA:8150 Business Analytics 2-3 s.h.

Introduction to analytical techniques for making business decisions; utilizing Excel to apply descriptive and predictive analytical tools to solve practical business problems using real world data; dealing with uncertainty in decision making; formal probability concepts and statistical methods for describing variability (decision trees, random variables, hypothesis testing); application of techniques (linear regression, Monte Carlo simulation, linear optimization) to model, explain, and predict for operational, tactical, and strategic decisions.

MBA:8160 Managerial Economics 1-3 s.h.

Models of consumer and firm behavior with applications; market equilibrium and structure; pricing decisions.

MBA:8170 International Economic Environment of the Firm 2-3 s.h.

Basic determinants of aggregate output, employment, wages, unemployment, consumption, investment, international trade flows, interest rates, exchange rates, prices and inflation in open economies; sources and nature of economic growth; effects of domestic and foreign monetary, fiscal policies; effects of trade, exchange rate policies.

MBA:8180 Managerial Finance 2-3 s.h.

Time value of money, applications of present value techniques; stock and bond valuation, capital budgeting, cost of capital calculation, portfolio formation and efficient market analysis, financial statement analysis, pro forma analysis, hedging financial risks. Requirements: MBA:8140 or an undergraduate-level course in financial accounting or finance.

MBA:8200 Strategic Business Consulting 1-6 s.h.

Plan, schedule, and deliver strategic consulting services to commercial enterprises; project definition, preparation and presentation of deliverables, client relationship management.

MBA:8210 Global Business Strategy 3 s.h.

Strategic frameworks and skills critical for success in the global marketplace; content of an economic environment; cultural, ethical, and legal issues in the conduct of international business; how companies enter foreign markets and grow international subsidiaries, succeed in mergers and acquisitions, cooperate in joint ventures and strategic alliances.

MBA:8220 Ethics and the Law 1-2 s.h.

Legal and ethical issues surrounding startup and day-to-day management of a business; contract law, standard business formations, tort law, employment law, business ethics, alternative dispute resolution.

MBA:8230 Introduction to Leadership 1-2 s.h.

Major theories; practical development of leadership and managerial skills to enhance individual and organizational effectiveness.

MBA:8240 Operations and Supply Chain 2-3 s.h.

Planning and decision-making activities for managing an organization's operations in both manufacturing and services, with an emphasis on production and service delivery strategy, process design, capacity planning, process analytics, queueing, and an introduction to supply chain management including supply chain design and coordination. Prerequisites: MBA:8150.

MBA:8300 Foundations in Strategy 2-3 s.h.

Key elements of domestic competitive and corporate strategy; industry analysis (understanding the importance of industry for firm performance); strategies for achieving competitive advantage (cost focus, differentiation focus); corporate strategy (corporate scope, horizontal diversification, vertical integration); topics of global strategy, which may include challenges of attaining competitive advantage in foreign markets, such as cross-national distance and liabilities of foreignness, as well as international strategies (replication strategy, adaptation strategy, arbitrage strategy).

MBA:8309 Consulting Project Leadership 1-2 s.h.

Student Team Leads for the Business Solution Center engage in activities to support the launch of spring consulting projects; initial client interactions, project scope, project planning documents, project arrangement letters, and detailed work plans in consultation with their client and Business Solutions Center leadership; basics of leading a team of student consultants. Prerequisites: MBA:8110 and MBA:8120 and MBA:8140 and MBA:8150 and MBA:8180 and MBA:8190 and MBA:8300. Requirements: full-time M.B.A. standing.

MBA:8310 Business Integration 1-3 s.h.

Student teams run an operational business simulation, conduct organizational/industry analysis, assess market opportunities, define strategic direction, compete for company profitability and market share. Prerequisites: 5 of the following are required: MBA:8110, MBA:8140, MBA:8150, MBA:8180, (MBA:8190 or MBA:8240), MBA:8300. Recommendations: completion of all six prerequisites.

MBA:8330 Seminar in Strategic Management I 1-3 s.h.

Introduction to strategic management; the role of marketing, operations, and finance in strategic planning; case studies.

MBA:8400 M.B.A. Internship 0 s.h.**MBA:8410 Application in Organizational Leadership 0-1 s.h.**

Opportunity to develop leadership skills necessary for managing student organizations; class discussion, workshops, guest speakers; for M.B.A. organization treasurers and presidents.

MBA:8500 Seminar in International Business 0-6 s.h.

Issues and challenges facing organizations doing business in international markets; social, economic, political factors, business policies and customs in the global environment; may include travel, study abroad. Requirements: M.B.A. enrollment.

MBA:8501 M.B.A. Coaches Program 1 s.h.

Development of coaching skills while leading a rigorous peer-to-peer mentoring program with first-year M.B.A. students; improve ability to communicate, motivate, influence, train, and develop others as well as develop high level competency in coaching in critical career development skills, such as business communications, crafting a personal brand pitch, interviewing preparation, and creating and leveraging a network; successful leaders are skilled coaches, so the benefits of this course to both coach and mentee, extend far beyond the classroom experience and time as a Tippie student.

MBA:9120 Introduction to Leadership 1 s.h.

Major theories; practical development of leadership and managerial skills to enhance individual and organizational effectiveness.

Master of Business Administration, M.B.A.

The Master of Business Administration includes several programs: the professional M.B.A. (including a new online M.B.A. option), executive M.B.A., M.B.A. in Hong Kong, and the M.B.A. in Italy (CIMBA M.B.A.). Students in the professional M.B.A. program have the opportunity to enroll in combined degree programs in business analytics, medicine, and social work, or to earn the Certificate in Healthcare Management. See "Combined Programs" under the M.B.A. Professional Program [p. 1227] in this section of the Catalog.

M.B.A. Executive Program

The M.B.A. Executive Program (EMBA program) requires 46 s.h. of coursework. It is conducted at the Pomerantz Center on the University's Iowa City campus and at the Pappajohn Education Center in Des Moines, Iowa. See program locations on the Tippie College of Business website.

Coursework for the M.B.A. Executive Program spans 16 months (three semesters and one summer). The program begins in mid-August with a five-day residency. It continues with classes on Friday and Saturday every other week. A second five-day residency is held at the beginning of the second year. Students have a four-week winter break, and summer classes are online.

Each entering class progresses through the program as a group, and students work in study groups of 4-6 members throughout the program. The curriculum includes an 11-day international business seminar, and students have access to executive coaching as part of their participation in the program.

The M.B.A. Executive Program requires the following coursework.

Core Courses

Code	Title	Hours
MBA:8110	Marketing Management	3
MBA:8120	Management in Organizations	3
MBA:8140	Corporate Financial Reporting	3
MBA:8150	Business Analytics	3
MBA:8170	International Economic Environment of the Firm	3
MBA:8180	Managerial Finance	3
MBA:8240	Operations and Supply Chain	3
MBA:8300	Foundations in Strategy	3
MBA:8310	Business Integration	2
MBA:8330	Seminar in Strategic Management I	1
MBA:8500	Seminar in International Business	2
MGMT:7900	Contemporary Topics in Management and Organizations	2
Total Hours		31

Required EMBA Courses

Students complete the remainder of their coursework with the following; courses are subject to change, so students should consult their advisor.

Code	Title	Hours
All of these:		
ACCT:9020	Strategic Cost Analysis	3
FIN:9300	Corporate Investment and Financing Decisions	3
MGMT:9110	Dynamics of Negotiations	3
MGMT:9210	Law and Ethics	3
MGMT:9270	Human Resource Management	3

Admission

Admission is limited to experienced managers and executives who want to broaden their management skills without interrupting their professional careers. Applicants typically have seven or more years of postgraduate managerial experience. Previous academic work in business is not required.

M.B.A. Professional Program

The Professional M.B.A. Program (PMBA program) is tailored for working professionals building on the synergies of concurrent work and learning. The program prepares graduates to be effective managers and leaders in the global marketplace. The curriculum is designed for students with varied backgrounds, undergraduate majors, and professional experience. Previous coursework in business is not required.

Courses are offered each semester during evening hours or weekends at three locations in Iowa: Cedar Rapids at the Tippie College of Business Cedar Rapids Center, Des Moines at the John and Mary Pappajohn Education Center (JMPEC), and the Quad Cities at the Birchwood Fields Learning Center; see program locations on the Tippie College of Business website.

Online M.B.A.

A new online M.B.A. option, launched fall 2019, allows students to complete the entire degree online. Classes typically include recorded lectures paired with synchronous live web sessions. Similar to the in-person option, teamwork is an integral part of the online M.B.A.

Requirements

Program requirements include 45 s.h. of credit including a business core of nine courses plus six electives. The core develops competency in general management skills and key functional business areas. The electives contribute to the development of an area of expertise and foster a deeper understanding of management and business practices. Electives are offered in analytics, entrepreneurship, finance, leadership and management, marketing, and operations/supply chain. Students may take part in several global learning opportunities in international locations to increase their understanding of the global business environment and its implications for business conduct and decision making.

Students may earn a professional Certificate in Finance [p. 1233], Leadership [p. 1234], or Marketing [p. 1235] while they fulfill requirements for the M.B.A. without taking courses beyond the 45 s.h. required for the degree. Through

a separate application, PMBA students also may earn the Certificate in Business Analytics [p. 1154] while they fulfill requirements for the M.B.A. The Certificate in Business Analytics is not available online; however, students pursuing the online M.B.A. option may be considered for admission to the Certificate in Business Analytics program if they are willing to complete the certificate at one of the three program locations.

Students can complete the degree requirements in as few as two-and-one-half years or extend their study to as long as 10 years. Most students earn the M.B.A. in about three years, taking two courses each fall and each spring semester and one course during the summer.

Code	Title	Hours
MBA:8110	Marketing Management	3
MBA:8120	Management in Organizations	3
MBA:8140	Corporate Financial Reporting	3
MBA:8150	Business Analytics	3
MBA:8160	Managerial Economics	3
MBA:8180	Managerial Finance	3
MBA:8240	Operations and Supply Chain	3
MBA:8300	Foundations in Strategy	3
MBA:8310	Business Integration	3
Six business elective courses		18
Total Hours		45

Business Electives

The list below includes all approved business electives. Not all courses are offered on a regular basis. Students should consult MyUI for course availability or discuss course offerings with the site director.

Code	Title	Hours
Graduate Management Programs (M.B.A. Program)		
MBA:8130	Business Communication	3
MBA:8500	Seminar in International Business	3
Business Analytics		
BAIS:6040	Data Programming in Python	3
BAIS:6050	Data Management and Visual Analytics	3
BAIS:6060	Data Programming in R	3
BAIS:6070	Data Science	3
BAIS:6100	Text Analytics	3
BAIS:6105	Social Analytics	3
BAIS:6110	Big Data Management and Analytics	3
BAIS:6130	Applied Optimization	3
BAIS:6140	Information Visualization	3
BAIS:6150	Financial Analytics	3
BAIS:6160	Big Data Analytics	3
BAIS:6180	Healthcare Analytics	3
BAIS:6190	Forecasting	3
BAIS:6210	Data Leadership and Management	3

BAIS:7900	Special Topics in Business Analytics	3
BAIS:9010	Contemporary Topics in Analytics	3
BAIS:9110	Advanced Analytics	3
BAIS:9120	Managing the Supply Chain	3
BAIS:9130	Lean Process Improvement	3
BAIS:9140	Agile Project Management	3
BAIS:9160	Supply Chain Analytics	3
BAIS:9220	Introduction to Information Systems	3

Entrepreneurial Management

ENTR:9000	Developing Professional Service Business	3
ENTR:9100	Entrepreneurship and Innovation	3
ENTR:9400	Evaluating Innovation Opportunities	3
ENTR:9450	Strategic Management of Technology and Innovation	3
ENTR:9500	Managing the Growth Business	3
ENTR:9700	Entrepreneurship: Business Consulting	3

Finance

FIN:9010	Contemporary Topics in Finance	3
FIN:9140	Enterprise Risk Management	3
FIN:9150	Financial Modeling and Firm Valuation	3
FIN:9200	Portfolio Management	3
FIN:9210	Derivatives	3
FIN:9220	Fixed Income Securities	3
FIN:9230	Real Estate Finance and Investments	3
FIN:9240	International Finance	3
FIN:9270	Security Analysis	3
FIN:9290	Alternative Investments and Portfolio Strategies	3
FIN:9300	Corporate Investment and Financing Decisions	3
FIN:9310	Corporate Financial Strategy	3
FIN:9330	Investment Banking	3
FIN:9350	Wealth Management	3

Management and Entrepreneurship

MGMT:7900	Contemporary Topics in Management and Organizations	3
MGMT:9090	Influence and Constructive Persuasion	3
MGMT:9091	Corporate Social Responsibility and Sustainability	3
MGMT:9092	Effective Managerial Communication	3
MGMT:9110	Dynamics of Negotiations	3
MGMT:9120	Leadership and Personal Development	3
MGMT:9130	Strategic Management of Change	3

MGMT:9150	Nonprofit Organizational Effectiveness I	3
MGMT:9160	Nonprofit Organizational Effectiveness II	3
MGMT:9185	Project Management	3
MGMT:9210	Law and Ethics	3
MGMT:9220	Maximizing Team Performance	3
MGMT:9230	Managing and Preventing Conflict	3
MGMT:9250	Managing Employee Performance	3
MGMT:9260	Strategic Employee Development	3
MGMT:9270	Human Resource Management	3
MGMT:9290	Global Business Management	3
Marketing		
MKTG:9010	Contemporary Topics in Marketing	3
MKTG:9015	Social Media Marketing for Business	3
MKTG:9120	Customer Relationship Management	3
MKTG:9150	Brand Management	3
MKTG:9155	Digital Marketing Insights, Strategies, and Applications	3
MKTG:9165	Digital Marketing Analytics	3
MKTG:9170	Business to Business Marketing	3
MKTG:9190	International Marketing	3
MKTG:9300	Applied Marketing Research	3
MKTG:9310	Marketing Analytics	3
MKTG:9320	Strategic Brand Positioning	3
MKTG:9330	Product and Pricing Management	3
MKTG:9340	Customer Analysis	3
MKTG:9350	Marketing Communication and Promotions	3
MKTG:9360	Category Management	3

Admission

The PMBA program admits students for entry in summer, fall, or spring; applications are accepted throughout the year. Admission decisions are based on completed application materials, including quality of work experience, undergraduate grade-point average, scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) General Test, and recommendations. Applicants should have at least one and one-half years of postbaccalaureate professional work experience before admission and must be fully employed in a professional position to be considered for admission.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or must have a successful admission interview. In place of TOEFL, the program accepts International English Testing System (IELTS) scores. For information about registering for TOEFL or IELTS and reporting

scores to the University, visit English Requirements for M.B.A. Admission on the Office of Admissions website.

Admission decisions are made before registration begins for completed applications received by the priority application deadline. Admitted applicants who have met the priority application deadline may request registration for classes on the first registration date. The University must receive completed application materials by the following application deadlines.

Summer session (May): May 1

Fall semester (August): August 1

Spring semester (January): January 1

GMAT/GRE Waiver

Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) General Test waivers may be granted. The following requirements must met in order to be considered.

The applicant has earned a master's or terminal degree, including a Ph.D., M.D., J.D., or Pharm.D. from an accredited U.S. postsecondary institution posted on the U.S. Department of Education website. The applicant who has earned an advanced degree from a non-U.S. postsecondary institution will be considered for a waiver by exception.

The applicant must have earned a cumulative g.p.a. of 3.00 or higher on a 4.00 scale (or equivalent) in all graduate work used to fulfill the degree requirements.

Waivers may be granted when an applicant has significant professional experience and strong academic performance at the undergraduate level or while a pre-M.B.A. student. The following requirements need to be met to be considered.

The applicant has six or more years of postbaccalaureate professional work experience and has demonstrated career progression.

The applicant has earned a cumulative undergraduate g.p.a. of 3.25 or higher on a 4.00 scale with grades of B or higher in two or more quantitative courses, such as algebra or a more advanced course; or a cumulative g.p.a. of 3.00 or higher in a minimum of three University of Iowa M.B.A. courses while in pre-M.B.A. status, including grades of B or higher in two of the following courses—business analytics, managerial economics, corporate financial reporting, or managerial finance.

Enrollment in Courses Before Formal Admission

Individuals who have not yet been formally admitted to the program may request pre-M.B.A. status by submitting their résumé and transcript to the PMBA program for approval. They should have at least one-and one-half years of postbaccalaureate professional work experience. Those granted pre-M.B.A. status may enroll in a maximum of five PMBA courses with a maximum of two courses during each 10- or 12-week session and one course during shorter sessions. Pre-M.B.A. status is not available for students pursuing the online M.B.A. program option.

Students must take one of the following courses sometime during pre-M.B.A. status.

Code	Title	Hours
MBA:8140	Corporate Financial Reporting	3
MBA:8150	Business Analytics	3
MBA:8160	Managerial Economics	3
MBA:8180	Managerial Finance	3

Credit earned during pre-M.B.A. status is applied to the requirements for the degree once the applicant is admitted to the program. The University of Iowa must receive completed application materials for pre-M.B.A. status by the following application deadlines.

Summer session (May): May 8

Fall semester (August): August 1

Spring semester (January): January 1

Combined Programs

Combined degree programs allow students to pursue two degrees simultaneously, earning both more quickly than they would if they pursued each degree separately.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program.

M.B.A./M.D.

The M.B.A. Program collaborates with the Carver College of Medicine to offer the combined Master of Business Administration (Professional M.B.A.)/Doctor of Medicine program. For more information about the medicine degree, see the Doctor of Medicine, M.D. [p. 1693] (Carver College of Medicine) section of the Catalog.

M.B.A./M.S. in Business Analytics (Professional Subprogram)

The M.B.A. Program along with the Department of Business Analytics offers a combined Master of Business Administration (Professional M.B.A.)/Master of Science in business analytics (professional subprogram) degree option. Students complete 33 s.h. of M.B.A. credit paired with 27 s.h. of business analytics credit. For more information, see the M.S. in business analytics (professional) [p. 1151] in the Tippie College of Business section of the Catalog or contact the Professional M.B.A. Program.

M.B.A./M.S.W.

The M.B.A. Program collaborates with the School of Social Work to offer the combined Master of Business Administration (Professional M.B.A.)/Master of Social Work program. For more information, see the Master of Social Work, M.S.W. [p. 1000] (College of Liberal Arts and Sciences) section of the Catalog or contact the Professional M.B.A. Program.

M.B.A./Certificate in Healthcare Management

The M.B.A. Program collaborates with the College of Public Health to offer a combined Master of Business Administration (Professional M.B.A.)/Certificate in Healthcare Management. M.B.A. students complete four specified healthcare management courses (12 s.h.) in place of four M.B.A. electives to earn the certificate. For more information, see the Certificate in Healthcare Management [p. 1939]

(College of Public Health) section of the Catalog or contact the Professional M.B.A. Program.

M.B.A. in Hong Kong

The M.B.A. program in Hong Kong (Hong Kong M.B.A.) requires 45 s.h. of graduate credit. The curriculum is designed for students with various backgrounds, experience, and academic majors who are living in or near Hong Kong or Taiwan. The program does not require previous coursework in business.

Students complete the required courses in sequence; most complete the program in 16-20 months. Each course begins with two weeks of online coursework followed by two consecutive weekends of classes in Hong Kong and an additional two weeks of online coursework. Faculty from the University of Iowa travel to Hong Kong to teach the weekend classes. Some courses offer a video conference option for students living in Taiwan. Students also have the opportunity to study on campus in Iowa City for up to one semester.

The M.B.A. in Hong Kong requires the following coursework.

Code	Title	Hours
MBA:8110	Marketing Management	3
MBA:8120	Management in Organizations	3
MBA:8140	Corporate Financial Reporting	3
MBA:8150	Business Analytics	3
MBA:8160	Managerial Economics	3
MBA:8170	International Economic Environment of the Firm	3
MBA:8180	Managerial Finance	3
MBA:8240	Operations and Supply Chain	3
MBA:8300	Foundations in Strategy	3
Hong Kong M.B.A. business electives (consult advisor)		18
Total Hours		45

Admission

Students are admitted to the program year-round. Admission decisions are based on a completed application, which includes a résumé, academic qualifications, an essay, letters of recommendation, and an interview. Applicants must have at least three years of professional-level work experience.

M.B.A. in Italy

The M.B.A. program in Italy (CIMBA M.B.A.) requires 52-55 s.h. of graduate credit. The 11-month full-time program is held primarily at the CIMBA campus in Paderno del Grappa, Italy, but the final course is completed on the University of Iowa campus in Iowa City. A two-year part-time program also is available for working professionals living in Italy.

The program focuses on personal leadership development and emphasizes strategic management, consulting, and international business. Students apply what they learn through a consulting project with local and international companies. In addition to the M.B.A. degree, students earn certificates through Kepner-Tregoe in problem solving and decision making, and in project management. The program draws its faculty from the University of Iowa and from institutions across the United States and Europe.

The full-time program admits students only for fall semester entry. Part-time applicants typically start in the fall but may be permitted to begin the program at other times.

The M.B.A. CIMBA program requires the following coursework.

Code	Title	Hours
MBA:8110	Marketing Management	3
MBA:8120	Management in Organizations	3
MBA:8140	Corporate Financial Reporting	3
MBA:8150	Business Analytics	3
MBA:8160	Managerial Economics	3
MBA:8170	International Economic Environment of the Firm	2
MBA:8180	Managerial Finance	3
MBA:8240	Operations and Supply Chain	3
MBA:8300	Foundations in Strategy	3
ACCT:9020	Strategic Cost Analysis	3
BAIS:9110	Advanced Analytics	2-3
BAIS:9120	Managing the Supply Chain	2-3
BAIS:9220	Introduction to Information Systems	3
ENTR:9100	Entrepreneurship and Innovation	3
FIN:9300	Corporate Investment and Financing Decisions	3
MGMT:9210	Law and Ethics	2
MGMT:9120	Leadership and Personal Development	3

Students complete Italy M.B.A. elective courses to complete degree requirements (consult advisor)

Admission

Admission decisions are based on an applicant's completed application, which includes a résumé, academic qualifications, essays, an interview, and scores on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) General Test. Applicants must have at least two years of professional work experience.

Business Fundamentals, Professional Certificate

Requirements

The professional Certificate in Business Fundamentals requires 15 s.h. of credit. Students must earn a cumulative g.p.a. of at least 2.75 in certificate coursework. If students have completed one or more of the same courses for another certificate, they must consult their advisor to ensure they earn 15 s.h. to complete the certificate program.

The certificate is open to University of Iowa graduate students who are fully employed with at least 18 months of postbaccalaureate professional work experience. It is not available to students who are admitted to the pre-M.B.A. or Professional M.B.A. Program. However, students who have completed the business fundamentals certificate may use the certificate courses to fulfill degree requirements once admitted to the Professional M.B.A. Program. Students interested in applying to the Professional M.B.A. Program should do so before they complete certificate requirements; they must meet admission requirements of the Professional M.B.A. Program.

The certificate is designed to introduce students to the core principles of business. Coursework covers select disciplines within business—accounting, analytics, finance, managing organizations, marketing, and strategy. Students gain knowledge and develop skills that will immediately strengthen their performance as employees and managers. The certificate is comprised of Professional M.B.A. Program courses, allowing students to benefit from the same coursework and faculty members as M.B.A. students.

The Certificate in Business Fundamentals requires the following coursework.

Code	Title	Hours
All of these:		
MBA:8110	Marketing Management	3
MBA:8120	Management in Organizations	3
MBA:8140	Corporate Financial Reporting	3
MBA:8180	Managerial Finance	3
One of these:		
MBA:8150	Business Analytics	3
MBA:8300	Foundations in Strategy	3

Admission

Admission decisions are based upon completed application materials, including academic performance and quality and quantity of work experience. Applicants must have an undergraduate cumulative g.p.a. of at least 2.75 or a graduate cumulative g.p.a. of at least 3.00, with at least 18 months of full-time professional work experience after completion of their baccalaureate degree. Applicants must be fully employed in a professional capacity to be considered.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or must have a successful admission interview. In place of the TOEFL, the certificate program

accepts satisfactory International English Language Testing System (IELTS) scores. See English Requirements for M.B.A. Admission on the Office of Admissions website.

Applications are accepted throughout the year; admission is for summer, fall, or spring entry.

Finance, Professional Certificate

Requirements

The professional Certificate in Finance requires 15 s.h. of credit. Students must earn a cumulative g.p.a. of at least 2.75 in certificate coursework. If students have completed any of the same courses for another certificate, they must consult their advisor to ensure they earn 15 s.h. to complete the certificate program.

The certificate is open to individuals who are fully employed with at least 18 months of postbaccalaureate professional experience and a desire to complete the certificate to build their financial skills, and to current Professional M.B.A. Program students. Students in the Professional M.B.A. Program may complete the certificate as they complete their degree; the certificate is designed to fit into the M.B.A. curriculum allowing students to earn the M.B.A. and the certificate without additional coursework.

The certificate is ideal for students who wish to gain specialized knowledge of financial concepts. Students can select courses to focus their study in specific areas of finance such as corporate finance, investments, portfolio management, and wealth management.

The Certificate in Finance requires the following coursework.

Code	Title	Hours
This course:		
MBA:8180	Managerial Finance	3
Four of these:		
BAIS:6150	Financial Analytics	3
FIN:9010	Contemporary Topics in Finance	3
FIN:9140	Enterprise Risk Management	3
FIN:9150	Financial Modeling and Firm Valuation	3
FIN:9200	Portfolio Management	3
FIN:9220	Fixed Income Securities	3
FIN:9230	Real Estate Finance and Investments	3
FIN:9240	International Finance	3
FIN:9270	Security Analysis	3
FIN:9280	Global Structured Finance	3
FIN:9290	Alternative Investments and Portfolio Strategies	3
FIN:9300	Corporate Investment and Financing Decisions	3
FIN:9310	Corporate Financial Strategy	3
FIN:9350	Wealth Management	3

Admission

Admission decisions are based upon completed application materials, including academic performance and quality and quantity of work experience. Applicants must have an undergraduate cumulative g.p.a. of at least 2.75 or a graduate cumulative g.p.a. of at least 3.00, with at least 18 months of full-time professional work experience after completion

of their baccalaureate degree. Applicants must be fully employed in a professional position to be considered.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or must have a successful admission interview. In place of the TOEFL, the certificate program accepts satisfactory International English Language Testing System (IELTS) scores. See English Requirements for M.B.A. Admission on the Office of Admissions website.

Applications are accepted throughout the year; admission is for summer, fall, or spring entry.

Leadership, Professional Certificate

Requirements

The professional Certificate in Leadership requires 15 s.h. of credit. Students must earn a cumulative g.p.a. of at least 2.75 in certificate coursework. If students have completed any of the same courses for another certificate, they must consult their advisor to ensure they earn 15 s.h. to complete the certificate program.

The certificate is open to individuals who are fully employed with at least 18 months of postbaccalaureate professional experience and a desire to complete the certificate to build their skills, and to current Professional M.B.A. Program students. Students in the Professional M.B.A. Program may complete the certificate as they complete their degree; the certificate is designed to fit into the M.B.A. curriculum allowing students to earn the M.B.A. and the certificate without additional coursework.

Modern-day leadership is about facilitating change, maximizing team and employee performance, influencing others, and leading companies and people to greatness. Students who pursue the leadership certificate learn the skills to effectively lead others. The certificate is appropriate for working professionals in all business functions and industries.

The Certificate in Leadership requires the following coursework.

Code	Title	Hours
Both of these:		
MBA:8120	Management in Organizations	3
MGMT:9120	Leadership and Personal Development	3
Three of these:		
MBA:8130	Business Communication	3
ENTR:9400	Evaluating Innovation Opportunities	3
ENTR:9500	Managing the Growth Business	3
ENTR:9700	Entrepreneurship: Business Consulting	3
MGMT:9090	Influence and Constructive Persuasion	3
MGMT:9091	Corporate Social Responsibility and Sustainability	3
MGMT:9092	Effective Managerial Communication	3
MGMT:9110	Dynamics of Negotiations	3
MGMT:9130	Strategic Management of Change	3
MGMT:9185	Project Management	3
MGMT:9210	Law and Ethics	3
MGMT:9220	Maximizing Team Performance	3
MGMT:9230	Managing and Preventing Conflict	3

MGMT:9250	Managing Employee Performance	3
MGMT:9260	Strategic Employee Development	3
MGMT:9270	Human Resource Management	3
MGMT:9290	Global Business Management	3

Admission

Admission decisions are based upon completed application materials, including academic performance and quality and quantity of work experience. Applicants must have an undergraduate cumulative g.p.a. of at least 2.75 or a graduate cumulative g.p.a. of at least 3.00, with at least 18 months of professional work experience after completion of their baccalaureate degree. Applicants must be fully employed in a professional position to be considered.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or must have a successful admission interview. In place of the TOEFL, the certificate program accepts satisfactory International English Language Testing System (IELTS) scores. See English Requirements for M.B.A. Admission on the Office of Admissions website.

Applications are accepted throughout the year; admission is for summer, fall, or spring entry.

Marketing, Professional Certificate

Requirements

The professional Certificate in Marketing requires 15 s.h. of credit. Students must earn a cumulative g.p.a. of at least 2.75 in certificate coursework. If students have completed any of the same courses for another certificate, they must consult their advisor to ensure they earn 15 s.h. to complete the certificate program.

The certificate is open to individuals who are fully employed with at least 18 months of postbaccalaureate professional experience and a desire to complete the certificate to build their skills, and to current Professional M.B.A. Program students. Students in the Professional M.B.A. Program may complete the certificate as they complete their degree; the certificate is designed to fit into the M.B.A. curriculum allowing students to earn the M.B.A. and the certificate without additional coursework.

The study of marketing includes the activities and processes for creating, communicating, and delivering products and services that add value for customers. Students learn the foundations of marketing and build specialized skills in a diversity of marketing functions, including the newest concepts and tools in digital and social marketing.

The Certificate in Marketing requires the following coursework.

Code	Title	Hours
This course:		
MBA:8110	Marketing Management	3
Four of these:		
MBA:8150	Business Analytics	3
MKTG:9010	Contemporary Topics in Marketing	3
MKTG:9015	Social Media Marketing for Business	3
MKTG:9120	Customer Relationship Management	3
MKTG:9150	Brand Management	3
MKTG:9155	Digital Marketing Insights, Strategies, and Applications	3
MKTG:9165	Digital Marketing Analytics	3
MKTG:9170	Business to Business Marketing	3
MKTG:9190	International Marketing	3
MKTG:9310	Marketing Analytics	3
MKTG:9300	Applied Marketing Research	3
MKTG:9320	Strategic Brand Positioning	3
MKTG:9330	Product and Pricing Management	3
MKTG:9340	Customer Analysis	3
MKTG:9350	Marketing Communication and Promotions	3

Admission

Admission decisions are based upon completed application materials, including academic performance and quality and quantity of work experience. Applicants must have an

undergraduate cumulative g.p.a. of at least 2.75 or a graduate cumulative g.p.a. of at least 3.00, with at least 18 months of full-time professional work experience after completion of their baccalaureate degree. Applicants must be fully employed in a professional position to be considered.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or must have a successful admission interview. In place of the TOEFL, the certificate program accepts satisfactory International English Language Testing System (IELTS) scores. See English Requirements for M.B.A. Admission on the Office of Admissions website.

Applications are accepted throughout the year; admission is for summer, fall, or spring entry.

Risk Management and Insurance

Director

- Thomas R. Berry-Stoelzle (Finance)

Associate Director

- Bryce Parker (Vaughan Institute)

Undergraduate certificate: risk management and insurance

Faculty: <https://tippie.uiowa.edu/about-tippie/centers-institutes/vaughan-institute/contacts>

Website: <https://tippie.uiowa.edu/about-tippie/centers-institutes/vaughan-institute/risk-management-insurance-certificate>

The financial services/insurance sector is the second largest economic sector in Iowa, including 29 headquartered companies and 228 branches. Risk management and insurance is a diverse field with many career opportunities, including corporate risk manager, risk management consultant, employee benefits manager, insurance broker, underwriter, wealth manager, financial analyst, claims adjuster, producer (sales), actuary, and auditor.

The Emmett J. Vaughan Institute of Risk Management and Insurance prepares students for risk management careers. In addition to the coursework, the Vaughan Institute provides professional development opportunities—networking events with industry speakers, scholarships, a mentorship program with alumni, and a job fair.

The certificate program is designed to give students an in-depth understanding of risk management tools as well as hands-on experience using them. It provides students with the knowledge to understand the business model of insurance. Experiential learning is a cornerstone of the program. Students work as consultants solving real world risk management challenges for companies in eastern Iowa. These projects are supervised by industry professionals, while conceptual classes are taught by research-active professors with global reputations. The Vaughan Institute was named a Global Center of Insurance Excellence, one of only 20 in the world.

Risk management and insurance courses provide value to students' personal lives by familiarizing them with insurable risks and types of insurance (property, liability, life and health). With the selection of elective courses, students learn about employee benefit plans, wealth management, real estate, and banking, among others.

In addition, over 84 percent of students enrolled in the certificate program secure internships during their time in the program, while 98 percent receive a full-time position in a career field associated with risk management and insurance.

Programs

Undergraduate Program of Study Certificate

- Certificate in Risk Management and Insurance [p. 1237]

Resources

The Vaughan Institute provides numerous opportunities for students. It offers:

- an active student organization—Gamma Iota Sigma;
- over \$50,000 in scholarships awarded to Vaughan students each academic year;
- networking events with industry professionals;
- a series of speaker events with recent graduates to assist in résumé preparation, and refinement of interview skills;
- an industry mentor program;
- a student résumé book sent to over 250 employers;
- professional development opportunities, such as the August Vaughan Institute Golf Challenge;
- trips to professional conferences in locations such as Chicago, Dallas, and San Antonio;
- a student newsletter with job and internship announcements; and
- a risk management and insurance career fair.

Career Advancement

Risk management is a growing field in all industries with huge potential for career advancement. It is estimated that 400,000 industry positions in the industry will be available by 2024. Six of every ten risk management and insurance (RMI) professionals will retire in the next decade, which is 30 percent higher than any other industry.

While 75 percent of RMI graduates remain in the Midwest, others are working in 36 states and four countries. Graduates are employed in 14 different industries and by 175 different companies. Nearly 40 percent work for insurance companies, brokers, and agencies.

Popular careers include those in analysis (finance, investments, credit, portfolio, risk), underwriting, auditing, working for brokers or agencies, actuarial and consulting work, corporate finance, marketing, investment banking, management, sales, and as entrepreneurs.

Risk Management and Insurance, Certificate

Requirements

The undergraduate Certificate in Risk Management and Insurance (RMI) requires at least 26-35 s.h. of credit: 35 s.h. for B.B.A. students with a major in finance, 34-35 s.h. for students with a major in mathematics (specialization in risk management and insurance or in finance), 23 s.h. for actuarial science majors, and 26 s.h. for other majors.

Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a graduate or professional degree program.

Students must declare their intent to earn the certificate with the RMI advisor. Some courses have prerequisites; students must complete prerequisites before they may register for a course. For more information, see the Certificate in Risk Management and Insurance on the Emmett J. Vaughan Institute of Risk Management and Insurance website.

The Certificate in Risk Management and Insurance requires the following coursework.

Foundation Courses

All students complete the following (11 s.h.).

Code	Title	Hours
ACCT:2100	Introduction to Financial Accounting (not required for actuarial science majors)	3
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4

RMI Courses

All students complete the following (15 s.h.).

Code	Title	Hours
One of these:		
FIN:3000	Introductory Financial Management	3
FIN:3300	Corporate Finance (for actuarial science majors)	3
ISE:2500	Engineering Economy (for engineering majors)	3
Both of these:		
FIN:3400	Principles of Risk Management and Insurance (with grade of C or higher)	3
FIN:4410	Enterprise Risk Management	3
Two of these:		
FIN:4420	Property and Liability Insurance	3
FIN:4430	Life and Health Insurance	3
FIN:4440	Employee Benefit Plans	3
FIN:4450	Risk Modeling	3
FIN:4460	Insurer Operations and Captive Management	3

Additional Coursework for Finance and Mathematics Majors

In addition to the above requirements, finance majors or mathematics majors (math program C, finance and RMI tracks) also must complete the following courses.

Finance Major

B.B.A. students majoring in finance complete three of these (9 s.h.).

Code	Title	Hours
BAIS:3025	VBA Spreadsheet Programming	3
MGMT:4100	Dynamics of Negotiations	3
MKTG:4200	Sales Management	3

A maximum of three finance courses (prefix FIN) numbered 4000 or above, excluding those taken to satisfy RMI courses above

Mathematics Major with Specialization

Students majoring in mathematics with a specialization in risk management and insurance or a specialization in finance complete three of these (8-9 s.h.).

Code	Title	Hours
ACCT:3020	Financial Accounting and Reporting	3
ACCT:3200	Income Measurement and Asset Valuation (accounting majors take this instead of ACCT:3020)	3
FIN:3100	Financial Information Technology	2
FIN:3200	Investment Management	3
FIN:3300	Corporate Finance	3
FIN:4210	Futures and Options	3
FIN:4220	Fixed Income Securities	3
FIN:4230	Real Estate Process	3
FIN:4320	Commercial Banking	3

Risk Management and Insurance Affiliated Courses

The Department of Finance offers six courses affiliated with the Emmett J. Vaughan Institute of Risk Management and Insurance that are included in the Certificate in Risk Management and Insurance curriculum. Students should view the course descriptions and prerequisites for each of the courses below.

Code	Title	Hours
FIN:3400	Principles of Risk Management and Insurance	3
FIN:4410	Enterprise Risk Management	3
FIN:4420	Property and Liability Insurance	3
FIN:4430	Life and Health Insurance	3
FIN:4440	Employee Benefit Plans	3
FIN:4450	Risk Modeling	3
FIN:4460	Insurer Operations and Captive Management	3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Risk Management and Insurance, Certificate

Finance Majors

Course	Title	Hours
Academic Career		
Any Semester		
This sample plan is intended for BBA students majoring in finance.		
Students must successfully complete ECON:1100 Principles of Microeconomics and ECON:1200 Principles of Macroeconomics before beginning FIN:3400 Principles of Risk Management & Ins.		
To declare the certificate students should be enrolled in FIN:3400 Principles of Risk Management & Ins.		
Maintain a cumulative GPA of at least 2.00 in all courses, UI courses, RMI (Risk Management and Insurance) courses and UI RMI courses.		
Meet with the RMI advisor for planning and to learn about additional benefits of the RMI certificate; more information is included in the General Catalog and on Tippie College of Business website.		
Hours		0
First Year		
Any Semester		
ECON:1100	Principles of Microeconomics ^a	4
ECON:1200	Principles of Macroeconomics ^a	4
Hours		8
Second Year		
Any Semester		
ACCT:2100	Introduction to Financial Accounting ^{a, b}	3
FIN:3400	Principles of Risk Management and Insurance ^c	3
Hours		6
Third Year		
Any Semester		
Certificate: RMI elective ^d		3
Certificate: additional elective approved for finance majors ^e		3
Hours		6
Fall		
FIN:3000	Introductory Financial Management	3
FIN:4410	Enterprise Risk Management ^f	3
Hours		6
Fourth Year		
Any Semester		
Certificate: RMI elective ^d		3

Certificate: additional elective approved for finance majors^e 3

Certificate: additional elective approved for finance majors^e 3

Hours 9

Total Hours 35

- Discuss transfer credit or credit by exam with advisor.
- To be able to enroll in this course, students must have already completed the required minimum number of semester hours. See MyUI courses/registration page for details. The ACCT:2100 requirement is waived for actuarial science majors.
- May be taken any semester after prerequisites are completed. May also be taken first semester of year three concurrently with FIN:3000. Students must obtain a grade of C or higher in FIN:3400.
- Choose from FIN:4420, FIN:4430, FIN:4440, FIN:4450, or FIN:4460. Two RMI electives (6 s.h.) must be completed before graduation. Each course is offered only once per year. Typically at least two RMI elective courses are offered each fall and each spring. Some courses may satisfy the Tippie College of Business RISE requirement.
- Three electives (9 s.h.) are required before graduation. These include any finance course (prefix FIN) numbered 4000 or above that has not been previously taken. Finance majors may also take MGMT:4100, MKTG:4200, or BAIS:3025.
- This core required course is offered only in the fall. May be taken fall of year three or year four if prerequisite is completed. Course may satisfy the Tippie College of Business RISE requirement.

College of Dentistry

Dean

- David C. Johnsen

Executive Associate Dean

- Galen B. Schneider

Associate Dean, Education

- Michelle M. Krupp

Associate Dean, Finance and Facilities

- Scott K. Arneson

Associate Dean, Patient Care

- Michael J. Kanellis

Associate Dean, Research

- Xian Jin Xie

Associate Dean, Student Affairs

- Sherry R. Timmons

Professional degree: D.D.S.

Graduate degrees: M.S.; Ph.D.

Website: <https://www.dentistry.uiowa.edu/>

The College of Dentistry is an integral part of the University of Iowa and its health sciences campus. Its mission, which embraces the University's academic values as well as the ethical responsibilities implicit in educating future members of a profession, rests on a foundation representing every aspect of collegiate activity: education of students as general practitioners and specialists; research into all aspects of oral and dental disease and the delivery of health care; and service to the community, the state, and the profession.

Faculty members, D.D.S. students, dental specialty residents, and staff provide oral health care to patients at clinics in the Dental Science Building and the Center for Disabilities and Development. Faculty, staff, and students participate in interdisciplinary research and training activities involving the University's five health science colleges as well as other University colleges and departments.

Dentistry at the University of Iowa began in 1882 as a single department. In 1900 the University underwent general reorganization and the Dental Department became the College of Dentistry. Today the college is Iowa's only provider of predoctoral dental education and ranks as a leader in dental education nationwide.

The college and its educational programs are accredited by the Commission on Dental Accreditation of the American Dental Association, an independent tripartite commission authorized and recognized by the Office of Postsecondary Education.

Programs offered by the college cover the full spectrum of dentistry and closely integrated fields. They include the Doctor of Dental Surgery program (D.D.S.), which prepares general dentists. The college has advanced education programs in nine dental specialties, each of which may lead to certification in a specialized area of dentistry. In addition, advanced education programs in operative dentistry, geriatrics and special needs dentistry, and post-D.D.S. residency programs in hospital-based dentistry are available. The college has an oral science program, which offers a M.S.

or Ph.D. degree with or without a specialty certificate. To emphasize commitment to learning, the College of Dentistry has a wide variety of continuing education programs for dental and allied professions.

Faculty

Iowa's dental faculty are predominantly full-time. In addition, more than 100 part-time adjunct faculty members assist with clinical teaching in the D.D.S. and advanced residency programs. Approximately 88 percent of the college's faculty members hold D.D.S. or D.M.D. degrees and 12 percent represent other disciplines. The vast majority of faculty dentists have advanced education past the D.D.S., generally with master's degrees in specialty areas; about one-fifth hold a Ph.D.

The College of Dentistry is committed to the principle that diversity is essential to a strong educational environment—one that prepares new generations of dentists to provide high-quality care to patients from many backgrounds. The college's full-time faculty reflects that commitment.

Programs

Professional Program of Study (D.D.S.)

The Doctor of Dental Surgery program prepares students to practice general dentistry. It requires a minimum of three years of preprofessional study and four years of study in the College of Dentistry. See the Doctor of Dental Surgery [p. 1242] section for a description of the program's curriculum and information about a combined bachelor's degree and a D.D.S., the dentistry licensure examination, student organizations, expenses, admission, financial support, and academic rules and procedures.

Post-D.D.S. and Graduate Programs of Study

Several College of Dentistry departments offer professional certificate programs designed to prepare dentists for clinical specialty practice: endodontics [p. 1245]; operative dentistry [p. 1251]; oral pathology, radiology, and medicine [p. 1255]; orthodontics [p. 1262]; pediatric dentistry [p. 1266]; periodontics [p. 1268]; and prosthodontics [p. 1273]. Students who complete these programs satisfactorily are awarded a certificate. The Department of Oral and Maxillofacial Surgery [p. 1253] offers a four-year residency program that culminates in a certificate. The college also offers the Certificate in Geriatric and Special Needs Dentistry [p. 1248].

The College of Dentistry offers a Doctor of Philosophy and a Master of Science in oral science [p. 1259]. The M.S. is only offered in conjunction with a specialty certificate. Students earning the Certificate in Endodontics or the Certificate in Prosthodontics may earn an M.S. or a Ph.D. in oral science. Those earning the Certificate in Operative Dentistry, Certificate in Oral and Maxillofacial Pathology, Certificate in Oral and Maxillofacial Radiology (Department of Oral Pathology, Radiology, and Medicine), or the Certificate in Periodontics may earn an M.S. in oral science.

In addition, the Department of Orthodontics [p. 1262] offers a Master of Science in orthodontics, and the Department of Preventive and Community Dentistry [p. 1270] offers a Master of Science in dental public health.

For information about post-D.D.S. and graduate programs of study, see the College of Dentistry department sections of the Catalog.

Facilities

The College of Dentistry is located in the Dental Science Building on the University of Iowa health sciences campus, in proximity to the Roy J. and Lucille A. Carver College of Medicine, College of Nursing, College of Pharmacy, College of Public Health, and University of Iowa Hospitals & Clinics. The Bowen Science Building and the Hardin Library for the Health Sciences also are nearby.

The south wing of the Dental Science Building is devoted to clinical teaching. There are 248 operatories in departmental clinics, student laboratories, clinical research space, and a cafeteria. The three clinical floors of the south wing were recently remodeled as part of a comprehensive four-year project.

The west wing contains two floors of patient treatment areas and one floor of space for students. The clinical spaces include 44 dental operatories in the Geriatric and Special Needs Clinic, the Endodontic Clinic, Faculty General Practice, and the Craniofacial Clinical Research Center. Student areas include a classroom that accommodates 80 people, small-group study rooms, a seminar room, a student lounge, lockers, and showers.

The north wing houses the simulation clinic and technique bench teaching laboratory, the electronic classroom, college administrative offices, technology and media services, the academic Department of Preventive and Community Dentistry, and the research laboratories and faculty offices of the Iowa Institute for Oral Health Research.

Dental Education and Patient Care

Patient care is integral to dental education. Students and faculty members deliver oral health care in clinics on the health sciences campus and at several off-campus sites, including nursing homes. More than 45,600 people receive oral health care yearly in the college's clinics. Patients from throughout Iowa as well as from western Illinois and northern Missouri account for most of the 167,300 patient visits each year.

Interdisciplinary Centers and Research

Iowa Institute for Oral Health Research

The Iowa Institute for Oral Health Research occupies the first and fourth floors of the Dental Science Building's north wing. Laboratories are equipped to support a wide variety of research projects reflecting the complex nature of modern health care needs. Research at the institute is coordinated by the College of Dentistry.

There are four focus areas of research. The first area includes bioengineering, tissue engineering, stem cells, and biomaterials and materials research. The second area encompasses craniofacial, oral biology, genetics, and dental development. The third area includes public health, epidemiology, and behavioral sciences. The fourth area encompasses immunology, inflammation, microbiology, and caries and microbiome research. All focus areas are supported by the Division of Biostatistics and Computational

Biology. Clinical and translational research involving new innovative methods and products designed in the research laboratories is carried out in the Craniofacial Clinical Research Center. A new initiative is the development of a precision, personalized medicine database and biorepository at the College of Dentistry that will allow for more efficient and specialized patient care.

Although research is concentrated in these program areas, one of the unit's strengths has been the consistent level of interaction and collaboration among individuals and programs across the college and the University.

Craniofacial Anomalies Research Center

The role of the Craniofacial Anomalies Research Center is to understand the molecular mechanisms of genes and gene interactions that contribute to craniofacial/dental anomalies and birth defects. These genetic defects arise from inherited and somatic gene mutations due to environmental effects. The center researchers use mouse, ferret and zebrafish models, human genetic material, cell lines, and molecular/biochemistry approaches to understand gene function. With the advent of human genome sequencing and the decreasing costs of genomic analyses, it has become somewhat more efficient to identify genetic defects associated with human genetic defects and diseases. The use of these genetic screening approaches provides invaluable data and resources in the search for new genes involved in human craniofacial development and associated anomalies. The center collaborators reside in the Carver College of Medicine, and the Colleges of Dentistry, Pharmacy, and Public Health.

Craniofacial Clinical Research

For more than two decades, the College of Dentistry has offered outpatient research support for National Institutes of Health, Food and Drug Administration, and related federally supported research grants. Protocol-based studies are performed by faculty scientists and supported by oral health care industries. Scientists also engage in translational research that involves laboratory-to-clinical-research outcomes. College of Dentistry faculty use new technology to improve dental procedures and provide state-of-the-art methods to obtain the best outcomes for patients. A biorepository program helps researchers understand the causes of dental and oral diseases and genetic anomalies. It benefits Iowans by the potential diagnoses of diseases and their effects and provides new, improved patient treatment.

Through integrated research, education, and clinical programs, craniofacial clinical research facilitates the development of implants and their use as a therapeutic modality in dentistry. The program also integrates basic and clinical research with technology transfer to the clinical setting, enhancing predoctoral, postgraduate, and continuing education and expanding treatment options available to patients served by the college. Craniofacial Clinical Research also provides vital coordination of dental specialties that participate in this treatment modality.

Courses

Most College of Dentistry courses are offered by the college's departments and programs. They are listed and described in the corresponding General Catalog sections. The college also offers the following nondepartmental courses.

College of Dentistry Courses

DENT:4000 Pre-Dental Academy 0 s.h.

Hands-on experience for undergraduate students interested in dentistry; interaction with faculty, residents, and current students in simulation clinic; didactic sessions; admissions information; changing health care environment, digital dentistry, dental esthetics, introduction to dental specialties, drilling and filling. Offered summer session.

DENT:8100 First-Year Continuing Session arr.

DENT:8110 Dental First-Year UI Interprofessional Education 0 s.h.

Application of previously learned concepts to relevant health care experiences using interprofessional skills and team-based health care concepts; development of skills related to leadership in health care teams, pain management from an interprofessional team, and application of ethics and professionalism concepts; online modules and group activities.

DENT:8200 Second-Year Continuing Session arr.

DENT:8210 Dental Second-Year Interprofessional Education 0 s.h.

Application of previously learned concepts to relevant health care experiences using interprofessional skills and team-based health care concepts; development of skills related to leadership in health care teams, pain management from an interprofessional team, and application of ethics and professionalism concepts; online modules and group activities.

DENT:8300 Third-Year Continuing Session arr.

DENT:8371 Quality Assurance I 1 s.h.

Patient management, record writing skills, and quality assurance concepts; students coordinate treatment, patient relations, and issues of quality assurance for a group of patients; ethical and moral dilemmas in relation to dental practice.

DENT:8372 Quality Assurance II 1 s.h.

Continuation of DENT:8371; patient management, record writing skills, and quality assurance concepts; students coordinate treatment, patient relations, and issues of quality assurance for a group of patients; ethical and moral dilemmas in relation to dental practice.

DENT:8400 Fourth-Year Lectures and Clinics arr.

DENT:8485 Clinical Admissions Emergency 2 s.h.

Clinical evaluation, diagnosis, and treatment of patients with dental emergencies; patient assessment and referral to appropriate department for treatment.

DENT:8489 Clinical Practice and Professionalism V1 s.h.

Quality assurance from viewpoint of practicing dentist, dental educator, dental epidemiologist, court system; analysis of senior dental practice in relation to quality assurance criteria.

DENT:9000 Advanced Clinical Comprehensive Dentistry 0 s.h.

Clinical experience for professional improvement. Requirements: dental degree.

Doctor of Dental Surgery

Professional degree: D.D.S.

Website: <https://www.dentistry.uiowa.edu/>

The Doctor of Dental Surgery program prepares students to practice general dentistry. The D.D.S. is a professional degree awarded by the College of Dentistry.

Dentistry Licensure Examination

The State of Iowa accepts clinical examination results from all Regional Dental Testing Services (CRDTS, WREB, CDCA/ADEX, SRTA, CITA). Examinations are administered at several testing sites located at dental schools in the United States. Once the regional dental exam is completed, a licensure application is then filed with the dental board of each state a student would like to practice dentistry.

For licensure, all states also require the National Board Dental Examination, conducted by the Joint Commission on National Dental Examinations (JCNDE). Many states, including Iowa, also require a jurisprudence examination.

Student Organizations

All dental students are members of the American Student Dental Association through its local chapter. The American Dental Education Association, the American Association of Dental Research (Student Research Group), the American Association for Women Dentists, the American Academy of Pediatric Dentistry student chapter, the American Association of Public Health dentistry student chapter, the Student National Dental Association, the Hispanic Dental Association student chapter, and the Tau Sigma Military Dental Club also have local chapters.

Students who rank in the upper 20 percent of their senior class are eligible for election to Omicron Kappa Upsilon, a national scholastic honorary dental society.

The national dental professional fraternity, Delta Sigma Delta, has a chapter at Iowa. The fraternity provides academic and social activities for students and their spouses.

Programs

Professional Program of Study

Major

- Doctor of Dental Surgery [p. 1243]

Academic Rules and Procedures

Promotions, Graduation

Student promotions and graduation are determined by the Collegiate Academic and Professional Performance (CAPP) Committee, which is made up of individuals appointed by the dean from the biomedical, preclinical, and clinical sciences and from other academic areas of the college. The performance committee may recommend to the executive associate dean that a student withdraw from the college or repeat specific courses when the student is deemed generally unprepared to be promoted or to enter the dental profession.

Committee for Appeals

When a student has been asked to withdraw from the college or wants special consideration of problems concerning promotion or graduation, the student may appeal to the dean. All appeals are heard by an ad hoc committee appointed by the dean. The ad hoc committee investigates new information that has not been available previously or that has not been discussed as fully as the student feels it should have been. The committee determines whether this new information, or important new insights that may have been gained, could have influenced the Collegiate Academic and Professional Performance Committee's decision. The recommendation of the appeals committee is submitted to the dean for final action.

Doctor of Dental Surgery, D.D.S.

The Doctor of Dental Surgery (D.D.S.) is a professional degree awarded by the College of Dentistry. Admission requirements include 90 s.h. of undergraduate credit, including specific required courses, completed at an accredited college; see Admission [p. 1243] in this section of the Catalog.

Students working toward a bachelor's degree in the University of Iowa College of Liberal Arts and Sciences before being admitted to the College of Dentistry may be able to complete their bachelor's degree during their first year in dentistry; see "Bachelor's Degree/D.D.S." under Requirements [p. 1243] in this section of the Catalog.

Requirements

The Doctor of Dental Surgery requires a minimum of three years of preprofessional study and four years of study in the College of Dentistry. Students are required to maintain a cumulative g.p.a. of at least 2.00 to earn the degree.

Coursework during the first and second years in the College of Dentistry integrates the biomedical sciences with preclinical and clinical disciplines. The biomedical sciences include gross anatomy, biochemistry, general histology, microbiology, pathology, pharmacology, and physiology. Students also study topics specific to dentistry, such as principles of occlusion, anesthesia and pain control, operative dentistry, periodontics, prosthodontics, cariology, and preventive dentistry. During the latter part of the first year, students are introduced to their first clinical patient treatment situation.

Second-year dental students continue their study of biomedical sciences, take preclinical courses, have additional patient treatment experiences in restorative and preventive dentistry, and are introduced to aesthetic and implant dentistry.

Third-year dental students rotate through a series of clerkships that expose them to eight clinical disciplines: endodontics, operative dentistry, oral and maxillofacial surgery, oral pathology, pediatric dentistry, periodontics, prosthodontics, and oral radiology and medicine.

Fourth-year dental students deliver comprehensive dental care in conditions that closely approximate those in private dental practice. They also are exposed to varied community dentistry health programs throughout Iowa and other states that include hospitals, nursing homes, and special care clinics. They may choose to participate in the Colorado Migrant Worker Program or the Indian Health Service Program. The community dentistry programs provide exposure to facets of dentistry usually not observable in an academic setting.

Biomedical Sciences in the Dental Curriculum

The following science courses are offered by University of Iowa departments outside the College of Dentistry and are a required part of the D.D.S. curriculum.

Code	Title	Hours
ACB:8120	Human Gross Anatomy for Dental Students	6
ACB:8121	General Histology for Dental Students	4

BIOC:8101	Biochemistry for Dental Students	3
MICR:8230	Dental Microbiology	3
MPB:8115	Human Physiology for Dental Students	4
OPRM:8240	Basic Pharmacology	3
PATH:8133	Introduction to Human Pathology for Graduate Students	4

Dentistry nondepartmental courses are listed under Courses [p. 1240] in the College of Dentistry section of the Catalog. Courses offered by the college's departments are listed in each department's General Catalog section.

Bachelor's Degree/D.D.S.

The College of Liberal Arts and Sciences (CLAS) allows its students to count 30 s.h. of elective credit earned in any other University of Iowa college toward graduation with a bachelor's degree. Under this policy, CLAS students who enroll in the College of Dentistry before completing their bachelor's degree may be able to complete their degree during their first year in dentistry. Students planning to take advantage of this plan must satisfy the CLAS residence requirement in order to enroll in the College of Dentistry. They also must fulfill all requirements for the bachelor's degree, including the GE CLAS Core [p. 20] requirements and the requirements for a major. Contact the College of Liberal Arts and Sciences for more information.

Admission

Applicants must submit a completed AADSAS (Associated American Dental Schools Application Service) application form to the American Dental Education Association (ADEA). The AADSAS application must be completed online at the American Dental Education Association website.

Applications are accepted in June of the year that precedes the year of entry. Completed applications must be on file at ADEA by October 1. Applicants should apply as early as possible. Notifications of acceptance are sent beginning in December.

Pre dental Studies

The basic academic requirement for admission to the College of Dentistry is completion of at least 90 s.h. of academic study at an accredited college. No more than 60 s.h. of credit is accepted from a junior college or two-year institution. The pre dental program of study should include the following.

English: satisfactory accomplishment in English composition, rhetoric, and speech commensurate with the academic requirements for a bachelor's degree at the college attended.

Physics: one year (equivalent to 8 s.h.), of which one-fourth must be laboratory work.

Chemistry: two years (equivalent to 16 s.h.), of which one year (equivalent to 8 s.h.) must be in organic chemistry; one-fourth of each year's study must be laboratory work.

Biological science: one year (equivalent to 8 s.h.), which must include appropriate laboratory work; the requirement may be satisfied by a one-year course in principles of biology, with instruction in cell biology, metabolism, organismic biology, animal biology, genetics, development, ecology, and evolution. Preference is given to applicants who have

completed more than 8 s.h. Courses in human anatomy and cell physiology are strongly recommended.

Biochemistry: one course (3 s.h.) that covers basic concepts in modern biochemistry and molecular biology.

Electives: sufficient coursework in the social sciences, philosophy, psychology, history, world languages, business, and mathematics to provide a well-rounded educational background.

Grade-Point Average Requirement

Applicants should have a cumulative g.p.a. higher than 2.50 on a 4.00 scale; a g.p.a. above 3.50 is preferred. The admissions committee gives special consideration to the quality of applicants' coursework in the pre-dental sciences, in addition to the cumulative grade-point average.

Interviews

Personal interviews are required of applicants for admission to the College of Dentistry. After a complete AADSAS application is received by the admissions office, select applicants are contacted to arrange an interview.

Required Dental Admission Test

All applicants must complete the Dental Admission Test (DAT) sponsored by the Council on Dental Education and Licensure of the American Dental Association. A computerized DAT is available throughout the year at designated Prometric centers. Tests must be scheduled in advance.

Test application forms are available online or by mail from the American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611.

Deposit by Accepted Applicants

Applicants accepted before February 1 are required to submit a \$500 deposit within 30 days after notification of admittance. Applicants admitted after February 1 must submit the deposit within two weeks after notification of admittance. This deposit is not refundable but is credited toward the first fee payment. Applicants who fail to make the deposit within the time specified forfeit their place in the entering class.

Additional Admission Considerations

Fulfillment of the specific requirements listed for admission does not ensure admission to the College of Dentistry. The admissions committee reviews applicants who meet the minimum requirements and selects those who appear best qualified for the study and practice of dentistry. The committee considers quantitative and qualitative components of the application, letters of recommendations, the interview, and other factors.

Financial Support

Financial assistance for dental students is based on need. Dental students who demonstrate need are eligible for Health Professions, Stafford, and Grad PLUS loans. Students applying for loans must submit the Free Application for Federal Student Aid (FAFSA), including parental information in order to be considered for the Health Professions loan. Loans are

repayable over an extended period of time after the course of study is completed.

Collegiate short-term and long-term loans are available through the financial aid coordinator at the College of Dentistry.

Tuition scholarships are awarded each year to qualified entering dental students. The awards provide financial support up to \$15,000 per year for as many as four years, if the student maintains an appropriate level of academic and professional performance.

Information on financial assistance for dental students is available from the University's Office of Student Financial Aid as well as the College of Dentistry Office of Student Affairs.

Expenses

The College of Dentistry maintains the Supply-Instrument Management System (SIMS), which provides students with instruments and supplies necessary throughout their dental training. The SIMS usage fee for the D.D.S. is payable in installments over the four-year program.

A fee for expendable laboratory supplies is charged each of the first two years. A \$100 breakage fee also must be deposited; the deposit is refundable upon graduation or termination of enrollment.

Career Advancement

The Doctor of Dental Surgery program prepares students to practice general dentistry.

Endodontics

Head

- Fabricio B. Teixeira

Director, Graduate Program

- Anne E. Williamson

Professional certificate: endodontics

Faculty: <https://www.dentistry.uiowa.edu/endodontics-faculty>

Website: <https://www.dentistry.uiowa.edu/endodontics>

The Department of Endodontics provides education and training to predoctoral students and to professional students who may work toward a graduate degree along with their professional training. Some students participate with departmental faculty in research that contributes to the knowledge base of the specialty. Faculty and advanced students in the department also provide care to patients at the College of Dentistry.

D.D.S. Student Training

Coursework and clinical experiences in endodontics are of vital importance in the overall education of Doctor of Dental Surgery students. Preclinical endodontics, taught during the sophomore year, includes a didactic and a laboratory component. In clinical endodontics, taught during the junior year, students study both normal and pathological conditions of the dental pulp and periapex. Diagnosis of pulpal and periradicular disease and various specialized aspects of endodontic treatment are emphasized. Students treat endodontic patients under direct supervision of faculty and staff.

Programs

Professional Program of Study

Certificate

- Certificate in Endodontics [p. 1246]

Facilities

The Department of Endodontics is located in the west section (third floor) of the Dental Science Building (DSB). The Endodontic Clinic is adjacent to the west entrance.

Courses

Endodontics Courses

ENDO:5201 Update in Endodontics	0-1 s.h.
Recommended for second year certificate students.	
ENDO:5225 Endodontic Literature Review I	0,2 s.h.
Current and historical research.	
ENDO:5226 Endodontic Literature Review II	0,2 s.h.
Continuation of ENDO:5225.	
ENDO:5260 Current Literature in Endodontics	0-1 s.h.
Current literature relevant to endodontics, including diagnosis or treatment of endodontic cases; dental journals with endodontic-related content; landmark research.	
ENDO:5700 Endodontic Surgery Conference	0,2 s.h.
Attendance at Endodontic Surgery Conference.	

ENDO:5701 Advanced Clinical Endodontics	0,3 s.h.
Advanced study.	
ENDO:5710 Research in Endodontics	arr.
ENDO:5720 Seminar in Endodontics I	0,2 s.h.
First in a series of lectures in endodontics.	
ENDO:5721 Seminar in Endodontics II	0,2 s.h.
Continuation of ENDO:5720.	
ENDO:6227 Endodontic Literature Review III	0,2 s.h.
Continuation of ENDO:5226.	
ENDO:6228 Endodontic Literature Review IV	0,2 s.h.
Continuation of ENDO:6227.	
ENDO:6701 Seminar in Endodontics III	0,2 s.h.
Continuation of ENDO:5721.	
ENDO:6702 Seminar in Endodontics IV	0,2 s.h.
Continuation of ENDO:6701.	
ENDO:8240 Endodontics Preclinical Didactic	1 s.h.
Basic principles, concepts, technical procedures for treatment of pulpal problems.	
ENDO:8241 Endodontics Preclinical Laboratory	1 s.h.
Basic technical procedures for treatment of pulpal problems.	
ENDO:8369 Clinical Endodontics I	2 s.h.
Introduction to tooth pain, anesthesia, diagnosis and treatment of pulpal and periradicular pathology, endodontic emergencies, endodontic radiologic interpretation, diagnosis and treatment of dental traumatic injuries, bleaching, retreatment, and apexification/apexigenesis.	
ENDO:8370 Clinical Endodontics II	4 s.h.
Tooth pain, anesthesia, diagnosis and treatment of pulpal and periradicular pathology, endodontic emergencies, endodontic radiologic interpretation, diagnosis and treatment of dental traumatic injuries, bleaching, retreatment, and apexification/apexigenesis.	

Endodontics, Professional Certificate

Requirements

The professional Certificate in Endodontics requires a minimum of 24 months of full-time formal training. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the certificate.

The certificate is a clinical specialty program designed to provide qualified dentists with the scientific knowledge and clinical skills they need to practice endodontics and/or pursue a career in dental education and research. The curriculum includes clinical and didactic courses. Students complete an original research project in endodontics and write a scientific paper on their research for submission to a refereed journal.

The program's goal is to develop competent diagnosticians and clinicians. Students learn the scientific and clinical basis of endodontics; develop clinical skills; gain knowledge of and experience in the educational process in order to function confidently as dental educators; and develop skills in designing, conducting, reporting, and publishing the results of original research.

The certificate program satisfies training requirements for eligibility for certification by the American Board of Endodontics. Students who complete the program are encouraged to seek board certification. Various activities throughout the course of study prepare students for the board examination process.

Once students enroll in the certificate program, they are not permitted to involve themselves in private dental practice enterprises outside the college. Failure to adhere to this policy may result in dismissal from the program.

Whenever possible, students should complete the certificate program without interruption. Students who demonstrate a need to discontinue the program temporarily should limit their time away to a maximum of one calendar year. Students must have permission from the endodontics graduate program director in order to interrupt their study.

Graduate Study

Certificate students may work toward a Master of Science or a Doctor of Philosophy in oral science while earning the certificate. Both graduate degree programs provide students with in-depth knowledge in a scientific training discipline as preparation for careers in academia and research.

Students normally require three years of full-time study to complete the Certificate in Endodontics and the M.S. degree, or at least four years to complete the certificate and the Ph.D. degree. Both graduate degree programs require more didactic coursework than the certificate program. The M.S. requires a thesis; the Ph.D. requires a dissertation. See Oral Science [p. 1259] in the Catalog.

Other graduate programs are available to endodontics certificate students, such as master's degrees in other disciplines, or a certificate in combination with a Ph.D. in a basic science area. Such programs are available by special arrangement, depending on a candidate's experience and goals. Consult the Department of Endodontics for more information.

Admission

Applicants to the endodontics certificate program must apply through the American Dental Education Association's Postdoctoral Application Support Services (ADEA PASS). Applicants must hold a D.D.S. or D.M.D. degree or a foreign equivalent and must meet the application requirements of the Graduate College. They should take the National Board Dental Examination, part one, and part two when it is available.

Applications should include official transcripts from all undergraduate and graduate institutions, an updated curriculum vitae, three letters of recommendation, a personal statement, and a photograph (two-inch head-and-shoulders view).

The certificate program begins July 1; ADEA PASS applications should be submitted no later than July 1 for admission the following summer. Finalists for admission are asked for a personal interview in July; admission decisions are made following interviews.

Financial Support

Applicants to the certificate program must be able to support themselves financially until they complete the program.

Prospective students should plan to pay for living expenses, tuition, books, specialized equipment (e.g., surgical operating microscope, notebook computer, and ultrasonic system), instrument usage, and other expenses.

Family Dentistry

Head

- David C. Holmes

Faculty: <https://www.dentistry.uiowa.edu/family-dentistry-faculty>

Website: <https://www.dentistry.uiowa.edu/family-dentistry>

The Department of Family Dentistry reinforces and refines the comprehensive approach to managing patients' oral health care needs.

D.D.S. Student Training

The senior year of the Doctor of Dental Surgery program integrates basic science knowledge, clinical skills, and dental laboratory experiences acquired during the first three years of dental school into a systematic approach to providing patient care.

Students who complete their education in family dentistry should:

- conduct themselves in a professional and ethical manner;
- understand the principles of comprehensive dental treatment planning;
- know the medical, ethical, and legal issues involved in patient care;
- be able to recognize the need for specialty consultation;
- be competent in coordinating and sequencing patient treatments;
- be effective members of the dental team;
- be prepared to enter general practice;
- be educated and trained for licensure examination; and
- appreciate the importance and value of lifelong learning.

Students spend five days a week in a clinical setting, where they gain experience in total patient management and care. Their didactic coursework builds on their previous education. All areas of clinical and didactic instruction, patient awareness, and sensitivity to patients' needs are stressed.

The department's practice management curriculum prepares students to evaluate practice locations and manage the business aspects of a dental practice.

Courses

Family Dentistry Courses

FAMD:8484 Dental Practice Management 2 s.h.
Principles of dental practice management; delivery of comprehensive dental treatment in a simulated group-practice clinical setting, with chairside dental assistants.

FAMD:8487 Clinical Experiences: Comprehensive Care I 3 s.h.
Clinical experiences in diagnosis, treatment planning, and delivery of integrated, comprehensive dental care.

FAMD:8488 Comprehensive Dental Patient Care I 15 s.h.
Refinement of clinical skills, judgment, and critical self-evaluation in the delivery of integrated, comprehensive dental care.

FAMD:8489 Clinical Experiences: Comprehensive Care II 3 s.h.
Clinical experiences in diagnosis, treatment planning, and delivery of integrated, comprehensive dental care.

FAMD:8491 Clinical Experiences: Comprehensive Care III 3 s.h.
Clinical experiences in diagnosis, treatment planning, and delivery of integrated, comprehensive dental care.

FAMD:8494 Current Topics in Dentistry I 1 s.h.
Emerging trends, research updates, and clinical updates to support critical thinking and lifelong learning.

FAMD:8495 Advanced Treatment Planning I 2 s.h.
Development of knowledge to implement comprehensive treatment plans involving a multidisciplinary approach in management of patients through case-based learning.

FAMD:8496 Current Topics in Dentistry II 1 s.h.
Emerging trends, research updates, and clinical updates to support critical thinking and lifelong learning.

FAMD:8497 Advanced Treatment Planning II 1 s.h.
Builds on FAMD:8495; development of advanced knowledge to implement complex comprehensive treatment plans involving a multidisciplinary approach in management of patients with complex medical and dental needs through case-based learning, lectures, and student case presentations.

FAMD:8498 Current Topics in Dentistry III 1 s.h.
Current techniques and findings; applications for general practitioner and graduate specialty programs.

FAMD:8499 Comprehensive Dental Patient Care II 15 s.h.
Continuation and refinement of clinical skills, judgment, and critical self-evaluation in the delivery of integrated, comprehensive dental care.

Geriatric and Special Needs Dentistry

Head, Department of Preventive and Community Dentistry

- Daniel J. Caplan

Director, Geriatric and Special Needs Dentistry

- Howard Cowen

Professional certificate: geriatric and special needs dentistry

Faculty: <https://www.dentistry.uiowa.edu/preventive-geriatric-special-needs-certificate-program-faculty>

Website: <https://www.dentistry.uiowa.edu/preventive-geriatric-special-needs-certificate-program>

The certificate program in geriatric and special needs dentistry prepares dentists to be leaders and teachers in this critical area of practice. The multidisciplinary program incorporates medicine and psychiatry and blends clinical and didactic experiences in varied settings, such as acute, palliative, rehabilitative, and long-term care. Its goal is to provide dental professionals with the knowledge and skills they need to provide patient-centered, sound, and realistic treatment plans for their geriatric and special needs patients.

The Certificate in Geriatric and Special Needs Dentistry is administered by the Department of Preventive and Community Dentistry [p. 1270].

Programs

Professional Program of Study Certificate

- Certificate in Geriatric and Special Needs Dentistry [p. 1249]

Courses

Geriatric and Special Needs Dentistry Courses

GSND:5700 Advanced Clinical Geriatric Dentistry I	0,4 s.h.
Advanced clinical education in geriatric dentistry.	
GSND:5702 Advanced Clinical Geriatric Dentistry II	0,4 s.h.
GSND:5703 Advanced Clinical Geriatric Dentistry III	0,4 s.h.
GSND:5704 Advanced Clinical Geriatric Dentistry IV	0,4 s.h.
GSND:5720 Outreach/Advanced Clinical Geriatric Dentistry I	0,3 s.h.
GSND:5721 Outreach/Advanced Clinical Geriatric Dentistry II	0,3 s.h.
GSND:5730 Interdisciplinary Geriatric Patient Assessment I	0,2 s.h.

GSND:5731 Interdisciplinary Geriatric Patient Assessment II	0,2 s.h.
GSND:5740 Advanced Topics in Geriatric Dentistry and Special Needs I	0,2 s.h.
GSND:5742 Advanced Topics in Geriatric Dentistry and Special Needs II	0,2 s.h.
GSND:5750 Geriatric Dental Case Study Seminar I	0,2 s.h.
GSND:5751 Geriatric Dental Case Study Seminar II	0,2 s.h.
GSND:5760 Teaching Practicum in Geriatric Dentistry I	0,2 s.h.
GSND:5770 Advanced Clinical Training for Developmentally Disabled Adults I	0,2 s.h.
GSND:5771 Advanced Clinical Training for Developmentally Disabled Adults II	0,2 s.h.

Geriatric and Special Needs Dentistry, Professional Certificate

Requirements

The professional Certificate in Geriatric and Special Needs Dentistry requires a minimum of one year of full-time study. The program prepares dentists to evaluate and manage the oral health problems of older adults across the spectrum of geriatric health care services as well as adults with special needs. It also prepares professionals for scholastic positions in geriatric education. Successful graduates meet the educational requirements for eligibility to take the fellowship examination of the Special Care Dentistry Association.

Certificate students have opportunities to collaborate with medical residents and other allied health care professionals in providing a holistic approach to care of patients whose dental and medical needs are complex. They gain experience in the College of Dentistry's patient care clinics and Geriatric Mobile Dental Unit, at St. Luke's Hospital (Cedar Rapids, Iowa), and at University of Iowa Hospitals & Clinics.

Highlights of the curriculum include advanced clinical geriatric and special needs dentistry, interdisciplinary geriatric patient assessment, geriatric dentistry case studies, outreach, and teaching practicum.

Admission

Applicants must hold a D.D.S. or D.M.D. degree from an accredited dental school. International students should have at least three years of experience and/or postgraduate prosthodontics training and be licensed dentists. All applicants must meet the admission requirements of the Graduate College. Contact the Geriatric and Special Needs Dentistry Certificate Program to learn more.

Hospital Dentistry

Head

- Kirk L. Fridrich (Oral and Maxillofacial Surgery)

Director, Graduate Program

- Darrick J. Zirker

Faculty: <https://gme.medicine.uiowa.edu/american-dental-association-general-practice-residency/our-people>

Website: <https://gme.medicine.uiowa.edu/hospital-dentistry-general-practice-residency>

The College of Dentistry operates a hospital dentistry clinical service at University of Iowa Hospitals & Clinics. The service includes divisions of general dentistry, maxillofacial prosthodontics, and oral and maxillofacial surgery, and it interacts with the college's specialties of orthodontics, periodontics, pediatric dentistry, endodontics, diagnosis, oral pathology, and prosthodontics.

The Hospital Dentistry Program offers a one-year general practice residency.

Residency

The general practice residency program prepares dentists for a broader scope of private practice in general dentistry. The program combines clinical and didactic training on an individual basis and meets fundamental requirements of the Commission on Dental Accreditation of the American Dental Association (ADA).

The residency covers one year of hospital-based training. Through postdoctoral clinical, didactic, and hospital experience, residents prepare to meet the oral health needs of a wide range of ambulatory and nonambulatory patients. Rotations and patient experiences are located at University of Iowa Hospitals & Clinics.

Residency training includes use of hospital resources, management of ambulatory patients, inpatients, same-day surgery patients, and emergency medical and dental patients. Residents participate in consultations with other hospital services and are assigned to appropriate hospital services to fulfill the objectives of the training program. They are appointed to the hospital's house staff and have the same privileges and responsibilities as residents in other professional education programs.

Admission

Applicants must be U.S. citizens or permanent residents and must be graduates of a dental school accredited by the American Dental Association. They also must be eligible for licensure to practice dentistry in the United States. Application deadline is October 1 for the following July 1. See the Hospital Dentistry-General Practice Residency Program website for admission and application requirements.

Operative Dentistry

Head

- Erica C. Teixeira

Professional certificate: operative dentistry

Faculty: <https://www.dentistry.uiowa.edu/operative-faculty>

Website: <https://www.dentistry.uiowa.edu/operative>

The Department of Operative Dentistry teaches the foundational concepts of dentistry to predoctoral dental students in caries management (diagnosis, prevention, repair, and restorative techniques). The primary departmental focus is to provide the knowledge, technical skills, critical thinking and judgment for the diagnosis, prevention, and management of dental caries, non-caries dental defects (attrition, abrasion, erosion, abfraction, developmental abnormalities, discoloration, and trauma), and elective esthetic smile enhancements. It also serves an equally important position to provide national leadership in dental research and advanced restorative technology in its collective faculty efforts and through the professional Certificate in Operative Dentistry.

D.D.S. Student Training

Coursework and clinical experiences in operative dentistry are fundamental to the overall education of Doctor of Dental Surgery students. Operative dentistry coursework covers roughly one quarter of curriculum time during the first three years of dental school as students progress toward competency in operative dentistry. The department's primary goal is to educate dental students, using the best evidence available and the latest proven approaches, to achieve and maintain optimal patient oral comfort, function, and aesthetics through risk-based diagnosis, prevention, and minimally invasive treatment of caries and noncarious lesions of the teeth.

Programs

Professional Program of Study

Certificate

- Certificate in Operative Dentistry [p. 1252]

Courses

Operative Dentistry Courses

OPER:5126 Operative Dentistry Seminar 0-1 s.h.
Review and critical analysis of operative dentistry literature.

OPER:5140 Operative Dentistry Advanced Clinic 0-3 s.h.
Medical and surgical clinical management of dental disease; special emphasis on minimally invasive dentistry using advanced aesthetic principles.

OPER:5234 Selected Applications of Operative Dentistry 0-3 s.h.
Advanced techniques completed on simulated patients.

OPER:5245 Pre-Clinical Teaching 0-3 s.h.
Teaching predoctoral dental students on simulated patients.

OPER:6246 Clinical Teaching 0-2 s.h.
Clinical teaching instruction in operative dentistry clinics.

OPER:8120 Dental Anatomy 3 s.h.
Basic dental terminology and nomenclature, human tooth morphology, creation of tooth crowns with wax.

OPER:8122 Introduction to Operative Dentistry 1 s.h.
Introduction to basic didactic knowledge and psychomotor skills in the practice of operative dentistry in a preclinical setting with simulated scenarios; for first-year dental students.

OPER:8124 Operative Dentistry I 5 s.h.
Basic didactic knowledge and psychomotor skills of principles, terminology, instruments, materials, and techniques utilized in the practice of operative dentistry in a preclinical setting with simulated scenarios; for first-year dental students. Prerequisites: OPER:8120.

OPER:8240 Operative Dentistry II 5 s.h.
Principles of caries and non-carious lesion management, design of cavity preparations, restoration of teeth, patient management, pain control; esthetic dentistry; tooth bleaching, tooth recontouring, esthetic buildups with dental composite; exercises on mannequins in simulation clinic and procedures performed on patients in operative clinic. Prerequisites: OPER:8124.

OPER:8369 Introduction to Operative Dentistry III 2 s.h.
Introduction to a combination of didactic and clinical aspects of operative dentistry; medical and surgical management of dental disease; emphasis on minimally invasive dentistry with advanced aesthetic principles.

OPER:8370 Operative Dentistry III arr.
Combination of didactic and clinical aspects of operative dentistry; medical and surgical management of dental disease; emphasis on minimally invasive dentistry with advanced aesthetic principles.

Operative Dentistry, Professional Certificate

Requirements

Students can earn the professional Certificate in Operative Dentistry in conjunction with an M.S. or Ph.D. in oral science. Completion of the certificate and the M.S. requires 36 months of full-time study. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the certificate.

The M.S. requires additional coursework as well as a thesis and oral and written comprehensive exams. Students have some flexibility in their curriculum to take courses that particularly interest them; see Oral Science [p. 1259] in the Catalog.

The Certificate in Operative Dentistry is a professional clinical advanced educational program that provides dentists with training for teaching, research, and the clinical practice of operative dentistry. The Operative Dentistry Advanced Education Program meets the educational requirements for application to take board certification examinations of the American Board of Operative Dentistry. Operative dentistry is recognized by the American Dental Association as an interest area in general dentistry.

Admission

Applicants to the certificate program must be graduates of an accredited United States or recognized international dental school and must meet the admission requirements of the Graduate College. The department may request an interview with an applicant.

Students must provide their own financial support for the certificate and degree programs, including research and thesis expenses.

For more information, visit the Graduate Program in Operative Dentistry web page.

Oral and Maxillofacial Surgery

Head

- Kirk L. Fridrich

Assistant Head

- Richard G. Burton

Director, Graduate Program

- Steven L. Fletcher

Professional certificate: oral and maxillofacial surgery

Faculty: <https://gme.medicine.uiowa.edu/oral-and-maxillofacial-surgery-residency/our-people/faculty>

Website: <https://gme.medicine.uiowa.edu/oral-and-maxillofacial-surgery-residency>

The Department of Oral and Maxillofacial Surgery combines clinical and didactic training to fit the individual interests, abilities, and development of students. Its training program for predoctoral students is based in the College of Dentistry, with some clinical assignments in the oral and maxillofacial surgery division at University of Iowa Hospitals & Clinics. Its certificate program is based primarily in the Oral and Maxillofacial Surgery Residency program at University of Iowa Hospitals and Clinics.

D.D.S. Student Training

The Doctor of Dental Surgery curriculum in oral and maxillofacial surgery is designed to develop a foundation of professional knowledge and surgical skills that will enable students to diagnose and manage surgical problems related to general dentistry practice. The program emphasizes high ethical standards and development of good surgical concepts and judgment.

The clinical portion of the curriculum allows students to develop surgical skills and apply the theoretical knowledge acquired in didactic courses. Theory and application of anesthesia-analgesia, intravenous sedation, and nitrous oxide analgesia techniques are presented through didactic and clinical experiences.

Programs

Professional Program of Study Certificate

- Certificate in Oral and Maxillofacial Surgery [p. 1254]

Facilities

The University of Iowa health sciences campus has outstanding basic and clinical science departments that stimulate and support scholarly research and superior clinical practice. Appropriate environments for residency training in oral and maxillofacial surgery are provided by University of Iowa Hospitals & Clinics, the College of Dentistry, and the Carver College of Medicine.

Courses

Oral and Maxillofacial Surgery Courses

OMFS:5208 Pain and Anxiety Control 0-3 s.h.

Nitrous oxide; intravenous, oral, intramuscular anxiety and pain control; pharmacology of agents; complications, their management.

OMFS:5220 Research Methodology arr.

Research terminology; application of ethical, quantitative, and qualitative approaches to research; critical analysis of published research; guide and oversee Institutional Review Board (IRB) protocol processes.

OMFS:8115 Anesthesia and Pain Control I 1 s.h.

Principles, techniques of complete medical history, head and neck examination, cardiovascular and respiratory examination; neuroanatomical, psychophysiological aspects of pain; pharmacologic action and techniques for using local anesthetics.

OMFS:8230 Basic Oral and Maxillofacial Surgery 2 s.h.

In-depth review and instruction pertaining to systemic medical considerations which may affect oral and maxillofacial surgery (OMFS), wound repair, principles of asepsis, routine and complicated exodontia, surgical complications and informed consent, preprosthetic surgery, medical emergencies, management of patients undergoing radiation therapy and chemotherapy, infections, OMFS trauma, temporomandibular disorders, and maxillary sinus and salivary gland disorders.

OMFS:8245 Anesthesia and Pain Control II 1 s.h.

Theory, application, and instrumentation of nitrous oxide and IV sedation; emphasis on cardiovascular and respiratory physiology; pre-anesthetic evaluation of patients and practical techniques for nitrous oxide sedation.

OMFS:8355 Advanced Oral and Maxillofacial Surgery 1 s.h.

History, evaluation, diagnosis, and treatment of diseases and traumatic injuries of the oral and maxillofacial region.

OMFS:8360 Clinical Oral and Maxillofacial Surgery arr.

Clinical experience at the College of Dentistry and University of Iowa Hospitals & Clinics.

Oral and Maxillofacial Surgery, Professional Certificate

Requirements

The department offers a four-year residency program that culminates in the professional Certificate in Oral and Maxillofacial Surgery. The program combines clinical and didactic training to prepare dentists for specialty practice. Every effort is made to adapt the program to the individual interests, abilities, and development of students, but it is essential that all students meet certain fundamental requirements.

Recommendations of the American Dental Association, the Committee on Graduate Training of the American Association of Oral and Maxillofacial Surgeons, and the American Board of Oral and Maxillofacial Surgery have been considered carefully in planning the structure and scope of training.

The residency period covers four years of hospital training, providing an orientation to hospital procedures, integration of basic and clinical sciences, acquisition of surgery principles, and familiarization with varied aspects of health services.

Competence in clinical oral and maxillofacial surgery requires knowledge of the basic medical sciences related to the specialty. In addition to hospital and clinical training, residents take advanced coursework in subjects such as applied pharmacology, surgical anatomy, pathology, physiology, and microbiology. They also review closely related disciplines such as radiology, anesthesiology, physical diagnosis, and laboratory procedures. Development and implementation of a research project under staff supervision enhance the value of the residency training.

The assumption of increased responsibility and the opportunity for clinical and operating room experience are important aspects of residency training. Residents gain clinical training in anesthesia through an assigned rotation in the Department of Anesthesia (Carver College of Medicine). Previous advanced training in physical diagnosis, physiology, pharmacology, and pathology take on greater clinical significance, and increased responsibility in the operating room as first assistant and surgeon further develops surgical judgment and skills.

Senior residents may be given responsibility for major oral and maxillofacial surgical cases during rotations at University of Iowa Hospitals & Clinics. Each fourth-year resident is assigned to a rotation as a clinical and didactic coordinator and assumes responsibility to qualify for examination by the American Board of Oral and Maxillofacial Surgery. To learn more about Iowa's program, visit the Oral and Maxillofacial Surgery Residency website.

Admission

Students may begin the four-year certificate program only on July 1. Applicants are selected through a post-D.D.S. dental matching program sponsored by the American Association of Oral and Maxillofacial Surgeons. The application deadline for the match in oral and maxillofacial surgery is September 1 for admission the following July. Appointments are made after the match results are revealed and the staff elects to take official

action. Appointments are offered on or before February 1 for the following July.

Applicants must have graduated from an accredited college of dentistry, should be in the upper one-fourth of their graduating class, and must be eligible to be licensed to practice dentistry in the United States.

Oral Pathology, Radiology, and Medicine

Head

- John W. Hellstein

Professional certificates: oral and maxillofacial pathology; oral and maxillofacial radiology

Faculty: <https://www.dentistry.uiowa.edu/oral-pathology-radiology-medicine-faculty>

Website: <https://www.dentistry.uiowa.edu/oral-pathology-radiology-medicine>

The Department of Oral Pathology, Radiology, and Medicine educates predoctoral students and professional students, who may pursue graduate study along with their professional training. The department has diverse curricular responsibility and a faculty with widely varied disciplinary expertise.

D.D.S. Student Training

The department teaches Doctor of Dental Surgery and other health care students about diseases that manifest in and around the oral and maxillofacial region. Students learn about the clinical, radiographic, laboratory, histopathologic, and therapeutic management of these diseases and about their etiology and natural history. They also study identification of systemic diseases and the oral implications through physical evaluation of patients.

Programs

Professional Programs of Study

Certificates

- Certificate in Oral and Maxillofacial Pathology [p. 1257]
- Certificate in Oral and Maxillofacial Radiology [p. 1258]

Facilities

Facilities reserved for the Department of Oral Pathology, Radiology, and Medicine include a radiology special procedures area, an interpretation room, a surgical oral pathology laboratory, a clinical pathology laboratory with areas for histopathology, and a seminar room for small groups of graduate and undergraduate students.

In addition, the College of Dentistry has joint-use research laboratories that are well equipped and staffed for conducting research involving histology, histochemistry, materials technology, radiobiology, ultrastructure, and electron probe analysis and quantification.

Courses

Oral Pathology, Radiology, and Medicine Courses

OPRM:5200 Stomatology Literature Review 0-3 s.h.
Current literature in oral and maxillofacial pathology and radiology; presentation of graduate student research; development of lectures or seminars for D.D.S. or graduate students, or continuing education for peers and practicing dentists.

OPRM:5225 Manifestations of Oral and Paraoral Disease 0-3 s.h.
Clinical experience in diagnosing, managing patients.

OPRM:5226 Oral Pathology for Graduate Students 0-1 s.h.
Head and neck diseases, abnormalities.

OPRM:5227 Surgical Oral Pathology 0-1 s.h.
Experience in day-to-day operations of surgical oral pathology laboratory; advanced training in histopathologic diagnosis of oral and maxillofacial diseases. Corequisites: OPRM:5240, if not taken as a prerequisite.

OPRM:5228 Introduction to Surgical Oral Pathology 0-1 s.h.
Day-to-day operations of surgical oral pathology laboratory; histopathologic diagnosis of oral and maxillofacial diseases.

OPRM:5230 Research in Oral Pathology, Radiology, and Medicine 0-3 s.h.
Includes thesis preparation.

OPRM:5238 Introduction to Histopathology 0-1 s.h.
Case studies; histopathologic diagnosis of diseases that affect oral and maxillofacial region.

OPRM:5240 Histopathology 0-1 s.h.
Case studies; advanced training in histopathologic diagnosis of diseases that affect oral and maxillofacial region. Corequisites: ORDN:5202, if not taken as a prerequisite.

OPRM:5241 Hospital Oral Pathology, Radiology, and Medicine 0-3 s.h.
Management of patient consultations, diagnosis, therapy at a hospital-based dental service.

OPRM:5242 Clinical Oral and Maxillofacial Radiology 0-3 s.h.
Radiologic manifestations of diseases; emphasis on craniofacial complex.

OPRM:5243 Practical Oral and Maxillofacial Radiology 0-3 s.h.
Clinic participation; supervision of dental and dental hygiene students, review of their cases; participation in clinical radiology conferences, laboratory exercises.

OPRM:5244 Technical Oral and Maxillofacial Radiology 0-3 s.h.
Experience with technical maintenance of darkroom, clinical equipment; troubleshooting under supervision of radiology staff.

OPRM:5245 Head and Neck Radiology 0-3 s.h.
Hospital-based rotation in diagnostic radiology with participation in interpretation sessions; CT, MRI, nuclear medicine, ultrasound.

OPRM:5246 Craniofacial Radiology 0-3 s.h.
Hospital-based rotation in diagnostic radiology; exposure to interpretive sessions on ultrasound, CT, MRI, nuclear medicine.

OPRM:5256 Advanced Oral Pathology 0-1 s.h.
Diseases involving orofacial organs; emphasis on bibliographic research, biodynamic analysis of pathologic processes, diagnostic interpretation; content adapted to student interests. Requirements: graduate standing in oral pathology.

OPRM:8120 Fundamentals of Oral Radiology 1 s.h.
Methods of clinical, radiographic examination, record keeping; correlation of basic, clinical sciences.

OPRM:8235 Oral Pathology I 2 s.h.

Application of biomedical science knowledge to diagnosis and management of oral and maxillofacial diseases, primarily surface epithelial diseases; classification of lesions and diseases of the oral and maxillofacial region into clinical categories, formulation of a clinical differential diagnosis, and recommendation of initial management based on clinical differential diagnosis.

OPRM:8236 Oral Pathology II 2 s.h.

Application of biomedical science knowledge to diagnosis and management of oral and maxillofacial diseases, primarily hard and soft tissue diseases/neoplasms and syndromes; identification of cause, pathogenesis, historical features, signs, symptoms, laboratory abnormalities, radiographic findings (where applicable), and recommended initial management of the most common and/or serious diseases and lesions of the oral and maxillofacial region.

OPRM:8240 Basic Pharmacology 3 s.h.

Principles of pharmacology, pharmacologic actions of drugs, and correlation with therapeutic uses.

OPRM:8245 Introduction to Clinical Oral Radiology 1 s.h.

Principles, techniques of diagnosis, radiology, clinical pathology in clinical practice.

OPRM:8355 Systemic Disease Manifestations 1 s.h.

Clinical medicine for dental students; basic information for patient evaluation.

OPRM:8360 Clinical Oral Diagnosis 1 s.h.

Diagnosis of orofacial diseases by clinical, laboratory, radiographic and treatment planning methods; clinical case analysis.

OPRM:8361 Clinical Oral Radiology arr.

Making and processing intraoral, extraoral radiographs; principles of radiographic interpretation.

OPRM:8365 Clinical Oral Pathology 1 s.h.

Oral and maxillofacial diseases: integration of the clinical, historical, radiographic features; therapeutic management.

OPRM:8368 Applied Dental Pharmacology 2 s.h.

Patients' medications and their implications for dental treatment; clinical use of medications that dentists may prescribe; guidelines for dental prescribing.

Oral and Maxillofacial Pathology, Professional Certificate

Requirements

The department offers the professional Certificate in Oral and Maxillofacial Pathology. The educational requirements of the certificate program meet the requirements for preparation of dental specialists set by the Commission on Dental Accreditation, the American Board of Oral and Maxillofacial Pathology. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the certificate.

Oral science involves the study of structure, function, and diseases of the oral and maxillofacial region. Study methods include examination of related histories, evaluation of clinical signs and symptoms, and use of biochemical, microscopic, and radiologic procedures to establish a diagnosis and plan for therapeutic management.

The department's programs are diverse and flexible, allowing students to obtain advanced clinical, didactic, and research-related education while earning a professional certificate. Students working toward the certificate may pursue a Master of Science in oral science in conjunction with the certificate; see "Graduate Study" below.

Graduate Study

Students earning the department's certificate may pursue a Master of Science in oral science while they work toward the certificate. They pursue the M.S. track that corresponds with the certificate. Each program combines the minimum requirements of the M.S. and the certificate; completion time usually is 36 to 48 months.

All students in the combined programs pursue comprehensive study of basic biologic and health sciences in preparation for teaching and research. They must complete the courses listed below, including the core courses and the basic science and departmental courses listed for their M.S. track. They also must prepare, submit, and defend their thesis based on the results of research conducted during their course of study. See the M.S. in oral science [p. 1260] in the Catalog for additional information about requirements and admission.

Core Courses

Code	Title	Hours
OPRM:5200	Stomatology Literature Review	0-1
OPRM:5226	Oral Pathology for Graduate Students	0-1
OPRM:5242	Clinical Oral and Maxillofacial Radiology	0-1
ORSC:5200	Seminars in Dental Research	1
ORSC:5210	Dental Sciences Research Methodology	2
ORSC:5212	Statistical Methods for Dental Research	3
ORSC:5215	Research Design in Dentistry	2
ORSC:5600	Research in Oral Science (taken for a total of 9 s.h.)	9

OTO:8199	Basic Otolaryngologic Science	2
----------	-------------------------------	---

Track Courses

Code	Title	Hours
OPRM:5225	Manifestations of Oral and Paraoral Disease	0-1
OPRM:5227	Surgical Oral Pathology	1
OPRM:5240	Histopathology	1
OPRM:5256	Advanced Oral Pathology	0-1
DPH:6017	Teaching Methods and Evaluation	2
MED:8133	Mechanisms of Health and Disease II	7
MED:8134	Mechanisms of Health and Disease III	11
MED:8223	Mechanisms of Health and Disease IV	10
ORSC:5280	Advanced Dental Therapeutics	1

Admission

Applicants must have successfully completed an accredited program leading to the D.D.S. or D.M.D., or an international equivalent, and must meet the admission requirements of the Graduate College. They must have a cumulative g.p.a. of at least 3.00 (or international equivalent) to be considered for admission.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

The department's faculty makes final decisions on acceptance of applicants who meet the requirements for admission. A personal interview is required.

Oral and Maxillofacial Radiology, Professional Certificate

Requirements

The department offers the professional Certificate in Oral and Maxillofacial Radiology. The educational requirements of the certificate program meet the requirements for preparation of dental specialists in oral and maxillofacial radiology set by the Commission on Dental Accreditation and the American Board of Oral and Maxillofacial Radiology. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the certificate.

Oral radiology involves the study of structure, function, and diseases of the oral and maxillofacial region. Study methods include examination of related histories, evaluation of clinical signs and symptoms, and use of radiologic procedures for interpretation and to establish a diagnosis and plan for therapeutic management.

The department's programs are diverse and flexible, allowing students to obtain advanced clinical, didactic, and research-related education while earning a professional certificate. Students working toward the certificate may pursue a Master of Science in oral science in conjunction with the certificate; see "Graduate Study" below.

Graduate Study

Students earning the department's certificate may pursue a Master of Science in oral science while they work toward the certificate. They pursue the M.S. track that corresponds with the certificate. Each program combines the minimum requirements of the M.S. and the certificate; completion time usually is 36 to 48 months.

All students in the combined programs pursue comprehensive study of basic biologic and health sciences in preparation for teaching and research. They must complete the courses listed below, including the core courses and the basic science and departmental courses listed for their M.S. track. They also must prepare and submit a thesis based on the results of research conducted during their course of study. See the M.S. in oral science [p. 1260] in the Catalog for additional information about requirements and admission.

Core Courses

Code	Title	Hours
OPRM:5200	Stomatology Literature Review	0-1
OPRM:5226	Oral Pathology for Graduate Students	0-1
OPRM:5242	Clinical Oral and Maxillofacial Radiology	0-2
ORSC:5200	Seminars in Dental Research	1
ORSC:5210	Dental Sciences Research Methodology	2
ORSC:5212	Statistical Methods for Dental Research	3
ORSC:5215	Research Design in Dentistry	2
ORSC:5600	Research in Oral Science (taken for a total of 9 s.h.)	9

OTO:8199	Basic Otolaryngologic Science	2
----------	-------------------------------	---

Track Courses

Code	Title	Hours
OPRM:5243	Practical Oral and Maxillofacial Radiology	0-2
OPRM:5244	Technical Oral and Maxillofacial Radiology	0-2
OPRM:5245	Head and Neck Radiology	0-2
FRRB:3110	Medical Physics I	2
FRRB:3130	Radiation Safety and Radiobiology	2
PATH:8133	Introduction to Human Pathology for Graduate Students	4

Admission

Applicants must have successfully completed an accredited program leading to the D.D.S. or D.M.D., or an international equivalent, and must meet the admission requirements of the Graduate College. They must have a cumulative g.p.a. of at least 3.00 (or international equivalent) to be considered for admission.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

The department's faculty makes final decisions on acceptance of applicants who meet the requirements for admission. A personal interview is required.

Oral Science

Director

- Jeffrey A. Banas (Pediatric Dentistry)

Graduate degrees: M.S. in oral science; Ph.D. in oral science

Website: <https://www.dentistry.uiowa.edu/dental-research-oral-science-program>

Graduate programs in oral science require that students complete courses from a core curriculum and conduct independent research leading to a thesis. The programs prepare graduates for a variety of career options.

Students must enroll in a professional certificate program offered by a College of Dentistry department in order to enroll in the Master of Science program in oral science. The following departments offer their certificate students the opportunity to earn M.S. degrees in oral science: endodontics, prosthodontics, operative dentistry, periodontics, and oral pathology, radiology, and medicine.

Programs

Graduate Programs of Study

Majors

- Master of Science in Oral Science [p. 1260]
- Doctor of Philosophy in Oral Science [p. 1261]

Courses

Oral Science Courses

ORSC:5200 Seminars in Dental Research 0-1 s.h.

ORSC:5210 Dental Sciences Research Methodology 0,2 s.h.

Practical, experimental procedures in dental research; literature and design; writing of research protocols. Offered summer session.

ORSC:5212 Statistical Methods for Dental Research 0,3 s.h.

Descriptive methods, elementary probability, distributions, populations and samples, methods for analyzing percentage data and paired and unpaired measurement data, regression, correlation, and analysis of variance.

ORSC:5215 Research Design in Dentistry 0,2 s.h.

Types of studies used in dentistry; design validity; sampling methodologies; major descriptive and experimental designs used in dental research; application of statistical tests to these designs. Offered spring semesters.

ORSC:5240 Pathophysiology of the Pulp-Dentin Complex 0-3 s.h.

Biology of tissue; emphasis on pathological changes. Offered spring semesters of even years. Prerequisites: ORSC:5210.

ORSC:5250 Current Concepts of Cariology 0,2 s.h.

Etiology of dental caries; pathogenesis, development of preventive measures. Offered spring semesters of odd years. Prerequisites: ORSC:5210.

ORSC:5260 Bone and Tooth Support Structure and Implants 0,2 s.h.

Biology of bone and periodontal structures; biologic basis for therapeutic use of dental implants. Offered fall semesters of odd years.

ORSC:5275 Oral Microbiology and Immunology 0,2 s.h.

Principles of microbiology and immunology, aspects of microbial community development in the oral cavity, basic concepts of host/parasite interactions related to development of oral diseases; biological, immunological, and clinical manifestations induced by major oral pathogens. Offered spring semesters of odd years. Requirements: microbiology, biochemistry, and biology. Recommendations: immunology.

ORSC:5280 Advanced Dental Therapeutics 0-1 s.h.

Antimicrobial, analgesic, related therapies; emphasis on drug/drug interactions, dental implications of chronic cardiovascular and central nervous system medications. Offered fall semesters.

ORSC:5600 Research in Oral Science arr.

Thesis research. Requirements: oral science M.S. or Ph.D. candidacy.

ORSC:5610 Independent Study 0-3 s.h.

Opportunity to pursue in-depth study in a particular area of interest; students meet with faculty member to design plan of study.

ORSC:5620 Oral Sciences Colloquium arr.

Presentations, seminars, and discussion sessions on research presentations; career and individual development plans for graduate and postdoctoral students in the oral sciences program.

Oral Science, M.S.

Requirements

The Master of Science program in oral science requires a minimum of 30 s.h. of graduate credit, including 21 s.h. of coursework, 9 s.h. of independent research leading to a thesis, and a final examination. M.S. students must spend at least two years in full-time residence at the University of Iowa.

Students pursuing the M.S. must be enrolled in a clinical specialty training program offered by a College of Dentistry department. Students should complete the M.S. and the clinical specialty training program in three years of study.

Admission

Applicants to the M.S. program must meet the admission requirements of the Graduate College and those specified by the clinical department, including Test of English as a Foreign Language (TOEFL) scores for applicants whose first language is not English.

A personal interview may be requested.

Programs normally begin July 1 each year.

Oral Science, Ph.D.

Requirements

The Doctor of Philosophy program in oral science requires a minimum of 72 s.h. of graduate credit, including advanced coursework and original research that culminates in the successful defense of a dissertation. Students must pass a comprehensive examination, prepare and gain approval of a research project, and complete and successfully defend a dissertation that describes the results of their research. Completion of the program usually requires four to six years of full-time study. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

Admission

Applicants to the Ph.D. program must meet the admission requirements of the Graduate College and those specified by the program. Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or at least 550 on the paper-based test.

Applicants to the Ph.D. program must submit a statement describing past research experience and current research interests, and state how completion of the Ph.D. program fits their career goals.

Applications and transcripts are reviewed and accepted on a continuing basis. A personal interview may be requested.

Programs normally begin July 1 each year.

Orthodontics

Head

- Thomas E. Southard

Professional certificate: orthodontics

Graduate degree: M.S. in orthodontics

Faculty: <https://www.dentistry.uiowa.edu/orthodontics-faculty>

Website: <https://www.dentistry.uiowa.edu/orthodontics>

The Department of Orthodontics educates predoctoral, professional, and resident/graduate students for careers as practicing dentists, orthodontists, researchers, and teachers. The department also conducts major research programs and receives significant funding from the National Institutes of Health (NIH). It delivers state-of-the-art treatment to patients—adults, children, and adolescents with a range of orthodontic, craniofacial, and related issues.

The goal of the resident/graduate program in orthodontics is to educate competent individuals to initially practice orthodontics and dentofacial orthopedics. Additional goals include providing clinical services for citizens of Iowa and educating students in methods of scientific inquiry. The programs' objectives are to provide students with an in-depth education in biological and biomechanical principles related to orthodontics; to teach students to diagnose, plan, and deliver comprehensive orthodontic health care service; and to develop students' research and service skills.

Opportunities are available for research and independent study in the department, and there are special facilities for research in biomechanics and craniofacial growth. Interaction with other departments provides learning and research opportunities in surgical orthodontics, cleft lip and palate treatment, speech pathology, animal experimentation, and human growth.

D.D.S. Student Training

The Department of Orthodontics prepares Doctor of Dental Surgery students to competently recognize malocclusions of teeth in preparation for decision making regarding treatment or referral. The lecture course guides D.D.S. students in learning concepts of dental development and facial growth to maturity, as well as treatment-oriented subject matter ranging from limited, interceptive treatment through possible comprehensive treatment options. In a laboratory course, case-based material is utilized to give students experience with evaluating diagnostic casts, radiographs, and clinical findings for space management decision-making purposes. Experience also is included in the basics of fabricating a limited range of orthodontic appliances.

Programs

Professional Program of Study Certificate

- Certificate in Orthodontics [p. 1264]

Graduate Program of Study

Major

- Master of Science in Orthodontics [p. 1265]

Courses

Orthodontics Courses

ORDN:5200 Control Theory and Craniofacial Morphogenetic Systems	0-1 s.h.
ORDN:5201 Orthodontic Theory: Diagnosis and Treatment Plan	0,2 s.h.
Diagnosis, treatment planning implementation.	
ORDN:5202 Diagnosis and Treatment Planning	0,2 s.h.
Literature concerning orthodontic diagnosis; treatment of particular problems; case histories of patients treated in graduate clinic.	
ORDN:5203 Advanced Orthodontic Technique	0-3 s.h.
Skills for treatment of disfiguring malocclusions; use of edgewise biomechanical therapy; laboratory focus on typodont exercises.	
ORDN:5204 Biomechanics	0-3 s.h.
ORDN:5205 Facial Growth	0-2 s.h.
Theories, processes; use of accepted facial growth concepts in treatment of individuals with malocclusions during active growth period.	
ORDN:5209 Orthodontic Practicum	0-3 s.h.
Clinical practice.	
ORDN:5210 Orthodontic Seminar	0-3 s.h.
Evaluation, discussion, criticism, defense of diagnostic and treatment approaches to orthodontic cases that need, are undergoing, or have completed orthodontic treatment.	
ORDN:5217 Cephalometrics	0-3 s.h.
Use of skull X-ray (lateral and/or postero-anterior) in formulating orthodontic diagnosis, treatment plans for malocclusions; cephalometrics as a tool for craniofacial structure research.	
ORDN:5220 Craniofacial Anatomy	0-3 s.h.
Literature on anatomy, phylogeny, ontogenesis, physiology of craniofacial structures.	
ORDN:5221 Surgical Orthodontic Seminar	0-1 s.h.
Evaluation, discussion, criticism, defense of diagnostic and treatment approaches to orthodontic cases that need, are undergoing, or have completed surgical-orthodontic treatment.	
ORDN:5400 Dental Treatment of Maxillofacial Deformities	0,2 s.h.
ORDN:5700 Orthodontics Clinic	0-1 s.h.
Clinical experience in orthodontics clinic.	
ORDN:6211 Problems: Orthodontics	0-3 s.h.
ORDN:6212 Research: Orthodontics	0-3 s.h.
ORDN:6215 Orthodontic Journal Club	0-3 s.h.
Current biological, technical publications.	
ORDN:6216 Practice Management	0-3 s.h.
Business management of orthodontic practice; solo practice, associateship, partnership, practice corporation.	
ORDN:8215 Growth and Development	1 s.h.
Normal human growth and development; emphasis on craniofacial region.	
ORDN:8235 Orthodontic Laboratory	1 s.h.
Limited care case diagnosis and treatment.	

ORDN:8236 Orthodontic Treatment 1 s.h.

From patient management to use of appliances for correcting some malocclusions in the general practitioner's office.

Orthodontics, Professional Certificate

Requirements

The professional Certificate in Orthodontics requires satisfactory completion of 24 months of intensive study, including lecture courses, seminars, clinical practicum, and a research paper. Students earn the certificate while they complete work for the M.S. in orthodontics. They must maintain a cumulative g.p.a. of at least 3.00 to earn the certificate.

Admission

Applicants must have a D.D.S. degree or equivalent and meet the admission requirements of the Graduate College. They should submit a letter from their respective dental school dean stating their class rank or that no class ranks are provided, and also supply three recommendation letters from dental school faculty.

Application deadline is August 1 for entry the following July 1. Applicants are required to travel to the University of Iowa for interviews with department faculty.

Orthodontics, M.S.

Requirements

The Master of Science program in orthodontics requires 59 s.h. of graduate credit. Students must satisfactorily complete a thesis based on an original research project to qualify for the M.S. degree. They must maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

Students begin work on the two-year program in July.

The M.S. with a major in orthodontics requires the following work.

Summer, First Year

Code	Title	Hours
All of these:		
ORDN:5203	Advanced Orthodontic Technique	1
ORDN:5209	Orthodontic Practicum	2
ORDN:5217	Cephalometrics	3

Fall, First Year

Code	Title	Hours
All of these:		
ORDN:5201	Orthodontic Theory: Diagnosis and Treatment Plan	2
ORDN:5203	Advanced Orthodontic Technique	1
ORDN:5205	Facial Growth	2
ORDN:5209	Orthodontic Practicum	2
ORDN:5210	Orthodontic Seminar	2
ORDN:5221	Surgical Orthodontic Seminar	1
ORSC:5212	Statistical Methods for Dental Research	3

Spring, First Year

Code	Title	Hours
All of these:		
ORDN:5200	Control Theory and Craniofacial Morphogenetic Systems	1
ORDN:5202	Diagnosis and Treatment Planning	2
ORDN:5204	Biomechanics	1
ORDN:5209	Orthodontic Practicum	2
ORDN:5210	Orthodontic Seminar	2
ORDN:5220	Craniofacial Anatomy	1
ORDN:5221	Surgical Orthodontic Seminar	1
ORDN:5400	Dental Treatment of Maxillofacial Deformities	2
ORDN:6212	Research: Orthodontics	2

Summer, Second Year

Code	Title	Hours
Both of these:		
ORDN:5209	Orthodontic Practicum	3
ORDN:6212	Research: Orthodontics	2

Fall, Second Year

Code	Title	Hours
All of these:		
ORDN:5209	Orthodontic Practicum	2
ORDN:5210	Orthodontic Seminar	2
ORDN:5221	Surgical Orthodontic Seminar	1
ORDN:5400	Dental Treatment of Maxillofacial Deformities	2
ORDN:6211	Problems: Orthodontics	1
ORDN:6212	Research: Orthodontics	2
ORDN:6215	Orthodontic Journal Club	1

Spring, Second Year

Code	Title	Hours
All of these:		
ORDN:5209	Orthodontic Practicum	2
ORDN:5210	Orthodontic Seminar	2
ORDN:5221	Surgical Orthodontic Seminar	1
ORDN:5400	Dental Treatment of Maxillofacial Deformities	2
ORDN:6212	Research: Orthodontics	2
ORDN:6215	Orthodontic Journal Club	1

For more information, contact the Department of Orthodontics.

Admission

Applicants must have a D.D.S. degree or equivalent and meet the admission requirements of the Graduate College. Application deadline is August 1 for entry the following July 1. Applicants are required to travel to the University of Iowa for interviews with department faculty.

Pediatric Dentistry

Head

- Karin Weber-Gasparoni

Professional certificate: pediatric dentistry

Faculty: <https://www.dentistry.uiowa.edu/pediatric-faculty>

Website: <https://www.dentistry.uiowa.edu/pediatric>

The Department of Pediatric Dentistry instructs predoctoral and professional students in the prevention and treatment of dental diseases in children as well as individuals with special health care needs. Instruction combines didactic, laboratory, and clinical experiences and gives special consideration to reviewing current literature and managing dental problems of children and individuals with special health care needs. It also emphasizes efficient treatment through proper use of dental auxiliary personnel and record management.

D.D.S. Student Training

All second-year Doctor of Dental Surgery students participate in a one-semester lecture course that includes preclinical exercises in the Simulation Clinic. Third-year D.D.S. students participate in a clerkship, which includes a combined seminar and clinical course. During their fourth year, D.D.S. students participate in a rotation through the department's clinics.

Research Opportunities

Clinical and laboratory research projects have financial support from federal agencies and other sources. Major research areas include cariology, dental materials, dentistry for persons with special health care needs, growth and development, fluoride therapy, child behavior management, nutrition, prevention, and access to care.

Faculty

Faculty members hold numerous professional offices at national and state levels, committee memberships, consultantships, and honors in professional organizations. They serve as reviewers for professional journals and federal granting agencies. They also participate regularly in continuing education programs for dentists and other health science personnel. Fifteen of the department's faculty members are diplomates of the American Board of Pediatric Dentistry.

Programs

Professional Program of Study

Certificate

- Certificate in Pediatric Dentistry [p. 1267]

Courses

Pediatric Dentistry Courses

PEDO:5220 Social, Cultural, and Public Health Issues in Pediatric Dentistry 0-1 s.h.

PEDO:5700 Advanced Didactic Pediatric Dentistry 0-1 s.h.

Lectures in advanced pediatric dentistry.

PEDO:5704 Pediatric Dentistry Grand Rounds 0-1 s.h.
Pediatric dentistry rounds.

PEDO:5706 Journal Review Practicum 0-1 s.h.
Review of journal material in pediatric dentistry.

PEDO:5724 Oral Health Care for People with Special Health Care Needs 0-1 s.h.
Providing oral health care for individuals with disabilities.

PEDO:5730 Advanced Clinical Pediatric Dentistry 0-2 s.h.
Advanced study in clinical pediatric dentistry.

PEDO:5732 Pediatric Physical Diagnosis 0-1 s.h.
Pediatric physical diagnosis for dental practice.

PEDO:5738 Clinical Application of Pediatric Conscious Sedation 0-1 s.h.

PEDO:6710 Practical Teaching in Pediatric Dentistry 0-1 s.h.

PEDO:8240 Pediatric Dentistry Diagnosis and Treatment 3 s.h.
Growth and development, behavior management, diagnostic-preventive-restorative techniques for pediatric patients.

PEDO:8370 Pediatric Dentistry: Clinical Applications
Combination of didactic and clinical aspects of pediatric dentistry; radiographic interpretations, treatment planning, preventative and restorative treatment supported by didactic seminars; clinical examinations and treatments provided to infants and children less than 16 years of age.

Pediatric Dentistry, Professional Certificate

Requirements

The professional Certificate in Pediatric Dentistry is a two-year residency program that prepares students for certification by the American Board of Pediatric Dentistry. Certificate students are trained in all phases of pediatric dentistry and have career choices in private practice, public health, education, or research. Special emphasis is placed on development of leadership skills and strategies for serving vulnerable populations.

The department's certificate program is accredited by the Commission on Dental Accreditation of the American Dental Association.

Approximately 60 percent of the certificate program is devoted to advanced clinical activity, 30 percent to didactic courses and practice teaching, and 10 percent to original research. The program includes a core of didactic, clinical, and research-oriented courses supplemented by electives determined by students' individual interests.

Close associations with the UI Stead Family Children's Hospital, Stead Family Department of Pediatrics [p. 1801] in the Roy J. and Lucille A. Carver College of Medicine, the Center for Disabilities and Development, and University of Iowa Hospitals & Clinics permit emphasis on oral rehabilitation under general anesthesia, treatment of children with conscious sedation, instruction in physical diagnosis, and management of children with developmental disabilities.

Admission

Prospective students apply through the American Dental Education Association PASS program. Openings in the program are filled through the Postdoctoral Dental Matching Program. Applicants must meet the admission requirements of the Graduate College.

Financial Support

Stipends for the two-year program are provided by federal agencies and other sources.

Periodontics

Head

- Gustavo Avila-Ortiz

Professional certificate: periodontics

Faculty: <https://www.dentistry.uiowa.edu/periodontics-faculty>

Website: <https://www.dentistry.uiowa.edu/periodontics>

The Department of Periodontics educates predoctoral students as well as professional students who may elect to pursue graduate study along with their professional training. The department also provides interdisciplinary care for patients with complex treatment needs; generates new knowledge through its research programs; and provides professional service and leadership at all levels, local to worldwide.

D.D.S. Student Training

The periodontal program instructs Doctor of Dental Surgery students in the diagnosis and management of periodontal and peri-implant diseases and conditions. It combines didactic, laboratory, and clinical experiences and applies the biological concepts of periodontology to the comprehensive clinical management of patients.

Programs

Professional Program of Study

Certificate

- Certificate in Periodontics [p. 1269]

Facilities

The department has 22 modern, well-equipped operatories devoted exclusively to periodontics.

Research facilities include laboratories in histology, microscopy, biomaterials, quantitation, tissue culture, molecular biology and biochemistry, and microbiology. Other facilities are available by arrangement with University of Iowa Hospitals & Clinics, Eckstein Medical Research Building, and Medical Laboratories.

Courses

Periodontics Courses

PERI:5220 Periodontics Classic Literature Review arr.

Foundation of core concepts pertaining to the field of periodontology; includes review and critical analysis of landmark studies that have shaped the development of contemporary concepts in diagnosis and management of periodontal conditions and diseases and implant dentistry in a multidisciplinary context.

PERI:5700 Advanced Periodontology 0-1 s.h.

PERI:5710 Case Management Seminar 0-2 s.h.
Case management seminar in periodontics.

PERI:5720 Current Topics 0-1 s.h.
Current topics in periodontics.

PERI:5740 Periodontal Implant Provisionalization 0-1 s.h.

PERI:5750 Advanced Clinical Periodontics 0,2 s.h.

PERI:7208 Recent Advances in Periodontics 0-3 s.h.
Review of current literature.

PERI:7700 Practice Management 0-1 s.h.
Practice management in periodontics.

PERI:7701 Practice Teaching in Periodontics 0-2 s.h.

PERI:8120 Fundamentals in Periodontology I 2 s.h.
Normal periodontium, periodontal diseases, diagnosis etiology, epidemiology of periodontal diseases.

PERI:8230 Fundamentals in Periodontology II 1 s.h.
Periodontal treatment planning, prognosis, initial phase of periodontal therapy, treatment of acute periodontal problems, overview of surgical procedures.

PERI:8370 Clinical Periodontology 4 s.h.
Comprehensive concepts of periodontology and clinical management of patients.

Periodontics, Professional Certificate

Requirements

The professional Certificate in Periodontics requires 36 months of full-time study, including satisfactory completion of required didactic and clinical courses, satisfactory completion of comprehensive written and oral examinations, and an acceptable literature review or research paper. Opportunities are provided for experience in clinical and basic research.

Students working toward the Certificate in Periodontics may pursue the Master of Science in oral science in conjunction with the certificate; see "Graduate Study" below.

The certificate program provides a sound foundation for the clinical practice of periodontics. It meets all requirements of the American Dental Association's Commission on Dental Accreditation for advanced dental education programs in periodontics. It also meets the educational requirements for application to take board certification examinations of the American Board of Periodontology.

Certificate students must be financially prepared for uninterrupted pursuit of their program of study.

Graduate Study

Students earning the Certificate in Periodontics may pursue a Master of Science in oral science concurrently while working toward certificate completion. The M.S. program requires 36 months of full-time study, including satisfactory completion of required and elective courses, preparation and defense of an acceptable thesis based on original research, and satisfactory completion of comprehensive written and oral examinations. See Oral Science [p. 1259] in the Catalog.

Admission

Applicants to the periodontics certificate program must have a D.D.S. degree or the equivalent and meet the admission requirements of the Graduate College. Visit the College of Dentistry page on the Graduate Office of Admissions website to learn more about applying to the certificate program.

Preventive and Community Dentistry

Head

- Daniel J. Caplan

Director, Graduate Program

- John J. Warren

Graduate degree: M.S. in dental public health

Faculty: <https://www.dentistry.uiowa.edu/preventive-faculty>

Website: <https://www.dentistry.uiowa.edu/preventive>

The Department of Preventive and Community Dentistry educates future and practicing dental and oral health professionals, preparing them to understand and recognize:

- conditions that compromise patients;
- social, cultural, community, and political influences on dental practice;
- principles of preventive dentistry for individuals, groups, and communities; and
- considerations for preventing and treating oral disease in geriatric and special needs patients.

In addition to offering educational programs, the department provides patient care at the College of Dentistry and in a variety of off-campus settings. It also is home to research that advances dental public health. The department offers a Master of Science degree and the Certificate in Geriatric and Special Needs Dentistry [p. 1249].

D.D.S. Student Training

Predoctoral training in preventive, community, and geriatric dentistry is designed to increase Doctor of Dental Surgery students' awareness of preventive dental practices, aspects of dental practices affected by community factors, and care of compromised adult patients.

Community dentistry programs give students opportunities to interact with health care teams and the public in Iowa and around the world. The department conducts off-site community programs statewide, nationwide, and worldwide. It also operates the Geriatric and Special Needs Clinic, which is housed in the Dental Science Building.

Using the community dentistry programs as the classroom, D.D.S. students observe and participate in a variety of activities that nurture their awareness of the societal obligations they must assume in order to become effective practitioners.

Programs

Graduate Program of Study

Major

- Master of Science in Dental Public Health [p. 1272]

Courses

- Preventive and Community Dentistry Courses [p. 1270]
- Dental Public Health Courses [p. 1271]

Preventive and Community Dentistry Courses

PCD:8115 Clinical Practice and Professionalism I 1 s.h.

Preparation to deliver team-based interprofessional care through authentic lectures and group activities that reinforce interprofessional education (IPE) concepts by providing relevant and applicable health care experience; concepts and skills related to interprofessional education, team-based health care, interprofessional networking, ethics and professionalism, and person-centered care.

PCD:8116 Fundamentals of Clinical Dentistry 1 s.h.

Identification of health and disease in the mouth through self-assessment, nutritional self-assessment, practical methods of disease control, primary preventive dentistry methods and materials, and philosophy of preventive dentistry.

PCD:8117 Cariology and Preventive Therapies 2 s.h.

Principles of research design; introduction to microbiology and immunology; principles of oral microbiology with an emphasis on plaque development; microbiology of caries; coronal and root caries disease processes; dental caries epidemiology; roles of saliva and diet in dental health and disease; radiographic interpretation and clinical diagnosis; dental fluorosis; preventive dentistry treatment planning. Prerequisites: PCD:8116.

PCD:8118 Preventive Dentistry Assessment and Patient Care 4 s.h.

Patient oral assessment; charting sulcus depth, recession and hard tissues; progress notes, and entries in electronic patient record; preventive dentistry, caries, and periodontal risk assessment; oral hygiene instruction for collegiate recall patients; instrumentation for detection and removal of calculus deposits; practice with patient management skills and ergonomics. Prerequisites: PCD:8116 and PCD:8117.

PCD:8119 Clinical Practice and Professionalism II 1 s.h.

Introduction to patient-centered care, interpersonal and professional communication with patient, information exchange, and preventive treatment plan formulation in patient encounters.

PCD:8120 Introduction to Evidence-Based Dentistry I 1 s.h.

Fundamental concepts needed to critique clinical research articles and health-related websites.

PCD:8121 Introduction to Evidence-Based Dentistry II 1 s.h.

Application of concepts needed to critique scientific literature.

PCD:8218 Critical Thinking and Evidence-Based Dentistry in Treatment Planning 1 s.h.

Continuation of PCD:8120; evidence-based dentistry, critical thinking and treatment planning sessions; online and small group sessions. Prerequisites: PCD:8120.

PCD:8219 Clinical Practice and Professionalism III 1 s.h.

Continuation of PCD:8119; assessing patient understanding of practices for improving/maintaining oral health; overview of patient challenges to effective communication; application of behavioral science principles in dentistry and behavior theories. Prerequisites: PCD:8119.

PCD:8245 Clinical Preventive Dentistry 0,2 s.h.

Experience providing complete prophylaxis and preventive services for college patients; application of nutrition principles and communication skills in a clinic setting. Prerequisites: PCD:8118.

PCD:8319 Clinical Practice and Professionalism IV 1 s.h.
Continuation of PCD:8219; standardized patient exercises with chairside feedback and evaluation of communication skills; reflection regarding application of communication skills and behavioral science principles in patient encounters.

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

PCD:8360 The Practice of Dentistry in the Community I 1-2 s.h.
Issues related to the role of the dental professional at a local and state level, including dental public health, health literacy, cultural competency, and forensic dentistry; the role of the state dental director.

PCD:8361 The Practice of Dentistry in the Community II 1-2 s.h.
Factors that affect the practice of dentistry and the dental profession including health care systems in the U.S. and abroad, Medicaid/Medicare, health/dental insurance, health care delivery systems, malpractice, role of the Iowa Dental Board, dental workforce, and quality of care.

PCD:8485 Broadlawns Medical Center arr.
Dental care to low-income patients in a metropolitan hospital-based clinic; community-related assignments; student team experience in Des Moines.

PCD:8488 St. Lukes Dental Health Center arr.
Experience providing clinical and outreach services for low-income children and adults with developmental disabilities at St. Luke's Hospital, Cedar Rapids; operative and behavioral dental problems, hospital protocol, special needs of low-socioeconomic clients.

PCD:8489 Geriatrics and Special Needs Program arr.
Experience in the Delta Dental of Iowa Geriatric and Special Needs Clinic and the Geriatric Mobile Dental Unit providing comprehensive care for medically, physically, intellectually, and/or cognitively compromised adults, functionally dependent elderly nursing home residents with portable dental equipment, and other underserved populations.

PCD:8494 Oral Health Field Clinic 5 s.h.
Extramural experiences developed according to student needs, extramural opportunities.

PCD:8498 International Outreach Program 0 s.h.
Participation in a two-week mission outreach program in Cambodia or Guatemala; requires successful completion of application process; for entering fourth-year dental students.

PCD:8499 International Exchange Program 10 s.h.
International extramural program; students learn about dentistry in an international dental program.

PCD:8500 Dental Student Research Honors Program arr.
Experience in conducting research. Requirements: D.D.S. enrollment and approval of mentor and program director.

Dental Public Health Courses

DPH:5000 Introduction to Dental Public Health 0,2 s.h.
Science, philosophy, practice of dental public health.

DPH:5001 Literature Review Methods: Dental Public Health 0,2 s.h.
Concepts and process of literature review, particularly in area of student's interest.

DPH:5005 Administration of Public Dental Programs 0,2 s.h.
Application of general management concepts; practical aspects of planning, financing, staffing, implementing, operating, evaluating dental public health programs at federal, state, local levels.

DPH:5006 Preventive Programs in Dental Public Health 0,2 s.h.
Prevention and control methods for major dental conditions, primarily dental caries and periodontal diseases; clinical efficacy and cost-effectiveness; development of comprehensive preventive oral health plan for a community.

DPH:5008 Field Experience in Dental Public Health arr.
Arranged with public and voluntary health agencies according to students' and agencies' needs.

DPH:5009 Advanced Field Experience in Dental Public Health 1-3 s.h.
Opportunity to research, develop, and implement programmatic objectives with local, state, national, and/or federal agencies and organizations on an issue that is both relevant to the student and the agency; may require off-site visits to agencies or organizations. Prerequisites: DPH:5008.

DPH:5014 Dental Care Policy and Financing 0,2 s.h.
Dental financing and policy issues: payment mechanisms for health care service providers, third-party prepayment plans, salaried and public-financed programs, Medicaid and Medicare programs, dental insurance systems, and care of the underserved.

DPH:5016 Introduction to Statistical Computing arr.
Use of statistical packages on a personal computer for data management and analysis. Offered summer session.

DPH:5031 Geriatric Care 0,2 s.h.
Aging demographics; effects of aging on the human body with emphasis on the masticatory system; diseases commonly found among the elderly; and dental care for the elderly in different settings.

DPH:6002 Research Protocol Seminar 0,2 s.h.
Development of a master's thesis protocol; identification of thesis topic, review of relevant literature, development of research methods, writing.

DPH:6003 Independent Study: Dental Public Health 1-3 s.h.

DPH:6004 Principles of Oral Epidemiology 0-3 s.h.
Interpretation of scientific literature, with respect to the distribution and determinants of oral diseases and conditions, including caries, periodontal diseases, tooth loss, oral cancer, and more.

DPH:6011 Thesis: Dental Public Health arr.
Protocol preparation; data collection, analysis, organization; writing, defense of research.

DPH:6017 Teaching Methods and Evaluation arr.
Philosophies of dental education, teaching methodologies, evaluation; focus on learning to write educational objectives, writing and analyzing exam items.

DPH:6018 Clinical Teaching Practicum: Preventive Dentistry 0-3 s.h.
Teaching experience in preventive dentistry clinic setting with first-year dental students; outcomes focused on methods in clinical teaching, evaluation, and remediation.

Dental Public Health, M.S.

Requirements

The Master of Science program in dental public health requires 40 s.h. of coursework and is designed to be completed in two academic years of full-time study. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

It prepares dentists and dental hygienists to be specialists in dental public health. The program emphasizes research and requires a research project culminating in the completion and defense of a thesis. Successful dentist graduates meet the educational requirements for eligibility to take the certifying examination of the American Board of Dental Public Health.

Admission

Applicants must have a D.D.S. degree or equivalent or be a dental hygienist with a baccalaureate degree. They also must meet the admission requirements of the Graduate College and complete the Graduate Record Examination (GRE) General Test.

Prosthodontics

Head

- Julie A. Holloway

Professional certificate: prosthodontics

Faculty: <https://www.dentistry.uiowa.edu/prosthodontics-faculty>

Website: <https://www.dentistry.uiowa.edu/prosthodontics>

Prosthodontics is the dentistry specialty involving restoring or replacing teeth using crowns, fixed partial dentures (bridges), removable partial dentures, complete dentures, maxillofacial prostheses, and dental implants.

D.D.S. Student Training

The Department of Prosthodontics instructs Doctor of Dental Surgery students in the basic principles, practices, and concepts of prosthodontics required for the practice of general dentistry. Students learn through laboratory projects and treatment of patients with differing prosthodontic needs.

Programs

Professional Program of Study Certificate

- Certificate in Prosthodontics [p. 1275]

Facilities

Most didactic, clinical, and laboratory instruction and patient treatment takes place in the Department of Prosthodontics, which is located in the Dental Science Building. The building also houses the Doctor of Dental Surgery (D.D.S.) program, training programs in specialties recognized by the American Dental Association, and the Iowa Institute for Oral Health Research.

The college and the department provide supporting technologies that include cone beam CT radiography, implant imaging software, laboratory CAD/CAM (computer-aided design and computer-aided manufacturing) systems, and dental lasers.

Advanced prosthodontic students spend time at University of Iowa Hospitals & Clinics, where they work closely with medical professionals in other disciplines to treat medically compromised prosthodontic patients and those who require maxillofacial rehabilitation.

Courses

Prosthodontics Courses

PROS:5700 Advanced Clinical Prosthodontics	0,2 s.h.
PROS:5710 Advanced Removable Prosthodontic Technique	0,2 s.h.
PROS:5720 Advanced Instrument Technique	0,2 s.h.
PROS:5730 Advanced Implant Techniques	0-2 s.h.
PROS:5740 Advanced Fixed Prosthodontics Technique	0,2 s.h.
PROS:5750 Clinical Issues and Treatment Planning in Prosthodontics	0-1 s.h.

PROS:6220 Fixed Prosthodontics Literature Review I **0-4 s.h.**
Fixed prosthodontic procedures; assigned readings, discussion of related research.

PROS:6221 Fixed Prosthodontics Literature Review II **0-4 s.h.**
Porcelain-fused-to-metal and ceramic restorations, color science and esthetics; assigned readings, discussion of related research.

PROS:6222 Implant Literature Review **0-4 s.h.**
Implant prosthodontics; assigned readings, discussion of related research.

PROS:6223 Occlusion Seminar **0-4 s.h.**
Occlusion and the temporomandibular system; assigned readings and discussion of related research.

PROS:6224 Graduate Restorative Materials **0,2 s.h.**
Dental materials science; mechanical, physical, and chemical properties of restorative materials; selection and manipulation.

PROS:6225 Complete Denture Literature Review **0-4 s.h.**
Complete denture prosthodontics; assigned readings, discussion of related research.

PROS:6226 RPD Literature Review **0-4 s.h.**
Removable partial denture prosthodontics; assigned readings, discussion of related research.

PROS:6700 Maxillofacial Prosthodontics Seminar **0-1 s.h.**

PROS:6710 Dental Implant Surgery for Prosthodontic Residents **arr.**
Lecture and literature review covering implant surgery and complications for prosthodontics residents.

PROS:7700 Maxillofacial Prosthodontics Rotation **0-1 s.h.**

PROS:8120 Treatment of Dentulous Patients: Introduction to Occlusion Lecture **1 s.h.**
Introduction to principles of occlusion and their clinical application.

PROS:8121 Treatment of Dentulous Patients: Introduction to Occlusion Lab **1 s.h.**
Patient simulation exercises demonstrating principles of occlusion.

PROS:8122 Treatment of Dentulous Patients: Fixed Prosthodontics for Single Anterior Teeth Lecture **1 s.h.**
Basic principles of fixed prosthodontics for single-unit anterior teeth; basic principles of tooth preparation, clinical steps, and digital procedures for fabrication of anterior single-tooth all-ceramic crowns and interim crowns. Prerequisites: PROS:8120 and PROS:8121.

PROS:8123 Treatment of Dentulous Patients: Fixed Prosthodontics for Single Anterior Teeth Lab **1 s.h.**
Patient simulation exercises in single anterior tooth preparation, and fabrication of single-unit anterior all-ceramic and interim restorations. Prerequisites: PROS:8120 and PROS:8121.

PROS:8124 Treatment of Dentulous Patients: Fixed Prosthodontics for Single Posterior Teeth Lecture **1 s.h.**
Basic biomechanical principles of fixed posterior single tooth prosthodontics; diagnosis and treatment planning for dentate patients including occlusion. Prerequisites: PROS:8120 and PROS:8121 and PROS:8122 and PROS:8123.

PROS:8125 Treatment of Dentulous Patients: Fixed Prosthodontics for Single Posterior Teeth Lab 1 s.h.

Patient simulation exercises in single posterior tooth preparation and laboratory fabrication of single-unit posterior definitive and interim restorations. Prerequisites: PROS:8120 and PROS:8121 and PROS:8122 and PROS:8123.

PROS:8240 Treatment of Partially Edentulous Patients: Fixed Multi-Unit Prosthodontics Lecture 1 s.h.

Basic biomechanical principles of fixed prosthodontics for multiple-unit fixed prostheses; diagnosis and treatment planning for partially edentulous patient, including occlusion and esthetic concerns.

PROS:8241 Treatment of Partially Edentulous Patients: Fixed Multi-Unit Prosthodontics Patient Simulation I 1 s.h.

Patient simulation exercises in preparation and fabrication of a three-unit fixed partial dental prosthesis and interim restoration.

PROS:8242 Treatment of Partially Edentulous Patients: Single Tooth Implant Lecture 1 s.h.

Principles, clinical steps, materials, and laboratory procedures necessary for single tooth fixed implant treatment. Prerequisites: PROS:8240 and PROS:8241.

PROS:8243 Treatment of Partially Edentulous Patients: Single Tooth Implant Patient Simulation 1 s.h.

Clinical steps in laboratory procedures for single tooth implant surgical guide fabrication and restoration. Prerequisites: PROS:8240 and PROS:8241.

PROS:8244 Treatment of Partially Edentulous Patients: Removable Partial Prosthodontics Lecture 1 s.h.

Basic biomechanical principles of tooth replacement with removable partial prosthodontics; diagnosis and treatment planning for partially edentulous patients. Prerequisites: PROS:8240 and PROS:8241 and PROS:8242 and PROS:8243.

PROS:8245 Treatment of Partially Edentulous Patients: Removable Partial Prosthodontics Patient Simulation 1 s.h.

Laboratory exercises in basic principles, clinical steps, and laboratory procedures necessary for fabrication of removable partial dentures. Prerequisites: PROS:8240 and PROS:8241 and PROS:8242 and PROS:8243.

PROS:8246 Treatment of Edentulous Patients: Removable Complete Prosthodontics Lecture 1 s.h.

Fundamental principles of diagnosis and treatment planning for edentulous patients, surgical and prosthodontic protocols for oral rehabilitation of edentulism. Prerequisites: PROS:8240 and PROS:8241 and PROS:8242 and PROS:8243 and PROS:8244 and PROS:8245.

PROS:8247 Treatment of Edentulous Patients: Removable Complete Prosthodontics Patient Simulation 1 s.h.

Laboratory exercises in basic principles, clinical steps, and laboratory procedures necessary for fabrication of complete dentures, including implant over-dentures. Prerequisites: PROS:8240 and PROS:8241 and PROS:8242 and PROS:8243 and PROS:8244 and PROS:8245.

PROS:8360 Prosthodontic Clinic arr.

Experience supplemented by individual supervision, demonstration.

PROS:8365 Prosthodontic Seminar I 1 s.h.

Application of knowledge in biological, basic sciences, and technique to clinical fixed and removable prosthodontics procedures.

PROS:8366 Prosthodontic Seminar II 1 s.h.

Application of knowledge in biological, basic sciences, and technique to clinical fixed and removable prosthodontics procedures.

PROS:8369 Introduction to Clinical Prosthodontics I 4 s.h.

Introduction to application of knowledge in principal, biological, basic sciences, and techniques to clinical fixed, removable, and implant prosthodontics procedures; clinical prosthodontics experience supplemented by individual supervision, demonstration.

PROS:8370 Introduction to Clinical Prosthodontics II 8 s.h.

Application of knowledge in principal, biological, basic sciences, and techniques to clinical fixed, removable, and implant prosthodontics procedures; clinical prosthodontics experience supplemented by individual supervision, demonstration.

Prosthodontics, Professional Certificate

Requirements

The professional Certificate in Prosthodontics requires a minimum of 36 months of study. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the certificate. It prepares individuals for specialty clinical practice in the discipline.

The curriculum includes didactic courses and clinical training in all of the disciplines that make up the broad specialty of prosthodontics, including fixed and removable prosthodontics and dental implants, as well as maxillofacial prosthetics. Patient care is completed in close collaboration with the other dental specialties. Clinically-related basic science instruction complements the clinical curriculum.

Students working toward the Certificate in Prosthodontics must pursue the Master of Science in oral science in conjunction with the certificate.

The certificate program is accredited by the Commission on Dental Accreditation of the American Dental Association. Successful completion of the program satisfies the formal training requirement for eligibility to take the American Board of Prosthodontics certification examination.

Graduate Study

The M.S. program prepares individuals for careers in dental education and research and for independent study and professional growth. Students must prepare and defend a thesis for the M.S. in oral science based on original research. Facilities and support personnel for research are available through the college's Iowa Institute for Oral Health Research. See the M.S. in oral science [p. 1260] in the Catalog. Successful completion of the M.S. may allow further Ph.D. study.

Admission

Applicants must meet the admission requirements of the Graduate College. They must hold a D.D.S. or a D.M.D. degree from a dental school accredited by the American Dental Association or an equivalent degree.

The certificate program begins around July 1 each year. Applications are only made through Match, which places applicants into positions for their first year of training in postdoctoral dental education programs. A personal interview is required for select applicants; selection for an interview is based on qualifications and is by invitation only.

College of Education

Dean

- Daniel L. Clay

Associate Dean for Faculty and Academic Affairs

- Amanda H. Thein

Associate Dean for Research

- Saba R. Ali

Associate Dean for Teacher Education and Student Services

- Nancy J. Langguth

Undergraduate major: B.A.

Undergraduate minors: educational psychology; human relations

Graduate degrees: M.A.; M.A.T.; M.S.; Ed.S.; Ed.D.; Ph.D.

Graduate certificates: applied behavior analysis; online teaching

Website: <https://education.uiowa.edu/>

The nation's first university-level professorial chair in education was established at the University of Iowa in 1872. The department became the School of Education in 1907; and the College of Education, structured largely as it is today, was founded in 1913. Since then, the college's growth has mirrored the growth of the University.

Over the years, College of Education faculty members have been leaders in a variety of educational fields. Particularly noteworthy have been their contributions in the fields of educational testing and measurement. These contributions helped lay the foundation for today's testing and measurement industry, making Iowa City one of the best-known centers for this educational specialty.

The college has four departments—the Departments of Educational Policy and Leadership Studies [p. 1293], Psychological and Quantitative Foundations [p. 1317], Rehabilitation and Counselor Education [p. 1337], and Teaching and Learning [p. 1351].

Extramural Education

Through Distance and Online Education, selected College of Education courses are offered at off-campus sites and hours outside the traditional schedule. If taken after formal admission to a specific program, some of these courses may be applied to meet requirements for degrees. Students who plan to complete a degree program should apply for admission to the Graduate College and satisfy all application requirements for the degree program they wish to enter.

Special regulations govern such coursework. Students should obtain prior approval from their program advisor before registering in extramural courses. Students not regularly admitted to the University of Iowa also may register in extramural courses, but credit earned before admission does not count toward residency requirements.

Honors in Education

The College of Education Honors Opportunity Program is open to sophomores, juniors, and seniors who have maintained a g.p.a. of at least 3.50. Students with lower grade-point

averages who have demonstrated research potential also may be accepted, based on the recommendations of faculty and/or staff members and the education honors advisor. Honors Opportunity Program students must take EHOP:4100 Honors Seminar in Education, EHOP:4101 Senior Honors Project, and complete five additional honors experiences. Successful completion of the program results in recognition of the student as a College of Education honors graduate.

Faculty

All tenure-track faculty members hold earned doctorates in their teaching fields, and many have had teaching or administrative experience in the public schools. Several hold joint appointments in the College of Liberal Arts and Sciences.

Programs

Undergraduate Programs of Study

Majors

The College of Education offers the following undergraduate degree and programs.

Degree Program Offered

- Bachelor of Arts in Education Studies and Human Relations [p. 1287]

B.A.; the following programs are available:

- Education studies and human relations
- Education studies and human relations (education studies)
- Education studies and human relations (human relations)

Department of Teaching and Learning

The College of Education also offers eight undergraduate majors in teacher education licensure areas. Students pursuing any of the undergraduate majors complete a Teacher Education Program (TEP) approved by the State of Iowa through the College of Education. See TEP Licensure [p. 1278] in this section of the Catalog. See the Department of Teaching and Learning [p. 1351] in the Catalog for details about the majors.

B.A.; the following programs are available:

- Art education
- Elementary education
- English education
- Mathematics education
- Music education
- Science education
- Social studies education
- World language education

Combined B.A. (Special Education Subprogram)/M.A. in Teaching and Learning (Special Education Subprogram)

Effective spring 2021, Bachelor of Arts students interested in pursuing a graduate degree in special education may apply to the combined Bachelor of Arts with a special education subprogram/Master of Arts with a special education subprogram (K-8 instructional strategist I: mild/moderate; nonthesis) offered by the College of Education. Designed for undergraduate students majoring in elementary education

who are currently enrolled in the TEP program, the combined program enables students to earn a B.A. and M.A. in five years by beginning to earn graduate credit during their last semester of undergraduate study and counting up to 6 s.h. of qualifying credit toward both degrees. For more information, see Combined Programs [p. 1372] under the B.A. in elementary education section of the Catalog. Interested students should consult an advisor.

Minors

The College of Education offers two undergraduate minors for students who wish to be better informed about education and related fields: one in educational psychology and one in human relations, offering students an overview of various educational areas beyond, but supportive of, traditional education programs. The minors may help support students' future career objectives and benefit students in their roles as parents, taxpayers, or future members of local boards of education. View the minor in educational psychology [p. 1325] (Department of Psychological and Quantitative Foundations) and the minor in human relations [p. 1344] (Department of Rehabilitation and Counselor Education) in the Catalog to learn more.

Graduate Programs of Study

Graduate study in the College of Education is guided by the policies of the Graduate College, with additional requirements set by the College of Education's faculty. Graduate students in education enroll in the Graduate College and receive their degrees from that college. See the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Majors

The College of Education offers the following graduate degrees and programs.

Degree Programs Offered

Department of Educational Policy and Leadership Studies

M.A., Ed.D., Ed.S., and Ph.D. in educational policy and leadership studies; the following programs are available:

- Educational leadership (offered in the M.A., Ed.S., and Ph.D.)
- Higher education (offered in the Ed.D.)
- Higher education and student affairs (offered in the M.A., Ed.S., and Ph.D.)
- PK-12 administration (offered in the Ed.D.)
- School curriculum and assessment policy (offered in the Ed.S.)
- Schools, culture, and society (offered in the M.A. and Ph.D.)

Department of Psychological and Quantitative Foundations

M.A., Ed.S., and Ph.D. in psychological and quantitative foundations; the following programs are available:

- Counseling psychology (offered in the M.A.—Hong Kong and Ph.D.)
- Couple and family therapy (offered in the Ph.D.)
- Educational measurement and statistics (offered in the M.A. and Ph.D.)

- Educational psychology (offered in the Ph.D.)
- Learning sciences (offered in the M.A.)
- School psychology (offered in the Ed.S. and Ph.D.)

Department of Rehabilitation and Counselor Education

M.A. and Ph.D. in rehabilitation and counselor education; the following programs are available:

- Clinical mental health counseling (offered in the M.A.)
- Counselor education and supervision (offered in the Ph.D.)
- Rehabilitation counseling program (offered in the M.A.)
- School counseling (offered in the M.A.)

Department of Teaching and Learning

M.A., M.A.T., M.S., and Ph.D. in teaching and learning; the following programs are available:

- Art education (offered in the M.A. and M.A.T.)
- Developmental reading (offered in the M.A.)
- English education (offered in the M.A. and M.A.T.)
- Literacy, culture, and language education (offered in the Ph.D.)
- Mathematics education (offered in the M.A., M.A.T., and Ph.D.)
- Multilingual education (offered in the M.A.)
- Science education (offered in the M.S., M.A.T., and Ph.D.)
- Social studies education (offered in the M.A. and M.A.T.)
- Special education (offered in the M.A. and Ph.D.)
- STEM education (offered in the M.S.)
- Teaching, leadership and cultural competency (offered in the M.A.)
- World language education (offered in the M.A.T.)

Master of Arts

The College of Education offers a Master of Arts. Some of the college's M.A. programs are offered with thesis as well as without thesis. Nonthesis programs usually provide more specialized coursework than do thesis programs. Although a nonthesis program is not necessarily terminal, students who expect to continue their studies in a doctoral program are urged to select a thesis program in order to gain more experience in research procedures. Students who complete a nonthesis M.A. and are admitted to a Ph.D. program may be asked to submit evidence of writing and research skills to their advisor or department during the early part of their doctoral program. For information about programs that offer a thesis option, see the program descriptions under "Graduate Programs of Study" in College of Education department sections of the Catalog.

Coursework completed more than 10 years before the session in which the degree is to be conferred must be evaluated to determine how much credit may be accepted toward the degree requirements. Students must earn at least 24 s.h. in University of Iowa courses after formal admission to a master's degree.

Master of Arts in Teaching

The M.A.T. program is designed for academically superior liberal arts and sciences graduates who completed few or no professional education courses in their undergraduate programs. It is a nonthesis program with requirements that range from 45 s.h. to 67 s.h. of credit. See the M.A.T. in teaching and learning [p. 1403] in the Catalog.

The program leads to a master's degree and licensure as a secondary teacher in the fields of art, English, foreign languages, mathematics, science education, and social studies education. Admission to the program requires a g.p.a. of at least 3.00 in undergraduate coursework. The program includes 18 s.h. of graduate coursework in the student's teaching field. Students must complete a minimum of 20 s.h. of graduate work in education to satisfy licensure requirements.

Combined B.A./M.A.T. (Science Education Subprogram)

Bachelor of Arts students interested in pursuing a graduate degree in teaching may apply to the combined Bachelor of Arts/Master of Arts in Teaching with a science education subprogram offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduate students majoring in biology, chemistry, environmental sciences, mathematics, or physics, the combined program enables students to earn a B.A. and M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see "Combined B.A./M.A.T." under Science Education [p. 1405] in the Master of Arts in Teaching, M.A.T. section of the Catalog. Interested students should consult an advisor.

Master of Science

The College of Education offers a Master of Science in teaching and learning with a science education subprogram. The degree requirements are similar to those for a Master of Arts. It also offers the Master of Science in teaching and learning with a STEM education subprogram.

Specialist in Education

The Ed.S. is granted upon completion of a prescribed two-year postbaccalaureate program designed for students preparing for professional work in fields such as administration and supervision, and special services. Of the minimum 60 s.h. required for the degree, 28 s.h. must be in the specialization area; the rest may be earned in cognate fields, supervised experience, research, and elective courses. The research must culminate in a written report.

Other requirements for the Ed.S. are the same as for the master's degree, except that an Ed.S. requires students to complete 30 s.h. of resident work on campus after admission to the program. Coursework completed 10 years before the final examination must be evaluated to determine the amount of credit that may be accepted toward program requirements.

Not all programs offer an Ed.S. degree. For a list of programs and degrees offered, see "Graduate Programs of Study" above.

Doctor of Education

The Ed.D. is designed for educators seeking a terminal doctoral degree to practice upper-level leadership in PK-20 educational settings. Based on the scholar-practitioner model, the Ed.D. differs from the Ph.D. in that it allows for a more practical-based approach, grounded in problem-based learning pedagogy, to use and perform applied research in educational settings. Ed.D. students must complete 75 s.h. post-baccalaureate, with at least 39 s.h. completed at the University of Iowa after formal program admission. Students are expected to already have a related masters degree when admitted to the program and to have been practicing in

education for a minimum of three years. Up to 36 s.h. may be transferred from the previous graduate degree for elective credit toward the 75 s.h. to earn the Ed.D. degree.

Doctor of Philosophy

The Ph.D. is the most advanced academic degree. It is conferred upon students who have demonstrated superior scholarship and mastery of research skills in coursework as well as in the preparation and defense of a dissertation. Ph.D. students must complete at least 39 s.h. while registered in the University of Iowa Graduate College and after formal program admission.

Certificates

The Certificate in Applied Behavior Analysis requires 21 s.h. of graduate credit. The certificate program is open to students enrolled in University of Iowa graduate degree programs and to individuals who are enrolled in the Graduate College as nondegree students. The purpose of the certificate is to provide professionals who have a background in education, psychology, and related services with expertise in behavior intervention and intensive educational interventions. Students who complete the program are eligible for national certification as board-certified behavior analysts. To learn more or apply, see the Certificate in Applied Behavior Analysis [p. 1292] in the Catalog.

The Certificate in College Teaching requires 12 s.h. of graduate credit. The certificate program is open to all University of Iowa students working toward a Ph.D. or other terminal graduate degree. The certificate program complements discipline-oriented graduate programs and prepares students for careers in postsecondary education. It requires coursework, supervised teaching experience, and preparation of a teaching portfolio. To learn more or to apply, see the Certificate in College Teaching [p. 1575] (Graduate College) in the Catalog.

The Certificate in Online Teaching requires 12 s.h. of graduate credit and is offered completely online. The certificate program is open to students enrolled in University of Iowa graduate degree programs and to individuals who are enrolled in the Graduate College as nondegree students. The certificate program develops students' skills in using technology to solve instructional problems associated with distance and time. The certificate's online format uses the techniques and approaches that the program teaches. To learn more or apply, see the Certificate in Online Teaching [p. 1316] in the Catalog.

Professional Improvement

Students who are interested in taking courses as nondegree students should apply for nondegree status to the Graduate College. They can then be admitted by a department on a nondegree basis by contacting the department. Students must be admitted to a department in order to complete a program objective such as teacher licensure.

TEP/Licensure

Teacher Education Programs (TEP) and Student Teaching

The College of Education offers a Teacher Education Program (TEP) that includes preparation for teaching in elementary, secondary, or K-12 education. It offers teacher preparation in art education, elementary education, English education,

mathematics education, music education, science education, social studies education, and world language education. Preparation for special education teaching is offered primarily as a master's degree program, but undergraduate students in the elementary education major may complete a special education endorsement for teaching elementary school students with mild or moderate disabilities. In cooperation with the School of Library and Information Science [p. 1600], the college offers graduate-level preparation for school teacher librarians.

In addition, the college offers specialized programs in additional elementary, secondary, middle school, and K-12 teaching areas. See "Added Endorsements" below.

The College of Education awards Bachelor of Arts undergraduate majors in elementary education and seven other majors. Majors in art education, English education, mathematics education, music education, science education, social studies education, and world language education require a corequisite content major from the College of Liberal Arts and Sciences. See the Department of Teaching and Learning [p. 1351] section of the Catalog for details about these majors. The majors require admission to the TEP.

Individuals with a previous bachelor's degree or a more advanced degree also may complete a TEP. See "Graduate and Postbaccalaureate Admission to TEPs" below and the Department of Teaching and Learning [p. 1351] section of the Catalog.

The Office of Student Services provides information on TEPs; offers assistance with admission, student field experiences, and teacher licensure/certification; and serves as a liaison with other University units and external agencies. For more information, visit the office's website.

Undergraduate Admission to TEPs

Undergraduate applicants to the University of Iowa who wish to become teachers may indicate their interest in the elementary education major or a secondary-level Teacher Education Program on their application for admission. Application materials for TEPs are available on the office's website and are filed through the web application, TK20 (Watermark).

Acceptance to a TEP is prerequisite to registration for most College of Education undergraduate courses.

Application Deadlines

Students must be admitted to the TEP in order to register for certain courses, to participate in field experiences/practicums, and to student teach. The priority admission deadline for fall semester is March 1, with applications accepted on a rolling basis until May 1. The priority admission deadline for spring semester is October 1, with applications accepted on a rolling basis until December 1. The ideal time to apply is by the priority deadline, so that students who are admitted to the program can be cleared for advising and registration in a timely manner. Applications are only considered by the faculty when all requirements are complete. Faculty members in each program area review and select applicants to be admitted to their program. Some program areas may reach capacity for acceptance before the final deadlines. Applicants are notified of admission decisions by email following faculty review.

General Requirements

Admission to TEPs is selective. Admission requirements may vary by program area. In order to be considered for admission to a TEP, an undergraduate student must satisfy the following

requirements: admission to the University of Iowa, a minimum amount of credit for college-level work, and a preadmission volunteer field experience in a regular K-12 classroom setting. There may be additional requirements. TEP application materials and current minimum application requirements are available on the Office of Student Services website.

Review of Applications

TEP admission is based on a faculty review of all application components. Meeting the minimum criteria does not ensure program admission. Selection is determined by academic achievement as reflected in grade-point average, aptitude as reflected by recommendations and personal statements, and the ability of the given program area to provide quality instruction and clinical and field experiences.

Direct Admissions Policy

The College of Education offers direct admission into the elementary education TEP. First-year students who present an American College Test (ACT) composite score of 27 or higher and a final high school g.p.a. of at least 3.80 are eligible for the direct admission track into the elementary education TEP. Students in this track must submit a qualifying 10-hour preadmission school field experience verification form by a selected deadline within their first year at the University of Iowa in order to validate their admission. The faculty and administration of the elementary education TEP reserve the right to cap enrollment in the direct admission track.

The College of Education also offers direct admission into the music education TEP. First-year students who, upon graduation from high school, have a high school g.p.a. of 3.00 or higher and have been accepted into a music studio will be directly admitted into the K-12 music education TEP. This admission is conditional until the minimum admission requirements are complete. The requirements include admission to the School of Music, completion of an essay in 500 words or less on why the applicant wishes to be a music teacher, and completion of the 10-hour preadmission school field experience verification form.

Graduate and Postbaccalaureate Admission to TEPs

Students with a previous bachelor's degree or more advanced degree may be admitted to a TEP as graduate or undergraduate students, and may have the option to pursue an additional undergraduate or graduate degree, or to pursue the TEP as a nondegree student. See the Department of Teaching and Learning [p. 1351] for degree program options. Students must apply to the TEP through the web application, **Tk20 (Watermark)**, and to the University of Iowa through the Office of Admissions. Application information is available from the Office of Student Services.

Graduate applicants must be eligible for admission to the Graduate College, which requires a g.p.a. of at least 3.00 in all previous college coursework. See the Graduate Admissions website.

Undergraduate applicants must meet the general requirements for undergraduate admission to the University of Iowa; see the Undergraduate Admissions website.

TEP Standards and Policies

Students in the TEP must meet grade-point average requirements each semester. Students who do not meet the requirements are placed on probation; those who fail to meet the requirements in a successive semester may be removed

from the TEP or denied admission to student teaching. For more information on standards and policies, consult the Office of Student Services.

InTASC Standards-Based Assessments

Once admitted to the TEP, teacher candidates' progress toward meeting professional standards is documented on Tk20 (Watermark), a web-based assessment system. Students apply to the TEP through the system, and throughout the program submit assignments designated by their respective program area for standards-based scoring on rubrics in common across all program areas.

Teacher Leader Professional Development Program

Teachers from the University of Iowa are distinguished by their preparation with world-class faculty researchers and clinical practitioners and a one-of-a-kind professional development program that highlights contemporary issues in 21st-century education. All requirements must be completed prior to student teaching. All teacher education students are required to participate.

Student Teaching

The final phase of the TEP is the professional semester, devoted to supervised student teaching and directed observation in a variety of situations. The student teaching semester is a full-time, all-day, experience. Faculty members, professional staff, and advanced graduate students who are experienced teachers serve as supervisors.

Periodic seminars provide for discussion and evaluation of student teachers' experiences. Transfer credit may not be used to satisfy the student teaching requirement.

To be admitted to the student teaching semester, students must submit a separate application to the Office of Student Services in the College of Education. All coursework in education, for the major, and for the degree must be completed before the student teaching semester. Applications are submitted during the calendar year before the student teaching semester. The deadline is November 15 for students planning to student teach the following fall semester and April 15 for students planning to student teach the following spring semester.

Admission to student teaching requires program area faculty approval as well as verification of satisfactory progress in meeting both College of Education professionalism standards and program area standards, which are set at the time of admission to the TEP. In some programs, standards are higher than the college's required g.p.a. of at least 2.70. Students should consult with their advisors regarding specific requirements for the program areas. For more information, contact the Office of Student Services.

Placement Options

Student teaching placements typically are in schools within a 60-70 mile radius of Iowa City, referred to as local placements. Students who receive faculty approval, based on academic and professional criteria, may have options to student teach in other locations, referred to as special sites. Special sites are schools in other parts of Iowa, the Midwest region, and in select urban districts in other parts of the United States, that have ongoing contracts with the College of Education for placement of student teachers. For more information on student teaching placement options, see the Office of Student Field Experiences website.

International Student Teaching

International student teaching experiences are available primarily through Global Gateway for Teachers, an Indiana University Program working in collaboration with the University of Iowa. Sites include Australia, China, Costa Rica, Ecuador, England and Wales, Greece, India, Ireland, Italy, Japan, New Zealand, Norway, Russian Federation, Scotland, Spain, and Tanzania.

Interested students must meet the regular requirements for student teaching and must have the approval of their advisor and the appropriate program coordinator. In most locations, students are assisted with housing by the on-site coordinator.

International assignments are for eight weeks. Students complete an eight-week assignment in a stateside placement followed by an eight-week assignment in an international placement. Secondary education students in some program areas (for instance, English education) are required to complete a full semester of student teaching in the United States before student teaching at an international site.

For more information about international student teaching opportunities, contact the Office of Student Services.

Program Completion Assessment

As a requirement for completion of an approved TEP for initial teaching licensure, the state of Iowa requires a program completion assessment. University of Iowa student teachers must pass the edTPA assessment of their program as a requirement for program completion.

Course Substitutions

Students who have completed courses that they wish to substitute for program requirements should consult with their advisors.

All University of Iowa students seeking an Iowa teaching license must complete EPLS:4180 Human Relations for the Classroom Teacher and EDTL:4900 Foundations of Special Education, or approved substitutes. Human relations courses offered through community colleges are not accepted.

Teacher Licensure/Certification

The Iowa Board of Educational Examiners issues teacher, support service, and administrator licenses on the recommendation of Iowa colleges and universities whose programs have been approved by the Iowa Department of Education. All University of Iowa preparation programs have Iowa Department of Education approval.

Licensure/certification requirements across the nation are subject to change. Students who plan to seek employment in a state other than Iowa should make every effort to be informed about current requirements in that state. Generally, students who apply out-of-state should first secure Iowa licensure.

To be recommended by the University of Iowa, applicants must complete all requirements of the appropriate approved program. A minimum of 20 s.h. of coursework applied to meet program requirements must be earned at the University of Iowa.

In the State of Iowa, applicants must be at least 21 years old to be granted a teaching license. The Iowa Board of Educational Examiners requires a national criminal history background check, an Iowa Division of Criminal Investigation background check, and registries and records checks for all new applicants for Iowa licensure. Disqualifying criminal

convictions and founded child abuse are set out Iowa Code 272.2 and Iowa Administrative Code 282-11.35, and in the Iowa Board of Educational Examiners Ethics Brochure.

The College of Education Office of Student Services provides Iowa application forms, fingerprinting procedures, and licensure/certification assistance to all students completing approved programs offered by the college. It also provides assistance to in-service teachers and other school professionals who are interested in adding endorsements to their Iowa license based on completion of State of Iowa minimum licensure requirements.

Added Endorsements

Current TEP students and in-service teachers may prepare for teaching additional subjects through added endorsement programs and courses.

Most added endorsements for kindergarten through 8th grade (K-8) are intended for TEP students and in-service teachers in elementary education. See the B.A. in elementary education [p. 1369] for these added endorsements. Other endorsements, including most secondary (grades 5-12) endorsements for which the University of Iowa offers a TEP, also can be available to elementary, secondary, or K-12 TEP students and teachers as added endorsements.

Preparation is offered for these added endorsements:

- K-12 English as a second language (ESL)
- PK-12 talented and gifted
- Grades 5-8 middle school (language arts, mathematics, science, and/or social studies);
- Grades 5-12 reading
- K-12 athletic coach

For additional information contact an academic advisor or licensure staff in the Office of Student Services.

Resources

Baker Teacher Leader Center

The Baker Teacher Leader Center (Baker TLC) develops, supports, and facilitates a variety of professional development opportunities for students, faculty, staff, and community members affiliated with the College of Education.

The Baker TLC manages the Teacher Leader Certificate, a value-added professional development certificate that provides students in the Teacher Education Program (TEP) opportunities to engage with innovative educational topics aimed toward developing their identities as emerging teacher leaders.

The Baker TLC operates a teacher licensure renewal credit program, offering relevant research and evidence-based professional development to practicing Iowa teachers. Professional development offered through the Baker TLC is aligned with needs identified by the Teacher Education Advisory Committee through survey responses received from school administrators, policy leaders, and faculty, and from information and data received from professional education organizations such as the Iowa Association of Colleges for Teacher Education (IACTE), the American Association of Colleges for Teacher Education (AACTE), and community partners.

The Baker TLC supports College of Education Global Education Initiatives including international and domestic partnerships

and programming, and professional learning opportunities for domestic and international faculty, staff, and students.

Belin-Blank Center for Gifted Education and Talent Development

Located in the Blank Honors Center, the Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development conducts research, training, and service in gifted education and disseminates information on the education of gifted students. Professional development opportunities include the Belin-Blank Fellowship Program in Gifted Education, practicum and internship experiences, and coursework in gifted education (including coursework for the State of Iowa Talented and Gifted Endorsement).

Precollege student programs include Invent Iowa, Scholastic Art & Writing Awards, above-level testing for students in grades 3-9, precollege summer and academic year programs for high-ability students in grades 2-11, and the Iowa Online Advanced Placement Academy.

Other services include the Wallace Assessment and Counseling Clinic, which specializes in twice-exceptionality; and the Acceleration Institute, which is dedicated to the study of curricular acceleration for academically talented children. The center also administers the Bucksbaum Early Entrance STEAM Academy, a highly selective early-entrance program for students who have completed their sophomore or junior year in high school and are ready to enroll as full-time University of Iowa Honors students.

For more information, contact the Belin-Blank Center.

Blommers Measurement Resources Library

The Paul Blommers Measurement Resources Library includes books, journals, research reports, and reference materials related to educational and psychological measurement, testing, assessment, and evaluation, as well as an extensive collection of published and unpublished tests. The library supports the teaching and research needs of faculty, staff, and students at the University of Iowa, primarily serving the College of Education.

Center for Advanced Studies in Measurement and Assessment

The Center for Advanced Studies in Measurement and Assessment (CASMA) pursues interdisciplinary research-based initiatives that lead to advances in the methods and practice of educational measurement and assessment. CASMA performs, promotes, fosters, and disseminates research in measurement and psychometric methodologies that respond to contemporary needs and initiatives in testing.

Currently, the center devotes considerable resources to research on equating, scaling, and generalizability theory; it also offers workshops and training sessions on those topics. Extensive free suites of computer programs are available on the CASMA website. The site also features research reports and technical notes on measurement topics such as generalizability theory, equating methods, and linking with item response theory.

Center for Evaluation and Assessment

The Center for Evaluation and Assessment (CEA) provides third-party program evaluation, assessment, and other research services to a broad range of clients working in multiple programmatic areas. The center's mission is to provide high quality program evaluation and research services to support data-driven decision-making, to train graduate students, and to advance evaluation theory and practice.

Center for Research on Undergraduate Education

The Center for Research on Undergraduate Education (CRUE) is dedicated to the study of undergraduate education in America, from how academic and social experiences affect students to the methods schools use to improve students' chances for success in the classroom and beyond graduation. CRUE brings a methodologically balanced approach to the study of undergraduate education.

College of Education Writing Resource

The Writing Resource provides academic writing support for graduate students at the College of Education. Students sign up to work collaboratively with a writing tutor throughout the composing processes—from conceptualizing ideas to polishing and publishing/finalizing the paper. The mission is to facilitate each student's individual growth as a writer and to foster a collaborative writing community. Services are free to graduate students in the College of Education.

Cooperating Schools Program

The Cooperating Schools Program (CSP) is a University-wide service that facilitates placement of research projects and service-learning projects conducted by faculty, staff, and students in public schools throughout Iowa. The program provides information to help researchers obtain permission to conduct research in Iowa schools. The Cooperating Schools Program was instituted at the request of school administrators charged with the responsibility of approving research projects in their schools.

Education Technology Center

The Education Technology Center (ETC) provides computer services to College of Education faculty, staff, and students. In addition to internet access, services include collegiate file and application servers; standard office tools; specialized applications such as media production tools and qualitative and quantitative analysis programs; secure folders and directories; and electronic mailing lists for faculty, staff, and student groups. The ETC also provides website and digital signage (kiosk) development for College of Education departments, offices, and groups.

The Education Technology Center provides faculty with technical and design support for courses, research technologies, distance education, multimedia, and ePortfolio production.

SMART Boards and SMART Podiums, and wireless access are available throughout the college. Every classroom and conference room has a digital presentation system, and five

classrooms are outfitted for videoconferencing and distance education instruction.

Faculty members and students can check out wireless laptops, web cameras, computer projectors, digital audio recorders, digital video cameras, iPads, and other devices from the center. In all, the College of Education supports more than 850 computers, laptops, PDAs, and smartphones as well as seven servers.

Grants and Research Services Center

The Grants and Research Services Center (GRSC) provides grant and research-related support services for the college's faculty, staff, and students. GRSC staff members help identify internal and external funding sources, prepare and submit grant proposals and application materials, provide grant accounting services, and help in the preparation of applications for Human Subjects/Institutional Research Board review. The college also provides limited funds for faculty research, professional development, and travel.

Institute on Disability and Rehabilitation Ethics

The Institute on Disability and Rehabilitation Ethics (IDARE) is a cross-disciplinary, cross-institutional online community of scholars. Its goal is to use research, education, and consultation to improve the quality of ethical practice experienced by people with disabilities who receive services from rehabilitation, health, mental health, and social service professionals. IDARE works to influence disability policy and practice development nationally and locally and to influence professional organizations' consideration of ethical issues that affect people with disabilities and other marginalized populations.

Iowa Supports Education and Resources for Veterans and Enlisted

Iowa Supports Education and Resources for Veterans and Enlisted (I-SERVE) was created to help facilitate successful transitions for veterans and enlisted service members into higher education at the University of Iowa. I-SERVE is located in the Teacher Leader Center, on the first floor of the North side of Lindquist Center. The center assists veterans with accessing benefits, the application process, completing coursework, preparing for and searching for jobs, and achieving overall career success. I-SERVE also offers educational consultation, workshops, special programs, and presentations that enhance knowledge, skills, and attitudes of teachers and other professionals who work with veterans, military children, and families.

Iowa Testing Programs

Iowa Testing Programs (ITP) provides assessment expertise to schools in the state of Iowa and consultation to the Iowa Department of Education and area education agencies. Its faculty and staff develop standardized educational tests, such as the widely used Iowa Assessments, for use in elementary and secondary schools worldwide, and the Iowa Statewide Assessment of Student Progress, for use in the state of Iowa for summative assessment. Iowa Testing Programs also conducts research studies in educational measurement, publishes the results of these studies, sponsors lectures

and symposia, provides consulting and in-service training to educators and school systems, and provides training experience and financial support for graduate students and educational measurement, statistics, and evaluation.

Libraries

University of Iowa Libraries provides a wide variety of resources in print and online. Course reserve materials are available at the Main Library. An education librarian is available to help students with their research projects and assist faculty members and teaching assistants with their research and instructional needs.

Office of Graduate Teaching Excellence

The Office of Graduate Teaching Excellence (OGTE) is dedicated to excellence in college teaching and the preparation of future faculty. The office facilitates opportunities for research, teaching, and service. Through the Iowa Education Fellows Program (i-fellows), OGTE develops and conducts workshops and seminars that address the developmental needs of College of Education doctoral students, from their first semester on campus through completion of their degrees. The office also guides students through the process of earning the graduate Certificate in College Teaching (Graduate College).

Office of Student Services

The Office of Student Services assists students, faculty, staff, and the general public in graduate and undergraduate admission, undergraduate advising, Teacher Education Program (TEP) recruitment, Graduate College examinations, student field experiences, and teacher licensure/certification. It also serves as a liaison with other University units, including the Graduate College, the College of Liberal Arts and Sciences, the Office of Admissions, and the Office of the Registrar, and with external agencies, including the Iowa Department of Education, out-of-state teacher licensure/certification departments, and school district personnel in Iowa and outside of the state. A variety of application and information materials are available at the office and on its website.

Statistics Outreach Center

The Statistics Outreach Center (SOC), a service of the College of Education and Iowa Testing Programs, helps the college's faculty, staff, and students use quantitative statistical methods to produce high-quality research. The center offers short-term consulting on statistical data analysis and grant proposals to the College of Education at no charge and provides services to departments and grants outside the college on a fee basis. The SOC also offers a variety of educational opportunities involving statistical software. Information on course schedules, events, resources, and an appointment request form is available on the Statistics Outreach Center website.

Financial Support

College of Education students may be eligible for scholarships, awards, or graduate assistantships. Information about financial support for students is available at Scholarships and Awards on the college's website. The Graduate College posts a list of open assistantships on its website; see Graduate Assistantships and Grants.

The Graduate Record Exam (GRE) General Test is currently not required for graduate assistantships, teaching assistantships, or research assistantships in the College of Education.

Students interested in employment opportunities in the college's support units and special resources should contact the director of each facility and indicate their interests, their academic and experience records, and their career or degree goals at the University of Iowa.

Graduate Assistantships

Individual academic programs provide opportunities for teaching, research, or service assistantships as well as for fellowships and related employment opportunities. Inquiries should be addressed to the chair of the department or the director of the program in which students believe they can provide service or achieve an outstanding academic record. Assistantship appointments are usually, but not always, made by the program area.

Special Graduate Research Assistantships in Education

The Iowa Testing Programs provides funds to support a limited number of special graduate assistantships in education, in which students do research work under the direction of a faculty member of their choice. Students must be enrolled for at least 6 s.h. but not more than 12 s.h. per semester; assistantships are for the academic year and are renewable for a limited number of years. Students admitted to or pursuing any advanced degree program offered by the College of Education are eligible to apply, provided they are committed to a professional career in the United States.

Applicants must submit transcripts of all completed college work (undergraduate and graduate), recommendation forms specific to the assistantship, and scores on the Graduate Record Exam (GRE) General Test. For assistantship application forms, contact the Iowa Testing Programs directors. Application deadline is late February.

Scholarships and Awards

The College of Education presents a number of awards funded by donors; recipients must meet the criteria established by the donors for their awards. Recipients are presented with their award at a spring semester luncheon. For more information, see Scholarships and Awards on the college's website.

Duane D. Anderson Memorial Scholarship: awarded to a transfer student from an Iowa community college who is currently enrolled in a program in the College of Education.

Jack Bagford Elementary Education Scholarship: presented to an undergraduate or graduate student in elementary education who will be student teaching during the academic year following the award; recipient must be a resident of Iowa.

David and Connie Belin Honors Award: presented to graduating seniors who have completed all requirements for the Honors Opportunity Program.

Blommers-Hieronymus-Feldt Fellowship: presented to doctoral students in educational measurement and statistics.

Lowell Brandt Rehabilitation Counseling Award: presented to graduate students pursuing a master's degree in the rehabilitation counseling program.

Barry Bratton Memorial Award: presented to graduate students who have completed coursework that reflects a commitment to the systematic design and improvement of instructional processes and materials.

Robert L. Brennan Graduate Student Award: presented to a graduate student in the educational measurement and statistics program based on their research.

Dr. Bettye M. Caldwell and Dr. Fred T. Caldwell Scholarship: presented to undergraduate students interested in pursuing careers in early childhood development including the fields of education, sociology, psychology, and other related academic programs.

Jake and Kimberly Chung Scholarship: presented to a teacher education student for their student teaching semester.

Debra Clausen Memorial Scholarship: presented to a graduate student in the College of Education who will work at the Hospital School (now the Center for Disabilities and Development) to evaluate and develop learning programs for students with mental disabilities, including Down Syndrome, or to students pursuing careers in special education.

T. Anne Cleary Psychological Research Scholarship: presented to students in the Department of Psychological and Quantitative Foundations.

Laurie Jane Croft Scholarship: presented to deserving undergraduate or graduate students in the College of Education who are pursuing an endorsement certificate in gifted education.

Beulah A. and Robert L. Darrow Scholarship: presented to deserving students in the College of Education.

John Leonard Davies Scholarship: presented to a student who is a first- or second-semester senior in the Department of Teaching and Learning who is viewed as being creative and having outstanding potential for success in the field of K-12 education.

Harvey H. Davis Memorial Scholarship: presented to outstanding graduate students in educational leadership with preference given to students interested in the financing of education.

Mary Ann DePrenger Scholarship for Elementary Education: presented to students pursuing elementary education certification.

Dieckmann, Renken, Rockway Scholarship: presented to a student pursuing a Ph.D. in science education with secondary preference to a graduate student in science education.

Dale Grabinski Education Scholarship: presented to deserving undergraduate students in the teacher education program.

Dr. Mary Agnella Gunn Memorial Scholarship: presented to worthy undergraduate or graduate students in education.

John H. Haefner Memorial Scholarship: presented to a student who will be student teaching in the area of social studies.

Gladys and Margaret Harvey Education Scholarship: presented to students who show financial need and are enrolled in the College of Education.

Hemphill/Jones Higher Education Masters Student Award: presented to deserving students in the College of Education with preference given to historically

underrepresented students of color working toward an M.A. degree in higher education and student affairs.

Emma E. Holmes Education Scholarship: presented to an outstanding undergraduate or graduate student in any program in the College of Education; based on merit and need, the recipient must be a U.S. citizen with first preference for a student in the top 20 percent of their class, second preference for a student with demonstrated financial need.

Albert Hood Promising Scholar Award: presented to a doctoral student in the Department of Rehabilitation and Counselor Education and a student in the higher education and student affairs program with an approved prospectus.

H.D. Hoover Excellence Scholarship: presented to a graduate student working on mathematics achievement testing in the elementary grades.

Hubbard Family Legacy Award: presented to students majoring in mathematics, physics, or chemistry who are pursuing a secondary education teaching certificate with the intention to teach at the secondary level.

Kyle C. and Eula B. Jones Scholarship: presented to undergraduate and graduate students planning careers in elementary and secondary education and administration.

Charlotte and Ruby Junge Scholarship: presented to undergraduate or graduate students in elementary or secondary education who will be student teaching for a full semester.

Henry Kepner Math Education Scholarship: presented to deserving students who are pursuing a degree in math education.

Paul Larson Military/Veteran Student Scholarship: presented to College of Education student veterans and military students to help them achieve success in their studies in the College of Education.

Daniel G. Loetscher Memorial Science Education Scholarship: presented to students pursuing secondary education with an emphasis in the sciences, with preference given to those pursuing an emphasis in chemistry.

Perry Eugene McClenahan Memorial Scholarship: presented to an outstanding graduate student in educational administration.

Sheila E. McFarland Memorial Scholarship: presented to a student who will be student teaching for a full semester in the area of elementary education, preference for this award will be given to an Iowa resident.

Leonard A. Miller Memorial Scholarship: presented to an outstanding first-year M.A. student in rehabilitation counseling.

Helen Mackin Nichol Memorial Scholarship: presented to students from Iowa who are in secondary education and plan to teach and work with mentally and emotionally disturbed children.

Melvin R. Novick Award in Educational Measurement and Statistics: presented to a third- or fourth-year doctoral student in educational measurement and statistics who has at least a year of study remaining.

Paul Opstad Scholarship: presented to a full- or part-time graduate student in the College of Education whose career or scholarly interests focus on the concerns and needs of international students.

Margaret P. Park Scholarship: presented to deserving students in the College of Education with preference given to students from St. Louis County, Minnesota; Rock Island County, Illinois; or Iowa.

Ernest T. Pascarella Military Veteran Promise Award: presented to a graduate student veteran in the College of Education who demonstrates exceptional career promise.

Guy and Gladys Peterson Scholarship: presented to students admitted to the Teacher Education Program who have completed at least 12 s.h. of education coursework.

Betty Piercy Award: presented to a deserving student in the field of reading.

Kathleen M. Ramsay and Family Scholarship: presented to deserving students in the College of Education with preference given to third-year or higher-level students, or to students who have a focus in elementary or secondary education, and demonstrate financial need.

Ann Ramsey and Richard E. Posey Scholarship: presented to a student who is a junior pursuing a career in teaching or education.

Rolland Ray Award: presented to doctoral students completing a dissertation concerned with measurement in mathematics education, science education, social studies education, or English education.

Mary Maxine Redmond Scholarship: presented to undergraduate students from Iowa enrolled in the College of Education.

Albert and Martha Ruffalo First Generation Education Scholarship: presented to deserving students in the College of Education who are first-generation college students.

Richard L. Sanner Scholarship: presented to deserving graduate students in the College of Education.

Judith Young Saunders Scholarship: presented to an undergraduate or graduate student who is pursuing a degree in teacher education, with preference given to students with severe visual impairments.

Judy Skalsky Memorial Scholarship: presented to an undergraduate or graduate student majoring in art education.

Margaret A. Sloan Scholarship: presented to undergraduate or graduate students in the College of Education.

Maureen Medberry Snell Education Award: presented to outstanding students in the College of Education.

Carol M. and Ed Stenson Scholarship in Education: presented to undergraduate students pursuing a special education certification or degree in general teacher education who exhibit both financial need and academic merit.

Drs. Andrew and Jeanne Stevenson Scholarship: presented to students in the College of Education with preference to students studying science education who plan to one day teach science education.

Franklin D. and Louise P. Stone International Scholarship: presented to an outstanding international student pursuing a Ph.D. in the College of Education.

James and Coretta Stroud Fellowship: presented to an outstanding graduate student in educational psychology.

Grace Phelps Stucker Scholarship: presented to an undergraduate or graduate teacher education student.

Student Teaching Abroad Scholarship: presented to students who are doing their student teaching in a foreign country.

Edgar M. and Evelyn Benzler Tarruther Scholarship: presented to undergraduate and/or graduate students in elementary education.

University High School Innovative Development in Education Award (IDEA): presented to students during their secondary student teaching experience.

Emily C. Wagner Scholarship: presented to an undergraduate student in secondary education with an English education teaching degree who will be student teaching in the academic year following the award, preference for students who are residents of Iowa with a g.p.a. of at least 3.00 and demonstrated financial need.

Erwin and Louise Wasta International Scholarship: presented to an international student in the College of Education.

Ernest L. and Janet M. Yeakey Education Scholarship: presented to a deserving student in the College of Education with preference given to a student who is from the state of Iowa and pursuing math education.

Courses

- Education Interdepartmental Courses [p. 1285]
- Education Honors Opportunity Program Courses [p. 1286]

Most College of Education courses are offered by the college's departments and programs. They are listed and described in the corresponding General Catalog sections. The college also offers the following interdepartmental courses.

Education Interdepartmental Courses

EALL:4081 ePortfolio Design and Production 1-2 s.h.
Experience producing an ePortfolio and uploading it to the internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser, accessing the internet, and using a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EDTL:4081, EPLS:4081, PSQF:4081, RCE:4081.

EALL:4130 Introduction to Grant Writing 3 s.h.
Comprehensive training in grant proposal writing; basics of project development and management; core principles for writing small and large proposals to public and private funding sources; finer points of grant writing to increase competitiveness of future proposals and applications; for students with limited grant writing experience. Same as MUSM:4150.

EALL:5150 Introduction to Educational Research 3 s.h.
Principles of empirical educational research; logic of inquiry for both quantitative and qualitative research methodologies.

EALL:7475 Ph.D. ePortfolio in College Teaching 3 s.h.
Framework for connecting authentic evidence of scholarly work and teaching competencies; use of advanced web and multimedia technologies to link artifacts to ePortfolio templates.

Education Honors Opportunity Program Courses

EHOP:4100 Honors Seminar in Education **2 s.h.**

Research in education and related professions in collaboration with a College of Education faculty member of student's choice; preparation for senior honors project.

EHOP:4101 Senior Honors Project **1-2 s.h.**

Collaboration with a faculty member on research project; written report. Prerequisites: EHOP:4100.

Education Studies and Human Relations, B.A.

The education studies and human relations major (ESHR) in the College of Education is a multidisciplinary program that enhances broad liberal arts and sciences education for students by providing strong academic preparation, including skills in critical thinking and interpersonal communication.

Students who plan to earn the major pursue their academic interests with a variety of courses from across the College of Education's four academic departments to further career goals or prepare for future graduate study. They may choose to select among all the course offerings for the ESHR major or select one of two subprograms.

The education studies subprogram is for students interested in pursuing careers in education policy, assessment and evaluation, education programming and management, learning technologies, organizational learning, school district support roles, as well as competitive preparation for future graduate study in educational measurement, education policy, educational psychology, higher education, learning sciences, and student affairs.

The human relations subprogram is for students who are interested in careers in helping fields that rely on interpersonal communication and personal problem solving (e.g., addiction, case management), as well as competitive preparation for future graduate study in professional counseling, health service psychology, couple and family therapy, community leadership, and related fields.

Requirements

The Bachelor of Arts with a major in education studies and human relations (ESHR) requires a minimum of 120 s.h., including at least 30 s.h. of work in the major. Students must have a cumulative g.p.a. of at least 2.00 in all college coursework and in all UI coursework. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20]. A course used for the GE CLAS Core cannot also be used to count toward major requirements. All courses must be taken on a graded basis, unless a course is only offered as nongraded.

Students in their first year at the University of Iowa who have earned less than 30 s.h. are advised through the University's Academic Advising Center. Those with more than 30 s.h. are advised through the Academic Advising Office at the College of Education.

The major can be paired with one of the minors offered through the College of Education (educational psychology or human relations) or a major or minor from the College of Liberal Arts and Sciences. At most, only 3 s.h. may be counted toward another major or minor.

The major consists of a 15 s.h. core curriculum plus an additional 15 s.h. chosen from the list of approved elective courses in a student's declared program of study. Students may choose ESHR as their major; or one of the two subprograms within the major, either education studies or human relations. Students are required to earn a minimum of 18 s.h. in ESHR coursework at the University of Iowa.

The B.A. with a major in education studies and human relations requires the following coursework.

Core Courses

All students must complete the following.

Code	Title	Hours
All of these:		
EDTL:2015	Teaching as a Human Endeavor	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3
RCE:4199	Counseling for Related Professions	3

Diversity/Multiculturalism Course

All students must complete the following.

Code	Title	Hours
One of these:		
EPLS:1240	Finding Your Path in Higher Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
PSQF:3104	Multicultural Issues in Counseling and Psychology	3
RCE:4197	Citizenship in a Multicultural Society	3

Electives

For the remaining 15 s.h. required for the major, students choose from the following list of courses, depending on their choice of subprogram or the major without a subprogram, to build a multidisciplinary slate of skills that enhances their future careers or graduate work. While students may choose any of these courses to earn the major without a subprogram, those who pursue the education studies (ES) subprogram or the human relations (HR) subprogram select courses relevant to their area.

Concentration Areas

Whether students pursue ESHR or one of its subprograms, guidelines for informal concentration areas may provide a useful resource in choosing electives that are meaningful, useful, and a cohesive program of study. Guidelines for informal concentration areas are offered as a course selection aid to be used in consultation with an academic advisor and are not listed on a student's transcript or diploma. These informal concentration areas are meant to be fluid over time to best reflect trends and issues in the field of education and helping professions. Further, students may create their own concentration focus that will meet their own career trajectory. The guidelines for informal concentration areas are located on the College of Education website.

- Education Studies and Human Relations Electives [p. 1287]
- Education Studies Subprogram Electives [p. 1288]
- Human Relations Subprogram Electives [p. 1289]

Education Studies and Human Relations Electives

Students in the education studies and human relations program must select 15 s.h., including at least two different

College of Education areas (EALL, EDTL, EPLS, RCE, PSQF, SIED), from the following.

Code	Title	Hours
EDTL:2122	Creativity, Imagination, Play, and Human Development through the Arts	3
EDTL:3002	Technology in the Classroom	2-3
EDTL:3187	Early Literacy Instruction for Young Children	3
EDTL:3382	Language and Learning	2-3
EDTL:3393	Reading and Teaching Adolescent Literature	3
EDTL:3715	Experiential Teaching and Learning	3
EDTL:4093	Teaching and Learning for a Global Perspective	3
EDTL:4096	Topics in Teaching and Learning (depending on topic; consult advisor)	3
EDTL:4355	Approaches to Teaching Writing	3
EDTL:4630	Psychology of Music	2-3
EDTL:4900	Foundations of Special Education	3
EPLS:1240	Finding Your Path in Higher Education (f not used for diversity/multicultural course)	3
EPLS:2098	The Student Affairs Profession	3
EPLS:3240	Undergraduate Topics in Education (depending on topic; consult advisor)	3
EPLS:4180	Human Relations for the Classroom Teacher (f not used for diversity/multicultural course)	3
EPLS:4200	Diversity and Inclusion in Athletics	3
PSQF:2115	Introduction to Counseling Psychology	3
PSQF:2116	Applied Child and Adolescent Psychology	3
PSQF:3104	Multicultural Issues in Counseling and Psychology (f not used for diversity/multicultural course)	3
PSQF:3333	Special Topics in Psychological and Quantitative Foundations (depending on topic; consult advisor)	3
PSQF:3700	Introduction to Understanding Trauma and Resilience	3
PSQF:4106	Child Development	3
PSQF:4133	The Adolescent and Young Adult	3
PSQF:4134	Parent-Teacher Communication	1-3
PSQF:4136	Home/School/Community Partnerships	3

PSQF:4143	Introduction to Statistical Methods	3
PSQF:4145	Marriage and Family Interaction	3
PSQF:4162	Introduction to Couple and Family Therapy	3
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3
PSQF:4910	Theories of Family Development	3
RCE:2081	Making a Vocational-Educational Choice	2-3
RCE:4110	Psychology of Food and Mood	3
RCE:4130	Human Sexuality	3
RCE:4131	Loss, Death, and Bereavement	3
RCE:4173	Trauma Across the Lifespan	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
RCE:4180	Topical Seminar for Helping Professionals (depending on topic; consult advisor)	3
RCE:4195	Ethics in Human Relations and Counseling	3
RCE:4197	Citizenship in a Multicultural Society (if not used for diversity/multicultural course)	3
SIED:4135	The Nature of Science	3-4

Education Studies Subprogram Electives

Students in the education studies subprogram must select 15 s.h., including at least two different College of Education areas (EALL, EDTL, EPLS, RCE, PSQF, SIED), from the following.

Code	Title	Hours
EDTL:2122	Creativity, Imagination, Play, and Human Development through the Arts	3
EDTL:3002	Technology in the Classroom	2-3
EDTL:3187	Early Literacy Instruction for Young Children	3
EDTL:3382	Language and Learning	2-3
EDTL:3393	Reading and Teaching Adolescent Literature	3
EDTL:3715	Experiential Teaching and Learning	3
EDTL:4093	Teaching and Learning for a Global Perspective	3
EDTL:4096	Topics in Teaching and Learning (depending on topic; consult advisor)	3
EDTL:4355	Approaches to Teaching Writing	3
EDTL:4630	Psychology of Music	2-3
EDTL:4900	Foundations of Special Education	3
EPLS:1240	Finding Your Path in Higher Education (if not taken as diversity/multicultural course)	3

EPLS:2098	The Student Affairs Profession	3	PSQF:3333	Special Topics in Psychological and Quantitative Foundations (depending on topic; consult advisor)	3
EPLS:3240	Undergraduate Topics in Education (depending on topic; consult advisor)	3	PSQF:3700	Introduction to Understanding Trauma and Resilience	3
EPLS:4180	Human Relations for the Classroom Teacher (if not taken as diversity/multicultural course)	3	PSQF:4106	Child Development	3
EPLS:4200	Diversity and Inclusion in Athletics	3	PSQF:4133	The Adolescent and Young Adult	3
PSQF:3104	Multicultural Issues in Counseling and Psychology (if not taken as diversity/multicultural course)	3	PSQF:4134	Parent-Teacher Communication	1-3
PSQF:3333	Special Topics in Psychological and Quantitative Foundations (depending on topic; consult advisor)	3	PSQF:4136	Home/School/Community Partnerships	3
PSQF:3700	Introduction to Understanding Trauma and Resilience	3	PSQF:4143	Introduction to Statistical Methods	3
PSQF:4106	Child Development	3	PSQF:4145	Marriage and Family Interaction	3
PSQF:4133	The Adolescent and Young Adult	3	PSQF:4162	Introduction to Couple and Family Therapy	3
PSQF:4143	Introduction to Statistical Methods	3	PSQF:4910	Theories of Family Development	3
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3	RCE:2081	Making a Vocational-Educational Choice	2-3
RCE:4197	Citizenship in a Multicultural Society (if not taken as diversity/multicultural course)	3	RCE:4110	Psychology of Food and Mood	3
SIED:4135	The Nature of Science	3-4	RCE:4130	Human Sexuality	3
			RCE:4131	Loss, Death, and Bereavement	3
			RCE:4173	Trauma Across the Lifespan	3
			RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
			RCE:4180	Topical Seminar for Helping Professionals (depending on topic; consult advisor)	3
			RCE:4195	Ethics in Human Relations and Counseling	3
			RCE:4197	Citizenship in a Multicultural Society (if not taken as diversity/multicultural course)	3

Human Relations Subprogram Electives

Students in the human relations subprogram must select 15 s.h., including at least two different College of Education areas (EALL, EDTL, EPLS, RCE, PSQF, SIED), from the following.

Code	Title	Hours
EDTL:4096	Topics in Teaching and Learning (if not taken as diversity/multicultural course)	3
EPLS:3240	Undergraduate Topics in Education (depending on topic; consult advisor)	3
EPLS:4180	Human Relations for the Classroom Teacher (if not taken as diversity/multicultural course)	3
PSQF:2115	Introduction to Counseling Psychology	3
PSQF:2116	Applied Child and Adolescent Psychology	3
PSQF:3104	Multicultural Issues in Counseling and Psychology (if not taken as diversity/multicultural course)	3

Academic Standards and Probation

Students are expected to meet academic standards set by the college and to demonstrate reasonable progress toward a degree. If they do not meet all grade-point average conditions, then students are placed on academic probation. Students usually are allowed only one session to return to good academic standing. They are required to meet with an academic advisor. Students on academic probation who withdraw registration after the deadline for dropping courses may be dismissed.

Admission

Direct Admissions Policy

The College of Education offers direct admission into the education studies and human relations major. First-year students who present an American College Test (ACT) composite score of 21 or higher and a final high school g.p.a.

of at least 3.00 are eligible for the direct admission track. Interested students who do not meet the criteria for direct admission are encouraged to consider regular admission.

Regular Admissions Policy

Students who have completed a minimum of 12 s.h. of graded coursework at the University of Iowa or another accredited institution of higher education, including community colleges, and who have a g.p.a. of at least 2.50 are eligible for regular admission.

Applied Behavior Analysis

Chair, Department of Teaching and Learning

- Lia M. Plakans

Coordinator, Applied Behavior Analysis

- Seth A. King (Teaching and Learning)

Graduate certificate: applied behavior analysis

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/teach>

The purpose of the Graduate Certificate in Applied Behavior Analysis (ABA) is to provide professionals who have a background in education, psychology, and related services with expertise in behavior intervention and intensive educational interventions. Students who complete the program are eligible for national certification as board-certified behavior analysts. ABA is a growing service sector with opportunities for employment in schools, universities, and independent clinics.

The Certificate in Applied Behavior Analysis is administered by the Department of Teaching and Learning [p. 1351] and is granted by the Graduate College.

Programs

Graduate Program of Study Certificate

- Certificate in Applied Behavior Analysis [p. 1292]

Applied Behavior Analysis, Graduate Certificate

Requirements

The graduate Certificate in Applied Behavior Analysis requires 21 s.h. of graduate credit and is offered with hybrid and conventional courses. Students must maintain a g.p.a. of at least 2.50 in work for the certificate. They must earn at least a grade of C in each course required for the certificate. Courses may not be taken pass/nonpass. The certificate program is open to students enrolled in University of Iowa graduate degree programs and to individuals who are enrolled in the Graduate College as nondegree students.

The certificate program develops skills in behavioral intervention and intensive instruction. The course sequence contributes to eligibility for certification as a board-certified behavior analyst (BCBA). In addition to the course sequence offered through the certification program, obtaining the BCBA requires completion of a supervised practicum experience and successful completion of the behavior certification exam offered through the Behavior Analyst Certification Board. For additional details regarding certification, visit the Behavior Analyst Certification Board website or contact the applied behavior analysis certificate coordinator.

The Certificate in Applied Behavior Analysis requires the following coursework.

Code	Title	Hours
All of these:		
EDTL:4950	Behavioral and Social Interventions	3
EDTL:4975	Explicit Instruction	3
EDTL:5961	Foundation of Applied Behavior Analysis	3
EDTL:5963	Ethics and Professional Conduct of Behavior Analysts	3
EDTL:5966	Advanced Topics in Applied Behavior Analysis	3
EDTL:7953	Seminar: Single Subject Design Research	3
PEDS:7264	Clinical Applications of Applied Behavior Analysis	3

For more information, visit Certificate in Applied Behavior Analysis on the College of Education website.

Educational Policy and Leadership Studies

Chair

- David B. Bills

Program Coordinator, Educational Leadership

- Steven M. Triplett

Program Coordinator, Higher Education and Student Affairs

- Jodi Linley

Program Coordinator, Schools, Culture, and Society

- Katrina M. Sanders

Program Coordinator, Ed.D. Program

- Megan A. McVancel

Graduate degrees: M.A. in educational policy and leadership studies; Ed.S. in educational policy and leadership studies; Ed.D. in educational policy and leadership studies; Ph.D. in educational policy and leadership studies

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/epls>

The Department of Educational Policy and Leadership Studies offers academic programs that prepare administrators, professional personnel, teachers, and researchers in the fields of educational leadership, higher education and student affairs, and schools, culture, and society. The department also offers combined programs with other College of Education departments and with other University of Iowa colleges.

The department offers graduate degree programs in several major areas within educational policy and leadership studies:

educational leadership (offered in the M.A., Ed.S., and Ph.D.);

higher education (offered in the Ed.D.);

higher education and student affairs (offered in the M.A., Ed.S., and Ph.D.);

PK-12 administration (offered in the Ed.D.);

school curriculum and assessment policy (offered in the Ed.S.); and

schools, culture, and society (offered in the M.A. and Ph.D.).

The areas are described below under "Graduate Study Areas," followed by information about each degree program.

Applicants for admission to graduate degree programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Graduate Study Areas

Educational Leadership

Study in educational leadership prepares individuals for leadership positions. In addition to graduate degree programs, the area includes principal licensure and superintendent

endorsement. See the Master of Arts [p. 1300], Specialist in Education [p. 1304], and the Doctor of Philosophy [p. 1309] in this section of the Catalog.

Licensure

To be eligible for recommendation by the University of Iowa for licensure in Iowa as a principal or superintendent/area education agency administrator, students must complete the appropriate program. The specific requirements for each program are available from the Department of Educational Policy and Leadership Studies and the Office of Student Services. Students who hold an M.A. must satisfy all core requirements and must complete at the University of Iowa the minimum semester-hour program for each licensure level they seek. Because each administrative license has specific requirements, candidates are required to plan their programs with their advisors' approval.

Superintendent Endorsement

The superintendent endorsement curriculum is designed to prepare individuals for licensure as a school superintendent (pre-K-12) as well as for other school district leadership positions; for the chief administrator position in Iowa's area education agencies (AEA) as well as other AEA leadership positions; and for leadership positions in state or federal departments of education and related agencies. The superintendent endorsement requires a total of 30 s.h. of credit.

Students in the endorsement program must have an Iowa administrator license. They obtain the superintendent endorsement (State of Iowa endorsement 171) upon completing the required Ed.S. coursework and at least three years of principal experience.

Higher Education

The higher education program prepares educational leaders to be scholar practitioners who apply the knowledge, skills, and inquiry strategies to solve significant problems related to educational policies and practices in higher education. See the Doctor of Education [p. 1307] in this section of the Catalog.

Higher Education and Student Affairs

Advanced study in higher education and student affairs draws upon diverse perspectives from varied disciplines and professional fields to analyze critical issues and policies and their effects on students, faculty, administrators, staff, and other members of the higher education community. It also explores the complex interactive relationships among institutions of higher education, the external environment, and society at large.

The higher education and student affairs (HESA) program coalesces around a shared sense of responsibility to produce research and spark innovative thinking that addresses the contemporary challenges and persistent inequities permeating higher education. HESA offers educational leaders, scholars, and practitioners comprehensive expertise built from a range of intellectual traditions. Faculty have diverse philosophies, methods, disciplinary training, and personal backgrounds, ensuring students gain a deep understanding and interconnected view of the field.

Graduate degree programs in higher education and student affairs prepare professionals and scholar practitioners to serve as administrators, researchers, educators, and analysts in institutions of higher and postsecondary education and in related public and private agencies. The programs provide opportunities for concentrated study in student affairs

administration; higher education policy and leadership; teaching, learning, and curriculum; and diversity, equity, and foundations of higher education. See the Master of Arts [p. 1300], Specialist in Education [p. 1304], and the Doctor of Philosophy [p. 1309] in this section of the Catalog.

PK-12 Administration

The PK-12 administration program prepares educational leaders to be scholar practitioners who apply the knowledge, skills, and inquiry strategies to solve significant problems related to educational policies and practices in PK-12 educational settings. In addition to the graduate degree, individuals may complete requirements for superintendent endorsement. See the Doctor of Education, Ed.D. [p. 1307] in this section of the Catalog.

School Curriculum and Assessment Policy

The interdisciplinary program trains graduate students to become school leaders who know how to use assessment information for accountability purposes and curriculum evaluation. See the Specialist in Education [p. 1304] in this section of the Catalog.

Schools, Culture, and Society

Schools, culture, and society is an interdisciplinary area that enhances students' ability to analyze the influence of social and historical factors that frame contemporary issues in the formal social enterprise of education. See the Master of Arts [p. 1302] and the Doctor of Philosophy [p. 1311] in this section of the Catalog.

Programs

Graduate Programs of Study

Majors

- Master of Arts in Educational Policy and Leadership Studies [p. 1300]
- Specialist in Education in Educational Policy and Leadership Studies [p. 1304]
- Doctor of Education in Educational Policy and Leadership Studies [p. 1307]
- Doctor of Philosophy in Educational Policy and Leadership Studies [p. 1309]

Courses

Educational Policy and Leadership Studies Courses

EPLS:1029 First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

EPLS:1240 Finding Your Path in Higher Education 3 s.h.

Overview of the liberal arts experience in higher education; theories of student success, socialization, and development; history of American liberal education; issues of diversity, equity, and social justice including privileged and marginalized identities, structural oppression, racism, sexism, ableism, and genderism; organizational structures of higher education. GE: Diversity and Inclusion.

EPLS:2098 The Student Affairs Profession 3 s.h.

Introduction to field of student affairs in context of higher education; focus on foundations of profession, including a brief history of field, professional associations, institutional differences, professional and ethical standards, functional areas in higher education, student learning and developmental theory, overview of graduate preparation, and current topics.

EPLS:3000 Foundations of Education 3 s.h.

Overview of American education, preschool through secondary; aims, history, philosophy of education; professional ethics, legal responsibilities; school curriculum, organization, finance, school law, political and social issues.

EPLS:3240 Undergraduate Topics in Education arr.

Seminar for extensive study of an education topic or issue.

EPLS:4081 ePortfolio Design and Production 1-2 s.h.

Experience producing an ePortfolio and uploading it to the internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser, accessing the internet, and using a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EALL:4081, EDTL:4081, PSQF:4081, RCE:4081.

EPLS:4110 Administration and Policy in Gifted Education 2 s.h.

Policy, administrative, evaluation issues in developing and maintaining gifted programs in a school setting; participants develop gifted program and policies for a school; for school executives and coordinators of gifted programs.

EPLS:4111 Evaluation of Gifted Programs 1 s.h.

Fundamentals of program evaluation essential for exemplary gifted programs.

EPLS:4113 Staff Development for Gifted Programs 1 s.h.

Planning, content, and delivery of staff development regarding gifted students and their needs.

EPLS:4150 Leadership and Public Service I 3 s.h.

Preparation for providing public service to a local community; leadership skills for effective mentoring of children in grades 6-10.

EPLS:4151 Leadership and Public Service II 2 s.h.

Preparation to provide leadership and public service to a local community agency; being a leader and a public servant in the context of societal oppressions such as racism, sexism, able-bodiedism; part of the human relations minor. Prerequisites: EPLS:4150.

EPLS:4180 Human Relations for the Classroom Teacher 3 s.h.

Influence of social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism on American schools and classrooms; for teacher education candidates. GE: Values and Culture.

EPLS:4200 Diversity and Inclusion in Athletics 3 s.h.

Diversity and inclusion as major issues for coaches, sports managers, physical activity professionals, and athletic administration staff in their workplaces; define, discuss, and analyze effects of diversity and inclusion in the athletic organizational environment; experience of underrepresented groups in sport settings, covering differences of religion, race, ethnic origins, gender, sex, ability, appearance, and age; understanding power differences, based on diversity within an organizational environment, that help future leaders implement successful practices inclusive of all persons. Requirements: undergraduate standing and enrollment in interscholastic athletics/activities director certificate program.

EPLS:4240 Perspectives on Minority Education in the United States arr.

In-depth focus on one specific minoritized group, centering on the nature of their educational experience in the U.S.; may cover historical, cultural, legal, and sociological perspectives that have contributed to access, inclusion, policies, and legal realities; content may include PK-12, private, religious, and higher education settings.

EPLS:5090 Instructional Coaching for Teaching Excellence 3 s.h.

Dynamics of coaching to improve K-12 classroom teaching; appropriate for aspiring teacher leaders. Requirements: admission to the online M.A. in teaching program.

EPLS:5100 Issues and Policies in Higher Education 3 s.h.

Development of the idea of a university; selected functions, issues, policies of American higher education.

EPLS:5102 History of American Education 3 s.h.

Purposes of public education, diversity, and control of schooling from a historical perspective; emphasis on conflicting interpretations of pivotal events and educational movements; connections between educational policies and larger historical developments.

EPLS:5123 History of Ethnic/Minority Education 2-3 s.h.

Educational histories of American ethnic and minority groups; comprehensive understanding of American educational history, context for contemporary educational policy discussions.

EPLS:5126 Twentieth-Century Educational Movements 2-3 s.h.

Current educational policy debates concerning diversity and equity, historical roots of these policies; historical context for 20th-century equal education opportunity movements.

EPLS:5130 Sociology of Education 3 s.h.

Effects of school and school organization on educational outcomes; course-taking patterns and tracking, desegregation, differences in school sector; focus on entire span of student's academic career; examination of school and organizational effects at the primary, secondary, and postsecondary levels of education. Same as SOC:5130.

EPLS:5131 Race, Class, and Gender Inequalities in Education 3 s.h.

Role of ascribed characteristics (e.g., race, class, gender) on educational opportunities and outcomes; achievement gaps, school desegregation, social and cultural capital, peer influence, family attributes, neighborhood influence, influence of significant others, course-taking patterns, and educational destinations. Same as SOC:5165.

EPLS:5134 Education and the World of Work 2-3 s.h.

Relationship between education and work in individual and organizational behavior, and between educational and economic systems; economics, psychology, sociology, education.

EPLS:5142 Sociology of Higher Education 3 s.h.

Sociological approach to study of higher education; issues of inequality and stratification in higher education; focus on relationship between higher education and larger economic and demographic processes; college access, college destinations, attainment, and returns to a college degree. Same as SOC:5680.

EPLS:5154 Education, Race, and Ethnicity 2-3 s.h.

Role of education in ethnic and racial groups in contemporary and/or historical context.

EPLS:5156 Philosophies of Education 2,3,5 s.h.

Principal educational philosophers and philosophies that have influenced Western education; emphasis on how philosophical ideas and conflicts have shaped the educational scene.

EPLS:5157 Ethics in Education 3 s.h.

Major theories of the nature of ethical action and of value judgment; theoretical accounts related to the practical decision making contexts of teaching.

EPLS:5165 Introduction to Program and Project Evaluation 3 s.h.

Skills and knowledge required for conducting evaluations of products, projects, and programs; recent scholarship on evaluation and project management. Same as PSQF:5165.

EPLS:5210 Education and Social Change 2-3 s.h.

Role of educational institutions, in connection with political and economic structures, in the process of social change; illumination of theories of social change through case studies of educational systems in both less-developed and industrialized nations. Same as SOC:5810.

EPLS:5240 Topics in Education arr.

Seminar for intensive study of one problem, issue, or work field.

EPLS:5245 The American Professoriate 3 s.h.

Research on college and university faculty members; perspectives on faculty careers, values, beliefs, role in shared governance; tenure process and policies; issues unique to faculty members of color and women faculty members.

EPLS:5247 Multiculturalism in Higher Education 3 s.h.

Theory and application of multicultural competency in higher education.

EPLS:5250 Introduction to Higher Education and Student Affairs 3 s.h.

Foundations of student affairs work; overview of institutional cultures, legal issues, ethical principles, standards of practice in student affairs.

EPLS:5251 College Students and Their Environments 3 s.h.

Characteristics of college students and issues they face; students' institutional, social, cultural environments; impact of environments on student learning, development.

EPLS:5252 Administration of Higher Education and Student Affairs 3 s.h.

Administrative structures and processes in higher education settings. Requirements: higher education and student affairs major.

- EPLS:5253 Research, Assessment, and Evaluation in Higher Education** 3 s.h.
Theories, practices, and issues relevant to assessment of student outcomes and institutional effectiveness in higher education; basic overview of research, assessment, and evaluation; elements of assessment design, including methods for data collection and analysis; relevant ethical and political dilemmas; practical assessment activities. Requirements: M.A. standing in higher education and student affairs program.
- EPLS:5278 Helping Skills in Student Affairs Work** 3 s.h.
Development of ability to identify, understand, and intentionally apply the active attending and influencing skills; readings and class presentations.
- EPLS:6201 Foundations of School Administration** 3 s.h.
Organization and administration of American public education; principles and concepts of leadership and organizations; socioeconomic, political, and professional factors relating to education and school administration.
- EPLS:6206 Research Process and Design** 3 s.h.
Research process, with emphasis on fundamentals of experimental design, internal and external validity, correlational designs, and statistical inference.
- EPLS:6209 Survey Research and Design** 3 s.h.
Survey design and implementation; writing and evaluation of survey questions; error in survey research; techniques to reduce error; sampling; postcollection processing of survey data. Prerequisites: EPLS:6206 or PSQF:4143. Same as PSQF:6209.
- EPLS:6216 Finance in Higher Education** 3 s.h.
Theory, research, policy, and practice related to public and private funding of higher and postsecondary education.
- EPLS:6217 Theory and Practice of Leadership** 2-3 s.h.
Theory-based literature and critiques of leadership as applied to educational institutions.
- EPLS:6218 The Law and Higher Education** 3 s.h.
The role of law as it affects postsecondary institutions; analysis of case law in specific areas of concern to administrators, faculty, staff, students.
- EPLS:6220 History of Higher Education** 3 s.h.
History of postsecondary education in the United States; emphasis on conflicting interpretations of pivotal developments; consideration of access, curriculum, student life, academic freedom, role of universities in society, and balance of teaching, research and service from a historical perspective.
- EPLS:6221 The College Curriculum** 3 s.h.
Issues, principles, policies, and practices in college curriculum development; diverse philosophical, historical, cultural, social, psychological, political foundations of contemporary college curricula; perspectives on and models of college curriculum, related processes of teaching and learning; principles and practices that guide design and change of higher education curriculum.
- EPLS:6222 Introduction to Educational Policy** 3 s.h.
Theoretical and technical approaches to analysis and evaluation of contemporary public policies.
- EPLS:6224 Organizational Theory and Administrative Behavior** 3 s.h.
Theories and concepts of organizational behavior applied in structural, organizational, administrative contexts of American education.
- EPLS:6225 Higher Education Policy** 3 s.h.
Overview of state level higher education structures and policies; research on state level policy processes.
- EPLS:6226 Educational Management** 2-3 s.h.
Literature and research on management; emphasis on American education.
- EPLS:6228 K-12 Education Finance and Policy** 3 s.h.
Emphasis on policy funding and finance for administration and management in education and other settings.
- EPLS:6236 Administration of Students with Special Needs** 3 s.h.
Foundation for and skill practice in tasks performed by directors of special education and others administering to needs of special education students, and economically and socially deprived students; for prospective school administrative personnel. Same as EDTL:6936.
- EPLS:6237 History of the Teaching Profession** 3 s.h.
History of public school teaching, and teachers' problematic professional status; teacher education in the 19th and 20th centuries; formation and activities of teacher unions in the 20th century.
- EPLS:6238 Gender and Education in Historical Perspective** 3 s.h.
Gender in context of history of education in the United States; coeducation in common schools, academies, and high schools; women's arrival and experiences as college students; masculinity in higher education; single-sex versus coeducation; emphasis on conflicting historical interpretations. Same as GWSS:6238.
- EPLS:6239 LGBTQ History in Education** 3 s.h.
Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) issues in context of history of education in United States; LGBTQ teachers, students, and studies in K-12 and higher education; emphasis on differences in historical interpretations. Same as GWSS:6239.
- EPLS:6242 Research for Effective School Leaders** 3 s.h.
Fundamental language of contemporary research; identification and application of basic research components to contemporary educational leadership problems; applicability of research toward effective decision making.
- EPLS:6260 Contemporary Management Strategies for the Pre-K-12 Principal** 3 s.h.
Leadership skills and management techniques for daily organization and operation of schools; emphasis on climate, communication, group processes, conflict resolution, curriculum management.
- EPLS:6265 Standards-Based Education and Accountability** 3 s.h.
Standards-based education; academic content standards, K-12 articulation, alignment studies, use of standardized test results to evaluate academic programs.
- EPLS:6266 Program Evaluation** 3 s.h.
Theoretical issues and considerations in evaluation of educational and social programs; evaluation design, methodology; metaevaluation; evaluation utilization. Same as PSQF:6265.
- EPLS:6270 Policy and Politics** 3 s.h.
Current issues from academic journals, states, think tanks, consortia.

- EPLS:6273 College Students** 3 s.h.
Overview of theories, research, practices, and issues relevant to understanding students in institutions of higher education. Requirements: Ph.D. standing in Higher Education and Student Affairs program.
- EPLS:6275 Diversity and Equity in Higher Education** 3 s.h.
Historical, contemporary, theoretical, and empirical aspects of diversity and equity in higher education; unique experiences of members of historically under-represented groups; challenges of transforming institutions to make them more responsive to the experiences of diverse groups.
- EPLS:6277 Readings in Diversity and Equity in Higher Education** 3 s.h.
Historical, contemporary, theoretical, and empirical aspects of diversity and equity in higher education; unique experiences of members of historically underrepresented groups; focus on compelling literature in the field.
- EPLS:6285 School and Community Relationships** 3 s.h.
Community analysis, politics and education, power groups and influences, school issues and public responses, public relations strategies.
- EPLS:6290 Master's Project** arr.
Research for the nonthesis program; topic approved by advisor.
- EPLS:6293 Individualized Instruction** arr.
Readings, special projects, and/or studies that reflect joint instructor/student interest.
- EPLS:6298 Legal Aspects of School Personnel** 3 s.h.
Teacher and student: liability, negotiations, rights, privileges, responsibilities of school personnel; principles of law derived from court decisions; constitutional and statutory provisions; for teachers and administrators.
- EPLS:6301 Professional Seminar I** 1 s.h.
Orientation to field; writing and academic support.
- EPLS:6302 Professional Seminar in Student Affairs II** 1 s.h.
Working with groups in higher education.
- EPLS:6303 Professional Seminar in Student Affairs III** 1 s.h.
Consulting, training, and curriculum development in student affairs.
- EPLS:6304 Professional Seminar in Student Affairs IV** 1 s.h.
Professional identity, job search support.
- EPLS:6305 Higher Education and Student Affairs Capstone** 3 s.h.
Completion of an applied project that synthesizes the full M.A. curriculum.
- EPLS:6307 Professional Seminar for Ed.D. Students: Orientation to the Ed.D.** 1 s.h.
Orientation to the educational doctorate; how to approach courses and professional work as a scholar-practitioner. Requirements: admission to the Ed.D. program in educational policy and leadership studies.
- EPLS:6311 Seminar: Research Topic in Education** 1-3 s.h.
Topic submitted by students, faculty.
- EPLS:6315 Orientation to the Superintendency** 3 s.h.
Leadership theory and research of the superintendent's role of increasing student achievement; personal goals for communication; ethics, integrity, flexibility, reflective, and collaborative leadership; expectations of the superintendent by the board of directors; defining one's role; developing an entry plan; dealing with social/emotional isolation of superintendency; and influences in the larger political, social, economic, legal, and cultural context.
- EPLS:6317 Operational Leadership and Management** 1 s.h.
Managing fiscal and physical resources responsibly, efficiently, and effectively; effective communication of school operations; leadership and management of nutrition program, transportation program, facilities, construction; board policy, legal issues; state reporting, ethical decision-making; relationship building, problem solving amidst barriers and various stakeholder groups.
- EPLS:6319 Human Resources Leadership** 2 s.h.
Leadership theory and research of the superintendent's role of aligning human resources practice and increasing student achievement; employment law; contract negotiations process/collective bargaining; contract maintenance; recruiting, selecting, developing, and retaining employees; working with labor unions and Public Employee Relations Board; special education law; Evaluator 2 Training. Requirements: Evaluator 1 Training.
- EPLS:6321 Social Advocacy Summit** 1 s.h.
Summit format; challenges and opportunities in Iowa's K-12 schools with changing demographics; opportunity for K-12 school districts and higher education institutions to engage in conversation on how to meet the needs of students and local school districts.
- EPLS:6323 School Finance** 2 s.h.
Manage fiscal and physical resources; communicate effectively with internal and external audiences regarding school operations; comply with state and federal mandates and local board policies; align educational programs, plans, actions, and resources with the district vision and goals.
- EPLS:6325 Organizational and Educational Leadership** 2 s.h.
Facilitate connections of students and families to health and social services that support a focus on learning as a district level leader in a school district; collaboratively establish a culture that welcomes and honors families and community and seeks ways to engage them in students learning; AEA structure, compliance and regulatory functions including special education.
- EPLS:6329 Legislative Summit** 1 s.h.
Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources as a district level leader in a school district; work with legislators, build advocacy groups in a community, engage stakeholders, how to lobby legislators and meet with local senate and house representatives to participate in lobbying.
- EPLS:6332 College Student Psychosocial and Identity Development** 3 s.h.
Theoretical models of psychosocial and identity development in college students; applications to student affairs work.

- EPLS:6333 Practicum in Higher Education and Student Affairs** **arr.**
Small-scale research projects; supervised experience in planning, design, management, analysis, reporting of research activities; assignments to current and personal faculty research projects; student assumes major responsibility.
- EPLS:6334 College Student Learning, Cognitive, and Moral Development** **3 s.h.**
Learning and development of college students; theoretical models of learning, cognitive development, moral development; applications to student affairs work.
- EPLS:6336 Impact of College on Students** **3 s.h.**
Introduction to literature; career and economic returns, educational attainment and persistence, values and attitudes, learning and cognitive development, college student theory, assessment and methodological issues of studying college outcomes. Recommendations: introductory graduate-level research design course.
- EPLS:6352 Action Research in Educational Settings** **3 s.h.**
Theory and practice of action research design and methodology; understanding of positionality and bias in action research, how to assess strengths and weaknesses of action research studies; completion of an action research cycle.
- EPLS:6370 Quantitative Methods for Policy Analysis** **3 s.h.**
Methodological strategies for quantitative research; analysis of secondary data to investigate educational issues and policies; recoding variables, summation scaling and factor analysis, missing data, sample design and survey estimation, model building; implementation of linear and binary regression, regression diagnostics; hands-on experience conducting statistical analysis of social data. Prerequisites: PSQF:4143 and PSQF:6243.
- EPLS:6381 Analysis and Appraisal of Curriculum** **3 s.h.**
Comprehensive investigation of systematic procedures and resources for identifying and evaluating essential features and constituent elements of a given school district's curricular offering; state and federal requirements of the curricular program; for persons in administration, curriculum, and supervision programs or positions.
- EPLS:6383 Supervision and Evaluation** **3 s.h.**
Data collection and management skills; data-driven leadership; coaching and feedback techniques; teacher quality legislation; research and best practice regarding teacher evaluation, supervision; teaching standards.
- EPLS:6400 Early Childhood Leadership Clinical** **3 s.h.**
Classroom instruction and supervised experience with problems in early childhood educational administration; organization, planning, evaluation, decision making.
- EPLS:6401 Elementary Leadership Clinical** **3 s.h.**
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.
- EPLS:6402 Secondary Leadership Clinical** **3 s.h.**
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.
- EPLS:6403 Special Education Leadership Clinical** **3 s.h.**
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.
- EPLS:6404 Central Administration Clinical** **3 s.h.**
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.
- EPLS:6405 Superintendent Entry Plan and Portfolio Development** **1 s.h.**
Creating an effective entry plan, and where applicable, a professional portfolio as part of the series of clinical expectations for the superintendent preparation program; development of plan helps to create prior mutual expectation among the superintendent, board, staff, and community. Requirements: in final semester of superintendent endorsement program.
- EPLS:6415 Orientation to the Superintendency: Clinical** **2 s.h.**
Clinical experience aligned with course topics and assignments in a K-12 school or other educational organization; development of a clinical plan with the guidance of a university professor and local school district mentor based on course requirements, career goals, and interests.
- EPLS:6417 Operational Leadership Clinical** **1 s.h.**
Clinical experience aligned with course topics and assignments in the operational leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.
- EPLS:6419 Human Resources Leadership Clinical** **2 s.h.**
Clinical experience aligned with course topics and assignments in the human resources leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.
- EPLS:6425 Organizational and Educational Leadership Clinical** **1 s.h.**
Clinical experience aligned with course topics and assignments in the organizational and educational leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.
- EPLS:7373 Qualitative Research Design and Methods** **3 s.h.**
Theory and practice of qualitative research design and methodology; exploratory field experience in collection and analysis of data; individual and focus group interviews, participant observation. Requirements: Ph.D. standing.
- EPLS:7380 Practicum in College Teaching** **arr.**
Supervised college teaching experience in courses related to major academic areas; collaboration with faculty course instructors.
- EPLS:7385 Teaching and Learning in Higher Education** **3 s.h.**
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as EDTL:7385, GRAD:7385, PSQF:7385, RCE:7385.

EPLS:7392 Mixed Methods Research 3 s.h.

Introduction to mixed methods research in education; knowledge and skills necessary to conduct mixed methods study; history and language of mixed methods research; identification and processing arguments for and against mixed methods research; extend understanding of research in education; how to assess strengths and weaknesses of published mixed methods studies; investigation of one or more mixed methods research designs in depth; application of mixed methods research design to a research proposal. Prerequisites: EALL:5150. Requirements: formal introduction to quantitative and qualitative research methods, and familiarity with basic steps of research process. Recommendations: direct experience conducting research studies not required. Same as EDTL:7410.

EPLS:7395 Educational Specialist Research arr.

Individual instruction in the design, research, and writing of a research project of significant quality for upper-level graduate work.

EPLS:7432 Multicultural Initiatives 3 s.h.

Impact of culture, race, ethnicity, and intersection of identity in higher education, student affairs, and community agency settings; knowledge, skills, and competencies needed by teachers, student affairs professionals, social workers, counselors, and educational administrators to facilitate individual empowerment through relationships; focus on different ways to design multicultural initiatives to various professional work settings to promote diversity. Requirements: Ph.D. standing or advanced-level M.A. standing. Recommendations: introductory course on issues of race, culture, gender and/or any course on sociopolitical issues or structural oppression strongly recommended.

EPLS:7433 Current Issues in Higher Education and Student Affairs 3 s.h.

Current issues related to higher education; opportunity to clarify perspectives; review of literature in a particular area of interest; readings, class discussions, independent research, consultations with professionals in the field, student presentations. Requirements: higher education and student affairs Ph.D. standing.

EPLS:7444 Advanced Practicum in Student Affairs arr.

Supervised work experience in student affairs settings.

EPLS:7493 Ph.D. Thesis arr.

Supervision of research, design, and writing of Ph.D. thesis; individual instruction.

Educational Policy and Leadership Studies, M.A.

Educational Leadership

The Master of Arts program in educational policy and leadership studies with an educational leadership subprogram requires a minimum of 36 s.h. of graduate credit. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework. The program prepares individuals for appointments as school principals and for positions in area education agencies and state departments of education. Upon completion of this degree, students will have completed the requirements to earn a master's degree and to obtain pre-K-12 principal and pre-K-12 supervisor of special education endorsement (State of Iowa endorsement 189). In order to obtain the State of Iowa endorsement, an individual must have at least three years of teaching at the pre-K-12 level.

With the aid of an advisor, each M.A. student prepares a plan of study that includes the following core requirements.

Core Requirements

Code	Title	Hours
EPLS:6201	Foundations of School Administration	3
EPLS:6236	Administration of Students with Special Needs	3
EPLS:6242	Research for Effective School Leaders	3
EPLS:6260	Contemporary Management Strategies for the Pre-K-12 Principal	3
EPLS:6285	School and Community Relationships	3
EPLS:6298	Legal Aspects of School Personnel	3
EPLS:6381	Analysis and Appraisal of Curriculum	3
EPLS:6383	Supervision and Evaluation	3

For Iowa licensure as a principal, students must hold an Iowa teacher license, have taught for three years, and meet the human relations requirement of the State of Iowa. Students must complete the core requirements listed above and the following required clinical courses.

Clinical Courses

Code	Title	Hours
EPLS:6400	Early Childhood Leadership Clinical	3
EPLS:6401	Elementary Leadership Clinical	3
EPLS:6402	Secondary Leadership Clinical	3
EPLS:6403	Special Education Leadership Clinical	3

Students earning an M.A. without principal licensure are not required to complete the clinical courses. Instead, they complete a series of electives (12 s.h.) approved by their

advisors. For more detailed information, see the Educational Leadership web page.

Comprehensive Examination

Students in the M.A. program with licensure or the M.A. program without licensure are required to take comprehensive examinations at the end of their program of study. The comprehensive examination is in the format of a mock interview for a building principal or similar leadership position. The faculty provides the candidate with a scenario on which they are expected to prepare a presentation to the educational leadership faculty who acts as the hiring team. The presentation is followed by questioning and feedback. Students must be registered in the Graduate College during their comprehensive examination semester if they plan to graduate at the end of the semester.

Admission

Applicants to the M.A. program in educational leadership must meet the admission requirements of the Graduate College. Admission decisions are made through a faculty review process. Factors considered include recommendations, grade-point average, and a statement of purpose from the candidate focused on leadership, time management, social justice, and meeting the needs of all students. The review team also considers additional evidence of academic ability and professional promise.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Higher Education and Student Affairs

The Master of Arts program in educational policy and leadership studies with a higher education and student affairs subprogram requires a minimum of 40 s.h. of graduate credit. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework. The program prepares individuals for careers in higher education, including academic administration, policy analysis, first-year programs, student activities and leadership, enrollment management, program evaluation, multicultural affairs, academic and career advising, residence life, and international student services.

The higher education and student affairs (HESA) program curriculum consists of coursework in postsecondary administration, college students and their environments, college student development, and current and emerging issues in higher education, as well as in research and assessment. The curriculum integrates theory and practice and is designed to be completed in two years of full-time study or equivalent part-time study.

The curriculum includes the HESA core, a supervised practice, and integrative experiences. Elective coursework is subject to advisor approval. An internship at an approved site is required for full admission to the program.

The M.A. in educational policy and leadership studies with a higher education and student affairs subprogram requires the following work.

Requirements

Common Core

Code	Title	Hours
All of these:		
EPLS:5100	Issues and Policies in Higher Education	3
EPLS:5247	Multiculturalism in Higher Education	3
EPLS:5250	Introduction to Higher Education and Student Affairs	3
EPLS:5251	College Students and Their Environments	3
EPLS:5252	Administration of Higher Education and Student Affairs	3
EPLS:5253	Research, Assessment, and Evaluation in Higher Education	3
EPLS:6332	College Student Psychosocial and Identity Development	3
EPLS:6334	College Student Learning, Cognitive, and Moral Development	3

Integrative Experiences

Code	Title	Hours
All of these:		
EPLS:6301	Professional Seminar I	1
EPLS:6305	Higher Education and Student Affairs Capstone	3
EPLS:6333	Practicum in Higher Education and Student Affairs (required once; students may enroll a maximum of 3 times; those with appropriate professional experiences may, with faculty approval, waive this requirement)	3

Electives

Students choose elective coursework in consultation with their advisor.

Code	Title	Hours
9-12 s.h. from these:		
EPLS:5278	Helping Skills in Student Affairs Work	3
EPLS:6206	Research Process and Design	3
EPLS:6216	Finance in Higher Education	3
EPLS:6218	The Law and Higher Education	3
EPLS:6220	History of Higher Education	3
EPLS:6224	Organizational Theory and Administrative Behavior	3
EPLS:6225	Higher Education Policy	3
EPLS:6275	Diversity and Equity in Higher Education	3

EPLS:6293	Individualized Instruction (may be taken once up to 3 s.h.)	3
EPLS:6336	Impact of College on Students	3
EPLS:7380	Practicum in College Teaching (may be taken once up to 3 s.h.)	3
EPLS:7385	Teaching and Learning in Higher Education	3
EPLS:7432	Multicultural Initiatives	3

Courses from other departments also may be approved; students should consult their advisor.

Admission

Applicants must meet the admission requirements of the Graduate College. Admission is based on grade-point average and promise for professional growth. Transcripts, a résumé or curriculum vita, three letters of recommendation, and a personal statement are required. The Graduate Record Examination (GRE) General Test is optional; however, the GRE requirement for all College of Education programs of study has been suspended for the 2020-21 admissions cycle. The statement of purpose (one to three pages) should include professional goals, whether the applicant plans to enroll full- or part-time, and how the applicant's goals and experiences are consistent with the higher education and student affairs program's mission and values.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Application deadline is December 15 for admission the following fall. Applicants who are recommended for admission are invited to come to campus on spring Campus Visit Day, during which they interview for internships. Full-time students must be employed at an approved site (usually in an approved internship).

Combined Program

M.A./M.S. in Urban and Regional Planning

The combined M.A. in educational policy and leadership studies with a higher education and student affairs subprogram (HESA)/M.S. in urban and regional planning fills a growing need for higher education academic administrators with knowledge and understanding of planning and sustainability principles and methods.

The combined program reduces the total semester hours required to earn both degrees from 90 to 68. Students can complete coursework for both programs in three years. All students are expected to meet the admission requirements of each respective program, take the required admission exams, and provide appropriate admission materials. The two programs make admission decisions independently.

Students may begin one program in advance of the other or begin the two programs concurrently. All requirements for each degree must be satisfied separately, which includes

passing the final examination for each program. For more information, see the M.S. in urban and regional planning [p. 1622] (Graduate College) in the Catalog.

Schools, Culture, and Society

The Master of Arts program in educational policy and leadership studies with a schools, culture, and society subprogram requires a minimum of 32 s.h. of graduate credit and is offered without thesis, although a thesis option is available. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework. The program develops students' ability to analyze the influence of social and historical factors that frame contemporary issues in education.

Students complete at least 21 s.h. in schools, culture, and society courses in two disciplinary areas: sociology and history. They earn 12 s.h. in one of the disciplinary areas and 9 s.h. in the other area. The remaining 11 s.h. of coursework must be in a concentration area outside the schools, culture, and society disciplinary areas appropriate to the student's career and academic goals.

Students must satisfactorily complete a six-hour comprehensive examination covering their disciplinary concentration area and other two areas of study. Alternately, students may choose to write a thesis. The examining committee may elect to hold an oral examination after the exam.

Admission

Applicants must meet the admission requirements of the Graduate College. A personal interview with one or more members of the program's faculty is recommended. Undergraduate and/or graduate emphases in education, sociology, and the humanities (philosophy, history, and so forth) provide good background for graduate study of schools, culture, and society, although other emphases also may be useful.

Applicants must submit a personal statement explaining their professional goals, experiences, and research plans; undergraduate and graduate grade-point averages; undergraduate and graduate transcripts; three letters of recommendation; a résumé; and scores on the Graduate Record Exam (GRE) General Test (the GRE requirement has been suspended for the 2020-21 admissions cycle). Application deadline is February 15 for admission the following fall.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Educational Policy and Leadership Studies, M.A.

- Educational Leadership Subprogram [p. 1302]
- Higher Education and Student Affairs Subprogram [p. 1303]

Educational Leadership Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
36 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Hours		0
First Year		
Any Semester		
Work with academic advisor to determine sequence		
EPLS:6201	Foundations of School Administration	3
EPLS:6236	Administration of Students with Special Needs	3
EPLS:6242	Research for Effective School Leaders	3
EPLS:6260	Contemporary Management Strategies for the Pre-K-12 Principal	3
EPLS:6285	School and Community Relationships	3
EPLS:6298	Legal Aspects of School Personnel	3
EPLS:6381	Analysis and Appraisal of Curriculum	3
EPLS:6383	Supervision and Evaluation	3
Hours		24
Second Year		
Any Semester		
Elective course ^b		
		3
Elective course ^b		
		3
Elective course ^b		
		3
Elective course ^b		
		3
GRAD:6001	Master's Final Registration	1
Final Exam ^c		
Hours		13
Total Hours		37

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b Up to 12 s.h. required by the end of year two; work with academic advisor to select electives.

c Two-part written comprehensive exam taken in the final semester.

Higher Education and Student Affairs Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
40 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
	Hours	0
First Year		
Any Semester		
Work with academic advisor to determine sequence of core courses		
EPLS:5100	Issues and Policies in Higher Education	3
EPLS:5247	Multiculturalism in Higher Education	3
EPLS:5250	Introduction to Higher Education and Student Affairs	3
EPLS:5251	College Students and Their Environments	3
EPLS:5252	Administration of Higher Education and Student Affairs	3
EPLS:5253	Research, Assessment, and Evaluation in Higher Education	3
EPLS:6332	College Student Psychosocial and Identity Development	3
EPLS:6334	College Student Learning, Cognitive, and Moral Development	3
EPLS:6333	Practicum in Higher Education and Student Affairs ^b	3
	Hours	27
Fall		
EPLS:6301	Professional Seminar I	1
	Hours	1
Second Year		
Any Semester		
Students take 9-12 s.h. of elective credit; work with academic advisor to select courses and determine sequence		
Elective course ^c		1 - 3
Elective course ^c		1 - 3
Elective course ^c		1 - 3
Elective course ^c		1 - 3
	Hours	4-12
Spring		
EPLS:6305	Higher Education and Student Affairs Capstone	3
	Hours	3
	Total Hours	35-43

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b Required once; students enroll in this course a maximum of 3 times. Students with appropriate experience, with faculty approval, may waive this requirement.

c See catalog for list of approved electives; courses outside the program require faculty advisor approval.

Educational Policy and Leadership Studies, Ed.S.

Educational Leadership

The Specialist in Education program in educational policy and leadership studies with an educational leadership subprogram requires 36 s.h. of graduate credit. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework. The program prepares candidates to be superintendents in Iowa or to hold other district-level leadership positions in K-12 school districts. It also prepares them for appointments as area education agency chief administrators and for jobs in state or federal departments of education.

Students must complete 26 s.h. of coursework. They also must complete 10 s.h. of clinical work and present an entry plan. Many educational leadership courses are offered by distance education; see MyUI for information about courses offered during current semesters. At the conclusion of the program, students are required to present their first-year entry plan. For detailed information, refer to Ed.S. programs on the Educational Leadership website.

Students seeking superintendent endorsement must have an Iowa administrator license. They obtain the superintendent endorsement (State of Iowa endorsement 171) upon completing the required Ed.S. coursework and at least three years of principal experience.

Admission

Applicants must meet the admission requirements of the Graduate College and of the educational leadership program. Required application materials include transcripts, official Graduate Record Examination (GRE) General Test scores (the GRE requirement has been suspended for the 2020-21 admissions cycle), three letters of recommendation, and a personal statement of career goals. Admission is based on grade-point average and GRE scores (except for GRE scores in the 2020-21 admissions cycle), promise for scholarly and professional growth, and recommendations. Application deadline for fall semester is July 1; for spring semester, December 1; and for summer session, April 30. Complete applications are reviewed as they are received.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Higher Education and Student Affairs

The Specialist in Education program in educational policy and leadership studies with a higher education and student affairs subprogram requires 60 s.h. of graduate credit. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework. The program provides advanced graduate study in administration, policy studies, and specializations developed in consultation with an advisor.

The Ed.S. also may be awarded upon completion of a combined program of graduate work in higher education

and another academic field, or upon completion of a higher education sequence following a master's degree program in a different field.

Required Courses

The Ed.S. program of study must include the following.

Code	Title	Hours
	Professional Education and Related Field Courses	18
	Specialization Area Courses	28
	Electives (approved by a student's advisor)	10
EPLS:7395	Educational Specialist Research	4
Total Hours		60

Depending on the student's career goals, the program may include an appropriate structured and supervised internship, determined in consultation with the advisor.

Comprehensive Examination

A culminating experience is required of all students, the nature of which will be contracted with the advisor. An oral examination of the culminating experience may be required.

Related Field

Students majoring in another field who want to complete a related field in higher education and student affairs should consult with a higher education and student affairs faculty member early in their study. Plans of study are developed individually.

Admission

Applicants must meet the admission requirements of the Graduate College. Admission is based on grade-point average, Graduate Record Exam (GRE) General Test scores (the GRE requirement has been suspended for the 2020-21 admissions cycle), and promise for professional growth. Transcripts, GRE scores (except for the 2020-21 admissions cycle), three letters of recommendation, and a statement of educational goals are required.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

School Curriculum and Assessment Policy

The Specialist in Education program in educational policy and leadership studies with a school curriculum and assessment policy subprogram requires a minimum of 36 s.h. of graduate credit beyond the master's degree (required credit may vary depending on a student's academic background, experiences, needs, and interests). Students must earn a cumulative g.p.a. of at least 3.00 in major coursework.

The interdisciplinary program trains graduate students to become school leaders who know how to use assessment information for accountability purposes and curriculum evaluation.

The program offers concentrations in policy, measurement and statistics, and curriculum and draws on coursework from

across the College of Education. Graduates are qualified to serve as educational leaders in the areas of school policy, assessment, and curriculum at federal, state, and district levels.

For more information on the school curriculum and assessment policy programs, see the Department of Educational Policy and Leadership Studies.

The Ed.S. in educational policy and leadership studies with a school curriculum and assessment policy subprogram requires the following work.

Core Requirements

Code	Title	Hours
All of these:		
EPLS:6265	Standards-Based Education and Accountability	3
EPLS:6270	Policy and Politics	3
EPLS:6381	Analysis and Appraisal of Curriculum	3
EPLS:6383	Supervision and Evaluation	3

Assessment Core

Code	Title	Hours
Both of these:		
EPLS:5165	Introduction to Program and Project Evaluation	3
PSQF:6257	Educational Measurement and Evaluation	3

Research Methodology

Students select one quantitative research methods course and one qualitative research methods course.

Code	Title	Hours
Quantitative Research Methods		
EPLS:6206	Research Process and Design	3
PSQF:6246	Design of Experiments	4
Qualitative Research Methods		
EPLS:7373	Qualitative Research Design and Methods	3
EDTL:7070	Qualitative Research Methods in Teaching and Learning	3

Concentration Area

Students choose one concentration area and complete three courses.

Code	Title	Hours
Policy: Educational Policy and Leadership Studies		
EPLS:6225	Higher Education Policy	3
EPLS:6228	K-12 Education Finance and Policy	3
EPLS:6242	Research for Effective School Leaders	3
Measurement and Statistics: Psychological and Quantitative Foundations		
PSQF:6243	Intermediate Statistical Methods	4

PSQF:6255	Construction and Use of Evaluation Instruments	3
PSQF:7350	Seminar in Evaluation	3
Curriculum: Teaching and Learning		
EDTL:6840	Theories and Perspectives in Global Education	3
EDTL:6841	Attaining a Global Perspective	3
EDTL:7004	Schooling in the United States	3
EDTL:7033	Seminar on Teacher Education	3

Capstone Project

All students complete the capstone project.

Code	Title	Hours
This course:		
EPLS:7395	Educational Specialist Research	3

Admission

Applicants must meet the admission requirements of the Graduate College and of the school curriculum and assessment policy program. Factors considered include recommendations, grade-point average, Graduate Record Examination (GRE) General Test scores (the GRE requirement has been suspended for the 2020-21 admissions cycle), one to two page statement of goals, and other evidence of academic ability and professional promise. Application deadline for fall semester is July 1; for spring semester, December 1; and for summer session, April 30.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Educational Policy and Leadership Studies, Ed.S.

School Curriculum and Assessment Policy Subprogram

Course	Title	Hours
--------	-------	-------

Academic Career

Any Semester

60 s.h. of graduate level coursework must be completed; maximum of 30 s.h. of graduate transfer credits can be applied upon approval to fulfill the degree requirements. More information is included in the General Catalog and on department website.
a, b

Cumulative GPA of at least 3.00 required in major coursework.

Hours	0
-------	---

First Year

Any Semester

Work with academic advisor to determine sequence of coursework.

EPLS:6265	Standards-Based Education and Accountability	3
EPLS:6270	Policy and Politics	3
EPLS:6381	Analysis and Appraisal of Curriculum	3
EPLS:6383	Supervision and Evaluation	3
EPLS:5165	Introduction to Program and Project Evaluation	3
PSQF:6257	Educational Measurement and Evaluation	3
Hours		18

Second Year

Any Semester

Work with academic advisor to determine sequence of coursework.

PSQF:6246 or EPLS:6206	Design of Experiments ^c or Research Process and Design	3 - 4
EDTL:7070 or EPLS:7373	Qualitative Research Methods in Teaching and Learning ^c or Qualitative Research Design and Methods	3
Hours		6-7

Third Year

Any Semester

Work with academic advisor to determine sequence of coursework.

Concentration Area course ^d		3 - 4
Concentration Area course ^d		3 - 4
Concentration Area course ^d		3 - 4
Hours		9-12

Spring

EPLS:7395	Educational Specialist Research ^e	3
Hours		3
Total Hours		36-40

- 36 s.h. of graduate level coursework is the minimum required for students entering the program with a master's degree.
- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- Research Methodology requirement; students select one Quantitative Research Methods course and one Qualitative Research Methods course.
- Students choose one Concentration Area (Policy, Measurement and Statistics, or Curriculum) and complete three courses; see General Catalog for list of approved courses.
- Capstone Project: students will write a substantive research paper and present it to an interdisciplinary faculty committee during their final semester in the Ed.S. program.

Educational Policy and Leadership Studies, Ed.D.

The Doctor of Education (Ed.D.) in educational policy and leadership studies is designed for educators who seek a terminal doctoral degree to practice upper-level leadership in pre-kindergarten through higher education (PK-20) settings. Based on the scholar-practitioner model, the Ed.D. differs from the Ph.D. degree in that it allows for a more practical-based approach to use and perform applied research in educational settings grounded in problem-based learning pedagogy. Students elect to join their cohort class either on campus in Iowa City or through a hybrid program. The Ed.D. employs a blended learning delivery of online, in-person, condensed, and weekend courses.

Educational Outcomes

Ed.D. graduates will be able to:

- apply the knowledge, skills, and inquiry strategies to solve significant problems related to educational policies and practices;
- evaluate and use data to make judgments to improve practice and policy;
- understand and apply evidence of effective organizational and systemic change for equity, inclusion, and justice;
- frame situations from multiple perspectives;
- identify and meet contemporary challenges facing schools and higher education;
- embrace differences of persons and perspectives;
- develop a critical and professional perspective that is ethical and promotes change for equity and inclusion;
- link theory with systematic inquiry and assessment to improve educational policy and practice; and
- execute a scholarly project that addresses real and complex problems in practice.

Higher Education

The Doctor of Education program in educational policy and leadership studies with a higher education subprogram requires a minimum of 75 s.h. of graduate credit. Up to 36 s.h. in transfer credit may be applied to the degree with advisor approval. Students who earned an Ed.S. degree may apply up to 48 s.h. toward the Ed.D. with advisor approval. All students must earn a cumulative g.p.a. of at least 3.00 in UI and transfer coursework.

The Ed.D. in educational policy and leadership studies with a higher education subprogram requires the following work.

Core Courses

Code	Title	Hours
All of these:		
EPLS:6217	Theory and Practice of Leadership	3
EPLS:6307	Professional Seminar for Ed.D. Students: Orientation to the Ed.D.	1
EPLS:6321	Social Advocacy Summit	1
One of these:		

EPLS:5240	Topics in Education (when topic is facilitating controversial dialogue/facilitator preparation)	3
EPLS:6275	Diversity and Equity in Higher Education	3
EPLS:7432	Multicultural Initiatives	3

Applied Research

Code	Title	Hours
All of these:		
EPLS:6266	Program Evaluation	3
An introduction to quantitative research in education course (consult advisor)		
An action research in educational settings course (consult advisor)		
A doctoral capstone proposal course (consult advisor)		
A capstone research project course (consult advisor)		

Higher Education Coursework

Students must complete coursework in higher education as follows.

Code	Title	Hours
All of these:		
EPLS:5252	Administration of Higher Education and Student Affairs	3
EPLS:6216	Finance in Higher Education	3
EPLS:6218	The Law and Higher Education	3
EPLS:6225	Higher Education Policy	3
EPLS:6336	Impact of College on Students	3

Electives

In consultation with their advisor, students must complete the remaining semester hours in elective coursework.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have earned a bachelor's degree from a regionally accredited U.S. institution or an equivalent degree from another country as determined by the Office of Admissions; a master's degree with a g.p.a. of at least 3.00 in higher education, student affairs, student development, K-12 leadership, or another related field; and have at least three years of full-time experience in education.

Required application materials include transcripts from all higher education institutions attended, a résumé or curriculum vitae, official Graduate Record Examination (GRE) General Test scores (the GRE requirement has been suspended for the 2020-21 admissions cycle), letters of recommendation from an administrator and a faculty member, and a statement of purpose.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

PK-12 Administration

The Doctor of Education program in educational policy and leadership studies with a PK-12 administration subprogram requires a minimum of 75 s.h. of graduate credit. Up to 36 s.h. in transfer credit may be applied to the degree with advisor approval. Students who earned an Ed.S. degree may apply up to 48 s.h. toward the Ed.D. with advisor approval. Students who have a current endorsement (State of Iowa endorsement 171) may include up to 42 s.h. transfer credit applied to the degree with advisor approval. All students must earn a cumulative g.p.a. of at least 3.00 in UI and transfer coursework.

The Ed.D. in educational policy and leadership studies with a PK-12 administration subprogram requires the following work.

Core Courses

Code	Title	Hours
All of these:		
EPLS:6217	Theory and Practice of Leadership	3
EPLS:6307	Professional Seminar for Ed.D. Students: Orientation to the Ed.D.	1
EPLS:6321	Social Advocacy Summit	1
One of these:		
EPLS:5240	Topics in Education (when topic is facilitating controversial dialogue/facilitator preparation)	3
EPLS:6275	Diversity and Equity in Higher Education	3
EPLS:7432	Multicultural Initiatives	3

Applied Research

Code	Title	Hours
All of these:		
EPLS:6266	Program Evaluation	3
An introduction to quantitative research in education course (consult advisor)		
An action research in educational settings course (consult advisor)		
A doctoral capstone proposal course (consult advisor)		
A capstone research project course (consult advisor)		

PK-12 Administration Coursework

Students must complete coursework in PK-12 administration as follows.

Code	Title	Hours
All of these:		
EPLS:6265	Standards-Based Education and Accountability	3
EPLS:6270	Policy and Politics	3
EPLS:6329	Legislative Summit	1

Additional coursework toward the superintendency endorsement or electives 8

To obtain superintendent endorsement, all requirements for the endorsement must be met including an additional 12 s.h. in PK-12 administration.

Electives

In consultation with their advisor, students must complete the remaining semester hours in elective coursework.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have earned a bachelor's degree from a regionally accredited U.S. institution or an equivalent degree from another country as determined by the Office of Admissions; a master's degree with a g.p.a. of at least 3.00 in higher education, student affairs, student development, K-12 leadership, or another related field; and have at least three years of full-time experience in education.

Required application materials include transcripts from all higher education institutions attended, a résumé or curriculum vitae, official Graduate Record Examination (GRE) General Test scores (the GRE requirement has been suspended for the 2020-21 admissions cycle), letters of recommendation from an administrator and a faculty member, and a statement of purpose.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

The Ed.D. prepares students for careers in PK-12 and higher education administrative leadership in educational institutions and related organizations.

Educational Policy and Leadership Studies, Ph.D.

Educational Leadership

The Doctor of Philosophy program in educational policy and leadership studies with an educational leadership subprogram requires a minimum of 90 s.h. of graduate credit. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework. The program prepares scholarly professionals for leadership positions in a wide range of educational and public sector settings. Students acquire strong backgrounds in leadership, policy, and research. They equip themselves to discover, integrate, and apply knowledge as transformational leaders.

The Ph.D. in educational policy and leadership studies with an educational leadership subprogram requires the following work.

Code	Title	Hours
	Common Courses	12
	Cognate Courses	9
	Electives	29
	Concentration Area Courses	12
	Research Courses	18
	Dissertation	10
	Total Hours	90

Students also complete the comprehensive examination and a dissertation, described below.

Many educational leadership courses are offered by distance education; see MyUI for information about courses offered during current semesters.

For more detailed coursework information, see Educational Leadership on the Educational Policy and Leadership Studies website.

Research Courses

All educational leadership Ph.D. students must complete either EALL:5150 Introduction to Educational Research or EPLS:6206 Research Process and Design during the first year of their Ph.D. program. They also must complete a minimum of 15 s.h. in qualitative and quantitative coursework, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Students select from courses listed under Ph.D. Research Requirements on the College of Education website.

Comprehensive Examination

Students must satisfactorily complete a written take-home comprehensive examination consisting of three parts. The first part covers a student's major area of study, and the second covers two additional concentration areas. The third is on the student's outside area of study and is prepared by faculty members outside the Department of Educational Policy and Leadership Studies. The written exams are followed by an oral examination.

Dissertation

Students must write a dissertation based on an original research project in an area of educational leadership.

Students must earn 10 s.h. of credit for dissertation research. The doctoral program culminates with a final oral defense of the dissertation. Students must be registered at the University of Iowa during the session in which they graduate.

Admission

Applicants must meet the admission requirements of the Graduate College and of the educational leadership program. They also must satisfy the residency requirement of two full-time (at least 9 s.h.) registrations. Required application materials include transcripts, official Graduate Record Examination (GRE) General Test scores (the GRE requirement has been suspended for the 2020-21 admissions cycle), three letters of recommendation, and a personal statement of career goals. Admission is based on grade-point average and GRE scores, promise for scholarly and professional growth, and recommendations. Complete applications are reviewed as they are received.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Higher Education and Student Affairs

The Doctor of Philosophy program in educational policy and leadership studies with a higher education and student affairs (HESA) subprogram requires a minimum of 90 s.h. of graduate credit. At least 39 s.h. must be earned while registered in the Graduate College at the University of Iowa, and after formal program admission. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework.

The doctoral program prepares individuals to be leaders in student affairs and academic administration, graduate faculty at research universities, leaders in conducting research about college students and higher education, policy analysts in postsecondary institutions and public or private agencies, and teachers and academic leaders at two-year and four-year colleges. The HESA program integrates academic experience with the cocurricular learning experiences of students and studies the outcomes of both.

The Ph.D. in educational policy and leadership studies with a higher education and student affairs subprogram requires the following coursework.

Code	Title	Hours
	Substantive Core Courses	18
	Research Methods Courses	18-22
	Concentration Area Courses	18
	Graduate Electives	24
	Dissertation	12
	Total Hours	90-94

Substantive Core

The substantive core provides foundational understanding of higher education and general knowledge that all students must master, regardless of their career goals and interests. All courses in the core (18 s.h.) must be completed at the University of Iowa.

Code	Title	Hours
All of these:		
EPLS:6216	Finance in Higher Education	3
EPLS:6220	History of Higher Education	3
EPLS:6224	Organizational Theory and Administrative Behavior	3
EPLS:6273	College Students	3
EPLS:6275	Diversity and Equity in Higher Education	3
EPLS:6311	Seminar: Research Topic in Education	3

Research Methods

Research methods courses (at least 18 s.h.) assure that students achieve scholarly autonomy and initiative.

Basic Research Methods

Code	Title	Hours
Both of these (6 s.h.):		
EPLS:6206	Research Process and Design	3
EPLS:7373	Qualitative Research Design and Methods (or approved substitute)	3

Statistics/Linear Regression

These courses (6-8 s.h.) must be taken in this order.

Code	Title	Hours
One of these:		
PSQF:6242	Selected Applications of Statistics	3
PSQF:6243	Intermediate Statistical Methods	4
One of these:		
EPLS:6370	Quantitative Methods for Policy Analysis	3
PSQF:6244	Correlation and Regression	4

Advanced/Specialized Research Methods

Students consult with their advisor to choose two courses (at least 6 s.h.) from either list appropriate to their dissertation design and intended learning outcomes.

Qualitative Methods

Code	Title	Hours
EPLS:5240	Topics in Education (when topic is introduction to historical methodology or critical qualitative inquiry)	3
EPLS:7392	Mixed Methods Research	3
EDTL:7071	Critical Discourse Analysis in Educational Research	3
EDTL:7072	Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting	3
EDTL:7073	Ethnographic Methods, Theories, and Texts	3

RCE:7444	Qualitative Research in the Multicultural Context	3
----------	---	---

Another comparable research methods course approved by advisor

Quantitative Methods

Code	Title	Hours
EPLS:5240	Topics in Education (when topic is multilevel modeling)	3
EPLS:6209	Survey Research and Design	3
POLI:7003	Advanced Methodology	4
PSQF:6246	Design of Experiments	4
SOC:7170	Advanced Statistical Modeling of Data	3
SOC:7180	Structural Equation Modeling	3

Another comparable research methods course approved by advisor

Concentration Area

The concentration area (18 s.h.) gives students the opportunity to develop expertise in one area. Students consult with their advisor to develop the concentration curriculum.

Graduate Electives

Students choose 24 s.h. of elective graduate coursework in consultation with their advisors. A student and their advisor may determine that some of the graduate elective work may be drawn from appropriate previous graduate coursework that complements other aspects of the student's doctoral program.

Comprehensive Examination

The Ph.D. comprehensive examination consists of a question written by the student in consultation with their advisor, and formally approved by the HESA faculty. Students are expected to construct a well-supported argument informed by knowledge of the theory, research, and practice that constitutes the field of higher education based on the substantive core and the student's concentration. The written examination is followed by an oral examination.

Dissertation

The dissertation is a major research study planned in collaboration with the student's advisor. Students must write a formal dissertation proposal and submit it for approval, first to their advisor and then to the members of their doctoral committee. Students and their advisors determine when the proposal is complete. Students must earn 12 s.h. of dissertation research credit. The doctoral program culminates with a final oral defense of the dissertation.

Students must be registered at the University of Iowa each fall and spring semester from the semester in which they complete their comprehensive examination through the semester in which they defend their dissertation and graduate.

Admission

Applicants must meet the admission requirements of the Graduate College. Each applicant must submit a personal statement, undergraduate and graduate grade-point averages, undergraduate and graduate transcripts, three letters of recommendation, a résumé or curriculum vita, and scores on the Graduate Record Exam (GRE) General Test (the GRE requirement has been suspended for the 2020-21

admissions cycle). The statement of purpose (one to three pages) should include professional and/or research interests, whether the applicant plans to enroll full- or part-time, and how the applicant's goals and experiences are consistent with the higher education and student affairs program's mission and values.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Application deadline is December 1 for admission the following fall.

For more information on higher education and student affairs programs, see the Department of Educational Policy and Leadership Studies.

Schools, Culture, and Society

The Doctor of Philosophy program in educational policy and leadership studies with a schools, culture, and society subprogram requires a minimum of 90 s.h. of graduate credit. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework. The program develops students' ability to analyze the influence of social and historical factors that frame contemporary issues in education.

The Ph.D. in educational policy and leadership studies with a schools, culture, and society subprogram requires the following coursework.

Code	Title	Hours
	Common Core Courses	9
	Disciplinary Foundation Courses	12
	Interdisciplinary Focus Courses	12
	Cognate Courses	27
	Research Tools	18
	Dissertation	12
	Total Hours	90

Common Core

Students must complete all three courses in the common core (9 s.h.).

Code	Title	Hours
EPLS:5102	History of American Education	3
EPLS:5126	Twentieth-Century Educational Movements	3
EPLS:5130	Sociology of Education	3

Disciplinary Foundation

Students choose one of two disciplinary foundation areas: sociology or history. They complete 12 s.h. in the area by taking three courses offered by the Department of Educational Policy and Leadership Studies (prefix EPLS) and one course offered by the corresponding department in the College of Liberal Arts and Sciences: sociology (prefix SOC) or history (prefix HIST). The following lists provide examples of courses appropriate for the two disciplinary foundation areas.

Sociology

Code	Title	Hours
EPLS:5131	Race, Class, and Gender Inequalities in Education	3
EPLS:5134	Education and the World of Work	3
EPLS:5142	Sociology of Higher Education	3
EPLS:5210	Education and Social Change	3
EPLS:5240	Topics in Education (when topic is sociology of education)	3

History

Code	Title	Hours
EPLS:5123	History of Ethnic/Minority Education	3
EPLS:5240	Topics in Education (when topic is history of education)	3
EPLS:6220	History of Higher Education	3
EPLS:6237	History of the Teaching Profession	3
EPLS:6238	Gender and Education in Historical Perspective	3
EPLS:6239	LGBTQ History in Education	3

Interdisciplinary Focus

Students choose one of two interdisciplinary focus areas: diversity and equity, or policy contexts. They take four courses in that area (total of 12 s.h.) chosen from the corresponding list. At least two of the courses (6 s.h.) must be from outside their disciplinary foundation area (see "Disciplinary Foundation" above).

Diversity and Equity

Code	Title	Hours
EPLS:5123	History of Ethnic/Minority Education	3
EPLS:5154	Education, Race, and Ethnicity	3
EPLS:5157	Ethics in Education	3
EPLS:6237	History of the Teaching Profession	3
EPLS:6238	Gender and Education in Historical Perspective	3
EPLS:6239	LGBTQ History in Education	3
EPLS:6275	Diversity and Equity in Higher Education	3

One relevant course from another department, with advisor's approval

Policy Contexts

Code	Title	Hours
EPLS:5134	Education and the World of Work	3
EPLS:5157	Ethics in Education	3
EPLS:5210	Education and Social Change	3
EPLS:6225	Higher Education Policy	3

EPLS:6237	History of the Teaching Profession	3
EPLS:6270	Policy and Politics	3
One relevant course from another department, with advisor's approval		

Cognate Courses

Students must complete at least 27 s.h. of additional graduate-level coursework in a field or fields that are relevant to their scholarly and professional goals. Students commonly complete some or all of the 27 s.h. with relevant graduate-level coursework from other University of Iowa programs or with approved transfer credit from other institutions. A student's advisor, in consultation with other faculty members in the program, determine which coursework to accept.

Research Tools

Students must take at least 18 s.h. in research methods.

Basic Research Methods

Code	Title	Hours
Both of these:		
EPLS:6206	Research Process and Design	3
EPLS:7373	Qualitative Research Design and Methods	3
With approval, students may substitute a course above for one of the following:		
EDTL:7070	Qualitative Research Methods in Teaching and Learning	3
PSQF:7331	Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods)	3
RCE:7338	Essentials of Qualitative Inquiry	3

Intermediate Statistics and Linear Regression

Code	Title	Hours
Both of these:		
PSQF:6242	Selected Applications of Statistics	3
EPLS:6370	Quantitative Methods for Policy Analysis	3

Advanced and/or Specialized Research Methods

Students consult with their advisor to choose two courses from either list appropriate to their dissertation design.

Qualitative or Non-Quantitative Courses

Code	Title	Hours
EPLS:5240	Topics in Education (when topic is historical methodology in education or analysis of philosophical argumentation)	3
EPLS:7392	Mixed Methods Research	3

EDTL:7071	Critical Discourse Analysis in Educational Research	3
EDTL:7072	Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting	3
EDTL:7073	Ethnographic Methods, Theories, and Texts	3
EDTL:7751	Advanced Qualitative Data Analysis	3
PSQF:6265	Program Evaluation	3
RCE:7444	Qualitative Research in the Multicultural Context	3

Other comparable research methods courses approved by student's advisor and schools, culture, and society program

Quantitative Courses

Code	Title	Hours
EPLS:5240	Topics in Education (when topic is multilevel modeling)	3
EPLS:6209	Survey Research and Design	3
EPLS:6370	Quantitative Methods for Policy Analysis	3
POLI:7003	Advanced Methodology	4
PSQF:6249	Factor Analysis and Structural Equation Models	3
SOC:5160	Research Design and Methods	3
SOC:7170	Advanced Statistical Modeling of Data	3
SOC:7180	Structural Equation Modeling	3

Other comparable research methods courses approved by student's advisor and schools, culture, and society program

Students who want to enroll in an advanced/specialized course not listed above, and wish to receive credit toward their program requirements, must obtain prior approval from their advisor and from the schools, culture, and society program.

Comprehensive Examination

The comprehensive examination consists of two take-home exams, each with a maximum of 15 pages. The first exam covers the student's disciplinary foundation (history or sociology), and the second covers the student's interdisciplinary focus area (diversity and equity or policy contexts) and the common core (history or sociology, not including the disciplinary focus).

Dissertation

After completing the comprehensive examination, students write a formal dissertation prospectus and submit it for approval first to their dissertation advisor and then to the members of their dissertation committee. The dissertation prospectus must be formally approved by the dissertation advisor and the dissertation committee before a student may begin dissertation research.

Students must earn 12 s.h. of dissertation research credit. The dissertation process culminates with a final oral defense of the dissertation. Students must register at the University

of Iowa each fall and spring semester until the dissertation is successfully defended and the Ph.D. is awarded.

Admission

Applicants must meet the admission requirements of the Graduate College. A personal interview with one or more members of the program's faculty is recommended. Undergraduate and/or graduate emphases in education, sociology, and the humanities (philosophy, history, and so forth) provide good background for graduate study of schools, culture, and society, although other emphases also may be useful.

Applicants must submit a personal statement explaining their professional goals, experiences, and research plans; undergraduate and graduate grade-point averages; undergraduate and graduate transcripts; three letters of recommendation; and scores on the Graduate Record Exam (GRE) General Test (the GRE requirement has been suspended for the 2020-21 admissions cycle).

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Admission is for fall semester entry. Application deadline is January 15 for admission the following fall.

For more information on schools, culture, and society programs, see the Department of Educational Policy and Leadership Studies.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Educational Policy and Leadership Studies, Ph.D.

Higher Education and Student Affairs Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
90 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Distribute between years 1-4 with advisor approval; work with academic advisor to determine sequence.		
EPLS:6216	Finance in Higher Education ^b	3
EPLS:6220	History of Higher Education ^b	3
EPLS:6224	Organizational Theory and Administrative Behavior ^b	3
EPLS:6273	College Students ^b	3
EPLS:6275	Diversity and Equity in Higher Education ^b	3

EPLS:6311	Seminar: Research Topic in Education ^b	3
EPLS:6206	Research Process and Design ^c	3
EPLS:7373	Qualitative Research Design and Methods ^c	3
PSQF:6242 or PSQF:6243	Selected Applications of Statistics ^d or Intermediate Statistical Methods	3 - 4
PSQF:6244 or EPLS:6370	Correlation and Regression ^d or Quantitative Methods for Policy Analysis	3 - 4
Advanced/Specialized Research Methods Course ^{e, f}		3 - 4
Advanced/Specialized Research Methods Course ^{e, f}		3 - 4
Concentration Area Course ^g		3
Concentration Area Course ^g		3
Concentration Area Course ^g		3
Concentration Area Course ^g		3
Concentration Area Course ^g		3
Concentration Area Course ^g		3
Concentration Area Course ^g		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Graduate Elective ^h		3
Hours		78-82

Third Year

Any Semester

Comprehensive Exam ⁱ	Hours	0
---------------------------------	-------	---

Fourth Year

Any Semester

Final Exam (Dissertation Defense) ^j	Hours	0
--	-------	---

Fall

EPLS:7493	Ph.D. Thesis ^k	arr.
Hours		0

Spring

EPLS:7493	Ph.D. Thesis ^k	arr.
Hours		0
Total Hours		78-82

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Substantive Core Course
- c Basic Research Methods Course
- d Statistics/Linear Regression Course
- e 6 s.h. from Qualitative courses EPLS:5240, EPLS:7392, EDTL:7071, EDTL:7072, EDTL:7073, RCE:7444 or 6-8 s.h. from Quantitative courses EPLS:5240, EPLS:6209, POLI:7003, PSQF:6246, SOC:7170, SOC:7180
- f Work with academic advisor to select either Qualitative or Quantitative Advanced/Specialized Research Methods coursework appropriate to dissertation design.
- g Work with academic advisor to select appropriate graduate level coursework in the specialization area. See General Catalog & COE website for specifics.

- h Work with academic advisor for approval to select electives in related field, including graduate transfer credits.
- i Typically taken after most required coursework is completed; work with advisor to complete the exam.
- j Must be completed within 5 years of Comprehensive Exam.
- k Up to 12 s.h. total thesis credit allowed; work with academic advisor to determine.

Online Teaching

Chair, Department of Psychological and Quantitative Foundations

- Megan Foley Nicpon

Coordinator, Online Teaching

- Kathy L. Schuh (Psychological and Quantitative Foundations)

Graduate certificate: online teaching

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/academic-programs/educational-psychology-learning-sciences/certificate-online-teaching>

The growth of online teaching presents a need to address course quality, instructor training, assessment of teaching effectiveness and student learning, and retention. The Certificate in Online Teaching is an online graduate program designed to prepare students for the realities of online teaching and to help them expand their career options.

The Certificate in Online Teaching is administered by the Department of Psychological and Quantitative Foundations [p. 1317] and is granted by the Graduate College.

Programs

Graduate Program of Study

Certificate

- Certificate in Online Teaching [p. 1316]

Online Teaching, Graduate Certificate

Requirements

The graduate Certificate in Online Teaching requires 12 s.h. of graduate credit and is offered completely online. Students must maintain a g.p.a. of at least 2.50 in work for the certificate. Certificate courses may not be taken pass/nonpass. The certificate program is open to students enrolled in University of Iowa graduate degree programs and to individuals who are enrolled in the Graduate College as nondegree students.

The certificate program develops students' skills in using technology to solve instructional problems associated with distance and time. The certificate's online format uses the techniques and approaches that the program teaches.

The Certificate in Online Teaching requires the following coursework.

Code	Title	Hours
PSQF:6205	Design of Instruction	3
PSQF:6211	Universal Design and Accessibility for Online Instruction	3
PSQF:6215	Web-Based Learning	3
PSQF:6216	Tools and Utilities for Online Teaching	3

For more information, visit Certificate in Online Teaching on the College of Education website.

Psychological and Quantitative Foundations

Chair

- Megan Foley Nicpon

Undergraduate minor: educational psychology
Graduate degrees: M.A. in psychological and quantitative foundations; Ed.S. in psychological and quantitative foundations; Ph.D. in psychological and quantitative foundations

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/pq>

The Department of Psychological and Quantitative Foundations offers programs in these areas: counseling psychology, couple and family therapy, educational measurement and statistics, educational psychology, learning sciences, and school psychology. These programs have two general goals: to help students acquire the knowledge and skills that are necessary to function effectively in settings that require the application of psychological and quantitative principles, and to extend knowledge and understanding of the teaching/learning process as it occurs in a variety of settings. The department's degree programs incorporate both goals, but the Master of Arts and Specialist in Education programs emphasize the first goal, and the Doctor of Philosophy programs emphasize the second.

The department offers graduate degree programs in the following major areas within psychological and quantitative foundations:

counseling psychology (offered in the M.A. and Ph.D.);

couple and family therapy (offered in the Ph.D.);

educational measurement and statistics (offered in the M.A. and Ph.D.);

educational psychology (offered in the Ph.D.);

learning sciences (offered in the M.A.); and

school psychology (offered in the Ed.S. and Ph.D.).

In addition to the graduate degrees and the undergraduate minor offered as programs of study, the department offers the following College of Liberal Arts and Sciences GE CLAS Core [p. 20] courses:

PSQF:1020 Elementary Statistics and Inference, approved for the Quantitative or Formal Reasoning area; and

PSQF:2115 Introduction to Counseling Psychology, approved for the Social Sciences area.

Applicants for admission to the graduate degree programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Programs

Undergraduate Program of Study Minor

- Minor in Educational Psychology [p. 1325]

Graduate Programs of Study Majors

- Master of Arts in Psychological and Quantitative Foundations [p. 1326]
- Specialist in Education in Psychological and Quantitative Foundations [p. 1329]
- Doctor of Philosophy in Psychological and Quantitative Foundations [p. 1330]

Courses

Students may receive credit for only two of these three courses: STAT:1010 Statistics and Society, STAT:1020 Elementary Statistics and Inference (same as PSQF:1020 Elementary Statistics and Inference), and STAT:1030 Statistics for Business. Credit for STAT:1010 is given only if the course is taken before STAT:1020 (same as PSQF:1020) or STAT:1030.

Psychological and Quantitative Foundations Courses

PSQF:1020 Elementary Statistics and Inference 3 s.h.
 Graphing techniques for presenting data, descriptive statistics, correlation, regression, prediction, logic of statistical inference, elementary probability models, estimation and tests of significance. Requirements: one year of high school algebra or MATH:0100. GE: Quantitative or Formal Reasoning. Same as STAT:1020.

PSQF:1027 Mindfulness Foundations in the Helping Professions 3 s.h.
 Training in Mindfulness-Based Practices; application to personal and professional life.

PSQF:1029 First-Year Seminar 1 s.h.
 Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

PSQF:1039 Undergraduate Excellence Seminar 1 s.h.
 Designed to enhance student's ability to successfully navigate the undergraduate experience by providing an opportunity to develop new skills and behaviors, as well as reflect on attitudes, in order to achieve academic and personal success.

PSQF:1050 Learning Online Successfully 2 s.h.
 Experiences in an online environment and opportunities to engage with digital materials for learning to develop skills and strategies for future classes; assess resources for successful online learning, participate in a variety of online learning environments including online discussions and collaborations, develop strategies for reading and marking digital materials, managing time for working and studying online, and plan for future courses that may be online or include digital course materials.

PSQF:1075 Educational Psychology and Measurement 3 s.h.
 Principles and classroom applications of cognitive and social development, learning and cognition, motivation, and assessment.

PSQF:2115 Introduction to Counseling Psychology 3 s.h.
 Historical and philosophical foundations of counseling psychology; theories, application, and work of counseling psychologists. GE: Social Sciences.

PSQF:2116 Applied Child and Adolescent Psychology**3 s.h.**

Overview of child and adolescent development, psychopathology, and basic-level intervention; foundation for working in applied child and adolescent mental health settings; typical areas of psychological difficulty, including developmental disorders, ADHD, depression, anxiety, substance use; contextual and environmental factors, including abuse, poverty, neglect.

PSQF:3028 Mindfulness for Educators: Psychological Foundations, Applications, and Practices**1-2 s.h.**

Exploration of research-based implications for teaching, learning, and daily living; skillful engagement of demands educators face in personal and professional lives; mindfulness as paying attention in present moment and relating wisely to what is occurring; specific mindfulness practices that integrate awareness into daily living; how research and program evaluations throughout the world document that consistent practice of mindfulness improves attention and concentration; ability to respond skillfully to stress, self-regulation of emotion, physical and mental health, communication, life satisfaction.

PSQF:3075 Brain Behavior**3 s.h.**

Course is applied in nature, so that students not only learn brain behavior and anatomy, but also learn how these are directly related to neurological and neurobehavioral disorders; helps to understand the biological aspects of disorders that are needed to treat in practice settings; for students in applied psychology or other applied programs of study. Prerequisites: PSY:2701 and PSQF:2115 with a minimum grade of C-.

PSQF:3103 Early Childhood Guidance**4 s.h.**

Effective communication, understanding child development and behavior, appropriate limits and rules, structuring problem solving and consequences, fostering self control, organizing classroom environment and curriculum to support child behavior, methods to address persistent and challenging behaviors; nurturance and child guidance via parenting, child rearing practices, and child-family relations.

PSQF:3104 Multicultural Issues in Counseling and Psychology**3 s.h.**

Introduction to multicultural competencies and its importance to counseling, psychology, and helping professions; psychological concepts and research pertaining to privilege; racism, race, culture, sexual orientation, social class and classism, and their application in culturally adapted psychotherapy interventions; how these matters and other cultural identities and constructs are handled and used in applied psychology and counseling; focus on intersection of research and practice.

PSQF:3191 Asian American Experiences**3 s.h.**

Aggregate experiences of Asian Pacific Americans, starting from developments in countries of origin to their contemporary issues; histories of various Asian Pacific American groups (e.g., Chinese, Korean, Filipino, Japanese, Asian Indian, Hawaiians, Vietnamese, etc.), as well as culture, politics, the media, and stereotypes; similarities among the different Asian Pacific American groups, as well as a comparative look at how African, Latino, and Native American experiences help shape and contribute to Asian Pacific America.

PSQF:3333 Special Topics in Psychological and Quantitative Foundations**arr.**

Topics related to psychological and quantitative foundations.

PSQF:3700 Introduction to Understanding Trauma and Resilience**3 s.h.**

Introduction to understanding key concepts of trauma-informed systems of care in multiple settings; identification of various types of trauma along with behaviors and responses seen in survivors of trauma; students trace effects of historical trauma of marginalized communities and multiple trauma survivor groups to understand the consequences of trauma and its impact in the culture; resilience and strategies to offset consequences of trauma. Same as SSW:3700.

PSQF:4081 ePortfolio Design and Production**1-2 s.h.**

Experience producing an ePortfolio and uploading it to the internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser, accessing the internet, and using a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EALL:4081, EDTL:4081, EPLS:4081, RCE:4081.

PSQF:4106 Child Development**3 s.h.**

Theories and research findings about typical course of child development, differences in development. Requirements: junior standing.

PSQF:4111 Human Motivation**3 s.h.**

Principles of motivation and their application to applied settings, especially to the classroom as teachers try to motivate students. Requirements: junior standing.

PSQF:4120 Psychology of Giftedness**3 s.h.**

Theories of learning, child development, motivation; issues unique to gifted education. Same as RCE:4120.

PSQF:4121 Identification of Students for Gifted Programs**3 s.h.**

Interpretation of standardized tests and other measurement instruments used to identify academic talent and program effectively for grades K-12; ability, aptitude, achievement tests; current issues in the uses of various instruments. Same as RCE:4121.

PSQF:4122 Math Programming for High Ability Students**1 s.h.**

Unique challenges and opportunities confronted by teachers of high-ability students; theory and practice, development of program outlines for implementation. Same as EDTL:4022.

PSQF:4123 Academic Acceleration: Providing Excellence and Equity in Education for High Ability Students**arr.**

Acceleration as an effective curricular intervention for high-ability students; forms of acceleration, research evidence for acceleration, and process of implementing acceleration; reasons for persistent negative attitudes about acceleration; advocacy for acceleration; skills for effective practice and implementation. Requirements: computer with internet access, sound card, Adobe Reader, and Adobe Flash Player.

PSQF:4125 Counseling and Psychological Needs of the Gifted**1 s.h.**

Psychological aspects of giftedness, counseling techniques appropriate for gifted children, adolescents; socio-emotional concerns, career development, underachievement. Same as RCE:4125.

PSQF:4126 Cognitive and Affective Needs of Underachieving Gifted**1 s.h.**

Diagnostic strategy for identifying types of underachievement, teaching and counseling interventions appropriate for each. Same as RCE:4126.

PSQF:4128 Neuroscientific Implications for Gifted 1 s.h.

Neurology of behavior and neurodegenerative disease; the psychology of learning and memory, its application to gifted education.

PSQF:4129 Creativity: Issues and Applications in Gifted Education 1 s.h.

Theories that underpin contemporary definitions of creativity; instruments developed to measure creativity; activities in the school environment that enhance or inhibit student creativity. Same as RCE:4129.

PSQF:4130 Early Adolescent Development 3 s.h.

Psychological growth and development of the early adolescent (ages 10-14), including the physical, cognitive, social, emotional, and sexual development of the middle-school aged child.

PSQF:4133 The Adolescent and Young Adult 3 s.h.

Psychological and social aspects of adolescence and young adulthood; emphasis on theory, research, and practical applications.

PSQF:4134 Parent-Teacher Communication 1-3 s.h.

Realities of working with parents; interpersonal skills; options for parent support services. Same as EDTL:4934.

PSQF:4136 Home/School/Community Partnerships 3 s.h.

Issues related to collaboration among families, educators, community members in implementing school programs. Same as EDTL:4936.

PSQF:4143 Introduction to Statistical Methods 3 s.h.

Analysis, interpretation of research data; descriptive statistics; introduction to probability, sampling theory, statistical inference (binomial, normal distribution, t-distribution models); linear correlation, regression. Same as STAT:4143.

PSQF:4145 Marriage and Family Interaction 3 s.h.

Contemporary American couple, marriage, and family relationships; mate selection. Same as RCE:4145.

PSQF:4150 Introduction to Educational Measurement 3-4 s.h.

Test development procedures, reliability, validity, item writing, evaluation of item and test characteristics; classroom assessment methods; interpretation of scores from standardized achievement and aptitude tests; no background in statistics assumed.

PSQF:4162 Introduction to Couple and Family Therapy 3 s.h.

Evolution of the family therapy movement and issues related to functional and dysfunctional family systems; significant models of family therapy and specific techniques. Same as RCE:4162.

PSQF:4520 Bayesian Statistics 3 s.h.

Bayesian statistical analysis, with focus on applications; Bayesian and frequentist methods compared; Bayesian model specification, choice of priors, computational methods; hands-on Bayesian data analysis using appropriate software; interpretation and presentation of analysis results. Prerequisites: STAT:3200 and (STAT:3101 or STAT:4101 or STAT:3120). Same as IGPI:4522, STAT:4520.

PSQF:4740 Issues in K-12 Assessment 3 s.h.

Examination of research, policies, and practices related to classroom and large-scale educational assessment; focus on use and construct of formative and summative assessments for classroom teaching and basics of educational measurement; coverage of educational assessment including development of plans that integrate teaching and assessment; use of formative assessment strategies and providing effective feedback to students; crafting objective, performance, and portfolio assessments; evaluation of students; interpretation of state-mandated tests and standardized achievement tests.

PSQF:4750 Learning Environments: Design, Context, and Activity 3 s.h.

Students explore the design of learning environments and the kinds of activities that take place there; includes a general background on design of learning environments; emphasis on project- and problem-based learning (considered to be keys to 21st-century learning), media inclusion, and how teacher facilitation/questioning and cooperative learning are foundational for success.

PSQF:4760 Participatory Learning and Media: Creating, Remixing, Making, and Education 3 s.h.

Teaching and learning with 21st-century digital media; pedagogical approaches characterized by participatory learning that expands and blurs boundaries of the classroom; remixing educational, social, and entertainment-based media toward pedagogical ends that meet instructional goals; engagement with social media, web-based video, interactive media, podcasts, games, and simulations.

PSQF:4910 Theories of Family Development 3 s.h.

Overview of historical and contemporary theories across disciplines about family development and family relationships; examination of family as a context for relationships between partners and between parents and children across the life course; evaluation of research on family system (e.g., coupling, "doing" gender, parenting, work and family balance, family transitions, economic hardship).

PSQF:5150 Introduction to Counseling and Skills 3 s.h.

Introduction to the field of counseling and psychology; provides students with clinical foundational skills; students explore the counseling process, how to conduct interviews, and how to integrate theory into their assessment and clinical work; introduction to basic concepts of working relationship and alliance, common factors, and interventions; practice provides students with experiences needed to understand concepts.

PSQF:5151 Health and Wellness Counseling Psychology 3 s.h.

Introduction to the concepts of health psychology and wellness in counseling and psychology; focus on psychological, biological, and ecological factors impacting health and wellness in multiple cultural contexts; research on psychological and holistic interventions, prevention strategies for clients across the lifespan.

PSQF:5152 Assessment and Diagnosis 3 s.h.

Group and individual appraisal techniques used to support career, educational, and personal planning and development; exploration of standardized and non-standardized data and information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, use and interpretation of appraisal results with varied populations; assessment techniques and interviews connected to psychological diagnosis through standardized diagnostic frameworks, such as the DSM and ICD.

- PSQF:5165 Introduction to Program and Project Evaluation** 3 s.h.
Skills and knowledge required for conducting evaluations of products, projects, and programs; recent scholarship on evaluation and project management. Same as EPLS:5165.
- PSQF:5193 Special Readings and Projects** arr.
Supervised individual study. Requirements: senior standing.
- PSQF:5194 Continuing Education Individual Study** arr.
Supervised individual study.
- PSQF:5199 Topical Workshop in Psychological and Quantitative Foundations** arr.
School, educational, and counseling psychology and allied disciplines; for professionals and graduate students in education, mental health, social services, related fields.
- PSQF:5219 Foundations of Health Service/School Psychology** 3 s.h.
Introduction to health service/school psychology; becoming competent leaders in health service in community settings; roles and functions of psychologists in health service; ethical standards, issues, and professional practices related to health service psychology; legal issues; current topics and trends.
- PSQF:5226 Assessment of Giftedness** 3 s.h.
Training and practice in assessment of gifted children. Same as RCE:5226.
- PSQF:5262 Advanced Couple and Family Therapy** 3 s.h.
Review and critique couple and family therapy theory, ethics, and techniques as applied to problems of couple and family over the life span; multicultural considerations. Requirements: advanced graduate standing. Recommendations: PSQF:4162.
- PSQF:5265 Research Methods in Couple and Family Therapy** 3 s.h.
Review and analysis of pertinent literature in area of research methods in couple and family therapy; exploration of stages of clinical trials and the process of federal funding of intervention research in couple and family therapy and family psychology; commonly used research methods in couple and family therapy reviewed and critically analyzed; students use these methods to survey research literature in top journals of the field.
- PSQF:6200 Educational Psychology** 3 s.h.
Psychology of the learning/instruction process: theoretical perspectives on learning, instruction, motivation, and assessment; developmental concepts, social processes, individual variation, learning and technology, biological basis of learning.
- PSQF:6203 Tools and External Representations in Individual and Social Learning** 3 s.h.
Theories and approaches to research and practice regarding the use of technology and scientific representations in teaching and learning; historical, cultural, cross-species, and contemporary informal lenses applied to understanding human knowledge as it interacts with tools and how tools mediate thinking and learning; project to design a technology-supported learning solution for a problem related to teaching and learning.
- PSQF:6204 Foundations of the Learning Sciences** 3 s.h.
Foundations of interdisciplinary science of learning; theory and method of study of cognition in sociocultural context; design-based approaches to research on learning; history of several key concepts traced to determine origins; how contemporary literature is situated in this intellectual history.
- PSQF:6205 Design of Instruction** 3 s.h.
Introduction to processes used to design, develop, implement, and evaluate effective instruction; projects.
- PSQF:6206 Advanced Child Development** 3 s.h.
Theories of social and cognitive development; in-depth study of several current issues in the field.
- PSQF:6208 Digital Media and Learning** 3 s.h.
Theory, design, and evaluation of instructional media.
- PSQF:6209 Survey Research and Design** 3 s.h.
Survey design and implementation; writing and evaluation of survey questions; error in survey research; techniques to reduce error; sampling; postcollection processing of survey data. Prerequisites: EPLS:6206 or PSQF:4143. Same as EPLS:6209.
- PSQF:6211 Universal Design and Accessibility for Online Instruction** 3 s.h.
Universal Design for Learning (UDL) framework; introduction to accessibility for online learning environment; use of UDL with any curriculum to provide more students with access to learning, including online learning environment.
- PSQF:6213 Advanced Lifespan Development** 3 s.h.
Selected theories and research in development across the lifespan; focus on relevance for instruction and counseling.
- PSQF:6214 Design of Learning Environments: Theory, Practice, and Method** 3 s.h.
Theory, practice, and research method of the design of learning environments; broadly conceived understanding of technology-based learning environments; includes a semester-long project to design or evaluate the design of a learning environment, technology-based or otherwise.
- PSQF:6215 Web-Based Learning** 3 s.h.
Theory and practice of designing websites to support or deliver instruction; student project to create an instructional website that integrates the theory and principles from class readings.
- PSQF:6216 Tools and Utilities for Online Teaching** 3 s.h.
Guidance for future online teachers in making well-informed decisions on what technologies need to be adopted and applied for high quality, successful online educational programming in a variety of environments (e.g., K-12, higher education, business and industry); choosing, learning, evaluating, and using different types of technologies to produce online instruction; how to learn; initiating and managing learning and professional development for effective online teaching. Corequisites: PSQF:6205, if not taken as a prerequisite.
- PSQF:6217 Seminar in College Teaching** 1-3 s.h.
Preparation for college teaching; for graduate students planning to teach. Same as GRAD:6217.
- PSQF:6220 Quantitative Educational Research Methodologies** 3 s.h.
Procedures for planning, conducting, and reporting research; evaluation of current methods in educational research; quantitative designs and methods. Prerequisites: PSQF:4143 or STAT:4143.
- PSQF:6223 Introduction to Counseling Psychology Practice/Research I** 3 s.h.
Historical, theoretical, professional, scientific traditions associated with counseling psychology; professional ethical principles.

PSQF:6225 Introduction to Counseling Psychology Practice/Research II 3 s.h.

Learning and performance of basic helping skills; integration of these skills with counseling theories, broader counseling strategies; laboratory-based.

PSQF:6230 Research in Educational Psychology 1-3 s.h.

Design, implementation, and presentation of an educational psychology empirical research project. Requirements: graduate standing in educational psychology.

PSQF:6233 Ethics for Behavioral Psychologists 1 s.h.

Ethics that are unique to applied behavior analysis; ethical considerations.

PSQF:6235 Multicultural Counseling 3 s.h.

Theoretical and practical aspects of the cultural adaptation process; implications for interventions in diverse populations; issues. Requirements: counseling skills introductory course.

PSQF:6238 Assessment of Learning Differences 3-4 s.h.**PSQF:6241 Quantitative Policy Analysis for Practitioners** 3 s.h.

Introduction to applied research and statistics with focus on understanding quantitative research, data collection and analysis, and reporting results for decision making.

PSQF:6242 Selected Applications of Statistics 3 s.h.

Application and interpretation of correlation techniques, chi-square, t- and f-tests, interval estimation, simple cases of analysis of variance. Prerequisites: PSQF:4143.

PSQF:6243 Intermediate Statistical Methods 4 s.h.

Foundation for more advanced applied courses; logic of statistical inference, chi-square, and other tests of statistical hypotheses; small sample error theory, interval estimates, introduction to analysis of variance, selected nonparametric methods. Requirements: for PSQF:6243—PSQF:4143; for STAT:6513—STAT:4143. Same as STAT:6513.

PSQF:6244 Correlation and Regression 4 s.h.

Correlation techniques; selected bivariate procedures, multiple, partial, curvilinear correlation; multiple linear regression; sampling theory applied to regression analysis and correlation coefficients; simple causal models. Requirements: for PSQF:6244—PSQF:6243; for STAT:6514—STAT:6513. Same as STAT:6514.

PSQF:6245 Applied Multivariate Analysis 3 s.h.

Multivariate descriptive statistics, multivariate normal distribution, Hotelling's T-squared, MANOVA, multivariate regression, principal components, discrimination and classification, cluster analysis. Prerequisites: STAT:3200 and STAT:3210. Requirements: facility with matrix algebra. Same as STAT:6540.

PSQF:6246 Design of Experiments 4 s.h.

Theory and methods in the planning and statistical analysis of experimental studies; testing of hypotheses about linear contrasts among means in single-factor and multifactor, completely randomized, and repeated measurement designs. Requirements: for PSQF:6246—PSQF:6243; for STAT:6516—STAT:6513. Same as STAT:6516.

PSQF:6247 Nonparametric Statistical Methods 3 s.h.

Selected nonparametric methods; one- and two-sample location tests and estimation methods, measures of association, analyses of variance; emphasis on relationships to classical parametric procedures. Same as STAT:6547.

PSQF:6248 Research Synthesis and Meta-Analysis 3 s.h.

Rationale and methods for research synthesis and meta-analysis; conceptual issues in quantitative research synthesis in the social sciences and other disciplines, including medicine; thorough understanding of concept of sampling distribution is needed to understand the statistical methods introduced. Prerequisites: PSQF:6246 or PSQF:6244.

PSQF:6249 Factor Analysis and Structural Equation Models 3 s.h.

Foundations of exploratory and confirmatory factor analysis methods; least squares and maximum likelihood approaches; problems in factor extraction, rotation, interpretation; structural equation models via LISREL; assumptions and limitations of alternative approaches. Prerequisites: PSQF:6244 and PSQF:6246.

PSQF:6250 Computer Packages for Statistical Analysis 1-3 s.h.

Computer programs and systems designed to execute statistical analysis (SAS, SPSS, BMDP, and others); lectures on regression techniques, analysis of variance, multivariate techniques; practice in entering data, calling up desired programs, interpreting computer output. Prerequisites: PSQF:6243. Requirements: elementary knowledge of computer programming.

PSQF:6252 Introduction to Multivariate Statistical Methods 3 s.h.

Selected topics in multivariate analysis, including multivariate significance tests, principal components and factor analysis, discriminant analysis, canonical correlation, multivariate analysis of variance (MANOVA). Prerequisites: PSQF:6244 and PSQF:6246.

PSQF:6254 Causal Inference and Observational Designs 3 s.h.

Conceptual and technical issues in the design of observational and quasi-experimental studies in natural settings and the appropriate analysis of data for making causal inferences. Requirements: PSQF:6220 and PSQF:6244 and PSQF:6246.

PSQF:6255 Construction and Use of Evaluation Instruments 3 s.h.

Design and construction of measures used in educational evaluation: achievement tests, attitude scales, performance measures, questionnaires; emphasis on methods of instrument development and evaluation of instrument characteristics. Prerequisites: PSQF:4143 and PSQF:6257.

PSQF:6257 Educational Measurement and Evaluation 3 s.h.

Evaluation and use of standardized tests and inventories in individual and group assessment; analyzing reliability, validity, normative data; interpreting measures of achievement, intelligence, aptitude, interests, attitudes, personality; current issues; for counselors, administrators, teachers, measurement specialists. Corequisites: PSQF:4143.

PSQF:6258 Theory and Technique in Educational Measurement 3 s.h.

Mathematical foundations, principal results, and applications of classical test theory; perspectives on conditional error variance; binomial error model and applications; introduction to generalizability theory; advanced measurement topics. Prerequisites: PSQF:6243 and PSQF:6257.

- PSQF:6259 Scaling Methods** 3 s.h.
Unidimensional and multidimensional scaling techniques; item response theory with a focus on polytomous models; introduction to available computer programs for scaling; applications in educational and psychological research. Prerequisites: PSQF:6262. Corequisites: PSQF:6249 and PSQF:6252.
- PSQF:6262 Item Response Theory** 3 s.h.
Theoretical foundations and practical applications; mathematical models and estimation techniques; emphasis on current applications and issues in testing; computer estimation programs. Prerequisites: PSQF:6243 and PSQF:6257.
- PSQF:6263 Consultation Theory and Practice** 3 s.h.
Review of concepts and practice of consultation and collaboration in educational and human services settings; focus on mental health, organizational, behavioral, and instructional models. Same as RCE:6263.
- PSQF:6265 Program Evaluation** 3 s.h.
Theoretical issues and considerations in evaluation of educational and social programs; evaluation design, methodology; metaevaluation; evaluation utilization. Same as EPLS:6266.
- PSQF:6275 Constructivism and Design of Instruction** 3 s.h.
Theoretical foundations of constructivism; application of constructivist principles to the design of instruction.
- PSQF:6281 Cognitive Theories of Learning** 3 s.h.
Theories of cognition as they relate to learning, education, and changes in individual thinking, behavior, and identity; development of expertise; mental representations and psychological mechanisms; design of cognitive assessments and learning tasks; focus on learning in academic disciplines, clinical contexts, and game-based environments.
- PSQF:6292 Supervised Research in Educational Psychology** 1-3 s.h.
Identification of research problems, development of research designs and materials, conducting of research studies; faculty-guided activity or seminars.
- PSQF:6293 Individual Instruction in Psychological and Quantitative Foundations** arr.
- PSQF:6299 M.A. Project: Portfolio/Internship/Practicum** 3 s.h.
Individual portfolio/internship/practicum project; reflection, revision, and presentation of educational psychology portfolio.
- PSQF:6312 Psychopathology Across the Lifespan** 3 s.h.
DSM IV categories, related diagnostic issues.
- PSQF:7201 Counseling Psychology Research Writing** 3 s.h.
How to write scientifically in counseling psychology; qualitative and quantitative research writing, literature reviews, methodologies, discussions; APA style.
- PSQF:7225 Introduction to Health Service/School Psychology Practice** 1-3 s.h.
Introduction to practice of health service/school psychology; framework for understanding role and function, legal and ethical boundaries, professional requirements; preparation for practicum.
- PSQF:7237 Beginning Practicum in School Psychological Service** arr.
Supervised practicum in psychological and educational evaluation in school settings. Prerequisites: PSQF:6238.
- PSQF:7245 Evaluation of Children with ADHD and LD** arr.
Clinical experience in conducting pediatric neuropsychology examinations in the Pediatric Attention/Learning Disorders Clinic. Requirements: course on psychological testing (including IQ) and graduate psychology standing (school, counseling, rehabilitation, clinical). Same as PEDS:7245.
- PSQF:7270 Scholarly Integrity and Responsible Conduct of Educational Research and Evaluation** arr.
Students are introduced to and deepen their knowledge and skill in applying principles for the responsible conduct of educational research and evaluation and related social sciences; two modules addressing core areas identified by federal policy as minimal requirements for knowledge and skill in practice of research with scholarly integrity; format is discovery and discussion—presentation of background information for each topic is followed by discussion of case studies and other examples relevant to each topic; for research assistants.
- PSQF:7305 Psychotherapy I: Dynamic and Phenomenological Approaches** 3 s.h.
Major psychodynamic and existential-phenomenological theories of personality; emphasis on implications for psychotherapy.
- PSQF:7306 Psychotherapy III: Work Psychology and Career Interventions** 3 s.h.
Foundations of career interventions; emphasis on major assessment instruments (vocational interests, values, abilities/skills, personality) and career counseling processes, skills, techniques.
- PSQF:7309 Personality Assessment** 3 s.h.
Standardized and projective techniques for personality assessment; preparation for competent administration and interpretation of varied tests and measures.
- PSQF:7310 Intelligence Assessment** 3 s.h.
Standardized intelligence testing; preparation to administer and interpret intelligence tests for children and adults.
- PSQF:7313 Psychopathology in Childhood** 3 s.h.
Current theories regarding the development of psychopathology in children and adolescents; current approaches to treatment for disorders in children and adolescents.
- PSQF:7315 Social and Emotional Assessment of Children and Adolescents** 3 s.h.
Link between personality theory, child and adolescent assessment; interpretation, integration of assessment information; record reviews, interviews, objective tests, projective techniques. Prerequisites: PSQF:6238.
- PSQF:7320 History and Systems of Psychology** 3 s.h.
Philosophical underpinnings of psychology, early systems in psychology, developments in the 20th century.
- PSQF:7331 Seminar: Educational Psychology I - Current Topics** arr.
Intensive investigation of a specific research topic.
- PSQF:7337 Advanced Practicum in School Psychology** arr.
Supervised experience in psychological interventions, consultation, counseling in school and clinic settings. Prerequisites: PSQF:6238 and PSQF:7237.
- PSQF:7342 Research Project in School Psychology** arr.
Experience in research facilities on campus; writing research questions, planning a research study, writing a research article.

- PSQF:7344 Academic Interventions** 3 s.h.
Interventions used by school and support system personnel to address academic skill deficits among children and adolescents; instructional design and delivery problems associated with deficits.
- PSQF:7346 Behavioral Interventions** 3 s.h.
Interventions used by school and support system personnel to address behavioral and social/emotional status of children, adolescents.
- PSQF:7347 Home/School/Community: System Interventions** 3 s.h.
Interventions used by school and support system personnel; focus on work with parents, siblings. Same as RCE:7347.
- PSQF:7350 Seminar in Evaluation** 2-3 s.h.
In-depth examination of selected topics. Prerequisites: PSQF:5165 or EPLS:5165 or PSQF:6265 or EPLS:6266. Requirements: two courses in program evaluation.
- PSQF:7352 Seminar: Behavioral Assessment and Evaluation** 3 s.h.
Broadens skills of graduate students who engage in research with exceptional persons; research designs are usually taught in the Department of Psychological and Quantitative Foundations, but because of the nature of handicapping conditions and the low incidence of some handicaps, the single-subject design yields better research information. Same as EDTL:7952.
- PSQF:7354 Seminar: Experimental Approaches in Counseling Research** arr.
Application of experimental methodology to study of counseling and vocational phenomena.
- PSQF:7355 Seminar: Educational Measurement and Evaluation** arr.
Critical examination of current issues and problems of the professional worker in the field of educational measurement and evaluation as reflected in research literature, other professional communication media.
- PSQF:7356 Process and Outcomes in Counseling Psychotherapy** 3 s.h.
Advanced knowledge of the state of process and outcome research on psychotherapeutic procedures. Requirements: Ph.D. candidacy in appropriate field.
- PSQF:7358 Equating and Scaling of Educational Tests** 3 s.h.
Designs and methods, including linear, equipercentile, and item response theory methods; emphasis on concepts, applications to testing programs, research. Prerequisites: PSQF:6243 and PSQF:6257.
- PSQF:7361 Advanced Practicum in Couple and Family Therapy** 1-3 s.h.
Opportunity to accumulate client contact and supervision hours towards graduation and licensure; conceptual and executive skills, observational skills and abilities to work as a member of a therapeutic team, awareness of how personal growth and development as a therapist impacts work with clients, comfort and motivation to learn multiple training levels provided, creation of collaborative and supportive atmosphere on all practicum levels. Requirements: enrollment in couple and family therapy program.
- PSQF:7365 Theories of Psychotherapy** 3 s.h.
Major psychotherapy theories with emphasis on empirically validated theories used in clinical practice.
- PSQF:7367 Social Psychology and Social Systems** 3 s.h.
Social aspects of behavior in organizations; behavioral science theory and research on organizations, system change, transformation, leadership.
- PSQF:7375 Topics in Educational Measurement and Statistics** 1-3 s.h.
- PSQF:7380 Practicum in College Teaching** arr.
Supervised college teaching experience in courses related to major academic areas, in collaboration with faculty course instructors.
- PSQF:7385 Teaching and Learning in Higher Education** 3 s.h.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as EDTL:7385, EPLS:7385, GRAD:7385, RCE:7385.
- PSQF:7388 Family Development** 3 s.h.
Overview of research relating to family development, family structure, and cultural/ethnic diversity; how research can be applied to clinical practice; focus on strengths and challenges of families with varying structures, cultural dimensions in family functioning, developmental perspectives on family functioning, and how these factors can advance family systems based on research and practice.
- PSQF:7389 Seminar in Couple Intervention Research** 3 s.h.
Overview of couple intervention and outcome research; focus on evidence-based couple therapies (i.e., Emotionally Focused Couple Therapy, Behavioral Couple Therapy, work of John Gottman); research addressing effectiveness and efficiency of couple interventions in treatment of couple distress issues highly comorbid with distress, including review of mental and physical health problems; research addressing factors associated with treatment outcomes.
- PSQF:7390 Supervision of School Psychology Practicum/Internship** arr.
Experience supervising school psychology practicum or internship students. Requirements: Ph.D. standing.
- PSQF:7393 M.A. Thesis in Psychological and Quantitative Foundations** arr.
- PSQF:7394 Supervised Research in Counseling Psychology** 1-3 s.h.
- PSQF:7395 Social Context and Family Research** 3 s.h.
Review and analysis of pertinent research surrounding social contexts in which families live; specific focus on reviewing and critically analyzing decade reviews and current advancements in family research; students evaluate how research surrounding social context and family research is relevant to the practice of couple and family therapy.
- PSQF:7399 Supervision in Couple and Family Therapy** 3 s.h.
Supervision of Master's-level couple and family therapy students; mentoring supervision received from supervision instructor; assignments reflect requirements for AAMFT Approved Supervisor designation; fulfills didactic requirement for AAMFT Approved Supervisor status. Requirements: enrollment in couple and family therapy program.

PSQF:7404 Seminar in Child and Adolescent Intervention Research 3 s.h.

Review and analysis of pertinent literature and evidenced-based interventions for children and adolescents; focus on review and critical analysis of published outcome studies in areas of childhood and adolescent disorders; examination and critique of effective interventions that have undergone stages 1-3 clinical trials; active discussions of research findings for clinical implications. Prerequisites: PSQF:5262.

PSQF:7434 Practicum in Counseling Psychology 3 s.h.

Supervised practice in counseling services. Prerequisites: PSQF:6223 and PSQF:6225.

PSQF:7437 Internship in School Psychology arr.

Supervised internship for Ph.D. students in school psychology. Requirements: completion of required courses.

PSQF:7450 Practicum in Program Evaluation arr.

Supervised experience in designing and implementing components of program evaluations. Prerequisites: PSQF:5165 or EPLS:5165 or PSQF:6265 or EPLS:6266. Requirements: two courses in program evaluation.

PSQF:7452 Leadership, Consultation, and Supervision 3 s.h.

Overview of intervention modalities other than individual and group therapy, especially those that pertain to leadership within organizations, consultation with organizations and communities, and supervision of the work of others; capstone course in counseling psychology sequence. Prerequisites: PSQF:6223 and PSQF:6225.

PSQF:7453 Advanced Practicum in Counseling Psychology 1-3 s.h.

Supervised work in counseling services. Prerequisites: PSQF:7434.

PSQF:7455 Generalizability Theory 3 s.h.

Analysis of variance methods applied to estimation of components of various types of measurement error variance; basic concepts, mathematical foundations, models, assumptions, designs, applications; relationships with other measurement theories. Prerequisites: PSQF:6246 and PSQF:6258.

PSQF:7457 Advanced Group Leadership Experience 3 s.h.

Practice working in a psychotherapy group; review major theories on group psychotherapy processes, integrate empirical research on effectiveness of group work; multicultural considerations in group psychotherapy; didactic and experiential format. Prerequisites: RCE:7357.

PSQF:7458 Internship in Counseling Psychology arr.

Supervised work in internship setting. Prerequisites: PSQF:7434 and PSQF:7453. Requirements: Ph.D. standing in counseling psychology and completion of all requirements except dissertation.

PSQF:7459 Seminar: Issues and Trends in Counseling Research 4 s.h.

Recent trends, including debates and findings in literature related to best practices for the profession. Same as RCE:7458.

PSQF:7460 Seminar: Research in Counseling 3 s.h.

Methods, examples, ethics, multicultural issues, problems of counseling research. Requirements: Ph.D. enrollment. Same as RCE:7460.

PSQF:7465 Issues and Ethics in Professional Psychology 3 s.h.

Professional ethics; issues in professional practice of psychology.

PSQF:7493 Ph.D. Thesis in Psychological and Quantitative Foundations arr.

PSQF:7500 Advanced Practical Experience in Couple and Family Therapy 1-3 s.h.

Supervised experience in professional couple and family therapy; clinical or academic field placement and seminar; required for couple and family therapy students. Requirements: successful completion of couple and family therapy program comprehensive examination.

PSQF:7604 Scholarly Integrity and Responsible Conduct of Educational Research and Evaluation for Postdocs 0 s.h.

Students are introduced to and deepen their knowledge and skills in applying principles for the responsible conduct of educational research and evaluation and related social sciences; two modules addressing core areas identified by federal policy as minimal requirements for knowledge and skill in practice of research with scholarly integrity; format is discovery and discussion—presentation of background information for each topic is followed by discussion of case studies and other examples relevant to each topic; for postdoc associates.

Educational Psychology, Minor

Requirements

The undergraduate minor in educational psychology requires 15 s.h., including at least 12 s.h. earned at the University of Iowa and 12 s.h. earned in courses numbered 3000 or above. Students must maintain a g.p.a. of at least 2.50 in all courses for the minor. Coursework in the minor may not be taken pass/nonpass. Transfer credit must be approved in order for it to count toward the minor. The minor is open to all students enrolled in an undergraduate degree program.

The minor provides an enriched background in educational psychology, educational testing, and research methods in education. Students earning the minor select a department advisor, who helps them choose appropriate coursework. It does not lead to certification for public school teaching.

Coursework for the minor in educational psychology must include 15 s.h. selected from the following list.

Code	Title	Hours
PSQF:1075	Educational Psychology and Measurement	3
PSQF:4106	Child Development	3
PSQF:4111	Human Motivation	3
PSQF:4120	Psychology of Giftedness	3
PSQF:4133	The Adolescent and Young Adult	3
PSQF:4134	Parent-Teacher Communication	1-3
PSQF:4143	Introduction to Statistical Methods	3
PSQF:4150	Introduction to Educational Measurement	3-4
PSQF:4750	Learning Environments: Design, Context, and Activity	3
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3
PSQF:5165	Introduction to Program and Project Evaluation	3

Contact the Office of Student Services for more information about the minor.

Psychological and Quantitative Foundations, M.A.

Counseling Psychology (Hong Kong)

The department is not admitting students to the counseling psychology subprogram held in Hong Kong at this time.

The Master of Arts program in psychological and quantitative foundations with a counseling psychology subprogram is held in Hong Kong. The program requires a minimum of 34 s.h. of graduate credit with no thesis. Prerequisites for some of the required courses may mean that students will need to complete additional coursework. Students are expected to maintain a cumulative g.p.a. of at least 2.75. Courses are taught year round, and each course covers one month of instruction and one month of no instruction. Students can complete their M.A. in at least 24 months.

The program provides students with education in the theories, research, and scholarship about the principles and foundational knowledge in counseling psychology. Students learn relevant psychological interventions, strategies, and remediation to work with people in order to effectively solve problems, respond to client situations, and plan for the future. Because there is no supervised practicum component to this degree, students who graduate with the M.A. are not eligible to practice counseling psychology or be licensed in the United States. However, students will be qualified to apply for doctoral programs in professional psychology and counseling fields such as clinical counseling, school psychology, counselor education, rehabilitation counseling, and school counseling.

Required Courses

Code	Title	Hours
All of these:		
PSQF:4162	Introduction to Couple and Family Therapy	3
PSQF:5150	Introduction to Counseling and Skills	3
PSQF:5151	Health and Wellness Counseling Psychology	3
PSQF:5152	Assessment and Diagnosis	3
PSQF:6235	Multicultural Counseling	3
PSQF:6246	Design of Experiments (section EXW)	4
PSQF:6312	Psychopathology Across the Lifespan	3
PSQF:7306	Psychotherapy III: Work Psychology and Career Interventions	3
PSQF:7457	Advanced Group Leadership Experience	3
PSQF:7465	Issues and Ethics in Professional Psychology	3
RCE:4174	Positive Psychology	3
Total Hours		34

Admission

Applicants must submit an application for admission through the Office of Graduate Admissions, two letters of recommendation, a professional résumé or curriculum vita, a personal statement that details the reasons for seeking admission to the program, and a writing sample. Faculty in the counseling psychology program will review applications and make decisions on who is admitted to the program. Students are admitted to the program in the fall, spring, and summer sessions.

Educational Measurement and Statistics

The Master of Arts program in psychological and quantitative foundations with an educational measurement and statistics subprogram requires a minimum of 30 s.h. of graduate credit with thesis and 32 s.h. of graduate credit without thesis. Students are expected to maintain a cumulative g.p.a. of at least 2.75.

The program provides students with basic knowledge of educational measurement and research methodology. Graduates find employment in large school systems, state departments of education, test publishing organizations, and research centers. The program also is appropriate for students who wish to broaden their knowledge of measurement and research methodology for personal development or professional improvement.

Students must complete a core of courses (approximately 26 s.h.) that includes a graduate-level survey course in educational psychology, elementary and intermediate courses in statistical methods, a course in quantitative educational research methodology, and courses in the development and use of evaluation instruments. Students who already have completed equivalent courses at another institution may add more advanced courses to the core.

Thesis students complete 4 s.h. of additional coursework beyond the core and 2 s.h. of thesis credit. Nonthesis students complete 6 s.h. of additional coursework beyond the core.

The six-hour comprehensive examination typically includes three-hour examinations in educational measurement and in applied statistics. With the approval of the M.A. committee, a student may take two-hour examinations in these fields plus a two-hour examination in educational psychology or a substitute area. Three-hour examinations assume a minimum of three courses in the area; two-hour examinations assume a minimum of two courses in the area.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have a combined verbal and quantitative score of at least 300 on the Graduate Record Examination (GRE) General Test; however, the GRE requirement has been suspended for the 2020-21 admissions cycle. Completion of at least one college mathematics course and experience as a teacher or researcher are desirable. Applicants who do not meet these requirements but who show offsetting evidence of superior ability may be granted conditional admission.

Applicants must submit a statement of purpose that explains how the educational measurement and statistics subprogram will help them accomplish their educational and vocational goals.

For information about admission dates, contact the educational measurement and statistics program coordinator.

Learning Sciences

The Master of Arts program in psychological and quantitative foundations with a learning sciences subprogram has a strong emphasis on how theory and research inform the understanding of learners, learning, instruction, and the technology and environments in which learning and instruction occur. The program requires a minimum of 30 s.h. of graduate credit. Students are expected to maintain a cumulative g.p.a. of at least 2.75. A thesis is not required.

The curriculum includes courses in the theories of the learning sciences, design of effective learning environments and technologies, and implementation of instructional design. Elective opportunities allow students to choose an interest area to develop a multidisciplinary specialization. Current areas include technology and media, human development and motivation, and measurement and evaluation. The capstone experience of the program is an internship/practicum/portfolio that allows students to apply knowledge of the learning sciences in a context of interest. Students develop a program of study in consultation with their advisor.

Full-time students typically take at least 9 s.h. each semester, with the option of additional summer session work; they usually complete the program in four semesters. Part-time students take 3 to 6 s.h. each semester; they usually complete the degree in two or three years.

Students may apply substitute equivalent coursework from another institution or department for required or recommended courses.

The M.A. in psychological and quantitative foundations with a learning sciences subprogram requires the following coursework.

Required Courses

Code	Title	Hours
All of these:		
PSQF:6200	Educational Psychology	3
PSQF:6203	Tools and External Representations in Individual and Social Learning	3
PSQF:6204	Foundations of the Learning Sciences	3
PSQF:6205	Design of Instruction	3
PSQF:6214	Design of Learning Environments: Theory, Practice, and Method	3
PSQF:6281	Cognitive Theories of Learning	3
PSQF:6299	M.A. Project: Portfolio/ Internship/Practicum	3
One of these:		
PSQF:6208	Digital Media and Learning	3
PSQF:6215	Web-Based Learning	3

Electives

Elective opportunities allow a student to choose an area of interest to develop a multidisciplinary specialization.

Students choose two courses (6 s.h.) from one of the following focus areas.

Human Development and Motivation

Code	Title	Hours
PSQF:4106	Child Development	3
PSQF:4111	Human Motivation	3
PSQF:4133	The Adolescent and Young Adult	3
PSQF:6206	Advanced Child Development	3

Technology and Media

Code	Title	Hours
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3
PSQF:6211	Universal Design and Accessibility for Online Instruction	3
PSQF:6216	Tools and Utilities for Online Teaching	3

One of these, if not taken as a required course above:

PSQF:6208	Digital Media and Learning	3
PSQF:6215	Web-Based Learning	3

Measurement and Evaluation

Code	Title	Hours
PSQF:4143	Introduction to Statistical Methods	3
PSQF:4740	Issues in K-12 Assessment	3
PSQF:5165	Introduction to Program and Project Evaluation	3
PSQF:6220	Quantitative Educational Research Methodologies	3
PSQF:6257	Educational Measurement and Evaluation	3
PSQF:6265	Program Evaluation	3

Admission

Applicants must meet the admission requirements of the Graduate College, including the minimum grade-point average. Viable applicants should have a verbal score of at least 146 and a quantitative score of at least 149 on the Graduate Record Examination (GRE) General Test (the GRE requirement has been suspended for the 2020-21 admissions cycle); successful applicants generally score higher.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Admission decisions are announced approximately six weeks after the application deadline. Applicants who accept admission or financial aid and do not relinquish either one on or before April 15 should consider themselves committed and should not solicit or accept another offer. Offers made by the program after April 15 include the provision that the offer is void if the applicant has accepted and continues to hold a previous offer from another program listed in the American Psychological Association publication, *Graduate Study in*

Psychology and Associated Fields. This policy is consistent with standards set by the association's Board of Educational Affairs.

Application deadline for fall semester entry is January 15 with review beginning soon after. Applications after the deadline will not be considered for funding.

Psychological and Quantitative Foundations, Ed.S.

Requirements

The educational specialist (Ed.S.) program in psychological and quantitative foundations with a school psychology subprogram requires a minimum of 67 s.h. of graduate credit. Students are expected to maintain a cumulative g.p.a. of at least 3.00.

The program provides coursework and supervised field experience in education and psychology, enabling graduates to qualify for Iowa licensure as a school psychologist (State of Iowa endorsement 236). The Ed.S. degree is an option for current students in the Ph.D. in psychological and quantitative foundations with a school psychology subprogram.

The curriculum includes courses in psychological foundations, psychoeducational foundations, school psychology, and research methods. Other requirements include a prepracticum, a written portfolio, and a project paper prepared in conjunction with PSQF:7342 Research Project in School Psychology.

The Ed.S. in psychological and quantitative foundations includes the following coursework.

Code	Title	Hours
One of these (or equivalent):		
PSQF:5219	Foundations of Health Service/School Psychology	3
PSQF:7225	Introduction to Health Service/School Psychology Practice	3
All of these (or equivalents):		
PSQF:6206	Advanced Child Development	3
PSQF:6235	Multicultural Counseling	3
PSQF:6238	Assessment of Learning Differences	3
PSQF:6243	Intermediate Statistical Methods	4
PSQF:6263	Consultation Theory and Practice	3
PSQF:7310	Intelligence Assessment	3
PSQF:7313	Psychopathology in Childhood	3
PSQF:7315	Social and Emotional Assessment of Children and Adolescents	3
PSQF:7237	Beginning Practicum in School Psychological Service	3
PSQF:7337	Advanced Practicum in School Psychology	9
PSQF:7342	Research Project in School Psychology (Ed.S. project)	4
PSQF:7437	Internship in School Psychology (Ed.S. field experience)	5

PSQF:7465	Issues and Ethics in Professional Psychology	3
EDTL:4900	Foundations of Special Education	3
EDTL:4950	Behavioral and Social Interventions	3
EDTL:7953	Seminar: Single Subject Design Research	3
RCE:5202	Introduction to Group Counseling	3
RCE:5222	Counseling Children and Adolescents in Schools	3

Psychological and Quantitative Foundations, Ph.D.

Counseling Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with a counseling psychology subprogram requires a minimum of 103 s.h. of graduate credit. The program requires full-time study. Students are expected to maintain a cumulative g.p.a. of at least 3.00.

The goal of the program is to prepare counseling psychologists who will promote psychology as a science and contribute to the advancement of the profession. The faculty endorses a scientist/practitioner model of training and expects students to become competent researchers and proficient practitioners. Graduates find positions in a variety of settings, including higher education, counseling centers, clinics, private practice settings, and hospitals.

The program is fully accredited by the American Psychological Association. Students must show appropriate levels of emotional balance and interpersonal skills and act within the American Psychological Association's *Ethical Principles of Psychologists*. For more information, contact the program director.

The Ph.D. in psychological and quantitative foundations with a counseling psychology subprogram requires the following work.

Research Requirements

Four research courses are required; students must take at least two quantitative courses, one qualitative course, and six semesters of the supervised research course as follows.

Code	Title	Hours
These two courses:		
PSQF:7331	Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods)	3
PSQF:7394	Supervised Research in Counseling Psychology (taken six semesters for 1 s.h. each)	6
One of these:		
PSQF:6242	Selected Applications of Statistics	3
PSQF:6243	Intermediate Statistical Methods (required if will take PSQF:6244 or PSQF:6246 below)	4
One of these:		
PSQF:6244	Correlation and Regression (must take PSQF:6243 before this course)	4
PSQF:6246	Design of Experiments (must take PSQF:6243 before this course)	4

PSQF:7201	Counseling Psychology Research Writing	3
-----------	--	---

Qualitative and quantitative methodology is discussed in PSQF:7394 Supervised Research in Counseling Psychology, which is directed each semester by faculty advisors. Research from each student is discussed and evaluated, critiqued, and supported.

Basic Psychology

All students are required to have a thorough grounding in the basic discipline of psychology. This may be achieved through a minimum of 3 s.h. of credit in each of the following four areas: biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, and history and systems. Students complete an additional 6 s.h. in the area of individual differences.

Counseling Psychology Core

Code	Title	Hours
PSQF:6223	Introduction to Counseling Psychology Practice/ Research I	3
PSQF:6225	Introduction to Counseling Psychology Practice/ Research II (therapy)	3
PSQF:6235	Multicultural Counseling	3
PSQF:7306	Psychotherapy III: Work Psychology and Career Interventions	3
PSQF:7309	Personality Assessment	3
PSQF:7310	Intelligence Assessment	3
PSQF:7354	Seminar: Experimental Approaches in Counseling Research (when topic is internship readiness/ professional issues)	3
PSQF:7356	Process and Outcomes in Counseling Psychotherapy	3
PSQF:7365	Theories of Psychotherapy	3
PSQF:7434	Practicum in Counseling Psychology	3
PSQF:7452	Leadership, Consultation, and Supervision (counseling psychology practice/ research III)	3
PSQF:7453	Advanced Practicum in Counseling Psychology (repeatable)	1-3
PSQF:7457	Advanced Group Leadership Experience	3
PSQF:7465	Issues and Ethics in Professional Psychology	3

Students must enroll in practicums to reach a specified level of client contact, supervision, and additional experience hours. The first practicum site is typically University Counseling Service. Subsequent placements at other sites must have prior approval of the counseling psychology faculty. Students must successfully complete one semester of PSQF:7434 Practicum in Counseling Psychology before enrolling in PSQF:7453 Advanced Practicum in Counseling Psychology.

Electives

Elective courses are determined in collaboration with the major advisor.

Internship

Students spend a calendar year in an internship setting approved by the counseling psychology faculty. The faculty determines student readiness to apply for the internship based on completion of all required coursework, successful defense of comprehensive exams, and successful completion of practicum requirements. Internships usually require geographic relocation.

Comprehensive Exam and Dissertation

The comprehensive examination consists of an oral and a written component. The exam includes research and practice elements. For more information, contact the program coordinator.

The dissertation research study is planned in collaboration with the student's major advisor. Dissertation credit ranges from 12 to 15 s.h.

Admission

Applicants must meet the admission requirements of the Graduate College. Preference is given to applicants who have an undergraduate g.p.a. above 3.00 and a graduate g.p.a. above 3.50; an undergraduate major, minor, or substantial coursework in psychology; a Graduate Record Examination (GRE) General Test verbal score of 152 or higher, quantitative score of 151 or higher, and analytical writing score of 3.5 or higher (the GRE requirement has been suspended for the 2020-21 admissions cycle); and previous research and counseling experience.

Students should submit a Graduate College application form, official transcripts of all previous college work, an official report of GRE General Test scores (the GRE advanced test in psychology is recommended but not required; however, the GRE requirement has been suspended for this academic year), a personal statement outlining career goals and reasons for seeking advanced training in counseling psychology, and three letters of recommendation from individuals qualified to assess the applicant's potential for completing the doctoral program. The faculty encourages applications from minorities, women, and persons from a wide range of backgrounds and academic preparation. The program typically accepts between seven and 10 students each year.

Students begin the program in fall. Application deadline is December 1; admission decisions usually are made by March 1. Applicants are invited to campus for interviews before final selection.

Couple and Family Therapy

The Doctor of Philosophy program in psychological and quantitative foundations with a couple and family therapy (CFT) subprogram requires a minimum of 73 s.h. of graduate credit. Students are expected to maintain a cumulative g.p.a. of at least 3.00.

The program aims to prepare couple and family therapists for roles in academic and research settings. Using a social justice and a relational/systemic perspective, the program prepares CFT students to become ethically and multiculturally

responsive scholars, clinicians, supervisors, and educators. The program has five goals: to equip students to generate and disseminate social justice and relational/systemic informed research using innovative research methods; to prepare effective CFT educators; to equip students with advanced couple and family therapy theoretical training for use in clinical and supervisory settings; to promote ethical practices of students in their scholarship, clinical, and educational endeavors; and to engender multicultural responsiveness of students in their scholarship, clinical, and educational endeavors.

Graduates are expected to have sufficient knowledge and skill to teach and conduct research at colleges and universities; supervise other professionals; and provide clinical services to individuals, couples, and families. Graduates also should have competencies to engage in and evaluate theory-based qualitative and/or quantitative research.

Requirements for the degree include coursework, a systematic review, a theory of change paper, an ethics autobiography paper, a comprehensive exam portfolio, an advanced practical experience, and a dissertation. Most students complete the program's required coursework in two or three years and take one or two years to complete the advanced practical experience and dissertation. The CFT faculty reviews each student annually; students must fulfill program requirements in order to continue in the program.

The Ph.D. in psychological and quantitative foundations with a couple and family therapy subprogram requires the following.

Research Requirement

Code	Title	Hours
All of these:		
PSQF:5265	Research Methods in Couple and Family Therapy	3
PSQF:6243	Intermediate Statistical Methods	4
PSQF:7331	Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods)	3
PSQF:7459	Seminar: Issues and Trends in Counseling Research	4
PSQF:7460	Seminar: Research in Counseling	3

Advanced Research Course

Code	Title	Hours
One of these:		
PSQF:6244	Correlation and Regression	4
PSQF:6246	Design of Experiments	4
An advanced qualitative course		3

Theoretical and Clinical Core

Code	Title	Hours
All of these:		
PSQF:5262	Advanced Couple and Family Therapy	3
PSQF:7356	Process and Outcomes in Counseling Psychotherapy	3

PSQF:7361	Advanced Practicum in Couple and Family Therapy (must be taken multiple times for total of 9 s.h.)	9
PSQF:7389	Seminar in Couple Intervention Research	3
PSQF:7395	Social Context and Family Research	3
PSQF:7399	Supervision in Couple and Family Therapy	3
PSQF:7404	Seminar in Child and Adolescent Intervention Research	3

Teaching Requirement

Code	Title	Hours
All of these:		
PSQF:6216	Tools and Utilities for Online Teaching	3
PSQF:6217	Seminar in College Teaching	3
PSQF:7380	Practicum in College Teaching	3
EALL:7475	Ph.D. ePortfolio in College Teaching	3

Ethics and Multicultural Course

Code	Title	Hours
This course:		
PSQF:6235	Multicultural Counseling	3

Comprehensive Examination

The comprehensive examination consists of a portfolio that a student has compiled during the program and its oral defense once coursework has been completed.

Advanced Practical Experience

Students must complete a clinical, research, academic, and/or administrative experience.

Code	Title	Hours
PSQF:7500	Advanced Practical Experience in Couple and Family Therapy (when topic is advanced practical experience)	2

Dissertation

Work for the doctoral dissertation employs a student's independent skills in conducting original research. The dissertation process is supervised by a student's advisor. Depending on a student's research questions, the dissertation may require quantitative, qualitative, or mixed methods and may involve data collection or the secondary analysis of an existing data set. The thesis advisor and the examining committee approve the topic and procedures at a formal prospectus meeting. The final oral examination on the thesis is conducted by the examining committee.

Code	Title	Hours
PSQF:7493	Ph.D. Thesis in Psychological and Quantitative Foundations	10

Admission

Applicants to the program must meet the department's general admission requirements. Applicants should have a graduate g.p.a. of at least 3.00 and a Graduate Record Exam (GRE) General Test combined verbal and quantitative score of at least 300 on the revised test or at least 1100 on the older version of the test; however, the GRE requirement has been suspended for the 2020-21 admissions cycle. They also must hold a master's degree in couple and family therapy or marriage and family therapy from a program that is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) or its equivalent.

Students are admitted for fall entry. All application materials should be received on or before December 31, when the faculty begins evaluating applications. The program requires an interview with the faculty, in person, or by telephone. Generally, the interview is scheduled once complete application materials have been received.

Educational Measurement and Statistics

The Doctor of Philosophy program in psychological and quantitative foundations with an educational measurement and statistics subprogram requires a minimum of 90 s.h. of graduate credit. Students are expected to maintain a cumulative g.p.a. of at least 3.00.

The program prepares students for senior professional positions in educational measurement, evaluation, and statistical methods. Graduates find employment in colleges and universities, state and federal agencies, large public and private school systems, test publishing firms, and research centers.

During the first year of graduate study, a student and the advisor plan a program of study that is appropriate for the student's interests and vocational objectives. The typical program involves advanced work in educational measurement, data analysis methods, research methodology, and educational psychology. Work in other University of Iowa departments is encouraged.

Students who concentrate in statistics and intend to teach at the college level take courses in the mathematical theory of statistics. Those who concentrate in educational measurement and evaluation take appropriate courses in curriculum, counseling, or higher education. All students are required to develop familiarity with computer programming techniques and equipment.

Students who enter the program without completing an M.A. thesis must complete a substitute project before taking the Ph.D. comprehensive examinations.

After completing most of their coursework, students take the comprehensive examination, which typically consists of three 3-hour written examinations on educational measurement, applied statistics, and program evaluation or approved substitute areas, such as educational psychology or mathematical statistics, in which a student has completed at least 9 s.h. of coursework. In place of one written examination, the student's committee may assign a project involving analytical and evaluative skills, or research creativity. The written examinations are followed by an oral examination in which the committee seeks further evidence of the student's command of the three fields. A single decision is made on all aspects of the comprehensive examination.

Work for the Ph.D. concludes with the dissertation, which is included in the 90 s.h. required for the degree.

Research Requirement

Code	Title	Hours
One of these:		
PSQF:6220	Quantitative Educational Research Methodologies	3
An equivalent course comparable in content and level of rigor, such as EALL:5150		

Quantitative Requirements

Code	Title	Hours
This course:		
PSQF:6243	Intermediate Statistical Methods	4
Two of these:		
PSQF:6244	Correlation and Regression	4
PSQF:6246	Design of Experiments	4
PSQF:6247	Nonparametric Statistical Methods	3
PSQF:6249	Factor Analysis and Structural Equation Models	3
PSQF:6252	Introduction to Multivariate Statistical Methods	3
EPLS:6206	Research Process and Design	3
EPLS:6209	Survey Research and Design	3
EPLS:6370	Quantitative Methods for Policy Analysis	3

Qualitative Requirements

Code	Title	Hours
One of these (may be taken on a nongraded basis with approval of student's program and advisor):		
PSQF:7331	Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods)	3
EDTL:7070	Qualitative Research Methods in Teaching and Learning	3
EPLS:7373	Qualitative Research Design and Methods	3
RCE:7338	Essentials of Qualitative Inquiry	3
An equivalent course comparable in content, level, or rigor (consult advisor)		
One of these:		
PSQF:5165	Introduction to Program and Project Evaluation	3
PSQF:6265	Program Evaluation	3
PSQF:7331	Seminar: Educational Psychology I - Current Topics (when topic is conducting research online)	3
CNW:6654	Forms of the Essay (when topic is the ethnographic essay)	arr.

EDTL:6267	Seminar: Current Issues in Art Education (when topic is qualitative methods)	3-4
EDTL:7071	Critical Discourse Analysis in Educational Research	3
EDTL:7072	Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting	3
EDTL:7073	Ethnographic Methods, Theories, and Texts	3
EDTL:7410	Mixed Methods Research	3
EDTL:7751	Advanced Qualitative Data Analysis	3
EDTL:7774	Qualitative Research with Computer-Aided Qualitative Data Analysis Software	3
EDTL:7953	Seminar: Single Subject Design Research	3
EPLS:5240	Topics in Education (when topic is introduction to historical methodology)	arr.
RCE:7438	Advanced Qualitative Research Seminar in Rehabilitation and Counselor Education	3
RCE:7444	Qualitative Research in the Multicultural Context	3

Admission

Applicants must meet the admission requirements of the Graduate College. They must have a combined verbal and quantitative score of at least 300 on the Graduate Record Examination (GRE) General Test (the GRE requirement has been suspended for the 2020-21 admissions cycle) and must hold an M.A. from an accredited institution. Applicants who do not hold an M.A. degree are automatically considered for admission to the M.A. program. At least one year of professional experience in teaching, research, or a related field is desirable. Applicants who expect to concentrate in statistics should have training in college mathematics through differential and integral calculus. Applicants who do not meet these requirements but who show offsetting evidence of superior ability may be granted conditional admission.

Applicants must submit a statement of purpose that explains how the educational measurement and statistics subprogram will help them accomplish their educational and vocational goals.

For information about admission dates, contact the educational measurement and statistics program coordinator.

Educational Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with an educational psychology subprogram requires a minimum of 72 s.h. of graduate credit. Students are expected to maintain a cumulative g.p.a. of at least 3.00.

Educational psychology is characterized by empirical research and theory typical of the social and behavioral sciences. The program is designed to help students master the core content and methods of educational psychology and acquire the depth

of knowledge and methodological sophistication necessary for original research that contributes to the discipline.

Students work closely with their advisor to develop a plan of study and define a program that matches their goals and interests. Those who begin the program after earning a master's degree or with coursework from another program may be able to waive some of the Ph.D. program requirements. Students who enter the program without completion of a M.A. thesis are required to complete a research practicum in which students assist with and later design and carry out original research during their first or second year. Students who have completed an empirical M.A. thesis acceptable to the faculty may omit the second-year project.

The program of study includes substantive areas within educational psychology and the learning sciences, including courses in cognition, development, learning theory, and the design of instruction, learning environments, and learning technologies. Other learning opportunities include a research practicum in which students assist with and eventually design and carry out original research, a slate of research courses that meet the College of Education's research requirements, a minor area of the student's choice, and a dissertation in the student's area of interest.

Research Requirement

The heart of educational psychology as a field is the creation, dissemination, and use of rigorous research to better understand and address educational issues. While many of the required courses address various aspects of the guiding principles set out by the National Research Council, students engage in the following coursework and research-related activities.

Code	Title	Hours
All of these:		
PSQF:6220	Quantitative Educational Research Methodologies	3
PSQF:6243	Intermediate Statistical Methods	4
PSQF:7331	Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods)	3
One of these:		
PSQF:6244	Correlation and Regression	4
PSQF:6246	Design of Experiments	4
PSQF:6247	Nonparametric Statistical Methods	3
PSQF:6252	Introduction to Multivariate Statistical Methods	3

Research Project

In consultation with a faculty member, students design, implement, and present an original second-year research study. This experience provides the opportunity to conduct a pilot study that will strengthen their thesis in terms of methods, instruments, theoretical grounding, or focus of research question. Student presentations of their research are open to the public. Students are encouraged to submit their study results for broader dissemination at a local, regional, or national conference.

For students who have received approval to omit this requirement because of an empirical thesis that is acceptable to the educational psychology faculty, an additional research course may be required.

Code	Title	Hours
PSQF:6230	Research in Educational Psychology	3

Required Courses

Code	Title	Hours
All of these:		
PSQF:6200	Educational Psychology	3
PSQF:6205	Design of Instruction	3
PSQF:6281	Cognitive Theories of Learning	3
PSQF:7493	Ph.D. Thesis in Psychological and Quantitative Foundations (minimum requirement)	10

Core Courses

Selection of courses depends on a student's area of specialization.

Code	Title	Hours
At least 15 s.h. from these:		
PSQF:6203	Tools and External Representations in Individual and Social Learning	3
PSQF:6204	Foundations of the Learning Sciences	3
PSQF:6206	Advanced Child Development	3
PSQF:6208	Digital Media and Learning	3
PSQF:6214	Design of Learning Environments: Theory, Practice, and Method	3
PSQF:6215	Web-Based Learning	3
PSQF:6275	Constructivism and Design of Instruction	3
PSQF:7331	Seminar: Educational Psychology I - Current Topics (topics vary; may be repeated if content is related to educational psychology)	arr.

Electives

Students may take up to 9 s.h. of elective coursework. Students can take PSQF:6217 Seminar in College Teaching and/or additional research courses. Other courses may be included in consultation with their advisor.

Minor Area

Students must complete a minimum of 12 s.h. that constitute a coherent program of coursework outside educational psychology and beyond the courses listed above. The minor area may be from a foundation discipline such as mathematics education, educational philosophy, or program evaluation. Courses must be numbered 5000 or above,

can span across departments and colleges, and must be consistent with a plan approved by a student's advisor.

Comprehensive Examination

The Ph.D. comprehensive examination emphasizes competence and depth in one or more narrowly defined areas of research and theory. Students choose from three options in consultation with their advisor and with the approval of the examining committee, composed of five faculty members and does not necessarily include the same faculty members as the dissertation committee. The options are a review article, an extended research activity, or a traditional comprehensive examination. For details of each option's requirements, contact the Department of Psychological and Quantitative Foundations.

Admission

Applicants must meet the admission requirements of the Graduate College, including the minimum grade-point average. They must have a verbal score of at least 150 and a quantitative score of at least 152 on the Graduate Record Examination (GRE) General Test; successful applicants usually score higher (however, the GRE requirement has been suspended for the 2020-21 admissions cycle).

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants who do not meet all admission requirements may be granted conditional admission on the basis of other evidence, such as high grade-point average, strong academic preparation, and highly supportive recommendations. Conditional admission is rare.

Admission is for fall entry. Application deadline is January 15; late applications might not be considered for funding. Review of applications begins soon after, when applicants who wish to be considered for fellowships and other awards are screened. Admission decisions are announced approximately six weeks after the application deadline.

Applicants who accept admission or financial aid and do not relinquish either one on or before April 15 may not solicit or accept another offer. Offers made by the program after April 15 include the provision that the offer is void if the applicant has accepted and continues to hold a previous offer from another program listed in the American Psychological Association publication *Graduate Study in Psychology and Associated Fields*. This policy is consistent with standards set by the association's Board of Educational Affairs.

School Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with a school psychology subprogram requires a minimum of 115 s.h. of graduate credit. Students are expected to maintain a cumulative g.p.a. of at least 3.00.

The program's goal is to prepare doctoral-level school psychologists who will promote psychology as a science and contribute to the advancement of the profession. The faculty endorses a scientist/practitioner model of training and expects students to become competent researchers and proficient practitioners.

Students develop a plan of study in consultation with their academic advisors. They are required to have a thorough

grounding in the basic discipline of psychology, which may be achieved through earning a minimum of 3 s.h. of credit in each of the following areas: biological bases of behavior, cognitive/affective bases of behavior, social bases of behavior, individual differences, history and systems, and other course areas consistent with accreditation.

Students are required to complete yearly portfolio reviews, which include oral examinations; carry out a preliminary dissertation research project equivalent in scope to an M.A. thesis; participate in an internship; and complete a doctoral dissertation, earning a minimum of 10 s.h. in PSQF:7493 Ph.D. Thesis in Psychological and Quantitative Foundations. For further details, contact the program director.

Research Requirement

To receive credit for additional courses, students must obtain prior approval from their advisor and the school psychology program.

Code	Title	Hours
All of these (or equivalents):		
PSQF:6243	Intermediate Statistical Methods	4
PSQF:6244	Correlation and Regression	4
PSQF:6246	Design of Experiments	4
PSQF:7331	Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods)	3

Basic Psychology

Students are required to have a thorough grounding in the basic discipline of psychology, which may be achieved through earning a minimum of 3 s.h. in each of the following areas: biological bases of behavior, cognitive/affective bases of behavior, social bases of behavior, individual differences, history and systems, and other course areas consistent with accreditation.

Core Courses

Code	Title	Hours
One of these (or equivalent):		
PSQF:5219	Foundations of Health Service/School Psychology	3
PSQF:7225	Introduction to Health Service/School Psychology Practice	3
All of these (or equivalents):		
PSQF:6213	Advanced Lifespan Development	3
PSQF:6238	Assessment of Learning Differences (taken with PSQF:7237)	3-4
PSQF:6263	Consultation Theory and Practice (taken with PSQF:7337)	3
PSQF:7237	Beginning Practicum in School Psychological Service (minimum of 150 hours required)	3
PSQF:7310	Intelligence Assessment (taken with PSQF:7237)	3

PSQF:7313	Psychopathology in Childhood	3
PSQF:7315	Social and Emotional Assessment of Children and Adolescents	3
PSQF:7337	Advanced Practicum in School Psychology (minimum of 750 hours required)	12
PSQF:7344	Academic Interventions	3
PSQF:7346	Behavioral Interventions	3
PSQF:7352	Seminar: Behavioral Assessment and Evaluation	3
PSQF:7367	Social Psychology and Social Systems	3
PSQF:7380	Practicum in College Teaching (optional)	1-3
PSQF:7390	Supervision of School Psychology Practicum/ Internship	3
PSQF:7437	Internship in School Psychology (one year full-time or two years half-time; total of 1800 hours required)	3

Students must enroll in practicums to reach a specified level of client contact, supervision, and additional experience hours. Placements must have prior approval of the school psychology faculty. Students must successfully complete one semester of PSQF:7237 Beginning Practicum in School Psychological Service before enrolling in PSQF:7337 Advanced Practicum in School Psychology. Students must adhere to the most recent ethical principles and standards of the American Psychological Association.

Additional Courses

These courses are determined in collaboration with the major advisor.

Admission

Applicants must meet the admission requirements of the Graduate College. Preference is given to applicants with an undergraduate major in psychology or education with a g.p.a. above 3.00. A combined verbal and quantitative score of at least 308 and an analytic writing score of 4 or higher on the Graduate Record Examination (GRE) General Test are recommended but not required; however, the GRE requirement has been suspended for the 2020-21 admissions cycle. The faculty also encourages applications from individuals with an M.A. or Ed.S. degree and experience as psychologists or other human service providers.

Applications must include three letters of recommendation, a personal statement of interest and goals, and a writing sample. Complete application materials, including transcripts and test scores, must be received by January 1 to be considered for fall entry. Admission decisions are usually made by March 15. The program admits up to 10 students each year.

Rehabilitation and Counselor Education

Chair

- Noel Estrada-Hernandez

Undergraduate minor: human relations

Graduate degrees: M.A. in rehabilitation and counselor education; Ph.D. in rehabilitation and counselor education

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/rce>

The Department of Rehabilitation and Counselor Education prepares students to facilitate human development across the life span, to advocate for clients and students, and to serve local, national, and international communities through the delivery and creation of state-of-the-art counseling services. The department achieves these goals by advancing knowledge, skills, and attitudes appropriate for effective and ethical professional counseling practice and by conducting and disseminating related research.

The department prepares practitioners and scholars by offering graduate programs in four major areas within rehabilitation and counselor education:

clinical mental health counseling (offered in the M.A.);

counselor education and supervision (offered in the Ph.D.);

rehabilitation counseling program (offered in the M.A.); and

school counseling (offered in the M.A.).

It also offers basic courses in interviewing and interpersonal skills for students in other professional and graduate programs. In addition, the department offers an undergraduate minor in human relations.

Programs

Undergraduate Program of Study

Minor

- Minor in Human Relations [p. 1344]

Graduate Programs of Study

Majors

- Master of Arts in Rehabilitation and Counselor Education [p. 1345]
- Doctor of Philosophy in Rehabilitation and Counselor Education [p. 1349]

Facilities

An on-campus counseling suite serves as a laboratory for training. In addition, a wide variety of supervised clinical experiences are available in community agencies, schools, and colleges, as well as throughout the University. Internships may be completed at approved sites nationwide.

Admission

Prospective students must meet admission requirements for the individual programs as well as the department's general admission requirements. Criminal background checks may be required.

Applicants to any of the department's degree programs must satisfy the following admission requirements. Applicants also must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must submit the following:

- a completed graduate application form;
- copies of official transcripts of all previous undergraduate and graduate college work;
- official report of Graduate Record Exam (GRE) General Test verbal and quantitative scores (however, the GRE requirement has been suspended for the 2020-21 admissions cycle);
- a statement of an applicant's reasons for seeking an advanced degree in the department, including a statement of personal career objectives; and
- three current letters of recommendation from persons qualified to assess the applicant's prospects for completing the M.A. or Ph.D. and to assess the applicant's commitment to the profession.

The department may request a personal or telephone interview.

The following admission standards are considered for individual program admission decisions.

M.A. applicants should have an undergraduate g.p.a. of at least 3.00.

Ph.D. applicants should have a graduate g.p.a. of at least 3.00; those who have not been granted a graduate degree should have an undergraduate g.p.a. of at least 3.00.

International applicants must score at least 80 (internet-based) on the Test of English as a Foreign Language (TOEFL). The department may require applicants with lower TOEFL scores to complete University of Iowa coursework in English language fluency. TOEFL scores must be submitted with the application for admission.

Typically, doctoral students are not admitted unless they have completed a master's degree in counseling or a related field. Relevant work experiences are important. Students who are accepted without a related master's degree must complete core master's-level coursework before taking advanced Ph.D. courses. Required remedial courses and experiences are determined in consultation with the advisor and are included in a student's curriculum plan.

The criteria listed above are minimum standards for admission. Final admission decisions are made by faculty committees. Some of the department's programs have additional admission requirements; see the descriptions of the individual programs.

Application

For application materials, visit Iowa Graduate Admissions and the Department of Rehabilitation and Counselor Education website.

Applications must be complete before they can be reviewed. Applicants are responsible for providing a complete application dossier; to check on whether an application dossier is complete, contact the Office of Student Services in the College of Education.

Applicants are notified in writing after their applications have been reviewed. Applicants who are accepted must reply in writing in order to maintain their admission status.

Financial Support

Students in the department may apply for a wide variety of graduate assistantships. For example, many of the University's student service units award graduate assistantships. Applicants for assistantships should contact the department or the coordinator of the particular graduate program they plan to enter.

Applicants seeking fellowships or assistantships should complete their applications as early as possible.

Courses

Rehabilitation and Counselor Education Courses

RCE:1029 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

RCE:1030 Belin-Blank Center Seminar 1 s.h.

Presentations and discussions by University resource experts and Belin-Blank Center for Gifted Education staff. Requirements: Belin-Blank Center student.

RCE:2081 Making a Vocational-Educational Choice 2-3 s.h.

Vocational decision-making process, self-evaluation, exploration of the world of work; for students who are uncertain about their educational and vocational goals.

RCE:2090 Parenting and Family Life 3 s.h.

Parenting and family life with fathers who are currently incarcerated; enhancement of ongoing relationships with children and family; emphasis on assisting a father's relationship with his family with co-parenting strategies, nonviolent discipline, caring parenting styles, and behavioral management to foster successful child development; strategies for maintaining relationships with children and families; communication skills, building trust, positive discipline, behavioral management, conflict management, and positive visitation strategies. Requirements: Iowa Medical and Classification Center inmate.

RCE:4081 ePortfolio Design and Production 1-2 s.h.

Experience producing an ePortfolio and uploading it to the internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser, accessing the internet, and using a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EALL:4081, EDTL:4081, EPLS:4081, PSQF:4081.

RCE:4109 Introduction to Athlete Mental Health 3 s.h.

Overview of athlete mental health with emphasis on support services for high school and collegiate student-athletes as well as professional athletes; introduction to key players/stakeholders, ethical considerations, potential career paths for those pursuing careers in this industry, and importance of addressing mental health needs of athletes at all levels of sport participation.

RCE:4110 Psychology of Food and Mood 3 s.h.

Neurobehavioral and psychological determinants of food preference, behavior, and mood management; cultural meanings of food in North America, obesity, dieting, disordered eating; how we use food as a means of managing or damaging our food and health.

RCE:4111 Building Leadership and Success at Work 3 s.h.

Strategies to achieve employer expectations of effective leadership, communication, motivation, teamwork, and conflict management; students gain knowledge of self and how to best respond in various workplace situations.

RCE:4112 How to Interview to Get That Job! 3 s.h.

Learn two approaches to job interviews—how to interview to obtain a job and how to interview applicants for a job; gain knowledge and skills necessary to successfully conduct interviews from applicant and employer perspectives; review interview processes and legal and ethical boundaries within interviews; examine interview formats and styles and gain confidence to successfully respond to typical interview questions; learn to develop interview questions as an applicant and as an employer; communication best practices prior/during/following an interview.

RCE:4113 Sleep, Sleep Deprivation, and Sleep Disorders 3 s.h.

Theories and stages of sleep; aging and normal sleep; impact of sleep and sleep deprivation on mental and physical health; overview of sleep disorders and treatments.

RCE:4114 Psychology of Body Modification and Self-Image 3 s.h.

Exploration of psychology and practices of body modification as related to self-image; dynamic relationship between body and identity; body modification accomplished in many ways and for many reasons (beauty, social status, religious expression, improve function, to rebel); how gender, race, culture, age, and health shape our attitudes about our bodies and our decision to make modifications; risks and benefits (physical, emotional, social) of making a body modification to ones' sense of self as it relates to others and to oneself.

- RCE:4115 Developing Ethical Awareness and Decision Making Through Virtual Environments** 3 s.h.
Introduction to ethical and decision making models using experiential activities in a virtual world; development of role playing characters in the PC-based virtual world of Skyrim; students face a multitude of ethical dilemmas, personal situations that explore participants' value systems, and decisions to be made in different contextual environments; review of several ethical models including developmental perspectives, approaches to ethical decision making, values scales, and moral development models which are applied to reflective writing activities and case presentations.
- RCE:4119 Family Issues in Giftedness** 1 s.h.
Family dynamics and issues that arise when one or more children are identified as gifted; parent/child, sibling, school/family relationships.
- RCE:4120 Psychology of Giftedness** 3 s.h.
Theories of learning, child development, motivation; issues unique to gifted education. Same as PSQF:4120.
- RCE:4121 Identification of Students for Gifted Programs** 3 s.h.
Interpretation of standardized tests and other measurement instruments used to identify academic talent and program effectively for grades K-12; ability, aptitude, achievement tests; current issues in the uses of various instruments. Same as PSQF:4121.
- RCE:4123 Gender Issues and Giftedness** 1 s.h.
Effect of gender on development of giftedness; differential needs of girls, boys; strategies for effective teaching, gender equity.
- RCE:4124 Ethnic and Cultural Issues and Giftedness** 1 s.h.
Effect of ethnicity and culture on development of giftedness; special needs of Black, Hispanic, Native American, and Asian gifted students; strategies for identification, programming.
- RCE:4125 Counseling and Psychological Needs of the Gifted** 1 s.h.
Psychological aspects of giftedness, counseling techniques appropriate for gifted children, adolescents; socio-emotional concerns, career development, underachievement. Same as PSQF:4125.
- RCE:4126 Cognitive and Affective Needs of Underachieving Gifted** 1 s.h.
Diagnostic strategy for identifying types of underachievement, teaching and counseling interventions appropriate for each. Same as PSQF:4126.
- RCE:4128 Advanced Leadership Seminar in Gifted Education** 1 s.h.
Development of administrative policies and programming based on empirical research; for experienced leaders in gifted education.
- RCE:4129 Creativity: Issues and Applications in Gifted Education** 1 s.h.
Theories that underpin contemporary definitions of creativity; instruments developed to measure creativity; activities in the school environment that enhance or inhibit student creativity. Same as PSQF:4129.
- RCE:4130 Human Sexuality** 3 s.h.
Introduction to human sexuality from a sociocultural perspective; readings and discussions of sensitive topics and explicit depictions/discussions of sexuality; students may relate their sexual experiences to course content; combination of formats.
- RCE:4131 Loss, Death, and Bereavement** 3 s.h.
Psychological study of death, grief, loss, bereavement, and coping from a multidimensional and multidisciplinary perspective; loss and grief as natural experiences that are not often explicitly discussed; overview of topics relating to death, including multicultural attitudes toward death, death practices, theories on loss and bereavement, and grieving throughout the life cycle; hospice and palliative care, suicide, and making meaning of life out of death; development of critical thinking skills by engaging in empirically based discussions.
- RCE:4132 Introduction to Addictions and Impulse Control Disorders** 3 s.h.
Exploration of addictions and impulse control disorders; legal, social, physical, and emotional issues related to addictions and impulse control disorders.
- RCE:4137 Introduction to Educating Gifted Students** 3 s.h.
Fundamental issues such as curriculum, counseling, family issues, gender and minority issues. Same as EDTL:4137.
- RCE:4140 Foundations of Leadership for Community Agencies** 3 s.h.
Preparation to become effective employees and leaders; emphasis on leadership roles in clinical and other human service or health care settings; how leadership transcends job title associated with high work performance; experiential activities that illustrate key didactic concepts and didactic lecture review, written assignments, experiential assignment, in-depth discussions illustrating key concepts.
- RCE:4145 Marriage and Family Interaction** 3 s.h.
Contemporary American couple, marriage, and family relationships; mate selection. Same as PSQF:4145.
- RCE:4162 Introduction to Couple and Family Therapy** 3 s.h.
Evolution of the family therapy movement and issues related to functional and dysfunctional family systems; significant models of family therapy and specific techniques. Same as PSQF:4162.
- RCE:4173 Trauma Across the Lifespan** 3 s.h.
Current theory and practice models related to trauma and crisis intervention; overview of multi-system level definitions of trauma experience (historical, individual, interpersonal, family, organizational, community, global); various approaches to trauma response theory; unique contributions that counselors offer (strength, resiliency, coping); commitments to multicultural and systems factors; macro- to micro-level understanding of trauma.
- RCE:4174 Positive Psychology** 3 s.h.
Promotion of human potential as a focus for counseling professionals that provides a supplement to diagnosis and treatment of pathology; how to achieve happiness, resilience, wellness, and life satisfaction through enhancement of human strengths and virtues.
- RCE:4175 Motivational Interviewing** 3 s.h.
Motivational Interviewing (Miller & Rollnick) and the stages of change model.
- RCE:4176 Child Abuse: Assessment, Intervention, and Advocacy** 3 s.h.
Preparation for work involving abused children or child abuse issues; appropriate for careers in counseling, education, health sciences, law, psychology, social work, and so forth; interactive approach.

- RCE:4177 Life After Service: Veterans in College** 3 s.h.
Introduction to various resources on campus related to increasing student veterans' success as college students; topics and assignments specifically tailored to military service-connected students (e.g., ROTC students, national guard or reserve military members, active duty veterans); topics include vocational rehabilitation, GI Bill, current events, and health care (sleep, TBI, traumatic stress responses, substance abuse); development of academic skills for writing, more effective studying, improved reading and note taking.
- RCE:4178 Microcounseling** 1,3 s.h.
Basic skills of listening, responding, empathy, focus; advanced skills of meaning, confrontation, reframing, directives, action skills.
- RCE:4179 Sexuality Within the Helping Professions** 3 s.h.
Relationship between sexuality and mental health; varied ethical and professional issues in sex therapy.
- RCE:4180 Topical Seminar for Helping Professionals** arr.
Topics for the continuing education of counselors and related professionals.
- RCE:4185 Introduction to Substance Abuse** 3 s.h.
Theories of addiction and pharmacology of psychoactive drugs; legal, familial, biological, multicultural, historical issues related to substance use and misuse.
- RCE:4187 Introduction to Assistive Technology** 3 s.h.
How assistive technology can be used for attainment of goals in education or work. Same as EDTL:4987.
- RCE:4188 Practicum in Teaching and Curriculum Development in Gifted Education** 1-6 s.h.
Experience in developing course materials for classes offered through the Belin-Blank Center for Gifted Education. Same as EDTL:4188.
- RCE:4191 Advocacy: Awareness, Assertiveness, and Activism** arr.
Introduction to advocacy skills—communicate, convey, negotiate or assert interests, desires, needs, and rights for self or others; opportunity to design and implement a plan of change; ecological model of human interaction that suggests a person must be viewed within context of one's environment(s); how having power on a personal and social level impacts one's environment and is central to a person's well-being; advocacy as a central function of helping professions.
- RCE:4192 Group Leadership in Human Sexuality** 0-3 s.h.
How to teach human sexuality; how to help students achieve an open-minded yet responsible attitude toward their own and others' sexuality. Prerequisites: RCE:4130.
- RCE:4193 Individual Instruction - Undergraduate** arr.
- RCE:4194 Interpersonal Effectiveness** 3 s.h.
Paradigms and techniques that enhance interpersonal relationship skills.
- RCE:4195 Ethics in Human Relations and Counseling** 3 s.h.
Morality and ethics; ethical issues; models and techniques for effective ethical decision making in personal and professional interactions.
- RCE:4197 Citizenship in a Multicultural Society** 3 s.h.
Human relationships in the context of societal oppressions such as racism, sexism, able-bodyism, and heterosexism.
- RCE:4199 Counseling for Related Professions** 3 s.h.
Counseling theories and techniques; ethical and multicultural considerations; small-group discussions, demonstrations, lectures.
- RCE:5200 Professional School Counselor** 3 s.h.
Professional identity of school counselors, K-12 school counseling program delivery systems, legal and ethical issues.
- RCE:5202 Introduction to Group Counseling** 3 s.h.
Research, theory, ethics, planning, and practice in group counseling; leadership styles and multicultural considerations; group participation. Prerequisites: RCE:5221. Corequisites: RCE:5278. Requirements: rehabilitation and counselor education enrollment.
- RCE:5203 Career Development** 3 s.h.
Preparation for counselors and student affairs professionals; career development concepts and theories, family and work, career counseling goals and objectives, exemplary techniques and materials, career program planning, evaluation procedures. Requirements: rehabilitation and counselor education enrollment.
- RCE:5204 School Culture and Classroom Management for School Counselors** 3 s.h.
American public elementary and secondary schools and the school counselor's role; classroom management for school counselors.
- RCE:5221 Theories of Counseling and Human Development Across the Life Span** 3 s.h.
Philosophical bases, ethical considerations, processes, issues, multicultural and life-span developmental considerations in counseling theories and techniques. Requirements: rehabilitation and counselor education M.A. enrollment.
- RCE:5222 Counseling Children and Adolescents in Schools** 3 s.h.
Theory and practice of school-based counseling interventions; child and adolescent development; prevention; special topics. Prerequisites: RCE:5221 or RCE:5278.
- RCE:5223 Counseling Gifted and Talented Students** 3 s.h.
Learning theories and best practices related to school counseling of gifted and talented students; academic, career, and personal/social development. Prerequisites: RCE:4137.
- RCE:5226 Assessment of Giftedness** 3 s.h.
Training and practice in assessment of gifted children. Same as PSQF:5226.
- RCE:5230 School Counseling Program Leadership and Management** 3 s.h.
Comprehensive K-12 school counseling program components and structures; program leadership, planning, accountability; behavioral consultation and collaboration; ethical, multicultural, family considerations. Corequisites: RCE:6321 or RCE:6322.
- RCE:5237 Seminar in Gifted Education** 2-3 s.h.
Teaching and counseling needs of gifted students K-12; intensive 10-day residential program. Requirements: work as teacher with Belin Fellowship.
- RCE:5238 Advanced Seminar in Gifted Education** 1 s.h.
Supervisory, administrative, and research issues; fellowships for seminar participants.

RCE:5241 Professional Counseling Orientation and Ethical Practice 3 s.h.

Historical, philosophical, legislative, societal, and multicultural overview of mental health process and practice in community-based settings; roles of rehabilitation and mental health professionals, nature of agencies, resources, contemporary issues, and ethics.

RCE:5242 Introduction to Rehabilitation Counseling and Case Management 3 s.h.

Introduction to the field of rehabilitation counseling; provides a foundation for subsequent study in rehabilitation counseling; students develop an appreciation and understanding of the rehabilitation profession in terms of its history, purpose, philosophy, process, personnel, programs, resources, and clients.

RCE:5247 Medical and Psychosocial Aspects of Disability Across the Developmental Life Span 6 s.h.

Medical evaluation as part of the rehabilitation process; body systems, medical terminology, medical description of disabilities; functional limitations; projection of potential for rehabilitation and mental health applied to planning and placement; dynamics of adjustment and coping for persons with chronic illness or those with disabilities through the life span; somatopsychological, psychosocial, and developmental perspectives on disability.

RCE:5248 Diagnosis and Treatment Planning for Traditional, Vulnerable, and Special Populations in Counseling 3 s.h.

Individual and group approaches to assessment and evaluation, including personal and environmental factors; psychiatric conditions, their diagnostic criteria using the DSM-5, and treatment planning considerations; biopsychosocial and psychiatric rehabilitation models used for case conceptualization and treatment planning, including functional assessment and client-driven rehabilitation planning for community reintegration; special considerations for diagnosing and treating vulnerable and special populations. Requirements: rehabilitation and counselor education enrollment.

RCE:5249 Medical and Psychopathological Aspects of Chronic Illness and Disability 3 s.h.

Description, classification, and theoretical perspectives related to psychiatric disorders; models of intervention in community-based settings.

RCE:5250 Multiculturalism in Helping Professions 3 s.h.

Theory and application of multicultural competency in the helping professions; ethical treatment of clients in the context of a multiculturally diverse society; knowledge, skill, self-awareness components relevant for helping practitioners. Requirements: rehabilitation and counselor education enrollment.

RCE:5253 Forensic Rehabilitation and Case Management 3 s.h.

Orientation to the profession of forensic rehabilitation or forensic vocational rehabilitation; development of knowledge and skills to act as a forensic professional in court proceedings involving persons with disabilities; emphasis on multiple areas of practice including social security determination, marital dissolution, personal injury, worker's compensation, and life care planning; students write expert testimony reports from assigned scenarios of injured workers for attorneys, insurance carriers, and administrative law judges.

RCE:5254 Assessment and Appraisal 3 s.h.

Presentation of materials related to assessment and appraisal for those who plan to work as professional counselors; didactic and experiential activities that enhance a counseling professional's work in the field; specifically, development of skills related to the administration, scoring, and interpretation of basic assessment materials and appraisal in a counseling setting.

RCE:5270 Issues and Ethics in Counseling 3 s.h.

Ethical standards and decision making; current issues; ethical, legal, and multicultural considerations for counseling in agencies and schools; emphasis on professional practice.

RCE:5278 Applied Microcounseling 3 s.h.

Development of basic and advanced counseling skills; preparation for work in education and community settings.

RCE:5279 Microskills for Rehabilitation Counseling 3 s.h.

Development of listening, empathy, reflection, and inquiry skills that are the foundation of counseling work; focus on development of self-awareness necessary for professionals in human service settings such as rehabilitation counseling; students learn and practice microcounseling skills that relate to working with individuals and small groups; for students pursuing a master's degree in rehabilitation counseling and desiring Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited practicum experience.

RCE:5280 Topical Seminar in Rehabilitation and Counselor Education arr.

Special topics dealing with contemporary problems of concern to counselors in specific settings.

RCE:5300 Culturally Relevant Social and Emotional Learning 3 s.h.

Social-emotional learning (SEL) focuses on developing students' competence in recognizing and managing emotions, developing empathy, making decisions, building relationships, and handling challenging situations; evidence on the impact of effective SEL has driven the introduction of state K-12 SEL standards and competencies; beyond applying principles of SEL, teachers need equitable instructional practices to link principles of learning with an understanding and appreciation for culture; examination of intersection of SEL and culturally-relevant pedagogy (CRP); principles and applications of culturally-relevant SEL in K-12 schools. Requirements: M.A. in teaching, leadership, and cultural competency program enrollment.

RCE:6263 Consultation Theory and Practice 3 s.h.

Review of concepts and practice of consultation and collaboration in educational and human services settings; focus on mental health, organizational, behavioral, and instructional models. Same as PSQF:6263.

RCE:6293 Individual Instruction - Graduate arr.**RCE:6300 Practicum in School Counseling 3 s.h.**

Supervised experience counseling and consulting in elementary and secondary school settings. Requirements: completion of school counseling core courses.

RCE:6321 Internship in Elementary School Counseling 6,12 s.h.

Supervised placement in an elementary school setting; performance of tasks, responsibilities of an elementary school counselor. Prerequisites: RCE:6300. Requirements: completion of all required school counseling courses.

RCE:6322 Internship in Secondary School Counseling**6,12 s.h.**

Supervised placement in a secondary school setting; performance of tasks, responsibilities of a secondary school counselor. Prerequisites: RCE:6300. Requirements: completion of all required school counseling courses.

RCE:6323 Internship in Middle School Counseling**3 s.h.**

Supervised placement in a middle school setting; performance of tasks and responsibilities of a middle school counselor. Prerequisites: RCE:6300. Requirements: completion of all required school counseling courses.

RCE:6341 Occupational Information, Job Development, and Job Placement**3 s.h.**

Obtaining appropriate jobs for individuals with disabilities who have received rehabilitation services; client, counselor, employer, job specifications.

RCE:6342 Psychosocial Aspects of Health and Disability Across the Developmental Lifespan**3 s.h.**

Dynamics of adjustment and coping for persons with chronic illness or those with disabilities through the life span; somatopsychological, psychosocial, and developmental perspectives on disability.

RCE:6346 Practicum in Rehabilitation Counseling**3 s.h.**

Clinical preparation to work specifically with persons with mental health and other disabilities in order to effectively promote positive changes in their employment status (where applicable), level of social integration, level of independence, quality of life, and mental health; individual clinical preparation goals established within the parameters of the clinical continuum to ensure skill development and a strong knowledge base, which serve to promote qualified providers of rehabilitation counseling services. Prerequisites: RCE:5279.

RCE:6347 Internship in Rehabilitation Counseling**arr.**

Advanced clinical experiences under faculty supervision in a community rehabilitation agency; student interns receive weekly individual and monthly group supervision; emphasis on application of rehabilitation and mental health counseling and case management methods, techniques, and vocational knowledge in work with clients; consultation with professionals, business, and industry as needed to enhance services to persons with disabilities for the purposes of job development/placement and/or independent living rehabilitation. Prerequisites: RCE:5279 and RCE:6346.

RCE:6348 Prepracticum in Rehabilitation and Mental Health Counseling**3 s.h.**

Counseling laboratory to promote knowledge, skills, and awareness of effective and ethical counseling methods, and fundamentals of helping relationships and case management. Prerequisites: RCE:5221. Corequisites: RCE:5278.

RCE:6349 Practicum in Clinical Mental Health Counseling**arr.**

Experience in a community agency serving individuals with disabilities and mental health disorders, supervised by a certified rehabilitation counselor in an approved site. Prerequisites: RCE:6353.

RCE:6350 Internship I: Rehabilitation and Mental Health Counseling**3-6 s.h.**

Experience to enhance competency in agencies and with persons represented in student's specialty area. Prerequisites: RCE:6349.

RCE:6352 Internship in Clinical Mental Health Counseling**arr.**

Full-time clinical experience in rehabilitation and mental health settings; training in wide range of rehabilitation and mental health functions under supervision of a qualified M.A. counselor with appropriate credentials. Prerequisites: RCE:6350.

RCE:6353 Pre-Practicum and Case Management in Counseling**3 s.h.**

Development of accurate listening, empathy, reflection, and inquiry skills as well as goal setting techniques that are the foundation of counseling work; strong applied and experiential approach with special focus on development of self-awareness dexterity necessary for professionals in clinical mental health counseling; students learn and practice microcounseling skills in class and lab sessions that relate to working with individuals and small groups; applied pre-practicum allows students to work with an analog client as well as didactic instruction. Corequisites: RCE:5221.

RCE:6354 Advanced Practicum in Clinical Mental Health Counseling**3 s.h.**

Advanced clinical experiences in clinical mental health counseling; supervision provided by faculty supervisor and site supervisor, who meet with the student during the semester for supervision and performance evaluation; emphasis on application of clinical mental health counseling knowledge, methods, and techniques in work with clients, and in consulting with other professionals and agencies as needed to enhance services to persons with mental health disabilities; emphasis also on application of principles and professional standards to real life situations. Prerequisites: RCE:6353 and RCE:6349.

RCE:6394 Research and Scholarship Internship**1-3 s.h.**

Preparation for comprehensive examination.

RCE:6500 Research and Program Evaluation**3 s.h.**

Introduction to research methods for counselors; research strategies that have dominated counseling literature; key concepts related to development of researchable questions, use and interpretation of quantitative and qualitative analyses, factors impacting design integrity, and use of findings to effect counseling program modifications; focus on essential approaches needed to conceptualize and develop a research proposal.

RCE:7255 Advanced Career Development and Counseling**3 s.h.**

Major concepts and research evidence about life-span vocational behavior; theories of vocational choice, adjustment, development in a multicultural world.

RCE:7338 Essentials of Qualitative Inquiry**3 s.h.**

Principles, processes of qualitative research in education; methods of design, data collection and analysis, interpretation, trustworthiness. Requirements: Ph.D. enrollment and introductory research course.

RCE:7347 Home/School/Community: System Interventions**3 s.h.**

Interventions used by school and support system personnel; focus on work with parents, siblings. Same as PSQF:7347.

RCE:7353 Advanced Counseling and Psychotherapy**3 s.h.**

Theories, techniques, and ethics of counseling clients with personal and interpersonal problems; ethical and multicultural considerations.

- RCE:7357 Advanced Group Counseling and Psychotherapy** 3 s.h.
Theories and techniques of group counseling and psychotherapy; integration of theory, experience, and research in group counseling; ethical and multicultural considerations.
- RCE:7360 Advanced Practicum in Counseling** arr.
Supervised practice in counseling; intensive analysis of counselor ethics, styles, methods. Advanced graduate standing in counselor education and consent of instructor required. Prerequisites: RCE:5221. Requirements: Ph.D. enrollment, advanced graduate standing in counselor education, and counseling introductory practicum; and concurrent enrollment in RCE:5249 for rehabilitation counselor education student.
- RCE:7380 Internship in Teaching** arr.
Supervised college teaching experience in counselor education courses; teaching in collaboration with faculty, observation and critiques of teaching, participation in course planning and evaluation procedures; ethical and multicultural considerations.
- RCE:7385 Teaching and Learning in Higher Education** 3 s.h.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as ECTL:7385, EPLS:7385, GRAD:7385, PSQF:7385.
- RCE:7400 Seminar: Ethics and Issues in Counseling** 3 s.h.
Ethical, professional, and contemporary issues in counseling practice, education, and research. Requirements: rehabilitation and counselor education Ph.D. enrollment.
- RCE:7438 Advanced Qualitative Research Seminar in Rehabilitation and Counselor Education** 3 s.h.
Exploration of qualitative research at advanced theoretical, practical, and technical level, inside and outside a typical classroom environment; scholarly discussions. Prerequisites: RCE:7338.
- RCE:7444 Qualitative Research in the Multicultural Context** 3 s.h.
Exploration of qualitative research in multicultural context; application of knowledge gained in introductory qualitative courses; utilization of qualitative skill sets for completion of a multicultural-focused project; multicultural field research project which may involve travel or virtual connections outside of regular class time; field experience projects with online problem-based learning activities, consultation, and virtual supervised small group work. Prerequisites: PSQF:6235 or RCE:5250 or RCE:7338.
- RCE:7448 Integrated Developmental Theory and Counseling** 3 s.h.
Advanced issues, theoretical perspectives, and research in human development across the life span; influential theories in human development; related implications for counseling, supervision, and research; integrated understanding of perspectives through position papers, reflection papers, and research proposal project. Requirements: graduate standing in rehabilitation and counselor education.
- RCE:7450 Advanced Social Psychology of Disability** 3 s.h.
Disability issues from individual and societal perspectives; psychosocial aspects of disability and disability studies; seminar. Requirements: Ph.D. enrollment.
- RCE:7451 Advanced Multiculturalism** 3 s.h.
Impact of culture, race, ethnicity, and intersections of identity on counseling in higher education and student affairs settings. Prerequisites: RCE:5250.
- RCE:7454 Supervision Theory and Practice** 3 s.h.
Conceptual models, ethics, multicultural considerations, research, and program design for counselor supervision and consultation.
- RCE:7455 Internship in Supervision** arr.
Supervision of students enrolled in counseling practicum. Prerequisites: RCE:7454.
- RCE:7457 Seminar: Professional Orientation to Counselor Education, Supervision, Leadership, and Advocacy** 4 s.h.
Professional orientation for students seeking degrees and employment in counselor education and supervision (CES); analysis of by-laws, competency statements, and professional responsibilities for specialists in CES; identification of key leadership practices; evaluation of leadership principles as applied to CES; development of a plan for future leadership in CES; students analyze needs of client stakeholder groups, evaluate current approaches to advocacy, develop an advocacy plan, and examine their own professional awareness, knowledge, and skill sets for negotiating work/life in academia and/or administration.
- RCE:7458 Seminar: Issues and Trends in Counseling Research** 4 s.h.
Recent trends, including debates and findings in literature related to best practices for the profession. Same as PSQF:7459.
- RCE:7459 Seminar: Leadership and Advocacy in Counselor Education and Supervision** 3 s.h.
Leadership principles and theories, including applications to counselor education; student leadership potential and skills explored through self-reflective model.
- RCE:7460 Seminar: Research in Counseling** 3 s.h.
Methods, examples, ethics, multicultural issues, problems of counseling research. Requirements: Ph.D. enrollment. Same as PSQF:7460.
- RCE:7461 Practicum in Research** arr.
Experience designing and implementing research relevant to student's plan of study, under supervision of rehabilitation and counselor education faculty member.
- RCE:7462 Advanced Practicum in Clinical Teaching** 1-3 s.h.
Preparation for doctoral students to conduct didactic and experiential learning opportunities with counselors in training. Prerequisites: RCE:7454.
- RCE:7465 Internship in Clinical Practice** arr.
Supervised experience in professional counseling, counselor supervision, consultation, and teaching counseling.
- RCE:7466 Leadership and Advocacy Internship in Counselor Education** 3 s.h.
Supervised experience in service learning activities in a variety of settings to build advocacy and leadership skills; leadership skill development opportunities that enhance doctoral students' future potential as counselor education advocates and consultants. Prerequisites: RCE:7360.
- RCE:7493 Ph.D. Thesis** arr.

Human Relations, Minor

Requirements

The undergraduate minor in human relations requires a minimum of 15 s.h. of credit, including 12 s.h. earned at the University of Iowa. Students must maintain a g.p.a. of at least 2.50 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass, but may count toward the minor if offered as S/U or S/F. Transfer credit must be approved by the chair of the Department of Rehabilitation and Counselor Education in order to count toward the minor.

The minor is open to all University of Iowa students enrolled in an undergraduate degree program.

The minor in human relations requires the following coursework.

Code	Title	Hours
This course:		
RCE:4199	Counseling for Related Professions	3
At least 12 s.h. from these:		
RCE:2081	Making a Vocational-Educational Choice	2-3
RCE:4109	Introduction to Athlete Mental Health	3
RCE:4110	Psychology of Food and Mood	3
RCE:4111	Building Leadership and Success at Work	3
RCE:4112	How to Interview to Get That Job!	3
RCE:4113	Sleep, Sleep Deprivation, and Sleep Disorders	3
RCE:4114	Psychology of Body Modification and Self-Image	3
RCE:4130	Human Sexuality	3
RCE:4131	Loss, Death, and Bereavement	3
RCE:4132	Introduction to Addictions and Impulse Control Disorders	3
RCE:4140	Foundations of Leadership for Community Agencies	3
RCE:4145	Marriage and Family Interaction	3
RCE:4162	Introduction to Couple and Family Therapy	3
RCE:4173	Trauma Across the Lifespan	3
RCE:4174	Positive Psychology	3
RCE:4175	Motivational Interviewing	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
RCE:4178	Microcounseling	3
RCE:4179	Sexuality Within the Helping Professions	3
RCE:4180	Topical Seminar for Helping Professionals	3
RCE:4185	Introduction to Substance Abuse	3

RCE:4187	Introduction to Assistive Technology	3
RCE:4191	Advocacy: Awareness, Assertiveness, and Activism	3
RCE:4192	Group Leadership in Human Sexuality	0-3
RCE:4193	Individual Instruction - Undergraduate	arr.
RCE:4194	Interpersonal Effectiveness	3
RCE:4195	Ethics in Human Relations and Counseling	3
RCE:4197	Citizenship in a Multicultural Society	3
EALL:4130	Introduction to Grant Writing	3
EPLS:4150	Leadership and Public Service I	3
EPLS:4151	Leadership and Public Service II	2
EPLS:4180	Human Relations for the Classroom Teacher (requires special permission for students not enrolled in TEP)	3
PSQF:2115	Introduction to Counseling Psychology	3
PSQF:2116	Applied Child and Adolescent Psychology	3
SSW:3700	Introduction to Understanding Trauma and Resilience	3

Contact the Department of Rehabilitation and Counselor Education for more information about the minor.

Rehabilitation and Counselor Education, M.A.

Maintaining Good Standing

M.A. students in the Department of Rehabilitation and Counselor Education must meet the following standards in order to remain in their degree programs and advance to candidacy and remain a candidate for a degree:

- maintain a g.p.a. of at least 3.00;
- successfully complete practicums and internships;
- maintain professional behavior consistent with the ACA Code of Ethics (American Counseling Association) and any additional code of professional ethics adhered to in any agency in which a student completes a practicum or internship; and
- demonstrate progress toward the degree through successful completion of semester hours specified in the curriculum plan and active registration each session (exceptions may be approved by the advisor).

Each student's academic and professional progress is reviewed annually. A written report is provided to the student and a copy is placed in the student's department file.

Probational Status

Students who earn a cumulative g.p.a. lower than 3.00 are placed on probational status and are notified in writing. Students on probational status have two consecutive sessions to raise their grade-point average to the established standard. If that requirement is not met, a student may be removed from the program. Students are allowed one probational status during their program of study.

RCE Standards

The following are the standards of the Department of Rehabilitation and Counselor Education at the University of Iowa, which are the key performance indicators for M.A. students.

- acquire the awareness, knowledge, and skills of a professional counselor and/or counselor educator;
- develop a process of ongoing reflective practice in relation to cultural humility and the profession's multicultural, social justice, and ethical counseling competencies and education;
- develop counseling skills that will address problems in living from a developmental/life span approach;
- cultivate a commitment to ethical practices and behavior in counseling, counselor education, supervision, and research; and
- acquire an understanding of the social, vocational, educational, and psychological needs of individuals served in various settings such as schools, vocational, or counseling centers.

Clinical Mental Health Counseling

The Master of Arts program in rehabilitation and counselor education with a clinical mental health counseling subprogram requires a minimum of 60 s.h. of graduate credit. Full-time students can complete the program in approximately 20 months (four semesters). The program prepares professional

counselors to provide assistance with psychological wellness through flexible, consumer-oriented therapy to individuals experiencing various problems in living, including mental disorders and substance abuse. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic efficient path for change and problem resolution.

Clinical mental health counselors work in a variety of settings, including public government agencies; private practice; community mental health agencies; managed behavioral health care organizations; integrated delivery systems; hospitals, including the Veteran's Administration; employee assistance programs; and substance abuse treatment centers. They provide interventions designed to help individuals with their immediate needs such as assessment and diagnosis, psychotherapy, treatment planning, brief and solution-focused therapy, alcoholism and substance abuse treatment, psychoeducational and prevention, and crisis management.

The M.A. program in clinical mental health counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of the program are eligible for certification by the National Board for Certified Counselors. By completing the program's coursework, students also complete the courses they must take in order to apply for licensure as mental health counselors in Iowa.

The curriculum blends academic work with supervised clinical experiences. Students take two semesters of practicum and one semester of internship concurrently with academic courses. The program concludes with a full-time internship (40 hours per week) during a spring semester. Students are assigned to mental health agencies or facilities that meet CACREP accreditation standards and that have programs or clientele who match a student's interests and educational objectives. Clinical placements require criminal background checks. Supervised practicums, internships, and comprehensive examinations are not offered during summer sessions.

The M.A. in rehabilitation and counselor education with a clinical mental health counseling subprogram requires the following work.

Required Courses

Code	Title	Hours
All of these (51 s.h.):		
RCE:5202	Introduction to Group Counseling	3
RCE:5203	Career Development	3
RCE:5221	Theories of Counseling and Human Development Across the Life Span	3
RCE:5241	Professional Counseling Orientation and Ethical Practice	3
RCE:5248	Diagnosis and Treatment Planning for Traditional, Vulnerable, and Special Populations in Counseling	3
RCE:5249	Medical and Psychopathological Aspects of Chronic Illness and Disability	3
RCE:5250	Multiculturalism in Helping Professions	3

RCE:5254	Assessment and Appraisal	3
RCE:5278	Applied Microcounseling	3
RCE:6342	Psychosocial Aspects of Health and Disability Across the Developmental Lifespan	3
RCE:6349	Practicum in Clinical Mental Health Counseling	3
RCE:6352	Internship in Clinical Mental Health Counseling	12
RCE:6353	Pre-Practicum and Case Management in Counseling	3
RCE:6500	Research and Program Evaluation	3

Electives

Code	Title	Hours
At least three of these (9 s.h.), in consultation with advisor:		
RCE:4110	Psychology of Food and Mood	3
RCE:4113	Sleep, Sleep Deprivation, and Sleep Disorders	3
RCE:4114	Psychology of Body Modification and Self-Image	3
RCE:4130	Human Sexuality	3
RCE:4131	Loss, Death, and Bereavement	3
RCE:4132	Introduction to Addictions and Impulse Control Disorders	3
RCE:4162	Introduction to Couple and Family Therapy	3
RCE:4173	Trauma Across the Lifespan	3
RCE:4174	Positive Psychology	3
RCE:4175	Motivational Interviewing	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
RCE:4179	Sexuality Within the Helping Professions	3
RCE:4185	Introduction to Substance Abuse	3
RCE:4187	Introduction to Assistive Technology	3
RCE:5280	Topical Seminar in Rehabilitation and Counselor Education (may be taken more than once if the topic differs)	arr.

Comprehensive Examination

The comprehensive examination consists of two exams totaling six hours: a three-hour departmental comprehensive examination and a three-hour written examination on the process and practice of clinical mental health counseling. Exams are offered only during fall and spring semesters.

Admission

Applicants must meet the department's general admission requirements. They should have a good academic record and relevant experiences. No specific undergraduate major area of study is required for the M.A. program, but a major in one of the social sciences is considered good preparation.

Postbaccalaureate work and volunteer experiences relevant to the field of mental health counseling is preferred. The program encourages applications from persons traditionally underrepresented in the field, particularly those with a disability and/or members of minority or ethnic groups. A personal interview is required, either in person or by telephone.

Applications for full-time study are accepted for fall semester entry; applications for full-time study are reviewed beginning March 1. Applications for part-time study are accepted for fall and spring semesters and are considered when class space permits.

Students pursue a sequenced plan of study that begins in the fall semester. Although students may be admitted for any semester, the program highly recommends that full-time students begin in the fall.

Rehabilitation Counseling Program

The Master of Arts program in rehabilitation and counselor education with a subprogram in the rehabilitation counseling program requires a minimum of 60 s.h. of graduate credit. Full-time students can complete the program in approximately 20 months (four semesters). The program prepares professional counselors to provide assistance in psychological wellness, employment, independent living, and personal or economic development to persons with disabilities and other individuals who encounter barriers in meeting their own functional needs.

Rehabilitation counselors work in a variety of settings, including public agencies such as state vocational rehabilitation programs and Veterans Affairs vocational rehabilitation programs, independent living centers, community-based rehabilitation centers and supported employment, psychiatric rehabilitation programs, transition from school to work programs, and private for-profit worker's compensation and insurance rehabilitation agencies. They provide interventions designed to help persons with disabilities adapt to the demands of their environments. They also prepare the environments to accommodate an individual's needs. Assessment, personal and vocational counseling, development of rehabilitation and treatment plans, case management, service coordination, psychosocial adjustment, job development, placement, and follow-up are typical services that rehabilitation and mental health counselors provide.

The M.A. program in rehabilitation counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of the program are eligible for certification by the Commission on Rehabilitation Counselor Certification (CRCC).

The curriculum blends academic work with supervised clinical experiences. Students take one semester of practicum and one semester of internship concurrently with academic courses. The program concludes with a full-time internship (40 hours per week) during a spring semester. Students are assigned to rehabilitation agencies or facilities that meet CACREP accreditation standards and that have programs or clientele who match a student's interests and educational objectives. Clinical placements require criminal background checks. Supervised practicums, internships, and comprehensive examinations are not offered during summer sessions.

The M.A. in rehabilitation and counselor education with a rehabilitation counseling subprogram requires the following work.

Required Courses

Code	Title	Hours
All of these (48 s.h.):		
RCE:5202	Introduction to Group Counseling	3
RCE:5221	Theories of Counseling and Human Development Across the Life Span	3
RCE:5241	Professional Counseling Orientation and Ethical Practice	3
RCE:5249	Medical and Psychopathological Aspects of Chronic Illness and Disability	3
RCE:5250	Multiculturalism in Helping Professions	3
RCE:5253	Forensic Rehabilitation and Case Management	3
RCE:5254	Assessment and Appraisal	3
RCE:5278	Applied Microcounseling	3
RCE:6341	Occupational Information, Job Development, and Job Placement	3
RCE:6342	Psychosocial Aspects of Health and Disability Across the Developmental Lifespan	3
RCE:6346	Practicum in Rehabilitation Counseling	3
RCE:6347	Internship in Rehabilitation Counseling	12
RCE:6500	Research and Program Evaluation	3

Electives

Code	Title	Hours
At least four of these (12 s.h.), in consultation with advisor:		
RCE:4110	Psychology of Food and Mood	3
RCE:4113	Sleep, Sleep Deprivation, and Sleep Disorders	3
RCE:4114	Psychology of Body Modification and Self-Image	3
RCE:4130	Human Sexuality	3
RCE:4131	Loss, Death, and Bereavement	3
RCE:4132	Introduction to Addictions and Impulse Control Disorders	3
RCE:4162	Introduction to Couple and Family Therapy	3
RCE:4173	Trauma Across the Lifespan	3
RCE:4174	Positive Psychology	3
RCE:4175	Motivational Interviewing	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3

RCE:4179	Sexuality Within the Helping Professions	3
RCE:4185	Introduction to Substance Abuse	3
RCE:4187	Introduction to Assistive Technology	3
RCE:5280	Topical Seminar in Rehabilitation and Counselor Education	arr.

Comprehensive Examination

The comprehensive examination consists of two exams totaling six hours: a three-hour departmental comprehensive examination and a three-hour written examination on the process and practice of rehabilitation counseling. Exams are offered only during fall and spring semesters.

Admission

Applicants must meet the department's general admission requirements. They should have a good academic record and relevant experience such as assisting individuals with disabilities. No specific undergraduate major area of study is required for the M.A. program, but a major in one of the social sciences is considered good preparation. Postbaccalaureate work experience relevant to the field of rehabilitation counseling is preferred. The program encourages applications from persons traditionally underrepresented in the field, particularly those with a disability and/or members of minority or ethnic groups. A personal interview is required, either in person or by telephone.

Applications for full-time study are accepted for fall semester entry; applications for full-time study are reviewed beginning March 1. Applications for part-time study are accepted for fall and spring semesters and are considered when class space permits.

Students pursue a sequenced plan of study that begins in the fall semester. Although students may be admitted for any semester, the program highly recommends that full-time students begin in the fall.

School Counseling

The Master of Arts program in rehabilitation and counselor education with a school counseling subprogram requires a minimum of 60 s.h. of graduate credit. The program prepares individuals to work effectively as counselors in K-12 school settings. It is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Successful graduates are eligible for K-12 school counselor licensure in Iowa.

During the first few semesters, students take core counseling courses, including coursework focusing on counseling children and adolescents, school counseling programs, and courses focusing on clinical practice in the schools (practicum and internship). Students are expected to complete at least 100 clock hours in practicum and 600 clock hours in internship activities in an approved school setting, under the supervision of an experienced licensed school counselor and a University faculty supervisor.

Students who enter without teaching licensure are required to take the following classes in education: EPLS:3000 Foundations of Education, EDTL:4900 Foundations of Special Education, and PSQF:6200 Educational Psychology.

Students must complete program and department core courses as outlined on the Department of Rehabilitation and Counselor Education website before enrolling in RCE:6300 Practicum in School Counseling for the fall semester of their second year in the program. All students are required to complete a background check the semester before they enroll in the practicum. Students who are not licensed teachers must complete coursework in education before enrolling in the practicum.

Each student's progress is reviewed periodically by the major advisor and yearly by the school counseling program. Students who have successfully completed all prerequisites for RCE:6300 are reviewed in the semester before they take the practicum course, to assure that they are prepared for it. Additionally, students are evaluated to assure their readiness for the internship RCE:6321 Internship in Elementary School Counseling or RCE:6322 Internship in Secondary School Counseling, which requires assignment in approved schools for the fall and/or spring semesters.

The M.A. in rehabilitation and counselor education with a school counseling subprogram requires the following work.

Required Courses

The following schedule of required courses reflects a two-and-one-half year program of study. Students who do not have teacher licensure are required to complete the following courses in education: EPLS:3000 Foundations of Education, EDTL:4900 Foundations of Special Education, and PSQF:6200 Educational Psychology. Students who have completed the required courses should consult with their advisor regarding electives in order to fulfill the 60 s.h. requirement.

Code	Title	Hours
RCE:4137	Introduction to Educating Gifted Students	3
RCE:5200	Professional School Counselor	3
RCE:5202	Introduction to Group Counseling	3
RCE:5203	Career Development	3
RCE:5204	School Culture and Classroom Management for School Counselors	3
RCE:5221	Theories of Counseling and Human Development Across the Life Span	3
RCE:5222	Counseling Children and Adolescents in Schools	3
RCE:5230	School Counseling Program Leadership and Management	3
RCE:5250	Multiculturalism in Helping Professions	3
RCE:5254	Assessment and Appraisal	3
RCE:5278	Applied Microcounseling	3
RCE:6300	Practicum in School Counseling	3
RCE:6321	Internship in Elementary School Counseling	6
RCE:6322	Internship in Secondary School Counseling	6
RCE:6500	Research and Program Evaluation	3

EDTL:4940	Characteristics of Disabilities	3
Electives (consult advisor)		6
Total Hours		60

Comprehensive Examination

Students are required to take comprehensive exams for the departmental core and for school counseling during their final semester of internship. Comprehensive exams include a written six-hour exam in the departmental core and school counseling. An oral exam also is required unless waived by the comprehensive exam committee.

Admission

Applicants must meet the department's general admission requirements. They should have an undergraduate g.p.a. of 3.00 or higher. The department prefers that applicants have one year of teaching experience or successful experiences with children and/or adolescents, which they must document in a written statement. Graduate Record Exam (GRE) General Test scores must be on file at the University; however, the GRE requirement has been suspended for the 2020-21 admissions cycle.

Applications are accepted for summer and fall entry and should be submitted by January 25th.

Rehabilitation and Counselor Education, Ph.D.

Maintaining Good Standing

Ph.D. students in the Department of Rehabilitation and Counselor Education must meet the following standards in order to remain in their degree programs and advance to candidacy and remain a candidate for a degree:

- maintain a g.p.a. of at least 3.00;
- successfully complete a practicum, internship, or equivalent professional experience;
- maintain professional behavior consistent with the ACA Code of Ethics (American Counseling Association) and any additional code of professional ethics adhered to in any agency in which a student completes a practicum or internship; and
- demonstrate progress toward the degree through successful completion of semester hours specified in the curriculum plan and active registration each session (exceptions may be approved by the advisor).

Each student's academic and professional progress is reviewed annually. A written report is provided to the student and a copy is placed in the student's department file.

Probational Status

Students who earn a cumulative g.p.a. lower than 3.00 are placed on probational status and are notified in writing. Students on probational status have two consecutive sessions to raise their grade-point average to the established standard. If that requirement is not met, a student may be removed from the program. Students are allowed one probational status during their program of study.

RCE Standards

The following are the standards of the Department of Rehabilitation and Counselor Education at the University of Iowa, which are the key performance indicators for Ph.D. students.

- acquire the awareness, knowledge, and skills of a professional counselor and/or counselor educator;
- develop a process of ongoing reflective practice in relation to cultural humility and the profession's multicultural, social justice, and ethical counseling competencies and education;
- develop counseling skills that will address problems in living from a developmental/life span approach;
- cultivate a commitment to ethical practices and behavior in counseling, counselor education, supervision, and research; and
- acquire an understanding of the social, vocational, educational, psychological needs of individuals served in various settings such as schools, vocational, or counseling centers.

Requirements

The Doctor of Philosophy program in rehabilitation and counselor education with a counselor education and

supervision (CES) subprogram requires a minimum of 72 s.h. of graduate credit. The program provides students with knowledge and skills related to general counseling (including mental health and school counseling), teaching, consulting, supervising counselors, and conducting research. Graduates enter professional work as counselors, counselor supervisors, counselor educators, researchers and/or consultants, or work in other positions requiring expertise in human relations. Students may choose an emphasis in an area agreed upon by faculty advisors.

Counselor education and supervision graduates are prepared to teach the knowledge and skills required of professional counselors and to supervise beginning and advanced counselors, perform counseling interventions with individuals and groups, and teach human relations skills in colleges or universities. They provide professional consultation with counseling practitioners, educators, and policymakers about counseling program development and evaluation. They also may perform research that contributes to knowledge about counseling, supervision, and counselor education.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), and The National Council on Rehabilitation Education (NCRE) are the professional organizations most related to program activities.

Curriculum includes required courses in counseling, in research tools and applications, and a dissertation.

Most students complete their coursework in three years and take a fourth year to complete the dissertation. Students who have not completed a master's degree program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) may need to remedy deficiencies by taking appropriate coursework at the master's degree level.

The Ph.D. in rehabilitation and counselor education with a counselor education and supervision subprogram requires the following work.

Required Courses

Code	Title	Hours
All of these:		
RCE:7255	Advanced Career Development and Counseling	3
RCE:7338	Essentials of Qualitative Inquiry	3
RCE:7353	Advanced Counseling and Psychotherapy	3
RCE:7360	Advanced Practicum in Counseling (section 2)	3
RCE:7380	Internship in Teaching	3
RCE:7385	Teaching and Learning in Higher Education	3
RCE:7400	Seminar: Ethics and Issues in Counseling	3
RCE:7450	Advanced Social Psychology of Disability	3
RCE:7451	Advanced Multiculturalism	3
RCE:7454	Supervision Theory and Practice	3
RCE:7455	Internship in Supervision	3

RCE:7457	Seminar: Professional Orientation to Counselor Education, Supervision, Leadership, and Advocacy	4
RCE:7458	Seminar: Issues and Trends in Counseling Research	4
RCE:7460	Seminar: Research in Counseling	3
RCE:7465	Internship in Clinical Practice (at least 240 hours)	3
RCE:7466	Leadership and Advocacy Internship in Counselor Education	3
PSQF:6265	Program Evaluation	3

Required Research Courses

Students must complete a specific sequence of research courses which include distributed coursework in both qualitative and quantitative areas. In consultation with the academic advisor, they select from basic and advanced doctoral research courses listed under RCE Doctoral Research Requirements on the Department of Rehabilitation and Counselor Education website.

Elective Minor Area

Students can elect to take a series of courses, typically a minimum of three, outside the Department of Rehabilitation and Counselor Education (in consultation with a major and minor advisor) to enhance and support their teaching and research interests.

Master's Thesis Project or Equivalent

Students are required to submit a previously conducted master's thesis for faculty review and approval or to complete a new supervised experiential research project before taking comprehensive exams. Students without an approved M.A. or M.S. thesis enroll in the following.

Code	Title	Hours
RCE:6394	Research and Scholarship Internship	1-3

Comprehensive Examination

The comprehensive examination consists of an oral defense of a student's portfolio, which covers six professional competency domains in counselor education, and an exam on the minor area. The examination may be taken during a student's final semester of coursework, which typically includes an internship.

Dissertation

The major research project culminating in the doctoral thesis may be on any topic related to counseling and counselor education. The thesis advisor and the examining committee approve the topic and procedures at a formal prospectus meeting. The final oral examination on the thesis is conducted by the examining committee. Students usually earn 10 s.h. for dissertation work, but in some instances they may earn up to 15 s.h. The dissertation committee must include at least two counselor education and supervision faculty members.

Code	Title	Hours
RCE:7493	Ph.D. Thesis	10-15

Admission

Applicants must meet the department's general admission requirements. In addition, applicants must provide evidence of successful experience in counseling or a closely related profession. Applicants without experience may be admitted if their credentials indicate exceptional strengths.

Applicants also must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students may be admitted for fall, spring, or summer entry, but the department strongly advises application for fall entry. Consideration of applications begins January 15 for fall entry; all application materials should be received by this date.

Teaching and Learning

Chair

- Lia M. Plakans

Undergraduate majors: art education (B.A.); elementary education (B.A.); English education (B.A.); mathematics education (B.A.); music education (B.A.); science education (B.A.); social studies education (B.A.); world language education (B.A.); science studies (B.S., granted by the College of Liberal Arts and Sciences)

Graduate degrees: M.A. in teaching and learning; M.A.T. in teaching and learning; M.S. in teaching and learning; Ph.D. in teaching and learning

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/teach>

Department of Teaching and Learning programs prepare graduates for positions in public schools, local and state education agencies, clinical settings, and institutions of higher education. All licensure programs are approved by the Iowa Department of Education.

Undergraduate students pursuing a B.A. with a major in art education, elementary education, English education, mathematics education, music education, science education, social studies education, or world language education, must satisfy the GE CLAS Core [p. 20] requirements.

Undergraduate students pursuing a B.S. with a major in sciences must meet the College of Liberal Arts and Sciences requirements for the Bachelor of Science degree, including the GE CLAS Core [p. 20]; see the College of Liberal Arts and Sciences Academic Policies Handbook.

The Department of Teaching and Learning offers, or jointly administers with departments in the College of Liberal Arts and Sciences, advanced degree programs in the following fields of professional interest: art education; developmental reading; English education; foreign language, second language, and English as a Second Language education; literacy, culture, and language education; mathematics education; music education; science education; social studies education; special education; STEM education; and teaching, leadership, and cultural competency.

The department offers graduate degree programs in three major areas: elementary education, secondary education, and special education.

Elementary education programs:

- art education (offered in the M.A. and M.A.T. in teaching and learning);
- developmental reading (offered in the M.A. in teaching and learning);
- teaching, leadership, and cultural competency (offered in the M.A. in teaching and learning).

Secondary education programs:

- art education (offered in the M.A. and M.A.T. in teaching and learning);
- developmental reading (offered in the M.A. in teaching and learning);
- English education (offered in the M.A. and M.A.T. in teaching and learning);

foreign language and English as a Second Language (ESL) education (offered in the M.A. and M.A.T. in teaching and learning);

literacy, culture, and language education (offered in the Ph.D. in teaching and learning);

mathematics education (offered in the M.A., M.A.T., and Ph.D. in teaching and learning);

science education (offered in the M.S., M.A.T., and Ph.D. in teaching and learning);

social studies education (offered in the M.A. and M.A.T. in teaching and learning);

special education (offered in the M.A. and Ph.D. in teaching and learning);

STEM education (offered in the M.S. in teaching and learning); and

teaching, leadership, and cultural competency (offered in the M.A. in teaching and learning).

The secondary education area also collaborates with the College of Liberal Arts and Sciences to offer an education option for graduate students earning an M.S. in mathematics; an M.A. and Ph.D. in music with a concentration in music education; and a combined B.A./M.A.T. in teaching and learning with a science education subprogram for undergraduates majoring in biology, chemistry, environmental sciences, or physics. In addition, the area offers an ESL endorsement for individuals who are enrolled in a Department of Teaching and Learning graduate degree program or who are licensed in-service teachers.

In addition, the M.A. in music [p. 852] is administered by the School of Music (College of Liberal Arts and Sciences) in cooperation with the College of Education. The concentration in music education provides students with deeper insights into music, the theory and practice of music education, and the role of music in the school curriculum.

The Ph.D. in music [p. 854] with concentration in music education prepares students for teaching, research, and administrative posts. Graduates find employment as college teachers of music education classes and activities; as band, chorus, and orchestra directors; and as administrators of music departments and schools of music. Some apply their skills in public schools as music supervisors, research and curriculum consultants, and directors of city or district school music programs. Doctor of Philosophy students whose concentration is music therapy enroll in the Ph.D. program with concentration in music education. Modifications in the curricular requirements are made to reflect the professional knowledge and skills required for positions such as college teaching or advanced clinical or research positions in music therapy. Both programs are administered by the School of Music [p. 817] (College of Liberal Arts and Sciences) in cooperation with the College of Education.

Special education program:

- special education (offered in the M.A. and Ph.D. in teaching and learning).

Applicants for admission to University of Iowa graduate degree programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

The graduate Certificate in Applied Behavior Analysis is offered by the Department of Teaching and Learning. To

learn more, see the Certificate in Applied Behavior Analysis [p. 1292] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Art Education (Bachelor of Arts) [p. 1367]
- Major in Elementary Education (Bachelor of Arts) [p. 1369]
- Major in English Education (Bachelor of Arts) [p. 1375]
- Major in Mathematics Education (Bachelor of Arts) [p. 1378]
- Major in Music Education (Bachelor of Arts) [p. 1381]
- Major in Science Education (Bachelor of Arts) [p. 1384]
- Major in Social Studies Education (Bachelor of Arts) [p. 1387]
- Major in World Language Education (Bachelor of Arts) [p. 1397]
- Major in Science Studies (Bachelor of Science) [p. 1389]

Graduate Programs of Study

Majors

- Master of Arts in Teaching and Learning [p. 1399]
- Master of Arts in Teaching in Teaching and Learning [p. 1403]
- Master of Science in Teaching and Learning [p. 1410]
- Doctor of Philosophy in Teaching and Learning [p. 1412]

Financial Support

A limited number of teaching assistantships are available for graduate students. Assignments vary. Some involve supervising undergraduate majors enrolled in practicums; some involve teaching sections of undergraduate methods courses and supervising student teachers; others consist primarily of research activities. Graduate assistants may register for a maximum of 12 s.h. of credit per semester, but they must register for at least 6 s.h. per semester.

All assistantships are awarded on a competitive basis. Applicants must have been admitted to regular status in the Graduate College and to an advanced program in the College of Education. For information about assistantships, consult the College of Education advisor in the appropriate field.

Courses

- Teaching and Learning Courses [p. 1352]
- Science Education Courses [p. 1366]

Teaching and Learning Courses

EDTL:1050 Opportunities in Education 2 s.h.
Introduction for underrepresented students to the teaching profession and its widely varied opportunities; faculty, students, recipients of awards in education; tours of Iowa City schools; reflection on and personal integration of class learning experiences, consideration of future plans.

EDTL:1129 First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

EDTL:1133 Teaching as a Profession 1 s.h.
Teaching as a profession in the American education system; examining motivations to become a teacher; historical perspectives; social, legal, and ethical issues; examining career paths in the field of education.

EDTL:2000 Big Ideas: Creativity for a Lifetime 3 s.h.
Exploration of what senior artists can teach about creativity and aging; interdisciplinary project-based collaborative learning opportunities that consider role of arts and creativity across a lifespan; essential skills necessary to be professionals in numerous careers including health, social work, education, humanities, and the arts; identification of ways for students to be more creative in their own lives and work. GE: Values and Culture. Same as ARTS:2000, ASP:2000, RHET:2000.

EDTL:2015 Teaching as a Human Endeavor 3 s.h.
Introduction to teaching with focus on role as a human endeavor including purposes, goals, and values; special attention to contemporary issues in teaching and learning with an overview of planning processes, role of settings, contexts, and differentiation; exploration of appropriate ways to study teaching across disciplines and under various professional standards.

EDTL:2073 Finding Your Comfort Zone: Secrets to Success 1,3 s.h.
Understanding the strengths and challenges of people with special needs; insights into unwritten "rules" of college life; optional practicum involves working hands-on with people who have multiple learning and cognitive disabilities; students with disabilities or those interested in learning more about disabilities are encouraged to enroll.

EDTL:2122 Creativity, Imagination, Play, and Human Development through the Arts 3 s.h.
Theories related to human development and visual arts; use of visual arts to make meaning from experience; ways to integrate visual arts into everyday life; cognitive and physical processes involved in making, understanding, and looking at visual art through studio experiences; theories of cognitive development; role of visual art in education; introduction to art production, history, criticism, and aesthetics. GE: Literary, Visual, and Performing Arts.

EDTL:2210 Full STEAM Ahead: The Role of Art in Science, Technology, Engineering, and Math 3 s.h.
Examination of artists' contributions to STEM and how innovations in STEM have shaped art; readings from art history, historical texts, technological advances, and scientific, engineering, and mathematics journals; how a discovery in one area can have a ripple effect across fields, and how to make diverse connections to content areas in teaching and research.

EDTL:2670 Peacebuilding, Singing, and Writing in a Prison Choir 3 s.h.

Students sing with the Oakdale Community Choir inside the Iowa Medical and Classification Center as a service-learning component; students explore meanings of peacebuilding for themselves and community, and use their imaginations to consider new directions of peacebuilding through reading, reflecting, writing, inner peacebuilding, and communal peacebuilding projects; use of choral singing inside prisons to build peace, create positive social connections, transform attitudes toward healing approaches to justice, and inspire a sense of deep care within oneself and among others. GE: Diversity and Inclusion.

EDTL:2821 Oral Interpretation 3 s.h.

Weekly performances to develop and define communication skills for professional careers in teaching and business; poetry, prose, monologue, storytelling, duo interpretation, reader's theatre, and demonstration speeches. Same as COMM:2821.

EDTL:2963 Monsters, Victims, and Villains: Changing Perceptions 3 s.h.

Introduction to implementation of performance opportunities for special populations (defined as those with cognitive or physical disability) and underrepresented populations; students gain skills necessary to create radical opportunities for and implementation of performances including individuals with disabilities in theatre, dance, and music; students from different backgrounds experience collaborative artistic excellence while redefining audience expectations; historic background for perceptions of disability. GE: Diversity and Inclusion. Same as THTR:2605.

EDTL:3001 Introduction to Museum Studies 3 s.h.

Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Stanley Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as ANTH:3001, MUSM:3001, SIED:3001.

EDTL:3002 Technology in the Classroom 2-3 s.h.

Workshops on journalism/mass media curriculum, audio/video production, photojournalism, publication design, journalistic writing techniques, advising student publications. Same as JMC:3210.

EDTL:3059 Introduction to Education and the Regents Alternative Pathway to Iowa Licensure Program 4 s.h.

Foundational knowledge and understanding of educational practices for teacher intern candidates in the Regents Alternative Pathway to Iowa Licensure (RAPIL) program; topics include students as learners, the instructional process, and assessment. Requirements: admission to the RAPIL program.

EDTL:3060 Learning and Instruction for Today's Classrooms 4 s.h.

First course in the Regents Alternative Pathway to Iowa Licensure program. Requirements: admission to the RAPIL program.

EDTL:3061 Instructional Planning, Strategies, and Assessment 4 s.h.

Fourth course in the Regents Alternative Pathway to Iowa Licensure program. Requirements: admission to the RAPIL program.

EDTL:3062 Learning Communities 3 s.h.

Fifth course in the Regents Alternative Pathway to Iowa Licensure program. Requirements: admission to the RAPIL program.

EDTL:3063 Creating Classrooms Conducive to Teaching and Learning 3 s.h.

Third course in the Regents Alternative Pathway to Iowa Licensure program. Requirements: admission to the RAPIL program.

EDTL:3064 Intern Seminar on Critical Issues in Education 3 s.h.

Sixth course in the Regents Alternative Pathway to Iowa Licensure program. Requirements: admission to the RAPIL program.

EDTL:3065 Methods in Teaching in the Secondary Classroom 3 s.h.

Learn, identify, and implement effective content-specific secondary teaching methods with focus on active student engagement; students develop and enhance instructional planning/pedagogy with special emphasis on content-specific secondary teaching methods, including reading in content area; describe and implement process of pre-, formative, and summative assessment strategies, appropriately aligning them in the instructional design of secondary content lessons; taking specific steps toward improving professional dispositions.

EDTL:3091 Secondary Education Program Orientation and Classroom Management 1,3 s.h.

Overview including opportunities, policies and procedures, requirements and expectations, and services associated with the Teacher Education Program; characteristics of the classroom environment and their implications for organization and management; concepts and principles teachers can use when thinking about managerial tasks in the classroom; for prospective middle and secondary school teachers.

EDTL:3095 Teaching Reading in Secondary Content Areas 1,3 s.h.

Integration of reading strategies into secondary content areas for teacher candidates in secondary education.

EDTL:3103 Assessment for Instructional Planning and Practice 3 s.h.

Fundamentals of using assessment data to make instructional planning decisions that preservice educators need in their advanced coursework and classrooms; practical application with curriculum-based procedures; emphasis on classroom-based procedures used to make educational decisions to plan instruction for students, particularly those who are experiencing academic difficulty. Requirements: admission to TEP.

EDTL:3114 Parent-Child Relationships 3 s.h.

Roles and relationships within and between families, culture, society; identify (family) resources and concerns based on children's development, abilities.

EDTL:3120 Methods and Materials: Music for the Classroom Teacher 2 s.h.

Development of music skills, techniques, knowledge of methods and materials for teaching music to young children; for elementary education majors. Requirements: admission to TEP.

EDTL:3123 Reading and Responding to Children's Literature 3 s.h.

Reading and teaching of children's literature; becoming more knowledgeable readers of children's literature; using children's literature in elementary classroom for aesthetic, personal, social, and critical purposes; wide range of literary texts in different genres and multiple ways readers might experience these texts given particular teaching approaches; ways in which readers interact with texts and with each other to make meaning as they read and discuss literature. Requirements: admission to elementary TEP.

EDTL:3127 Methods and Materials: Physical Education, Health, and Wellness 2-3 s.h.

Methods, curriculum. Requirements: admission to TEP.

EDTL:3130 Adaptive Physical Education for the Elementary Classroom Teacher 2 s.h.

Create and deliver quality, inclusive physical education for students with mental, physical, or emotional disabilities; identify and evaluate the needs of disabled students, plan units and lessons with appropriate modifications for all learners, write an IEP, comply with IDEA in a physical education setting. Prerequisites: EDTL:3127.

EDTL:3131 Movement Education 2 s.h.

Movement education as a basis for psychomotor and cognitive development in children; summary of basic growth and motor development; in-depth instruction on theory and application of movement education curriculum, and practice on design and execution of movement education lessons.

EDTL:3139 American Government and Civics for the Elementary Classroom Teacher 3 s.h.

Foundations and processes of American government as related to development of civic literacy in elementary students and their teachers; founding documents, legal precedents, social and economic changes throughout American history; research-based teaching and learning processes from social studies education. Requirements: admission to TEP.

EDTL:3141 Elementary School Mathematics: Number and Operations 3 s.h.

Problem-solving approach to current trends in math education and process of teaching math; current math content knowledge assessed at start and end of course; opportunities to strengthen number and operations content knowledge; how children in grades K-5 think about and learn math; core ideas of learning, teaching, planning, and assessing number and operations concepts and skills; research-based pedagogical strategies that help children develop math concepts and procedures. Requirements: admission to TEP.

EDTL:3142 Elementary School Mathematics: Geometry and Measurement 3 s.h.

Problem-solving approach to current trends in math education; current math content knowledge assessed at start and end of course; opportunities to strengthen geometry and measurement content knowledge; how children in grades K-5 think about and learn math; core ideas of learning, teaching, planning, and assessing geometry and measurement concepts and skills; research-based pedagogical strategies that help children in elementary school develop math concepts and procedures. Requirements: admission to TEP.

EDTL:3143 Methods of Elementary Art and Field Experiences 3 s.h.

Application of studio methods to teaching children in Saturday Children's Art Class Program. Same as ARTE:3143.

EDTL:3146 Elementary School Mathematics: Data/Probability and Algebra 3 s.h.

Problem-solving approach to current trends in math education and process of teaching math; current math content knowledge assessed at start and end of course; opportunities to strengthen data analysis/probability and algebra content knowledge; how grade K-5 children think about and learn math; core ideas of learning, teaching, planning, and assessing data/probability and algebra concepts and skills; research-based pedagogical strategies that help children develop math concepts and procedures. Requirements: admission to TEP.

EDTL:3160 Reading and Language Arts Methods for Primary Students in Grades K-3 3 s.h.

Theoretical foundations and practical skills to become reflective professionals who can design and implement effective reading and language arts instruction; authentic formative assessment for economically, academically, culturally, racially, and linguistically diverse children in grades K-3; for preservice elementary teachers. Prerequisites: EDTL:3190 and EDTL:3002. Requirements: admission to elementary TEP.

EDTL:3161 Social Studies for the Elementary Classroom Teacher 3 s.h.

Individual growth and change due to environment, economy, and technology; focus on developing teacher's understanding of social and behavioral sciences and how they relate to geography, history, and government in student's growth toward democratic citizenship; emphasis on need to develop intellectually stimulating curricula based on Iowa Core in behavioral science; lesson and curriculum development from research-based best practices in teaching social studies and driven by Iowa Core goals and objectives; technology as a teaching tool and focus of investigation in today's society. Prerequisites: EDTL:3002 and EDTL:3190. Requirements: admission to elementary TEP.

EDTL:3163 Methods: Elementary School Mathematics 2-3 s.h.

Content; techniques of teaching and means of assessment for K-6 mathematics. Prerequisites: EDTL:3190 and EDTL:3002 and (EDTL:3141 or MATH:1120). Corequisites: EDTL:3170 and EDTL:3174. Requirements: admission to TEP.

EDTL:3164 Reading and Language Arts Methods for Intermediate Students in Grades 3-6 3 s.h.

Theoretical foundations and practical skills to become reflective professionals who can design and implement effective reading and language arts instruction; authentic formative assessment for economically, academically, culturally, racially, and linguistically diverse children in grades 3-6; for preservice elementary teachers. Prerequisites: EDTL:3190 and EDTL:3002. Requirements: admission to elementary TEP.

EDTL:3165 Elementary Science Methods I 3 s.h.

Meaningful and practical learning experiences to foster elementary science learning environments that engage learners in scientific practices and understanding of biological and chemical sciences; essential concepts; instruction to promote elementary student learning; learning, teaching, subject matter, curriculum, and assessment.

- EDTL:3166 Elementary Science Methods II** 3 s.h.
Meaningful and practical learning experiences to foster elementary science learning environments that engage learners in scientific practices and understanding of physical and earth/space sciences; essential concepts; instruction to promote elementary student learning; learning, teaching, subject matter, curriculum, and assessment.
- EDTL:3168 History for the Elementary Classroom Teacher** 3 s.h.
Development of historical literacy in elementary students and their teachers; connecting children to the past using family histories; interactions and patterns in world history; diverse perspectives in U.S. history; using primary sources to investigate state and local history. Requirements: admission to TEP.
- EDTL:3170 Elementary Classroom Management** 1-3 s.h.
Activities, techniques, strategies, theories related to effective classroom management. Prerequisites: EDTL:3190 and EDTL:3002. Corequisites: EDTL:3163 and EDTL:3174.
- EDTL:3172 Elementary Reading Practicum** 3-4 s.h.
Experience in teaching literacy to elementary students; opportunity to learn from an experienced teacher within a functioning classroom; supervisor with classroom experience mentors and supports students at practicum site; on-site practicum experiences preceded by on-campus seminar experience with practicum coordinator and supervisors; for preservice teachers. Prerequisites: EDTL:3002 and EDTL:3190 and EDTL:3160 and EDTL:3164. Corequisites: EDTL:4171.
- EDTL:3174 Elementary Math Practicum** arr.
Experience in teaching mathematics to elementary students; opportunity to learn from an experienced teacher within a functioning classroom; supervisor with classroom experience mentors and supports students at practicum site; on-site practicum experiences preceded by on-campus seminar experience with practicum coordinator and supervisors; for preservice teachers. Prerequisites: EDTL:3002 and EDTL:3190. Corequisites: EDTL:3163 and EDTL:3170.
- EDTL:3175 Elementary Social Studies/Science Practicum** 2 s.h.
Experience in teaching social studies and science to elementary students; opportunity to learn from an experienced teacher within a functioning classroom; mentoring and support from supervisor with classroom experience at practicum site; onsite practicum experiences preceded by on-campus seminar with practicum coordinator and supervisors; assignments designed to enrich and augment onsite experiences and tied to student's current methods courses; for preservice teachers. Requirements: admission to TEP.
- EDTL:3180 Drama in the Classroom** 3 s.h.
Theories of community, culture, identity in relation to language arts teaching and learning; emphasis on incorporating multiple literacies, both oral and print, into language arts curricula; action research involving oral literacy. Same as THTR:3610.
- EDTL:3187 Early Literacy Instruction for Young Children** 3 s.h.
Service-learning involving lecture, class discussion, and student participation in an early literacy program for preschoolers; concepts and skills necessary to conduct story time groups with young children that target development of print knowledge; application of learning by reading to small groups of preschool children. Recommendations: CSD:3118. Same as CSD:3187.
- EDTL:3190 Orientation to Elementary Education** 1-2 s.h.
Overview of elementary education expectations, including options for student teaching; classroom observation, lesson planning, performance indicators, INTASC standards, classroom management, information about mandatory child abuse reporting, blood-borne pathogens, professional ethics.
- EDTL:3204 Art Education Studio and Field Components** 3 s.h.
Art training related to processes of elementary and secondary school art teaching; studio methods applied to teaching children and adolescents. Requirements: concurrent enrollment in EDTL:3290 for Teacher Education Program student.
- EDTL:3205 Methods of Secondary Art and Field Experience** 3 s.h.
Art education theory and methods at secondary levels; art curriculum, unit, and lesson planning; evaluation, motivation, instructional materials; observational techniques.
- EDTL:3212 Tasting Art: How the Senses Enhance Our Experience of Art** 3 s.h.
Investigates how artists initiate sensory reactions in viewers through close looking at objects, careful reading of historical and contemporary texts, and producing art; examining how diverse fields such as social studies, science, math, literature, psychology, philosophy, and cultural studies have informed artists' interpretations of their environments; how to bring art into a variety of content areas to enrich the learner's understanding; how to analyze art, art history, art criticism, aesthetics, and art production.
- EDTL:3215 The Museum of Today and Tomorrow: How Museums Enhance the K-12 Classroom** 3 s.h.
What do museums have to offer teachers? How are they relevant to social studies, math, English, and science teachers? Students are put in charge of answering these questions and build their knowledge about art and innovative teaching strategies in the K-12 classroom and museum, practice designing lessons around a work of art, and apply their knowledge about art and curriculum into interactive online modules; students work directly with art on campus in the Lindquist Art Collection in the College of Education and the University of Iowa Stanley Museum of Art. Same as MUSM:3215.
- EDTL:3290 Introduction and Practicum: Art** 2-3 s.h.
Practice of learning from an experienced art teacher in an art classroom and setting; observations in an art classroom side-by-side with experience and insight gained through participating and teaching in the Saturday Art Workshop Program. Requirements: admission to TEP.
- EDTL:3375 Teaching and Performing Shakespeare** 3 s.h.
Students work through Shakespeare's most frequently taught plays—*Romeo and Juliet*, *Macbeth*, *A Midsummer Night's Dream*, *Hamlet*, and *The Tempest*—by focusing on various learning strategies and resources; each play is taught in a different method, using a different edition, and through distinct teaching resources, most notably on the difference between the page (close reading, archival skills, historical analysis) and the stage (watching, reviewing, and, most importantly, producing drama).

- EDTL:3382 Language and Learning** 2-3 s.h.
How language reflects and constructs learners' identities and cultures; readings related to oral and written language, native and second language development, linguistic diversity; discussion of the relationship of language theory to schools of language instruction. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as ENGL:3190.
- EDTL:3393 Reading and Teaching Adolescent Literature** 3 s.h.
Reading and evaluation of literature suitable for junior and senior high school students. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as ENGL:3191.
- EDTL:3492 Heritage Language Teaching** 3 s.h.
Focus on cutting-edge research and methods to develop adequate curriculum, language courses, and programs for heritage speakers (HS); readings include bilingual development, sociolinguistics, language teaching, and heritage speakers' affective needs; use of these theories to help understand, develop, and apply best practices in teaching HS; topics also help create best practices in teaching mixed language courses for second language (L2) and HS students. Taught in English. Requirements: at least one course taught in Spanish at the 2000 level or above. Same as SPAN:3192.
- EDTL:3532 Introduction and Practicum: Mathematics** 3 s.h.
Experience designing and teaching lessons with varied instructional intent and use of multiple instructional strategies; study and practice methods of managing classroom learning environment; significant time spent in cooperating schools, on-campus meetings. Requirements: admission to TEP.
- EDTL:3534 Methods: Middle School Mathematics** 3 s.h.
Subject matter content, teaching and assessment techniques for grades 5-9 math; how students learn mathematics; mathematics curricular planning for all students.
- EDTL:3605 Instrumental Techniques** 2 s.h.
Same as MUS:3605.
- EDTL:3610 Introduction and Practicum: Music** 2 s.h.
Experience observing and assisting music teachers and students in elementary or secondary schools; three hours per week in the school plus on-campus class meetings. Requirements: admission to TEP.
- EDTL:3620 Methods and Materials: General Music** 3 s.h.
Methods for teaching general music in elementary and secondary schools. Prerequisites: EDTL:3002 and EDTL:3610.
- EDTL:3635 Instrumental Conducting** 3 s.h.
Advanced skills for instrumental conducting, score analysis, rehearsal techniques, literature selection. Prerequisites: MUS:3625. Same as MUS:3635.
- EDTL:3640 Choral Methods** 3 s.h.
Organization, implementation of effective choral music programs for all ages. Same as MUS:3640.
- EDTL:3645 Choral Conducting and Literature** 3 s.h.
Advanced skills appropriate to choral conducting, analysis, literature selection studied and implemented to develop a secure approach to choral art; students preparing to teach in the elementary or secondary schools must register under EDTL:3645. Prerequisites: MUS:3625. Same as MUS:3645.
- EDTL:3650 Instrumental Methods and Materials** 3 s.h.
Elementary and secondary instrumental music methods course required for K-12 music teacher certification. Same as MUS:3650.
- EDTL:3715 Experiential Teaching and Learning** 3 s.h.
Introduction to practice of experiential learning and teaching; students create and lead experiential activities in formal and informal learning environments; exploration of factors that impact the value of an experience and assess impact; integration of multiple disciplines and perspectives in a collaborative manner; skills for processing and guiding reflection to determine outcomes of experiences; work collaboratively to design, plan, execute, and determine outcomes of an experience for a target population.
- EDTL:3905 Teaching Deaf and Hard of Hearing Students** 3-4 s.h.
Issues in d/Deaf education; management techniques, communication strategies, teaching strategies, instructional materials, hands-on activities, assessments, parent involvement; use of technology, ethnic and cultural diversity, classroom management, pre-reading techniques, literacy development, educational program options. Taught in English and/or American Sign Language. Requirements: for 4 s.h. option—concurrent enrollment in ASL:2002, if not taken as a prerequisite. Same as ASLE:3905.
- EDTL:3915 Introduction: Strategist I (Elementary)** 1-2 s.h.
Teaching students with mild disabilities in elementary resource placements; current trends and issues, basic and theoretical approaches, implications of federal and state statutes, multidisciplinary team approaches to providing appropriate educational programming; students complete a practicum with an elementary special education teacher. Requirements: admission to TEP.
- EDTL:3976 Reading Intervention for Students At Risk** 3 s.h.
Reading instructional approaches for students at risk for, or with reading disabilities; students enrolled in lab apply content while working with a reading disability student; use of effective teaching principles and research-based practices for designing and delivering instruction in reading (including oral and silent reading), vocabulary development, reading fluency, comprehension. Requirements: admission to TEP.
- EDTL:4021 Science for High Ability Students** 1 s.h.
Unique challenges and opportunities confronted by teachers of students with above average ability and interest in science; theory and practice; development of program outlines for science programs.
- EDTL:4022 Math Programming for High Ability Students** 1 s.h.
Unique challenges and opportunities confronted by teachers of high-ability students; theory and practice, development of program outlines for implementation. Same as PSQF:4122.
- EDTL:4024 Differentiating Projects with Technology** 1 s.h.
Use of digital tools to enrich student presentations; PowerPoint slide shows, presentations uploaded to World Wide Web, interactive multimedia presentations via HyperStudio.
- EDTL:4025 Differentiated Instruction for the Gifted** 1 s.h.
Program options for K-12 gifted students; student abilities and needs linked with various curriculums; case studies, school materials.

- EDTL:4026 Reading for High-Ability Students** 1 s.h.
Purposes and methods of reading instruction, with focus on developmentally appropriate needs of high-ability readers; genres of literature, enriched and accelerated reading curricula, role of reading in social and emotional development of gifted students.
- EDTL:4029 Developing Leadership Skills for Gifted and Talented Students, K-12** 1 s.h.
- EDTL:4032 Middle School Curriculum, Methods, and Practicum** 3 s.h.
Junior high and middle school development compared; characteristics of exemplary programs, disciplinary and interdisciplinary trends; variety of teaching methods (group and individual); hands-on activities. Requirements: admission to TEP.
- EDTL:4065 Social Studies for High-Ability Learners** 1-2 s.h.
Intersection of unique challenges presented by talented students and challenges of designing, implementing, and assessing quality inquiry-based social studies instruction; background in social studies or social studies education not required.
- EDTL:4066 Curriculum Concepts in Gifted Education** 3 s.h.
Analyzing and refining understanding of curriculum in context of: needs of gifted and talented students, rationale for and implementation of curriculum differentiation, and curriculum principles for and applications to gifted and talented; designed for preservice and inservice educators, as well as those interested in curriculum development, design, and delivery.
- EDTL:4067 Conceptions of Talent Development** 3 s.h.
Students review conceptions of talent development and explore possibilities for appropriate programming in specific fields across various stages in life; traditional opportunities in gifted education programs; stages of development in early childhood; development of knowledge and skills in addition to and beyond organized educational programs.
- EDTL:4072 Thinking Skills** 1 s.h.
Factors involved in teaching thinking skills as a total concept; the relationship of critical and creative thinking; review of published programs.
- EDTL:4073 Programming/Curriculum for High Ability Students** 1 s.h.
Programming and curriculum for K-12 students identified as gifted or highly able; in-class differentiations, special projects for pull-out programs, facilitating research projects, mentoring in advanced programming.
- EDTL:4074 Differentiation at the Secondary Level** 1 s.h.
Importance of differentiation for gifted learners in middle school and high school; differentiation through advanced placement programs as well as broader perspectives on differentiation; essentials for differentiation understood and applied to a lesson that will be implemented with students.
- EDTL:4081 ePortfolio Design and Production** 1-2 s.h.
Experience producing an ePortfolio and uploading it to the internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser, accessing the internet, and using a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EALL:4081, EPLS:4081, PSQF:4081, RCE:4081.
- EDTL:4085 Current Readings and Research in Gifted Education** 1 s.h.
Research in the field of gifted education and talent development; applications of research to ensure best practices in providing services and programs for high-ability learners.
- EDTL:4087 Seminar: Curriculum and Student Teaching** 1-3 s.h.
Discussions, role-playing, group and individual reports, analysis of critical incidents, classroom management, videotapes of student classroom performance pertinent to participants' student teaching experiences. Requirements: student teaching.
- EDTL:4089 Special Subject Area Student Teaching** arr.
Supervised teaching experience in a single subject in grades 1-6.
- EDTL:4091 Observation and Laboratory Practice in the Secondary School** arr.
Student teaching experience in performing the duties of regular classroom teachers under supervision of experienced personnel in secondary schools.
- EDTL:4092 Observation and Laboratory Practice in the Secondary School** arr.
Continuation of EDTL:4091.
- EDTL:4093 Teaching and Learning for a Global Perspective** 3 s.h.
Examination of conceptualizations and themes, along with theories, strategies, and resources that can inform teaching and learning for global competence education in all disciplines; teaching for prejudice reduction and education for informed and responsible global citizenship; creation of a standards-based curriculum project; designed for practicing teachers.
- EDTL:4096 Topics in Teaching and Learning** arr.
- EDTL:4137 Introduction to Educating Gifted Students** 3 s.h.
Fundamental issues such as curriculum, counseling, family issues, gender and minority issues. Same as RCE:4137.
- EDTL:4153 Gifted and General Education Collaboration** 1 s.h.
Need for differentiated learning experiences throughout the school day for gifted students; how classroom teachers and gifted/talented resource teacher collaborate to provide appropriate instructional services to gifted students; collaborative models, planning process, and recommendations for both direct and indirect services. Requirements: internet access.
- EDTL:4171 Diversity and Exceptionalities in Literacy Instruction** 3 s.h.
Elaborates on content from EDTL:3160 and EDTL:3164; issues in theoretically sound reading and writing assessment, instruction in K-8 classrooms where local, state, and national goals play increasing roles; reading and writing processes; teaching and learning of reading and writing; focus on role of language and conversation in learning, content area reading instructional strategies, classroom-based reading and writing assessment, special issues in teaching, and learning with textbooks. Prerequisites: EDTL:3190 and EDTL:3002 and EDTL:3160 and EDTL:3164.

EDTL:4187 Effective Teaching Strategies for the Elementary Teacher: Student Teaching Seminar 3 s.h.

Provides student teachers with a structured, consistent forum to critically examine and engage in professional dialogue related to the process of becoming a teacher; draws on personal classroom experiences as well as theories and ideas about education studied throughout the teacher education program; guided by the InTASC Model Core Teaching Standards and the Iowa Teaching Standards, students study and discuss principles of effective teaching practice that lead to improved student achievement; as students work through components of planning, instruction, assessment, and lesson reflection, they complete a Teacher Performance Assessment (edTPA). Requirements: elementary education major in student teaching semester.

EDTL:4188 Practicum in Teaching and Curriculum Development in Gifted Education 1-6 s.h.

Experience in developing course materials for classes offered through the Belin-Blank Center for Gifted Education. Same as RCE:4188.

EDTL:4189 Practicum in Gifted/Talented Education 1 s.h.

Experience developing course materials for classes offered through the Belin-Blank Center for Gifted Education.

EDTL:4190 Supervised Teaching in the Elementary School: Interactive Phase arr.

Student teaching at the elementary level (K-9). Corequisites: EDTL:4091. Requirements: application to the Office of Teacher Education and Student Services.

EDTL:4191 Supervised Teaching in the Elementary School: Pre- and Post-Active Phase arr.

Corequisites: EDTL:4190. Requirements: application to the Office of Teacher Education and Student Services.

EDTL:4192 Special Area Student Teaching arr.

Supervised teaching and observation in specific areas of elementary curriculum.

EDTL:4193 Independent Study arr.

Requirements: senior standing.

EDTL:4199 Program Models in Gifted Education 3 s.h.

Development and refinement of preservice and inservice educators' understanding of academic programs; needs of gifted and talented students, including diverse and often underrepresented groups of students; rationale for and implementation of a comprehensive program model for gifted students. Requirements: internet access.

EDTL:4210 Museum Without Walls: Museum, Art Education, and Community Engagement in the Digital Age 3 s.h.

Collaborative work to recreate one exhibition from the University of Iowa Stanley Museum of Art that took place before the flood of 2008; creation of content that contributes to a virtual museum experience; introduction to digital tools commonly used in design of exhibitions; recreation of historical exhibitions based on documentary photographs in museum and University archives and research on the premise of the exhibition and objects on view; how digital artifacts might be used in different contexts; use of museum and digital environments as labs for lifelong and distance learning. Same as INTM:4210, MUSM:4210.

EDTL:4220 The Avant-Garde at the University of Iowa 3 s.h.

In 1968, the intermedia program was established in the School of Art and Art History as one of the first art programs that deliberately brought studio training and a range of other academic and performance disciplines together in order to foster new experimental practices; the UI also is home to the International Dada Archive and Research Center, established in 1979; using resources of the UI library and museum, students examine the ways avant-garde ideas enter into everyday life, and how radical ideas come to shape, transform, and activate new ways of learning today.

EDTL:4314 Introduction and Practicum: Secondary English 3 s.h.

Experience observing and assisting English or speech teachers and students in secondary schools; 12 hours per week in the school plus on-campus class meetings.

EDTL:4315 Learning to Teach Secondary English/Language Arts and Field Experience 3 s.h.

Organizational techniques, methods, materials for teaching high school English; experience in simulated teaching situations during laboratory sessions, integrated with lectures and discussions. Prerequisites: EDTL:4314. Same as ENGL:4810.

EDTL:4355 Approaches to Teaching Writing 3 s.h.

Theories, practices, strategies, and history of writing and teaching writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative. Same as CNW:4355.

EDTL:4392 Voice, Drama, and Debate in the Secondary Schools 3 s.h.

Introduction to elements of classical and contemporary rhetoric, the art of debate, oral interpretation and public speaking, dramatic methods in the classroom, and theater management; important issues and vocabulary of drama and debate including literary, theatrical, pedagogical, and sociohistorical concepts and terms; importance of classical rhetorical strategies and their relevance in the political realm; students work through drama, the creative process of playwriting, acting, designing, and staging a play.

EDTL:4393 Critical Media Studies and Production in Secondary Schools 3 s.h.

Introduction to teaching media in secondary schools; preparation to teach critical media literacy, media law and ethics, forms of journalism writing, and production process; emphasis on essential role of media in a democratic society; exploration of instructional strategies and organization practices to guide secondary students to think critically as media consumers and producers; students write and produce their own texts and experience processes to strengthen understanding of learning standards for secondary media students—communication, collaboration, creativity, and critical thinking.

EDTL:4394 Secondary Reading Instruction 2-3 s.h.

Methods and materials used in teaching developmental reading in all junior and senior high school content areas. Prerequisites: EDTL:4314.

EDTL:4406 Foreign Language Education Practicum I 3 s.h.

Skill development for teaching languages in the early grades; curriculum design, test creation, microteaching with inservice teachers. Prerequisites: EDTL:4410. Corequisites: EDTL:4416.

EDTL:4407 Foreign Language Education Practicum**II 3 s.h.**

Practice in lesson design, classroom management techniques, evaluation skills during work with inservice foreign language teachers. Prerequisites: EDTL:4410. Corequisites: EDTL:4417.

EDTL:4410 Teaching K-12 Second Language Learners**3 s.h.**

Second language learning and teaching in the multicultural classroom; influence of school setting, societal context. Requirements: admission to TEP.

EDTL:4416 Learning to Teach Second Languages I**3 s.h.**

Approaches, methods, and techniques of teaching the modalities of listening, speaking, reading, and writing in a second language. Corequisites: EDTL:4406.

EDTL:4417 Learning to Teach Second Languages II**3 s.h.**

Curriculum design, classroom management, student evaluation, technology, using context to teach culture in second languages. Prerequisites: EDTL:4410 or EDTL:6483. Corequisites: EDTL:4407.

EDTL:4418 ESL Practicum I**4 s.h.**

Skill development for teaching English as a second language; curriculum design, test creation, microteaching with inservice teachers.

EDTL:4465 Methods: Teaching English as a Foreign Language**3 s.h.**

Explores approaches, methods, and practices in teaching English as a foreign language; history of language teaching approaches as well as cutting-edge innovations; all four skill areas are covered (speaking, listening, reading, writing); ethical issues concerning linguistically diverse learners and the impact of English language policies around the world; students will develop skills in teaching approaches for English Language Learners (ELLs), including lesson and unit planning and materials evaluation and adaptation.

EDTL:4467 Methods: ESL and Bilingual Education**4 s.h.**

Exploration of approaches, methods, and practices in teaching English to speakers of other languages in K-12 school settings; communicative and content-based approaches to language learning with practical application of theory and research; issues concerning linguistically diverse learners covered with pedagogical implications; skills in teaching approaches for English language learners; lesson and unit planning, materials evaluation and adaptation, and assessment for placement, diagnosis, exit, and evaluation of English language learners.

EDTL:4468 Instruction of English Language Learners for K-12 Classrooms**3 s.h.**

Preparation to work with English Learners (ELLs) in K-12 settings; dramatic increase in this population over recent decade; need for teachers to understand sociocultural and linguistic challenges faced by ELLs and their families; proficiency in instructional and differentiation strategies for instructing ELLs; ELL variation and cultural considerations, English language development standards, second language teaching and learning, differentiation for ELLs, effective practice for ELL instruction and assessment; for students in teacher preparation program.

EDTL:4498 Language Structure for Teaching English Language Learners**4 s.h.**

Exploration of theory, rules, and examples to gain practical understanding of the system of language structure; focus on working with English language learners from a variety of first language backgrounds in educational settings; principles of discourse, phonology, morphology, syntax, pragmatics, and semantics that build a framework for discussion of applications and analysis of student and teacher language; address English language learners' development in P-12 settings; strategies to evaluate learner language; increase awareness of language challenges for English language learners that can occur in spoken and written educational instruction and materials. Requirements: admission to TEP.

EDTL:4535 Methods: High School Mathematics**3 s.h.**

Subject matter content, teaching and assessment techniques for grades 9-12 math; how students learn mathematics; mathematics curricular planning for all students. Prerequisites: EDTL:3534.

EDTL:4565 Mathematics in Management and Social Sciences**3 s.h.**

Various real life applications of modern mathematics including management, decision making, issue of optimization, methods for optimal scheduling, voting methods, game theory, error checking, and other related strategies.

EDTL:4630 Psychology of Music**2-3 s.h.**

Cognition of music, affective response, aesthetic response, musical ability. Same as MUS:4630.

EDTL:4640 Introduction to Music Research**2-3 s.h.**

Preparation for conducting research on music behavior.

EDTL:4751 Science Methods I: Early Learners with Field Experience**3 s.h.**

Introduction to students, schools, the purpose of schooling children in science, learning theories, science curricula, contemporary science education issues, effective science teaching.

EDTL:4752 Science Methods II: Junior High with Field Experience**3 s.h.**

Developing, writing, and orally defending a robust research-based framework for teaching science that includes student goals, student actions, content, materials, activities, teaching behaviors and strategies, contemporary learning theories, self-evaluation. Prerequisites: EDTL:4751.

EDTL:4753 Science Methods III: High School with Field Experience**3 s.h.**

Articulating, experiencing, practicing a research-based framework for teaching science in the real world of students, schools, teaching. Prerequisites: EDTL:4752. Corequisites: EDTL:4779.

EDTL:4768 Computer Science Methods**3 s.h.**

Introduction to issues and ideas related to instruction of computer science courses; how to integrate computer science learning into other content areas or content learning into computer science courses in meaningful ways; meets all requirements the Iowa Board of Educational Examiners have set forth for computer science methods courses including curriculum development, project-based methodologies, communication about computing, and digital citizenship.

EDTL:4779 Secondary School Science Practicum**arr.**

Supervised teaching experience in a single subject; secondary school setting.

EDTL:4811 Introduction and Practicum: Secondary Social Studies 3 s.h.

Experience observing and assisting social studies teachers and students in secondary schools; nine hours per week in the school plus on-campus class meetings. Requirements: admission to TEP.

EDTL:4870 Methods: Secondary Social Studies 3 s.h.

Analysis of the teaching-learning process; organization of social studies content for teaching purposes; evaluation of learning procedures and new strategies; practicum work includes microteaching, computer-assisted modules, lesson plan development, writing test items.

EDTL:4876 Advanced Methods for Teaching and Learning in a Culturally Responsive Classroom 3 s.h.

Multiculturalism and equity issues in education that support development of resources and lesson activities to appeal to a diverse student body; asynchronous online course for educators in all disciplines who are pursuing licensure or currently teaching in a K-12 classroom, advanced technological literacy not required. Eight weeks. Requirements: successful completion of a methods course in K-12 licensure program.

EDTL:4900 Foundations of Special Education 3 s.h.

Students with disabilities, gifted and talented; strategies for effective treatment, collaboration between regular and special education teachers; remediation of academic, behavioral, social problems.

EDTL:4921 Transition and Related Issues 3 s.h.

Curriculums, programs, and delivery systems that help persons with disabilities move from preschool to elementary, elementary to middle school, middle school to high school, and to postsecondary life; emphasis on ecological and task analysis, transition planning strategies, interagency collaboration, self-determination, access to resources and support services.

EDTL:4922 Supervised Teaching: Elementary Strategist I 6 s.h.

Student teaching at the elementary level in a program for students with mild to moderate disabilities. Requirements: elementary education major.

EDTL:4934 Parent-Teacher Communication 1-3 s.h.

Realities of working with parents; interpersonal skills; options for parent support services. Same as PSQF:4134.

EDTL:4936 Home/School/Community Partnerships 3 s.h.

Issues related to collaboration among families, educators, community members in implementing school programs. Same as PSQF:4136.

EDTL:4940 Characteristics of Disabilities 3 s.h.

Etiologies of mild/moderate disabilities; current educational trends; educational alternatives; importance of multidisciplinary team; psychological and social-emotional characteristics of individuals.

EDTL:4950 Behavioral and Social Interventions 3 s.h.

Individual behavioral management, behavioral change strategies, and social interaction strategies, methods, and techniques for individuals with exceptional learning needs.

EDTL:4967 Integrated Disability Studies Practicum 1-3 s.h.

Hands-on, interactive experience to learn what is involved in working with young adult students with multiple learning and cognitive disabilities; four whole-group classroom sessions and required attendance at one UI REACH course.

EDTL:4975 Explicit Instruction 3 s.h.

Empirically supported methods for teaching reading and mathematics K-12 to students with mild-moderate disabilities; assessment and curricular adaptations to individual needs.

EDTL:4980 Special Education Literacy 3 s.h.

Curriculum and materials to teach reading explicitly; making instructional decisions about student progress, evidence-based practices, and strategies to teach reading to students with disabilities; pedagogical principles and practices to instruct a whole class, small group, or individuals; focus on essential knowledge and skills associated with assessment, instruction, intervention, and assistive technology for students with and at risk for disabilities in grades K-8; designing lesson plans that incorporate reading strategies, practices, and assistive technology within reading instruction.

EDTL:4982 Instructional Decision Making in Education 3 s.h.

Overview of and practical application with curriculum-based procedures for assessment and evaluation; classroom-based measures to make educational decisions for instruction of students, particularly those experiencing academic difficulty.

EDTL:4983 Academic and Behavioral Strategies for Students with Learning Disabilities and Behavioral Disorders 3 s.h.

Merge theory and practices for assessing, planning interventions, delivering instruction, and monitoring progress for individuals who have learning disabilities and emotional/behavioral disorders.

EDTL:4984 Academic Skills for Students with Special Needs 3 s.h.

Introduction to appropriate methodology for teaching academic skills to students with significant learning difficulties; how to teach students effectively regardless of the label that might be applied to them or the setting to which they might be assigned; effective application of classroom-based measurement, curriculum development, and instructional strategies for teaching academic skills to education students with special needs.

EDTL:4987 Introduction to Assistive Technology 3 s.h.

How assistive technology can be used for attainment of goals in education or work. Same as RCE:4187.

EDTL:4990 Interdisciplinary Issues in Disabilities 1-3 s.h.

Critical issues related to interdisciplinary delivery of services to persons with developmental disabilities; observation and participation in staffing and consultation; opportunity for related community experiences.

EDTL:5055 Academic Writing Workshop 3 s.h.

Drafting and workshopping academic papers including dissertations, proposals, manuscripts, conferences, and courses; discussions center on cross-disciplinary perspectives about academic writing processes and discourses; rhetorical considerations in academic writing; audience and readership within and across disciplines; clear and effective communication of data; writing choices, styles, and tones; students set writing goals and projects.

EDTL:5080 Workshop: Teacher Training for Advanced Placement Courses 1-2 s.h.

Focus on a particular academic content area.

EDTL:5081 Facilitating Student-Centered Discussions**3 s.h.**

Support for educators who want to create classroom environments that prioritize student voice and democratic exchange of ideas; theoretical approaches to classroom discourse and dialogic teaching; how linguistic and racial power inform and constrain discussion; students analyze their current classroom discourse practices through theoretical lenses, including how teachers and students are informed by historically dominant discourse norms and ways that discussion topics and issues are labeled as controversial.

EDTL:5083 Diagnostic Reading Instruction**3 s.h.**

Examination of research, policies, and practices related to reading assessments and intervention for school-aged children and adolescents; key focus on translating theoretical foundations of reading into practice of designing targeted interventions for students with varying strengths and weaknesses in core reading components; activities provide an understanding of underlying principles of diagnostic reading instruction and field-based practice in administering, scoring, and interpreting reading assessments; making data-based decisions about instruction for individual and small groups of students. Requirements: admission to M.A. in teaching, leadership, and cultural competency program.

EDTL:5085 Generation Innovation: Technology Integration in 21st-Century K-12 Schools**3 s.h.**

Exploration of the technology that shapes 21st-century U.S. schools, curriculum, and teacher professional development; examination of ways in which technology integration and use shapes student learning and identity development. Requirements: admission to M.A. program in teaching, leadership, and cultural competency.

EDTL:5087 Anti-Oppressive Literature Instruction**3 s.h.**

Support for K-12 teachers in selecting, analyzing, and planning discussions about literary texts in support of anti-racist and anti-oppressive teaching and learning; educators and scholars committed to critical pedagogy and anti-racist and anti-oppressive education argue that reading and analyzing texts by and about people of color and historically marginalized groups is an essential part of equitable, democratic education; how education is never neutral; choosing an explicit anti-oppressive stance; recognizing literature's role in promoting equity and analyzing oppressive forces in education.

EDTL:5090 Diversity and Identity in K-12 Schools**3 s.h.**

Advanced seminar on diversity- and identity-related issues in K-12 education for practicing teachers and K-12 professionals; students engage in regular self-evaluation of practices and develop deeper understanding of racism, sexism, classism, and other forms of oppression as they relate to the practices of K-12 teachers and schools; curricular and pedagogical decision making, relative to impact on student identity. Requirements: admission to master's in teaching, leadership, and cultural competency program.

EDTL:5091 LGBTQ Topics in Education**3 s.h.**

In spite of many challenges that lesbian, gay, bisexual, transgender, and queer-identified youth experience in U.S. K-12 schools, queer youth demonstrate agency and action as they create positive spaces and community for their identities; examination of the intersection of policy and practice with respect to queer identities at all levels of K-12 education; history of queerness in the U.S. with focus on the creation of the concept of compulsory heterosexuality and the manner in which this concept is reinforced in K-12 schools.

EDTL:5095 Issues in U.S. Schools**3 s.h.**

Addresses critical questions facing American public schools—governance, finance, and policy structures that have influenced teaching and learning in public schools; particular emphasis on disproportionate access and privilege within the institutions that comprise and support public schooling. Requirements: admission to the M.A. in teaching, leadership, and cultural competency program.

EDTL:5099 Conducting School-Based Action Research**3 s.h.**

Focus on teachers or administrators as change agents and researchers in schools/districts; scholarly approach to improving teaching and learning by way of an action research project. Requirements: completion of all M.A. in teaching, leadership, and cultural competency coursework.

EDTL:5104 Language Disorders in School-Aged Children**3 s.h.**

Emphasis on elementary grades; usually taken in conjunction with EDTL:4192, which provides approximately 70 hours of supervised clinical practice in elementary schools. Recommendations: primarily for communication sciences and disorders majors. Same as CSD:5104.

EDTL:5535 Current Issues in Mathematics Education**1-3 s.h.**

Recent curriculum developments, experimental programs, research relevant to classroom instruction, trends in education that may have a significant impact on mathematics programs.

EDTL:5600 Graduate Music Education Workshop**1 s.h.**

For inservice music teachers; topics vary. Same as MUS:5600.

EDTL:5601 Graduate Music Education Workshop II**1 s.h.**

Varied topics; for inservice music teachers. Same as MUS:5601.

EDTL:5610 Foundations of Music Education Curricula**3 s.h.**

Curriculum development, instructional materials, analysis of current teaching methods and techniques in school music programs; historical foundations of music education.

EDTL:5961 Foundation of Applied Behavior Analysis**3 s.h.**

Foundational knowledge in basic principles and philosophical assumptions of behavior analysis, behavioral terminologies, verbal operants, and measurement concepts; explicitly links theory of behavior to practical application (e.g., special education); one of seven courses needed to qualify for the Board Certified Behavior Analyst (BCBA) exam. Corequisites: EDTL:7953.

EDTL:5962 Function of Behaviors and Interventions**4 s.h.**

Functional assessment/analysis and interventions designed to change behaviors; describing and implementing components of functional behavioral assessment; using results of a functional assessment to develop a program to teach appropriate behavior and/or decrease inappropriate behaviors; development of an instructional program to teach desired behaviors; third in a four-course sequence to prepare Chinese-speaking students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) certification exam sponsored by the Behavior Analyst Certification Board (BACB). Prerequisites: EDTL:5961 and EDTL:7953.

EDTL:5963 Ethics and Professional Conduct of Behavior Analysts 3 s.h.

Issues related to ethical and professional conduct of behavior analysts when working with clients according to the Behavior Analyst Certification Board (BACB) professional disciplinary and ethical standards and guidelines for responsible conduct for behavior analysts; links BACB ethical standards to conduct standards of related disciplines and touches on pervasive ethical conduct considerations for professionals conducting research or providing services to vulnerable populations.

EDTL:5964 Behavior Analyst Practicum 1-4 s.h.

Development, implementation, and evaluation of techniques that produce behavior changes in clients; discussion of key issues related to techniques of applied behavior analysis; review of various theoretical, conceptual, historical, legal, and practical aspects of behavior analysis; provides a portion of the supervisory component as required by the Behavior Analyst Certification Board (BACB).

EDTL:5965 Ethics and Professional Conduct of Behavior Analysts II 3 s.h.

Addresses issues related to ethical and professional conduct of behavior analysts when working with clients according to the Behavior Analyst Certification Board (BACB) Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysts; this is a second course in ethics and professional conduct designed to prepare students who speak Chinese to sit for the Board Certified Behavior Analyst certification exam sponsored by the BACB; students in this course will examine the BACB Guidelines for Responsible Conduct and issues related to (a) interventions, (b) behavior change systems, and (c) implementation, management, and supervision. Prerequisites: EDTL:5961 and EDTL:5963 and EDTL:7953.

EDTL:5966 Advanced Topics in Applied Behavior Analysis 3 s.h.

Behavior-change considerations, behavior-change systems, intervention, and issues related to implementation, management, and supervision; devotes specific attention to interventions commonly applied to individuals with developmental disabilities.

EDTL:6015 Ph.D. Seminar: Literacy, Culture, and Language Education 3 s.h.

Exploration of theoretical and epistemological foundations in literacy, culture, and language education; exposure to diverse disciplinary and interdisciplinary foundations that inform literacy education, cultural studies, multilingual education, and social studies education; goal is for students to identify a disciplinary and interdisciplinary focus that will inform their research.

EDTL:6104 Literature for Children II 3 s.h.

Current theory, research, and practice in reading and responding to children's literature; genre and topic vary. Same as ENGL:6104.

EDTL:6164 Early Literacy Development and Instruction 2-3 s.h.

Understanding of early reading and writing experiences; relationship of reading to other communication areas; knowledge of instructional approaches, techniques, materials, assessment procedures; interrelationship of home and school experiences; identification of current and crucial issues and relevant research.

EDTL:6165 Reading and Writing Across Intermediate Grades 3 s.h.

Issues in teaching, learning, and assessment of students grades 4-9; fostering positive literate identities, literacy engagement, strategies for reading, writing, and critically responding to texts in a range of genres and formats and across content areas.

EDTL:6167 Inquiry-Based Curriculum Development in Early Childhood and Elementary Classrooms 3 s.h.

Theoretical and practical organization of developmentally appropriate curricula and teaching methods to promote learning.

EDTL:6171 Advanced Reading Clinic Techniques 2-3 s.h.

Instructional procedures for children and early adolescents with severe learning problems in reading; causes of reading disorders; educational prognosis for severely disabled readers. Corequisites: EDTL:6172.

EDTL:6172 Advanced Reading Clinic Practicum 2-3 s.h.

Practice in selecting and using instructional procedures that address the needs and interests of struggling literacy learners, with emphasis on teaching to students' strengths; how to fit clinical teaching techniques into an overall literacy instructional program. Corequisites: EDTL:6171.

EDTL:6267 Seminar: Current Issues in Art Education 3-4 s.h.

Analysis of literature in art education and related disciplines. Same as ARTE:6267.

EDTL:6293 Individual Instruction arr.**EDTL:6315 M.A. Seminar: English Education arr.**

Significant developments in English education; primary and collateral readings. Same as ENGL:6315.

EDTL:6393 Master's Thesis arr.**EDTL:6400 Fundamentals of Second Language Assessment 3 s.h.**

How to write language tests; discussion of fundamental issues in development of new tests or selection of existing tests. Same as SLA:6503.

EDTL:6402 Second Language Program Management 3 s.h.

Preparation for supervising, administering foreign language programs at all levels; for precollegiate language teachers and graduate students. Same as SLA:6504.

EDTL:6403 Language Policy and Planning 3 s.h.

Theoretical foundations, research methods, and findings in language policy and planning research; consideration of local, national, and international language policies; multiple disciplinary perspectives on language policy including linguistics, political science, law, and sociology.

EDTL:6409 Cultural Curriculum 3 s.h.

Culture's role in foreign/second language teaching; definition, pedagogy, assessment, and materials that allow culture to be taught and learned. Same as SLA:6970.

EDTL:6480 Issues in Foreign Language Education 3 s.h.

Theoretical perspectives of pivotal research issues at the forefront of foreign language education; systems available to foreign language professionals for disseminating research. Same as SLA:6500.

EDTL:6483 Multilingual Education and Applied Linguistics**3 s.h.**

Introduction to research in language teaching and learning, drawing on theories and research in applied linguistics, sociolinguistics, anthropology, and psychology; students gain understanding of fundamentals in second language acquisition, educational linguistics, applied linguistics, and methods used in teaching and learning second/foreign languages; applications and implications of research considered when reviewing multilingual education policy and practice. Same as ASIA:6483, SLA:6506.

EDTL:6484 Reading in a Second Language**3 s.h.**

Current theory, research, practice in second language reading field; role of textual features and the reader in reading comprehension. Same as SLA:6501.

EDTL:6497 Principles of Course Design for Second Language Instruction**3 s.h.**

Contemporary views of second language curriculum design; guidelines necessary for the creation of prototypical curriculum units to be transposed into classroom-ready forms; for individuals interested in foreign language materials development. Same as SLA:6502.

EDTL:6531 Technology in School Mathematics**2-3 s.h.**

Methods, materials, issues, pedagogy, assessment; use, evaluation of technology for mathematics teaching and learning; implications for organization, development of course content.

EDTL:6534 Foundations of Mathematics Education**2-3 s.h.**

History of U.S. mathematics education; learning theory applied to teaching, learning mathematics; curriculum design; curriculum/standards and achievement patterns in the United States and other countries; equity; research literature.

EDTL:6536 Teaching of Geometry**2-3 s.h.**

Current developments in teaching middle school/junior high and high school geometry; selection, organization of content; research on teaching and learning.

EDTL:6539 Teaching of Algebra**2-3 s.h.**

Current developments in curriculum and instructional methods in secondary school algebra; classroom use of the history of algebra, use of technologies, implications of current research for the algebra classroom.

EDTL:6563 STEM Through Mathematical Modeling**3 s.h.**

Prepares potential STEM teachers or in-service teachers who want to develop integrated STEM learning environments to learn mathematical modeling as an interdisciplinary instructional approach; mathematical modeling practice to learn and teach mathematics, science, engineering, and technology focused on students' understanding of new concepts from an individual knowledge basis; engagement in problem-based learning where individuals develop conjectures, critique arguments, and revise ideas to reach conclusions; students will understand how people learn new concepts and how teachers should provide adequate learning environments for students to learn and understand the core concepts of STEM.

EDTL:6570 Foundation of School Mathematics Curriculum**3 s.h.**

Elementary and secondary background developments in school and mathematics curriculum; definitions, historical perspective, reform, theories of knowledge, implementation, evaluation, international perspectives, issues in mathematics curriculum.

EDTL:6600 Individual Projects in Music Education**1-2 s.h.**

Projects of special concern to individual music teachers in public schools.

EDTL:6757 Learning in the Science Classroom**2-3 s.h.**

Assumptions about learning and about learning theories and their impact on pedagogical actions; how some concepts are planned and implemented.

EDTL:6758 Writing in the Science Classroom**3 s.h.**

Literacy in the science classroom; theoretical and pedagogical perspectives; practical classroom activities that lead to effective writing and increased learning.

EDTL:6759 Advanced Pedagogy**3 s.h.**

Theoretical and practical perspectives on pedagogy; how to assess practice, provide feedback, and build learning pathways for teachers.

EDTL:6761 STEM Research and Leadership Seminar**3 s.h.**

Broad overview of research supporting new and innovative teaching practices in STEM disciplines and integrated STEM learning; focus on relevant journals related to STEM learning and teaching; students will summarize, critique, and discuss a variety of research perspectives and articles and describe how the information relates to their current teaching; students explore ways to improve their STEM pedagogical and instructional practices and methods for assessing critical student outcomes; students develop awareness of research that provides a foundation for effective STEM teaching and learning and strategies for implementing research supported practices in STEM learning contexts of all types.

EDTL:6762 STEM Experiential Learning**3 s.h.**

Overview of research supporting new and innovative teaching practices in STEM disciplines and integrated STEM learning; focus on problem-based and experiential learning curriculum, instruction, and assessment by engaging in authentic experiences and reflecting on how these influence practice and student learning; facilitates ability to solve real world STEM problems of interest to students and community through engagement with community partners; assists students to acquire and demonstrate 21st-century competencies the STEM workplace identifies as critical; provides authentic, meaningful, and cross-curricular experience in facilitating student engagement in real-world situations.

EDTL:6764 STEM Extracurricular Experience and Capstone**6 s.h.**

Engages teachers in STEM experience outside the traditional classroom; provides 90-hour STEM inclusive experience coupled with a capstone project; engagement with STEM community leaders, business partners, or outreach leaders to develop a plan for participation in and investigation of a STEM related experience; may work with a STEM extracurricular activity in a school or university, a STEM related business or industry partner, or a STEM related grant funded project through a university; course completion is accomplished through a capstone sharing of their experience, how the experience has solidified their understanding of STEM, and how the experience will impact their classroom activities.

EDTL:6765 STEM Independent Research 3 s.h.

Opportunity to develop an independent research project and explore a STEM education question of personal interest; students design and carry out research in an authentic STEM learning environment, collect and analyze data, develop claims and conclusions based on their research, present findings, and develop a plan for utilizing findings to improve STEM education learning environments. Prerequisites: EDTL:6761.

EDTL:6766 Physical Science Topics in STEM Education 3 s.h.

Increase knowledge of physical science content in a form that is relevant to education standards, such as Next Generation Science Standards (NGSS), and connected to engaging and contemporary issues in physical science; weekly expectations differentiated to provide opportunities for deepening knowledge of science; students gain insight into teaching science and work together to think critically on the conceptual basis of subject matter appropriate for learners in their context; for educators at all levels (e.g., elementary, secondary, informal settings).

EDTL:6767 Systems Thinking in Biology and Integrated STEM Education 3 s.h.

Preparation for potential STEM or in-service teachers who want to design integrated STEM learning environments and cultivate students' systems thinking skills; emphasis on computational modeling environments in biology education; how to craft problems based on principles derived from primary literature on systems thinking and STEM educational research; no programming experience required or expected. Recommendations: general background in biology, chemistry, and physics.

EDTL:6833 History and Foundations of Social Studies Education 3 s.h.

Historical, philosophical, social foundations of social studies education; recent debates over content and instructional processes; student research proposals.

EDTL:6840 Theories and Perspectives in Global Education 3 s.h.

Examination of theories and perspectives within global education that help to understand historical and contemporary social, political, economic, and cultural issues; relationship to international studies, international education, global cultures, human rights, social justice, and other areas; interaction with global educators who conduct research and/or teach in institutes of higher education around the world.

EDTL:6841 Attaining a Global Perspective 2-3 s.h.

Rationales, conceptualizations, and themes in global perspectives in education, implications for curriculum change; elements of perspective consciousness, cultural universals, cultural diversity, cross-cultural awareness, global systems, global history, global issues; application and evaluation of ideas within fields of study and varied teaching situations.

EDTL:6906 Practicum with Exceptional Persons arr.

Practicum experience with students with disabilities; experiences differ depending upon student's program of study.

EDTL:6909 Seminar: Graduate Supervised Teaching 1 s.h.

For students enrolled in graduate student teaching practicum. Requirements: special education major.

EDTL:6936 Administration of Students with Special Needs 3 s.h.

Foundation for and skill practice in tasks performed by directors of special education and others administering to needs of special education students, and economically and socially deprived students; for prospective school administrative personnel. Same as EPLS:6236.

EDTL:6950 Strategist I Student Teaching: Elementary arr.

Student teaching in an elementary mild and moderate special education program.

EDTL:6951 Strategist I Student Teaching: Secondary arr.

Student teaching in a secondary mild and moderate special education program.

EDTL:6953 Strategist II Student Teaching: Elementary arr.

Student teaching in K-8 learning disabilities or behavior disorders.

EDTL:6954 Strategist II Student Teaching: Secondary arr.

Student teaching in secondary learning disabilities or behavior disorders.

EDTL:6955 Social and Behavioral Interventions 3 s.h.

Design, implementation, and evaluation of function-based interventions for students with significant behavioral challenges; functional behavior assessment, multi-component intervention design, and single-subject methodology to test effects of intervention in a K-12 school.

EDTL:7004 Schooling in the United States 3 s.h.

Governance, finance, and policy structures that have influenced teaching and learning in public schools.

EDTL:7008 Seminar: Research and Current Issues arr.

Review of literature, critical analysis of reported research, and study of current issues and problems for a specific curricular area; topics vary.

EDTL:7015 Ph.D. Seminar in Language, Literacy, and Culture arr.

Historical, recent research and theory in literacy education; topics vary.

EDTL:7033 Seminar on Teacher Education 3 s.h.

History, structure, and politics of teacher education; current practice and agendas for reform; new developments in teacher assessment.

EDTL:7040 Advanced Topics in Teaching and Learning arr.

Topics vary.

EDTL:7070 Qualitative Research Methods in Teaching and Learning 3 s.h.

Conceptual and practical exploration of qualitative research design methods, including data collection, analysis, and reporting; understanding proposal writing.

EDTL:7071 Critical Discourse Analysis in Educational Research 3 s.h.

Critical discourse analysis (CDA) as theory and method; social and power relations, identities, and knowledge through written, visual, and spoken texts in social settings, such as schools, families, communities; theoretical and methodological traditions of CDA in educational research; critical approaches to analyzing spoken, written, and visual texts. Prerequisites: EDTL:7070 or EPLS:7373 or PSQF:7331 or RCE:7338.

EDTL:7072 Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting 3 s.h.

Advanced course in traditional and contemporary qualitative data analysis methods and varied forms of reporting to understand, critique, and conduct research about literacy learning and teaching. Prerequisites: EDTL:7070 or EPLS:7373 or PSQF:7331 or RCE:7338.

EDTL:7073 Ethnographic Methods, Theories, and Texts 3 s.h.

Practical and theoretical background for conducting ethnographic field studies in literacy, schooling, language, or a field of student's choice; methods, methodologies, and perspectives from anthropology, sociology, folklore, journalism, literary criticism, cultural, critical, and composition theory; read historical and contemporary ethnography, consider ethnographic forms of expression (films, graphics, fiction, poems); roles, responsibilities, and ethics of writer, reader, viewer, and informant; tools, methods, and writer's techniques to develop an ethnographic portfolio. Prerequisites: EDTL:7070 or EPLS:7373 or PSQF:7331 or RCE:7338.

EDTL:7092 Field Service Project arr.
Individual field service project in a specific curricular area; for advanced students.

EDTL:7093 Research Project arr.
Individual research projects in a specific curricular area; for advanced students.

EDTL:7165 Reading Clinic: Supervision arr.
Supervised experience in guiding and improving teacher performance in clinical practicums.

EDTL:7380 Practicum in College Teaching arr.
Supervised college teaching experience in courses related to major academic areas; collaboration with faculty course instructors.

EDTL:7385 Teaching and Learning in Higher Education 3 s.h.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as EPLS:7385, GRAD:7385, PSQF:7385, RCE:7385.

EDTL:7405 Research Methods in Second Language Teaching and Learning 3 s.h.
Overview of common research methods used to study second language (L2) teaching and learning and related fields; variety of readings from current L2 publications, presentations, video testimonials by active L2 researchers, discussions of readings, and activities designed to process and apply concepts; field research methods; designing a rigorous research study on topic of student's choice; speaking and writing with confidence about research methods used in other studies.

EDTL:7406 Proposal Writing for Second Language Research 3 s.h.
Procedures and techniques for writing research proposals at the doctoral level; written research proposal dealing with a question in second language teaching and learning.

EDTL:7410 Mixed Methods Research 3 s.h.

Introduction to mixed methods research in education; knowledge and skills necessary to conduct mixed methods study; history and language of mixed methods research; identification and processing arguments for and against mixed methods research; extend understanding of research in education; how to assess strengths and weaknesses of published mixed methods studies; investigation of one or more mixed methods research designs in depth; application of mixed methods research design to a research proposal. Prerequisites: EALL:5150. Requirements: formal introduction to quantitative and qualitative research methods, and familiarity with basic steps of research process. Recommendations: direct experience conducting research studies not required. Same as EPLS:7392.

EDTL:7493 Ph.D. Thesis arr.

EDTL:7535 Seminar: Research in Mathematics Education arr.
Analysis of current research, research methodology, curriculum developments in mathematics education; topics vary.

EDTL:7600 Seminar: Current Topics in Music Education 1-3 s.h.
Major areas of professional and research interest.

EDTL:7640 Advanced Research in Music Education 3 s.h.
Design, performance, analysis, and reporting of music research.

EDTL:7707 Research: Science Education arr.
Planning of individual research projects by M.S. and Ph.D. students.

EDTL:7750 Seminar: Science Education 0-2 s.h.
Discussion of completed faculty and doctoral candidates' research, national issues, program features.

EDTL:7751 Advanced Qualitative Data Analysis 3 s.h.
Varied approaches to qualitative data analysis and philosophical foundations; analysis and interpretation of qualitative data; writing qualitative research findings. Prerequisites: EDTL:7070 or EPLS:7373 or PSQF:7331 or RCE:7338.

EDTL:7755 Independent Study in Science Education Research 2-3 s.h.

EDTL:7756 Research Apprenticeship in Science Education 3 s.h.
Practical experiences in science education research in a collaborative, team-oriented environment; apprenticeship model of instruction in which students' participation in authentic tasks and their learning are mutually constitutive; engagement in actual research practices to produce an empirically based product; development of expertise with some aspect of research methodology determined by instructor; for graduate students with interests in research or development based in K-16 contexts.

EDTL:7774 Qualitative Research with Computer-Aided Qualitative Data Analysis Software 3 s.h.
Qualitative data analysis using computer-aided qualitative data analysis software (CAQDAS); emphasis on methodological approaches to data analysis, and practical and experiential aspects of using CAQDAS to conduct these stages of analysis; opportunity to work with ATLAS.ti, NVivo, Dedoose, and the Coding Analysis Toolkit (CAT); capstone product is a research report based upon qualitative analysis; students strongly encouraged to analyze data from their own research.

EDTL:7932 Field Service Project in Special Education Internship **arr.**

Part-time or full-time experience as an intern in school districts or area education agencies; develops skills in supervision and administration of special education.

EDTL:7943 Proseminar: Issues, Trends, and Research in Special Education **2-3 s.h.**

Conceptual and practical development of research across special education and related disciplines; empirical review of the literature; focus on professional writing skills.

EDTL:7944 Proseminar: Issues, Trends, and Research in Special Education II **2-3 s.h.**

Recent research from a variety of special education areas reviewed by students; simulated comprehensive examinations. Prerequisites: EDTL:7943.

EDTL:7945 Current Issues and Trends in Learning Disabilities **3 s.h.**

Readings and discussions of current issues and trends in learning disabilities (e.g., definition, prevalence, interventions, subtyping, assessment).

EDTL:7948 Contemporary Research in Behavioral Disorders **3 s.h.**

In-depth analysis of current research in behavioral disorders; emphasis on evaluating its methodology and contribution to the field.

EDTL:7952 Seminar: Behavioral Assessment and Evaluation **3 s.h.**

Broadens skills of graduate students who engage in research with exceptional persons; research designs are usually taught in the Department of Psychological and Quantitative Foundations, but because of the nature of handicapping conditions and the low incidence of some handicaps, the single-subject design yields better research information. Same as PSQF:7352.

EDTL:7953 Seminar: Single Subject Design Research **3 s.h.**

Reviews of single subject research, development of student proposals; focus on special education, applied research.

Science Education Courses**SIED:3001 Introduction to Museum Studies** **3 s.h.**

Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Stanley Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as ANTH:3001, EDTL:3001, MUSM:3001.

SIED:4102 Societal and Educational Applications of Earth Science and Environmental **arr.**

Major ideas and principles of earth and environmental sciences; emphasis on common applications in today's world.

SIED:4103 Societal and Educational Applications of Biological Sciences **arr.**

Basic conceptual themes of biology, how they have been derived; emphasis on a current social issue related to biology.

SIED:4105 Societal and Educational Applications of Physical Sciences **arr.**

Major ideas of physics and how they have been derived; emphasis on how such ideas affect modern society.

SIED:4106 Societal and Educational Applications of Chemical Concepts **arr.**

Principles of chemistry as applied in industry, communication, daily living.

SIED:4110 Exploring the Geology, Mining History, and Environmental Issues of the Colorado Rockies **4 s.h.**

Basic concepts of physical geology, historical, and environmental geology of the Rocky Mountains in context of mineral exploration, mining, and environment; collection of a teaching suite of basic igneous, sedimentary, and metamorphic rocks and rock forming minerals; scientific/educational photography, field inquiry, and curriculum development projects; students spend 10 days probing the mountains of Colorado for clues to its geologic past including mountains, seas, and volcanic activity; knowledge is tested in the field along with connecting the geology of Colorado with future teaching employment locations.

SIED:4115 Directed Study **arr.****SIED:4135 The Nature of Science** **3-4 s.h.**

Ideas on understanding and ways of thinking that are essential in a world shaped by science, technology, engineering, and mathematics; focus on increasing science literacy by examining the nature of science; comparison of characteristics specific to individual science disciplines; identification of great episodes and debates in history of science and habits that are essential for science literacy; scope and sequence of content and process skills for K-12 curriculum, instruction, and assessment.

Art Education, B.A.

Requirements

The Bachelor of Arts with a major in art education requires a minimum of 120 s.h., including a minimum of 48 s.h. in art professional education courses and a minimum of 33 s.h. in art education content courses. Students must maintain a g.p.a. of at least 2.70 in professional education course requirements. They also must complete the GE CLAS Core [p. 20]. The major requires admission to the Teacher Education Program (TEP). Application information can be obtained through the Office of Student Services.

Students must earn a B.A. in art [p. 112] or a B.F.A. in art [p. 112] in the School of Art and Art History at the University of Iowa in order to earn the B.A. in art education; both degrees may be earned at the same time. Separate application to each degree program is required. Graduates who have earned one of these degrees at another institution and wish to earn the B.A. in art education should consult the Department of Teaching and Learning; additional coursework may be required.

The art major provides a foundation in art history as well as an understanding of the formal traditions and contemporary practices in studio art. Students take courses in the school's studio art programs, including animation, ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, and sculpture. Students also complete coursework in teacher licensure including student teaching.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Additional subject area endorsements can be completed in any 5-12 licensure program. Students who plan to teach art typically complete a program that prepares them for both elementary- and secondary-level licensure. For more information and an advisor, contact the Department of Teaching and Learning.

For initial licensure, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special site programs provide experience in districts with diverse populations and students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline for student planning to student teach the following fall semester is November 15 and April 15 for the following spring semester.

The B.A. with a major in art education requires the following work.

Professional Education Course Requirements

Students complete 48 s.h. from the following.

Foundation Courses

Foundation courses may be completed before or after admission to the major.

Code	Title	Hours
All of these:		
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Additional Licensure Courses

Code	Title	Hours
All of these:		
EDTL:2122	Creativity, Imagination, Play, and Human Development through the Arts	3
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:3143	Methods of Elementary Art and Field Experiences	3
EDTL:3204	Art Education Studio and Field Components	3
EDTL:3205	Methods of Secondary Art and Field Experience	3
EDTL:3290	Introduction and Practicum: Art	3
EPLS:4180	Human Relations for the Classroom Teacher	3

Student Teaching

Transfer students should consult their adviser since they must complete certain courses before they student teach.

Code	Title	Hours
All of these:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4192	Special Area Student Teaching	6

Mathematics Course

Students must complete a college-level math course. Most students complete this course as a part of their GE CLAS Core [p. 20] requirement in Quantitative or Formal Reasoning. For questions about how the math course can be applied to the licensure requirement, see Academic Advising on the College of Education website.

Code	Title	Hours
One of these:		
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4

STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
Any mathematics course (prefix MATH), except MATH:0100 or MATH:1005		

Art Education Content Courses

Students complete at least 33 s.h. from the following.

Art History

Code	Title	Hours
Two of these:		
ARTH:1040	Arts of Africa	3
ARTH:1050	From Cave Paintings to Cathedrals: Survey of Western Art I	3
ARTH:1060	From Mona Lisa to Modernism: Survey of Western Art II	3
ARTH:1070	Asian Art and Culture	3
ARTH:1095	Native American Art	3
And:		
Two additional art history courses, excluding ARTH:1080, ARTH:4999, and the art history courses above		6

Studio Art

Code	Title	Hours
Both of these:		
ARTS:1510	Basic Drawing	3
ARTS:1520	Design Fundamentals	3

Two-Dimensional Art

Code	Title	Hours
Two of these:		
ANIM:3125	Animation I	4
DRAW:2310	Life Drawing I	3
DSGN:2500	Graphic Design I	3
PHTO:2600	Photography I	3
PNTG:2410	Painting I	3
PRNT:2610	Introduction to Printmaking	3

Three-Dimensional Art

Code	Title	Hours
Both of these:		
CERM:2010	Ceramics I: Handbuilding	3
CERM:2020	Ceramics II: Wheel Throwing	3
One of these:		
INTM:2710	Introduction to Intermedia	3
MTLS:2910	Introduction to Jewelry and Metal Arts	3
SCLP:2810	Undergraduate Sculpture I	3
TDSN:2210	Problems in 3-D Design	3

Electives

Students complete their major requirements with additional art or art history courses.

Elementary Education, B.A.

Requirements

The Bachelor of Arts with a major in elementary education requires a minimum of 120 s.h., including at least 81 s.h. for the major. Students must complete all requirements for the elementary education major and the Teacher Education Program (TEP), including student teaching. Students who are pursuing the combined B.A. with the special education subprogram and the M.A. in teaching and learning with the special education subprogram must complete the requirements of the elementary education major plus the coursework required to complete the M.A. degree. All B.A. students must complete the GE CLAS Core [p. 20].

As a requirement for completion of an approved TEP for initial teaching licensure, the state of Iowa requires a passing score on edTPA, a performance-based assessment. Passing the edTPA is required before recommendation for licensure or certification to any state.

Elementary Education Requirements

The B.A. with a major in elementary education requires the following work.

Foundation Courses

Students may complete the foundation courses before being admitted to the major in elementary education, but the courses are not prerequisite to admission to the major.

Code	Title	Hours
All of these:		
EDTL:2122	Creativity, Imagination, Play, and Human Development through the Arts	3
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Courses for the Major

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3103	Assessment for Instructional Planning and Practice	3
EDTL:3120	Methods and Materials: Music for the Classroom Teacher	2
EDTL:3123	Reading and Responding to Children's Literature	3
EDTL:3127	Methods and Materials: Physical Education, Health, and Wellness	2
EDTL:3160	Reading and Language Arts Methods for Primary Students in Grades K-3	3

EDTL:3161	Social Studies for the Elementary Classroom Teacher	3
EDTL:3163	Methods: Elementary School Mathematics	3
EDTL:3164	Reading and Language Arts Methods for Intermediate Students in Grades 3-6	3
EDTL:3165	Elementary Science Methods I	3
EDTL:3166	Elementary Science Methods II	3
EDTL:3170	Elementary Classroom Management	2
EDTL:3172	Elementary Reading Practicum	4
EDTL:3174	Elementary Math Practicum	1
EDTL:3190	Orientation to Elementary Education	2
EDTL:4171	Diversity and Exceptionalities in Literacy Instruction	3
EPLS:4180	Human Relations for the Classroom Teacher	3
STAT:1010	Statistics and Society	3
One of these:		
EDTL:3141	Elementary School Mathematics: Number and Operations	3
MATH:1120	Logic of Arithmetic	4
One of these:		
EDTL:3142	Elementary School Mathematics: Geometry and Measurement	3
MATH:1140	Mathematical Basis of Elementary Geometry	3

Student Teaching

Students seeking initial licensure must complete the following.

Code	Title	Hours
EDTL:4187	Effective Teaching Strategies for the Elementary Teacher: Student Teaching Seminar	3
EDTL:4190	Supervised Teaching in the Elementary School: Interactive Phase	6
EDTL:4191	Supervised Teaching in the Elementary School: Pre- and Post-Active Phase	6

Endorsements

Students have the option of completing an endorsement in one of the following areas: art, English, English as a Second Language (ESL), mathematics, middle school, music, reading, science, social studies, and special education (Instructional Strategist I: Mild/Moderate). Courses in the endorsement area may be taken pass/nonpass if they are offered with the pass/nonpass option. Requirement lists for each endorsement area are available from the Department of Teaching and Learning.

The University of Iowa also offers an added endorsement in talented and gifted education.

Transfer Students

Before they student teach, transfer students must complete the following courses at the University of Iowa.

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3190	Orientation to Elementary Education	1-2
A practicum		
Two of these:		
EDTL:3123	Reading and Responding to Children's Literature	3
EDTL:3160	Reading and Language Arts Methods for Primary Students in Grades K-3	3
EDTL:3161	Social Studies for the Elementary Classroom Teacher	3
EDTL:3163	Methods: Elementary School Mathematics	3
EDTL:3164	Reading and Language Arts Methods for Intermediate Students in Grades 3-6	3

Transfer students must follow the normal application procedures. In addition, they are asked to complete a disclosure statement describing all practicum experiences they have taken at other institutions and a release statement allowing the College of Education Office of Student Services to contact all institutions where they have done professional preparatory work.

TEP: Secondary Education

The College of Education offers the Teacher Education Program (TEP) in secondary education for undergraduate students in the College of Liberal Arts and Sciences. Students must complete all requirements for graduation from the College of Liberal Arts and Sciences, including the GE CLAS Core [p. 20] and the requirements for their majors (see College of Liberal Arts and Sciences [p. 17] in the Catalog). They also must complete all requirements of the College of Education's TEP.

Licensure/certification requires a major of at least 30 s.h. of coursework in one of the secondary school subject areas listed below. Licensure/certification course requirements for each major are available from the Department of Teaching and Learning. Candidates for secondary school teaching licensure/certification also may receive approval to teach in additional subject areas by completing an approved program of 12-24 s.h. or more of coursework in those areas.

As a requirement for completion of an approved TEP for initial teaching licensure, the state of Iowa requires a passing score on edTPA, a performance-based assessment. Passing the edTPA is required before recommendation for licensure or certification to any state.

The College of Education offers secondary school teacher preparation programs in the following areas.

Art

*Coaching

English

*English as a second language

Mathematics

*Middle school

Music

*Reading

Science, including biology, chemistry, physics, earth science, and 9-12 all science

Social science, including anthropology, economics, geography, history, political science, psychology, and sociology

*All social sciences

*Talented and gifted

World languages—Chinese, French, German, Italian, Japanese, Latin, Spanish

*Available as an additional approval area only; a major in one of the other areas is required for licensure.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Students planning to teach art or music typically complete a program that prepares them for both elementary- and secondary-level licensure.

Secondary teacher preparation programs in foreign language also offer a program that leads to licensure/certification as a subject matter specialist in grades K-8. This K-8 licensure/certification is available only in the same subject area as the secondary certification.

For more information and the name of an advisor, contact the Department of Teaching and Learning.

Requirements

Undergraduates working toward licensure/certification to teach in secondary schools must complete the following requirements in addition to the requirements of their major. All coursework must be completed before student teaching.

Code	Title	Hours
EDTL:3002	Technology in the Classroom (must be taken during student's first semester in the college)	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas (must be taken during student's first semester in the college)	1
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
PSQF:1075	Educational Psychology and Measurement	3
One or more introduction and practicum courses in the major field		2-3
One or more methods of teaching courses in the major field		3-6
One college-level mathematics course, except MATH:0100 or MATH:1005		
Student teaching		15

For initial licensure in all subject areas, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 70-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special programs provide experience in districts with diverse populations, including

Aldine, Texas (Houston area) and Rialto, California. In most program areas, students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline is November 15 for students planning to student teach the following fall semester and February 15 for students planning to student teach the following spring semester.

Transfer Students

Transfer students must complete the following work before they student teach.

Code	Title	Hours
EDTL:3002	Technology in the Classroom	2-3
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1

Appropriate methods courses

A practicum at the University of Iowa

All coursework in the major

Transfer students must follow the normal application procedures. In addition, they are asked to complete a disclosure statement describing all practicum experiences they have taken at other institutions and a release statement allowing the College of Education's Office of Student Services to contact all institutions where they have done professional preparatory work.

Elementary Education with Special Education Subprogram Requirements

Effective spring 2021, elementary education students may pursue the B.A. in elementary education with a special education subprogram if they have been admitted to the M.A. in teaching and learning with a special education subprogram (K-8 instructional strategist I: mild/moderate with no thesis) and complete the M.A. degree.

It is appropriate for students who are currently enrolled in the Teacher Education Program (TEP) as undergraduates working toward a major in elementary education. Students who desire to pursue a M.A. degree, who are motivated to broaden their experience, and are inspired to serve students with disabilities are well suited for pursuing this combined program.

Students may complete both degrees in five years. In their last semester of undergraduate coursework, students enroll in two M.A.-level courses in special education (EDTL:4950 Behavioral and Social Interventions and EDTL:4984 Academic Skills for Students with Special Needs) that count toward both degrees. Once they complete all B.A. requirements, students complete the remaining M.A. special education courses. They are then eligible for their student teaching field experience. Students compete two placements—one in general education elementary education and one in K-8 special education—thus making them eligible for teaching licensure in both elementary education and special education. To obtain licensure they only need to complete and pass

edTPA, a performance-based assessment in elementary education.

The B.A. in elementary education with a special education subprogram and the M.A. in teaching and learning with a special education subprogram (K-8 instructional strategist I: mild/moderate with no thesis) requires the following work.

Foundation Courses

Code	Title	Hours
All of these:		
EDTL:2122	Creativity, Imagination, Play, and Human Development through the Arts	3
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Courses for the Major

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3103	Assessment for Instructional Planning and Practice	3
EDTL:3120	Methods and Materials: Music for the Classroom Teacher	2
EDTL:3123	Reading and Responding to Children's Literature	3
EDTL:3127	Methods and Materials: Physical Education, Health, and Wellness	2
EDTL:3160	Reading and Language Arts Methods for Primary Students in Grades K-3	3
EDTL:3161	Social Studies for the Elementary Classroom Teacher	3
EDTL:3163	Methods: Elementary School Mathematics	3
EDTL:3164	Reading and Language Arts Methods for Intermediate Students in Grades 3-6	3
EDTL:3165	Elementary Science Methods I	3
EDTL:3166	Elementary Science Methods II	3
EDTL:3170	Elementary Classroom Management	2
EDTL:3172	Elementary Reading Practicum	4
EDTL:3174	Elementary Math Practicum	1
EDTL:3190	Orientation to Elementary Education	2
EDTL:4171	Diversity and Exceptionalities in Literacy Instruction	3
EPLS:4180	Human Relations for the Classroom Teacher	3
STAT:1010	Statistics and Society	3

One of these:

EDTL:3141	Elementary School Mathematics: Number and Operations	3
-----------	--	---

MATH:1120	Logic of Arithmetic	4
-----------	---------------------	---

One of these:

EDTL:3142	Elementary School Mathematics: Geometry and Measurement	3
-----------	---	---

MATH:1140	Mathematical Basis of Elementary Geometry	3
-----------	---	---

Language Development

Code	Title	Hours
------	-------	-------

One of these:

EDTL:3382	Language and Learning	3
-----------	-----------------------	---

EDTL:4410	Teaching K-12 Second Language Learners	3
-----------	--	---

EDTL:4468	Instruction of English Language Learners for K-12 Classrooms	3
-----------	--	---

LING:1010	Language and Society	3
-----------	----------------------	---

Oral Communication

Code	Title	Hours
------	-------	-------

One of these:

EDTL:2821	Oral Interpretation	3
-----------	---------------------	---

EDTL:3180	Drama in the Classroom	3
-----------	------------------------	---

CLSA:3742	Word Power: Building English Vocabulary	3
-----------	---	---

LING:3001	Introduction to Linguistics	3
-----------	-----------------------------	---

Parent-Teacher Communication

Code	Title	Hours
------	-------	-------

This course:

EDTL:4934	Parent-Teacher Communication	3
-----------	------------------------------	---

Courses Taken in the Last Semester of B.A. Completion

Code	Title	Hours
------	-------	-------

Both of these:

EDTL:4950	Behavioral and Social Interventions	3
-----------	-------------------------------------	---

EDTL:4984	Academic Skills for Students with Special Needs	3
-----------	---	---

Additional Courses to Complete the M.A.

Code	Title	Hours
------	-------	-------

All of these:

EDTL:4975	Explicit Instruction	3
-----------	----------------------	---

EDTL:4980	Special Education Literacy	3
-----------	----------------------------	---

EDTL:5961	Foundation of Applied Behavior Analysis	3
-----------	---	---

EDTL:6906	Practicum with Exceptional Persons	3
-----------	------------------------------------	---

EDTL:7953	Seminar: Single Subject Design Research	3
-----------	---	---

Student Teaching

Students seeking initial licensure must complete the following.

Code	Title	Hours
------	-------	-------

All of these:

EDTL:4187	Effective Teaching Strategies for the Elementary Teacher: Student Teaching Seminar	3
-----------	--	---

EDTL:4190	Supervised Teaching in the Elementary School: Interactive Phase	6
-----------	---	---

EDTL:4922	Supervised Teaching: Elementary Strategist I	6
-----------	--	---

Combined Programs

B.A. (Special Education Subprogram)/M.A. in Teaching and Learning (Special Education Subprogram)

Effective spring 2021, the combined B.A. in elementary education with a special education subprogram and the M.A. in teaching and learning with a special education subprogram (K-8 instructional strategist I: mild/moderate; nonthesis) program is available for students. Students are able to earn both degrees in less time than it would take to complete both degrees separately.

Students pay undergraduate tuition and fees during the combined undergraduate/graduate semester which is generally in the spring semester of their fourth year. In the following semester when they begin coursework for the M.A., they pay graduate tuition and fees. For more information on the combined program, see "Elementary Education with Special Education Subprogram Requirements" under Requirements [p. 1369] in this section of the Catalog.

Admission

Applicants must:

- be a University of Iowa undergraduate student enrolled in the B.A. in elementary education TEP program,
- have completed at least 74 s.h.,
- have a g.p.a. of at least 3.25 (the admissions committee considers other aspects of an application when the undergraduate g.p.a. is below 3.25), and
- submit a writing sample.

Applicants have the option to submit a Graduate Record Examination (GRE) General Test score. A score above 300 may bolster an application with an undergraduate g.p.a. below 3.25; however, the GRE requirement has been suspended for the 2020-21 admissions cycle.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Elementary Education, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Elementary Education B.A. program through a selective process. Acceptance is not guaranteed. ^a		
	Hours	0
First Year		
Fall		
CSI:1600	Success at Iowa	2
PSQF:1075	Educational Psychology and Measurement ^b	3
GE: Natural Sciences without Lab ^c		3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE: World Languages First Level Proficiency or elective course ^d		4 - 5
Seminar: first-year seminar		1
10-hour pre-admission school field experience ^e		
	Hours	16-18
Spring		
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
GE: World Languages Second Level Proficiency or elective course ^d		4 - 5
EDTL:2122	Creativity, Imagination, Play, and Human Development through the Arts ^{b, f}	3
GE: Social Sciences ^c		3
	Hours	13-15
Summer		
Begin preparing materials for College of Education application (e.g. essays, letters of recommendation) ^g		
	Hours	0
Second Year		
Fall		
STAT:1020 or STAT:1010	Elementary Statistics and Inference ^{r, h} or Statistics and Society	3
GE: Historical Perspectives ^c		3
GE: World Languages Second Level Proficiency or elective course ^d		4 - 5
EDTL:4900	Foundations of Special Education ^b	3
GE: International and Global Issues ^c		3
	Hours	16-17
Spring		
EPLS:3000	Foundations of Education ^b	3
GE: World Languages Fourth Level Proficiency or elective course ^d		4 - 5
GE: Diversity and Inclusion ^c		3
GE: Natural Sciences with Lab ^c		4
Admission Application: apply to the College of Education ^g		
	Hours	14-15

Third Year Any Semester

The curriculum shown in the third, fourth, and fifth years on this plan begins upon acceptance into the College of Education.

	Hours	0
Fall		
EDTL:3190	Orientation to Elementary Education	2
EDTL:3002	Technology in the Classroom	2
EDTL:3120	Methods and Materials: Music for the Classroom Teacher	2
EDTL:3123	Reading and Responding to Children's Literature	3
Major: math: statistics, numbers/operations, geometry		3
	Hours	12
Spring		
EPLS:4180	Human Relations for the Classroom Teacher ^h	3
EDTL:3160	Reading and Language Arts Methods for Primary Students in Grades K-3	3
EDTL:3161	Social Studies for the Elementary Classroom Teacher	3
EDTL:3165	Elementary Science Methods I	3
EDTL:3127	Methods and Materials: Physical Education, Health, and Wellness	2
	Hours	14
Fourth Year		
Fall		
EDTL:3163	Methods: Elementary School Mathematics	3
EDTL:3164	Reading and Language Arts Methods for Intermediate Students in Grades 3-6	3
EDTL:3170	Elementary Classroom Management	2
EDTL:3174	Elementary Math Practicum	1
EDTL:3166	Elementary Science Methods II	3
GE: Values and Culture ^c		3
	Hours	15
Spring		
EDTL:3103	Assessment for Instructional Planning and Practice	3
EDTL:4171	Diversity and Exceptionalities in Literacy Instruction	3
EDTL:3172	Elementary Reading Practicum	4
Major: math: statistics, numbers/operations, geometry		3
GE: Literary, Visual, and Performing Arts ^c		3
	Hours	16
Fifth Year		
Fall		
EDTL:4187	Effective Teaching Strategies for the Elementary Teacher: Student Teaching Seminar ⁱ	3
EDTL:4190	Supervised Teaching in the Elementary School: Interactive Phase ⁱ	6

EDTL:4191	Supervised Teaching in the Elementary School: Pre- and Post-Active Phase ⁱ	6
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Exam: edTPA ^k		
	Hours	15
	Total Hours	131-137

- a The Academic Advising Center advises Elementary Education Interest students. Students are advised for success, based on academic strengths, and not necessarily for a four-year plan. Students may apply for Elementary Education admission after 30 s.h. are earned.
- b The following foundation courses may be completed prior to admission to the Elementary Education program, but are not prerequisites for admission: PSQF:1075, EDTL:2122, EDTL:4900, EPLS:3000.
- c GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- f Fulfills a major requirement and a GE Core Course.
- g Please see your advisor and the College of Education website for detailed application instructions and deadlines.
- h Fulfills a major requirement and may fulfill a GE requirement.
- i All coursework must be completed prior to student teaching.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>
- k As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Career Advancement

The B.A. program prepares students to teach kindergarten through grade 6. In Iowa, the elementary specialization areas are designated as kindergarten through grade 8.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

English Education, B.A.

Requirements

The Bachelor of Arts with a major in English education requires a minimum of 120 s.h., including a minimum of 41 s.h. in English professional education courses and a minimum of 27 s.h. in English education content courses. Students must maintain a g.p.a. of at least 2.70 in professional education course requirements. They also must complete the GE CLAS Core [p. 20]. The major requires admission to the Teacher Education Program (TEP). Application information can be obtained through the Office of Student Services.

Students must earn a B.A. in English [p. 405] or a B.A. in English and creative writing [p. 415] at the University of Iowa in order to earn the B.A. in English education; both degrees may be earned at the same time. Separate application to each degree program is required. Graduates who have earned one of these degrees at another institution and wish to earn the B.A. in English education should consult the Department of Teaching and Learning; additional coursework may be required.

The Department of English offers courses in literature, cultural studies, language, and critical and creative writing. In these courses, students read poetry, fiction, essays, criticism, and theory to acquire methods for understanding literature and culture and respond creatively to the texts. In addition to providing these essential elements of a liberal arts and sciences education, the department's courses can augment students' specialized interests in other fields. Students also complete coursework in teacher licensure including student teaching.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Additional subject area endorsements can be completed in any 5-12 licensure program. For more information and an advisor, contact the Department of Teaching and Learning.

For initial licensure, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special site programs provide experience in districts with diverse populations and students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline for student planning to student teach the following fall semester is November 15 and April 15 for the following spring semester.

The B.A. with a major in English education requires the following work.

Professional Education Course Requirements

Students must complete 41 s.h. from the following.

Foundation Courses

Foundation courses may be completed before or after admission to the major.

Code	Title	Hours
All of these:		
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Additional Licensure Courses

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:4314	Introduction and Practicum: Secondary English	3
EDTL:4315	Learning to Teach Secondary English/Language Arts and Field Experience	3
EDTL:4394	Secondary Reading Instruction	3
EPLS:4180	Human Relations for the Classroom Teacher	3

Student Teaching

Transfer students should consult their adviser since they must complete certain courses before they student teach.

Code	Title	Hours
All of these:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

Mathematics Course

Students must complete a college-level math course. Most students complete this course as a part of their GE CLAS Core [p. 20] requirement in Quantitative or Formal Reasoning. For questions about how the math course can be applied to the licensure requirement, see Academic Advising on the College of Education website.

Code	Title	Hours
One of these:		
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4

Any mathematics course (prefix MATH), except MATH:0100 or MATH:1005

English Education Content Courses

Students must complete at least 27 s.h. from the following.

Oral Communication and Language Development

Code	Title	Hours
This course:		
EDTL:3382	Language and Learning	3

Written Communication

Code	Title	Hours
Both of these:		
EDTL:4355	Approaches to Teaching Writing	3
A nonfiction or creative writing course numbered 2000 or above		3

Adolescent Literature

Code	Title	Hours
This course:		
EDTL:3393	Reading and Teaching Adolescent Literature	3

American Literature

Code	Title	Hours
Three of these:		
Courses numbered ENGL:2400-ENGL:2499 or ENGL:3400-ENGL:3499 or ENGL:4001 or ENGL:4005		9

British (English) Literature

Code	Title	Hours
This course:		
ENGL:3287	Shakespeare	3
One of these:		
Course numbered ENGL:2300-ENGL:2399 or ENGL:3300-ENGL:3399 or ENGL:4002 or ENGL:4006		3

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

English Education, B.A.

Course	Title	Hours
Academic Career		
Any Semester		

Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please see the College of Education's website.

Students must maintain a GPA of at least 2.70 in professional education course requirements.

Students must earn another major at the University of Iowa in order to earn the BA in English education. Both degrees may be earned at the same time.^a

Graduates who have earned one of these degrees at another institution and wish to earn the BA in English education should consult the Department of Teaching and Learning; additional coursework may be required.

Hours	0
-------	---

First Year

Fall

RHET:1030	Rhetoric	4
GE CLAS Core: Quantitative or Formal Reasoning ^{b, c}		3
Major: "reading and writing about" course numbered ENGL:201X		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^{d, e}		4 - 5
CSI:1600	Success at Iowa	2
Hours		16-17

Spring

GE CLAS Core: Literary, Visual, and Performing Arts ^{c, f}		3
ENGL:2010	Foundation of the English Major: Histories, Literatures, Pleasures	3
PSQF:1075	Educational Psychology and Measurement	3
GE CLAS Core: Diversity and Inclusion ^c		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^{d, e}		4 - 5
Hours		16-17

Second Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^{e, g}		4 - 5
EPLS:3000	Foundations of Education	3
Major: American 18th-/19th-century literature course numbered ENGL:24XX or ENGL:34XX		3
GE CLAS Core: Historical Perspectives ^c		3
GE CLAS Core: Natural Sciences without Lab ^c		3
10-hour pre-admission school field experience (Teacher Education Program application requirement) (second year fall or spring) ^h		
Hours		16-17

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^{e, g}		4 - 5
Major: British 18th/19th-century literature course numbered ENGL:23XX or ENGL:33XX		3
GE CLAS Core: International and Global Issues ^c		3

GE CLAS Core: Literary, Visual, and Performing Arts^{c, f} 3

GE CLAS Core: Natural Sciences with Lab^c 4

Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation)

Hours 17-18

Summer

EDTL:4900 Foundations of Special Education 3

Hours 3

Third Year

Fall

ENGL:3287 Shakespeare 3

ENGL:3190 Language and Learning 2 - 3

ENGL:3191 Reading and Teaching Adolescent Literature 3

GE CLAS Core: Social Sciences^c 3

Major: creative fiction or nonfiction writing course numbered CW:2XXX or CNW:2XXX 3

Major: transnational literature course numbered ENGL:25XX or ENGL:35XX 3

Admission Application: apply to the Teacher Education Programⁱ

Hours 17-18

Spring

CNW:4355 Approaches to Teaching Writing 3

EDTL:3002 Technology in the Classroom 2 - 3

EDTL:3091 Secondary Education Program Orientation and Classroom Management 3

EDTL:4314 Introduction and Practicum: Secondary English 3

Major: American literature course (prefix ENGL numbered 24XX or 34XX) 3

Apply for student teaching (see the College of Education website for application instructions and deadlines)

Hours 14-15

Fourth Year

Fall

EDTL:4315 Learning to Teach Secondary English/Language Arts and Field Experience 3

Major: early literature/17th-century literature course numbered ENGL:22XX, ENGL:32XX, or ENGL:3140 Literature and the Book 3

Major: American 18th-/19th-century literature course numbered ENGL:24XX or ENGL:34XX 3

EPLS:4180 Human Relations for the Classroom Teacher^j 3

EDTL:4394 Secondary Reading Instruction 2 - 3

Hours 14-15

Spring

EDTL:4087 Seminar: Curriculum and Student Teaching 3

EDTL:4091 Observation and Laboratory Practice in the Secondary School 6

EDTL:4092 Observation and Laboratory Practice in the Secondary School 6

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Exam: edTPA^l

Hours	15
Total Hours	128-135

- These majors include a BA in English or a BA in English and creative writing.
- Choose a math course that will satisfy the Teacher Education Program math requirement.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students who have already completed the GE World Languages requirements before entering college may use the spaces for education courses usually taken in the second year (EPLS:3000 or ENGL:3190 or ENGL:3191). Or, students may take creative writing (prefix CW or CNW, numbered 2000-4000).
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students majoring in English are not required to fulfill the GE CLAS Core Interpretation of Literature requirement but instead may substitute a Literary, Visual, and Performing Arts course excluding: DANC:1010 through DANC:2040, DANC:4880, and MUS:1020.
- Students who have already completed the GE World Languages requirement prior to the second year may use the spaces for added endorsements such as English Language Arts - All (5-12).
- Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.
- Fulfills a major requirement and may fulfill a GE requirement.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>
- As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Mathematics Education, B.A.

Requirements

The Bachelor of Arts with a major in mathematics education requires a minimum of 120 s.h., including 42 s.h. in mathematics professional education courses, and a minimum of 41-42 s.h. in mathematics education content courses for students earning the B.A. in mathematics or a minimum of 47-50 s.h. in mathematics education content courses for students earning the B.S. in mathematics. Students must maintain a g.p.a. of at least 2.70 in professional education course requirements. They also must complete the GE CLAS Core [p. 20]. The major requires admission to the Teacher Education Program (TEP). Application information can be obtained through the Office of Student Services.

Students must earn a B.A. in mathematics [p. 789] (Program B) or a B.S. in mathematics [p. 796] (Program B) at the University of Iowa in order to earn the B.A. in mathematics education; both degrees may be earned at the same time. Separate application to each degree program is required. Graduates who have earned one of these degrees at another institution and wish to earn the B.A. in mathematics education should consult the Department of Teaching and Learning; additional coursework may be required. Students also complete coursework in teacher licensure including student teaching.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Additional subject area endorsements can be completed in any 5-12 licensure program. For more information and an advisor, contact the Department of Teaching and Learning.

For initial licensure, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special site programs provide experience in districts with diverse populations and students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline for student planning to student teach the following fall semester is November 15 and April 15 for the following spring semester.

The B.A. with a major in mathematics education requires the following work.

Professional Education Course Requirements

Students complete 42 s.h. from the following.

Foundation Courses

Foundation courses may be completed before or after admission to the major.

Code	Title	Hours
All of these:		
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Additional Licensure Courses

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:3532	Introduction and Practicum: Mathematics	3
EDTL:3534	Methods: Middle School Mathematics	3
EDTL:4535	Methods: High School Mathematics	3
EPLS:4180	Human Relations for the Classroom Teacher	3

Student Teaching

Transfer students should consult their adviser since they must complete certain courses before they student teach.

Code	Title	Hours
All of these:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

Mathematics Education Content Courses

Students earning a B.A. in mathematics complete at least 41-42 s.h. from the following; students earning a B.S. in mathematics complete at least 47-50 s.h. from the following.

Code	Title	Hours
All of these:		
CS:1210	Computer Science I: Fundamentals	4
MATH:1850	Calculus I	4
MATH:1860	Calculus II	4
MATH:2150	Foundations of Geometry	3
MATH:2700	Introduction to Linear Algebra	4
MATH:2850	Calculus III	4
MATH:3720	Introduction to Abstract Algebra I	4
MATH:3770	Fundamental Properties of Spaces and Functions I	4

STAT:3120	Probability and Statistics	4
One of these:		
MATH:4050	Introduction to Discrete Mathematics	3
MATH:4060	Discrete Mathematical Models	3
And:		
students earning a B.A. in mathematics, one additional course beyond calculus		3-4
students earning a B.S. in mathematics, three additional courses beyond calculus, including at least two courses numbered MATH:4120 or above		9-12

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Mathematics Education, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Mathematics Program B is intended for students seeking secondary school teaching licensure. ^a		
Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please consult an advisor for the College of Education.		
Students must maintain a GPA of at least 2.70 in professional education course requirements.		
Students must earn another major at the University of Iowa in order to earn the BA in mathematics education. Both degrees may be earned at the same time. ^b		
Graduates who have earned one of these degrees at another institution and wish to earn the BA in mathematics education should consult the Department of Teaching and Learning; additional coursework may be required.		
Hours		0
First Year		
Fall		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^c		4 - 5
MATH:1850	Calculus I ^d	4
CSI:1600	Success at Iowa	2
Elective course ^e		2
Hours		15-17
Spring		
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1860	Calculus II	4

GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5	
PSQF:1075	Educational Psychology and Measurement ^f	3
GE CLAS Core: Diversity and Inclusion ^g	3	
10-hour pre-admission school field experience ^{h, i}		
Hours	17-19	

Summer

Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation)^j

Hours 0

Second Year

Fall

GE CLAS Core: World Languages Second Level Proficiency or elective course ^c	4 - 5	
MATH:2700	Introduction to Linear Algebra ^k	4
MATH:2850	Calculus III	4
EPLS:3000	Foundations of Education ^f	3
Elective course ^e		1
Admission Application: apply to the Teacher Education Program ^j		
Hours	16-17	

Spring

MATH:2150	Foundations of Geometry ^l	3
EDTL:3091	Secondary Education Program Orientation and Classroom Management ^{m, n}	3
EDTL:3095	Teaching Reading in Secondary Content Areas ^{m, n}	1
EDTL:3002	Technology in the Classroom ^{m, n}	2
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^c	4 - 5	
GE CLAS Core: Social Sciences ^{g, o}	3	
Hours	16-17	

Third Year

Fall

MATH:3720	Introduction to Abstract Algebra I	4
MATH:4050	Introduction to Discrete Mathematics ^p	3
EDTL:3532	Introduction and Practicum: Mathematics ^m	3
EDTL:4900	Foundations of Special Education ^f	3
GE CLAS Core: Historical Perspectives ^{g, o}	3	
Hours	16	

Spring

MATH:3770	Fundamental Properties of Spaces and Functions I	4
STAT:3120	Probability and Statistics	4
EDTL:3534	Methods: Middle School Mathematics ^m	3
EPLS:4180	Human Relations for the Classroom Teacher ^m	3
Elective course ^e		1
Hours	15	

Fourth Year

Fall

GE CLAS Core: Literary, Visual, and Performing Arts ^g	3
--	---

GE CLAS Core: Natural Sciences with Lab ^g	4
Major: required post-calculus math elective course ^q	3 - 4
EDTL:4535 Methods: High School Mathematics ^m	3
Elective course ^e	2
Apply for student teaching (see the College of Education website for application instructions and deadlines)	
Hours	15-16
Spring	
CS:1210 Computer Science I: Fundamentals ^k	4
GE CLAS Core: Natural Sciences without Lab ^g	3
GE CLAS Core: International and Global Issues ^g	3
Elective course ^e	3
Elective course ^e	2
Hours	15
Fifth Year	
Fall	
EDTL:4087 Seminar: Curriculum and Student Teaching ^m	3
EDTL:4091 Observation and Laboratory Practice in the Secondary School ^m	6
EDTL:4092 Observation and Laboratory Practice in the Secondary School ^m	6
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^r	
Exam: edTPA ^s	
Hours	15
Total Hours	140-147

- a Completion of the Mathematics (Program B) BA major requirements (41-42 s.h.), the Teacher Education Program requirements (39 s.h.), and all general education requirements (including World Languages) (48-52 s.h.) exceeds the minimum 120 s.h. expected for a bachelor's degree in CLAS. Students pursuing this program of study should expect to take higher than average number (15 s.h.) of semester hours per term, take summer classes, and/or extend graduation time frame beyond four years.
- b These majors include a BA in mathematics (program B) or a BS in mathematics (program B) at the University of Iowa.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Enrollment in math courses requires completion of a placement exam.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Course required for the Teacher Education Program and may be completed prior to admission to the College of Education.
- g GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- h Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- i Required for admission into the Teacher Education Program.
- j Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.
- k Course may also be offered in the summer session.
- l Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- m Course required for the Teacher Education Program and may only be completed after admission to the College of Education.

- n Course must be completed during the first semester of enrollment in the Teacher Education Program.
- o Requirement should be completed after admission to the Teacher Education Program.
- p Students must complete MATH:4050, a fall-only course, or MATH:4060, a spring-only course.
- q Post-calculus courses are numbered 2000 or above, excluding: MATH:3700, MATH:3750, MATH:3995, MATH:3996, MATH:3997, MATH:4010, and MATH:4020.
- r Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>
- s As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Music Education, B.A.

Requirements

The Bachelor of Arts with major in music education requires a minimum of 120 s.h., including a minimum of 44 s.h. in music professional education courses and 75-81 s.h. in the B.M. in music degree from the College of Liberal Arts and Sciences. Students must maintain a g.p.a. of at least 2.70 in professional education course requirements. They also must complete the GE CLAS Core [p. 20]. The major requires admission to the Teacher Education Program (TEP). Application information can be obtained through the Office of Student Services.

Students must earn a B.M. in music [p. 838] with a performance subprogram of brass/woodwind, organ, percussion, piano, piano with teacher education, string, or voice at the University of Iowa in order to earn the B.A. in music education; both degrees may be earned at the same time. Separate application to each degree program is required. Graduates who have earned this degree at another institution and wish to earn the B.A. in music education should consult the Department of Teaching and Learning; additional coursework may be required.

The B.M. with a major in music is intended for undergraduates who have a strong background in music, and who wish to major in music as part of a broad liberal arts education irrespective of specific career aspirations. The curriculum includes musicianship, performance, and electives. The program is designed for students who have solid abilities and interest in music but are not planning on careers as musicians, or for those who wish to pursue a double major or earn more than one bachelor's degree. Students must audition and be accepted into a performance area. They develop musicianship, performance skills, and select from a wide variety of music electives. Students also complete coursework in teacher licensure including student teaching.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Additional subject area endorsements can be completed in any 5-12 licensure program. Students who plan to teach music typically complete a program that prepares them for both elementary- and secondary-level licensure. For more information and an advisor, contact the Department of Teaching and Learning.

For initial licensure, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special site programs provide experience in districts with diverse populations and students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline for student planning to student teach the following fall semester is November 15 and April 15 for the following spring semester.

The B.A. with a major in music education requires the following work.

Professional Education Course Requirements

Students complete 44 s.h. from the following.

Foundation Courses

Foundation courses may be completed before or after admission to the major.

Code	Title	Hours
All of these:		
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Additional Licensure Courses

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:3610	Introduction and Practicum: Music	2
EDTL:3620	Methods and Materials: General Music	3
EDTL:3640	Choral Methods	3
EDTL:3650	Instrumental Methods and Materials	3
EPLS:4180	Human Relations for the Classroom Teacher	3

Student Teaching

Transfer students should consult their adviser since they must complete certain courses before they student teach.

Code	Title	Hours
All of these:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4192	Special Area Student Teaching	6

Mathematics Course

Students must complete a college-level math course. Most students complete this course as a part of their GE CLAS Core [p. 20] requirement in Quantitative or Formal Reasoning. For questions about how the math course can be applied to the licensure requirement, see Academic Advising on the College of Education website.

Code	Title	Hours
One of these:		
CS:1110	Introduction to Computer Science	3

CS:1210	Computer Science I: Fundamentals	4
STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
Any mathematics course (prefix MATH), except MATH:0100 or MATH:1005		

Music Education Content Courses

In addition to the requirements below, students complete other music courses that relate to their major field of study.

Wind Instruments, Percussion, Piano with Band Emphasis, Organ with Band Emphasis Majors

Code	Title	Hours
All of these (10 s.h.):		
EDTL:3605	Instrumental Techniques (students select appropriate topic of flute/percussion, brass, or woodwinds)	2
EDTL:3635	Instrumental Conducting	3
MUS:1165	Hawkeye Marching Band	1
MUS:1711	Jazz Rhythms and Interpretation I	1
MUS:3659	Class Strings	1
MUS:3666	Marching Band Techniques	1
MUS:3760	Jazz Band Techniques	1

Voice Majors

Code	Title	Hours
All of these (7 s.h.):		
EDTL:3645	Choral Conducting and Literature	3
MUS:1121	Secondary Performance - Piano	1
MUS:2213	Group Instruction in Piano III	1
MUS:3664	Introduction to Wind and Percussion Instruments	2

String Instrument Majors

Code	Title	Hours
All of these (8 s.h.):		
EDTL:3635	Instrumental Conducting	3
MUS:3664	Introduction to Wind and Percussion Instruments	2
MUS:3659	Class Strings (taken three times for 1 s.h. each)	3

Piano with Choral Emphasis, Organ with Choral Emphasis Majors

Code	Title	Hours
All of these (11 s.h.):		
EDTL:3645	Choral Conducting and Literature	3
MUS:1120	Secondary Performance - Voice (taken twice for 1 s.h. each)	2

MUS:1510	Diction for Singers I	2
MUS:2510	Diction for Singers II	2
MUS:3664	Introduction to Wind and Percussion Instruments	2

Electives

Students consult their advisor and complete their major requirements with additional music courses.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Music Education, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please see the College of Education's website.		
Students must maintain a GPA of at least 2.70 in professional education course requirements.		
Students must earn a BM in music at the University of Iowa in order to earn the BA in music education. Both degrees may be earned at the same time.		
Graduates who have earned a BM in music at another institution and wish to earn the BA in music education should consult the Department of Teaching and Learning; additional coursework may be required.		
Choose a course for the GE CLAS Core Quantitative or Formal Reasoning requirement that will satisfy the Teacher Education Program math requirement.		
	Hours	0

First Year

Fall

10-hour pre-admission school field experience ^a
Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation)

Hours

0

Spring

PSQF:1075	Educational Psychology and Measurement	3
-----------	--	---

Admission Application: apply to the Teacher Education Program ^b

Hours

3

Second Year

Fall

EDTL:3605	Instrumental Techniques	2
MUS:3666	Marching Band Techniques	1
EDTL:3610	Introduction and Practicum: Music	2

EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
Hours		8
Spring		
MUS:3659	Class Strings	1
EPLS:3000	Foundations of Education	3
EDTL:4900	Foundations of Special Education	3
EDTL:3002	Technology in the Classroom	2
Hours		9
Third Year		
Fall		
EDTL:3650	Instrumental Methods and Materials	3
MUS:1711	Jazz Rhythms and Interpretation I	1
Hours		4
Spring		
EDTL:3635	Instrumental Conducting	3
MUS:3760	Jazz Band Techniques	1
EDTL:3620	Methods and Materials: General Music	3
Hours		7
Fourth Year		
Fall		
MUS:1165	Hawkeye Marching Band	1
EPLS:4180	Human Relations for the Classroom Teacher	3
EDTL:3640	Choral Methods	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
Apply for student teaching (see the College of Education website for application instructions and deadlines)		
Hours		8
Spring		
Any education/licensure coursework not yet completed		
Hours		0
Fifth Year		
Fall		
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4192	Special Area Student Teaching	6
EDTL:4087	Seminar: Curriculum and Student Teaching	3
Exam: edTPA ^c		
Hours		15
Total Hours		54

- a Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- b Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.
- c As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Science Education, B.A.

Requirements

The Bachelor of Arts with major in science education requires a minimum of 120 s.h., including a minimum of 44 s.h. in science education professional education courses, completion of an approved College of Liberal Arts and Sciences science degree, and science education content courses. Students must maintain a g.p.a. of at least 2.70 in professional education course requirements. They also must complete the GE CLAS Core [p. 20]. [p. 20]The major requires admission to the Teacher Education Program (TEP). Application information can be obtained through the Office of Student Services.

Students must earn one of these majors at the University of Iowa, with a minimum of 36 s.h., in order to earn the B.A. in science education: a B.A. in biology [p. 181], a B.S. in biology [p. 186], a B.A. in chemistry [p. 212], a B.S. in chemistry [p. 217], a B.A. in environmental sciences [p. 455], a B.S. in environmental sciences [p. 460], a B.A. in geoscience [p. 378], a B.S. in geoscience [p. 381], a B.A. in physics [p. 885], a B.S. in physics [p. 891], or a B.S. in science studies [p. 1389]; both degrees may be earned at the same time. Separate application to each degree program is required. Graduates who have earned one of these degrees at another institution and wish to earn the B.A. in science education should consult the Department of Teaching and Learning; additional coursework may be required.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Additional subject area endorsements can be completed in any 5-12 licensure program. For more information and an advisor, contact the Department of Teaching and Learning.

For initial licensure, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special site programs provide experience in districts with diverse populations and students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline for student planning to student teach the following fall semester is November 15 and April 15 for the following spring semester.

The B.A. with a major in science education requires the following work.

Professional Education Course Requirements

Students complete 44 s.h. from the following.

Foundation Courses

Foundation courses may be completed before or after admission to the major.

Code	Title	Hours
All of these:		
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Additional Licensure Courses

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EPLS:4180	Human Relations for the Classroom Teacher	3
And, all of these taken in this order:		
EDTL:4751	Science Methods I: Early Learners with Field Experience	3
EDTL:4752	Science Methods II: Junior High with Field Experience	3
EDTL:4753	Science Methods III: High School with Field Experience	3
EDTL:4779	Secondary School Science Practicum	2

Student Teaching

Transfer students should consult their adviser since they must complete certain courses before they student teach.

Code	Title	Hours
All of these:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

Mathematics Course

Students must complete a college-level math course. Most students complete this course as a part of their GE CLAS Core [p. 20] requirement in Quantitative or Formal Reasoning. For questions about how the math course can be applied to the licensure requirement, see Academic Advising on the College of Education website.

Code	Title	Hours
One of these:		
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3

STAT:1030	Statistics for Business	4
Any mathematics course (prefix MATH), except MATH:0100 or MATH:1005		

Science Education Content Courses

Students select science courses that relate to their major field of study. In addition, students complete the Broad Science Field Block below:

Broad Field Science Block

Students must complete 12 s.h. from the following.

Code	Title	Hours
This course:		
SIED:4135	The Nature of Science	4
At least two of these:		
SIED:4102	Societal and Educational Applications of Earth Science and Environmental	4
SIED:4103	Societal and Educational Applications of Biological Sciences	4
SIED:4105	Societal and Educational Applications of Physical Sciences	4
SIED:4106	Societal and Educational Applications of Chemical Concepts	4

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Science Education, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please see the College of Education's website.		
Students must maintain a GPA of at least 2.70 in professional education course requirements.		
Students must earn another major at the University of Iowa in order to earn the BA in science education. Both degrees may be earned at the same time. ^a		
Graduates who have earned one of these degrees at another institution and wish to earn the BA in science education should consult the Department of Teaching and Learning; additional coursework may be required.		
Choose a course for the GE CLAS Core Quantitative or Formal Reasoning requirement that will satisfy the Teacher Education Program math requirement.		
Hours		0

First Year

Spring

PSQF:1075	Educational Psychology and Measurement	3
Hours		3

Second Year

Any Semester

10-hour pre-admission school field experience ^b		
Hours		0

Fall

EPLS:3000	Foundations of Education	3
-----------	--------------------------	---

Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation)

Hours		3
-------	--	---

Spring

EDTL:4900	Foundations of Special Education	3
-----------	----------------------------------	---

Admission Application: apply to the Teacher Education Program^c

Hours		3
-------	--	---

Third Year

Fall

EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
-----------	--	---

EDTL:3095	Teaching Reading in Secondary Content Areas	1
-----------	---	---

EDTL:3002	Technology in the Classroom	2
-----------	-----------------------------	---

EDTL:4751	Science Methods I: Early Learners with Field Experience ^d	3
-----------	--	---

Hours		9
-------	--	---

Spring

EDTL:4752	Science Methods II: Junior High with Field Experience ^e	3
-----------	--	---

EPLS:4180	Human Relations for the Classroom Teacher	3
-----------	---	---

Apply for student teaching (see the College of Education website for application instructions and deadlines)

Hours		6
-------	--	---

Fourth Year

Fall

EDTL:4753	Science Methods III: High School with Field Experience ^d	3
-----------	---	---

EDTL:4779	Secondary School Science Practicum ^d	2
-----------	---	---

Hours		5
-------	--	---

Spring

EDTL:4087	Seminar: Curriculum and Student Teaching	3
-----------	--	---

EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
-----------	---	---

EDTL:4092	Observation and Laboratory Practice in the Secondary School	6
-----------	---	---

Exam: edTPA ^f		
--------------------------	--	--

Hours		15
-------	--	----

Total Hours		44
-------------	--	----

- a These majors include a BA in biology, a BS in biology, a BA in chemistry, a BS in chemistry, a BA in environmental sciences, a BS in environmental sciences, a BA in geoscience, a BS in geoscience, a BA in physics, a BS in physics, or a BS in science studies.
- b Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- c Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.
- d Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- e Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- f As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Social Studies Education, B.A.

Requirements

The Bachelor of Arts with major in social studies education requires a minimum of 120 s.h., including a minimum of 39 s.h. in social studies professional education courses, 30-36 s.h. in social studies education content courses, and 15 s.h. in a social studies area outside of their designated major area of study. Students must maintain a g.p.a. of at least 2.70 in professional education course requirements. They must also must complete the GE CLAS Core [p. 20]. The major requires admission to the Teacher Education Program (TEP). Application information can be obtained through the Office of Student Services.

Students must earn one of these majors at the University of Iowa in order to earn the B.A. in social studies education: a B.A. in anthropology [p. 78], a B.S. in anthropology [p. 85], a B.A. in economics [p. 1161], a B.S. in economics [p. 1165], a B.A. in geography [p. 538], a B.S. in geography [p. 546], a B.A. in history [p. 660], a B.A. in political science [p. 917], a B.S. in political science [p. 921], a B.A. in psychology [p. 936], a B.S. in psychology [p. 940], a B.A. in sociology [p. 1018], or a B.S. in sociology [p. 1027]; both degrees may be earned at the same time. Separate application to each degree program is required. Graduates who have earned one of these degrees at another institution and wish to earn the B.A. in social studies education should consult the Department of Teaching and Learning; additional coursework may be required.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Additional subject area endorsements can be completed in any 5-12 licensure program. For more information and an advisor, contact the Department of Teaching and Learning.

For initial licensure, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special site programs provide experience in districts with diverse populations and students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline for student planning to student teach the following fall semester is November 15 and April 15 for the following spring semester.

The B.A. with a major in social studies education requires the following work.

Professional Education Course Requirements

Students complete 39 s.h. from the following.

Foundation Courses

Foundation courses may be completed before or after admission to the major.

Code	Title	Hours
All of these:		
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Additional Licensure Courses

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:4811	Introduction and Practicum: Secondary Social Studies	3
EDTL:4870	Methods: Secondary Social Studies	3
EPLS:4180	Human Relations for the Classroom Teacher	3

Student Teaching

Transfer students should consult their adviser since they must complete certain courses before they student teach.

Code	Title	Hours
All of these:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

Mathematics Course

Students must complete a college-level math course. Most students complete this course as a part of their GE CLAS Core [p. 20] requirement in Quantitative or Formal Reasoning. For questions about how the math course can be applied to the licensure requirement, see Academic Advising on the College of Education website.

Code	Title	Hours
One of these:		
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4
STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
Any mathematics course (prefix MATH), except for MATH:0100 or MATH:1005		

Social Studies Education Content Courses

Students complete 30-36 s.h. in an approved College of Liberal Arts and Sciences social studies major and an additional 15 s.h. in social studies coursework outside of their designated area of study.

Those interested in the all-social studies endorsement as a second area should consult their advisor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Social Studies Education, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please see the College of Education's website.		
Students must maintain a GPA of at least 2.70 in professional education course requirements.		
Students must earn another major at the University of Iowa in order to earn the BA in social studies education. Both degrees may be earned at the same time. ^a		
Graduates who have earned one of these degrees at another institution and wish to earn the BA in social studies education should consult the Department of Teaching and Learning; additional coursework may be required.		
Choose a course for the GE CLAS Core Quantitative or Formal Reasoning requirement that will satisfy the Teacher Education Program math requirement.		
		Hours 0
First Year		
Spring		
PSQF:1075	Educational Psychology and Measurement	3
		Hours 3
Second Year		
Any Semester		
10-hour pre-admission school field experience ^b		
		Hours 0
Fall		
EPLS:3000	Foundations of Education	3
Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation)		
		Hours 3
Spring		
EDTL:4900	Foundations of Special Education	3

Admission Application: apply to the Teacher Education Program ^c

Hours 3

Third Year

Fall

EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:3002	Technology in the Classroom	2
		Hours 6

Spring

EPLS:4180	Human Relations for the Classroom Teacher	3
EDTL:4870	Methods: Secondary Social Studies	3
Apply for student teaching (see the College of Education website for application instructions and deadlines)		
		Hours 6

Fourth Year

Fall

EDTL:4811	Introduction and Practicum: Secondary Social Studies	3
		Hours 3

Spring

EDTL:4087	Seminar: Curriculum and Student Teaching	2
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6
Exam: edTPA ^d		
		Hours 14
		Total Hours 38

a These majors include a BA in anthropology, a BS in anthropology, a BA in economics, a BS in economics, a BA in geography, a BS in geography, a BA in history, a BA in political science, a BS in political science, a BA in psychology, a BS in psychology, a BA in sociology, or a BS in sociology.

b Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.

c Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.

d As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Science Studies, B.S.

Science studies provides preparation in more than one discipline of science; a consideration of science from a philosophical, historical, and sociological perspective; an introduction to applied science (technology); and an education sequence.

Program planning in science studies requires the cooperation and involvement of a variety of University departments and colleges. Most of the program's requirements are drawn from courses offered by these varied academic units.

Learning Outcomes

Students who major in science studies gain:

- knowledge in two or more areas of science;
- a specified proficiency in mathematics as a tool of science (with more mathematics study required for the physical science emphases than for the biological ones);
- a view of science from a historical, philosophical, and cultural perspective; and
- experience with the application of scientific knowledge.

Research

Each faculty member in science studies is responsible for one or more areas of research. Major interests include studies of effective teaching and learning, science through writing, philosophy and sociology of science, individualized learning, social issues in science and technology, curriculum planning and development, professional development, intellectual development related to teaching and learning science, studies of effective use of hands-on activities, and evaluation and assessment of science instruction and programs.

Programs and Projects

A wide range of funded programs provides ample opportunity for students to be involved in innovative development and research in science studies.

Science studies faculty members collaborate on a number of international research projects in many countries. Activities include faculty exchanges and cross-national studies.

International students enrich the opportunities for graduate studies in science studies. New international collaborative efforts are under way each year.

Requirements

The Bachelor of Science with a major in science studies (awarded by the College of Liberal Arts and Sciences) requires a minimum of 120 s.h., including at least 48 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The major in science studies is interdisciplinary. It is intended for students interested in education; it is not intended to prepare students for advanced study in one area of science. When graduates of the science studies program elect to pursue graduate study in a specific area of science, they often must complete additional coursework in that discipline after they are admitted to the Graduate College.

The science studies curriculum includes courses offered by science departments in the College of Liberal Arts and

Sciences, science applications courses, and courses in the history, philosophy, and sociology of science.

The major offers five emphasis areas: all-science, biology, chemistry, earth science, and physics. The all-science emphasis area is open only to students who will earn teacher licensure and would like equal preparation in biology, chemistry, earth science, and physics. Students who choose the all-science emphasis area do not choose a secondary emphasis area. They must complete all requirements for teacher licensure in order to graduate in the all-science emphasis area.

Students who do not choose the all-science emphasis area may elect whether or not to earn teacher licensure. They choose a primary and a secondary emphasis area from biology, chemistry, earth science, and physics, acquiring depth in the primary emphasis area equivalent to six semesters of sequential study and preparation in the secondary area equivalent to four semesters of sequential study.

All science studies students must complete the requirements for their emphasis area(s) plus the broad field science block. Those who wish to earn teacher licensure also must complete the College of Education's Teacher Education Program (TEP), including the 47 s.h. professional education sequence; see "Teacher Licensure" below.

Special Rules

The Science Studies Program may involve many faculty advisors and more than one college or department. Consequently, the following special rules apply to science studies students.

At least 10 s.h. of graded credit in science must be earned at the University of Iowa.

No credit from the CLEP Natural Science General Examination may be applied toward the major in science studies.

Courses for the major may not be taken pass/nonpass. Grades from all courses applied toward the science studies major are used in computing a student's grade-point average in the major, both at the University of Iowa and overall.

Since mathematics forms an integral part of so many aspects of modern science, all-science emphasis area education students are urged to complete appropriate advanced courses in both pure and applied mathematics (including statistics and computer science) so that they may be qualified to do graduate work and quantitative research later.

The B.S. with a major in science studies requires the following coursework.

All-Science Emphasis Area

Students who choose the all-science emphasis area do not choose a secondary emphasis area. They complete a minimum of 48 s.h. for the major, including at least 36 s.h. in the following coursework (at least 9 s.h. in each of the four science disciplines—biology, chemistry, earth science, and physics), and 12 s.h. in the broad field science block. They also must complete all requirements for teacher licensure (see "Teacher Licensure" below).

Biology

Code	Title	Hours
At least 9 s.h. from these:		
BIOL:1411	Foundations of Biology	4
BIOL:1412	Diversity of Form and Function	4
BIOL:2211	Genes, Genomes, and the Human Condition	3
BIOL:2673	Ecology	3
BIOL:3172	Evolution	4
HHP:3500	Human Physiology	3

Chemistry

Code	Title	Hours
At least 9 s.h. from these:		
CHEM:1110	Principles of Chemistry I	4
CHEM:1120	Principles of Chemistry II	4
CHEM:2021	Fundamentals of Chemical Measurements	3
CHEM:2210	Organic Chemistry I	3
CHEM:2220	Organic Chemistry II	3

Earth Science

Code	Title	Hours
At least 9 s.h. from these:		
EES:1030	Introduction to Earth Science	3-4
EES:1040	Evolution and the History of Life	3-4
EES:1050	Introduction to Geology	4
EES:1080	Introduction to Environmental Science	3-4
EES:3000	Geologic Training Assignment	1-3
EES:3070	Marine Ecosystems and Conservation	3

Physics

At least 9 s.h. chosen as follows.

Code	Title	Hours
At least one of these:		
ASTR:1070	Stars, Galaxies, and the Universe	3-4
PHYS:1200	Physics of Everyday Experience	3
No more than one of these:		
PHYS:1511	College Physics I	4
PHYS:1611	Introductory Physics I	4
PHYS:1701	Physics I	4
No more than one of these:		
PHYS:1512	College Physics II	4
PHYS:1612	Introductory Physics II	3-4
PHYS:1702	Physics II	4

Broad Field Science Block

Students must complete 12 s.h. from the following.

Code	Title	Hours
This course:		
SIED:4135	The Nature of Science	4
At least two of these:		
SIED:4102	Societal and Educational Applications of Earth Science and Environmental	4
SIED:4103	Societal and Educational Applications of Biological Sciences	4
SIED:4105	Societal and Educational Applications of Physical Sciences	4
SIED:4106	Societal and Educational Applications of Chemical Concepts	4

Biology Emphasis Area

Students who choose biology as their primary emphasis area complete a minimum of 50 s.h. for the major, including 23-25 s.h. in the following biology coursework plus at least 15 s.h. in a secondary emphasis area (chemistry, earth science, or physics) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

Code	Title	Hours
This sequence:		
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
One of these:		
BIOL:1311	Human Genetics in the Twenty-First Century	3
BIOL:2512	Fundamental Genetics	4
One of these:		
BIOL:2374	Biogeography	3
BIOL:2673	Ecology	3
One of these:		
BIOL:1370	Understanding Evolution	3
BIOL:3172	Evolution	4
One of these:		
BIOL:3343	Animal Physiology	3
HHP:3500	Human Physiology	3
One of these:		
BIOC:3110	Biochemistry	3
BIOL:2723	Cell Biology	3
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3363	Plant Developmental Biology	3
And both of these:		
Coursework in a secondary emphasis area (chemistry, earth science, or physics)		15
Coursework listed under "Broad Field Science Block" below		12

Broad Field Science Block

Students must complete 12 s.h. from the following.

Code	Title	Hours
This course:		
SIED:4135	The Nature of Science	4
At least two of these:		
SIED:4102	Societal and Educational Applications of Earth Science and Environmental	4
SIED:4103	Societal and Educational Applications of Biological Sciences	4
SIED:4105	Societal and Educational Applications of Physical Sciences	4
SIED:4106	Societal and Educational Applications of Chemical Concepts	4

Chemistry Emphasis Area

Students who choose chemistry as their primary emphasis area complete a minimum of 50 s.h. for the major, including 23 s.h. in the following chemistry coursework plus at least 15 s.h. in a secondary emphasis area (biology, earth science, or physics) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

Code	Title	Hours
All of these:		
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210	Organic Chemistry I	3
CHEM:2220	Organic Chemistry II	3
CHEM:2410	Organic Chemistry Laboratory	3
CHEM:3250	Inorganic Chemistry (spring)	3
One of these:		
BIOC:3110	Biochemistry	3
CHEM:3110	Analytical Chemistry I	3
CHEM:4431	Physical Chemistry I	3
And both of these:		
Coursework in a secondary emphasis area (biology, earth science, or physics)		15
Coursework listed under "Broad Field Science Block" below		12

Broad Field Science Block

Students must complete 12 s.h. from the following.

Code	Title	Hours
This course:		
SIED:4135	The Nature of Science	4
At least two of these:		
SIED:4102	Societal and Educational Applications of Earth Science and Environmental	4
SIED:4103	Societal and Educational Applications of Biological Sciences	4
SIED:4105	Societal and Educational Applications of Physical Sciences	4

SIED:4106	Societal and Educational Applications of Chemical Concepts	4
-----------	--	---

Earth Science Emphasis Area

Students who choose earth science as their primary emphasis area complete a minimum of 48 s.h. for the major, including at least 21 s.h. in the following earth science coursework plus at least 15 s.h. in a secondary emphasis area (biology, chemistry, or physics) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

Code	Title	Hours
Both of these:		
EES:1040	Evolution and the History of Life	4
EES:1080	Introduction to Environmental Science	4
One of these:		
EES:1030	Introduction to Earth Science	3-4
EES:1050	Introduction to Geology	4
One of these:		
EES:2831	Geologic Field Methods	3
EES:3000	Geologic Training Assignment	1-3
EES:3300	Sedimentary Geology	4
EES:3840	Structural Geology	4
One of these:		
EES:3020	Earth Surface Processes	3
EES:3210	Principles of Paleontology	3
EES:3360	Soil Genesis and Geomorphology	3
One of these:		
EES:1290	Energy and the Environment	3
GEOG:1050	Foundations of GIS	4
GEOG:4010	Field Methods in Physical Geography	3
One of these:		
EES:3070	Marine Ecosystems and Conservation	3
EES:3080	Introduction to Oceanography	2
And both of these:		
Coursework in a secondary emphasis area (biology, chemistry, or physics)		15
Coursework listed under "Broad Field Science Block" below		12

Broad Field Science Block

Students must complete 12 s.h. from the following.

Code	Title	Hours
This course:		
SIED:4135	The Nature of Science	4
At least two of these:		
SIED:4102	Societal and Educational Applications of Earth Science and Environmental	4

SIED:4103	Societal and Educational Applications of Biological Sciences	4
SIED:4105	Societal and Educational Applications of Physical Sciences	4
SIED:4106	Societal and Educational Applications of Chemical Concepts	4

Physics Emphasis Area

Students who choose physics as their primary emphasis area complete a minimum of 47 s.h. for the major, including at least 20 s.h. in the following physics coursework plus at least 15 s.h. in a secondary emphasis area (biology, chemistry, or earth science) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

Code	Title	Hours
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II (if physics is a secondary emphasis area)	8
PHYS:1611- PHYS:1612	Introductory Physics I-II	8
PHYS:1701- PHYS:1702	Physics I-II	8
One of these:		
PHYS:2703	Physics III	4
PHYS:3710	Intermediate Mechanics	3
One of these:		
ASTR:1070	Stars, Galaxies, and the Universe (if physics is a secondary emphasis area)	3-4
ASTR:1080	Exploration of the Solar System (if physics is a secondary emphasis area)	3-4
ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy	4
One of these:		
PHYS:3811	Electricity and Magnetism I	3
PHYS:3850	Electronics	4
This course:		
PHYS:1200	Physics of Everyday Experience	3
And both of these:		
Coursework in a secondary emphasis area (biology, chemistry, or earth science)		15
Coursework listed under "Broad Field Science Block" below		12

Broad Field Science Block

Students must complete 12 s.h. from the following.

Code	Title	Hours
This course:		
SIED:4135	The Nature of Science	4
At least two of these:		

SIED:4102	Societal and Educational Applications of Earth Science and Environmental	4
SIED:4103	Societal and Educational Applications of Biological Sciences	4
SIED:4105	Societal and Educational Applications of Physical Sciences	4
SIED:4106	Societal and Educational Applications of Chemical Concepts	4

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

The science studies program offers outstanding students the opportunity to graduate with honors in the major. Honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and fulfill other requirements; contact the Science Education program for more information about graduating with honors in the science studies major.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the science studies major.

Academic Plans

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available to students majoring in science studies.

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Science Studies, B.S.

- Biology Emphasis [p. 1393]
- Chemistry Emphasis [p. 1394]

- Earth Science Emphasis [p. 1394]
- Physics Emphasis [p. 1395]

Biology Emphasis

Course	Title	Hours
Academic Career		
Any Semester		
Students will choose a secondary emphasis area from chemistry, earth science, or physics.		
	Hours	0
First Year		
Fall		
CHEM:1070 or CHEM:1110	General Chemistry I ^a or Principles of Chemistry I	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^b		4 - 5
Elective course ^c		3
CSI:1600	Success at Iowa	2
	Hours	16-18
Spring		
CHEM:1120	Principles of Chemistry II	4
BIOL:1411	Foundations of Biology ^d	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
GE CLAS Core: Diversity and Inclusion ^e		3
Elective course ^c		3
	Hours	18-19
Second Year		
Fall		
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b		4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
BIOL:1412	Diversity of Form and Function ^d	4
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
	Hours	14-16
Spring		
BIOL:2512 or BIOL:1311	Fundamental Genetics or Human Genetics in the Twenty-First Century	4
SIED:4103	Societal and Educational Applications of Biological Sciences ^f	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b		4 - 5
Major: secondary emphasis area course ^g		3 - 4
	Hours	15-17
Third Year		
Fall		
BIOL:1370 or BIOL:3172	Understanding Evolution or Evolution	3
BIOL:3343 or HHP:3500	Animal Physiology or Human Physiology	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: Social Sciences ^e		3

SIED:4105 or SIED:4102 or SIED:4106	Societal and Educational Applications of Physical Sciences ^f or Societal and Educational Applications of Earth Science and Environmental or Societal and Educational Applications of Chemical Concepts	4
---	---	---

Hours 16

Spring

BIOL:2673 or BIOL:2374	Ecology or Biogeography	3
GE CLAS Core: Values and Culture ^e		3
GE CLAS Core: Historical Perspectives ^e		3
Major: secondary emphasis area course ^g		3 - 4
Elective course ^c		3

Hours 15-16

Fourth Year

Fall		
Major: approved biology or biochemistry course ^h		3
SIED:4135	The Nature of Science	4
Major: secondary emphasis area course ^g		3 - 4
Elective course ^c		3
Elective course ^c		3

Hours 16-17

Spring

GE CLAS Core: International and Global Issues ^e		3
Major: secondary emphasis area course ^g		3 - 4
Major: secondary emphasis area course (if needed) ^g		3 - 4
Elective course ^c		3
Elective course (if needed) ^c		2 - 3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)ⁱ

Hours 14-17

Total Hours 124-136

- Enrollment in chemistry courses requires completion of a placement exam.
- Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- Fulfills a major requirement and may fulfill a GE requirement.
- GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- Students must take two of the applications courses SIED:4102, SIED:4103, SIED:4105, or SIED:4106.
- Students must complete 15 semester hours in their secondary emphasis area.
- Choose from BIOC:3110, BIOL:2723, BIOL:3233, or BIOL:3363. Some courses are offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Chemistry Emphasis

Course	Title	Hours
Academic Career		
Any Semester		
Students will choose a secondary emphasis area from biology, earth science, or physics.		
Hours		0
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
ENGL:1200	The Interpretation of Literature	3 - 4
	or RHET:1030 or Rhetoric	
GE CLAS Core: World Languages First Level	Proficiency or elective course ^c	4 - 5
Elective course ^d		3
CSl:1600	Success at Iowa	2
Hours		16-18
Spring		
CHEM:1120	Principles of Chemistry II ^b	4
GE CLAS Core: World Languages Second Level	Proficiency or elective course ^c	4 - 5
GE CLAS Core: Diversity and Inclusion ^e		3
Elective course ^d		3
Hours		14-15
Second Year		
Fall		
CHEM:2210	Organic Chemistry I	3
GE CLAS Core: World Languages Second Level	Proficiency or elective course ^c	4 - 5
RHET:1030	Rhetoric	3 - 4
	or ENGL:1200 or The Interpretation of Literature	
Major: secondary emphasis area course ^f		3 - 4
Elective course ^d		3
Hours		16-19
Spring		
CHEM:2220	Organic Chemistry II	3
GE CLAS Core: World Languages Fourth Level	Proficiency or elective course ^c	4 - 5
GE CLAS Core: Quantitative or Formal Reasoning ^e		3
Major: secondary emphasis area course ^f		3 - 4
Elective course ^d		3
Hours		16-18
Third Year		
Fall		
CHEM:2410	Organic Chemistry Laboratory	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: Social Sciences ^e		3
Major: applications course ^g		4
Elective course ^d		3
Hours		16
Spring		
CHEM:3250	Inorganic Chemistry	3
GE CLAS Core: Values and Culture ^e		3
GE CLAS Core: Historical Perspectives ^e		3
Major: applications course ^g		4

Elective course ^d		3
Hours		16
Fourth Year		
Fall		
CHEM:3110	Analytical Chemistry I	3
	or CHEM:4431 or Physical Chemistry I	
	or BIOC:3110 or Biochemistry	
SIED:4135	The Nature of Science	4
Major: secondary emphasis area course ^f		3 - 4
Elective course ^d		3
Elective course ^d		3
Hours		16-17
Spring		
GE CLAS Core: International and Global Issues ^e		3
Major: secondary emphasis area course ^f		3 - 4
Major: secondary emphasis area course (if needed) ^f		3 - 4
Elective course ^d		3
Elective course (if needed) ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)		
Hours		15-17
Total Hours		125-136

- a Enrollment in chemistry courses requires completion of a placement exam.
- b Fulfills a major requirement and may fulfill a GE requirement.
- c Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students must complete 15 semester hours in their secondary emphasis area.
- g Students must take two of the applications courses SIED:4102, SIED:4103, SIED:4105, or SIED:4106.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Earth Science Emphasis

Course	Title	Hours
Academic Career		
Any Semester		
Students will choose a secondary emphasis area from biology, chemistry, or physics.		
Hours		0
First Year		
Fall		
EES:1040	Evolution and the History of Life ^a	4
RHET:1030	Rhetoric	3 - 4
	or ENGL:1200 or The Interpretation of Literature	
GE CLAS Core: World Languages First Level	Proficiency or elective course ^b	4 - 5

GE CLAS Core: Social Sciences ^c	3
CSI:1600 Success at Iowa	2
Hours	16-18
Spring	
EES:1030 Introduction to Earth Science ^a or EES:1050 or Introduction to Geology	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b	4 - 5
GE CLAS Core: Diversity and Inclusion ^c	3
Elective course ^d	3
Elective course ^d	3
Hours	16-18
Second Year	
Fall	
EES:1080 Introduction to Environmental Science	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^b	4 - 5
ENGL:1200 The Interpretation of Literature or RHET:1030 or Rhetoric	3 - 4
Elective course ^d	3
Hours	14-16
Spring	
EES:3300 Sedimentary Geology or EES:3840 or Structural Geology	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^b	4 - 5
GE CLAS Core: Quantitative or Formal Reasoning ^c	3
GE CLAS Core: Historical Perspectives ^c	3
SIED:4102 Societal and Educational Applications of Earth Science and Environmental ^{e, f}	4
Hours	18-19
Third Year	
Fall	
EES:3070 Marine Ecosystems and Conservation	3
GE CLAS Core: Literary, Visual, and Performing Arts ^c	3
SIED:4105 Societal and Educational Applications of Physical Sciences ^e or SIED:4103 or SIED:4106 or Societal and Educational Applications of Biological Sciences or Societal and Educational Applications of Chemical Concepts	4
Major: secondary emphasis area course ^g	3 - 4
Elective course ^d	3
Hours	16-17
Spring	
EES:1290 Energy and the Environment or GEOG:1050 or Foundations of GIS	3
GE CLAS Core: Values and Culture ^c	3
Major: secondary emphasis area course ^g	3 - 4
Elective course ^d	3
Elective course ^d	3
Hours	15-16

Fourth Year**Fall**

EES:3360 Soil Genesis and Geomorphology or EES:3020 or Earth Surface Processes or EES:3210 or Principles of Paleontology	3
SIED:4135 The Nature of Science	4
Major: secondary emphasis area course ^g	3 - 4
Elective course ^d	3
Elective course ^d	3
Hours	16-17

Spring

GE CLAS Core: International and Global Issues ^c	3
Major: secondary emphasis area course ^g	3 - 4
Major: secondary emphasis area course (if needed) ^g	3 - 4
Elective course ^d	3
Elective course (if needed) ^d	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h	
Hours	15-17
Total Hours	126-138

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- c GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Students must take two of the applications courses SIED:4102, SIED:4103, SIED:4105, or SIED:4106.
- f Students may take SIED:4102 in the summer and then adjust plan accordingly.
- g Students must complete 15 semester hours in their secondary emphasis area.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Physics Emphasis

Course	Title	Hours
Academic Career		
Any Semester		
Students will choose a secondary emphasis area from biology, chemistry, or earth science.		
Hours 0		
First Year		
Fall		
PHYS:1701 Physics I ^a or PHYS:1611 or Introductory Physics I		4
MATH:1850 Calculus I ^{b, c}		4
ENGL:1200 The Interpretation of Literature or RHET:1030 or Rhetoric		3 - 4
GE CLAS Core: World Languages First Level Proficiency or elective course ^d		4 - 5

CSI:1600	Success at Iowa	2
Hours		17-19

Spring

PHYS:1702 or PHYS:1612	Physics II ^a or Introductory Physics II	4
MATH:1860	Calculus II ^b	4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
GE CLAS Core: Diversity and Inclusion ^e		3
GE CLAS Core: Social Sciences ^e		3
Hours		18-19

Second Year**Fall**

PHYS:3710 or PHYS:2703	Intermediate Mechanics or Physics III	3 - 4
GE CLAS Core: World Languages Second Level Proficiency or elective course ^d		4 - 5
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Major: applications course ^f		4
Hours		14-17

Spring

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^d		4 - 5
GE CLAS Core: Historical Perspectives ^e		3
Elective course ^g		3
Elective course ^g		3
Hours		13-14

Third Year**Fall**

ASTR:1771	Introductory Astronomy I: Basic Astrophysics and Planetary Astronomy	4
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
PHYS:1200	Physics of Everyday Experience	3
Major: secondary emphasis area course ^h		3 - 4
Elective course ^g		3
Hours		16-17

Spring

Major: applications course ^f		4
GE CLAS Core: Values and Culture ^e		3
Major: secondary emphasis area course ^h		3 - 4
Elective course ^g		3
Elective course ^g		3
Hours		16-17

Fourth Year**Fall**

PHYS:3811 or PHYS:3850	Electricity and Magnetism I or Electronics	3 - 4
SIED:4135	The Nature of Science	4
Major: secondary emphasis area course ^h		3 - 4
Elective course ^g		3
Elective course ^g		3
Hours		16-18

Spring

GE CLAS Core: International and Global Issues ^e		3
Major: secondary emphasis area course ^h		3 - 4

Major: secondary emphasis area course (if needed) ^h	3 - 4
Elective course ^g	3
Elective course (if needed) ^g	3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ	
Hours	15-17
Total Hours	125-138

- a Fulfills a major requirement and may fulfill a GE requirement.
- b MATH:1850 and MATH:1860 are corequisites for required courses.
- c Enrollment in math courses requires completion of a placement exam.
- d Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students must take two of the applications courses SIED:4102, SIED:4103, SIED:4105, or SIED:4106.
- g Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- h Students must complete 15 semester hours in their secondary emphasis area.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

World Language Education, B.A.

Requirements

The Bachelor of Arts with a major in world language education requires a minimum of 120 s.h., including a minimum of 48 s.h. in world language professional education courses and 30-36 s.h. in world language education content courses. Students must maintain a g.p.a. of at least 2.70 in professional education course requirements. They also must complete the GE CLAS Core [p. 20]. The major requires admission to the Teacher Education Program (TEP). Application information can be obtained through the Office of Student Services.

Students must earn one of these majors at the University of Iowa in order to earn the B.A. in world language education: a B.A. in Asian languages and literature [p. 157] with a Chinese or Japanese subprogram, a B.A. in French [p. 489], a B.A. in German [p. 571], a B.A. in Italian [p. 493], a B.A. in Russian [p. 164], a B.A. in Spanish [p. 1051], or a B.A. in classical languages [p. 250] with a Latin language emphasis; both degrees may be earned at the same time. Separate application to each degree program is required. Graduates who have earned one of these degrees at another institution and wish to earn the B.A. in world language education should consult the Department of Teaching and Learning; additional coursework may be required.

An Iowa secondary teaching license qualifies holders to teach in grades 5-12. Additional subject area endorsements can be completed in any 5-12 licensure program. Secondary teacher preparation programs in world language also offer a program that leads to licensure as a subject matter specialist in grades K-8. For more information and an advisor, contact the Department of Teaching and Learning.

For initial licensure, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special site programs provide experience in districts with diverse populations and students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Student Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline for student planning to student teach the following fall semester is November 15 and April 15 for the following spring semester.

The B.A. with a major in world language education requires the following work.

Professional Education Course Requirements

Students complete at least 48 s.h. from the following.

Foundation Courses

Foundation courses may be completed before or after admission to the major.

Code	Title	Hours
All of these:		
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
PSQF:1075	Educational Psychology and Measurement	3

Additional Licensure Courses

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:4406	Foreign Language Education Practicum I	3
EDTL:4407	Foreign Language Education Practicum II	3
EDTL:4410	Teaching K-12 Second Language Learners	3
EDTL:4416	Learning to Teach Second Languages I	3
EDTL:4417	Learning to Teach Second Languages II	3
EPLS:4180	Human Relations for the Classroom Teacher	3

Student Teaching

Transfer students should consult their adviser since they must complete certain courses before they student teach.

Code	Title	Hours
All of these:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6
Optional course:		
EDTL:4089	Special Subject Area Student Teaching	3-6

Mathematics Course

Students must complete a college-level math course. Most students complete this course as a part of their GE CLAS Core [p. 20] requirement in Quantitative or Formal Reasoning. For questions about how the math course can be applied to the licensure requirement, see Academic Advising on the College of Education website.

Code	Title	Hours
One of these:		
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4

STAT:1010	Statistics and Society	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:1030	Statistics for Business	4
Any mathematics course (prefix MATH), except MATH:0100 or MATH:1005		

World Language Education Content Courses

Students must complete 30-36 s.h. in an approved College of Liberal Arts and Sciences world language major.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

World Language Education, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Admission to the Teacher Education Program, College of Education, is by competitive application. For information about application requirements, process, and deadlines, please see the College of Education's website.		
Students must maintain a GPA of at least 2.70 in professional education course requirements.		
Students must earn another major at the University of Iowa in order to earn the BA in world language education. Both degrees may be earned at the same time. ^a		
Graduates who have earned one of these degrees at another institution and wish to earn the BA in world language education should consult the Department of Teaching and Learning; additional coursework may be required.		
Choose a course for the GE CLAS Core Quantitative or Formal Reasoning requirement that will satisfy the Teacher Education Program math requirement.		
Hours		0
First Year		
Spring		
PSQF:1075	Educational Psychology and Measurement	3
Hours		3
Second Year		
Any Semester		
10-hour pre-admission school field experience ^b		
Hours		0
Fall		
EPLS:3000	Foundations of Education	3
Prepare materials for Teacher Education Program application (e.g. essays, letters of recommendation) ^c		
Hours		3

Spring		
EDTL:4900	Foundations of Special Education	3
Admission Application: apply to the Teacher Education Program ^c		
Hours		3

Third Year

Fall		
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:3002	Technology in the Classroom	2
EDTL:4410	Teaching K-12 Second Language Learners	3
Hours		9

Spring

EDTL:4407	Foreign Language Education Practicum II ^d	3
EDTL:4417	Learning to Teach Second Languages II ^d	3
EPLS:4180	Human Relations for the Classroom Teacher	3

Apply for student teaching (see the College of Education website for application instructions and deadlines)

Hours 9

Fourth Year

Fall		
EDTL:4406	Foreign Language Education Practicum I ^e	3
EDTL:4416	Learning to Teach Second Languages I ^e	3
Hours		6

Spring

EDTL:4087	Seminar: Curriculum and Student Teaching	2
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

Exam: edTPA^f

Hours 14

Total Hours 47

- These majors include a BA in Asian languages and literature with a Chinese or Japanese subprogram, a BA in French, a BA in German, a BA in Italian, a BA in Russian, a BA in Spanish, or a BA in classical languages with a Latin language emphasis.
- Complete the College of Education verification of 10 hour field experience form available on the Office of Educational Services web page.
- Please see the College of Education website for detailed application instructions and deadlines. Admission is selective and a priority deadline exists.
- Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on this exam. The test is required before recommendation for licensure or certification to any state.

Teaching and Learning, M.A.

Art Education

The Master of Arts in teaching and learning with an art education subprogram requires a minimum of 38 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program prepares highly qualified teachers of art for elementary and secondary schools and community colleges. Its strong academic emphasis helps teachers who are creative artists to become highly literate in the history and language of art.

Requirements

The M.A. plan of study includes a total of 18 s.h. in studio art and art history (either 12 s.h. of studio art and 6 s.h. of art history, or 12 s.h. of art history and 6 s.h. of studio art); a total of 8 s.h. in EDTL:6267 Seminar: Current Issues in Art Education (or equivalent); and a total of 12 s.h. in additional coursework, specified after a student begins the program.

M.A. students also must complete a studio thesis or a written thesis.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have completed the equivalent of the minimum coursework in art required for a University of Iowa B.A. or B.F.A. in art and must have a license/certificate to teach art. Applications must include a representative portfolio of the applicant's work, consisting of eight digital reproductions of artwork and one example of written work, which may be a paper previously written for a course or an original paper.

Developmental Reading

The Master of Arts in teaching and learning with a developmental reading subprogram requires a minimum of 33 s.h. of graduate credit with thesis and a minimum of 35 s.h. of graduate credit without thesis. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program prepares graduate students for positions as reading specialists in kindergarten and grades 1-12. The required coursework develops the skills, knowledge, and competence needed for supervisory, curricular, and remedial teaching positions in reading. The program also builds a background in reading for students who want to specialize further in the area and eventually to teach and/or conduct research at a college or university.

Successful completion of this program, combined with one year of successful teaching experience that includes teaching reading as a significant part of the responsibility, qualifies a student for certification as a reading specialist.

The M.A. in teaching and learning with a developmental reading subprogram requires the following coursework.

Required Courses

Code	Title	Hours
All of these:		
EDTL:4171	Diversity and Exceptionalities in Literacy Instruction	3
EDTL:4394	Secondary Reading Instruction	2-3
EDTL:6164	Early Literacy Development and Instruction	2-3
EDTL:6165	Reading and Writing Across Intermediate Grades	3
EDTL:6167	Inquiry-Based Curriculum Development in Early Childhood and Elementary Classrooms	3
EDTL:6171	Advanced Reading Clinic Techniques	2-3
EDTL:6172	Advanced Reading Clinic Practicum	2-3
EDTL:7008	Seminar: Research and Current Issues (literacy)	3

One of these:

PSQF:4106	Child Development	3
PSQF:4130	Early Adolescent Development	3
PSQF:4133	The Adolescent and Young Adult	3
PSQF:6200	Educational Psychology	3

Students who have completed educational psychology and/or human growth and development coursework relating only to grades K-8 should choose PSQF:4130 Early Adolescent Development, PSQF:4133 The Adolescent and Young Adult, or PSQF:6200 Educational Psychology from the list above. Those who have completed work relating only to grades 5-12 should choose PSQF:4106 Child Development or PSQF:6200 Educational Psychology.

Code	Title	Hours
One of these:		
PSQF:4150	Introduction to Educational Measurement	3-4
PSQF:6238	Assessment of Learning Differences	3-4
An approved literacy assessment course		
One of these:		
EDTL:7165	Reading Clinic: Supervision	arr.
EPLS:6383	Supervision and Evaluation	3

Thesis

A thesis is required for the thesis option.

Code	Title	Hours
EDTL:6393	Master's Thesis	2

Electives

Students, in consultation with their advisors, may select the remaining required semester hours as electives from areas such as curriculum, supervision, language arts, testing and evaluation, linguistics, or speech pathology.

Comprehensive Examination

Comprehensive examinations are typically composed of two components. In consultation with an advisor, students select from a menu of options that best meets their professional goals. Options might include writing a paper for publication, designing a professional development workshop, a review of literature focused on one aspect of their studies, and writing/submitting a grant to fund a project at their school.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate g.p.a. of at least 3.00; hold an early childhood, elementary, or secondary school teaching certificate; and show evidence of completing two years of successful teaching experience.

English Education

The Master of Arts in teaching and learning with an English education subprogram requires a minimum of 30 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is intended for experienced teachers of English. It provides opportunities for professional development and preparation for department chairs, supervisors of English, and curriculum specialists for secondary schools.

M.A. students specialize in English education and in one or two other areas. The other area(s) may include reading, writing, curriculum, adolescent literature, or a literary area. Students and their advisors plan the program of study together. The only required course is EDTL:6315 M.A. Seminar: English Education. At the end of the program, students take a comprehensive examination in English education and in their chosen area(s), or they may choose to write a thesis.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have taken extensive coursework in English and should have taught English for at least two years. Application should be made to the College of Education.

Mathematics Education

The Master of Arts in teaching and learning with a mathematics education subprogram requires a minimum of 32 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program provides students with advanced specialization in mathematics and education as a better foundation for K-12 teaching.

Required Courses

M.A. students take a minimum of 9 s.h. of coursework in mathematics approved by their advisor. They also take a minimum of four courses in mathematics education, which must include EDTL:5535 Current Issues in Mathematics Education and three courses chosen in consultation with their advisor.

Students choose a cognate area, usually enrolling in three or more courses in the area. Suggested areas include educational psychology, educational statistics and

measurement, history or philosophy of education, pure or applied mathematics, instructional design and technology, counselor education, curriculum, administration, and special education. Courses are chosen in consultation with a faculty member from their cognate area.

Students also complete a sufficient number of electives in mathematics and education, chosen with the approval of their advisor, to complete 32 s.h. of credit.

Comprehensive Examination

Students take three two-hour comprehensive exams: one in mathematics education, the second in mathematics, and the third in their cognate area.

Admission

Applicants must meet the admission requirements of the Graduate College. Except in unusual cases, they should hold a professional license/certificate to teach school mathematics.

Multilingual Education

The Master of Arts in teaching and learning with a multilingual education subprogram requires a minimum of 33-36 s.h. of graduate credit. Students take at least 15 s.h. in second language education coursework, 9 s.h. in graduate language or linguistics, and 9 s.h. in the cognate area. They must earn 9 s.h. in courses numbered 5000 or above. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program. Candidacy for the master's degree is reevaluated annually. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed for students who would like to pursue a multilingual education specialization in teaching (kindergarten through college) or in related fields (e.g., language laboratory directors, instructional materials designers, or evaluation specialists). It also offers enrichment in multilingual language pedagogical knowledge for practicing teachers. Students may design programs with a special focus.

The M.A. in teaching and learning with a multilingual education subprogram requires the following work, including these suggested courses.

Code	Title	Hours
All of these:		
EDTL:6400	Fundamentals of Second Language Assessment	3
EDTL:6483	Multilingual Education and Applied Linguistics	3
EDTL:6497	Principles of Course Design for Second Language Instruction	3
At least 6 s.h. from these:		
EDTL:6402	Second Language Program Management	3
EDTL:6403	Language Policy and Planning	3
EDTL:6409	Cultural Curriculum	3
EDTL:6480	Issues in Foreign Language Education	3
EDTL:6484	Reading in a Second Language	3
Target Language		

In consultation with their advisor, students select at least 9 s.h. of graduate language courses in their area of interest

Cognate Area

Students complete at least 9 s.h. of coursework chosen in consultation with their advisor

Master's Examination

Students take a written exam during the semester in which they plan to graduate. The exam covers second language education and the two study areas selected by a student. It is written by the graduate committee, which consists of at least three faculty members, two of whom must be from world language education. The candidate and the advisor discuss and formalize the exam's content and process eight months before the exam.

Admission

Applicants must meet the admission requirements of the Graduate College. They must be proficient in English and in another language and must have earned at least 20 s.h. in undergraduate, upper-division world language coursework. Applicants should submit a statement of purpose explaining their graduate study goals. A g.p.a. of at least 3.00 in undergraduate coursework and some experience living, working, and/or studying in the culture of the applicant's chosen target language are preferred. International applicants whose first language is not English must score at least 81 (internet-based) on the Test of English as a Foreign Language (TOEFL) with a speaking score of 26 and a writing score of 25.

Social Studies Education

The Master of Arts in teaching and learning with a social studies education subprogram requires 38 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program provides an opportunity for interdisciplinary work in education, history, social science, or related areas for classroom teachers, high school department chairs, supervisors, and others interested in advancing their competence in history and the social sciences and greater proficiency in teaching and supervision.

Requirements

Students create a course of study in consultation with their advisor that aligns with their interests related to social studies education and/or their profession. Students distribute the program's required 38 s.h. among three concentration fields in history or a social science (or related area), social studies and global education, and general education. At least 9 s.h. must be earned in history or a social science and in general education courses numbered 3000 or above. Students also must earn at least 9 s.h. in courses numbered 6000 or above offered through the social studies education program or a related area of education.

Thesis Option

Students who choose the thesis option complete a research or investigative problem. If the thesis is research or investigation in history, social science, or a related area, the thesis director is a member of the appropriate department. If the thesis is an

investigative problem in social studies education, the thesis director is a College of Education faculty member.

Comprehensive Examination

Candidates select one faculty member from each concentration area to serve as a committee member responsible for creating and reviewing a question for the written exam. Committee members are selected in consultation with a candidate's advisor. The required comprehensive examination consists of three two-hour written exams, one on each of the three concentration fields.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have a bachelor's degree in education, history, or one of the social sciences from an accredited institution; a cumulative g.p.a. of at least 3.00; a g.p.a. of at least 3.00 in history and/or social science courses; and two letters of recommendation. Evidence of writing ability in a completed major paper or essay also is required. Typically, applicants are expected to hold a secondary teaching license/certificate.

Special Education

The Master of Arts in teaching and learning with a special education subprogram requires a minimum of 32 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program prepares individuals to deliver appropriate levels of service to students with disabilities at the elementary and secondary levels, in either public or private settings. Applicants with a master's degree and special education certification may request admission in order to obtain an additional area of special education licensure/certification (i.e., professional improvement). Students typically receive licensure/certification in at least one area upon completing the program. Contact the Department of Teaching and Learning for specific program requirements.

Special education programs are offered in K-8 and 5-12 Instructional Strategist I: Mild/Moderate, and K-12 Instructional Strategist II: BD/LD. These programs are designed to prepare graduates for positions in public schools, local and state education agencies, clinical settings, and institutions of higher education. All teacher licensure/certification programs are approved by the Iowa Department of Education.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate g.p.a. of at least 3.00 and/or at least 3.00 on a minimum of 12 s.h. of graduate coursework. A combined verbal and quantitative score of at least 300 on the Graduate Record Exam (GRE) General Test is preferred; however, the GRE requirement has been suspended for the 2020-21 admissions cycle. Applicants seeking initial teacher licensure must have at least 10 hours of documented experience in K-12 schools. Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL).

Application materials must include a completed Graduate College application form; copies of official transcripts for all college coursework; an official report of Graduate Record Exam (GRE) General Test scores; three current letters of

recommendation; and evidence of experience and/or teacher licensure/certification. An interview may be requested.

Final admission decisions are made by the special education graduate admissions committee.

Teaching, Leadership, and Cultural Competency

The Master of Arts in teaching and learning with a teaching, leadership, and cultural competency subprogram requires a minimum of 33 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is offered completely online. The program addresses identified needs within the profession: English Language Learner (ELL) instruction, cultural competency in the classroom, evidenced-based frameworks for technology integration, educational leadership, and teacher leader/instructional coaching best practices.

Students take a 24 s.h. core, including courses in instructional leadership, cultural competency and diversity, assessment, technology, and curriculum; and 9 s.h. of specialized coursework. Iowa teachers can apply their course credits toward their ongoing learning requirements for maintaining licensure. The program requirements also are aligned with the National Board for Professional Teaching Standards (NBPTS) certification process. Additionally, elective tracks are aligned with Iowa added endorsements in talented and gifted (TAG); science, technology, engineering, and math (STEM); and English as a second language (ESL).

The M.A. in teaching and learning with a teaching, leadership, and cultural competency subprogram requires the following coursework.

Code	Title	Hours
All of these:		
EDTL:5090	Diversity and Identity in K-12 Schools	3
EDTL:5095	Issues in U.S. Schools	3
EDTL:6483	Multilingual Education and Applied Linguistics	3
EPLS:5090	Instructional Coaching for Teaching Excellence	3
PSQF:4740	Issues in K-12 Assessment	3
PSQF:4750	Learning Environments: Design, Context, and Activity	3
EDTL:5099	Conducting School-Based Action Research	3
Specialization courses (consult advisor)		9
One of these:		
EDTL:5085	Generation Innovation: Technology Integration in 21st-Century K-12 Schools	3
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3

Admission

Applicants must meet the admission requirements of the Graduate College. They must have a bachelor's degree, a g.p.a. of at least 3.00 in undergraduate coursework, a

teaching license, or relevant significant teaching experience in K-12 education. Applicants are asked to supply two letters of recommendation from individuals familiar with their work in schools or in an educational program. International applicants whose first language is not English must score at least 81 (internet-based) on the Test of English as a Foreign Language (TOEFL).

Teaching and Learning, M.A.T.

Art Education

The Master of Arts in Teaching in teaching and learning with an art education subprogram requires a minimum of 58 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed primarily for graduates of baccalaureate degree programs in art who would like to become teachers but have no previous coursework in education. It features advanced work in art along with the courses required for certification. Additional art coursework may be advised to render the student's degree equivalent to one from the University of Iowa and to fulfill licensure requirements. Successful completion of the program enables students to receive a credential to teach art in grades K-12.

The M.A.T. in teaching and learning with an art education subprogram requires the following work.

Code	Title	Hours
All of these:		
	A course in creativity, imagination, and play; human development through art (must be taken during student's first semester in the college; consult advisor)	3
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
EDTL:3143	Methods of Elementary Art and Field Experiences	3
EDTL:3204	Art Education Studio and Field Components	3
EDTL:3205	Methods of Secondary Art and Field Experience	3
EDTL:3290	Introduction and Practicum: Art	3
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4192	Special Area Student Teaching	6
EDTL:4900	Foundations of Special Education	3
EDTL:6267	Seminar: Current Issues in Art Education	4
EPLS:3000	Foundations of Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
PSQF:6200	Educational Psychology	3
	Graduate-level coursework in art studio or art history or a related area (consult advisor)	6

The coursework in art studio or art history or a related field may contribute to licensure requirements. Other art

licensure requirements may be taken prior to or in addition to the courses listed above. To be considered for a teaching assistant (TA) position, students must take EDTL:7380 Practicum in College Teaching for 1 s.h. after their first semester in the program and after completion of EPLS:3000 Foundations of Education, EPLS:4180 Human Relations for the Classroom Teacher, and PSQF:6200 Educational Psychology, and a course in creativity, imagination, and play: human development through art.

Comprehensive Examination

Students complete comprehensive examinations before their student teaching semester. The comprehensive examination involves a reflective project supervised by art education faculty. The project encompasses issues explored throughout the course of study and can involve inquiry through studio work or practice. For deadlines, checklist, and instructions, see Graduate Exams on the Office of Student Services website.

TEP: Secondary Education

Graduate students may be admitted to a program leading to teacher licensure/certification as "certification only" candidates in the Graduate College. They are subject to all Graduate College policies; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Eligible graduate students also may complete initial teacher licensure/certification requirements by earning an M.A.T. in teaching and learning with the art education subprogram.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have completed a baccalaureate degree program in art, equivalent to that which is offered through the College of Liberal Arts and Sciences at the University of Iowa, with an undergraduate g.p.a. of at least 3.00. Candidates also must meet all Teacher Education Program (TEP) application requirements. Since the M.A.T. is a credentialing program, candidates must not have qualified previously for a credential.

English Education

The Master of Arts in Teaching in teaching and learning with an English education subprogram requires a minimum of 45 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed for students who have an undergraduate degree in English and few or no professional education courses. Successful completion of the program enables students to receive a credential to teach English in secondary schools.

The M.A.T. in teaching and learning with an English education subprogram requires the following work.

English

Code	Title	Hours
All of these:		
EDTL:3382	Language and Learning	3
EDTL:3393	Reading and Teaching Adolescent Literature	3
EDTL:4355	Approaches to Teaching Writing	3

EDTL:6315	M.A. Seminar: English Education	arr.
-----------	---------------------------------	------

Students may take the following English courses as part of the M.A.T. program or as part of their undergraduate program:

A course in Shakespeare

Three courses in American literature

A course in British literature

A course in nonfiction or creative writing, in addition to EDTL:4355

Education

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom (must be taken during student's first semester in the college)	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	arr.
EDTL:4092	Observation and Laboratory Practice in the Secondary School	arr.
EDTL:4314	Introduction and Practicum: Secondary English (must be completed before enrollment in EDTL:4315 and EDTL:4394)	3
EDTL:4315	Learning to Teach Secondary English/Language Arts and Field Experience	3
EDTL:4394	Secondary Reading Instruction	3
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
PSQF:6200	Educational Psychology	3

Comprehensive Examination

The comprehensive examination involves a series of reflective projects supervised by English education faculty. The projects encompass issues explored throughout the course of study and involve integration of theory and practice.

TEP: Secondary Education

Graduate students may be admitted to a program leading to teacher licensure/certification as "certification only" candidates in the Graduate College. They are subject to all Graduate College policies; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Eligible graduate students also may complete initial teacher licensure/certification requirements by earning an M.A.T. in teaching and learning (English education).

Admission

Applicants must meet the admission requirements of the Graduate College. They must have been granted a B.A. in English or the equivalent, with an undergraduate g.p.a. of at least 3.00. They also must meet all Teacher Education Program (TEP) application requirements. Since the M.A.T. is a credentialing program, candidates must not have qualified previously for a credential. Applicants are expected to have no more than 6 s.h. of coursework in professional education courses before admission.

Mathematics Education

The Master of Arts in Teaching in teaching and learning with a mathematics education subprogram requires a minimum of 48 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed primarily for students who decide they would like to become teachers and have already completed a B.S. or B.A. in mathematics. It features advanced work in mathematics along with the courses required for certification. It is a means by which students can obtain both a master's degree and certification. It is assumed that students have completed a baccalaureate degree in mathematics equivalent to one that would be completed at the University of Iowa, but has no previous coursework in education. More coursework may be advised if there are mathematics courses a student has not taken as part of the undergraduate mathematics baccalaureate degree program to render the student's degree equivalent to one from the University of Iowa.

The M.A.T. in teaching and learning with a mathematics education subprogram requires the following work.

Education

Code	Title	Hours
The first three courses should be taken during the first semester of registration:		
EDTL:3002	Technology in the Classroom	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas	1
All of these:		
EDTL:3532	Introduction and Practicum: Mathematics	3
EDTL:3534	Methods: Middle School Mathematics	3
EDTL:4535	Methods: High School Mathematics	3
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
PSQF:6200	Educational Psychology	3

One additional graduate-level mathematics education course in consultation with an advisor

The following courses are taken concurrently and constitute the student teaching semester:

EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

Graduate Mathematics Requirements

Code	Title	Hours
If necessary, courses that fulfill the University of Iowa mathematics major with at least one additional mathematics graduate course (one of the following):		
MATH:4050	Introduction to Discrete Mathematics	3
MATH:4060	Discrete Mathematical Models	3
MATH:4120	History of Mathematics	3

Comprehensive Examination

The comprehensive exam includes a required two-part exam in mathematics and mathematics education. At the discretion of the examining committee, this exam may consist of two parts and is both written and oral. The mathematics and mathematics education comprehensive examinations will not duplicate course examinations, but will assess both mathematics education and the mathematics specialization area chosen by a student.

Admission

Applicants must meet the admission requirements of the Graduate College. They also must meet all Teacher Education Program (TEP) application requirements. Candidates should have completed a baccalaureate degree program in mathematics equivalent to that which is offered through the College of Liberal Arts and Sciences at the University of Iowa. An undergraduate g.p.a. of at least 3.00 is required for admission and must be maintained throughout the enrollment period.

Combined Program

B.A. in Mathematics/M.A.T.

The College of Liberal Arts and Sciences and the College of Education offer students the opportunity to earn their Bachelor of Arts in mathematics/Master of Arts in Teaching degree in education with a mathematics education subprogram in as little as five years.

The Combined B.A./M.A.T. (4+1) program is a seamless process whereby students can progress from undergraduate to graduate status. The usual period of study for both the Bachelor of Arts and the Master of Arts in Teaching degree is six years. Through careful planning, many of the courses required for the M.A.T. program can be taken during the undergraduate years, creating an opportunity to focus the fifth year of study on the comprehensive and student teaching requirements. Visit B.A./M.A.T. Mathematics Education on the College of Education website.

Admission

Students are eligible to apply to the 4+1 program during their sophomore or junior year if they have a cumulative g.p.a. of at least 3.25 or if they meet special considerations. Application materials must include a completed application to the Teacher Education Program (TEP); two recommendations from University of Iowa faculty; a career plan describing how this program will enhance the student's scholarly and/or career goals; and an unofficial transcript of student's prior work.

Students who submit completed applications will be notified within 30 days if they have been accepted into the program. The program accepts a limited number of students each year on a competitive basis. Once accepted into the program, a student meets with an advisor to select an advisory committee to plan a course of study.

During the sixth semester, a student in the program who has completed 80 s.h. of undergraduate work and maintained a 3.00 minimum g.p.a. must apply to the Graduate College. Application to the Graduate College must include a completed Graduate College application form; a letter of application/statement of purpose; one additional letter of recommendation from a faculty member in the mathematics major; Graduate Record Exam (GRE) General Test scores (the GRE requirement has been suspended for the 2020-21 admissions cycle); and Test of English as a Foreign Language (TOEFL) test scores for international students.

Students are granted undergraduate/graduate credit for coursework during the seventh semester; they begin paying graduate tuition during the eighth semester until completion of the program. The baccalaureate degree must be conferred at the end of the eighth semester or in the program's fourth year.

Science Education

The Master of Arts in Teaching in teaching and learning with a science education subprogram requires a minimum of 48 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed primarily for graduates of bachelor's degree programs in science who decide that they would like to become teachers. It features advanced work in science along with the courses required for certification, enabling students to earn a master's degree and teaching certification at the same time. It is assumed that students have completed considerable coursework in science (at least 56 s.h.) as undergraduates, but no previous coursework in education. Students' science coursework should be equivalent to that required by the University of Iowa Science Education program.

The M.A.T. in teaching and learning with a science education subprogram requires the following work.

Professional Education Foundation Sequence

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom (must be taken during student's first semester in the college)	2

EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas (must be taken during student's first semester in the college)	1
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
One of these:		
PSQF:1075	Educational Psychology and Measurement	3
PSQF:6200	Educational Psychology	3
Science education courses taken in the following sequence:		
EDTL:4751	Science Methods I: Early Learners with Field Experience	3
EDTL:4752	Science Methods II: Junior High with Field Experience	3
These two taken concurrently:		
EDTL:4753	Science Methods III: High School with Field Experience	3
EDTL:4779	Secondary School Science Practicum	2
These three taken concurrently:		
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

Electives

A minimum of one graduate course in biology, chemistry, earth science, or physics is required. Students who have satisfied portions of the required science coursework listed above must take additional science coursework to meet the minimum requirement of 48 s.h.

Comprehensive Examination

Students complete comprehensive examinations before their student teaching semester. Two written comprehensive exams, one in science education and one in a science specialization area, are required. Students may not duplicate course examinations in these areas.

TEP: Secondary Education

Graduate students may be admitted to a program leading to teacher licensure/certification as "certification only" candidates in the Graduate College. They are subject to all Graduate College policies; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Eligible graduate students also may complete initial teacher licensure/certification requirements by earning an M.A.T. in teaching and learning (science education).

Admission

Applicants must meet the admission requirements of the Graduate College. They must have a bachelor's degree with a major or the equivalent in one of the sciences. A g.p.a. of at least 3.00 is required for admission and must be maintained throughout the program. Applicants must meet all Teacher Education Program (TEP) application requirements.

Combined Program

B.A./M.A.T.

College of Liberal Arts and Sciences students who want to teach science and are working toward a Bachelor of Arts degree with a major in biology, chemistry, environmental sciences, or physics may apply to the combined Bachelor of Arts/Master of Arts in Teaching with a science education subprogram offered by the College of Liberal Arts and Sciences and the College of Education. The combined program enables students to earn a B.A. and an M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees.

B.A. students are admitted to the combined program before their fourth year. They may begin taking education courses during their third year, but they may not earn graduate credit for them until their fourth and fifth years, after they have been admitted to the combined program. Students take 30 s.h. of coursework during the fifth year and must complete all remaining requirements for both degrees that year.

Science Specialization (Broad Field Science Block)

The following courses are required for the undergraduate degree in science studies at the University of Iowa. They need not be repeated by M.A.T. candidates who need one or more advanced courses in their major science area, or by students from other interdisciplinary science discipline programs that prepare teachers for grades 6-9.

Code	Title	Hours
This course:		
SIED:4135	The Nature of Science	4
Two of these (unless completed during undergraduate study):		
SIED:4102	Societal and Educational Applications of Earth Science and Environmental	4
SIED:4103	Societal and Educational Applications of Biological Sciences	4
SIED:4105	Societal and Educational Applications of Physical Sciences	4
SIED:4106	Societal and Educational Applications of Chemical Concepts	4

Education courses required for the combined program are listed under "Combined Program" above. Requirements for the B.A. degree are listed under the B.A. in biology [p. 181], B.A. in chemistry [p. 212], B.A. in environmental sciences [p. 455], and B.A. in physics [p. 885] (College of Liberal Arts and Sciences) in the Catalog.

Social Studies Education

The Master of Arts in Teaching in teaching and learning with a social studies subprogram requires at least 47 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program provides an opportunity for interdisciplinary work in education, history, social science, or related areas. It is for students who have a bachelor's degree in history or a social science (or considerable coursework in one of the areas) and who wish to obtain a teaching license/certificate while earning the M.A.T. degree. Students must apply to both the Graduate College and the College of Education.

Requirements

Students should have completed considerable work in the social sciences and/or history as undergraduates. Students in the College of Education's Teacher Education Program (TEP) for secondary education in social studies may not apply credit they have earned as undergraduates in required licensure courses to the 38 s.h. required for the M.A.T., even though the credit counts toward state teaching licensure.

Students who completed EDTL:4811 Introduction and Practicum: Secondary Social Studies and/or EDTL:4870 Methods: Secondary Social Studies as undergraduate or postbaccalaureate students at the University of Iowa are required to retake these courses during the M.A.T. program and before student teaching. Required teaching licensure coursework completed at other colleges or universities is reviewed on a case-by-case basis.

Students who were accepted to the undergraduate TEP before they received a baccalaureate degree must complete a college-level math course.

For licensure, students must complete 30 s.h. in a history or social science area; the 30 s.h. may include previous undergraduate and/or graduate-level coursework. Required professional education coursework not completed as part of the baccalaureate degree must be completed for licensure.

Students also must complete 15 s.h. in an additional history or social science licensure area; previous undergraduate coursework may apply.

Of the total semester hours required for the M.A.T., students must earn at least 8 s.h. in courses numbered 6000 or above in social studies education and a minimum of 9 s.h. of graduate coursework in history or a social science area. Students should take at least one course taught by the instructor who will serve on the examining committee in the history or social science area.

Students must complete all of the following professional education courses, unless they completed some of them as part of their bachelor's degree. In such cases, the semester-hour requirement is reduced accordingly, but it never is below 47 s.h. All students must take the coursework required for meeting all Iowa Department of Education requirements for teacher licensure/certification.

Professional Education Courses

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom (must be taken during student's first semester in the college)	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas (must be taken during student's first semester in the college)	1
EDTL:4087	Seminar: Curriculum and Student Teaching	3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6
EDTL:4811	Introduction and Practicum: Secondary Social Studies	3
EDTL:4870	Methods: Secondary Social Studies	3
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
PSQF:6200	Educational Psychology	3

Comprehensive Examination

Candidates select one faculty member from each concentration area to serve as a committee member responsible for creating and reviewing a question for the written exam. Committee members are selected in consultation with a candidate's advisor. The required comprehensive examination consists of three two-hour written exams, one on each of the three concentration fields.

TEP: Secondary Education

Graduate students may be admitted to a program leading to teacher licensure/certification as "certification only" candidates in the Graduate College. They are subject to all Graduate College policies; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Eligible graduate students also may complete initial teacher licensure/certification requirements by earning an M.A.T. in teaching and learning (social studies education).

Admission

Applicants must meet the admission requirements of the Graduate College. They should have a bachelor's degree in education, history, or one of the social sciences from an accredited institution; a cumulative g.p.a. of at least 3.00; a g.p.a. of at least 3.00 in history and/or social science courses; and two letters of recommendation. Evidence of writing ability in a completed major paper or essay also is required.

World Language Education

The Master of Arts in Teaching in teaching and learning with a world language education subprogram requires a minimum of 54 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed for superior liberal arts and sciences graduates who have had few or no professional education courses. Successful completion of the program leads to elementary and/or secondary teacher licensure. The M.A.T. is available in Chinese, French, German, Japanese, Latin, and Spanish.

Students must take 24 s.h. of post-secondary coursework in their language of licensure to obtain their teaching license. This work can be taken prior to entry into this program as part of an undergraduate degree program.

The M.A.T. in teaching and learning with a world language education subprogram requires the following work. Students also must complete at least 9 s.h. in graduate coursework either in the language department corresponding to their language of licensure or in world language teaching.

Professional Education

Code	Title	Hours
All of these:		
EDTL:3002	Technology in the Classroom (must be taken during student's first semester in the college)	2
EDTL:3091	Secondary Education Program Orientation and Classroom Management	3
EDTL:3095	Teaching Reading in Secondary Content Areas (must be taken during student's first semester in the college)	1,3
EDTL:4900	Foundations of Special Education	3
EPLS:3000	Foundations of Education	3
EPLS:4180	Human Relations for the Classroom Teacher	3
PSQF:6200	Educational Psychology	3

World Language Teaching

Students complete these courses (at least 28 s.h.).

Code	Title	Hours
All of these:		
EDTL:4406	Foreign Language Education Practicum I	3
EDTL:4407	Foreign Language Education Practicum II	3
EDTL:4416	Learning to Teach Second Languages I	3
EDTL:4417	Learning to Teach Second Languages II	3
EDTL:6483	Multilingual Education and Applied Linguistics	3

The following courses are taken concurrently and constitute the student teaching semester:

EDTL:4087	Seminar: Curriculum and Student Teaching	1, 3
EDTL:4091	Observation and Laboratory Practice in the Secondary School	6
EDTL:4092	Observation and Laboratory Practice in the Secondary School	6

K-12 Licensure

The K-12 licensure option requires the following course.

Code	Title	Hours
EDTL:4089	Special Subject Area Student Teaching	1-4

Comprehensive Examination

A comprehensive examination is required. The examination reflects a candidate's depth and breadth of knowledge in world language education, including but not limited to theory and practice as well as knowledge of and proficiency in the target language and/or literature of the candidate's choice. The candidate and the advisor discuss the exam's content and format eight months before the exam.

TEP: Secondary Education

Graduate students may be admitted to a program leading to teacher licensure/certification as "certification only" candidates in the Graduate College. They are subject to all Graduate College policies; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Eligible graduate students also may complete initial teacher licensure/certification requirements by earning an M.A.T. in teaching and learning (world language education).

Admission

Applicants must meet the admission requirements of the Graduate College. They must have been granted a bachelor's degree with a major or a strong concentration in a second language and must have an undergraduate g.p.a. of at least 3.00. They also must meet all Teacher Education Program (TEP) application requirements.

ESL Endorsement

An ESL endorsement enables an individual to teach English as a Second Language in K-12 in the state of Iowa. Because teaching endorsements are additional areas of expertise added to a teaching license, applicants must be current students in a Teacher Education Program (TEP) or licensed in-service teachers.

Admission

Applicants to the ESL endorsement program must submit a one-page essay explaining why they wish to teach ESL and a transcript of all university-level coursework, along with the English as a Second Language Added Endorsement Program K-12 application. Applicants whose first language is not English must provide evidence of a minimum score of 26 (internet-based) on the speaking section of the Test of English as a Foreign Language (TOEFL) and have completed one of the following.

Code	Title	Hours
	Four semesters of commonly taught languages such as French, German, Hebrew, Italian, Portuguese, Russian, or Spanish; or a proficiency level of Intermediate Low on the ACTFL Guidelines	
	Three semesters of less commonly taught languages such as Arabic, Chinese, or Japanese; or a proficiency level of Novice High on the ACTFL Guidelines	
LING:3001	Introduction to Linguistics (with a grade of B or higher)	3

Applicants are admitted to the ESL endorsement program twice a year; application deadlines are October 1 and March 1.

Teaching and Learning, M.S.

Science Education

The Master of Science in teaching and learning with a science education subprogram requires a minimum of 38 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed for teachers and supervisors (K-college) and professionals in related fields, such as medical education, college teaching, museum program management, and outreach programs. It is intended to provide experience in understanding teaching and learning and the research processes required to advance the field. Students complete coursework in four areas: science education, education, research, and science. Their individual programs of study are approved by the science education faculty.

The M.S. in teaching and learning with a science education subprogram requires the following coursework.

Required Courses

Code	Title	Hours
All of these:		
EDTL:6757	Learning in the Science Classroom (no substitute for this course)	3
EDTL:6759	Advanced Pedagogy (no substitute for this course)	3
EDTL:7755	Independent Study in Science Education Research (taken two times for 3 s.h. each)	6
Two science content courses chosen in consultation with advisor		6
A minimum of 12 s.h. chosen from these:		
EDTL:6758	Writing in the Science Classroom	3
PSQF:4143	Introduction to Statistical Methods	3
PSQF:6200	Educational Psychology	3
PSQF:6220	Quantitative Educational Research Methodologies	3
PSQF:6275	Constructivism and Design of Instruction	3
RCE:7338	Essentials of Qualitative Inquiry	3
One additional qualitative or quantitative research methods course chosen in consultation with advisor		
May include one of these:		
EDTL:7004	Schooling in the United States	3
EDTL:7033	Seminar on Teacher Education	3

Thesis

Students must complete a thesis, for which they earn 2-4 s.h. of credit.

Code	Title	Hours
EDTL:6393	Master's Thesis	2-4

Final Examination

A final oral examination is administered on campus in which candidates defend their thesis. This examination includes a critical inquiry into the purposes, methods, and results of the thesis research investigation.

The final examination is conducted by a committee of no fewer than three members of the graduate faculty. In some cases, the committee must include a member from outside science education; consult the department.

Admission

Applicants must meet the admission requirements of the Graduate College. They should hold an undergraduate major in a science area (or combination of science areas), in science education, or in elementary education with a science emphasis. The department recommends that applicants have teaching licensure/certification unless they are preparing for careers in allied health, museums, or community colleges.

STEM Education

The Master of Science in teaching and learning with a STEM education subprogram requires 36 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program focuses on science, technology, engineering, and mathematics (STEM) education. The program includes coursework that may be used toward the K-12 STEM specialist endorsement. Degree requirements include online coursework to fit the schedule of a practicing teacher. The STEM education subprogram is not a licensure program.

The M.S. in teaching and learning with a STEM education subprogram requires the following coursework.

Required Courses

STEM Pedagogy Courses

Code	Title	Hours
All of these:		
EDTL:6563	STEM Through Mathematical Modeling	3
EDTL:6761	STEM Research and Leadership Seminar	3
EDTL:6762	STEM Experiential Learning	3
EDTL:6764	STEM Extracurricular Experience and Capstone	6

College of Education Course

Code	Title	Hours
This course:		
EDTL:5095	Issues in U.S. Schools	3

Science/Mathematics Courses

Code	Title	Hours
Two of these:		
EDTL:4565	Mathematics in Management and Social Sciences	3

EDTL:4768	Computer Science Methods	3
EDTL:6766	Physical Science Topics in STEM Education	3
EDTL:6767	Systems Thinking in Biology and Integrated STEM Education	3
This course:		
EDTL:6765	STEM Independent Research (taken two times for 3 s.h. each)	6

- international applicants whose first language is not English must score at least 81 (internet-based) with a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) or a minimum International English Language Testing System (IELTS) score of 7.0 (with no subscore lower than 6.0).

Teaching licensure/certification is recommended for the M.S. degree and required if the candidate seeks the K-12 STEM specialist endorsement from the Board of Educational Examiners (BOEE).

Additional Coursework

Code	Title	Hours
At least two of these (chosen in consultation with an advisor):		
EDTL:5085	Generation Innovation: Technology Integration in 21st-Century K-12 Schools	3
EDTL:5090	Diversity and Identity in K-12 Schools	3
EDTL:5535	Current Issues in Mathematics Education	3
EDTL:6534	Foundations of Mathematics Education	3
EDTL:6570	Foundation of School Mathematics Curriculum	3
PSQF:4143	Introduction to Statistical Methods	3
PSQF:6200	Educational Psychology	3

K-12 STEM Specialist Endorsement

The University of Iowa does not offer a state-approved program for the K-12 STEM Specialist endorsement. In addition to the master's degree, teachers must have met the requirements for a standard Iowa teaching license with endorsement in mathematics, science, engineering, industrial technology, or agriculture. They must demonstrate completion of 12 s.h. of science and 12 s.h. of math content coursework (including computer science), which may include content coursework completed as part of this subprogram as well as other college-level courses. In addition, they must have completed 3 s.h. of engineering or technological design coursework not included in this subprogram; ENGR:1100 Introduction to Engineering Problem Solving and ENGR:1300 Introduction to Engineering Computing may be options for the requirement. Once the courses are completed, teachers may apply to the Board of Educational Examiners for transcript analysis and to add the endorsement.

Admission

Applicants must meet the admission requirements of the Graduate College. These include:

- a bachelor's degree from a regionally accredited American college or university or an equivalent degree from another country as determined by the Office of Graduate Admissions with an undergraduate major in a given science or math area (or combination of science areas), science education, math education, or in elementary education with a science or math emphasis;
- a minimum g.p.a. of 3.00 or the foreign equivalent as determined by the Office of Graduate Admissions; and

Teaching and Learning, Ph.D.

Ph.D. Required Research Courses

Students admitted to doctoral programs must complete the program's research requirements.

Required Core Courses

All Ph.D. students in the Department of Teaching and Learning must complete one or both of the following core courses, depending upon program requirements.

Code	Title	Hours
EDTL:7004	Schooling in the United States	3
EDTL:7033	Seminar on Teacher Education	3

Cognate Areas

The following list of cognates offered by program areas in the department is not exhaustive; students may select cognates from this list, or they may customize their own cognate areas in consultation with their advisors.

Multilingual Education

Code	Title	Hours
This course:		
EDTL:6483	Multilingual Education and Applied Linguistics	3
Two of these, chosen in consultation with faculty:		
EDTL:6400	Fundamentals of Second Language Assessment	3
EDTL:6402	Second Language Program Management	3
EDTL:6403	Language Policy and Planning	3
EDTL:6409	Cultural Curriculum	3
EDTL:6480	Issues in Foreign Language Education	3
EDTL:6484	Reading in a Second Language	3
EDTL:6497	Principles of Course Design for Second Language Instruction	3

Gifted Education

Administrative Strand

Code	Title	Hours
Two of these, chosen in consultation with faculty:		
EPLS:4110	Administration and Policy in Gifted Education	2
EPLS:4111	Evaluation of Gifted Programs	1
EPLS:4113	Staff Development for Gifted Programs	1

Programming Strand

Code	Title	Hours
Both of these:		
EDTL:4066	Curriculum Concepts in Gifted Education	3
EDTL:4199	Program Models in Gifted Education	3

Psychology Strand

Code	Title	Hours
Two of these, chosen in consultation with faculty:		
RCE:4120	Psychology of Giftedness	3
RCE:4121	Identification of Students for Gifted Programs	3
RCE:4137	Introduction to Educating Gifted Students	3
RCE:5226	Assessment of Giftedness	3
RCE:5237	Seminar in Gifted Education	3

Language, Literacy, and Culture

Code	Title	Hours
Both of these:		
EDTL:7015	Ph.D. Seminar in Language, Literacy, and Culture (when topic is introduction to language, literary, and culture)	arr.
EDTL:7015	Ph.D. Seminar in Language, Literacy, and Culture (topic chosen in consultation with advisor)	arr.

General Emphasis

Code	Title	Hours
This course:		
EDTL:7008	Seminar: Research and Current Issues (topic chosen in consultation with advisor)	arr.

Elementary Emphasis

Code	Title	Hours
One of these:		
EDTL:6104	Literature for Children II	3
EDTL:6164	Early Literacy Development and Instruction	2-3
EDTL:6165	Reading and Writing Across Intermediate Grades	3

Secondary Emphasis

Code	Title	Hours
One of these:		
EDTL:3393	Reading and Teaching Adolescent Literature	3
EDTL:6315	M.A. Seminar: English Education	arr.

Mathematics Education

Code	Title	Hours
Both of these:		
EDTL:5535	Current Issues in Mathematics Education	1-3
EDTL:7535	Seminar: Research in Mathematics Education	arr.
Two of these:		
EDTL:6531	Technology in School Mathematics	2-3
EDTL:6534	Foundations of Mathematics Education	2-3
EDTL:6536	Teaching of Geometry	2-3
EDTL:6539	Teaching of Algebra	2-3

Science Education

Code	Title	Hours
All of these:		
EDTL:6757	Learning in the Science Classroom	2-3
EDTL:6759	Advanced Pedagogy	3

Special Education

Code	Title	Hours
All of these:		
EDTL:7945	Current Issues and Trends in Learning Disabilities	3
EDTL:7948	Contemporary Research in Behavioral Disorders	3
EDTL:7953	Seminar: Single Subject Design Research	3

Literacy, Culture, and Language Education

The Doctor of Philosophy in teaching and learning with a literacy, culture, and language education (LCLE) subprogram requires a minimum of 73 s.h. of graduate credit. All students must maintain a g.p.a. of at least 3.00 while enrolled in the program. Students may be able to use some coursework completed for their master's degree toward the Ph.D.; most courses for the Ph.D. should be numbered 5000 or above.

This interdisciplinary program brings together scholarly traditions and contemporary theory in multilingual education and applied linguistics, literacy and cultural studies, and social studies education. The program provides students with the necessary content area knowledge and research skills for independent research, program administration, and varied leadership positions in LCLE education. In consultation with their advisor, students create a program of study that fits their interests and professional aspirations.

The Ph.D. in teaching and learning with a literacy, culture, and language education subprogram requires the following coursework.

Required Courses

Code	Title	Hours
This course:		
EDTL:6015	Ph.D. Seminar: Literacy, Culture, and Language Education	3

One of these:		
EDTL:7004	Schooling in the United States	3

EDTL:7033	Seminar on Teacher Education	3
-----------	------------------------------	---

This course:		
EDTL:7093	Research Project	3

Disciplinary and Interdisciplinary Foundations

Students choose a disciplinary area in literacy education, multilingual education, or social studies education for their three foundational courses. They then select one or both of the other areas for their interdisciplinary foundation coursework.

Code	Title	Hours
All of these:		
At least three courses in a chosen area of concentration		9
At least two courses in other areas of concentration		6

Research Methods

Code	Title	Hours
Both of these:		
EDTL:7070	Qualitative Research Methods in Teaching and Learning	3
A LCLE research methods course (consult advisor)		3
One of these:		
PSQF:6242	Selected Applications of Statistics	3
PSQF:6243	Intermediate Statistical Methods (for students who utilize quantitative methods in their dissertation)	4

And:		
Two additional advanced research methods courses in quantitative, qualitative, or mixed methods in consultation with their advisor		6

Electives

Students choose 24 s.h. of elective coursework in consultation with their advisor. Courses may be taken in any department and can be partially or completely unified as a cognate area of study.

Comprehensive Examination

Upon completion of their coursework, students take their comprehensive exam. This is an opportunity for students to show a comprehensive understanding of the scholarship in the field. Successful completion of the exam identifies candidates who are ready for dissertation work.

Dissertation

After students pass their comprehensive exam, they consult with their advisor to choose a dissertation committee with at least five faculty members who approve the dissertation

proposal. After a successful defense of their dissertation, students conduct dissertation research in the following course.

Code	Title	Hours
EDTL:7493	Ph.D. Thesis	10

Admission

Applicants must meet the admission requirements of the Graduate College. They must have earned a bachelor's degree with an undergraduate g.p.a. of at least 3.00 on a 4.00 scale and earned a master's degree or have completed significant graduate coursework. It is recommended applicants have at least two years of teaching experience in a related field within or outside of the United States.

Application materials should include a statement of purpose, official transcripts from all institutions attended, a sample of academic writing, three current letters of recommendation, and the official report of Graduate Record Exam (GRE) General Test scores (however, the GRE requirement has been suspended for the 2020-21 admissions cycle). International applicants whose first language is not English, and do not meet the waiver requirements, must submit their Test of English as a Foreign Language (TOEFL) scores.

Mathematics Education

The Doctor of Philosophy in teaching and learning with a mathematics education subprogram requires a minimum of 80-90 s.h. of graduate credit. Students must have a cumulative g.p.a. of 3.00 or higher in all graduate work in mathematics, all University of Iowa graduate work in mathematics, all graduate work, and all University of Iowa graduate work.

The program prepares supervisors, teacher education personnel, community college personnel, and researchers in mathematics education. It is administered by the College of Education. Students must update graduate coursework completed more than 10 years before admission to the program.

The Ph.D. program in teaching and learning with a mathematics education subprogram requires the following coursework.

Required Courses

Students must complete EALL:5150 Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative coursework, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Students select from courses listed under Ph.D. Research Requirements on the College of Education website.

Core Course

Code	Title	Hours
One of these:		
EDTL:7004	Schooling in the United States	3
EDTL:7033	Seminar on Teacher Education	3

In addition, students must complete an approved cognate area; see "Additional Requirements" below.

Students must complete a minimum of 24 s.h. of graduate work in the Departments of Computer Science, Mathematics, and Statistics and Actuarial Science, as approved by their advisor. Electives are encouraged in the pure mathematics and applied mathematics sequences.

Students who completed their mathematics requirement at another institution must complete at least 6 s.h. of additional coursework in mathematics at the University of Iowa, chosen with advisor approval. They also must complete at least six courses in mathematics education, including EDTL:5535 Current Issues in Mathematics Education and EDTL:7535 Seminar: Research in Mathematics Education.

Additional Requirements

Students concentrate in two additional comprehensive examination areas in either the mathematical sciences or education. A minimum of three courses usually are required for a comprehensive examination area, but candidates should consult with faculty members in the areas selected to determine which courses they should take in order to adequately prepare for the examinations.

Students must complete a total of at least 36 s.h. in College of Education courses; this includes the coursework listed above. They must complete an approved cognate area; a partial list of potential cognate areas is available from the mathematics education program.

Comprehensive Examination

Students take three written comprehensive examinations, one in mathematics education and two in other fields of education or mathematics; an oral examination follows the written examinations.

Dissertation

Candidates complete a dissertation on a research problem in mathematics education. A prospectus of the proposed research must be presented to the dissertation committee before candidates undertake the study. Upon completion of the dissertation, candidates defend the dissertation in an oral examination. Students must earn dissertation credit in the following course.

Code	Title	Hours
EDTL:7493	Ph.D. Thesis	10

Admission

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate major in mathematics or the equivalent, a current teaching license/certificate, and at least two years of teaching experience are strongly preferred. A faculty review committee makes admission decisions.

Science Education

The Doctor of Philosophy in teaching and learning with a science education subprogram requires a minimum of 85 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program is designed for individuals who aspire to positions as college and university science educators; major supervisors in national, state, and local systems; teachers in small liberal arts colleges; instructors of general education science courses at major universities; research directors in

science education; and professionals in medical and/or allied health education.

The Ph.D. in teaching and learning with a science education subprogram requires the following coursework.

Required Courses

Students in science education must complete a minimum of 15 s.h. in qualitative and quantitative coursework, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Students select from courses listed under Ph.D. Research Requirements on the College of Education website. Course selections must be consistent with other requirements for the degree.

Core Courses

All doctoral students in science education must complete one or both of the following core courses. Students may not substitute other courses for these.

Code	Title	Hours
EDTL:7004	Schooling in the United States	3
EDTL:7033	Seminar on Teacher Education	3

In addition, all doctoral students in the Department of Teaching and Learning must complete an approved cognate area; see "Cognate Areas" under Ph.D. Required Research Courses [p. 1412] in this section of the Catalog.

Science Education

Code	Title	Hours
All of these (15 s.h.):		
EDTL:6757	Learning in the Science Classroom	3
EDTL:6758	Writing in the Science Classroom	3
EDTL:6759	Advanced Pedagogy	3
Graduate-level science education courses chosen in consultation with advisor		
		6

Education

Code	Title	Hours
Three courses chosen in consultation with advisor		9

Research in Science Education

Code	Title	Hours
Both of these (21 s.h.):		
EDTL:7750	Seminar: Science Education (taken three times for 1 s.h. each)	3
EDTL:7755	Independent Study in Science Education Research (taken six times for 3 s.h. each)	18

Science Area

Students complete a family of courses (total of 12 s.h.) in a major science area.

Dissertation

Students earn 10 s.h. of thesis credit in EDTL:7493 Ph.D. Thesis.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have completed a bachelor's degree in a science area (or combination of science areas), in science education, or in elementary education with a science emphasis; have a cumulative g.p.a. of at least 3.00 on undergraduate and graduate work; and have a combined score of at least 300 on the verbal and quantitative portions of the Graduate Record Exam (GRE) General Test (however, the GRE requirement has been suspended for the 2020-21 admissions cycle). Applicants must submit three letters of recommendation; a statement of purpose describing their reasons for pursuing graduate work and their goals for graduate study; and an example of their academic writing.

Special Education

The Doctor of Philosophy in teaching and learning with a special education subprogram requires a minimum of 90 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

The program prepares students for teaching and research positions in higher education, and for curriculum, supervisory, and research positions in state and local education agencies. The program permits students to study and practice extensively in their special education interest area and in an interest area outside of special education.

The Ph.D. curriculum includes an emphasis on research skills, all facets of special education, an approved cognate area, and at least one specialization area.

Required Courses

Code	Title	Hours
This course:		
EALL:5150	Introduction to Educational Research	3

Quantitative Research Requirements

Code	Title	Hours
Both of these:		
PSQF:4143	Introduction to Statistical Methods	3
PSQF:6243	Intermediate Statistical Methods	4
Two of these:		
EPLS:6206	Research Process and Design	3
PSQF:6220	Quantitative Educational Research Methodologies	3
PSQF:6244	Correlation and Regression	4
PSQF:6246	Design of Experiments	4
PSQF:6247	Nonparametric Statistical Methods	3
PSQF:6249	Factor Analysis and Structural Equation Models	3
PSQF:6252	Introduction to Multivariate Statistical Methods	3

Qualitative Research Requirements

Code	Title	Hours
This course:		
EDTL:7953	Seminar: Single Subject Design Research	3
One of these:		
EDTL:7410	Mixed Methods Research	3
EPLS:7373	Qualitative Research Design and Methods	3

Core Course

Code	Title	Hours
One of these:		
EDTL:7004	Schooling in the United States	3
EDTL:7033	Seminar on Teacher Education	3

Proseminar Courses

Code	Title	Hours
All of these:		
EDTL:7943	Proseminar: Issues, Trends, and Research in Special Education	3
EDTL:7944	Proseminar: Issues, Trends, and Research in Special Education II	3
EPLS:6236	Administration of Students with Special Needs	3

Seminar Requirements

Code	Title	Hours
Both of these:		
EDTL:7945	Current Issues and Trends in Learning Disabilities (Both of these:)	3
EDTL:7948	Contemporary Research in Behavioral Disorders	3

Practicum Requirement

Code	Title	Hours
One of these (3 s.h.):		
EDTL:7380	Practicum in College Teaching	arr.
EDTL:7092	Field Service Project	arr.

Cognate

Students also must complete a cognate in a discipline outside of special education (minimum of 9 s.h.).

Comprehensive Examination and Dissertation

In addition, students are required to write the comprehensive examination and complete a doctoral dissertation, earning a minimum of 10 s.h. in the following course.

Code	Title	Hours
EDTL:7493	Ph.D. Thesis	10

Admission

Applicants must meet the admission requirements of the Graduate College. They must have a master's degree or equivalent in special education; those without an M.A. thesis must have completed an equivalent project. Applicants should have a graduate g.p.a. of at least 3.50 and a combined verbal and quantitative score of at least 300 on the Graduate Record Exam (GRE) General Test; however, the GRE requirement has been suspended for the 2020-21 admissions cycle. Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants should have at least one year of full-time teaching experience with exceptional children; several years are preferred.

Application materials must include a completed Graduate College application form, copies of official transcripts for all college coursework, an official report of Graduate Record Exam (GRE) General Test scores, three current letters of recommendation, and evidence of experience and/or teacher licensure/certification. An interview may be requested.

Final admission decisions are made by the special education graduate admissions committee.

UI REACH

Director

- William Loyd Jr.

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/services/reach>

Program of Study

UI REACH (Realizing Educational and Career Hopes) is a transition certificate program for college students with disabilities, such as autism, intellectual disabilities, and learning disabilities. The program prepares young adults to become independent and contributing members of the community. Coursework, campus life, and career experiences help students to reach their full potential.

The UI REACH experience integrates academic enrichment, career development, student life, and transition to create a dynamic collegiate opportunity. A few of the program offerings include:

- integrated, Big Ten University experience with on-campus residence hall living;
- individualized weekly advising with professional staff;
- specialized core curriculum delivered by quality College of Education instructors;
- inclusive academic learning opportunities including traditional classes for credit or audit;
- employment preparation and career development;
- community-based internships and employment opportunities with local businesses;
- access to over 500 student organizations and numerous inclusive campus activities;
- on-call emergency 24-hour support;
- scholarships and other financial aid options;
- a four-year certificate with second- and third-year certificate options; and
- events around the country to reconnect for current students, alumni, and families.

For more information, visit the UI REACH website.

Courses

UI REACH Courses

REA:0010 Social Skills I **2 s.h.**

Basic interpersonal skills needed to succeed in academic, social, and employment environments; structured learning process for gaining discrete social skills necessary to initiate and maintain conversations in a variety of settings; awareness of feelings and cues in conversation to respond appropriately and have successful reciprocal interactions; lectures, modeling, role play, and practice in the community.

REA:0020 Computers and Technology I **2 s.h.**

Training in computer literacy and practical skills for computer use in everyday life; computer parts and functions, the Windows operating system, computer applications; use of the personal computer to improve personal, academic and workplace productivity; group discussion, demonstrations, and multimedia experience support diverse learning styles.

REA:0021 Computers and Technology II **2 s.h.**

Builds on REA:0020; fundamental computer competencies and strategies to simplify everyday life and enhance workplace performance; opportunity to improve practical skills for the workplace, communication with others, and daily life; tools for improving personal organization and communication and for meeting academic, entertainment, and workplace needs; group discussion, demonstration, independent exploration, and a multimedia experience support diverse learning styles.

REA:0022 Assistive Technology Applications **1 s.h.**

How to access and employ current assistive technology applications to support lifelong learning, academic skill building, vocational experiences, and independent community living; how functional assistive technology and adaptive tools can maximize personal achievement and independence for individuals of varied abilities; students explore and operate assistive technology tools including, but not limited to, text readers, voice-to-text, cognitive aids, and navigation.

REA:0030 Health and Wellness I - Exploration **2 s.h.**

Importance of health and wellness, personal relationships, sexuality and making healthy choices; overview of health and wellness topics college students face—nutrition, substance use, risky behaviors, personal relationships, sexual health, mental health.

REA:0031 Health and Wellness II - Healthy Lifestyles **2 s.h.**

Health and wellness personalized for students; help in assessing individual health and wellness decisions and behaviors to improve current and long-term health and wellness; small group discussion, individual assessments, real-life exploration, interactions with health educators, one-on-one student support; second in a series.

REA:0040 Personal Finance and Math I **2 s.h.**

Understanding of numbers, operations, and managing personal finances; computation strategies, problem-solving strategies, skills for good consumers; opportunity to practice math skills in the community and the workplace; first in a series.

REA:0041 Personal Finance and Math II **2 s.h.**

Skills and knowledge needed for managing personal finances; banking, budgeting, insurance, how to be a good consumer; students plan for their financial future by studying paycheck information, actual income, and tax responsibility; research on independent living costs; second in a series.

REA:0050 Lifetime Reading and Writing **2 s.h.**

Enhancement of leisure reading; library visit to discover interesting genres, activities to review books, discussion of components (e.g., plot, characters); techniques of good readers; writing tools for success in daily living; writing forms including short organizational forms (e.g., to-do lists, grocery lists), family correspondence, business letters; observation and demonstration of writing techniques; use of writing as a form of self-expression, organization, and communication with others.

REA:0062 Social Skills II **2 s.h.**

Continuation of REA:0010; more advanced relationship skills that require self-regulation; self-awareness; applying skills for communicating under stress; structured learning process including repetitive practice and modeling as key components.

- REA:0070 Life Skills I - Transitions** 2 s.h.
Components of successful independent and community living; personal safety issues, effective communication skills for interacting with peers and college personnel, how to access broad community resources for living, work, and leisure; students develop a plan for personal daily routines; classroom activities, practical experiences on campus and in the community.
- REA:0072 Life Skills II - On Your Own** 2 s.h.
Goal setting and planning for independent living after college; how to use daily living skills from college in students' planned home communities; skills required for finding and managing a home or apartment, using community resources and agencies, and meeting basic needs; how to be interdependent and independent in the community.
- REA:0073 Life Skills III - Transition Planning** 2 s.h.
Work on transition plan during spring semester of final year—goal setting and planning for independent living after college; how to use daily living skills from college in students' planned home communities; using community resources and agencies; meeting basic needs; how to be interdependent and independent in student's home community; identification of transition team members; plan and lead transition meeting.
- REA:0074 Household Management II** 3 s.h.
Continuation of REA:0075; preparation for independent apartment living; experiential training, assessment to determine support needs; apartment living, personal care, value shopping and budgeting, preparing meals, successful community living.
- REA:0075 Household Management I** 3 s.h.
Independent living skills introduced in the life skills and health and wellness courses; hands-on experience in room care, clothing care, food/kitchen safety, meal planning and nutrition, food preparation, simple recipes, grocery shopping, event planning.
- REA:0076 Community Leisure and Advocacy** 1 s.h.
Utilizing community resources while promoting self-advocacy and leadership; student support for transitioning from a university setting to community living; exploration of community resources related to recreation, entertainment, and independent living using multiple media sources for information gathering; field trips to investigate local resources; research related resources within students' home communities. Requirements: enrollment in UI REACH program.
- REA:0078 Historical Documentary Making** 2 s.h.
History of disabilities (learning and physical disabilities); ground work for making a historical documentary; desktop documentary software used by student teams to produce documentaries on history of disability rights movement. Requirements: enrollment in UI REACH program.
- REA:0079 Service Learning** 2 s.h.
Classroom-based learning combined with community service; available resources and ways to better a community; assessment of community needs, research volunteer organizations, service-learning opportunities within the community.
- REA:0090 Current Events** 1-2 s.h.
Forum to increase knowledge and ability to comment on current events; voting and political process, civic responsibilities in the local and federal elections process, how students can participate; use of various forms of media (i.e., print, broadcast, internet) to develop critical thinking skills related to awareness of current events and their impact; personal safety issues; effective communication skills for interacting with peers and college personnel.
- REA:0100 Career Exploration** 4 s.h.
Opportunity to explore, enhance, or broaden work interests, skills, and potential career opportunities; interest inventories, review of vocational experiences, interactive employer presentations, informational interviews, job site experiences; focus on self-assessment of one's individual vocational strengths.
- REA:0101 Job Search Strategies** 2 s.h.
Fundamental tools and techniques for getting a job; students create a résumé, including references and updated work history; interview techniques, information gathering, thank-you letters, work-related vocabulary, appropriate behaviors and attitudes for a successful job search; role playing, demonstrations, real-world practice.
- REA:0103 Job Search Strategies II** 2 s.h.
Continuation of REA:0101; update résumés, references, and cover pages; appropriate behaviors and attitudes for successful job search; seek and apply for jobs with assistance from instructor.
- REA:0200 Business Support Seminar** 1 s.h.
Aspects of careers in business support; office procedures, word processing skills, oral and written communication, records management, business terminology.
- REA:0202 Education Career Seminar** 1 s.h.
Aspects of careers in education; additional training typically required for careers in education, child/student needs, lesson planning.
- REA:0203 Health Services Seminar** 1 s.h.
Aspects of careers in health services; office procedures and equipment, customer service skills, terminology used in health care environments.
- REA:0204 Hospitality Seminar** 1 s.h.
Aspects of careers in hospitality; customer service skills, phone and counter etiquette, vocabulary used in the hospitality industry.
- REA:0205 Human Services Seminar** 1 s.h.
Aspects of careers in human services; types of human services environments, interpersonal relationships and boundaries, paperwork requirements, terminology commonly used in human services environments.
- REA:0207 Marketing/Sales Seminar** 1 s.h.
Aspects of careers in marketing and sales; customer service skills, use of retail equipment, marketing techniques and the importance of product appearance, pricing and advertising, vocabulary used in a retail sales environment.
- REA:0208 Parks and Natural Resources Seminar** 1 s.h.
Aspects of careers in parks and natural resources management; operation and maintenance of equipment, safety procedures, customer service skills, typical vocabulary for positions involving care and management of shrubs, trees, flowers, and turf.

- REA:0209 Skilled Trades Seminar** 1 s.h.
Aspects of careers in the skilled trades; occupational skill standards in specific skilled trades, apprenticeships or advanced training required, safety in the workplace, vocabulary typical for specific skilled-trade work environments.
- REA:0210 Information/Technology Seminar** 1 s.h.
Aspects of careers in information technology; occupational skill requirements and standards, knowledge of typical equipment employees must operate, safety in the workplace, typical vocabulary for information technology work environments.
- REA:0211 Culinary Arts Seminar** 1 s.h.
Different types of careers in the food industry; workplace skills and tasks; continuing training and education options; equipment and food safety; basic preparation steps, food presentation, place settings; field trips. Requirements: enrollment in UI REACH program.
- REA:0213 Recreation Seminar** 1 s.h.
Aspects of careers in recreation, training and education requirements, tasks at work, and job prospects.
- REA:0220 Digital Citizenship** 2 s.h.
Making informed choices regarding media and technology in a digital age; exploration of media balance and well-being, online communication and relationships, privacy and security, and the impact of a digital footprint; responsible decision making and communication methods in an online world. Prerequisites: REA:0020.
- REA:0250 Academics and Life Skills Exploration I** 1-3 s.h.
Expand basic academic and/or life skills with discovery, experiential learning, progress monitoring, and self-reflection; focus on strengthening foundational skills in practical academics and life skills; first of a two-part series.
- REA:0251 Academics and Life Skills Exploration II** 1-2 s.h.
Builds on basic academic and/or life skills explored in REA:0250; UI REACH instructors and university faculty work together to enhance learning opportunities while providing explicit, interactive learning opportunities; progress monitoring, reflection, and focus on maintenance of basic academic and life skills; second of a two-part series.
- REA:0252 Academics and Life Skills Enrichment I** 1-3 s.h.
Broaden and diversify academic and student life experiences; address specific interest areas of students; focus on communication, relationships, academics, and independent life; individualize, extend, and provide depth to student's current level of knowledge and skills.
- REA:0253 Academics and Life Skills Enrichment II** 1-2 s.h.
Builds on extended and diversified learning opportunities provided in REA:0252; transfer of skills and knowledge to new situations and environments encountered as students transition to workplace and home communities.
- REA:0300 Internship I - Prep** arr.
Introduction to functional skills, job expectations, environments of the workplace; students venture out into the community and see first-hand what a specific career or job entails; role of the influencer; small groups, job shadowing, tryouts—depending on individual needs and abilities; create a résumé; summer job searching skills; preparation for Internship II—applications, interviews, contacting employers.
- REA:0301 Internship II** arr.
Internship experience leading to increased independence in the workplace (e.g., more independent operation of equipment, socialization, workplace safety, problem solving, conflict management); opportunity to acquire additional workplace skills in the student's career emphasis area; employers and mentors guide students in fulfilling their job responsibilities; students maintain a journal and discuss their experience with their advisor or instructor; second of three consecutive internships.
- REA:0302 Internship III** arr.
Internship experience with opportunities to develop more advanced skills for independent communication, problem solving, and workplace performance in the student's career emphasis area; employers and mentors observe the student in the workplace; students maintain a journal and discuss their experience with their advisor or instructor; third of three consecutive internships.
- REA:0303 Internship IV** arr.
Individualized community work experiences with periodic classroom seminars; building independent work skills, such as researching bus routes and emailing weekly journals; students, instructors, and employers evaluate student's work performance.
- REA:0304 Internship V** arr.
Continuation of REA:0303; community work experiences with periodic classroom seminars; emphasis on work skills in student's career area of choice; soft skills needed to be an independent worker.
- REA:0305 Advanced Internship** arr.
Development of advanced workplace skills in time management, communication, problem solving, and performance; one or more internships individualized to meet needs for further workplace soft skill development; observation in workplace by instructors, employers and mentors; journaling and discussion of experience with UI REACH staff; tracking time via method that works for individual needs; internship experiences and classroom seminars; emphasis on work skills in any career area and soft skills needed to be an independent worker. Requirements: UI REACH fourth-year enrollment.
- REA:0325 Computer and Technology Literacy I** 2 s.h.
Self-paced course to improve personal, academic, and career computer literacy and skills; online learning modules and computer-based programs to increase computer skills; email and internet searching, online learning options, online banking and purchasing, Microsoft Office programs, and online career resources.
- REA:0326 Computer and Technology Literacy II** 2 s.h.
Self-paced course builds on skills learned in REA:0325; extends and provides depth to student's current level of skill; coursework focuses on enhancing personal, academic, and career computer literacy; group discussion, demonstration, independent exploration, and practice to further develop computer skills; email, online career resources, Google Drive, social networking, and budgeting.
- REA:0501 Special Topics** arr.
Topics include leisure resources, current events, science, family life, consumerism, community involvement, self-determination, self-advocacy, leadership, assistive technology, mentoring; course assignments, instruction, and student assessment in classroom and/or community settings; may be required or elective course.

College of Engineering

Dean

- Harriet Nembhard

Associate Dean, Academic Programs

- Nicole M. Grosland

Interim Associate Dean, Graduate Programs and Research

- H.S. Udaykumar

Director, Center for Bioinformatics and Computational Biology

- Thomas L. Casavant

Codirectors, Iowa Institute for Biomedical Imaging

- Colin P. Derdeyn, Milan Sonka

Director, IIHR—Hydroscience and Engineering

- Gabriele Villarini

Director, University of Iowa Technology Institute

- Karim Abdel-Malek

Undergraduate degree: B.S.E.

Undergraduate certificates: naval science and technology; technological entrepreneurship

Graduate degrees: M.S.; Ph.D.

Graduate certificate: sustainable water development

Website: <https://www.engineering.uiowa.edu/>

Engineers play an important role in modern society. They design and develop new and improved materials, products, and processes ranging from nanoparticles to antibiotics to major bridges and dams. Engineers are in demand across a broad spectrum of industry, spanning traditional fields such as mechanical and electrical engineering to the emerging fields of artificial intelligence and medicine. Engineers not only satisfy society's demand for improved performance, reliability, and safety of products, they also supply solutions for unforeseen societal consequences that may arise as the result of new technologies.

The College of Engineering has six academic departments: the Roy J. Carver Department of Biomedical Engineering [p. 1433] and the Departments of Chemical and Biochemical Engineering [p. 1446], Civil and Environmental Engineering [p. 1462], Electrical and Computer Engineering [p. 1481], Industrial and Systems Engineering [p. 1500], and Mechanical Engineering [p. 1516].

Moreover, research and educational activities of the college are supported by four research centers and institutes: the Center for Bioinformatics and Computational Biology, the Iowa Institute for Biomedical Imaging, IIHR—Hydroscience & Engineering, and the University of Iowa Technology Institute.

Programs

Undergraduate Programs of Study

The College of Engineering offers the Bachelor of Science in Engineering [p. 1426] (B.S.E.) with majors in biomedical [p. 1433], chemical [p. 1446], civil [p. 1462], electrical [p. 1481], computer science and engineering, environmental [p. 1474], industrial [p. 1500], and mechanical [p. 1516] engineering. For information about each B.S.E. major, see the Catalog's College of Engineering department sections.

The college also offers combined undergraduate degree programs with the College of Liberal Arts and Sciences and the Tippie College of Business; a dual degree with the University of Northern Iowa; a combined bachelor's/master's degree program in each engineering discipline; and a combined bachelor's/master's degree with the School of Urban and Regional Planning (also see the graduate Certificate in Transportation Studies [p. 1632] in the Graduate College). For additional information, see "Combined and Dual Degrees" in the Bachelor of Science in Engineering [p. 1428] section of the Catalog.

In addition, the College of Engineering offers an undergraduate Certificate in Naval Science and Technology [p. 1531], and partners with the Tippie College of Business to offer a Certificate in Technological Entrepreneurship [p. 1535] for undergraduate engineering students.

Graduate Programs of Study

The College of Engineering offers graduate degree programs, the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in biomedical engineering [p. 1433], chemical and biochemical engineering [p. 1446], civil and environmental engineering [p. 1462], electrical and computer engineering [p. 1481], industrial and systems engineering [p. 1500], and mechanical engineering [p. 1516]. See the College of Engineering Graduate Studies website for an overview, and the departmental sections in the Catalog for information about specific areas of research and study, admission and degree requirements, and financial support for the graduate programs. The College of Engineering also offers the graduate Certificate in Sustainable Water Development [p. 1532].

In addition, the college administers the M.S. in engineering and information technology [p. 1431].

High School Program of Study

FIRST: FTC

For Inspiration and Recognition of Science and Technology (FIRST) gives students the opportunity for real-world application of science, technology, engineering, and math (STEM) concepts. Students participate in an atmosphere that encourages team building, entrepreneurship, and sportsmanship. FIRST Tech Challenge (FTC) allows teams of students to be responsible for designing, building, and programming robots to compete in an alliance format against other teams. Teams are required to develop strategy and build robots based on sound engineering principles. Students learn about working in a team environment, effective communication skills, the ability to fail and succeed at the same time, and competing fairly while being supportive of their competition.

Facilities and Resources

College of Engineering Facilities

Seamans Center for the Engineering Arts and Sciences

The Seamans Center for the Engineering Arts and Sciences is home to the College of Engineering. In addition to faculty offices, classrooms, conference rooms, instructional laboratories, and faculty offices, the Seamans Center houses the Lichtenberger Engineering Library, the Hanson Center for Technical Communication, a machine shop, electronic shop, student work spaces, computational facilities, and research laboratories. A number of classrooms and open spaces located throughout the building were designed to readily accommodate collaborative work.

Engineering Student Services

The professional staff of Engineering Student Services administer student services for the College of Engineering, including advising, tutoring, student records, and global engineering. It also is the administrative home of Engineering Career Services and the Hanson Center for Technical Communication.

Engineering Career Services

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development. Engineering Career Services offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, job offer evaluation, and much more. They are committed partners with the Pomerantz Career Center and facilitate on-campus interviewing and administration of the University's online recruiting system, Handshake.

Hanson Center for Technical Communication

The Hanson Center for Technical Communication (HCTC) is an endowed program that works closely with engineering faculty to create, manage, and grade writing assignments across the curriculum. In addition, the HCTC is home to an innovative writing center that conducts hundreds of one-on-one and team tutoring sessions each year. The center's director and assistant director supervise professional writing consultants and peer tutors.

HCTC writing consultants are University of Iowa graduate and doctoral students. They grade hundreds of lab reports, topical papers, and technical essays each semester. Using course-specific rubrics created by the director, they provide individualized feedback throughout the writing process.

HCTC peer tutors are undergraduate engineers who have shown exceptional promise as communicators. In addressing global concerns (organization, clarity, and relevant analysis), they help their fellow students transform rough drafts into persuasive, logical documents.

Global Engineering

Many of today's top employers have an international reach and are seeking engineering graduates with global experiences and competencies in order to effectively interact with colleagues and customers around the world. Successful engineers are able to communicate across cultures, work on diverse teams, and productively deal with issues and conflicts arising from difference.

University of Iowa engineering students have a variety of opportunities to study or pursue internships or research abroad. Students can enroll in credit-bearing courses in English to fulfill engineering or general education requirements or earn credits toward a minor in another discipline or world language. In addition to completing coursework abroad, engineering students can pursue experiential opportunities abroad, including global internships, conducting independent research in other countries, and volunteering. The College of Engineering and the University support these endeavors by offering a variety of scholarships and financial aid.

In addition to completing coursework abroad, engineering students can pursue additional opportunities abroad, such as global internships, conducting research in other countries, and volunteering. The College of Engineering and the University support these endeavors by offering a variety of scholarships and financial aid.

Engineering Computer Services

Engineering Computer Services (ECS) provides **information technology** administration for curricular, administrative, and research computing at the College of Engineering. The college has three drop-in computer labs with 225 high-end Linux and Windows computer workstations with graphics processing unit (GPU) support, a 24-seat computer classroom, a 45-seat machine learning and virtual reality-capable computer classroom, and a 400-seat virtual computer lab with GPU support that students can access from the internet. Numerous public domain and commercial engineering applications support the full range of engineering classes. Software is regularly upgraded, and hardware is refreshed at least every four years. The college's computer labs are open 24 hours a day, every day of the year.

Engineering Electronics Shop

The Engineering Electronics Shop (EES) is a full-service electronics facility that supports sales and service for the College of Engineering, the University, and the surrounding area. EES provides design, construction, repair, calibration, and preventive maintenance services for teaching and research laboratories. EES maintains more than 10,000 parts in stock, including electronic components, computer and office supplies, and lockers for rent. The shop has laser cutting/etching equipment, 3-D printers, and a poster-plotting service.

Engineering Machine Shop

The Engineering Machine Shop (EMS) is a full-service, light manufacturing facility that supports curricular, research, and operational needs of the College of Engineering and the University. EMS provides professional design and fabrication services and gives students, staff, and faculty controlled access to a student shop that contains a variety of manufacturing equipment. The shop has a high resolution 3-D scanner, commercial 3-D printers, a waterjet, a full wood shop, welding, and multi-axis CNC machines.

Lichtenberger Engineering Library

The Lichtenberger Engineering Library is a branch of the University of Iowa Main Library and is a center of engineering college activity. Its collections include more than 140,000 volumes and electronic full-text access to over 5,000 engineering and scientific journals. It offers electronic access to primary engineering and scientific indexes and abstracts, and full-text access to standards and U.S. patents. The library also maintains a substantial collection of publications from major engineering societies and a collection of national and international standards.

Tools also are available for check out to students and faculty in order to allow for more hands-on projects and use in class assignments. Example tools include screwdrivers, scales, and light meters. The library provides 35 computer workstations with specialized software packages and a significant amount of study space for students. Study spaces allow for individual as well as group study. The library features individual study carrels, group tables, lounge chairs, a collaborative work station, and movable whiteboards. Library personnel are available to assist with specialized engineering-related reference and informational questions. Personnel also provide course- and topic-specific instructional programs to further critical thinking and lifelong learning skills.

NEXUS

NEXUS is an art and engineering program. NEXUS promotes collaboration efforts between the College of Engineering and the art community by getting people and ideas together. The goal is to involve students in science, technology, engineering, arts, and mathematics (STEAM) projects throughout the University and the surrounding community. The program helps participants to think outside the box.

College of Engineering Research Centers

Center for Bioinformatics and Computational Biology

The Center for Bioinformatics and Computational Biology (CBCB) is a multidisciplinary research center dedicated to applying high-performance networking and computing to basic life science and applied biomedical research. With faculty and students representing more than 20 traditional disciplines, the CBCB has contributed to the understanding of inherited human diseases, including blinding eye disease, cancer, deafness, diabetes, autism, schizophrenia, hypertension, obesity, and heart disease. For almost 20 years, the CBCB has been at the cutting edge of high throughput molecular discovery and interpretation in transcriptomics, genomics, and proteomics. At the confluence of these efforts lies the current wavefront of personalized genomic medicine, to which the CBCB plays a central role in partnership with labs, centers, and institutes across the University's Carver College of Medicine and basic science programs across campus. The CBCB also has been a center for industry start-ups and partnerships with numerous commercial enterprises. The center is jointly sponsored by the College of Engineering and the Carver College of Medicine.

Iowa Institute for Biomedical Imaging

The Iowa Institute for Biomedical Imaging (IIBI) conducts research in the following areas: medical imaging (CT, MR, OCT, PET, SPECT, ultrasound, multimodality imaging), medical image analysis and computer-aided diagnosis; cardiovascular

image analysis (angiography-intravascular ultrasound data fusion, MR image analysis of congenital heart disease, coronary CT image analysis, early detection of cardiovascular disease); pulmonary image analysis (CT and MR image analysis of the lung); cell image analysis (cell tracking, shape analysis); virtual surgery planning (augmented reality for surgical planning), cancer-related assessment of tumor progression/regression, staging, general machine learning; and disease/treatment outcome prediction. The institute is sponsored by the College of Engineering and the Carver College of Medicine.

IIHR—Hydroscience & Engineering

IIHR—Hydroscience & Engineering is a world-renowned center with almost 100 years of education, research, and public service focusing on hydraulic engineering and fluid mechanics. Based in the C. Maxwell Stanley Hydraulics Laboratory, a five-story red brick building on the banks of the Iowa River, IIHR is a unit of the College of Engineering. IIHR students, faculty members, research engineers and scientists, and staff work together to understand and manage one of the world's greatest resources—water. Students from around the world benefit from IIHR's comprehensive multidisciplinary approach, which includes basic fluid mechanics, laboratory experimentation, and computational approaches.

IIHR activities include fluid dynamics (turbulent flows, vortex dynamics, ship hydrodynamics, biological fluid flow, atmospheric boundary layer, experimental and computational fluid dynamics); environmental hydraulics (hydraulics structures, river mechanics, hydraulic structures, fish passage, sediment management, heat disposal in water bodies and power productions, bioremediation of groundwater, computational hydraulics, water-quality monitoring); water and air resources (air pollution, hydroclimatology, hydrogeology, hydrology, hydrometeorology, remote sensing, water resources and basin-scale processes); environmental engineering and science (PCBs in the air and water, innovative ways of removing contaminants from the soil and water, ultra-fine particles of pollutants in the atmosphere, bioremediation strategies for persistent groundwater contaminants); and water sustainability (development of sound strategies and technological solutions to meet the challenges facing society's growing need for water resources). In 2009, the Iowa Flood Center was founded at IIHR as the only academic center devoted solely to flood-related research and education.

The University of Iowa's Water Sustainability Initiative (WSI) brought new interdisciplinary expertise to the institute in 2013 when WSI faculty members (based in the Colleges of Liberal Arts and Sciences, Engineering, and Public Health) affiliated with IIHR. The Iowa Geological Survey joined IIHR in 2014, bringing new expertise in Iowa's subsurface resources, groundwater modeling, innovative geophysical skills, and more.

Students gain hands-on experience through close cooperation with faculty and staff on research projects funded by industry, government, and other organizations.

University of Iowa Technology Institute

At the University of Iowa Technology Institute (ITI), the mission is to cultivate collaboration across disciplines, invent advanced technologies, and conduct trailblazing research in design, simulation, and experimentation that enables a safer and more productive future. The institute provides a unique environment for research and development that spans 27

laboratories and the involvement of more than 180 faculty, staff, and student researchers.

The ITI conducts basic and applied research in the environment and energy, aerospace technology, biotechnology, systems and sensors, and vehicle safety and automated driving. The institute focuses on modeling and simulation, and conducts research in flight testing and human performance (the Operator Performance Laboratory); human modeling and simulation (the Virtual Soldier Research program); driving and transportation (the National Advanced Driving Simulator); advanced manufacturing, technology and robotics; biomedical and biochemical research; and multidisciplinary research in the fields of machine learning, smart sensors, remote sensing, renewable energy, and modeling of environmental change.

The institute has a satellite office in Orlando, Florida, and has major contracts with the U.S. military and industry partners.

Courses

The engineering course requirements for engineering majors are outlined in the respective Catalog sections. Each undergraduate program builds upon a core program (see the Bachelor of Science in Engineering [p. 1426] in the Catalog). Not all engineering core courses listed below are required for each engineering major. Core program courses are intended for College of Engineering students. Undergraduate students in other disciplines who wish to register for core engineering courses should contact Engineering Student Services.

- Core Engineering Courses [p. 1423]
- Engineering and Information Technology Courses [p. 1425]

Core Engineering Courses

ENGR:0000 Engineering Internship 0 s.h.

For engineering students completing a semester-long internship experience while working 35-40 hours a week at a professional company.

ENGR:0001 Engineering Co-op 0 s.h.

Multiple-semester cooperative education experience for students working 35-40 hours a week at a professional company.

ENGR:0002 Engineering Half-Time Internship 0 s.h.

For engineering majors participating in the Cooperative Education and Internship Program and averaging 15-20 hours per week on assignment.

ENGR:0004 Engineering Academic Internship arr.

Academic credit for engineering majors participating in the Cooperative Education and Internship Program. Requirements: for international students—F-1 or J-1 visa, engineering undergraduate standing, full-time internship offer letter in hand (at least 40 hours/week and one semester in length), internship approved by International Student and Scholar Services for F-1 Curricular Practical Training (CPT) or J-1 Academic Training (AT), concurrent registration in approved 3 s.h. distance education or evening course, and preapproval of internship by Engineering Career Services; non-international students may be eligible on case-by-case basis.

ENGR:0006 Engineering Global Internship/Co-op 0 s.h.

For engineering majors participating in the Cooperative Education and Internship Program working on a global assignment.

ENGR:1000 Engineering Success for First-Year Students 1 s.h.

Introduction to engineering student life; electronic resources; keys to and skills for success; coping with adversity; selecting a major; advising; curriculum choices and career objectives; ethics; communication; internships and co-ops; job search skills.

ENGR:1029 First-Year Seminar arr.

Introduction to engineering fields of study; work closely with a faculty member or senior administrator; participation that eases the transition to college-level learning; cutting-edge research taking place in the College of Engineering.

ENGR:1100 Introduction to Engineering Problem Solving 3 s.h.

Development and demonstration of specific problem solving skills; directed project or case study involving actual engineering problems and their solutions.

ENGR:1300 Introduction to Engineering Computing 3 s.h.

Engineering problem solving using computers; introduction to digital computations, problem formulation using a procedural high-level language; structured, top-down program design methodology; debugging and testing; introduction to use of software libraries; examples from numerical analysis and contemporary applications in engineering. Corequisites: MATH:1550.

ENGR:1550 FIRST Tech Challenge - Introduction to Engineering Problem Solving 3 s.h.

Introduction to engineering problem solving and design; projects introduce students to common elements of engineering problem solving and design (e.g., application of organizing principles to describe engineered systems, economic analysis upon which to base decisions, technical presentation and analysis of data), and provides an opportunity for students to apply common elements of problem solving in the solution of engineering problems in context of a structured problem solving and design process. Taught in high schools by state certified teachers.

ENGR:2110 Engineering Fundamentals I: Statics 2-3 s.h.

Vector algebra, forces, couples, moments, resultants of force couple systems; friction, equilibrium analysis of particles and finite bodies, centroids; applications. Prerequisites: MATH:1550. Corequisites: MATH:1560 and PHYS:1611.

ENGR:2120 Engineering Fundamentals II: Electrical Circuits 3 s.h.

Kirchhoff's laws and network theorems; analysis of DC circuits; first order transient response; sinusoidal steady-state analysis; elementary principles of circuit design; SPICE analysis of DC, AC, and transient circuits. Corequisites: MATH:2560.

ENGR:2130 Engineering Fundamentals III: Thermodynamics 3 s.h.

Basic elements of classical thermodynamics including first and second laws, properties of pure materials, ideal gas law, reversibility and irreversibility, and Carnot cycle; control volume analysis of closed simple systems and open systems at steady state; engineering applications, including cycles. Prerequisites: PHYS:1611 and CHEM:1110. Corequisites: MATH:1560.

ENGR:2510 Fluid Mechanics 4 s.h.

Fluid properties; hydrostatics; transfer of mass, momentum, and energy in control-volume and differential forms; dimensional analysis and similitude; laminar and turbulent flow in conduits; flow past bluff bodies and airfoils; engineering applications; experimental laboratories, computer simulation projects. Prerequisites: MATH:2560 and ENGR:2710. Corequisites: ENGR:2130.

ENGR:2710 Dynamics 3 s.h.

Vector calculus, Newton's laws, 3-D motion of particles and multiparticle systems, 2-D motion of rigid bodies applications. Prerequisites: ENGR:2110 and MATH:1550.

ENGR:2720 Materials Science 3 s.h.

Concepts and examples of selection and applications of materials used by engineers; mechanical, electrical, and thermal properties that govern a material's suitability for particular applications; lectures supplemented by laboratory experiments. Prerequisites: CHEM:1110. Corequisites: MATH:1550.

ENGR:2730 Computers in Engineering 2-3 s.h.

Advanced programming; good software engineering techniques including pseudocode and documentation dynamic data structures, recursive programming, procedural and object-oriented computing, inheritance, and standard template library; C++. Prerequisites: ENGR:1300.

ENGR:2750 Mechanics of Deformable Bodies 3 s.h.

Elementary theory of deformable bodies, stress, strain; axial, transverse, bending, torsion, combined and buckling loads; deflection of beam. Prerequisites: ENGR:2110. Corequisites: MATH:2560.

ENGR:2760 Design for Manufacturing 3 s.h.

Fundamentals of design, engineering graphics, and manufacturing processing; computer graphics using Pro/ENGINEER for CAD and CAM; typical industrial processes, including casting, welding, machining, forming; laboratory exercises and projects. Corequisites: ENGR:2720.

ENGR:2995 Introduction to Artificial Intelligence and Machine Learning in Engineering 3 s.h.

Introduction to artificial intelligence (AI), machine learning, data science, and data driven problem solving across all engineering disciplines; topics include supervised and unsupervised learning, clustering, heuristics, feature selection, ethics of AI—fairness and privacy issues, and performance evaluation; first in a series. Prerequisites: ENGR:1300. Corequisites: MATH:2550. Requirements: practical knowledge of programming, rudimentary understanding of probability concepts, and sophomore standing.

ENGR:4000 Engineering Honors Seminar 1 s.h.

Completion of an approved project under the supervision of a faculty member. Requirements: engineering honors and junior or higher standing.

ENGR:4001 Leadership Seminar: Mediocrity is Not an Option 1 s.h.

Skills needed to gain competitive edge in professional world with understanding that mediocrity is not an option; importance of developing a career plan, power of networking, significance of soft skills, value of mentoring; participation in series of discussions and activities; deeper insight of strengths and weaknesses, how to enhance skills that employers desire, and become effective leaders in workplace; presentation by retired chief operating officer of a leading aerospace company.

ENGR:4003 Women in Science and Engineering Leadership Seminar 1 s.h.

WiSE peer mentors develop practical mentoring and leadership skills while participating in a one-on-one relationship with a first-year UI student in a STEM major; peer mentors meet monthly with mentees, submit meeting reflection/evaluations, and attend three educational or social events hosted by WiSE or another University entity during the semester.

ENGR:4005 Developing Cultural Intelligence for STEM Leadership 1 s.h.

How cultural values impact technological innovation; knowledge and strategies to develop skills for leadership in the global marketplace; activities include the Cultural Intelligence (CQ) assessment and mapping of cultural values and case studies for innovation; students use CQ dimensions to develop a plan to deepen CQ skills; exploration of culturally intelligent collaboration and problem solving in science, technology, engineering, and mathematics (STEM) fields; how to represent these skills in professional settings. Requirements: upper-level undergraduate or graduate standing.

ENGR:4010 Engineering Grand Challenges Program Fellow 0 s.h.

The Engineering Grand Challenges Program is designed to prepare tomorrow's engineering leaders to solve the grand challenges facing society during the next century; through completion of components of the program, students have the opportunity to engage in research relating to their selected grand challenge, explore interdisciplinary coursework, gain an international perspective, engage in entrepreneurship, and give back to the community through service learning; for students who have been accepted as a fellow into the Engineering Grand Challenges Program and are working on completion of the program requirements. Requirements: acceptance to the Engineering Grand Challenges Program.

ENGR:4011 Engineering Grand Challenges Program Scholar 0 s.h.

The Engineering Grand Challenges Program is designed to prepare tomorrow's engineering leaders to solve the grand challenges facing society during the next century; through completion of components of the program, students have the opportunity to engage in research relating to their selected grand challenge, explore interdisciplinary coursework, gain an international perspective, engage in entrepreneurship, and give back to the community through service learning; for students who have been accepted as a scholar to the Engineering Grand Challenges Program and are working on completion of the program requirements. Requirements: acceptance to the Engineering Grand Challenges Program.

ENGR:4012 Engineering Grand Challenges Program Final 0 s.h.

The Engineering Grand Challenges Program is designed to prepare tomorrow's engineering leaders to solve the grand challenges facing society during the next century; through completion of components of the program, students have the opportunity to engage in research relating to their selected grand challenge, explore interdisciplinary coursework, gain an international perspective, engage in entrepreneurship, and give back to the community through service learning; for students who have been accepted to the Engineering Grand Challenges Program and are in the final semester of completing the program requirements. Requirements: acceptance to the Engineering Grand Challenges Program.

ENGR:7270 Engineering Ethics 1 s.h.

Introduction to practical issues associated with being a responsible scientist; topics in responsible conduct of research in engineering and the sciences using case studies, presentations, and discussions with visiting speakers; conforms to mandates set by the Office of the Vice President for Research and the Graduate College to train graduate students and postdoctoral scholars/fellows in responsible conduct of research. Requirements: first-year graduate standing in College of Engineering.

ENGR:7604 Engineering Ethics for Post Docs 0 s.h.

Introduction to practical issues associated with being a responsible scientist; topics in responsible conduct of research in engineering and the sciences using case studies, presentations, and discussions with visiting speakers; conforms to mandates set by the Office of the Vice President for Research and the Graduate College to train graduate students and postdoctoral scholars/fellows in responsible conduct of research. Requirements: new postdoctoral research scholar/fellow in College of Engineering.

Engineering and Information Technology Courses

EIT:5120 Modern Automation and Control 3 s.h.

Study of sensor, motors, control, process automation, and internet of things (IoT).

EIT:5135 Modern Information Systems 3 s.h.

Introduction to enterprise information systems; RESTful service model, cloud service models, data storage models, big data considerations, network basics, security and privacy considerations; blockchain technology and its applications.

EIT:5150 Applied Artificial Intelligence 3 s.h.

Artificial Intelligence (AI), search and logic, data science and analysis, advanced machine learning and deep learning, digital manufacturing and design, signal processing and fault diagnosis, AI robotics and computer vision, and applications in engineering.

EIT:5155 Cyber-Physical Systems 3 s.h.

Introduction to modern "smart" systems providing intelligent monitoring, control, and coordination of societal, environmental, and business infrastructure; layered architecture for, relevant applications of, and projects involving conceptual design of cyber-physical systems.

EIT:5211 Machine Learning and Scientific Computing in Engineering 3 s.h.

Numerical methods in scientific computing; root problems and optimization; linear algebraic equations; eigenvalue problems; numerical differentiation and integration; interpolation and curve fitting; initial value and boundary value problems; machine learning in regression, classification, and clustering problems; Python programming and scikit-learn packages.

EIT:5216 Manufacturing Process and Modeling 3 s.h.

Fundamental science, modeling, and simulation technologies in materials processing; essential knowledge in automation and control of manufacturing systems; material removal processes, forming, microfabrication, and nontraditional material processes; finite element modeling/simulation of material processes; automation and control of manufacturing systems and processes.

EIT:5220 Advanced Control Engineering 3 s.h.

State-space representation of linear systems, equilibrium points, linearization, controllability, observability, stability, state feedback control, linear observer design, and separation principle.

EIT:5224 Mechanical Design and Realization 3 s.h.

Solid modeling, assemblies, drawings, geometric dimensioning and tolerancing, and basic engineering design process; use of analysis tools (e.g., Finite Element Analysis), fatigue and durability, optimization software.

EIT:5240 Kinematics of Modern Robotics 3 s.h.

Robotics motion, configuration space, and path planning.

EIT:5298 Mechanical Component Durability and Integrity Analysis 3 s.h.

System and component design, stress analysis, static failure, fatigue, fracture mechanics, vibration, materials science, and product life cycle.

EIT:5351 Cybersecurity 3 s.h.

Taxonomy of security threats and attacks; chain-of-trust principle; authentication, access control, and security domains; perimeter security and defense in depth; cryptographic protocols; key management and distribution; security assessment, internet of things (IoT) security and privacy issues.

EIT:5352 Modern Database Systems 3 s.h.

Introduction to contemporary database architectures: relational, key-value, document store, and graph-based; relative strengths and weaknesses of database architectures; enterprise scalability issues; data aggregation and visualization; project work involving use of modern database systems (e.g., MySQL, Redis, MongoDB, Neo4j).

EIT:5353 Big Data and Machine Learning 3 s.h.

Storage, management, and analysis of very large data sets; distributed file systems and object stores; MapReduce framework for processing large data sets; machine learning techniques; classification and clustering; pattern recognition; projects involving big data and machine learning frameworks (e.g., Apache Hadoop).

EIT:5380 Software Engineering Methods, Tools, and Frameworks 3 s.h.

Modern agile software development practices for cloud and web-based applications using state-of-the-art software engineering languages, tools, and technologies; software as a service (SaaS) architecture; software testing; introduction to enterprise application development frameworks; team-based project.

EIT:5381 Enterprise Software Engineering 3 s.h.

Modern DevOps practices and toolchains for enterprise information systems; scalable architecture; cloud services (e.g., SaaS, PaaS, IaaS); load balancing/autoscaling; identity management and security; performance monitoring and tuning; continuous integration and hot deployment.

EIT:5382 Human-Computer Interaction Design and User Experience 3 s.h.

Principles and guidelines for design and evaluation of human-computer interactions (HCI); design methodologies (e.g., participatory design, low- and high-fidelity prototyping); user interface technologies (e.g., input and output devices, interaction styles); quantitative and qualitative evaluation of user interfaces (e.g., expert reviews, usability testing).

Bachelor of Science in Engineering

Undergraduate major: B.S.E.

Website: <https://www.engineering.uiowa.edu/>

The Bachelor of Science in Engineering (B.S.E.) degrees in biomedical, chemical, civil, electrical, industrial, and mechanical engineering are accredited by the Engineering Accreditation Commission (EAC) of ABET. The two new programs—environmental engineering, and computer science and engineering—are preparing for their initial accreditation review in 2020. The environmental engineering program will be reviewed by the EAC, while the computer science and engineering program will be reviewed by the EAC and the Computing Accreditation Commission (CAC) of ABET.

Each program has its own set of articulated educational objectives, while all programs are designed to ensure that graduates possess the following at the time of graduation:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
- an ability to communicate effectively with a range of audiences;
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Computer science and engineering majors will be able to do each of the following as they relate to directly to computing:

- analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions;
- design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline;
- communicate effectively in a variety of professional contexts;
- recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles;
- function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline; and

- apply computer science theory and software development fundamentals to produce computing-based solutions.

Each program emphasizes a broad understanding of fundamental principles common to all engineering disciplines and provides students with the opportunity to specialize in a selected engineering discipline. All programs build on the University's research strengths. Program flexibility is provided by a curriculum in which each student develops engineering competency within a particular academic program and complements it with a tailored thematic option in support of chosen career objectives—for example, engineering practice, project management, research, and development.

This section of the Catalog provides information about requirements that all B.S.E. students must fulfill, regardless of their engineering major, as well as admission information.

Engineering students may earn more than one B.S.E. degree. They also may combine undergraduate degree programs to earn a B.S.E. and a degree in the College of Liberal Arts and Sciences or the Tippie College of Business, or a combined B.S.E./M.S. in urban and regional planning, or a combined B.S.E./M.S. in engineering; see "Combined and Dual Degrees" in the Bachelor of Science in Engineering, B.S.E. [p. 1428] section of the Catalog.

Undergraduate Majors, Minors and Certificates

Majors

The College of Engineering has six departments and offers eight undergraduate B.S.E. majors. View the B.S.E. majors under each of the College of Engineering departments in the Catalog.

Minors

The College of Engineering does not offer a minor. Engineering students may earn minors in a number of programs offered by other undergraduate colleges at the University of Iowa. For descriptions of minors and their requirements, view Find Your Program on the General Catalog website and select undergraduate minors.

Certificates

The College of Engineering offers two undergraduate certificate programs. Engineering students may earn certificates offered by colleges across the University. The College of Engineering partners with the Tippie College of Business to offer the Certificate in Technological Entrepreneurship [p. 1535], which is tailored specifically for engineering students who intend to start and operate their own business or who would like to understand and learn about managing innovation in business environments. The college also offers the Certificate in Naval Science and Technology [p. 1531]. Other certificates of particular interest to engineering students include the Certificate in International Business [p. 1195] and the Certificate in Sustainability [p. 2021]. For descriptions of certificates and their requirements, view Find Your Program on the General Catalog website and select undergraduate certificates.

Cooperative Education and Internship Program

The Cooperative Education and Internship Program offers students the opportunity to explore engineering careers and

develop engineering skills through periods of professional practice while they are still students. Supervised professional engineering-related experiences in business, industry, education, or government expose students to the challenges and opportunities of an engineer. Students with co-op and/or internship experience are sought by employers and usually receive higher starting salaries upon graduation.

The program structure focuses on goal setting at the beginning, analysis and reflection at the midpoint, and evaluation and feedback near the end. Experiences range from ten-week summer internships to multi-term co-ops. Qualified students may choose to alternate periods of on-campus study with full-time work experience, or they may elect to work half-time while taking at least 6 s.h. of coursework. Students may apply to the program following their first year. Academic record and class status are considered in acceptance decisions. For further details, see Engineering Career Services on the College of Engineering website.

Engineering Grand Challenges Scholars Program

The Engineering Grand Challenges Scholars Program (GCSP) is designed to prepare students to develop innovative engineering solutions to the 14 Grand Challenges facing society in this century, as identified by the National Academy of Engineering (NAE). There are two tiers of participation in the Engineering Grand Challenges Scholars Program at the University of Iowa—fellows and scholars. Students are required to complete several components related to one of the 14 grand challenges prior to graduation:

- Research experience—project or independent research related to one of the 14 grand challenges;
- Interdisciplinary curriculum—preparing engineering students to work at the overlap with public policy, business, law, ethics, and human behavior, as well as medicine and the sciences;
- Entrepreneurship—preparing students to translate invention to innovation and to develop market ventures that scale to global solutions in the public interest;
- Global dimension—developing students' global perspective necessary to address challenges that are inherently global as well as to lead innovation in a global economy; and
- Service learning—developing and deepening students' social consciousness and their motivation to bring their technical expertise to bear on societal problems.

The University of Iowa's Engineering Grand Challenge Scholars Program was the seventh in the United States and the first in the Big Ten to be approved by the national committee. More details about the program and requirements can be found on the College of Engineering Grand Challenges Scholars Program web page.

Programs

Undergraduate Program of Study Major

- Bachelor of Science in Engineering [p. 1428]

Policies

Students can view academic policies on the College of Engineering website.

Admission

First-year students are eligible for direct admission into the College of Engineering if they meet the Iowa Board of Regents score of at least 265 on the Regent Admission Index (RAI), have a cumulative high school g.p.a. of at least 3.33, and meet the high school course requirements.

Engineering high school course requirements include four years of English/language arts; four years of mathematics, including one year of precalculus or equivalent; two years of a single world language; three years of natural science, preferably with at least one year of chemistry and at least one year of physics; and two years of social studies. Grades of A or B in all high school math and science courses are highly recommended.

Incoming students who do not meet the world language requirement may be admitted on conditional status for a maximum of four semesters in order to complete two semesters of an introductory college-level world language.

Students who are unsure whether to pursue a degree in engineering or a degree in liberal arts and sciences are strongly encouraged to begin in engineering if they meet the admission requirements.

Students who fall short of the engineering admission requirements may enroll in the College of Liberal Arts and Sciences and be designated as Engineering Interest students. They may apply to transfer into the College of Engineering for the following semester once they have successfully completed MATH:1850 Calculus I (preferably MATH:1550 Engineering Mathematics I: Single Variable Calculus), and CHEM:1110 Principles of Chemistry I or PHYS:1611 Introductory Physics I with grades of A or B.

More information about admission and the College of Engineering is available on the college's website.

Transfer Applicants

Transfer applicants must have completed the same high school unit requirements as entering first-year students and must submit an official high school transcript as well as a transcript of college work undertaken at other institutions. To transfer to the College of Engineering, students must have demonstrated success in math, science, and engineering courses, ideally earning all As and Bs with no grade lower than a C in these foundation subjects. Transfer students must have completed MATH:1850 Calculus I and either CHEM:1110 Principles of Chemistry I or PHYS:1611 Introductory Physics I (the first semester of chemistry designed for majors or the first semester of calculus-based physics) or their equivalents. Overall grade-point average also is considered in transfer applications.

Information about admission requirements for transfer students is available on the college's website.

Bachelor of Science in Engineering, B.S.E.

Requirements

The Bachelor of Science in Engineering (B.S.E.) requires a minimum of 128 s.h. Students must be enrolled in the UI College of Engineering for the last 30 s.h. of work toward the degree, or 45 of the last 60 s.h., or a total of 90 s.h. They must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

Engineering students earn the B.S.E. degree in one of eight undergraduate programs of study (majors): biomedical engineering, chemical engineering, civil engineering, computer science and engineering, electrical engineering, environmental engineering, industrial engineering, or mechanical engineering. Each program's curriculum is divided into four major components: the common core, engineering topics, an elective focus area (EFA), and the general education component.

Core Requirements

The College of Engineering offers a common curriculum through the third semester of study for all students in the eight engineering disciplines, thereby allowing students to change programs during the first three semesters without a loss in course credit.

The core includes RHET:1030 Rhetoric, a first-year course in writing, speaking, and critical reading; ENGR:1100 Introduction to Engineering Problem Solving and ENGR:1300 Introduction to Engineering Computing, which cover a breadth of topics from engineering as a profession to team design projects to engineering computations and computer programming; and a series of mathematics, basic science, and fundamental engineering courses.

The fundamental engineering courses use the underlying principles learned in the mathematics and the basic sciences to understand and predict the behavior of idealized models of real components or systems encountered in engineering. These courses include fundamentals of statics, thermodynamics, and electrical circuits. Students should complete the core requirements according to the following three-semester plan.

Code	Title	Hours
First Semester		
All of these:		
ENGR:1000	Engineering Success for First-Year Students (all majors)	1
ENGR:1100	Introduction to Engineering Problem Solving (biomedical, chemical, civil, environmental, electrical, industrial, and mechanical majors)	3
CHEM:1110	Principles of Chemistry I (all majors)	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus (all majors)	4

RHET:1030	Rhetoric (all majors)	4
-----------	-----------------------	---

Second Semester

All of these:

ENGR:1300	Introduction to Engineering Computing (all majors)	3
CHEM:1120	Principles of Chemistry II (biomedical, chemical, and environmental majors)	4
MATH:1560	Engineering Mathematics II: Multivariable Calculus (all majors)	4
MATH:2550	Engineering Mathematics III: Matrix Algebra (all majors)	2
PHYS:1611	Introductory Physics I (all majors)	4

Third Semester

All of these:

ENGR:2110	Engineering Fundamentals I: Statics (all majors)	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits (all majors)	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics (all majors)	3
MATH:2560	Engineering Mathematics IV: Differential Equations (all majors)	3
PHYS:1612	Introductory Physics II (biomedical, civil, computer science and engineering, electrical, industrial, and mechanical majors)	3-4

Required Program Courses and Elective Focus Area (EFA)

The curriculum for each B.S.E. major is described in each program's departmental Catalog section; see biomedical engineering [p. 1433], chemical and biochemical engineering [p. 1446], civil and environmental engineering [p. 1462], electrical and computer engineering [p. 1481], industrial and systems engineering [p. 1500], or mechanical engineering [p. 1516].

Each program has a number of elective focus areas. The EFAs are designed to help students achieve exposure to and depth of study in an area that is complimentary to their major. The EFAs enable students to gain technical skills consistent with their career goals. Moreover, these electives may contribute to earning a minor and/or certificate.

General Education Component

The general education component promotes understanding of and appreciation for arts, community, culture, and learning through coursework. Students are required to complete 15 sh. of the general education component as outlined below:

- Engineering Be Creative: 3 s.h.
- College of Liberal Arts and Sciences GE CLAS Core [p. 20] (general education) course: 3 s.h. (industrial engineering students are required to complete PSY:1001 Elementary Psychology)
- Approved subjects: 9 s.h.

Credit may be earned by examination; consult the College of Engineering.

Students who enter the College of Engineering with a B.A. or B.S. degree are considered to have satisfied the general education component requirement.

Students who enroll in a combined degree program in the College of Engineering and in the College of Liberal Arts and Sciences or in the Tippie College of Business are considered to have satisfied the College of Engineering's general education requirement once they have completed all requirements for the liberal arts and sciences degree or the business degree.

Combined and Dual Degrees

B.S.E. and Undergraduate Degrees

B.S.E./B.B.A.

The College of Engineering and the Tippie College of Business offer a combined degree program in which students earn two University of Iowa bachelor's degrees: a Bachelor of Business Administration (B.B.A.) from the Tippie College of Business and a Bachelor of Science in Engineering (B.S.E.) from the College of Engineering.

Students in the combined program must complete all requirements for both degrees, including all general education requirements. They must enroll in appropriate mathematics and engineering courses early in their course of study in order to complete the program in a timely way. Because courses in natural sciences, mathematics, humanities, and social sciences count toward the B.B.A. and the B.S.E., students may count a single course toward both degrees.

Students usually meet the degree requirements of both colleges in about five years; the time required depends on a student's choice of major study areas. Students should consult their advisors about whether the second-grade-only option is available to them. They are assigned two advisors, one in the Tippie College of Business Undergraduate Program Office and the other in their College of Engineering major department.

To enter the combined degree program, students must have approval from both colleges and must be admitted to both colleges. Interested students should contact the Student Development Center. For information about the B.B.A., including requirements for the degree, see the Bachelor of Business Administration, B.B.A. [p. 1130] (Tippie College of Business) in the Catalog.

B.S.E./Liberal Arts and Sciences Degree

Students may earn two University of Iowa bachelor's degrees in a combined program in the College of Engineering and the College of Liberal Arts and Sciences. Successful candidates are awarded a B.S.E. (Bachelor of Science in Engineering) by the College of Engineering and a B.A. (Bachelor of Arts), B.S. (Bachelor of Science), B.F.A. (Bachelor of Fine Arts), or B.M. (Bachelor of Music) by the College of Liberal Arts and Sciences.

Students in combined degree programs must complete all requirements for both degrees, including the College of Liberal Arts and Sciences GE CLAS Core [p. 20] and the College of Engineering general education component.

Students in the combined program usually are able to meet the degree requirements of both colleges in about five academic years. The exact length of time necessary to complete the program is determined by the major areas of study selected in each college. Students who enter the combined degree program are assigned two faculty advisors, one in their major department in the College of Engineering and the other in their major department in the College of Liberal Arts and Sciences.

To enter the combined degree program, students must be admitted to both the College of Engineering and the College of Liberal Arts and Sciences and must have College of Engineering approval to enter the combined degree program. Combined degree program applicants must meet the high school course or unit requirements for admission to each of the two colleges.

It is crucial that students enroll in the proper mathematics and engineering courses early in their course of study to expedite the completion of the program. The specific engineering courses taken by each student vary according to one's engineering major. Since courses in natural sciences, mathematics, humanities, and social sciences are accepted for credit by both colleges, students may be able to count a particular course toward both degrees.

Contact the Student Development Center for information about specific requirements. To learn about liberal arts and sciences majors, visit College of Liberal Arts and Sciences [p. 17] in the Catalog and select majors of interest in the departments.

B.S./B.S.E. Dual Degree with Northern Iowa

The 3+2 dual degree program leads to a B.S. in applied physics from the University of Northern Iowa (UNI) and a B.S.E. from the University of Iowa. It requires approximately three years of study at UNI followed by approximately two years of study at Iowa. There is no guarantee that students can complete the 3+2 degree in five years.

Students interested in the program are guaranteed admission to the University of Iowa portion of the program if they have a g.p.a. of at least 3.00 (B average) in all coursework and in the chemistry, mathematics, and physics courses required by the University of Northern Iowa physics department.

During the first three years of the program, students complete at least 90 s.h. of coursework at the University of Northern Iowa. They must successfully complete courses in each of the following areas: chemistry, mathematics through differential equations, physics to satisfy the applied physics major requirements, and courses to satisfy the general education requirements. Credit for courses passed with a grade of C or higher is transferred to the University of Iowa as credit for equivalent coursework.

At the University of Iowa, students complete the B.S.E. requirements that were current at the time of their admission to the UI College of Engineering. Coursework completed at the University of Iowa is transferred to the University of Northern Iowa and applied toward the requirements for that institution's B.S. in applied physics.

When transferring to Iowa from UNI, students must submit applications for admission, housing, and financial aid to the University of Iowa by the University's established deadlines.

B.S.E. and Graduate Degrees

B.S.E./M.S. Programs in Engineering

Engineering students may be eligible to enroll in one of the College of Engineering's combined B.S.E./M.S. programs, which allow students to begin working toward a master's degree in engineering while they are completing their bachelor's degree. The combined programs, which are offered by each of the college's departments, permit students to count certain courses toward both degrees, completing both programs in less time than they would need to complete them separately. See "Combined Programs" in each department's B.S.E. sections of the Catalog.

B.S.E. in Biomedical Engineering (Biomechanics and Biomaterials Track)/M.S. in Occupational and Environmental Health (Industrial Hygiene Subprogram)

B.S.E. students majoring in biomedical engineering in the biomechanics and biomaterials track who are interested in earning a Master of Science in occupational and environmental health with an industrial hygiene subprogram may apply to the combined B.S.E./M.S. program offered by the College of Engineering and the College of Public Health. The combined program permits students to count a limited amount of credit toward the requirements of both degrees, enabling them to begin the study of public health before they complete the bachelor's degree. See the M.S. in Industrial Hygiene—Undergrad to Grad information on the Department of Occupational and Environmental Health (College of Public Health) website.

B.S.E. in Civil Engineering/M.S. in Urban and Regional Planning

The College of Engineering and the School of Planning and Public Affairs offer the combined Bachelor of Science in Engineering in civil engineering/Master of Science program in urban and regional planning. The program, which is completed in five years, is designed for students who wish to pursue a public or private sector career in planning, a field that encompasses the development of alternatives to improve the quality of life in cities and regions.

For additional information on the B.S.E. in civil engineering [p. 1471], see that section of the Catalog. For more information about the graduate degree, see the M.S. in urban and regional planning [p. 1622] (Graduate College) in the Catalog. Contact Engineering Student Services for information about applying to the combined program.

B.S.E. in Computer Science and Engineering/M.C.S.

The College of Engineering and the Department of Computer Science (College of Liberal Arts and Sciences) offer a combined B.S.E. in computer science and engineering/Master of Computer Science for computer science and engineering undergraduate students.

The combined degree program allows students to count a limited amount of credit toward both degrees. For more information, see the Master of Computer Science, M.C.S. [p. 326] in the Catalog.

Honors

Honors in Engineering

Outstanding undergraduate students who demonstrate exceptional accomplishment through research, directed independent study, teaching internships, or other approved nondegree enrichment activities may graduate with honors in engineering. They must maintain a University of Iowa g.p.a. of at least 3.33, complete an honors project with a faculty member, and participate in a college-wide honors seminar with faculty members and other honors students. Successful completion of the honors requirements leads to a B.S.E. with honors, which is noted on the student's transcript. See the College of Engineering Honors Program web page for details.

University of Iowa Honors Program

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

Career Advancement

Engineering is a well-respected profession that is used as a foundation for a variety of careers in industry, medicine, law, government, and consulting. Engineering majors hold eight of the top ten spots on the list of top-paid majors for bachelor's degree graduates, according to the National Association of Colleges and Employers (NACE). On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Engineering and Information Technology, M.S.

The rapid expansion of computer, information, and advanced manufacturing technology throughout all segments of business and industry is creating challenges for companies that seek to keep pace with the latest technological and engineering advancements. The M.S. in engineering and information technology program is intended to provide a rigorous, yet broadly accessible platform for practicing B.S.-level engineers and bachelor's degree graduates from other related disciplines to obtain advanced training in contemporary engineering and information technology areas.

Rather than focusing in one area, the M.S. program provides a breadth of exposure to areas that are key to the design, implementation, and manufacturing of complex, smart systems. This exposure includes coursework in software engineering, networking, cloud computing, machine learning, robotics, advanced manufacturing, testing/quality assurance, and associated legal, regulatory, environmental, and ethical issues.

The M.S. in engineering and information technology is administered by the College of Engineering.

Requirements

The M.S. in engineering and information technology program is currently being revised. Applications are not being accepted at this time.

The Master of Science program in engineering and information technology requires 30 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00. Students are allowed up to 6 s.h. of approved transfer credit.

All courses are taught at the John Deere Davenport Works in Davenport, Iowa. Students work with an academic advisor to formulate a plan of study. The degree requires 12 s.h. of core courses and 18 s.h. in a subprogram—information technology or mechanical engineering.

The M.S. with a major in engineering and information technology requires the following coursework.

Core Courses

Students should consult their advisor for appropriate course selection.

Code	Title	Hours
All of these:		
EIT:5120	Modern Automation and Control	3
EIT:5135	Modern Information Systems	3
EIT:5150	Applied Artificial Intelligence	3
EIT:5155	Cyber-Physical Systems	3

Specialization Areas

Students choose one of the two subprograms below.

Information Technology

Code	Title	Hours
All of these:		
EIT:5351	Cybersecurity	3
EIT:5352	Modern Database Systems	3
EIT:5353	Big Data and Machine Learning	3
EIT:5380	Software Engineering Methods, Tools, and Frameworks	3
EIT:5381	Enterprise Software Engineering	3
EIT:5382	Human-Computer Interaction Design and User Experience	3

Mechanical Engineering

Code	Title	Hours
All of these:		
EIT:5211	Machine Learning and Scientific Computing in Engineering	3
EIT:5216	Manufacturing Process and Modeling	3
EIT:5220	Advanced Control Engineering	3
EIT:5224	Mechanical Design and Realization	3
EIT:5240	Kinematics of Modern Robotics	3
EIT:5298	Mechanical Component Durability and Integrity Analysis	3

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must have a bachelor's degree in engineering, computer science, or a related field and an undergraduate g.p.a. of at least 3.00. Those whose g.p.a. is slightly below 3.00 may be considered for admission. No Graduate Record Examination (GRE) General Test scores are required.

Those whose first or official language is not English must score as follows on the Test of English as a Foreign Language (TOEFL): a score of 550 or higher on the paper-based (PBT) version or a score of 81 or higher on the internet-based (iBT) version.

Career Advancement

The M.S. degree will assist those who need to learn more about the career areas in which they currently work. Practicing engineers, whose expertise is outside of the computing and information technology area may need to gain additional knowledge in areas such as software engineering, networking, databases, and computer security. Likewise, engineers with expertise in traditional computer-related areas may need to broaden their skill set to include an understanding of the internet of things (IoT),

machine learning, and other smart-system technologies and methodologies.

Roy J. Carver Department of Biomedical Engineering

Chair

- Joseph M. Reinhardt

Undergraduate major: biomedical engineering (B.S.E.)

Graduate degrees: M.S. in biomedical engineering; Ph.D. in biomedical engineering

Faculty: <https://bme.engineering.uiowa.edu/people>

Website: <https://bme.engineering.uiowa.edu/>

The past half century has seen tremendous growth of technological activity in biology and medicine. As engineers increasingly have become involved with projects in the life and health sciences, biomedical engineering has emerged to bridge the gap between these sciences and engineering.

The Roy J. Carver Department of Biomedical Engineering fosters interdisciplinary activities across departments and colleges and maintains strong ties with the Carver College of Medicine and the Colleges of Dentistry, Nursing, and Public Health. The department strives to provide a well-rounded and superior engineering education that attracts outstanding students at both the undergraduate and graduate levels; to conduct high-quality research that enables faculty members and students to keep pace with and initiate new developments; and to serve government, industry, and institutions worldwide by making the department's facilities and faculty expertise accessible.

Department faculty members have teaching and research expertise in areas related to cardiovascular and fluid biomechanics, musculoskeletal biomechanics, biomaterials and tissue engineering, bioinstrumentation, biosystems, biomedical imaging, biological signal analysis, bioinformatics and computational biology, respiratory and pulmonary engineering, and other allied fields. Several faculty members have joint appointments with the Carver College of Medicine, the College of Dentistry, or the College of Public Health. Biomedical engineering undergraduates and graduate students collaborate with faculty members and their colleagues on research problems in the life and health sciences.

Programs

Undergraduate Program of Study

Major

- Major in Biomedical Engineering (Bachelor of Science in Engineering) [p. 1440]

Graduate Programs of Study

Majors

- Master of Science in Biomedical Engineering [p. 1443]
- Doctor of Philosophy in Biomedical Engineering [p. 1444]

Facilities

Undergraduate Teaching Laboratories

Seven dedicated undergraduate teaching laboratories are associated with the required and elective courses in biomedical engineering: the Biomechanics and Biomaterials Laboratory; the Biomedical Imaging Laboratory; the Carver Biomechanics and Mechanobiology Laboratory; the Carver Cellular Engineering Laboratory; the Carver Medical Device Design Laboratory; the Senior Design Laboratory; and the Systems, Instrumentation, and Data Acquisition Laboratory.

Biomechanics and Biomaterials Laboratory

The Biomechanics and Biomaterials Laboratory is equipped to perform experiments relating to the cardiovascular and human musculoskeletal systems as well as the various properties of biomaterials. The laboratory houses a table-top material testing machine; two cone-and-plate viscometers; compact stress-strain devices for characterizing cardiovascular tissues; goniometers; human structures biomechanical modeling sets and associated sensors; digital still, video, and motion-capture cameras for kinematic analysis; a ski binding tester; a drop tower for impact testing; digital calipers; various skeletal/bone models; an assortment of hand tools; and dissecting tools. The lab is used for the course BME:2500 Biomaterials and Biomechanics, elective courses in cardiovascular and musculoskeletal biomechanics, and senior design projects.

Biomedical Imaging Laboratory

The Biomedical Imaging Laboratory provides computer and experimental equipment to allow students to become familiar with biomedical imaging hardware and software for biomedical image analysis. The laboratory has four lab benches with computers for teamwork, two desktop ultrasound machines, and two desktop magnetic resonance imaging devices. In addition, the lab has 12 sets of in-house-built optics laboratory kits that use light sources and semitranslucent objects to simulate basic x-ray physics. Concepts such as image magnification as it relates to source-object distance (SOD)/source-image distance (SID), depth-dependent magnification, ideal point source versus parallel beam source effects, and projection image formation with lack of depth information artifacts. An instructor workstation and computer projector are available for presentations and software demonstrations. The lab is used primarily for the core course BME:2210 Bioimaging and Bioinformatics, the elective course BME:5210 Medical Imaging Physics, and for senior design projects.

Carver Biomechanics and Mechanobiology Laboratory

The Carver Biomechanics and Mechanobiology Laboratory (CBML) is a shared resource in the Roy J. Carver Department of Biomedical Engineering with a mission to enhance teaching, training, and research in the field of biomechanics and mechanobiology. Biomechanics and mechanobiology involve the study of how cells, fluids, tissues, and organs respond to physical forces. The lab contributes to the understanding of cardiovascular disease, cancer metastasis, wound healing, medical device function, and stem cell therapies.

The lab houses a planar biaxial stress-strain test apparatus, a pulse duplicator apparatus for characterizing blood flow through mechanical and tissue heart valves, a micron-resolution particle image velocimetry (micro-PIV) system for quantifying flow and particle dynamics at the microscale, a stent crimper for characterizing vascular stent designs, a multimode plate reader for quantifying cell activity and extracellular matrix (ECM) remodeling, a lyophilizer for quantifying elastin and collagen content in soft tissue samples, a micromanipulator for performing micropipette aspiration studies, and a controlled microscope room for imaging live cells over long durations. The lab is used for courses in cardiovascular biomechanics and cellular engineering, other elective courses, and senior design projects.

Carver Cellular Engineering Laboratory

This laboratory trains students in cell culture and biochemical analysis techniques as a foundation for future work in quantitative cell-based studies. Students learn basic cell culture techniques, protein and nucleic acid analysis, as well as techniques for studying the effects of engineered materials on cellular systems.

Major equipment in the lab includes laminar flow hoods, cell culture incubators, centrifuges, spectrophotometers, an ultracold freezer, protein and nucleic acid electrophoresis equipment, thermal cyclers, microscopes, an automated microplate reader, and various support apparatus used in cell-based studies. This teaching lab is used for the courses, BME:2400 Cell Biology for Engineers and BME:5421 Cell Material Interactions.

Carver Medical Device Design Laboratory

The Carver Medical Device Design Laboratory provides a space for students to gather to collaborate on the design of medical implants, fixtures for testing such implants, and software for modeling, analyzing, and optimizing the function of these devices. Space and equipment are provided for progressing from a back-of-the-napkin sketch to a finalized computer-aided design (CAD) model and through multiple iterations of physical prototypes.

A variety of tools and equipment are available such as a micro 24 laser system, a benchtop milling machine, a bandsaw and lathe, a soldering station, an expanded plasma cleaner, a micro pulse arc welder, and five computer workstations. The lab was established to serve students with an interest in medical device design and in required and elective courses in the areas of biomaterials, biomechanics (cardiovascular and musculoskeletal), and the senior design sequence.

Senior Design Laboratory

The Senior Design Laboratory provides a collaborative atmosphere for student groups as they create working prototypes. It has computer workstations, project workspace, and storage space for the development of senior design projects. In addition, a variety of tools and equipment are available in the lab, including electronics measurement devices, soldering tools, Dremel tools, miscellaneous sample medical equipment, and other resources for students. It is used by students taking BME:4910 Biomedical Engineering Senior Design I and BME:4920 Biomedical Engineering Senior Design II.

Systems, Instrumentation, and Data Acquisition Laboratory

The Systems, Instrumentation, and Data Acquisition Laboratory is equipped to measure biomedical variables of clinical and physiological interest, to design and build electronic instrumentation, and to conduct modeling experiments in physiology. It is used for the elective courses, BME:2200 Systems, Instrumentation, and Data Acquisition and BME:4710 Medical Device Design Studio, for biomeasurements and biological systems analysis, and senior design projects.

Research Facilities and Laboratories

Bioinformatics and Computational Biology Laboratory

The Bioinformatics and Computational Biology Center is wired for high-speed networking (100-megabit and gigabit ethernet, hardwired and wireless). It includes two dedicated Linux clusters, 126 computing systems, 178 CPUs, more than 20 terabytes of RAM, and 250 terabytes of disk space.

Computer resources include a dedicated experimental, reconfigurable computer cluster of 18 Linux systems (36 CPUs) connected with a dedicated, switched, copper Gigabit Ethernet intranet and a second dedicated computer server cluster of 16 Linux systems (32 CPUs) connected with a dedicated, switched, fiber-optic Gigabit Ethernet intranet.

An additional 78 computers are used as compute servers, web servers, database servers, file servers, workstations, laptops, and for other developmental and experimental needs.

Biomechanics of Soft Tissues Laboratory

The Biomechanics of Soft Tissues Laboratory (BioMOST) houses ViVitro Pulse duplicating left-heart simulating flow loop system, mechanical extension testers, durability testers for accelerated testing of valves, flow loop with programmable pump, resistors and compliance chambers, optical micrometer, a furnace for nitinol shape memory alloy stent fabrication, and the Vascular Simulations Replicator (a portable realistic angio-suite friendly blood flow simulator). The lab also houses high-end image and data processing workstations.

Carver Laboratory for Regenerative Engineering and Translational Science

The Carver Laboratory for Regenerative Engineering and Translational Science is a state-of-the-art multi-investigator wet laboratory devoted to cell and tissue-based research. The laboratory is a transformational space that enables the biomedical engineering faculty and students (graduate and undergraduate research assistants) to interact with one another by bringing together investigators with similar yet varying fields of study, all with an emphasis on cellular and tissue engineering. The laboratory has a direct impact on training graduate students and contributes to numerous research projects across campus. The laboratory has been designed to be responsive to current and future needs; to encourage interaction among engineers, scientists, and physicians from various disciplines; to help recruit and retain

qualified faculty and students; and to facilitate partnerships and development.

The laboratory is equipped with major equipment to synthesize and characterize biomaterials, including a chemical fume hood, rotary evaporator, freeze-dryer, rheometer, and several light-based curing systems. To enable growth, maintenance, and characterization of mammalian cells, the lab also houses biosafety cabinets, incubators, a transfection system, automated cell counter, low-volume spectrophotometer, microplate reader, thermal cyclers, quantitative polymerase chain reaction (PCR) instruments, electrophoresis units, and a gel imaging system. The dedicated microscope room includes an atomic force microscope and several fluorescent microscopes, which are equipped with confocal and live cell imaging capabilities.

Collaborative Computational Laboratory

The Collaborative Computational Laboratory is a shared research computing resource. Research focus areas include computational fluid dynamics, medical image analysis, magnetic resonance imaging, machine learning, and artificial intelligence. Desktop computers, compute servers, and access to the campus research data storage and high-performance computing cluster are available through the lab.

Computational Biomolecular Engineering Laboratory

The Computational Biomolecular Engineering Laboratory, located in the Bowen Science Building, is a collaboration between the Roy J. Carver Department of Biomedical Engineering and the Department of Biochemistry. It includes eight workstations used to simulate biomolecular phenotypes in the context of understanding the genetics of hearing loss, rare renal diseases, and vision loss. Heavy use is made of the University of Iowa Argon compute cluster, including dedicated availability of 30 compute nodes, 50 Nvidia graphics processing units (GPUs), and 100 terabytes of backed-up storage. The lab distributes a high performance physics-based molecular simulation code called Force Field X (FFX) that is being used to produce a family of protein structures for genes associated with hearing loss, available in the Deafness Variation Database. The software also is being used to predict how pharmaceuticals crystalize (i.e., into drug tablets) and to understand their thermodynamic properties (e.g., solubility).

Large Scale Digital Cell Analysis Laboratory

The Large Scale Digital Cell Analysis System (LSDCAS) is an automated microscopy system designed to perform non-perturbing live cell imaging. LSDCAS has been used in studies designed to determine mechanisms of cell death following treatment with anti-cancer therapies. Current studies involve the adaptation of the LSDCAS technology toward the development of automatic single-cell analysis techniques to be used in drug discovery. LSDCAS consists of two computer-controlled inverted Hoffman modulation contrast microscopes outfitted with environmental control chambers, motorized stages, shutters, focusing systems, and high-resolution digital camera systems.

LSDCAS is housed in a dedicated microscopy room that provides the dark environment necessary for systems that operate around the clock automatically recording cell growth and other phenomena. LSDCAS data is stored and analyzed

using a data center consisting of an 8 processor Linux server with 16 gigabytes of RAM, a 30 terabyte hardware RAID storage system, and a 30 terabyte robotic tape backup system. Web application software and many other programs provide robust analysis capabilities for the large variety of data produced by the system. The LSDCAS code base contains over one hundred thousand lines of program code developed over the past two decades to provide automatic single cell analysis capabilities of general interest in cell biology. In addition, the lab has equipment and technologies generally used in cell and molecular biology, including protein and nucleic acid gel electrophoresis analysis systems, real-time reverse transcription polymerase chain reaction (RT-PCR) systems, cell culture incubators, a laminar flow cell culture biosafety cabinet, a chemical fume hood, -80°C freezer, other refrigerators and freezers, an ice machine, water purification system, autoclave, and many other tools, reagents, and devices.

Orthopedic Biomechanics Laboratory

The Orthopedic Biomechanics Laboratory occupies 20 rooms on the ground floor of Westlawn. It is configured primarily for macroscopic-level physical testing of musculoskeletal constructs (e.g., bones, articular joints, orthopedic implants) and for corresponding computational modeling. The physical testing area includes a multipurpose wet lab, a multipurpose dry lab, a surgical preparation room, a mechanical testing room, a machine shop, and a specimen storage area. The computational modeling area is arranged around eight separate workstation seats in two adjoining partially partitioned areas. Adjacent to these core operational areas are offices for faculty, research staff, students, and fellows; a secretarial/reception area; a conference room; and a library.

Regenerative Engineering Laboratory

The Regenerative Engineering Laboratory inhabits over 1,000 square feet of the Pappajohn Biomedical Discovery Building. The lab is fully equipped to support research at the interface of materials, engineering, and cell biology. The Biosafety Level 2 (BSL-2) cell culture room in the lab has two Panasonic cell culture incubators, two Thermo Scientific biological safety cabinets, a fluorescent microscope, 37°C bead bath, and centrifuges. A separate four-color fluorescence microscope also is available. The fully automated Leica DMI6000 captures four-color fluorescence images at up to 63x magnification. A built-in z-motor and post-acquisition analysis software allows for the capture and analysis of three dimensional z-stacks.

The chemistry part of the lab is equipped for biodegradable particle synthesis and analysis. In addition to a fume hood, sink, and laboratory counters, the lab has an analytical grade Mettler Toledo XS64 balance, water bath sonicator, homogenizer, syringe pumps, and a LabConco -86°C Cascade Lyophilizer. To support long term storage of the reagents required for the molecular biology and chemistry portions of the lab, a variety of cold storage options are available including 4°C, -20°C, -80°C, and -130°C.

Spine Biomechanics Research Laboratory

The Spine Biomechanics Research Laboratory is equipped for interdisciplinary research. The lab's MTS Bionix servohydraulic testing equipment (with extended columns) permits application of uniaxial tension or compression together with axial torsion under displacement or load control. The lab also has a fully automated three-dimensional motion measuring system. These devices are used to test mechanical

properties of biomechanical joints and tissues, and for biomechanical evaluation of the performance of surgical treatment modalities. Other equipment includes digital cameras, surgical tools, and sensors (i.e., linear variable differential transformers, six-degrees-of-freedom load cell, pressure transducers, digital inclinometers).

A biaxial biomechanical culture system is available for application of controlled compression and/or shear forces onto the intervertebral disc during culture in order to investigate the disc's biological responses to mechanical loads. This culture system is used in conjunction with an incubator in which cells and tissues can be cultured. Basic equipment for histology and immunohistochemical analyses includes a microtome, ovens, a microscope, and glassware for chemical processes.

Courses

Biomedical Engineering Courses

These advanced courses are offered infrequently depending on the research focus of currently enrolled graduate students: BME:6610 Spine Mechanics, BME:6415 Advanced Biomechanics and Modeling of Soft Tissues, and BME:6110 Mechanics of Cells and Cellular Systems.

For current and planned course offerings, visit the University's MyUI website.

BME:0000 Biomedical Engineering Internship/Co-op 0 s.h.

Biomedical engineering students participating in the Cooperative Education Program register for this course during work assignment periods; registration provides a record of participation in the program on the student's permanent record. Requirements: admission to Cooperative Education Program.

BME:1010 First-Year Forum 1 s.h.

Presentations by faculty, graduate students, collaborators from the Carver College of Medicine, and Colleges of Dentistry and Law; may include visits to laboratories and industries.

BME:2010 Professional Seminar: Biomedical Engineering 1 s.h.

Professional aspects of biomedical engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Requirements: sophomore or higher standing.

BME:2200 Systems, Instrumentation, and Data Acquisition 4 s.h.

Introduction to engineering art and science of modeling, acquisition, and analysis of data collected from living systems; modeling of physiological and biological systems; concepts of analog circuit design, with emphasis on circuits for collecting data for biomedical applications using operational amplifiers, active filters, conversion, and interface to microcomputers; patient safety; clinical circuits; analysis of data using time domain and Fourier domain techniques and models; time domain sampling, and Nyquist sampling theorem. Prerequisites: ENGR:2120. Corequisites: HHP:3500, and BIOS:4120 or STAT:3510.

BME:2210 Bioimaging and Bioinformatics 4 s.h.

Introduction to bioinformatics and biomedical imaging; computer algorithms, machine learning, databases and SQL, the web and web servers, ethics, computer security, genome technology, public warehouses of biological data; medical imaging hardware and software for acquisition and analysis of medical images, especially those collected from X-ray, CT, MR, and ultrasound systems; medical imaging system physics, including interaction of energy with tissue, concepts of image spatial and temporal resolution; applications of filtering, enhancement, and image processing for analysis of medical images. Prerequisites: ENGR:1300 and BIOL:1411. Corequisites: BIOS:4120 or STAT:3510.

BME:2400 Cell Biology for Engineers 3 s.h.

Introduction to fundamental concepts in quantitative cell biology from an engineering perspective. Prerequisites: BIOL:1411. Corequisites: BIOS:4120 or STAT:3510.

BME:2500 Biomaterials and Biomechanics 4 s.h.

Introduction to mechanics and materials in biological systems; principles of mechanics (stress, strain, motion, fluid flow) presented and used to characterize behavior of biological entities (tendon/ligament, bone and cartilage, blood, blood vessels, heart); principles of material science; role of biomaterials (metals, polymers, ceramics) in medical devices. Prerequisites: ENGR:2110. Corequisites: HHP:3500, and BIOS:4120 or STAT:3510.

BME:2710 Engineering Drawing, Design, and Solid Modeling 3 s.h.

Introduction to methods and principles used by engineers to define and describe geometry and topology of engineered components; use of Parametric Technology's Creo Pro (formerly ProEngineer) 3-D CAD software; emphasis on elements of design; basic commands used in parametric design to develop spatial visualization skills and the ability to create and understand 3-D solid parametric design for assembly and 3-D drawing documentation; creation of 3-D assemblies and detailed drawings from art of design to part, utilization of solid modeling techniques.

BME:3010 Leadership and Resourcefulness 1 s.h.

Development of leadership skills and resourcefulness for real-world professional work and life. Requirements: completion of BME:1010 and two semesters of BME:2010.

BME:3200 Systems Biology for Biomedical Engineers 3 s.h.

Introduction to computational approaches relevant to systems biology; although systems biology is comprised of both experimental and computational aspects, the focus is on the latter, providing an introduction to the use of deterministic models to study biochemical reaction networks; computational models will be constructed using Wolfram Mathematica to provide insights into the complexities of biochemical systems and also serve to acquaint students with the types of modeling approaches used to study these systems. Prerequisites: BME:2400 and BME:2200.

BME:3710 Medical Device Design: The Fundamentals 3 s.h.

Introduction to medical device design process; project-based; development of prototyping and fabrication skills needed for engineering design projects, safety, communication, and teamwork; focus on physical rehabilitation science and assistive technologies; preparation for senior design course sequence. Prerequisites: BME:2500 and BME:2710. Corequisites: BME:4010. Requirements: junior standing.

- BME:3998 Individual Investigations: Biomedical Engineering** **arr.**
Individual projects for biomedical engineering undergraduate students, such as laboratory study, engineering design projects, analysis and simulation of an engineering system, computer software development, research.
- BME:4010 Biomedical Engineering Design Seminar** **1 s.h.**
Students develop an awareness of design with emphasis on biomedical applications; principles and tools of user-centered design; basics of intellectual property (IP); skills for use in senior design and beyond. Requirements: junior standing.
- BME:4310 Computational Biochemistry** **3 s.h.**
Introduction to biomolecular modeling and computer simulation techniques; biomolecular structure and molecular driving forces; principles of structural optimization and conformational sampling; applications to biomolecular phenotypes; scripting and molecular visualization in PyMol, setting up and running molecular dynamics simulations using VMD and NAMD, performing refinement of X-ray diffraction data sets using Phenix, and executing Poisson-Boltzmann electrostatic calculations using APBS. Prerequisites: (MATH:1560 or MATH:1860) and CHEM:1120. Recommendations: BIOC:3110 or BIOC:3120. Same as BIOC:4310.
- BME:4314 Introduction to Synthetic Biology in the Lab** **4 s.h.**
Introduction to theory and practice of large-scale design goals of synthetic biology in which various types of DNA instructions, known from decades of research and discovery on specific biological systems, are taken out of context and used to execute various novel tasks designed to solve real-world problems; basic laboratory instruction in standardized construction techniques for stringing together off-the-shelf DNA components that are then introduced into organisms capable of executing the instructional set; controlled experiments to investigate the degree of variability exhibited by engineered genetic constructs. Prerequisites: BIOL:1411. Same as BIOL:4314.
- BME:4710 Medical Device Design Studio** **3 s.h.**
Intermediate medical device design geared towards electro-mechanical design and techniques; builds on foundational knowledge acquired in BME:3710 and BME:2200; focus on advanced prototyping skills including solid modeling, proper electrical component selection, integrating electrical components into hardware design, and testing electro-mechanical device against industry standards. Prerequisites: BME:2200 and BME:2500 and BME:2710 and BME:3710.
- BME:4910 Biomedical Engineering Senior Design I** **4 s.h.**
Individual or group work on a creative design project involving current problems in biomedical engineering; interdisciplinary projects involving biomedical engineering and health sciences faculty members; first semester of a year-long senior capstone design project. Prerequisites: (BIOS:4120 or STAT:3510) and BME:4010. Requirements: senior standing.
- BME:4920 Biomedical Engineering Senior Design II** **4 s.h.**
Second semester of a year-long senior capstone design project begun in BME:4910. Prerequisites: BME:4910.
- BME:5010 Seminar in Biomedical Engineering** **0 s.h.**
Presentation of recent advances in biomedical engineering. Requirements: graduate standing.
- BME:5101 Biomaterials and Implant Design** **3 s.h.**
Introduction to material and mechanical considerations underlying a broad range of medical implants; emphasis on understanding factors involved in orthopedic device design; major classes of biomaterials; considerations that underlie implant design, use, failure; contemporary areas of biomaterials and implant development. Prerequisites: ENGR:2750 and BME:2500.
- BME:5200 Biomedical Signal Processing** **3 s.h.**
Application of signal processing methods (e.g., Fourier, Laplace, z-transforms) to biomedical problems, such as analysis of cardiac signals, circadian rhythm, the breathing cycle; computer simulation lab. Same as IGPI:5212.
- BME:5210 Medical Imaging Physics** **3 s.h.**
Physics and data acquisition techniques of major medical imaging modalities (X-ray, CT, MR, ultrasound, PET, SPECT); physical interactions of energy with living tissue; principles and methods for acquiring imaging data and subsequent image construction; how individual modalities influence image quality; MATLAB programming required. Second in a medical imaging sequence. Prerequisites: BME:2200 and BME:2210. Same as ECE:5470, IGPI:5206.
- BME:5251 Advanced Biosystems** **3 s.h.**
Biological systems unique to systems analysis; operation under nonequilibrium conditions; tools for systems analysis developed from models of systems at equilibrium (i.e., mechanical systems); fundamental difference between biological and mechanical systems that impact systems analysis; expand knowledge of linear systems and begin work with nonlinear systems; various modeling and analysis approaches useful in biomedical and biomedical engineering research. Prerequisites: BME:2200. Same as IGPI:5251.
- BME:5320 Bioinformatics Techniques** **3 s.h.**
Informatics tools and techniques applied to modern problems in biomedicine and basic life sciences; common tools, experience applying tools in contemporary problem settings; genomics and genetics, how to sequence a genome, transcription and expression, SNPs, Perl, BioPerl, Perl modules, Ensembl API, BLAST/BLAT, NCBI, UCSC, Ensembl Genome browsers, linkage, association, disease gene identification. Prerequisites: BIOL:1411 and (ENGR:2730 or CS:2110 or CS:5110). Same as ECE:5210, IGPI:5321.
- BME:5330 Computational Genomics** **3 s.h.**
Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Prerequisites: (BIOS:4120 or STAT:3510) and (CS:5110 or ENGR:1300). Recommendations: completion of BME:5320. Same as BIOL:5320, ECE:5220, GENE:5173, IGPI:5330.
- BME:5340 Contemporary Topics in Biomedical Engineering** **3 s.h.**
New and emerging areas of biomedical engineering and related fields; specific content varies.
- BME:5421 Cell Material Interactions** **3 s.h.**
Current thought and techniques in the engineering and assessment of biomaterials. Prerequisites: BME:2400.

BME:5430 Biotransport 3 s.h.

Energy, mass, and momentum transport in living systems; processes essential for understanding how physiological systems function from molecular level through scale of tissues and organs; fluid mechanics and physiological flows, mass transport, biochemical kinetics and reactions, bioheat transfer; conservation laws; various biological applications. Prerequisites: BME:2500.

BME:5435 Systems Biology for Biomedical Engineering 3 s.h.

Although systems biology is comprised of both experimental and computational aspects, focus is on computational aspects; introduction to deterministic models of biochemical reaction networks; development and application of mathematical models of reaction networks using systems of nonlinear ordinary differential equations; numerical techniques employed to study system stability and perform simulations in realistic biological contexts. Prerequisites: BME:2400 and BME:2200.

BME:5441 Numerical and Statistical Methods for Bioengineering 3 s.h.

Mathematics and computation as indispensable tools needed to model and explain complex phenomena relevant to biomedical engineering problems; introduction to concepts from linear algebra, differential equations, probability and statistics, nonlinear model regression, optimization, numerical integration, and other numerical methods, all using Matlab. Prerequisites: MATH:2560 and MATH:2550.

BME:5445 Stem Cells in Regenerative Engineering 3 s.h.

Discovery and history of stem cells, how they are defined and grouped, and various techniques for their isolation, creation, culture, and characterization; focus on current state of stem cells in medical research and treatment of human disease, as well as future outlook of their use; particular emphasis placed on practical knowledge that students may find useful as they pursue careers in cellular and tissue engineering. Prerequisites: BME:2400 or BIOL:2723.

BME:5451 Research Methods in Cellular Engineering 3 s.h.

Statistical approaches and principles of assays routinely used in cell engineering; design of experiments and statistical approaches commonly used to analyze biological data including t-tests and one- and two-way ANOVAs, taking into consideration the constraints of cellular engineering research; students design, execute, and analyze data collected from actual experiments; review of recently published literature and analysis of public data sets to understand how each assay and test contributes to understanding of cellular phenotype. Prerequisites: BIOL:1411 and (STAT:3510 or BIOS:4120).

BME:5510 Cardiovascular Biomechanics 3 s.h.

Mechanics—forces and motion—at the heart of the cardiovascular system; fluid and solid mechanics inherent to the motion of the heart, valves, arteries, and veins, and how they facilitate the flow of blood; how to use mechanics to understand and diagnose the severity of cardiovascular disease states and to design implants and devices. Prerequisites: BME:2500.

BME:5520 Cardiovascular Fluid Mechanics 3 s.h.

Anatomy and physiology of the human circulatory system, pressure-flow relationship in arteries, elastic properties of the arterial wall, steady and pulsatile flow dynamics, flow dynamics of human heart valves, flow dynamics past valve prostheses, fluid mechanical measurements in circulation, relationship between fluid mechanics and diseases in human circulation. Prerequisites: BME:2500 and BME:5510.

BME:5530 Design of Circulatory Implants and Artificial Organs 3 s.h.

Exploration of current innovations and new technologies; examination of various devices currently on the market from a standpoint of design variables and objectives (i.e., stents, heart valves, dialyzers, VADs, artificial organs); biomedical engineers' vital role in design and improvement of these implants. Prerequisites: BME:2500 and BME:5510.

BME:5540 Quantitative Studies of Respiratory and Cardiovascular Systems 3 s.h.

Quantitative physiological aspects of respiratory and cardiovascular systems; classical models of these systems are considered including lumped element models, branching tree structures, and distributed parameter models to predict wave propagation in compliant walled tubes filled with compressible or incompressible fluids; development of extensive computer models to simulate the behavior of these systems in frequency- and time-domains, under various conditions of health and disease. Prerequisites: BME:2200 and HHP:3500.

BME:5550 Cardiovascular Tissue Mechanics 3 s.h.

Solid mechanics principles applied to understand behavior of tissues in the cardiovascular system; mechanical properties of ventricles, valves, and blood vessels, their normal function, how they are affected by disease states; solid mechanics of tissue-prosthesis interactions. Prerequisites: ENGR:2750 and BME:2500 and BME:5510.

BME:5610 Musculoskeletal Biomechanics 3 s.h.

Principles of solid mechanics applied to analytical, experimental investigation of biological systems; emphasis on applications in kinesiology of human musculoskeletal system. Prerequisites: BME:2500 and ENGR:2750.

BME:5620 Introduction to Applied Biomedical Finite Element Modeling 3 s.h.

Introduction to finite element modeling as applied to biomechanics-related applications. Prerequisites: ENGR:2750 and BME:2500.

BME:5630 Kinetics of Musculoskeletal Systems 3 s.h.

Principles of kinematics; kinetics applied to analytical and experimental investigation of musculoskeletal systems; mathematical foundations for kinematic and kinetic analyses; examples of mathematical modeling of human movements. Prerequisites: ENGR:2710.

BME:5640 Ergonomics of Occupational Injuries 3 s.h.

Epidemiology, surveillance systems, ergonomics, biomechanics, physiology, psychology, legal aspects, and cost control. Prerequisites: BME:2500. Corequisites: ENGR:2750.

BME:5715 Advanced Medical Device Design Studio 3 s.h.

Continuation of BME:3710 and BME:4710; biomedical engineering project based; focus on advanced prototyping and manufacturing techniques of mechanical and electromechanical medical devices; implementation of design controls and testing to medical industry standards for quality and safety; development of project management skills and communication within a team; final course in medical device design sequence. Prerequisites: BME:2200 and BME:2500 and BME:2710 and BME:3710 and BME:4710.

BME:5720 Optimization of Structural Systems 3 s.h.

Advanced topics; optimization of structural topology, shape, and material; finite dimensional dynamic response optimization, sensitivity analysis, distributed parameter systems; projects. Same as CEE:5236.

BME:5998 Individual Investigations: Biomedical Engineering arr.

Individual projects for biomedical engineering graduate students, such as laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

BME:5999 Research: Biomedical Engineering M.S. Thesis arr.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of the requirements for the M.S. with thesis in biomedical engineering. Requirements: graduate standing.

BME:6110 Mechanics of Cells and Cellular Systems 3 s.h.

Mechanics of cells; focus on cellular mechanical properties, responses to mechanical stimuli, cellular forces and measurement, and computational tools; cellular environment considered with implication to disease pathologies and medical device design considerations.

BME:6225 Communicating Science 3 s.h.

Writing and speaking about biomedical engineering and science research; key principles of writing with clarity and cohesion; practice applying these principles on a piece of research writing students are currently working on; review of best practices for presenting research to peers and at conferences; students share their work with peers through writing and presentations.

BME:6415 Advanced Biomechanics and Modeling of Soft Tissues 3 s.h.

Application of continuum mechanics and modeling to study of biological tissues and biomaterials.

BME:6610 Spine Mechanics 3 s.h.

Biomechanics applied to mechanics of the human spine; clinical aspects; state-of-the-art in spine research; basic engineering principles for biomechanical analysis. Prerequisites: BME:5610.

BME:6630 Human Response to Vibration 3 s.h.

Exploration of the human body, a complex mechanism exposed to mechanical shock and vibration from many sources, under many conditions; interactions and applicable exposure standards, effects of whole-body and hand-arm vibration. Requirements: graduate standing in College of Engineering or College of Public Health.

BME:7999 Research: Biomedical Engineering Ph.D. Dissertation arr.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for Ph.D. with thesis in biomedical engineering.

Biomedical Engineering, B.S.E.

Educational Objectives

The department provides undergraduate students with a contemporary education in a multidisciplinary field of engineering. Its objective is to produce graduates who:

- advance the biomedical field through the responsible analysis and design of devices, systems, processes, and policies that improve human health;
- pursue a wide range of career options, including those in industry, academia, and medicine; and
- collaborate on multidisciplinary teams and become leaders in their chosen field.

Requirements

The Bachelor of Science in Engineering requires a minimum of 128 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

The major in biomedical engineering builds on the foundation provided by the B.S.E. core requirements, preparing students for the challenges and opportunities associated with careers in the profession.

The program has been designed carefully to enable students to satisfy the entrance requirements of the Graduate [p. 1536] College. Students whose choice of electives includes a three-course sequence in organic chemistry, an additional biology course, and a biochemistry course may satisfy entrance requirements of the Carver College of Medicine [p. 1658], the College of Dentistry [p. 1239], or the allied health sciences.

All engineering students complete the B.S.E. core requirements for the Bachelor of Science in Engineering [p. 1428].

Biomedical engineering students must choose a track, which constitutes the elective focus area for the biomedical engineering major. They may choose one of four preapproved tracks—bioimaging, bioinformatics, biomechanics and biomaterials, and cellular engineering. Each track may be designated pre-medicine by taking the necessary track electives. Each approved track has a group of four required courses and a list of suggested electives.

Tracks

Bioimaging Track

Bioimaging represents the acquisition, processing, and visualization of structural or functional images of living systems. Medical imaging and image processing are integral to the extraction of anatomical and biological information from the systems level down to the molecular level with the goal of clinically seeking to reveal, diagnose, or examine diseases, as well as to the study of normal anatomy and physiology.

Bioinformatics Track

Bioinformatics is an interdisciplinary field that develops methods and software tools for modeling and understanding biological data and systems that are typically represented

by large amounts of data. Bioinformatics is a combination of computer science, statistics, informatics, and engineering to analyze and interpret biological and genomic data. It is used for the identification of candidate genes to better understand the genetic basis of disease, unique adaptations, and differences between populations.

Biomechanics and Biomaterials Track

Biomechanics is the study of structure and function. It is the application of principles from classical mechanics to problems in biological systems. This track emphasizes cardiovascular and/or musculoskeletal biomechanics. The study of biomaterials plays an important role in the design of implants and surgical instrumentation for both cardiovascular and musculoskeletal applications.

Cellular Engineering Track

Cellular engineering involves the application of engineering principles to problems in cellular and molecular biology, particularly as they relate to human health. The goal of this track is to equip students with the quantitative tools necessary to understand, manipulate, and control cellular and subcellular processes for a range of biomedical applications, including those related to stem cells, tissue engineering, and regenerative medicine.

For details about tracks and their requirements, visit biomedical engineering Tracks on the department's website.

Combined Programs

B.S.E./M.S.

The College of Engineering offers a combined Bachelor of Science in Engineering/Master of Science for biomedical engineering undergraduate students who intend to earn a M.S. in biomedical engineering. Students admitted to this program are allowed to apply three engineering courses (9 s.h.) towards both the B.S.E. and M.S. degree requirements, take an additional 3 s.h. of graduate coursework before completing their B.S.E., and attend and participate in the departmental graduate seminar. Students may begin to work on their coursework or master's thesis starting as early as the summer following the junior year of undergraduate studies.

Students applying to the B.S.E./M.S. program in biomedical engineering must meet the following criteria at the time of application:

- a minimum of 80 s.h. completed towards their B.S.E. degree,
- a cumulative g.p.a. of 3.50 or higher, and
- identification of a thesis or project mentor.

B.S.E./M.S. in Electrical and Computer Engineering

B.S.E. students majoring in biomedical engineering who are interested in earning a Master of Science in electrical and computer engineering may apply to the combined B.S.E./M.S. program offered by the College of Engineering. The combined program permits students to count a limited amount of credit toward the requirements of both degrees. See the M.S. in electrical and computer engineering [p. 1497] in the Catalog.

B.S.E. (Biomechanics and Biomaterials Track)/M.S. in Occupational and Environmental Health (Industrial Hygiene Subprogram)

B.S.E. students majoring in biomedical engineering in the biomechanics and biomaterials track who are interested in earning a Master of Science in occupational and environmental health with an industrial hygiene subprogram may apply to the combined B.S.E./M.S. program offered by the College of Engineering and the College of Public Health. The combined program permits students to count a limited amount of credit toward the requirements of both degrees, enabling them to begin the study of public health before they complete the bachelor's degree. See the M.S. in Industrial Hygiene—Undergrad to Grad information on the Department of Occupational and Environmental Health (College of Public Health) website.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biomedical Engineering, B.S.E.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1100	Introduction to Engineering Problem Solving ^b	3
CHEM:1110	Principles of Chemistry I ^c	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students ^{b, d}	1
CSI:1600	Success at Iowa	0
Hours		16
Spring		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
ENGR:1300	Introduction to Engineering Computing ^e	3
PHYS:1611	Introductory Physics I	4
CHEM:1120	Principles of Chemistry II	4
BME:1010	First-Year Forum ^{d, f}	1
Hours		18
Second Year		
Fall		
MATH:2560	Engineering Mathematics IV: Differential Equations	3
BIOL:1411	Foundations of Biology	4

ENGR:2110	Engineering Fundamentals I: Statics ^g	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits ^g	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics ^g	3
BME:2010	Professional Seminar: Biomedical Engineering ^{d, e}	1
Hours		16

Spring

HHP:3500	Human Physiology	3
BME:2200	Systems, Instrumentation, and Data Acquisition ^e	4
BME:2400	Cell Biology for Engineers ^e	3
BME:2500	Biomaterials and Biomechanics ^e	4
STAT:3510 or BIOS:4120	Biostatistics or Introduction to Biostatistics	3
BME:2010	Professional Seminar: Biomedical Engineering ^{d, e}	1
Hours		18

Third Year

Fall

BME:2210	Bioimaging and Bioinformatics ^e	4
Track Requisite #1		3
PHYS:1612	Introductory Physics II	4
GE: Engineering Be Creative ^h		3
GE: CLAS General Education Component ⁱ		3
BME:3010	Leadership and Resourcefulness ^{b, d}	1
Hours		18

Spring

Track Requisite #2		3
Track Elective #1 ^j		3
Track Elective #2 ^j		3
GE: Approved Course Subjects ^k		3
GE: Approved Course Subjects ^k		3
BME:4010	Biomedical Engineering Design Seminar ^{d, f}	1
Hours		16

Fourth Year

Fall

BME:4910	Biomedical Engineering Senior Design I ^b	4
Track Requisite #3		3
Track Requisite #4		3
Track Elective #3 ^l		3
Track Elective #4 ^l		3
Hours		16

Spring

BME:4920	Biomedical Engineering Senior Design II ^f	4
Track Elective #5 ^l		3
Track Elective #6 ^l		3
Track Elective #7 ^l		3
GE: Approved Course Subjects ^k		3

Degree Application: apply on MyUI before deadline
(typically in February for spring, September for fall)

Hours	16
Total Hours	134

- a Enrollment in math courses requires completion of a placement exam.
- b Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d 1 s.h. does not count toward 128 s.h. total required for graduation.
- e Typically this course is offered in fall and spring semesters. Check MyUI for course availability since offerings are subject to change.
- f Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- g Typically this course is offered in fall, spring, and summer semesters. Check MyUI for course availability since offerings are subject to change.
- h Courses with prerequisites; students should complete a prerequisite waiver form.
- i Students may select a course from all GE CLAS Core categories except Rhetoric, Quantitative or Formal Reasoning, and Natural Sciences.
- j Two Track Electives must be Engineering topics courses.
- k A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- l Choose from Engineering Electives (Other Suggestions) or courses not chosen from Engineering Topics
- m Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

B.S.E. graduates with a major in biomedical engineering may pursue career opportunities in biomedical industries, such as design and development of biomedical instrumentation, diagnostic aids, life support systems, prosthetic and orthotic devices, and man-machine systems; or they may pursue traditional career opportunities in industry, such as those rooted in mechanical or electrical engineering disciplines. Other career options are available in government (Food and Drug Administration, Environmental Protection Agency, National Institutes of Health, Veterans Affairs). Some biomedical engineering graduates elect to continue formal education in engineering, medicine, or law. On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Biomedical Engineering, M.S.

Graduate study in biomedical engineering prepares students to use contemporary methods at an advanced level during a professional career in engineering design, development, and research.

Each student's course of study is based on individual background, career objectives, and sound academic practice.

An individual program for each student may be developed from courses offered by the Roy J. Carver Department of Biomedical Engineering and other departments, especially mechanical engineering, electrical engineering, physiology, mathematics, and biological sciences. Students who want a more general program may combine emphases, while those who want some specialization in a particular field can achieve their goals through the combination of departmental courses and appropriate electives from other departments in the College of Engineering and the University.

Requirements

The Master of Science program in biomedical engineering requires a minimum of 30 s.h. of graduate credit, with or without thesis. Students who choose the nonthesis program must earn at least 6 s.h. of credit in courses numbered 5000 or above. Those who choose the thesis program may count no more than 6 s.h. of thesis research and writing credit toward the degree. Students must maintain a cumulative g.p.a. of at least 2.75 in all work for the degree. The M.S. may be a terminal degree or a step toward the Ph.D.

A tentative plan of study for each student is determined through consultation with an advisor. An M.S. committee of at least three graduate faculty members, including at least two on the biomedical engineering faculty, is appointed by the dean of the Graduate College. A student's plan of study is reviewed by the committee before the student has completed 18 s.h. of coursework. The plan of study then is submitted for review to the department chair. All students must successfully complete the final examination administered by their committee.

All M.S. students (thesis or nonthesis) must successfully complete the Graduate Core Courses as part of their graduate curriculum. Students are expected to complete them during their first year of study. Additionally, students are required to complete 18 s.h. of graduate-level coursework in the College of Engineering over the course of their studies. B.S./M.S. fast track students may include courses taken during year four and/or year five.

Graduate Core Courses

Code	Title	Hours
ENGR:7270	Engineering Ethics	1
HHP:3500	Human Physiology	3
ME:5113	Mathematical Methods in Engineering (or equivalent graduate mathematics course; approval of academic advisor required before registering)	3

Depending upon a student's performance in Graduate Core Courses and the nature of their research project, the student's

examining committee may specify additional coursework to be completed to satisfy the Graduate Core Courses requirement.

Graduate Core Courses may be substituted by other equivalent courses at the discretion of the student's examining committee. Equivalent coursework taken as part of a student's undergraduate or graduate studies prior to starting the M.S. program at the University of Iowa may satisfy one or more of the Graduate Core Courses requirements. Students who wish to request a substitution or a waiver of HHP:3500 Human Physiology must submit a Core Course substitution or waiver form. Forms may be obtained from the graduate program coordinator.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants who have earned a baccalaureate or postbaccalaureate degree in engineering or in the mathematical or physical sciences with a g.p.a. of at least 3.00, and who have a combined verbal and quantitative score of 310 on the Graduate Record Examination (GRE) General Test are eligible to be considered for admission to the Master of Science program.

Reference letters, research interests, previous graduate grade-point average, and other factors may be considered in admission decisions.

Financial Support

Research assistant positions are available on a variety of research projects, and a limited number of teaching assistant positions may be available. Selection of recipients is usually based on scholastic achievement and research interest. These awards may be made on a semester, academic year, or calendar year basis. Awards and reappointments are competitive and are based on a student's potential contribution to the teaching and research goals of the department. Students who fulfill their research assistant responsibilities and continue to make satisfactory progress toward their degree objective receive preference in new awards.

Career Advancement

Biomedical engineers with M.S. degrees can pursue career opportunities in the health care industry in the fields of biomedical devices, diagnostic equipment, and software. Graduates have started careers in research, design, development, sales, and entrepreneurship, and advance to administrative and leadership positions in their organizations. Graduates also have careers with health care providers such as in hospitals, or used their biomedical engineering expertise to advance careers in medicine and law. Faculty mentors assigned to graduate students aid in their professional development. Students are exposed to opportunities through seminar speakers who have relevant expertise that are invited to campus.

The Graduate College offers numerous career advancement opportunities and professional development programs for graduate students. Ongoing program offerings, news, and announcements can be found under Professional Development on the Graduate College website.

Biomedical Engineering, Ph.D.

Graduate study in biomedical engineering prepares students to use contemporary methods at an advanced level during a professional career in engineering design, development, and research. Each student's course of study is based on individual background, career objectives, and sound academic practice.

An individual program for each student may be developed from courses offered by the Roy J. Carver Department of Biomedical Engineering and other departments, particularly mechanical engineering, electrical engineering, physiology, mathematics, and biological sciences. Faculty members in the department have teaching and research expertise in cardiovascular and fluid biomechanics, musculoskeletal biomechanics, biomaterials and tissue engineering, bioinstrumentation, biosystems, biomedical imaging, biological signal analysis, bioinformatics and computational biology, and other allied fields.

Ph.D. programs may center on any one of the previously described areas through the choice of appropriate coursework and research topic.

Requirements

The Doctor of Philosophy program in biomedical engineering requires a minimum of 72 s.h. of graduate work, including acceptable transfer credit. At least 42 s.h. must be earned in formal coursework taken after the B.S. is awarded, and at least 12 s.h. must be earned for research and the thesis. Students who enter with an M.S. may count a maximum of 33 s.h. of approved transfer credit toward the Ph.D., but they must earn 39 s.h. of graduate credit at the University of Iowa, including at least 12 s.h. for research and the thesis. Based on a student's research progress, examination results, or other measures, the graduate committee may require additional formal coursework to strengthen perceived areas of weakness.

All Ph.D. students must successfully complete the Graduate Core Courses as part of their graduate curriculum. Students are expected to complete them during their first year of study. Additionally, students must complete 18 s.h. of graduate-level coursework in the College of Engineering over the course of their studies. Medical scientist training program students are required to complete 12 s.h. of graduate-level coursework in the College of Engineering.

Graduate Core Courses

Code	Title	Hours
ENGR:7270	Engineering Ethics	1
HHP:3500	Human Physiology	3
ME:5113	Mathematical Methods in Engineering (or equivalent graduate mathematics course; approval of academic advisor required before registering)	3

Depending upon a student's performance in Graduate Core Courses and the nature of their research project, the student's examining committee may specify additional coursework

to be completed to satisfy the Graduate Core Courses requirement.

Graduate Core Courses may be substituted by other equivalent courses at the discretion of the student's examining committee. Equivalent coursework taken as part of a student's undergraduate or graduate studies prior to starting the biomedical engineering graduate program at the University of Iowa may satisfy one or more of the Graduate Core Courses requirements. Students who wish to request a substitution or a waiver of HHP:3500 Human Physiology must submit a Core Course substitution or waiver form. Forms may be obtained from the graduate program coordinator.

Admission to the Ph.D. program is conditional until students successfully complete a qualifying examination. The biomedical engineering faculty administers the exam and decides whether a student's performance on it is adequate for admission to the Ph.D. program.

Admission to Ph.D. candidacy requires a g.p.a. of at least 3.00 on all graduate work at the University of Iowa. Upon completion of the coursework specified in the plan of study and with the required grade-point average and the advisor's recommendation, students are admitted to the comprehensive examination by their committee.

Having satisfactorily completed these examinations, students usually have only to complete and defend their dissertation at the final examination. Requirements for the Ph.D. generally can be completed in about three years beyond the master's degree.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biomedical engineering in a combined degree program offered by the Carver College of Medicine and the College of Engineering. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Reference letters, research interests, previous graduate grade-point average, and other factors may be considered in admission decisions.

Admission to the Doctor of Philosophy in biomedical engineering is conditional until students successfully complete a qualifying examination.

Financial Support

Research assistant positions are available on a variety of research projects, and a limited number of teaching assistant positions may be available. Selection of recipients is usually based on scholastic achievement and research interest. These awards may be made on a semester, academic year, or calendar year basis. Awards and reappointments are competitive and are based on a student's potential contribution to the teaching and research goals of the department. Students who fulfill their research assistant

responsibilities and continue to make satisfactory progress toward their degree objective receive preference in new awards.

Career Advancement

Biomedical engineers with Ph.D. degrees can pursue career opportunities in the health care industry in the fields of biomedical devices, diagnostic equipment, and software. Graduates have started careers in research, design, development, sales, and entrepreneurship, and advance to administrative and leadership positions in their organizations. Graduates also have careers with health care providers such as in hospitals, or used their biomedical engineering expertise to advance careers in medicine and law. Graduates also have careers in academia or at research institutions where they advance understanding of human health. Faculty mentors assigned to graduate students aid in their professional development. Students are exposed to opportunities through seminar speakers who have relevant expertise that are invited to campus.

The Graduate College offers numerous career advancement opportunities and professional development programs for graduate students. Ongoing program offerings, news, and announcements can be found under Professional Development on the Graduate College website

Chemical and Biochemical Engineering

Chair

- C. Allan Guymon

Undergraduate major: chemical engineering (B.S.E.)

Graduate degrees: M.S. in chemical and biochemical engineering; Ph.D. in chemical and biochemical engineering

Faculty: <https://cbe.engineering.uiowa.edu/people>

Website: <https://cbe.engineering.uiowa.edu/>

Chemical and biochemical engineers combine engineering principles with knowledge of mathematics and specific sciences—chemistry, the biological sciences, and physics—to develop and operate processes that convert raw materials into products that benefit society. For example, biochemical engineers might develop and operate processes to convert switchgrass into biofuels or to mass produce an antibiotic.

Chemical and biochemical engineers engage in a wide variety of activities that benefit the global community. Fuel cells, solar energy, and biorenewable fuels (e.g., biodiesel or ethanol) fall within the realm of chemical engineering. Chemical engineering distinguishes itself from other engineering professions with its reliance on chemical reactions and physicochemical transformations to produce a wide variety of important materials and products. Biochemical engineers are involved in a wide variety of industrial biocatalytic, fermentation, and cell culture processes that generate products ranging from the high fructose corn syrup in soft drinks to recombinant human insulin.

As part of their training, chemical and biochemical engineers learn ethical design and a respect for the larger issues in any design, such as community health, employee safety, and the global implications of the design. The University of Iowa's curriculum emphasizes chemical process safety and environmentally conscious chemical engineering design.

Programs

Undergraduate Program of Study

Major

- Major in Chemical Engineering (Bachelor of Science in Engineering) [p. 1452]

Graduate Programs of Study

Majors

- Master of Science in Chemical and Biochemical Engineering [p. 1456]
- Doctor of Philosophy in Chemical and Biochemical Engineering [p. 1459]

Facilities

Undergraduate Core

Materials Science Laboratory

The Materials Science Laboratory is equipped with optical microscopes and facilities for metallographic preparation. Mechanical tensile testing instruments, heat treatment and

sintering furnaces, and hardness testing machines also are available. Teaching aids include metallography specimen kits and crystallography packages.

Required Undergraduate Laboratories

Chemical Engineering Laboratory

The Chemical Engineering Laboratory provides instruction for undergraduate students in CBE:3150 Thermodynamics/Transport Laboratory and CBE:3155 Chemical Reaction Engineering/Separations Laboratory. It is equipped for experimentation in thermodynamics, fluid flow, heat transfer, mass transfer, chemical reaction engineering, and separations. The lab includes pilot plant equipment, such as a distillation column, wiped film evaporator, shell-and-tube heat exchanger, jacketed kettle, and agitated extractor. Other equipment includes a concentric tube heat exchanger, reciprocating plate extractor, membrane gas separator, fluid friction apparatus, and heat conduction apparatus. Analytical equipment includes gas chromatographs, UV-visible spectrophotometers, polarimeters, and refractometers.

The lab is continuously updated to reflect advances at the forefront of chemical engineering technology. Additionally, a wide array of small equipment is available to support laboratory projects and demonstrations in chemical engineering courses and for use by students performing independent investigations.

Chemical Process Safety Laboratory

The Chemical Process Safety Laboratory is an integral part of CBE:3125 Chemical Process Safety. It is equipped with two MiniFlash automatic flash point testers (closed cap), an advanced reactive system screening tool (ARSST), a minimum ignition energy (MIE) apparatus, a flammability chamber, a modified Hartmann tube, a Hartmann bomb, a liquid conductivity apparatus, a powder changeability apparatus, a powder volume resistivity apparatus, a Van de Graaff generator, two high impedance electrometers, a field meter, a Faraday cage, and relief sizing software. This equipment is used in a series of experiments to demonstrate the principles of flammability, reactivity, explosions, relief valve sizing, and electrostatics relevant to industry.

Biochemical Engineering Laboratory

The Biochemical Engineering Laboratory is an integral part of CBE:3205 Introduction to Biochemical Engineering. It is equipped with two controlled New Brunswick BioFlo/CelliGen 115 bioreactors, three New Brunswick C76 Water Bath Shakers, a UV-visible spectrometer, a Thermo Scientific NanoDrop 3300 fluorospectrometer, and a YSI 2700 Select Biochemistry Analyzer. This equipment is used to study the growth and metabolism of microorganisms and recombinant protein production.

Process Control Laboratory

The Process Control Laboratory is a modern, computer-based instructional laboratory that is integral to CBE:4105 Process Dynamics and Control in Design. The lab consists of computer control of a shell-and-tube heat exchanger and a level-and-flow control process rig with state-of-the-art industrial control interfaces.

The Computer Control Laboratory offers an ensemble of learning experiences with the same equipment. Additional laboratories provide instruction in the use of process

simulators that provide analogies and better insight into the control process. Topics include determination of the gain and time constants for single-capacitance systems; determination of gain, time constant, and damping factor of second-order processes; determination of open-loop and closed-loop response to step-and-ramp changes in input for single-capacitance and multicapacitance processes; approximations of multicapacitance systems as first-order and second-order processes with dead time; analysis of instrumentation characteristics and transfer functions; tuning and optimization of feedback control parameters (P, PI, PID); system identification through frequency response methods; and determination of system stability.

Experimental arrangements in the lab are simple enough in design to be easily understood, yet complicated enough to help students appreciate system characteristics inherent in industrial processes (e.g., large time lags, error in parameter estimation).

Graduate Facilities and Laboratories

The department offers a wide variety of facilities to support and develop research activities.

Air Pollution Computational, Field, and Laboratory Studies

The department maintains extensive facilities for computational, field, and laboratory studies of air pollution, carbon cycle gases, aerosols, and nanoparticles at the Center for Global and Regional Environmental Research (CGRER). The center occupies 5,000 square feet of lab and office space on the fourth floor of the Iowa Advanced Technology Laboratories.

CGRER houses one R2 ImmersaDesk Portable Large Scale Visualization System and is linked on campus to two more R2 ImmersaDesk units.

The center's computer laboratory for environmental and spatial data analysis provides numerous Windows and UNIX workstations, sophisticated software packages, and workstations and a file server necessary to run intensive visualization programs. The network backbone is University supported with high-speed wireless throughout. A variety of digital environmental databases and an extensive library of documentation and related references are available. There are 4 Beowulf Linux clusters on site and Linux clusters of 4, 16, 18, and 20 nodes for large computations and data assimilation. CGRER retains 15 TB of redundant storage and 50 TB of total storage; local storage space is scalable and expandable. A variety of software packages and programming languages are available for data analysis and display, including ArcInfo, ArcView, NCAR Graphics, MATLAB, S-PLUS, and Vis5D, as well as geographical information software. The Esri software suite is part of a University-wide site license.

Laboratory and field equipment includes aerosol samplers, including scanning mobility particle sizers for aerosols from 3 nanometer to 1 micron with time resolution to 30 seconds; aerosol particle sizers for aerodynamic measurements of in situ particles with time resolution to 1 second; and varied condensation particle counters for measuring total particle counts. Several hygroscopic tandem differential mobility analyzers are used, as well as varied aerosol generation devices and unique aerosol inlets for relative humidity (RH) and temperature modification and control. Cloud droplet number can be measured in the lab or in the field using

a Droplet Measurement Technologies cloud condensation nuclei detector. Advanced computer control of instruments is available through LabVIEW.

Selected instruments are field deployable in a custom air-conditioned trailer. Through collaboration with the IHR—Hydroscience & Engineering, access to micrometeorology sensors, 1D and 2D elastic and Raman lidar, and gas sensors is available, including multichannel ammonia monitors.

Biochemical Engineering

Biochemical engineering laboratories provide facilities for preparation of biological media and cultivation of organisms as well as for separation and analysis of biomolecules. This equipment includes biological incubators and floor incubator shakers, agitated and airlift bioreactors, light microscopes, autoclaves, Vi-Cell cell counter, thermocycler for polymerase chain reaction (PCR) amplification of DNA, high- and low-speed centrifuges, UV-Vis spectrophotometers, a lyophilizer, biological safety cabinets, and an anaerobic glove box. Phase-contrast and epifluorescence microscopes, gel electrophoresis systems, gas chromatography units with flame ionization and electron capture detectors, and several high-performance liquid chromatography systems with refractive index and photodiode array detectors are available for characterization of microorganisms and constituent biomolecules.

Through collaborative research agreements, graduate students also have access to specialized facilities for electron microscopy, large-scale fermentation, protein structure, recombinant DNA research, and tissue culture/hybridoma; the Flow Cytometry Facility; and the High Resolution Mass Spectrometry Facility.

Biomedical Engineering

The biomedical engineering laboratories house particle technology equipment including microemulsion equipment for drug encapsulation, sonicators, benchtop scale spray dryers, laser diffraction particle sizer, zetapotentiometer; DNA preparation equipment, gel electrophoresis apparatus; interfacial stress rheometer, surface tensiometer, UV-Vis/fluorescent plate reader, high-performance liquid chromatograph, luminometer, lyophilizer, custom-built simulated cough machine, microscopes, incubators, wet chemistry equipment, rotary shakers, incubated plate shakers, autoclave, centrifuges, and laboratory computers. Cell culture and bacterial culture facilities are housed adjacent to the laboratories.

Graduate students also have access to core research facilities including the Central Microscopy Research Facility, Flow Cytometry Facility, Iowa Institute of Human Genetics, Electron Spin Resonance Facility, Nuclear Magnetic Resonance Facility, High Resolution Mass Spectrometry Facility, and the Center for Gene Therapy.

Computer Facilities

The departmental computer facilities contain a variety of graphics workstations, printers, and microcomputers. The department is supported by the college's Engineering Technology Center, which maintains a large network of high performance UNIX and Windows XP workstations along with extensive commercial and public domain software. The department also has access to the University's central research facility in high-speed vector computation. This facility has SGI Power Challenge mini-supercomputers and provides nodes for external links for access to supercomputers.

Fundamentals and Applications of Photopolymerization

The Photopolymerization Center was established to advance fundamental understanding of the kinetics and mechanisms of photopolymerizations. To this end, the center provides unique opportunities for collaborations by industrial and academic investigators to explore photopolymerization processes and develop novel applications based on photopolymerizations.

The center provides equipment and instrumentation for the characterization of photopolymerization systems on the molecular, microscopic, and macroscopic levels. Center researchers pursue understanding of fundamental photophysical and photochemical processes involved in the photoinitiation reaction, characterization of high-speed propagation and termination kinetics that lead to the polymer structure, and evaluation of material properties through the course of the photopolymerization reaction. Both radical and cationic photopolymerizations are studied with state-of-the-art experimental techniques to elucidate the complex chemical and physical mechanisms that control the initiation, propagation, and termination of the active centers.

Courses

Chemical and Biochemical Engineering Courses

CBE:0000 Chemical Engineering Internship/Co-op 0 s.h.

Chemical engineering students participating in the Cooperative Education Program register for this course during work assignment periods; registration provides a record of participation in the program on the student's permanent record. Requirements: admission to Cooperative Education Program.

CBE:1000 CBE Departmental Seminar 1 s.h.

Introduction to the profession and the department; presentations by guest speakers, visits to laboratories and industries.

CBE:1180 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

CBE:2030 Energy and Society 3 s.h.

History of energy development and use throughout the world; how energy has affected the development of human societies; societal impact of engineering advances; current state of energy consumption worldwide, including distribution of energy sources, global variations in consumption, advantages and disadvantages of current energy sources; role of fossil fuel consumption in global climate change, potential scenarios for the future of energy.

CBE:2040 Environment, Energy, and Climate Change 3 s.h.

Traditional concerns (e.g., pollution and conservation of energy resources) with clear, scientific explanations; Earth's dynamic processes and response to natural and human-induced stresses; link between energy and climate; reasons why we need to support reducing emissions and build a clean and sustainable environment.

CBE:2050 Severe and Unusual Weather 3 s.h.

Basic weather concepts behind severe weather phenomena and essential safety information; how weather events cause billions of dollars in damage and thousands of casualties; winter storms can impact half of the nation, paralyzing the transportation network with icy roads and wind driven snow; tornadoes can strike within minutes tearing apart homes; hurricanes can destroy entire communities with strong winds, heavy rain, and deadly storm surge; how understanding severe weather and knowing what to do before, during, and after an event can significantly reduce injury, deaths, and property damage. Same as CEE:2050.

CBE:2105 Process Calculations 3 s.h.

Fundamental principles of chemical process analysis, including material and energy balances for single-unit and multiple-unit processes, analysis of reactive and nonreactive systems, introduction to equations of state, thermodynamics of multiphase systems. Prerequisites: MATH:1550.

CBE:3000 Professional Seminar: Chemical Engineering 1 s.h.

Professional aspects of chemical engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Prerequisites: CBE:2105. Requirements: sophomore standing.

CBE:3020 Applied Statistics for Chemical and Natural Resources Engineering 3 s.h.

Statistical and computational (Python programming) analysis of weather and climate data, univariate and multivariate statistics, hypothesis testing, statistical forecasting, forecast verification, time-series analysis, trend analysis, and principal component analysis.

CBE:3105 Chemical Engineering Thermodynamics 3 s.h.

Applications of thermodynamic principles to chemical and physical processes; prediction of material properties; phase and chemical equilibria applied to mixtures and reacting systems. Prerequisites: ENGR:2130. Corequisites: CBE:2105.

CBE:3109 Fluid Flow 2 s.h.

Fundamentals of fluid flow, including fluid statics, fluid rheology, laminar and turbulent flow in pipes, external flow, flow through packed beds, fluidized beds, pumps and compressors, boundary layer theory, potential flow, dimensional analysis, and Navier Stokes Equations. Corequisites: CBE:2105.

CBE:3113 Heat and Mass Transfer 3 s.h.

Fundamentals of heat and mass transfer including heat exchanger design; conductive, convective, and radiative heat transfer; mechanisms of diffusional and convective mass transfer. Prerequisites: MATH:2560 and CBE:2105. Recommendations: CBE:3109.

CBE:3117 Separations 3 s.h.

Solution of industrial problems including design of distillation, extraction, absorption, adsorption, drying, membrane processes, and mechanical separations. Prerequisites: CBE:2105 and CBE:3105. Corequisites: CBE:3113.

CBE:3120 Chemical Reaction Engineering 3 s.h.

Application of chemical reaction kinetics to design of chemical reactors: batch reactors, mixed flow reactors, plug flow reactors; reversible and irreversible single reactions; parallel, series, and mixed reactions; temperature and pressure effects on reactor design; heterogeneous catalysis; transport in porous catalysts. Prerequisites: MATH:2560. Corequisites: CBE:3105. Recommendations: CBE:3113.

CBE:3125 Chemical Process Safety**3 s.h.**

Application of transport phenomena, thermodynamics, chemical kinetics to study of safety, health, loss prevention; government regulations, toxicology/industrial hygiene, relief sizing, runaway reactions, toxic release and dispersion models, source models, fires and explosions, risk assessment, hazard identification, case studies and accident investigation, incorporation of safety into design; laboratory experiments. Prerequisites: CBE:3105 and CBE:3109. Corequisites: CBE:3113.

CBE:3150 Thermodynamics/Transport Laboratory**3 s.h.**

Error analysis, propagation of errors, experimental design, data collection techniques, report writing, oral presentations, laboratory safety; laboratory investigations of thermodynamics, fluid flow, heat transfer, fluid rheology. Prerequisites: CBE:3105 and CBE:3113. Recommendations: statistics course.

CBE:3155 Chemical Reaction Engineering/Separations Laboratory**3 s.h.**

Experimental design, data collection techniques, report writing, oral presentations; laboratory investigations of chemical reaction engineering and separations; experiments with plug flow and batch reactors, distillation, evaporation, membrane separation. Prerequisites: CBE:3117. Corequisites: CBE:3120. Recommendations: STAT:2020.

CBE:3205 Introduction to Biochemical Engineering**3 s.h.**

Biochemistry, cellular biology, recombinant DNA and hybridoma technologies; emphasis on engineering aspects of biotechnology, including enzyme kinetics, cell growth kinetics, transport phenomena in bioreactors, bioreactor design, bioseparations, formulation and sterilization of growth media, commercial applications of biotechnology. Prerequisites: CBE:2105. Corequisites: CBE:3109. Recommendations: CBE:3120.

CBE:3415 Statistical and Computational Analysis of Weather and Climate Data**3 s.h.**

Statistical and computational (Python programming) analysis of weather and climate data, univariate and multivariate statistics, hypothesis testing, statistical forecasting, forecast verification, time-series analysis, principal component analysis, trend analysis, and cluster analysis. Requirements: senior or graduate standing.

CBE:3998 Individual Investigations: Chemical Engineering**arr.**

Individual projects for chemical engineering undergraduate students, such as laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research.

CBE:4105 Process Dynamics and Control in Design**3 s.h.**

Theory and application of process dynamics to the design of chemical process control systems; mathematical models of unit operations, transfer functions, feedback and feed-forward control, stability, instrumentation, digital control systems; computer methods, including simulation and commercial software use; laboratory focus on process analysis and design. Prerequisites: MATH:2560 and CBE:2105 and (CBE:3109 or CBE:3110). Corequisites: CBE:3120.

CBE:4109 Chemical Engineering Process Design I**2 s.h.**

Engineering economics of process evaluation, including time value of money and bases for cost estimation; preliminary design of chemical process plants using computer-aided engineering. Prerequisites: CBE:3109 and CBE:3113 and CBE:3117. Corequisites: CBE:3120 and CBE:3125.

CBE:4110 Chemical Engineering Process Design II**3 s.h.**

Capstone chemical engineering course; design and optimization of chemical process plants; application of process calculations, thermodynamics, kinetics, process synthesis, energy efficiency in separations, heat-exchanger network synthesis, physical property estimation, safety, computer-aided design, unit operations theory, process control, and economics. Prerequisites: CBE:4109. Recommendations: CBE:4105 and CBE:3205.

CBE:4156 Scanning Electron Microscopy and X-Ray Microanalysis**arr.**

Microscopy methods for research; all aspects of research, from sample preparation to imaging to data analysis; when to use a particular microscopy procedure; theory, operation, and application of scanning electron microscopy, scanning probe microscopy, laser scanning microscopy, X-ray microanalysis. Requirements: a physical science course. Same as ACB:4156, EES:4156.

CBE:4195 Senior Enriching Activities Seminar**0 s.h.**

Aspects of chemical engineering education, including multidisciplinary team skills, understanding the impact of engineering practice locally and globally. Corequisites: CBE:4110. Requirements: completion of enriching activity.

CBE:4410 Sustainable Systems**3 s.h.**

New and emerging concepts in sustainable systems design and assessment. Same as CEE:4107.

CBE:4420 Environmental Chemistry**3 s.h.**

Principles of general, physical, organic chemistry applied in water and air systems; emphasis on qualitative and quantitative understanding of chemical kinetics and equilibrium; acid-base reactions, complex formation, precipitation, dissolution, and oxidation-reduction reactions; organic nomenclature. Prerequisites: CHEM:1120. Same as CEE:4150.

CBE:4459 Air Pollution Control Technology**3 s.h.**

Sources, environmental and health impacts, regulations, modeling of air pollution; processes and alternative strategies for control; global climate considerations. Same as CEE:4159, IGPI:4159.

CBE:5000 Seminar in Chemical and Biochemical Engineering**1 s.h.**

Presentation and discussion of recent advances and research in chemical and biochemical engineering by guest lecturers, faculty, students. Requirements: graduate standing.

CBE:5100 Graduate Professional Development Seminar**1 s.h.**

Seminar participants work with a faculty member to select and attend eight hours of approved seminars and professional development trainings at the University of Iowa; final meeting of participants is held to share notable seminars; typical seminar series include College of Engineering lectures, departmental and research center graduate seminars, the CBE professional seminar series, offerings of the Center for Teaching and Learning. Requirements: CBE masters standing.

CBE:5104 Introduction to Literature Review and Technical Writing**3 s.h.**

Review of technical literature, how to contribute to it; produce and present orally a peer-reviewed-journal-quality review article; brainstorming, group writing, research ethics, plagiarism. Recommendations: nonthesis track graduate standing.

- CBE:5105 Introduction to Literature Review and Proposal Writing** 3 s.h.
Tools for reviewing literature, skills for critical reading of publications, training in successful proposal writing; experience drafting a proposal that can be used as a starting point for the Ph.D. comprehensive.
- CBE:5110 Intermediate Thermodynamics** 3 s.h.
Fundamental principles of thermodynamics as applied to phase equilibrium; properties of fluids, first and second law, variable composition systems, behavior of real fluids, mathematical techniques for solution thermodynamics. Requirements: CBE:3105 or ME:3040 or graduate standing. Same as ME:5210.
- CBE:5115 Transport Phenomena I** 3 s.h.
Unified treatment of momentum, mass, energy transport in chemical engineering problems; use of vector and tensor notations in expressing equations of continuity, motion, energy.
- CBE:5120 Data Science in Chemical and Engineering Systems** 3 s.h.
Theory and application of numerical methods and data driven algorithms towards understanding chemical processes; scientific computing in Python programming language; numerical solutions to differential equations; nonlinear and constrained optimization; data preprocessing and visualization; dimensionality reduction and clustering; supervised machine learning.
- CBE:5140 Mathematical Methods in Engineering** 3 s.h.
Linear ordinary differential equations, series solutions of differential equations, special functions, Laplace transforms, Fourier series, matrices, linear systems, eigenvalue problems, second-order partial differential equations. Prerequisites: MATH:2550 and MATH:2560. Same as CEE:5513, ME:5113.
- CBE:5199 Contemporary Topics: Chemical and Biochemical Engineering** arr.
Research techniques for graduate students in chemical and biochemical engineering.
- CBE:5210 Bioseparations** 3 s.h.
Unit operations used to isolate and purify biologically derived chemicals, including flocculation, filtration, centrifugation, extraction, adsorption, chromatography, precipitation, crystallization, electrophoresis and cell disruption for intracellular product recovery.
- CBE:5250 Introduction to Biocatalysis** 3 s.h.
Applications of biological catalysis in varied industries; potential of biological catalysis to address future challenges in science and engineering.
- CBE:5300 Drug Delivery Devices** 3 s.h.
Why drug delivery devices are needed and how they are regulated; review of several clinical device categories (inhalation, transdermal, implantable) and preclinical technologies on the horizon.
- CBE:5310 Polymer Science and Technology** 3 s.h.
Uses, properties of industrially important polymeric materials; polymer chemistry, polymer structure, characterization, polymer processing. Prerequisites: CHEM:2220 or CHEM:2240. Corequisites: CBE:3120.
- CBE:5315 Polymer Chemistry** 3 s.h.
Monomer reactivity and polymerization reactions; step, radical, ionic, and ring-opening polymerizations. Prerequisites: CHEM:2220.
- CBE:5390 Photopolymerization Topics** 1 s.h.
Seminars presented by faculty members, research assistants, students.
- CBE:5405 Green Chemical and Energy Technologies** 3 s.h.
Strategies for pollution prevention for chemical processes studied at macroscale (industrial sector), mesoscale (unit operations), and microscale (molecular level); case studies. Prerequisites: CBE:2105.
- CBE:5410 Electrochemical Engineering** 3 s.h.
Fundamentals of electrochemical engineering; various applications; focus on processes and systems that transform chemical energy into electrical energy (e.g., batteries, fuel cells) and vice versa (e.g., electrolyzers, oxygen generators for medical applications); electrochemical engineering in an increasingly important role in energy, chemical, environmental, and biomedical sectors.
- CBE:5412 Atmospheric Modeling** 3 s.h.
Model equations and approaches for atmospheric dynamics and chemistry; numerical methods for radiative, chemical, and aerosol rates; parameterization of subgrid-scale processes; model evaluation and inverse modeling.
- CBE:5415 Satellite Image Processing and Remote Sensing of Atmosphere** 3 s.h.
Introduction to principles of atmospheric radiation and techniques for satellite image processing; hands-on experience with data calibration, image registration and enhancement, noise filtering and (supervised and unsupervised) multi-spectral classification of satellite imageries; various satellite sensors used for monitoring of different atmospheric processes and constituents. Same as IGPI:5415.
- CBE:5417 Physical Meteorology and Atmospheric Radiative Transfer** 3 s.h.
Physical processes for weather and climate including radiative transfer, cloud and precipitation formation, and atmospheric electricity; theory of scattering by atmospheric particles (e.g., clouds, aerosols, molecules), atmospheric radiative transfer equations, and numerical techniques and tools to solve these equations. Requirements: senior or graduate standing. Same as IGPI:5417.
- CBE:5425 Atmospheric Chemistry and Physics** 3 s.h.
Principal chemical and physical processes affecting atmospheric trace gas and pollutant cycles; emphasis on atmospheric photochemistry, aerosol science, major sources, and removal processes. Corequisites: CBE:3120. Same as CEE:5115.
- CBE:5740 Engineering Principles of Drug Delivery** 3 s.h.
Fundamental concepts in drug delivery from an engineering perspective: delivery mechanisms; materials and formulations for drug delivery; drug modifications (prodrugs, PEGylation); engineering principles of controlled release and targeted delivery (nanoparticles, microparticles, polymer and lipid based systems); quantitative understanding of drug transport; significance of biodistributions and pharmacokinetic models; toxicity issues; immune responses.
- CBE:5875 Perspectives in Biocatalysis** 1-3 s.h.
Applied enzymology, protein design, structure-activity relationships, biosensor technology, microbial transformations, biodegradation of environmental pollutants. Requirements: graduate standing in a participating department supported by the Predoctoral Training Program in Biotechnology. Same as BIOC:5875, CEE:5875, CHEM:5875, MICR:5875, PHAR:5875.

CBE:5998 Individual Investigations: Chemical and Biochemical Engineering arr.

Individual projects for chemical and biochemical engineering graduate students; may include laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

CBE:5999 M.S. Thesis Research: Chemical and Biochemical Engineering arr.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for M.S. with thesis in chemical and biochemical engineering. Requirements: graduate standing.

CBE:6145 Diffusive Transport 3 s.h.

Diffusive transport of heat, mass, and momentum; phenomenological laws and analogies; analytical and numerical solution techniques; inverse heat conduction; multiphase and multicomponent systems. Prerequisites: ME:5145. Same as ME:6245.

CBE:6415 Advanced Satellite and Remote Sensing of Atmosphere 3 s.h.

Cloud masking and retrieval of cloud properties from satellites, aerosol detection and retrievals, Earth radiation energy budget, land and/or ocean remote sensing, microwave remote sensing, wind retrieval, multi-sensor intercomparison and validation, optimization and inversion theory; hands-on projects.

CBE:6435 Advanced Atmospheric Radiative Transfer 3 s.h.

Theory of scattering by atmospheric particles (e.g., clouds, aerosols, molecules), atmospheric radiative transfer equations, and techniques to solve these equations for solar and terrestrial radiation; numerical experiments with Mie scattering, T-matrix calculation, and radiative transfer models.

CBE:7999 Research: Chemical and Biochemical Engineering Ph.D. Dissertation arr.

Experimental and/or analytical investigation of an approved topic for Ph.D. in chemical and biochemical engineering.

Chemical Engineering, B.S.E.

Educational Objectives

The chemical engineering program produces graduates with a strong foundation of scientific and technical knowledge who are equipped with problem-solving, teamwork, and communication skills that will serve them throughout their careers consistent with the following educational objectives. Within a few years following graduation, graduates will:

- attain careers as practicing chemical engineers in fields such as biotechnology, chemicals, computation, energy, environmental engineering, food processing, microelectronics, pharmaceuticals, or polymers/advanced materials;
- pursue advanced studies in disciplines such as business, chemical engineering, dentistry, environmental engineering, law, medicine, or pharmaceuticals; or
- assume professional leadership roles.

The following methods and strategies are used in the chemical engineering undergraduate program to achieve these program educational objectives:

- foster a unique and personalized undergraduate experience by leveraging the advantages of a small college atmosphere within a comprehensive liberal arts and research university;
- provide a diverse, inclusive, and equitable environment for all students;
- enrich the undergraduate experience through cultural diversity, international opportunities, and/or experiential learning;
- provide a solid foundation and understanding of the fundamental principles of mathematics, science, and engineering;
- provide students with experience in learning and applying tools, and analyzing and interpreting data, to solve theoretical and open-ended chemical engineering problems;
- provide students with opportunities to participate in collaborative teams;
- develop students' written and oral communication skills to a wide range of audiences;
- provide students with opportunities to design and conduct chemical engineering experiments and to design systems, components, and chemical processes to meet specific needs and constraints;
- provide a contemporary grounding in ethical and professional responsibility, including global, economic, environmental, safety, and societal impacts of engineering decisions; and
- instill the desire and the understanding of the need for lifelong learning.

Requirements

The Bachelor of Science in Engineering requires a minimum of 128 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa. Seminars do not count toward the 128 s.h. required for the degree.

The major in chemical engineering provides a broad education at the leading edge of technology. It emphasizes fundamental concepts, problem solving, laboratory techniques, and communication skills. The biological sciences join physics, chemistry, and mathematics as foundation disciplines for chemical engineering.

All engineering students complete the B.S.E. core requirements, which include RHET:1030 Rhetoric; ENGR:1100 Introduction to Engineering Problem Solving and ENGR:1300 Introduction to Engineering Computing; and courses in chemistry, physics, engineering mathematics and fundamentals, and the general education component. For information about the B.S.E. requirements, see Bachelor of Science in Engineering, B.S.E. [p. 1428] in the Catalog.

The sophomore, junior, and senior years emphasize chemical engineering courses such as process calculations, fluid flow, chemical engineering thermodynamics, heat and mass transfer, separations, chemical reaction engineering, chemical process safety, chemical engineering laboratories, biochemical engineering, process dynamics and control, and process design. Experience in instrumentation, analysis, and design is obtained through an integrated laboratory program. Routine use is made of computer-based data analysis, simulation, and design.

Students are required to participate in at least one enriching activity, which may include a research experience, a cooperative education or internship experience, study abroad, completion of the Certificate in Technological Entrepreneurship [p. 1535], or other approved experiences.

Chemical engineering students may gain depth of knowledge related to a career path through their selection of science, engineering, and general education electives. Several preapproved elective focus areas may help students define potential careers.

Students must select elective focus area courses according to guidelines established by the Department of Chemical and Biochemical Engineering. See "Elective Focus Area" below.

Elective Focus Area

The elective focus area (EFA) enables students to gain depth of knowledge in a career path. Students meet with their chemical engineering academic advisor to discuss career options and develop a plan for choosing electives based on their career interests. The department offers preapproved elective focus areas in biochemical engineering; business; chemical process engineering; computation, data science, and machine learning; energy and environment; entrepreneurship; oil and gas engineering; pharmaceuticals; polymers; pre-medicine; and sustainability.

Students may prefer to develop an individualized elective focus area, which is subject to approval by the department's curriculum committee. See Chemical Engineering Curriculum on the Department of Chemical and Biochemical Engineering website for detailed descriptions of preapproved elective focus areas, guidelines for tailored elective focus areas, and typical four-year study plans based on elective focus areas.

Biochemical Engineering

The EFA allows students to choose from a selection of courses that combines concepts of biology, biochemistry, and engineering. Biochemical engineers combine knowledge of these three areas to manufacture products of biological nature, including fermentation products and pharmaceuticals. Students often go on to work in the biotechnology and

pharmaceutical industries as production leaders or researchers.

Business

The EFA consists of eight core courses from the Tippie College of Business. Students gain foundational business knowledge on topics including finance, economics, accounting, marketing, law, and management. Past students have applied their integrated business and technical knowledge to many different settings ranging from manufacturing plants to consulting and to corporate offices.

Chemical Process Engineering

Process engineering is the design, optimization, and operation of systems that transform raw materials into valuable products. Process engineers are involved with products, including foods and beverages, electronic materials, metals, plastics, fuels, building materials, and pharmaceuticals. Since chemical process engineering spans many aspects of engineering, business, applied math, and science, students can choose 12 s.h. of electives from a broad selection of 3000-level engineering, math, and science courses. The EFA provides ample room for customization and opportunities to tailor to individualized interests.

Students who do not declare a specific EFA are automatically placed in chemical process engineering.

Computation, Data Science, and Machine Learning

The EFA is for students who intend to blend advanced computation and programming with their chemical engineering degree. This area is customizable based on student interest areas, and can accommodate introductory training in cyber-physical systems, remote sensing, advanced simulation, supply chain management, in silico chemistry and biology, bioinformatics, software design, next-generation controls, machine learning, and artificial intelligence.

Energy and Environment

Students who are passionate about the environment should consider this EFA. Courses prepare students to solve environmental challenges and to revolutionize energy systems. Topics include air pollution, climate change, clean and renewable energy, environmental regulations, and sustainable systems.

Entrepreneurship

The EFA allows students to focus on the process of succeeding in the world of startups, innovation, business ownership, and new products. The area is well suited for students who intend to start and operate their own business. It also serves students interested in gaining a better understanding of managing innovation in an existing business environment. The wide range of electives permits students to tailor business courses best suited to their individual interests.

Oil and Gas Engineering

Meant for students interested in pursuing careers in oil and gas engineering, the EFA explores foundational elements of chemistry, geology, petrochemical refining, and environmental science. The course plan offers several recommendations put in place by experienced advisors with petrochemical backgrounds. Often viewed as the birth of chemical engineering, the petroleum industry provides a host of challenging and lucrative opportunities for

chemical engineers. This path provides a unique and focused introduction to the field.

Pharmaceuticals

Chemical and biochemical engineering is central to the design, formulation, and manufacturing of pharmaceutical products. Students who are passionate about medical applications can align their chemical engineering skills toward a career in pharmaceuticals by choosing this EFA. The curriculum features biology, drug delivery, and the mechanisms and chemistry of drug interactions. Course options span many departments besides chemical and biochemical engineering, including biomedical engineering, biochemistry, pharmacy, and pharmacology.

Polymers

The EFA enables students to study the development of chemical compounds by polymerization, including combining small molecules into engineered networks to produce valuable plastics and other advanced materials. The program is well suited for students who intend to use their knowledge to design new materials; it also serves students interested in gaining a better understanding of the links between molecular scale structure and macroscopic scale properties.

Pre-Medicine

Concepts of chemical engineering are naturally applicable to the processes in living organisms. The EFA enables students to apply these concepts to gain a deeper understanding of the atoms and molecules that comprise living organisms, and the pathways through which they operate. This program is for students who intend to use their knowledge to gain acceptance to post-graduate education in the medical field.

Sustainability

The EFA covers the most important and current topics in environmental science, societal impacts, energy usage, and natural systems. Courses prepare students to understand and discuss these topics as they relate to chemical engineering.

Combined Programs

B.S.E./M.S. in Chemical and Biochemical Engineering

The College of Engineering offers a combined Bachelor of Science in Engineering/Master of Science for chemical engineering undergraduate students who intend to earn a M.S. in chemical and biochemical engineering. B.S.E./M.S. students may count 12 s.h. of coursework (typically advanced chemistry sequences and electives) toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.S.E., and they typically complete the M.S. one year later.

To be admitted to the degree program, students must have a cumulative g.p.a. of at least 3.25, and submit a letter of application and statement of purpose to the chair of the Department of Chemical and Biochemical Engineering. Visit B.S./M.S. Programs on the department's website to learn more.

B.S.E./M.S. in Civil and Environmental Engineering

Bachelor of Science in Engineering students majoring in chemical engineering who are interested in earning a Master of Science in civil and environmental engineering may apply to the combined B.S.E./M.S. program offered by the College of Engineering. The combined program enables undergraduate students to begin work on the M.S. degree while completing their B.S.E. degree. Students admitted to the program may count 12 s.h. of coursework toward both the B.S.E. and the M.S. degree requirements. They also may count an additional 3 s.h. toward the M.S. degree requirements before they have been awarded the B.S.E. degree. For more information, see the M.S. in civil and environmental engineering [p. 1476] in the Catalog.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Chemical Engineering, B.S.E.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
ENGR:1100	Introduction to Engineering Problem Solving ^a	3
CHEM:1110	Principles of Chemistry I	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students ^a	1
CSI:1600	Success at Iowa	0
Hours		16
Spring		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
ENGR:1300	Introduction to Engineering Computing ^b	3
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
CHEM:1120	Principles of Chemistry II	4
CBE:1000	CBE Departmental Seminar ^c	1
Hours		18
Second Year		
Fall		
MATH:2560	Engineering Mathematics IV: Differential Equations	3
GE: Engineering Be Creative		3
ENGR:2110	Engineering Fundamentals I: Statics ^d	2
ENGR:2130	Engineering Fundamentals III: Thermodynamics ^d	3

CHEM:2210 or CHEM:2230	Organic Chemistry I or Organic Chemistry I for Majors	3
CBE:2105	Process Calculations ^b	3
Hours		17

Spring

CBE:3105	Chemical Engineering Thermodynamics ^c	3
CBE:3109	Fluid Flow ^c	2
CHEM:2240 or CHEM:2220	Organic Chemistry II for Majors or Organic Chemistry II	3
CHEM:2410 or CHEM:2420	Organic Chemistry Laboratory or Organic Chemistry Laboratory for Majors	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
CBE:3000	Professional Seminar: Chemical Engineering ^b	1
GE: CLAS General Education Component		3
Hours		18

Third Year

Fall

CBE:3113	Heat and Mass Transfer ^a	3
CBE:3125	Chemical Process Safety ^a	3
CBE:3117	Separations ^a	3
ENGR:2720	Materials Science ^d	3
ENGR:2120	Engineering Fundamentals II: Electrical Circuits ^d	3
CBE:3000	Professional Seminar: Chemical Engineering ^b	1
Hours		16

Spring

CBE:3120	Chemical Reaction Engineering ^b	3
CBE:3155	Chemical Reaction Engineering/ Separations Laboratory ^c	3
CBE:3205	Introduction to Biochemical Engineering ^c	3
Elective Focus Area: Elective course		3
GE: Approved Course Subjects ^e		3
CBE:3000	Professional Seminar: Chemical Engineering ^b	1
Hours		16

Fourth Year

Fall

CBE:4105	Process Dynamics and Control in Design ^a	3
CBE:4109	Chemical Engineering Process Design I ^a	2
CBE:3150	Thermodynamics/Transport Laboratory ^a	3
Advanced chemistry elective ^f		3
Elective Focus Area: Elective course		3
Elective Focus Area: Elective course		3
CBE:3000	Professional Seminar: Chemical Engineering ^b	1
Hours		18

Spring

CBE:4110	Chemical Engineering Process Design II ^c	3
----------	--	---

Advanced science elective ^g	3
Elective Focus Area: Elective course	3
GE: Approved Course Subjects ^e	3
GE: Approved Course Subjects ^e	3
CBE:4195 Senior Enriching Activities Seminar _c	0

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	134

- a Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- b Typically this course is offered in fall and spring semesters. Check MyUI for course availability since offerings are subject to change.
- c Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- d Typically this course is offered in fall, spring, and summer semesters. Check MyUI for course availability since offerings are subject to change.
- e A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- f Courses must be completed from CHEM or BIOC.
- g Science-based courses offered in Engineering or science departments outside of the College of Engineering.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

Chemical and biochemical engineers work in a wide range of industries, including petroleum and specialty chemical production, polymer and plastic production, food processing, energy, microelectronics production, pharmaceutical production, biochemical processing, and environmental compliance. Potential jobs include production, process development, plant design and construction, and fundamental research. Many experienced chemical and biochemical engineers move through management ranks to high-level administrative positions. On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting. Engineering majors hold eight of the top ten spots on the list of top-paid majors for bachelor's degree graduates, according to the National Association of Colleges and Employers (NACE).

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Chemical and Biochemical Engineering, M.S.

Graduate students in the Department of Chemical and Biochemical Engineering gain an understanding of the principles of engineering science and use those principles in contemporary applications related to energy, the environment, biotechnology, and materials. The department emphasizes research, since most opportunities for graduates are in research and development.

Research and Study Areas

Current research strengths of the Department of Chemical and Biochemical Engineering are in the areas of global and regional atmospheric modeling, biomaterials and medical engineering, cellular engineering, photopolymerization, biocatalysis, and biofuels.

Biochemical Engineering

Biochemical engineering involves the industrial application of enzymes, microorganisms, cells, and tissues for production of chemicals, pharmaceuticals, and other materials of commercial value.

The department is working to solve problems with the use of insect cell culture for recombinant protein and viral insecticide production. Research is being conducted to improve the quality and quantity of recombinant proteins produced in large-scale bioreactors. In addition, a continuous viral insecticide production system is being developed for the large-scale production of these environmentally safe alternatives to chemical insecticides. The insect cell/baculovirus system is being used as a model system to investigate the role of oxidative stress in viral cytotoxicity.

Carbon dioxide accumulation, which commonly occurs in large-scale bioreactor systems, affects insect cell growth. The department's researchers are investigating the corresponding effect on insect cell growth and the baculovirus infection process.

Work is under way on cellular recognition and signaling processing during infection and inflammation. Knowledge gained from these studies aids the design of drugs and biological sensors for bacterial presence.

The integration of biotechnology with traditional chemical engineering has led to an interdisciplinary area involving other engineering departments and the Departments of Chemistry and Biology (College of Liberal Arts and Sciences); the Department of Biochemistry, the Free Radical and Radiation Biology Program, and the Department of Microbiology and Immunology (Carver College of Medicine); and the College of Pharmacy. This focus includes involvement in the University's Center for Biocatalysis and Bioprocessing, whose fermentation capabilities are highlighted by its 1,500-liter fermentor.

Biomedical Research

The department's research involves a multidisciplinary approach to solving problems in the medical field, particularly in drug delivery and biomaterials.

Researchers are working to develop safe delivery systems that target drugs precisely in the human body and avoid premature metabolism or elimination. To treat respiratory infections, micron-sized particles are being engineered with properties that enhance aerodynamic performance, particle

stability, and targeting within the respiratory tract. Polymeric vehicles are being designed to provide sustained protection and prevention against cancers by kick-starting the immune system. Finally, work is under way to overcome barriers to efficient delivery of DNA, with the potential to provide cures for genetic disorders such as cystic fibrosis and X-Linked Severe Combined Immunodeficiency (X-SCID). This work brings together collaborators from the Carver College of Medicine, the Colleges of Dentistry and Pharmacy, the Department of Chemistry, and the Roy J. Carver Department of Biomedical Engineering.

In the biomaterials realm, new materials are being developed that can interact with the human body to perform certain functions while maintaining compatibility. A project with the Department of Ophthalmology and Visual Sciences involves development of biodegradable stent materials to alleviate a serious eye disease induced by a blood clot in the central retinal vein. Research with the Department of Otolaryngology—Head and Neck Surgery is exploring the development of photo-patterned surfaces for directed growth of cells to improve cochlear implants. Current research in the tissue engineering field applies microfabrication techniques to develop scaffolds that are biodegradable and biocompatible with cell-interactive properties, and that directly incorporate controlled-release functionality within the scaffold.

The department also conducts research that is focused on self-assembling systems, rational design of novel drug and gene delivery systems, and development of sophisticated scaffolds for tissue-specific regeneration. In tissue engineering, microfabrication techniques are applied to novel biomaterials to provide spatial control over tissue formation and to integrate minimally invasive scaffold delivery strategies. In drug and gene delivery, researchers are exploring the synergistic application of degradable particle technology, CpG oligonucleotides, and heat-shock protein therapy for generating sustained, stronger immune responses against carcinomas.

Students involved in animal research have access to the University's Office of Animal Resources, which is adjacent to University of Iowa Hospitals & Clinics.

Energy and Environment

Chemical engineers are well suited to make major contributions toward meeting challenges for the environment, energy, and sustainable development. The Department of Chemical and Biochemical Engineering has an active research program in the environmental areas of air pollution, biofuels, atmospheric chemistry, atmospheric CO₂ fluxes, environmental change, bioremediation, and the design of new environmentally compatible technologies. Particular emphasis is placed on the chemistry and physics of local, regional, and global air-pollution problems. Research in support of this activity includes high-speed computing and detailed sensitivity analysis.

This work involves three centers and institutes on campus. The Center for Global and Regional Environmental Research brings together University scientists and scholars from more than 20 disciplines, including chemistry, civil and environmental engineering, geography, geology, law, and medicine. The center's chief area of concern is environmental change. Chemical and biochemical engineering researchers interact with scientists at IIHR—Hydroscience & Engineering, a research institute focusing on applied fluid mechanics; their collaborations involve environmental fluid mechanics and air pollution field studies. The Nanoscience and Nanotechnology Institute provides an interdisciplinary home for chemical

and biochemical researchers working on the development, application, and environmental and health effects of nanomaterials.

Photopolymerization

Photopolymerizations are chain reactions in which a liquid monomer is converted to a solid, durable polymer in a process triggered by light of the appropriate wavelength. The use of light, rather than heat, to drive a polymerization reaction offers advantages in developing new processes or products.

Photopolymerizations provide both spatial control and temporal control of reactions, since light can be directed to locations of interest in the system and is easily shuttered on or off. Photopolymerizations also provide solvent-free formulations, which reduce the emissions of volatile organic pollutants, and they exhibit extremely rapid reaction rates. These advantages have led to tremendous growth in the application of photopolymerizations in the private sector, but much of this growth has occurred without a fundamental understanding of the underlying chemical processes.

The department's research in this area focuses on comprehensive characterization of the kinetics, mechanisms, structure, and properties of photopolymerizations. Work includes the following types of studies: characterization of the photochemical processes by which polymerizations may be initiated; kinetic characterization of cationic photopolymerization; development of methods for photopolymerization of thick polymers and composites; development of photopolymerization systems based upon agricultural feedstocks; new methods for monitoring high-speed photopolymerization reactions; nanostructured materials through photopolymerization; biomedical devices formed by photopolymerization; and influence of order on photopolymerization reactions.

Chemical and biochemical engineering researchers are members of the Photopolymerization Center, an industry/university cooperative center on fundamentals and applications of photopolymerization. The center brings together experts from the University of Iowa, the University of Colorado, and member companies such as 3M, DSM, and Boeing. In addition, interdisciplinary collaborations are fostered on campus through the Iowa Center for Research, Exploration, and Advanced Technology in Engineering and Sciences (Iowa CREATES) and Materials Analysis, Testing and Fabrication (MATFab) in the Iowa Advanced Technology Laboratories.

Requirements

The Master of Science program in chemical and biochemical engineering requires a minimum of 30 s.h. of graduate credit, with or without thesis. Students must earn at least 24 s.h. in approved graduate-level coursework; courses numbered below 3000 do not count toward this requirement. Thesis students earn 6 s.h. in CBE:5999 M.S. Thesis Research: Chemical and Biochemical Engineering. Nonthesis students earn 6 s.h. in additional approved coursework. Students must maintain a cumulative g.p.a. of at least 3.00.

Students who receive assistantships, fellowships, or other awarded financial support are expected to pursue an advanced degree with thesis; they may not elect the nonthesis option.

All students select one course in transport phenomena, reaction engineering, proposal writing, thermodynamics, and

data science; they must earn a cumulative g.p.a. higher than 3.25 in those courses.

Code	Title	Hours
Transport Phenomena		
CBE:5115	Transport Phenomena I	3
Alternate courses approved on a case-by-case basis, and may include:		
BME:5430	Biotransport	3
ME:5143	Computational Fluid and Thermal Engineering	3
Another course with consent of advisor		
Chemical Thermodynamics		
CBE:5110	Intermediate Thermodynamics	3
Alternate courses approved on a case-by-case basis, and may include:		
A 5000-level thermal physics course		
Another course with consent of advisor		
Chemical Reaction Kinetics		
One of these plus corresponding undergraduate chemical reaction engineering:		
CBE:3205	Introduction to Biochemical Engineering	3
CBE:5315	Polymer Chemistry	3
CBE:5425	Atmospheric Chemistry and Physics	3
Technical Communication		
One of these:		
CBE:5104	Introduction to Literature Review and Technical Writing (for M.S. nonthesis students)	3
CBE:5105	Introduction to Literature Review and Proposal Writing (for M.S. thesis and Ph.D. students)	3
Data Science		
CBE:5120	Data Science in Chemical and Engineering Systems	3

All M.S. thesis students are required to take ENGR:7270 Engineering Ethics (1 s.h.) during their first semester. Thesis students also must pass a final M.S. examination.

Students in the nonthesis program may petition for entry into the thesis program or the Ph.D. program by requesting a change of status through the Graduate College. The request is reviewed by the Graduate Admissions Committee. If approved by the committee, it is forwarded to the chemical and biochemical engineering faculty for final approval. Students then are assigned to research advisors as though they were newly admitted graduate students. For a detailed description of program requirements, see Graduate Program on the Department of Chemical and Biochemical Engineering website.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must provide the following:

Completed application form.

Unofficial transcript(s). If admitted, official transcripts will be required before enrollment. For international students, all academic records should bear the original stamp or seal of the institution and the signature of a school official. Documents not in English must be accompanied by a complete, literal, English translation, certified by the issuing institution.

Official Graduate Record Examination (GRE) General Test scores (verbal and quantitative) from Educational Testing Services (the University's institutional code is 6681) or International English Language Testing System (IELTS).

Statement of purpose.

Three letters of recommendation.

Test of English as a Foreign Language (TOEFL) scores for applicants whose native language is not English.

Applicants should have a B.S. degree in chemical engineering or a related discipline with satisfactory grades from a recognized college or university in the United States and a cumulative g.p.a. of at least 3.00 on a 4.00 scale. Graduates of non-U.S. universities may be accepted, depending on evaluation of their records. Applicants who do not meet these requirements may be granted conditional admission by the Graduate Admissions Committee.

Graduate courses in chemical and biochemical engineering are designed for students who have an undergraduate background in chemical engineering. Exceptional students from other areas also may apply for admission to the M.S. program in chemical and biochemical engineering. If admitted, they may be required to take specific undergraduate courses to prepare them for graduate coursework.

Financial Support

A number of fellowships, assistantships, and scholarships are awarded on a competitive basis to graduate students who qualify.

Graduate students have the opportunity to receive interdisciplinary research training in several fellowship programs administered through the Center for Biocatalysis and Bioprocessing (CBB). The program provides research training in areas that combine basic and applied research. Through these programs, students interact with other students and faculty members from biochemistry, biology, chemistry, civil and environmental engineering, medicinal and natural products chemistry, and microbiology and immunology.

Career Advancement

Chemical and biochemical engineers work in a wide range of industries, including petroleum and specialty chemical production, polymer and plastic production, food processing, energy, microelectronics production, pharmaceutical production, biochemical processing, and environmental compliance. Potential jobs include production, process development, plant design and construction, and fundamental research. The engineering profession also is a foundation for a variety of careers in medicine, law, government, and consulting. Many experienced chemical and biochemical engineers move through management ranks to high-level administrative positions. On average, 93-98 percent of

graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Chemical and Biochemical Engineering, Ph.D.

Graduate students in the Department of Chemical and Biochemical Engineering gain an understanding of the principles of engineering science and use those principles in contemporary applications related to energy, the environment, biotechnology, and materials. The department emphasizes research, since most opportunities for graduates are in research and development.

Research and Study Areas

Current research strengths of the Department of Chemical and Biochemical Engineering are in the areas of global and regional atmospheric modeling, biomaterials and medical engineering, cellular engineering, photopolymerization, biocatalysis, and biofuels.

Biochemical Engineering

Biochemical engineering involves the industrial application of enzymes, microorganisms, cells, and tissues for production of chemicals, pharmaceuticals, and other materials of commercial value.

The department is working to solve problems with the use of insect cell culture for recombinant protein and viral insecticide production. Research is being conducted to improve the quality and quantity of recombinant proteins produced in large-scale bioreactors. In addition, a continuous viral insecticide production system is being developed for the large-scale production of these environmentally safe alternatives to chemical insecticides. The insect cell/baculovirus system is being used as a model system to investigate the role of oxidative stress in viral cytotoxicity.

Carbon dioxide accumulation, which commonly occurs in large-scale bioreactor systems, affects insect cell growth. The department's researchers are investigating the corresponding effect on insect cell growth and the baculovirus infection process.

Work is under way on cellular recognition and signaling processing during infection and inflammation. Knowledge gained from these studies aids the design of drugs and biological sensors for bacterial presence.

The integration of biotechnology with traditional chemical engineering has led to an interdisciplinary area involving other engineering departments and the Departments of Chemistry and Biology (College of Liberal Arts and Sciences); the Department of Biochemistry, the Free Radical and Radiation Biology Program, and the Department of Microbiology and Immunology (Carver College of Medicine); and the College of Pharmacy. This focus includes involvement in the University's Center for Biocatalysis and Bioprocessing, whose fermentation capabilities are highlighted by its 1,500-liter fermentor.

Biomedical Research

The department's research involves a multidisciplinary approach to solving problems in the medical field, particularly in drug delivery and biomaterials.

Researchers are working to develop safe delivery systems that target drugs precisely in the human body and avoid premature metabolism or elimination. To treat respiratory infections, micron-sized particles are being engineered with properties that enhance aerodynamic performance, particle

stability, and targeting within the respiratory tract. Polymeric vehicles are being designed to provide sustained protection and prevention against cancers by kick-starting the immune system. Finally, work is under way to overcome barriers to efficient delivery of DNA, with the potential to provide cures for genetic disorders such as cystic fibrosis and X-Linked Severe Combined Immunodeficiency (X-SCID). This work brings together collaborators from the Carver College of Medicine, the Colleges of Dentistry and Pharmacy, the Department of Chemistry, and the Roy J. Carver Department of Biomedical Engineering.

In the biomaterials realm, new materials are being developed that can interact with the human body to perform certain functions while maintaining compatibility. A project with the Department of Ophthalmology and Visual Sciences involves development of biodegradable stent materials to alleviate a serious eye disease induced by a blood clot in the central retinal vein. Research with the Department of Otolaryngology—Head and Neck Surgery is exploring the development of photo-patterned surfaces for directed growth of cells to improve cochlear implants. Current research in the tissue engineering field applies microfabrication techniques to develop scaffolds that are biodegradable and biocompatible with cell-interactive properties, and that directly incorporate controlled-release functionality within the scaffold.

The department also conducts research that is focused on self-assembling systems, rational design of novel drug and gene delivery systems, and development of sophisticated scaffolds for tissue-specific regeneration. In tissue engineering, microfabrication techniques are applied to novel biomaterials to provide spatial control over tissue formation and to integrate minimally invasive scaffold delivery strategies. In drug and gene delivery, researchers are exploring the synergistic application of degradable particle technology, CpG oligonucleotides, and heat-shock protein therapy for generating sustained, stronger immune responses against carcinomas.

Students involved in animal research have access to the University's Office of Animal Resources, which is adjacent to University of Iowa Hospitals & Clinics.

Energy and Environment

Chemical engineers are well suited to make major contributions toward meeting challenges for the environment, energy, and sustainable development. The Department of Chemical and Biochemical Engineering has an active research program in the environmental areas of air pollution, biofuels, atmospheric chemistry, atmospheric CO₂ fluxes, environmental change, bioremediation, and the design of new environmentally compatible technologies. Particular emphasis is placed on the chemistry and physics of local, regional, and global air-pollution problems. Research in support of this activity includes high-speed computing and detailed sensitivity analysis.

This work involves three centers and institutes on campus. The Center for Global and Regional Environmental Research brings together University scientists and scholars from more than 20 disciplines, including chemistry, civil and environmental engineering, geography, geology, law, and medicine. The center's chief area of concern is environmental change. Chemical and biochemical engineering researchers interact with scientists at IIHR—Hydroscience & Engineering, a research institute focusing on applied fluid mechanics; their collaborations involve environmental fluid mechanics and air pollution field studies. The Nanoscience and Nanotechnology Institute provides an interdisciplinary home for chemical

and biochemical researchers working on the development, application, and environmental and health effects of nanomaterials.

Photopolymerization

Photopolymerizations are chain reactions in which a liquid monomer is converted to a solid, durable polymer in a process triggered by light of the appropriate wavelength. The use of light, rather than heat, to drive a polymerization reaction offers advantages in developing new processes or products.

Photopolymerizations provide both spatial control and temporal control of reactions, since light can be directed to locations of interest in the system and is easily shuttered on or off. Photopolymerizations also provide solvent-free formulations, which reduce the emissions of volatile organic pollutants, and they exhibit extremely rapid reaction rates. These advantages have led to tremendous growth in the application of photopolymerizations in the private sector, but much of this growth has occurred without a fundamental understanding of the underlying chemical processes.

The department's research in this area focuses on comprehensive characterization of the kinetics, mechanisms, structure, and properties of photopolymerizations. Work includes the following types of studies: characterization of the photochemical processes by which polymerizations may be initiated; kinetic characterization of cationic photopolymerization; development of methods for photopolymerization of thick polymers and composites; development of photopolymerization systems based upon agricultural feedstocks; new methods for monitoring high-speed photopolymerization reactions; nanostructured materials through photopolymerization; biomedical devices formed by photopolymerization; and influence of order on photopolymerization reactions.

Chemical and biochemical engineering researchers are members of the Photopolymerization Center, an industry/university cooperative center on fundamentals and applications of photopolymerization. The center brings together experts from the University of Iowa, the University of Colorado, and member companies such as 3M, DSM, and Boeing. In addition, interdisciplinary collaborations are fostered on campus through the Iowa Center for Research, Exploration, and Advanced Technology in Engineering and Sciences (Iowa CREATES) and Materials Analysis, Testing and Fabrication (MATFab) in the Iowa Advanced Technology Laboratories.

Requirements

The Doctor of Philosophy program in chemical and biochemical engineering requires a minimum of 72 s.h. of graduate credit beyond the Bachelor of Science degree. However, the degree is granted primarily on the basis of achievement rather than on the accumulation of semester hours. Students typically are expected to have completed three academic years in residence, or two years if they already hold a recognized master's degree. In order to graduate, they must have an overall g.p.a. of at least 3.25.

All students must complete a core course requirement, which consists of a course in transport phenomena, a course in reaction engineering, a course on proposal writing, a thermodynamics course, and a course in data science, as well as five additional courses (total of 30 s.h.).

Code	Title	Hours
Transport Phenomena		
CBE:5115	Transport Phenomena I	3
Alternate courses approved on a case-by-case basis, and may include:		
BME:5430	Biotransport	3
ME:5143	Computational Fluid and Thermal Engineering	3
Other courses with consent of advisor		
Chemical Thermodynamics		
CBE:5110	Intermediate Thermodynamics	3
Alternate courses approved on a case-by-case basis, and may include:		
A 5000-level thermal physics course		
Other courses with consent of advisor		
Chemical Reaction Kinetics		
One of these:		
CBE:3205	Introduction to Biochemical Engineering	3
CBE:5315	Polymer Chemistry	3
CBE:5425	Atmospheric Chemistry and Physics	3
Technical Communication		
CBE:5105	Introduction to Literature Review and Proposal Writing	3
Data Science		
CBE:5120	Data Science in Chemical and Engineering Systems	3

All Ph.D. students are required to take ENGR:7270 Engineering Ethics (1 s.h.) during their first semester.

Students are required to satisfy a qualifying requirement with a minimum g.p.a. of at least 3.50 in the four core courses and pass a comprehensive examination before they can become candidates for degree. The comprehensive examination is the presentation and defense of the candidate's research proposal. These examinations are arranged by members of the examining committee and may be repeated at the committee's discretion. Comprehensive examination policies are published in the Manual of Rules and Regulations of the Graduate College on the Graduate College website. A final examination, which is a defense of the thesis, completes the doctoral program.

For a detailed description of program requirements, see Graduate Program on the Department of Chemical and Biochemical Engineering website.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in chemical and biochemical engineering in a combined degree program offered by the College of Engineering and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must provide the following:

Completed application form.

Unofficial transcript(s). If admitted, official transcripts will be required before enrollment. For international students, all academic records should bear the original stamp or seal of the institution and the signature of a school official. Documents not in English must be accompanied by a complete, literal, English translation, certified by the issuing institution.

Official Graduate Record Examination (GRE) General Test scores (verbal and quantitative) from Educational Testing Services (the University's institutional code is 6681) or International English Language Testing System (IELTS).

Statement of purpose.

Three letters of recommendation.

Test of English as a Foreign Language (TOEFL) scores for applicants whose native language is not English.

Applicants should have a B.S. degree in chemical engineering or a related discipline with satisfactory grades from a recognized college or university in the United States and a cumulative g.p.a. of at least 3.00 on a 4.00 scale. Graduates of non-U.S. universities may be accepted, depending on evaluation of their records. Applicants who do not meet these requirements may be granted conditional admission by the Graduate Admissions Committee.

Graduate courses in chemical and biochemical engineering are designed for students who have an undergraduate background in chemical engineering. Exceptional students from other areas also may apply for admission to the Ph.D. program in chemical and biochemical engineering. If admitted, they may be required to take specific undergraduate courses to prepare them for graduate coursework.

Financial Support

A number of fellowships, assistantships, and scholarships are awarded on a competitive basis to graduate students who qualify.

Graduate students have the opportunity to receive interdisciplinary research training in several fellowship programs administered through the Center for Biocatalysis and Bioprocessing (CBB). The program provides research training in areas that combine basic and applied research. Each year the center offers fellowships to doctoral students in biotechnology. These are funded by grants from the National Institute of General Medical Sciences, National Institutes of Health (NIH), National Science Foundation (NSF), and the CBB with funding from the State of Iowa. Through these programs, students interact with other students and faculty members from biochemistry, biology, chemistry, civil and environmental engineering, medicinal and natural products chemistry, and microbiology and immunology.

Career Advancement

Chemical and biochemical engineers work in a wide range of industries, including petroleum and specialty chemical production, polymer and plastic production, food processing, energy, microelectronics production, pharmaceutical production, biochemical processing, and environmental compliance. Potential jobs include production, process development, plant design and construction, and fundamental research. The engineering profession also is a foundation for a variety of careers in medicine, law, government, and consulting. Many experienced chemical and biochemical engineers move through management ranks to high-level administrative positions.

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Civil and Environmental Engineering

Chair

- A. Allen Bradley Jr.

Undergraduate majors: civil engineering (B.S.E.); environmental engineering (B.S.E.)

Graduate degrees: M.S. in civil and environmental engineering; Ph.D. in civil and environmental engineering

Faculty: <https://cee.engineering.uiowa.edu/people>

Website: <https://cee.engineering.uiowa.edu/>

Civil and environmental engineering is one of the three largest fields of engineering. It traditionally has been concerned with infrastructure facilities that are both large in scale and essential to modern life. Civil and environmental engineering projects include transportation systems and their components, such as bridges, highways, public transit systems, railways, harbors, airports, and seaports; large-scale structures and office buildings that provide enclosed working and living space; environmental and hydraulic systems that provide clean water and air, including filtration plants and distribution systems for municipal and industrial water supplies, wastewater treatment plants, dams, levees, and irrigation systems.

Growth areas of civil and environmental engineering include water sustainability, infrastructure development, construction management, computer-aided design, hazardous waste management, and engineered environmental systems. In the future, civil and environmental engineers will be called upon to design structures for earth, prevent erosion and sedimentation of rivers, predict effects of global climate change on the environment, provide modern and efficient transportation systems, and ensure the quality of our air, surface waters, and groundwaters.

In planning and design, civil and environmental engineers work with other engineers, architects, landscape architects, planners, economists, financiers, sociologists, lawyers, and other specialists as members of the design team. Some civil and environmental engineers work in engineering offices; others may be called upon to construct or supervise outdoor projects they have designed. These field assignments, many of which are in remote and fascinating parts of the world, are particularly appealing to many civil and environmental engineers. There also is significant potential for entrepreneurial work by civil and environmental engineers as they start their own companies.

In addition to the degree programs offered by the Department of Civil and Environmental Engineering, the department also participates in two Graduate College programs: Applied Mathematical and Computational Sciences [p. 1547], an interdisciplinary doctoral program; and Transportation Studies [p. 1631], a graduate certificate program.

Certificates

Sustainable Water Development

The graduate Certificate in Sustainable Water Development trains science, technology, engineering, and mathematics (STEM) students to address future challenges of water scarcity and variability while also meeting the food and energy demands of Earth's growing population. The Department of Civil and Environmental Engineering administers the

certificate program; see the Certificate in Sustainable Water Development [p. 1533] in the Catalog.

Related Certificate: Transportation Studies

The Transportation Studies Program offers the graduate Certificate in Transportation Studies. The program focuses on the varied and complex problems of transportation and on interdisciplinary approaches to addressing them. The Departments of Civil and Environmental Engineering, Industrial and Systems Engineering, Mechanical Engineering (College of Engineering), Economics (Tippie College of Business), and the School of Planning and Public Affairs (Graduate College) participate in the program.

The certificate is coordinated by the School of Planning and Public Affairs. See the Certificate in Transportation Studies [p. 1632] in the Catalog.

Programs

Undergraduate Programs of Study

Majors

- Major in Civil Engineering (Bachelor of Science in Engineering) [p. 1471]
- Major in Environmental Engineering (Bachelor of Science in Engineering) [p. 1474]

Graduate Programs of Study

Majors

- Master of Science in Civil and Environmental Engineering [p. 1476]
- Doctor of Philosophy in Civil and Environmental Engineering [p. 1478]

Facilities

Undergraduate Teaching Laboratories

Environmental Engineering Teaching Laboratory

Located at the Water Plant, this laboratory is designed to provide undergraduate students hands-on experience in water laboratory testing and analysis. It serves several program-required and elective courses with a laboratory component.

Fluids Laboratories

The fluid laboratories comprise a trio of rooms. The Fluids Fundamentals Lab includes recently built equipment and ones that have been around for decades. The Advanced Measurements Lab includes some of the larger experimental devices, such as a wind tunnel and a towing tank. The third laboratory, the Fluids Workshop, is a space in which students can perform their experiments.

Hydraulics Laboratory

The Hydraulics Laboratory experimental facilities include flumes and pipe systems to perform experiments on open-channel and closed-conduit flows. Instruments are available

for measuring various flow quantities such as discharge, pressure, velocity, and temperature.

Iowa Technology Institute

The Iowa Technology Institute contains 17 work stations, all connected to the engineering computer network, that allow students to access AutoCAD, Pro/ENGINEER, and a full complement of structural, hydraulic, transportation, and environmental software to support work on engineering design projects.

Soils Laboratory

The teaching laboratory contains state-of-the-art equipment to provide hands-on experience to students and allows them to keep their skills on soil properties and characterization, soil stability, soil strength, consolidation/compaction for highway embankments, and foundations of structures. The teaching lab is an air-conditioned, temperature-controlled laboratory with an extensive number of different types of equipment. It is used twelve times throughout the year to perform four teaching sessions to groups of junior-level students.

Structures, Mechanics, and Materials Laboratory

The Structures, Mechanics, and Materials Laboratory is a teaching lab where students conduct experiments to quantify the physical and mechanical properties of construction materials. Equipment is available to test metals, aggregates, concrete, and asphalt.

Graduate Laboratories

Structures, Mechanics, and Materials

Facilities for computations, materials testing, geotechnical experiments, and small-scale structural testing are available for research and teaching. Faculty, staff, and students in structures, mechanics, and materials (SMM) have access to the computing resources of the Engineering Technology Center and the University of Iowa Technology Institute. Both centers continuously update their computing facilities to maintain pace with the rapidly changing field.

A wide range of experimental facilities are available for testing structural materials such as Portland cement concrete, asphalt, metals, timber, and composites. These facilities include several loading frames (purely uniaxial, purely torsional, and axial-torsional) that are available with computer-based control and data collection systems. Facilities for creep testing, triaxial soil testing, and high-cycle fatigue testing also are available. The laboratories have a variety of ovens and other facilities for preparation and treatment of test specimens.

Four well-equipped physical testing laboratories are dedicated to SMM teaching and research: the Civil Materials Laboratory, Soil Mechanics Laboratory, Plasticity Laboratory, and the Asphalt Laboratory. The Civil Materials Laboratory currently has a small-scale single-degree-of-freedom shaker table. Faculty, staff, and students have access through CCAD to a six-degree-of-freedom man-rated shaker table with 4,000-pound payload and a 12-camera Vicon motion-capture system.

Transportation Engineering

The department's Asphalt Laboratory is equipped with a set of Superpave testing equipment and asphalt mixture performance testing equipment which can measure dynamic

modulus and flow number of asphalt mixtures. The lab has a Hamburg Wheel Tracking Device for measuring the moisture sensitivity of asphalt mixtures; asphalt foaming equipment for mix design of cold in-place recycled asphalt using foamed asphalt; and equipment for Marshall mix design, indirect tensile strength test, and volumetric analysis of asphalt mixtures. The Asphalt Laboratory is one of the department's group of laboratories for testing the strength behavior of other materials.

Water and the Environment

The teaching and research functions of the department are closely connected to the research activities of IIHR—Hydroscience & Engineering. The institute houses some of the most modern research facilities in the world, including a 100-meter towing tank, a wave basin facility for ship hydrodynamics research, several flumes, an array of field instrumentation for hydrologic experiments, extensive laboratory space for hydraulic modeling, state-of-the-art instrumentation for flow measurements and visualization, and comprehensive computational facilities.

Research related to ecohydraulics and the environment takes place at the Lucille A. Carver Mississippi Riverside Environmental Research Station. IIHR—Hydroscience & Engineering operates the 250-square-foot facility, which is located on the Mississippi River near Muscatine, Iowa. The station provides engineers and biological scientists with an ideal facility in which to examine the multifaceted ecohydraulic processes of the upper Mississippi. It is equipped with water quality laboratories, research boats, and a seminar room.

The Environmental Engineering and Science Laboratories provide state-of-the-art facilities, equipment, and expertise to support both undergraduate and graduate-level instruction and research. The labs support research in contaminant fate and transport in various media (air, water, soil, plants, and microbes), drinking water disinfection and distribution, wastewater treatment, geochemical-contaminant interactions, bioremediation, and phytoremediation. They also provide resources for analytical chemistry, electrochemistry, molecular biology, microscopy, computer modeling, and simulated environments on the bench- and pilot-scale levels.

The Environmental Engineering and Science Laboratories are affiliated with the University's Center for Health Effects of Environmental Contamination, Center for Global and Regional Environmental Research, and the UI's Environmental Health Sciences Research Center, an affiliate of the National Institute of Environmental Health Sciences (NIEHS).

Courses

Civil and Environmental Engineering Courses

CEE:0000 Civil Engineering Internship/Co-op 0 s.h.

Civil engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student's permanent record card. Requirements: admission to the Cooperative Education Program.

CEE:1010 Introduction to Careers in Environmental Engineering 0 s.h.

Past, present, and future roles of environmental engineers in society; introduction to the discipline's historical roots and early visionary leaders in sanitation engineering and public health; growth during the environmental movement, and current role of environmental engineers in modern society as stewards for clean air, water, and energy; range of career opportunities available to environmental engineering majors, particularly in the emerging role of ambassadors for sustainable development.

CEE:1030 Introduction to Earth Science 3-4 s.h.

Relationships between plate tectonics, geologic time, and the rock cycle with volcanoes and igneous, sedimentary, metamorphic rocks; fossils; radioactive isotopes; landscape evolution; mountain building; natural resources; their impacts on civilization. GE: Natural Sciences with Lab; Natural Sciences without Lab. Same as EES:1030.

CEE:1031 Introduction to Earth Science Laboratory 1 s.h.

Laboratory component of EES:1030. Requirements: completion of 3 s.h. in EES:1030 or CEE:1030. GE: Natural Sciences Lab only. Same as EES:1031.

CEE:2000 Civil and Environmental Engineering Sophomore Seminar 0 s.h.

Introduction to civil and environmental engineering curriculum and profession; presentations by senior undergraduate students, faculty, and professionals; lifelong learning skills and requirements for professional licensure in civil engineering. Requirements: sophomore standing.

CEE:2010 Civil and Environmental Engineering Professional Practice and Ethics 1 s.h.

Practical issues associated with civil engineering practice; topics may include safety and OSHA regulations, engineering specifications/building codes, contracts, liability, and ethics; role that a professional engineering license plays in the student's career and professional/ethical obligations that come with it; history of civil engineering and development of civil practice in the United States.

CEE:2015 Civil Engineering Tools 2 s.h.

Tools and methods used in civil engineering career: AutoCAD, programming, project estimating, heavy equipment productivity estimation, and earthwork estimation.

CEE:2050 Severe and Unusual Weather 3 s.h.

Basic weather concepts behind severe weather phenomena and essential safety information; how weather events cause billions of dollars in damage and thousands of casualties; winter storms can impact half of the nation, paralyzing the transportation network with icy roads and wind driven snow; tornadoes can strike within minutes tearing apart homes; hurricanes can destroy entire communities with strong winds, heavy rain, and deadly storm surge; how understanding severe weather and knowing what to do before, during, and after an event can significantly reduce injury, deaths, and property damage. Same as CBE:2050.

CEE:2240 Digital Drafting with AutoCAD 3 s.h.

Basic principles of 2-D and 3-D computer-aided drafting; use of AutoCAD software to draw plans, elevations, and sections for objects and interior spaces. Prerequisites: CERM:2010 or SCLP:2810 or TDSN:2210 or MTLs:2910. Same as TDSN:2240.

CEE:3001 Leadership Skills for Engineers 1 s.h.

Survey of leadership ideas and principles as applied to situations commonly encountered in civil engineering practice, especially as they relate to challenges that beginning engineers face; speakers in selected engineering professions provide context and examples; exercises on leadership principles. Requirements: junior standing in civil and environmental engineering.

CEE:3002 Technical Communication in Civil and Environmental Engineering 1 s.h.

Development of communication skills through writing and oral presentations; impact of engineering solutions in a global, economic, environmental, and societal context; writings and presentations on current or historical engineering solutions; exposure to professionals with significant experiences to share in these areas. Requirements: junior standing.

CEE:3003 Project Management Skills 1 s.h.

Review and extension of civil and environmental engineering project management skills in preparation for capstone senior design course; project scheduling, cost estimating, contract types, construction phasing; review for Fundamentals of Engineering Exam (FE) and practice tests in four subdisciplinary areas. Requirements: senior standing.

CEE:3142 Quality Control 3 s.h.

Basic techniques of statistical quality control; application of control charts for process control variables; design of inspection plans and industrial experimentation; modern management aspects of quality assurance systems. Offered fall semesters. Prerequisites: STAT:2020 or MSCI:9100 or BAIS:9100 or (STAT:3100 and STAT:3101 and STAT:3200). Same as ISE:3600, STAT:3620.

CEE:3155 Principles of Environmental Engineering 4 s.h.

Water supply and treatment processes; wastewater treatment processes; processes for air pollution control, groundwater remediation; solid and hazardous waste management. Prerequisites: CHEM:1110.

CEE:3328 Fluvial Geomorphology 3 s.h.

Hydrologic principles, stream channel processes, and fluvial geomorphology within drainage basin systems; spatial and temporal variations in water distribution, analysis of hydrological data, flow mechanisms, sediment transport, forecasting procedures, hydrograph construction, modeling. Requirements: EES:3020 or another 3000-level geology or hydraulics course. Same as EES:3380.

CEE:3371 Principles of Hydraulics and Hydrology 3 s.h.

Hydraulics of pressure conduits and open channels, dimensional analysis, flow measurements, hydraulic machinery, laboratory. Prerequisites: ENGR:2510.

CEE:3430 Water Treatment 4 s.h.

Physical, chemical, and biological processes and operations to remove and treat chemical and pathogenic pollutants and protect human and environmental health; relevant to drinking water, municipal wastewater, water reuse, stormwater, industrial process water, agricultural wastewater; modern technologies and appropriate designs for the developing world; theory and applications; hands-on laboratory. Prerequisites: CEE:3155 and ENGR:2510.

CEE:3530 Geomechanics 4 s.h.

Identification and classification of earth materials; hydraulic and mechanical properties of soils; soil improvement; laboratory testing. Prerequisites: ENGR:2750.

- CEE:3533 Principles of Structural Engineering** 4 s.h.
Fundamental principles of structural analysis applied to statically determinate and indeterminate structures, continuous beams, trusses, and frames; external and internal equilibrium, compatibility of deformation, influence lines, virtual work; parallel use of classical and matrix formulation; slope deflection, flexibility and stiffness methods; use of computers. Prerequisites: ENGR:2750.
- CEE:3586 Civil Engineering Materials** 3 s.h.
Structure, strength and failure, durability, deformation, practice, and processing for primary construction materials systems, including steel, aluminum, concrete, asphalt, fiber-reinforced composites, masonry, timber. Prerequisites: ENGR:2750.
- CEE:3763 Principles of Transportation Engineering** 3 s.h.
History of transportation modes, new transport technologies, traffic operations and control, economic evaluation of transport alternatives, transportation planning, roadway design and construction, route location, preventive maintenance strategies. Requirements: sophomore standing.
- CEE:3783 Surveying and Remote Sensing** 3 s.h.
Engineering surveying measurements, methods, computations. Prerequisites: ENGR:1100.
- CEE:3790 Resilient Infrastructure and Emergency Response** 3 s.h.
Concepts of resilient cities with specific emphasis on role of infrastructure and built environment; risk analysis, hazard mitigation and emergency response to various threats; resiliency through good design.
- CEE:3996 Civil and Environmental Engineering: Engineering Project** 1 s.h.
Support for student learning associated with an engineering project; students work as a team to design and fabricate a product; student projects are often associated with a contest or competitions (e.g., steel bridge, concrete canoe).
- CEE:3997 Engineering Service Project** 1-3 s.h.
Provides support of student learning associated with a variety of international engineering service projects facilitated by the Department of Civil and Environmental Engineering; service projects are usually designed and built as part of an Engineers Without Borders USA and/or a Bridges to Prosperity (Continental Crossings) approved program; active involvement by students in these organizations required.
- CEE:3998 Individual Investigations: Civil Engineering** arr.
Individual projects for civil engineering undergraduate students: laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research.
- CEE:4097 Topics in Teaching and Learning** 1 s.h.
Overview of Iowa's hydroclimate; emphasis on discharge, rainfall, and temperature; how to address basic research questions related to Iowa's climate and extreme events; hands-on exercises.
- CEE:4102 Groundwater** 3 s.h.
Groundwater quality and quantity; Darcy's Law, 2-D flow equation, unsaturated zone, contaminant transport, redox reactions, drinking water quality, bioremediation; laboratories in permeameter testing, porous media grain size analysis, pump testing, monitoring well installation.
- CEE:4103 Water Quality** 3 s.h.
Sources, availability, uses, characteristics, criteria, best management practices for surface waters; protection of waters impaired by eutrophication, soil erosion and sedimentation; pathogenic organisms, habitat destruction, wastewater discharges, contaminated sediments, atmospheric deposition, watershed development, invasive species, irrigation return flows, stormwater discharges, nonpoint sources, agricultural runoff; laboratory component, measurement of water quality characteristics in the field. Requirements: junior or higher standing.
- CEE:4104 Groundwater Modeling** 3 s.h.
Groundwater flow and contaminant transport modeling; numerical methods, applications of groundwater modeling to water supply, groundwater resources evaluation, remediation design using software; GMS (MODFLOW, MODPATH, and MT3D). Prerequisites: MATH:1860 and (EES:4630 or CEE:4103). Same as EES:4660.
- CEE:4107 Sustainable Systems** 3 s.h.
New and emerging concepts in sustainable systems design and assessment. Same as CBE:4410.
- CEE:4118 Probabilistic Methods in Hydroscience** 3 s.h.
Common probabilistic models used in hydrology, hydraulics, and water resources; derived distributions; multivariate models and estimation of model parameters; analysis of data and model building; uncertainty analysis. Prerequisites: STAT:2020 and MATH:2560.
- CEE:4119 Hydrology** 3 s.h.
Overview of fundamental processes in water cycle, including precipitation, evaporation, infiltration, and runoff; quantitative approaches for predicting streamflow and design discharges; applications to flood hazard assessment and stormwater management. Prerequisites: ENGR:2510.
- CEE:4135 Structural Modeling and Health Monitoring** 3 s.h.
Measurements, structural modeling, structural analysis, stiffness method, trusses and frames, structural testing, modal analysis. Prerequisites: CEE:3533 and ENGR:2750.
- CEE:4146 Multiscale Hydrology: Introduction to Multiscale Hydrologic Phenomena** 3 s.h.
Hydrologic principles over the last century developed from experimentation at laboratory and small plot scales; major scientific and engineering challenges, including links between statistical fluctuations that data exhibits; physical, chemical, and biological principles through appropriate mathematical theories, numerical models, and field observations; coupled hydrologic processes at larger scales using newly built on abstraction; observations used in hydrologic engineering at larger scales for several decades and missing a coherent theory that ties them together. Prerequisites: MATH:6600 and ENGR:2510. Requirements: three semesters of calculus and college physics, an introductory hydrology course, and a probability and statistics course.
- CEE:4150 Environmental Chemistry** 3 s.h.
Principles of general, physical, organic chemistry applied in water and air systems; emphasis on qualitative and quantitative understanding of chemical kinetics and equilibrium; acid-base reactions, complex formation, precipitation, dissolution, and oxidation-reduction reactions; organic nomenclature. Prerequisites: CHEM:1120. Same as CBE:4420.

- CEE:4157 Environmental Engineering Design 3 s.h.**
Application of physical, chemical, and biological operations and processes to the design of water and wastewater treatment systems; applications in solid and hazardous waste treatment. Prerequisites: CEE:3155.
- CEE:4158 Solid and Hazardous Wastes 3 s.h.**
Sources, characteristics, collection, disposal of solid and hazardous wastes; environmental impacts of hazardous waste management; resource recovery systems. Requirements: for OEH:4920—OEH:4240. Same as OEH:4920.
- CEE:4159 Air Pollution Control Technology 3 s.h.**
Sources, environmental and health impacts, regulations, modeling of air pollution; processes and alternative strategies for control; global climate considerations. Same as CBE:4459, IGPI:4159.
- CEE:4160 Introduction to Bridge Engineering 3 s.h.**
Bridge engineering and design; history of the bridge; factors that affect bridge design; bridges according to use (e.g., road, rail, pedestrian and bicycle) and type (e.g., suspension, cable stay, truss); how sustainability concepts may impact bridge design; substantial design exercise. Prerequisites: CEE:3533.
- CEE:4162 Structural Systems for Buildings 3 s.h.**
Detailed analysis and design of gravity and lateral force resisting systems for buildings; roof, floor, and bearing wall gravity systems; steel braced frames, steel and concrete moment frames, and masonry and timber shear walls lateral systems; introduction to tall building structures. Prerequisites: CEE:3533.
- CEE:4164 Design of Wood Structures 3 s.h.**
Framing layout and analysis of wood frame structures for gravity and lateral loads; design of structural members for bending, axial load, and shear, including joists, beams, columns, engineered lumber, bearing walls, shear walls, and diaphragms; introduction to connection design. Prerequisites: CEE:3533.
- CEE:4176 Transportation Demand Analysis 3 s.h.**
City planning procedures and traffic engineering techniques applied to transportation problems; trip generation, distribution, assignment, mode choice models; travel surveys, data collection techniques; arterial flow, intersection performance, parking; transit system analysis. Same as URP:4262.
- CEE:4180 Fundamentals of Atmospheric Science 3 s.h.**
Review of fundamental principles in atmospheric sciences needed for study of interdisciplinary topics involving the Earth's atmosphere; understanding weather and climate processes to address problems in engineering; hydrometeorology of rainfall and its measurement by remote sensing; impact of climate anomalies and climate change on water resources; exchange of water, energy, and chemicals at the land-atmosphere boundary; forecasting of atmospheric chemistry and air quality. Prerequisites: ENGR:2510.
- CEE:4187 Statistics for Experimenters 3 s.h.**
Application of statistical techniques to evaluate data derived from experimental samples designs; use of spreadsheets, statistical software; design and analysis of experiments; regression analysis; model building; practical applications. Same as OEH:4540.
- CEE:4317 Remote Sensing 3 s.h.**
Fundamentals of electromagnetic waves, atmospheric radiative transfer, passive remote sensing, weather radar, hydrologic application of remote sensing.
- CEE:4370 Open Channel Flow and Sediment Transport 3 s.h.**
In-depth analysis of governing flow equations; steady uniform flow in channels of different resistance and cross section; flow control sections; specific energy considerations; analysis and computation of gradually varied profiles and spatially varied flow effected by lateral outflow and inflow; unsteady flow; flood routing. Prerequisites: CEE:3371.
- CEE:4371 Water Resources Engineering 3 s.h.**
Planning and economics of varied water resources projects; stochastic basis for design; flood damage mitigation, reservoirs, river morphology, economic analysis of water projects, urban water requirements, water supply, hydroelectric power systems, river navigation; contemporary civil-engineering problems and issues associated with water infrastructure development. Corequisites: CEE:3371.
- CEE:4374 Water Resource Design 3 s.h.**
Prerequisites to storm water management systems design, including design flows and rates; analysis and design of storm sewers, detention basins, street and highway drainage facilities, culverts, dams, spillways, measures for energy dissipation; review of wastewater transfer systems and design. Prerequisites: CEE:3371.
- CEE:4378 Hydrometeorology 3 s.h.**
Atmospheric thermodynamics; precipitation processes; evaporation; infiltration; surface runoff; hydrographs, runoff relations; runoff hydrography; storage problems; frequency, intensity, duration studies of storms, floods, droughts; hydrometeorological observations and network design; watershed modeling; urban hydrology climate.
- CEE:4385 International Perspectives in Water Sciences and Management 3 s.h.**
Internationalization and water, with focus on a country or a world region; intensive, in-depth exposure to complex issues that affect planning and execution of water projects in large-scale watersheds.
- CEE:4410 Interdisciplinary Scientific Visualization 3 s.h.**
Fundamentals of data visualization and practice communicating with data; techniques and algorithms for creating effective visualizations for engineers based on principles from graphic design, visual arts, human perception, and effective storytelling; targeted towards students interested in using visualization in their own work, as well as students interested in building better visualization tools and systems; examples might include interactive visualization systems, augmented/virtual reality applications, data and visual analytics tools, or new applications of existing visualizations methods.
- CEE:4506 Design of Concrete Structures 3 s.h.**
Fundamental analysis and design of reinforced concrete members and structures, flexure, shear, bond, continuity, beams, one-way slab system; columns. Prerequisites: CEE:3533.
- CEE:4511 Scientific Computing and Machine Learning 3 s.h.**
Numerical methods in scientific computing; root problems and optimization; linear algebraic equations; eigenvalue problems; numerical differentiation and integration; interpolation and curve-fitting; initial value and boundary value problems; machine learning in regression, classification, and clustering problems; Python programming and packages. Prerequisites: MATH:2560. Same as ME:4111.

- CEE:4512 Engineering Design Optimization** 3 s.h.
Engineering design projects involving modeling, formulation, and analysis using optimization concepts and principles; linear and nonlinear models, optimality conditions, numerical methods. Prerequisites: ENGR:2110 and MATH:2550. Requirements: junior standing. Same as ME:4112.
- CEE:4515 Computer-Aided Engineering** 3 s.h.
Computational engineering modeling and simulation, geometric modeling, grid generation, finite-element and finite-volume methods, uncertainty analysis, optimization, engineering applications. Prerequisites: ENGR:2750. Corequisites: ME:3052. Same as ME:4110.
- CEE:4532 Fundamentals of Vibrations** 3 s.h.
Vibration of linear discrete and continuous mechanical and structural systems; harmonic, periodic, and arbitrary excitation; modal analysis; applications. Prerequisites: ENGR:2750. Same as ME:4153.
- CEE:4533 Finite Element I** 3 s.h.
One- and two-dimensional boundary value problems; heat flow, fluid flow, torsion of bars; trusses and frames; isoparametric mapping; higher order elements; elasticity problems; use of commercial software. Prerequisites: ENGR:2750. Same as IGPI:4115.
- CEE:4535 Design of Steel Structures** 3 s.h.
Concepts and procedures in steel design; LRFD (load and resistance factor design) methodology for beams/columns; analysis and design of indeterminate structures. Prerequisites: CEE:3533.
- CEE:4539 Foundations of Structures** 3 s.h.
Application of soil mechanics to analysis of structural foundations; slope stability analysis; bearing capacity and settlement of shallow and deep foundations; retaining structures, braced cuts, reinforced earth structures; usage of computational models; subsurface exploration methods. Prerequisites: CEE:3530.
- CEE:4560 Pavement Engineering** 3 s.h.
Fundamental design principles; characterization and testing of asphalt and concrete paving materials; stresses and strain development within pavement structure; basic principles of mechanistic-empirical pavement design procedures. Prerequisites: CEE:3763.
- CEE:4730 Transportation Infrastructure Construction and Management** 3 s.h.
Analytical methods for developing transportation infrastructure construction and management systems; e-construction, transportation infrastructure condition evaluation, performance modeling, maintenance and rehabilitation optimization, asset management, development of transportation infrastructure construction and management system; application of information technology and mobile computing to solving transportation infrastructure construction and management problems. Prerequisites: CEE:3763.
- CEE:4762 Design of Transportation Systems** 3 s.h.
Overview of different modes within transportation systems; concepts of sustainability and livability in transportation system design; derivation of standards for geometric design of highways; roundabout design; cross-sectional and longitudinal geometric design of highways. Prerequisites: CEE:3763.
- CEE:4763 Traffic Engineering** 3 s.h.
Design of traffic control devices; evaluation and analysis of intersections and transportation networks using appropriate computer software. Prerequisites: CEE:3763.
- CEE:4850 Project Design and Management in Civil Engineering** 3 s.h.
Design of civil engineering systems, individual and team design projects oriented toward the solution of local problems, project management, construction management, contracts, budgeting, bidding. Corequisites: CEE:3003. Requirements: final semester.
- CEE:4995 Contemporary Topics in Civil and Environmental Engineering** arr.
New topics or areas of study not formally offered in other civil and environmental courses; ice engineering, chaos and strange attractors, remote sensing, nonlinear dynamics of hydrologic processes, advanced water and wastewater treatment processes, hazardous waste control, global climate change, damage mechanics; based on faculty/student interest.
- CEE:5083 Introduction to Comp Flow in Pipes and Channels** 3 s.h.
General review of numerical methods in hydraulics (finite-difference, finite-element, and method of characteristics); stability and accuracy of numerical schemes; steady free surface flows; flow transients in pipelines and channels. Prerequisites: ME:5160.
- CEE:5091 Graduate Seminar: Structure, Mechanics, Materials** 0 s.h.
Presentation and discussions of recent advances and research in structures, mechanics, and materials engineering by guest lecturers, faculty, students. Requirements: senior or graduate standing.
- CEE:5092 Graduate Seminar: Environmental Engineering Seminar** 0 s.h.
Presentation and discussion of current topics, case studies, and research in environmental science and engineering by students, guest lecturers, faculty. Requirements: senior or graduate standing.
- CEE:5093 Graduate Seminar: Hydraulics, Hydrology, and Water Resources** 0 s.h.
Presentation and discussions of recent advances and research in hydraulics, hydrology, and water resources by guest lecturers, faculty, students. Requirements: senior or graduate standing.
- CEE:5095 Career Paths in Sustainable Water Development** 0 s.h.
Introduction to different career paths in the food, energy, and water (FEW) sector; speakers from a variety of different careers—including researchers, professors, entrepreneurs, consultants, and civic, professional, and global engineers—discuss their own career paths as well as current opportunities in their fields; students prepare individual development plans that identify their preferred career (i.e., training) path, a plan of study (i.e., path coursework), mentors, and their preferred research area. Requirements: graduate standing in sustainable water development program.
- CEE:5096 Water, Energy, and Food Nexus Seminar** 0 s.h.
Invited presentations on research, policy, economics, and social drivers of water, energy, and food in the 21st century.
- CEE:5097 Coaching Seminar on Communicating Water Science** 0 s.h.
Presentation of student research on water, energy, and food in the 21st century; students receive live, immediate feedback from their peers and faculty coaches on best practices to improve their oral communication skills.

CEE:5098 Graduate Seminar in Structures, Materials, Mechanics, and Transportation 0 s.h.

Presentation and discussion of recent advances and research in structures, mechanics, materials, and transportation engineering by guest lecturers, faculty, and students. Requirements: graduate standing.

CEE:5100 Cultural Competence for Sustainable Water Development Engineers 0 s.h.

Skills needed to be culturally responsive to a wide range of communities in which sustainable water development engineering students interact with during their professional careers; series of three workshops; focus on how to identify cultural strengths that support development in underserved, resource-constrained communities; how to engage, build trust, and bridge differences with diverse stakeholders; how to conduct culturally sensitive interviews; how to communicate effectively across culture; preparation for Capstone Community Engagement project. Requirements: graduate standing in sustainable water development program.

CEE:5110 Managing Data to Facilitate Your Research 1 s.h.

Overview of major issues in quantitative data management; topics include computer file and directory organization, data documentation and lab notebook best practices, data organization and structure, data description and annotation, data versioning, data sharing and publication, licensing, ownership, preservation of access, reuse, and citation; for students in science, technology, engineering and mathematics (STEM) disciplines.

CEE:5115 Atmospheric Chemistry and Physics 3 s.h.

Principal chemical and physical processes affecting atmospheric trace gas and pollutant cycles; emphasis on atmospheric photochemistry, aerosol science, major sources, and removal processes. Corequisites: CBE:3120. Same as CBE:5425.

CEE:5137 Composite Materials 3 s.h.

Mechanical behavior of composite materials and their engineering applications; composite constituents (fibers, particles, matrices) and their properties and behavior; macromechanical behavior of composite laminae; micromechanical predictions of composite overall properties; classical lamination theory; composite beams and plates. Prerequisites: ENGR:2750. Same as ME:5167.

CEE:5153 Fundamentals of Environmental Sampling and Analysis 3 s.h.

Laboratory experiments to demonstrate important concepts in environmental chemistry and to familiarize students with procedures used to characterize water and wastewater and evaluate certain treatment processes. Prerequisites: CHEM:1120. Corequisites: CEE:5152.

CEE:5154 Environmental Microbiology 3 s.h.

Microorganisms possess diverse metabolic functions, inhabit a myriad of environments, and play important roles in global biogeochemical cycles; environmental microbiology concepts with emphasis on metabolic diversity and application of molecular methods to characterize microbial community structure and function in ecosystems (polymerase chain reaction, next-generation DNA sequencing, proteomics); biodegradation and bioremediation of hydrocarbon pollutants in groundwater, biological processes relevant to food-water-energy nexus (nitrogen cycling in agriculturally impacted watersheds), and microbial ecology of marine environments (hydrothermal vent plumes, oxygen minimum zones). Corequisites: CEE:5152.

CEE:5155 Biological Treatment Processes 3 s.h.

Applied microbiology and fundamental principles of aerobic and anaerobic biological wastewater treatment processes; sludge processing and advanced wastewater treatment and bioremediation; lectures and laboratory. Prerequisites: CEE:5154 and CEE:3155 and CEE:5152. Corequisites: CEE:3155 and CEE:5156.

CEE:5156 Physical and Chemical Environmental Processes 3 s.h.

Theory of physical and chemical operations and processes in water and wastewater treatment, including fundamental aspects of process dynamics; lectures, laboratory. Prerequisites: CEE:4150. Corequisites: CEE:3155.

CEE:5179 Continuum Mechanics arr.

Mechanics of continuous media; kinematics of deformation, concepts of stress and strain; conservation laws of mass, momentum and energy; constitutive theories; boundary and initial value problems. Prerequisites: ENGR:2750 or ENGR:2510. Same as ME:5179.

CEE:5210 Developing Professional Service Business 2-3 s.h.

Use of professional skills and functional knowledge in creating a specialized service business. Same as ENTR:9000.

CEE:5225 Communicating Data Through Stories 3 s.h.

How to communicate science effectively and responsively with multiple audiences from peers and professors to potential employers, policymakers, and the lay public; focus on speaking about science clearly and vividly in ways that can engage varied audiences, especially those outside the student's own field; connecting and finding common ground with an audience, defining goals, identifying main points, speaking without jargon, explaining meaning and context, using storytelling techniques and multimedia elements. Same as GRAD:5225.

CEE:5236 Optimization of Structural Systems 3 s.h.

Advanced topics; optimization of structural topology, shape, and material; finite dimensional dynamic response optimization, sensitivity analysis, distributed parameter systems; projects. Same as BME:5720.

CEE:5310 Informatics for Sustainable Systems 3 s.h.

Introduction to fundamental and advanced environmental informatics concepts and procedures including automated data collection, data management, data transformations, and processing to support modeling and analysis; scientific visualization of environmental data to support management of food, energy, and water (FEW) resources; sustainability in FEW systems. Same as IGPI:5311.

CEE:5350 Watershed Hydrology and Ecosystem Processes 3 s.h.

Introduction to hydrologic and ecosystem processes within a watershed; description of water, energy, and nutrient cycling in watersheds; focus on hydrologic and water-quality issues in agricultural Midwest; watershed modeling techniques, ecosystem goods and services, and selected case studies in watershed and ecosystem management problems. Requirements: graduate standing.

CEE:5369 Intermediate Mechanics of Fluids 3 s.h.

Basic concepts and definitions; pressure distribution in a fluid; governing equations and boundary conditions; integral and differential analysis; dimensional analysis and similarity; experimental analysis; laminar and turbulent internal and external flows; potential flows; engineering applications. Prerequisites: ENGR:2510. Same as ME:5160.

CEE:5372 Experimental Methods in Fluid Mechanics and Heat Transfer 3 s.h.

Hands-on experience in methodology of conducting experiments in fluid mechanics and heat transfer from design to data acquisition and processing; essential theoretical elements, experimental methodologies, data acquisition systems, uncertainty analysis; wide variety of instruments for fundamental and applied experimentation; work in small groups; design, implement, test, and report an experiment in area of interest. Same as ME:5162.

CEE:5374 Environmental Fluid Dynamics 3 s.h.

Introduction to the fundamentals of fluid dynamics with emphasis on application to natural flows of air and water in environmental systems; physical laws describing fluid dynamics, focus on development of physical insight of environmental fluids problems and strategies for solving them; analysis tools for solving various problems related to the movement of mass, momentum, and energy in natural and urban environments; systems include the atmospheric boundary layer, rivers, and streams, lakes, wetlands, and coastal zones; topics include incompressible viscous fluid flows, turbulence, waves, effects of rotation and stratification, scaling analysis, and scalar transport. Prerequisites: ENGR:2510. Requirements: working knowledge of multivariate calculus, partial differential equations, statistics, hydrology/hydraulics, and elementary fluid mechanics.

CEE:5380 Fluid Flows in Environmental Systems 3 s.h.

Introduction to environmental fluid flows and transport processes with focus on application and developing a language of environmental fluid mechanics; topics include physical and mathematical description of conservation and transport laws, statistical techniques for analyzing environmental flow data, scaling and similarity, stratification, turbulent flux measurement and modeling, environmental boundary conditions; application to surface waters and the planetary boundary layer; applied project involving collection and analysis of environmental flow data.

CEE:5390 PCBs in the Environment 3 s.h.

Polychlorinated biphenyls (PCBs) as potent carcinogens and linked to metabolic syndrome, autism, learning disabilities, hearing loss, and neurological disorders; how these compounds become to be such ubiquitous environmental pollutants; what the impact of their presence is; how sites are remediated and exposures reduced; in-depth examination through literature review, laboratory experiments, computational modeling, final written reports, and presentations. Recommendations: laboratory experience.

CEE:5410 Politics and Economics of the Food, Energy, Water Nexus 3 s.h.

Focus on the relationships between food, energy, and water resources; current and future political and economic frameworks that shape the food, energy, and water nexus.

CEE:5440 Foundations of Environmental Chemistry and Microbiology 3 s.h.

Investigation of chemical and biological processes at the food-energy-water nexus; example topic areas include biogeochemical cycling of nutrients, biomass conversion, resource recovery from wastewater, removing pollutants from drinking water sources, water reuse, engineered natural treatment systems, pollutant transformation and control, treatment of process waters. Requirements: undergraduate senior standing or graduate standing.

CEE:5460 Water Quality and Flow 3 s.h.

Laboratory and field experiments to promote student learning of flow-dependent movement and associated environmental transformation of surface water and groundwater pollutants; exploration of water quality and flow fundamentals needed to design and numerically model treatment reactors for small-community wastewater, urban storm water, and agricultural runoff; emphasis on engineered solutions that couple water quality and flow considerations as potential mitigations for adverse effects on natural water cycle caused by floods and other natural and human-influenced phenomena.

CEE:5513 Mathematical Methods in Engineering 3 s.h.

Linear ordinary differential equations, series solutions of differential equations, special functions, Laplace transforms, Fourier series, matrices, linear systems, eigenvalue problems, second-order partial differential equations. Prerequisites: MATH:2550 and MATH:2560. Same as CBE:5140, ME:5113.

CEE:5540 Intermediate Mechanics of Deformable Bodies 3 s.h.

Application of equilibrium analyses, strain-displacement relations, and constitutive relationships to practical structural systems and elementary plane elasticity problems. Prerequisites: ENGR:2750. Same as ME:5150.

CEE:5549 Fracture Mechanics 3 s.h.

3-D stress states, definition and criteria for failure, nominal and local yield phenomena, linear elastic and elastic plastic fracture mechanics, plane stress and plane strain fracture toughness, J-Integral, crack opening displacement, environmental assisted cracking, fatigue crack growth, fail safe, and damage tolerant design. Prerequisites: ENGR:2750. Corequisites: ME:3052. Same as ME:5159.

CEE:5678 Application Simulation to Transportation 3 s.h.

Transportation system management and traffic engineering; application of real-time simulation and visualization. Prerequisites: CEE:3763 or CEE:4763. Same as URP:5678.

CEE:5875 Perspectives in Biocatalysis 1-3 s.h.

Applied enzymology, protein design, structure-activity relationships, biosensor technology, microbial transformations, biodegradation of environmental pollutants. Requirements: graduate standing in a participating department supported by the Predoctoral Training Program in Biotechnology. Same as BIOC:5875, CBE:5875, CHEM:5875, MICR:5875, PHAR:5875.

CEE:5990 Structural Engineering Practicum A 2 s.h.

Students select a design project and develop two or more alternative design concepts in consultation with a three-member advisory committee consisting of at least one faculty member and one design professional; entire design process documented in a written report. Prerequisites: CEE:3136 and CEE:4535.

CEE:5991 Structural Engineering Practicum B 1 s.h.

Detailed design development of one of the concepts developed in CEE:5990; students perform detailed design calculations using applicable structural analysis and design software, produce professional quality structural plans including connection details, and defend design to a three-member advisory committee. Prerequisites: CEE:5990.

CEE:5993 Community-Centered Problem Solving and Design 3 s.h.

Analysis, evaluation, and modeling of food-energy-water systems (FEWS) development challenges faced by resource-constrained communities in developed and developing countries; design and development of appropriate solutions to address disparities in FEWS and anticipate social, economic, political, technological, human health, and environmental impacts of these interventions; communication with a diverse suite of stakeholders using modern forms of media intended for public engagement and dissemination of research impacts; demonstration of cultural responsiveness consistent with social and economic realities of resource-limited communities.

CEE:5998 Individual Investigations: Civil and Environmental Engineering arr.

Individual projects for civil and environmental engineering graduate students: laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

CEE:5999 Research: Civil and Environmental Engineering M.S. Thesis arr.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for the M.S. with thesis in civil and environmental engineering. Requirements: graduate standing.

CEE:6223 Environmental Boundary Layers 4 s.h.

Fundamentals of environmental boundary layer dynamics and thermodynamics of natural and engineered systems; atmospheric boundary layers and aquatic surface layer dynamics; land-atmosphere interaction, air-water exchange, and turbulent transport in aquatic ecosystems; turbulence, surface energy balance, spectral analysis, similarity theory; flow over homogeneous and heterogeneous surfaces, thermal stratification effects, measurement, simulation of turbulent and surface fluxes; applications to environmental modeling, urban meteorology, ecosystem dynamics, renewable energy; recent and current research topics. Prerequisites: ENGR:2510.

CEE:6225 Communicating Science 3 s.h.

Writing and speaking about environmental engineering and science research; key principles of writing with clarity and cohesion, and practice applying these principles on a piece of research writing that students are currently working on; review best practices for presenting research to peers and at conferences; students are required to share their work with peers through writing and presentations. Recommendations: graduate standing in earth and environmental sciences; M.S. students must be thesis option.

CEE:6253 Environmental Organic Chemistry 3 s.h.

Environmental factors that govern processes that determine fate of organic chemicals in natural and engineered systems; knowledge of chemical fate applied toward quantitatively assessing environmental behavior of organic chemicals; holistic view on physical-chemical properties of organic compounds, including aspects of gas-solid partitioning, bioaccumulation, and transformations in the atmosphere.

CEE:6255 Environmental Biotechnology and Bioremediation 3 s.h.

Concepts in molecular microbial ecology and bioremediation; microbial diversity and genetics, evolution of biodegradation pathways, application of quantitative PCR, high-throughput amplicon and metagenomic and transcriptomic sequencing, proteomics, stable isotopes; bioremediation research and practice. Prerequisites: CEE:5154.

CEE:6299 Advanced Topics in Water and the Environment 1-3 s.h.

Advanced topics or areas of study not formally offered in other civil and environmental courses; topics include environmental engineering and science, hydraulics, hydrology, water resources, and sustainable water development.

CEE:6310 Analytical Methods in Mechanical Systems 3 s.h.

Vector and function spaces; functionals and operators in Hilbert spaces; calculus of variations and functional analysis with application to mechanics; Ritz and Galerkin methods. Prerequisites: ME:5113. Same as ME:6214.

CEE:6372 Environmental Dispersion Processes 3 s.h.

Review of classical diffusion theories; longitudinal dispersion, transverse and vertical mixing in free-surface turbulent shear flow; application to natural channels; selected topics including stream-tube models, mixing and dispersion of heated effluents. Corequisites: CEE:5369.

CEE:6376 Viscous Flow 3 s.h.

Equations of viscous flow; classical analytical and numerical solutions; flow regimes and approximations; laminar boundary layers—equations, solution methods, applications; stability theory and transition; incompressible turbulent flow—mean-flow and Reynolds-stress equations, modeling, turbulent boundary layers and free shear flows. Requirements: for ME:6260—ME:5160; for CEE:6376—CEE:5369. Same as ME:6260.

CEE:6520 Watershed Sedimentation 3 s.h.

Exploration of rich and complex field of sediment transport, geomorphology, and contaminant transport; associated physical, chemical, and biological processes with associated mathematical modeling; investigation of current topics not covered elsewhere, including physical processes affecting stability/mobility, transport, and fate of soil/sediments; lack of general understanding in development of fine-scale sedimentary structure in different systems, particularly contamination and contamination release; suspension effects on turbulent flows. Prerequisites: CEE:4370 and CEE:4373.

CEE:6532 Finite Element II 3 s.h.

Computer implementation; plate and shell elements; mixed and hybrid formulations; nonlinear analysis; recent development; introduction to boundary element method. Prerequisites: CEE:4533. Same as IGPI:6216, ME:6215.

CEE:7250 Advanced Fracture Mechanics 3 s.h.

Fracture of modern engineering materials; linear-elastic fracture; computational methods; functionally graded materials; elastic-plastic fracture; multiscale fracture and fatigue crack initiation. Prerequisites: ME:5113 and (ME:5159 or CEE:4533). Same as ME:7250.

CEE:7549 Multiscale Modeling 3 s.h.

Computational modeling of engineering materials ranging from molecular to continuum scales, molecular dynamics and Monte Carlo methods, nanoscale continuum modeling, scale-coupling methods. Prerequisites: ME:5143 or CEE:4533. Same as ME:6255.

CEE:7999 Research: Civil and Environmental Engineering Ph.D. Dissertation arr.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for the Ph.D. in civil and environmental engineering.

Civil Engineering, B.S.E.

Educational Objectives

Within a few years of graduation, graduates of the Bachelor of Science in Engineering (B.S.E.) program in civil engineering will:

- be productive and contributing members of the civil engineering profession as practitioners, entrepreneurs, researchers, or teachers;
- be engaged in learning, understanding, and applying new ideas as the field develops;
- pursue advanced studies, if qualified and interested; and
- promote the safety, health, and welfare of the public and the environment through professional practice and civic leadership.

Requirements

The Bachelor of Science in Engineering with a major in civil engineering requires a minimum of 128 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

All engineering students complete the B.S.E. core requirements, which include RHET:1030 Rhetoric; ENGR:1100 Introduction to Engineering Problem Solving and ENGR:1300 Introduction to Engineering Computing; and courses in chemistry, engineering mathematics and fundamentals, and physics.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component. For information about the curriculum stems, see the Bachelor of Science in Engineering [p. 1428] in the Catalog.

Students must select elective focus area courses according to guidelines established by the Department of Civil and Environmental Engineering. See "Elective Focus Areas" below.

Elective Focus Areas

Civil engineering students may choose from several standard elective focus areas developed by the department or create an individual focus area tailored to their interests.

Standard elective focus areas are offered in the broad field of civil and environmental engineering practice and in the four technical areas: environmental engineering; hydraulics and water resources; structures, mechanics, and materials; and transportation engineering. Other areas of focus include pre-architecture and urban and regional planning. For more detailed information about elective focus areas, see the Bachelor of Science in Engineering [p. 1428] in the Catalog. For a list of standard elective focus area options and guidelines for tailored elective focus areas in civil engineering, see Elective Focus Areas on the Department of Civil and Environmental Engineering website.

Combined Programs

B.S.E./M.S. in Civil and Environmental Engineering

The College of Engineering offers the combined Bachelor of Science in Engineering/Master of Science program for civil engineering undergraduate students who intend to earn a M.S. in civil and environmental engineering. B.S.E./M.S. students may attend the departmental graduate seminar and work on a master's thesis or research project while they are still undergraduates. They may count a limited amount of coursework toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the degree program, students must have completed at least 80 s.h. and have a cumulative g.p.a. of at least 3.25. They must submit an application form to the Department of Civil and Environmental Engineering, along with a letter stating their proposed area of specialization and the name of a department faculty member willing to be their primary M.S. advisor. Graduate Record Examination (GRE) General Test scores are not required for the degree program.

Applications are due by May 15.

B.S.E./M.S. in Urban and Regional Planning

The College of Engineering and the School of Planning and Public Affairs offer the combined Bachelor of Science in Engineering/Master of Science program in urban and regional planning. The program, which is completed in five years, is designed for students who wish to pursue a public or private sector career in planning, a field that encompasses the development of alternatives to improve the quality of life in cities and regions.

Graduates are technically oriented professionals who have a clear understanding of policy development and implementation, which they apply to civil and industrial engineering problems. They fill positions such as public works director, transportation engineer, and public utilities staff member.

Each student in the combined program has two advisors, one in civil engineering and one in planning and public affairs. Students enroll in the College of Engineering for their first four years in the program and in the Graduate College for their fifth year. They follow the standard curriculum of their B.S.E. program during the first two years and begin adding courses from the planning and public affairs program during the third year. Successful students receive a B.S.E. at the end of the fourth year and an M.S. in urban and regional planning at the end of the fifth year.

Students in the combined program must maintain a cumulative g.p.a. of at least 3.00 in order to graduate with an M.S. in urban and regional planning.

For more information, see the M.S. in urban and regional planning (Graduate College) in the Catalog. Contact Engineering Student Services for information about applying to the combined program.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Civil Engineering, B.S.E.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1100	Introduction to Engineering Problem Solving	3
CHEM:1110	Principles of Chemistry I ^b	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students	1
CSI:1600	Success at Iowa	0
Hours		16
Spring		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
ENGR:1300	Introduction to Engineering Computing	3
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
GE: Engineering Be Creative ^c		3
Hours		16
Second Year		
Fall		
MATH:2560	Engineering Mathematics IV: Differential Equations	3
PHYS:1612 or CHEM:1120	Introductory Physics II or Principles of Chemistry II	4
ENGR:2110	Engineering Fundamentals I: Statics	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics	3
CEE:1030	Introduction to Earth Science	3
Hours		18
Spring		
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
ENGR:2710	Dynamics	3
ENGR:2750	Mechanics of Deformable Bodies	3
CEE:2010	Civil and Environmental Engineering Professional Practice and Ethics	1
CEE:3763	Principles of Transportation Engineering	3
GE: CLAS General Education Component ^d		3
Hours		16

Third Year

Fall

CEE:2015	Civil Engineering Tools	2
CEE:3530	Geomechanics	4
CEE:3533	Principles of Structural Engineering	4
ENGR:2510	Fluid Mechanics	4
Elective Focus Area: #1		3
CEE:3001	Leadership Skills for Engineers	1
Hours		18

Spring

CEE:3155	Principles of Environmental Engineering	4
CEE:3371	Principles of Hydraulics and Hydrology	3
CEE:3586	Civil Engineering Materials	3
Elective Focus Area: #2		3
GE: Approved Course Subjects ^e		3
CEE:3002	Technical Communication in Civil and Environmental Engineering	1
Hours		17

Fourth Year

Fall

Civil and Env. Engr Design Course ^f		3
Civil and Env. Engr Design Course ^f		3
Elective Focus Area: #3		3
Elective Focus Area: #4		3
GE: Approved Course Subjects ^e		3
CEE:3003	Project Management Skills	1
Hours		16

Spring

CEE:4850	Project Design and Management in Civil Engineering	3
Elective Focus Area: #5		3
Elective Focus Area: #6		3
Elective Focus Area: #7		3
GE: Approved Course Subjects ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^g		
Hours		15
Total Hours		132

a Enrollment in math courses requires completion of a placement exam.

b Enrollment in chemistry courses requires completion of a placement exam.

c Courses with prerequisites; students should complete a prerequisite waiver form.

d Students may select a course from all GE CLAS Core categories except Rhetoric, Quantitative or Formal Reasoning, and Natural Sciences.

e A full list of approved course subjects can be found on the College of Engineering General Education Component website.

f Design Courses: CEE:4157; CEE:4374; CEE:4506; CEE:4535; CEE:4762. Design courses must be taken from two different technical areas.

g Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting. Engineering majors hold eight of the top ten spots on the list of top-paid majors for bachelor's degree graduates, according to the National Association of Colleges and Employers (NACE). On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Environmental Engineering, B.S.E.

Educational Objectives

Within a few years of graduation, graduates of the Bachelor of Science in Engineering (B.S.E.) program in environmental engineering will:

- be productive and contributing members of the environmental engineering profession as practitioners, entrepreneurs, researchers or teachers;
- be engaged in learning, understanding, and applying new ideas as the field develops;
- pursue advanced studies, if qualified and interested; and
- promote the safety, health, and welfare of the public and the environment through professional practice and civic leadership.

Requirements

The Bachelor of Science in Engineering with a major in environmental engineering requires a minimum of 128 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

All engineering students complete the B.S.E. core requirements, which include RHET:1030 Rhetoric; ENGR:1100 Introduction to Engineering Problem Solving and ENGR:1300 Introduction to Engineering Computing; and courses in chemistry, engineering mathematics and fundamentals, and physics.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component. For information about the curriculum stems, see the Bachelor of Science in Engineering [p. 1428] in the Catalog.

Students must select elective focus area courses according to guidelines established by the Department of Civil and Environmental Engineering. See "Elective Focus Areas" below.

Elective Focus Areas

Environmental engineering students may choose from a standard elective focus area developed by the department or create an individual focus area tailored to their interests.

For more detailed information about elective focus areas, see the Bachelor of Science in Engineering [p. 1428] in the Catalog. For a description of the standard elective focus area options and guidelines for tailored elective focus areas in environmental engineering, see Elective Focus Areas on the Department of Civil and Environmental Engineering website.

Combined Programs

B.S.E./M.S. in Civil and Environmental Engineering

The College of Engineering offers a Bachelor of Science in Engineering/Master of Science program for environmental engineering undergraduate students who intend to earn a M.S. in civil and environmental engineering. B.S.E./M.S.

students may attend the departmental graduate seminar and work on a master's thesis or research project while they are still undergraduates. They may count a limited amount of coursework toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the degree program, students must have completed at least 80 s.h. and have a cumulative g.p.a. of at least 3.25. They must submit an application form to the Department of Civil and Environmental Engineering, along with a letter stating their proposed area of specialization and the name of a department faculty member willing to be their primary M.S. advisor. Graduate Record Examination (GRE) General Test scores are not required for the fast-track degree program.

Applications are due by May 15.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Environmental Engineering, B.S.E.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1100	Introduction to Engineering Problem Solving ^b	3
CHEM:1110	Principles of Chemistry I ^c	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students ^b	1
CSI:1600	Success at Iowa	0
Hours		16
Spring		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
ENGR:1300	Introduction to Engineering Computing ^d	3
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
CHEM:1120	Principles of Chemistry II	4
CEE:1010	Introduction to Careers in Environmental Engineering ^e	0
Hours		17
Second Year		
Fall		
MATH:2560	Engineering Mathematics IV: Differential Equations	3
CHEM:2210	Organic Chemistry I	3
ENGR:2110	Engineering Fundamentals I: Statics ^f	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits ^d	3

ENGR:2130	Engineering Fundamentals III: Thermodynamics ^f	3
CEE:1030	Introduction to Earth Science ^f	3
Hours		17

Spring

STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
ENGR:2710	Dynamics ^f	3
ENGR:2720	Materials Science ^f	3
CEE:2010	Civil and Environmental Engineering Professional Practice and Ethics ^e	1
CEE:3155	Principles of Environmental Engineering ^e	4
GE: Engineering Be Creative ^g		3
Hours		17

Third Year**Fall**

CEE:4158	Solid and Hazardous Wastes ^b	3
ENGR:2510	Fluid Mechanics ^b	4
GE: CLAS General Education Component ^h		3
BIOL:1411	Foundations of Biology	4
Elective Focus Area: #2		3
CEE:3001	Leadership Skills for Engineers ^b	1
Hours		18

Spring

CEE:3430	Water Treatment ^e	4
CEE:3371	Principles of Hydraulics and Hydrology ^e	3
Elective Focus Area: #3		3
Elective Focus Area: #4		3
GE: Approved Course Subjects ⁱ		3
CEE:3002	Technical Communication in Civil and Environmental Engineering ^e	1
Hours		17

Fourth Year**Fall**

CEE:4157	Environmental Engineering Design ^b	3
CEE:4374	Water Resource Design ^b	3
CEE:4150	Environmental Chemistry ^b	3
CEE:4102	Groundwater ^b	3
GE: Approved Course Subjects ⁱ		3
CEE:3003	Project Management Skills ^b	1
Hours		16

Spring

CEE:4850	Project Design and Management in Civil Engineering ^e	3
CEE:4159	Air Pollution Control Technology ^e	3
Elective Focus Area: #6		3
Elective Focus Area: #7		3
GE: Approved Course Subjects ⁱ		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		15
Total Hours		133

- a Enrollment in math courses requires completion of a placement exam.
- b Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d Typically this course is offered in fall and spring semesters. Check MyUI for course availability since offerings are subject to change.
- e Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- f Typically this course is offered in fall, spring, and summer semesters. Check MyUI for course availability since offerings are subject to change.
- g Courses with prerequisites; students should complete a prerequisite waiver form.
- h Students may select a course from all GE CLAS Core categories except Rhetoric, Quantitative or Formal Reasoning, and Natural Sciences.
- i A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting. Engineering majors hold eight of the top ten spots on the list of top-paid majors for bachelor's degree graduates, according to the National Association of Colleges and Employers (NACE). On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Civil and Environmental Engineering, M.S.

Graduate study in civil and environmental engineering prepares students for professional careers and further study. The principal concentration areas are environmental engineering and environmental science; hydraulics, hydrology, and water resources; structures, mechanics, and materials; sustainable water development; and transportation.

Research and Study Areas

Structures, Mechanics, and Materials

The structures, mechanics, and materials curriculum is designed for students who wish to gain knowledge and skill in the mechanics of solids and structures that they can apply to civil infrastructure systems and other fields. The program concentrates on developing appropriate methodologies for tackling broad, complex issues related to civil infrastructure systems, and on educating engineers in the implementation and application of methodologies to actual engineering projects. Faculty members have expertise in structural engineering, design optimization, solid mechanics, and computational methods.

Transportation Engineering

The transportation engineering curriculum is geared toward students interested in developing specialized knowledge and skills applicable to the diverse set of issues associated with transportation. Faculty members have expertise in traffic engineering, infrastructure management systems, pavement engineering, advanced construction materials, dynamic load and pavement simulation, optimal design, winter highway maintenance, real-time simulation, human factors, intelligent sensors, nondestructive testing, transportation planning, and travel demand modeling.

Water and the Environment

The water and the environment graduate program focuses on both fundamental and applied aspects of environmental systems and processes across a range of scales. The water and the environment program offers unique opportunities for students to actively participate in the research, analysis, and design aspects of real-world problems. There are three areas of specialization—environmental engineering and science; hydraulics, hydrology, and water resources; and sustainable water development.

The environmental engineering and science curriculum provides a comprehensive base of coursework and research in the areas of air and water quality management; environmental chemistry and microbiology; natural systems modeling; and processes for water supply, pollution control, and solid and hazardous waste management.

The hydraulics, hydrology, and water resources curriculum is associated with IIHR—Hydroscience & Engineering, a world-renowned research institute, where senior staff members of the institute are professors in the program. IIHR offers unique curriculum opportunities in laboratory and field-scale experimentation, and in mathematical modeling with IIHR's high-speed computer facilities.

The sustainable water development curriculum is focused on training interdisciplinary professional engineers, researchers, educators, and those who are ready to meet

the water resource challenges of communities most in need. Community service and professional development experiences complement innovative research at the food, energy, and water nexus.

Across all specialization areas within water and the environment, interdisciplinary research and study are conducted with programs including the Center for Global and Regional Environmental Research, the Center for Health Effects of Environmental Contamination, the Iowa Superfund Research Program, the Hazardous Substances Research Center, and the Center for Biocatalysis and Bioprocessing; the Department of Chemical and Biochemical Engineering (College of Engineering); the Departments of Earth and Environmental Sciences, and Geographical and Sustainability Sciences (College of Liberal Arts and Sciences); the Department of Microbiology and Immunology (Carver College of Medicine); the Department of Occupational and Environmental Health (College of Public Health); and the School of Planning and Public Affairs (Graduate College). Other areas of interdisciplinary focus include groundwater contamination, biotechnology, global climate change, and hazardous substances.

Requirements

The Master of Science program in civil and environmental engineering requires a minimum of 30 s.h. of graduate credit for thesis students; 31 s.h. for nonthesis students. The program enables students to concentrate in one or more areas of their choice. Students who choose the thesis program may earn up to 6 s.h. for the thesis. M.S. students must maintain a g.p.a. of at least 2.75.

With the approval of their advisor, students develop a study plan that satisfies the requirements of their chosen curriculum. Students must pass an oral examination and in some program options, a written examination.

Consult the department's Graduate Program Resources web page for more detailed information about the M.S. program in civil and environmental engineering.

Combined Programs

M.S. (Sustainable Water Development Subprogram)/M.S. in Urban and Regional Planning

The Department of Civil and Environmental Engineering and the School of Planning and Public Affairs collaborate to offer a combined Master of Science in civil and environmental engineering with a sustainable water development subprogram/Master of Science in urban and regional planning.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information, see the M.S. in urban and regional planning [p. 1622] (Graduate College) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Each of the program's curricula is flexible; students may be admitted from all disciplines of engineering as well as from the mathematical and basic sciences.

Applicants should have a cumulative undergraduate g.p.a. of at least 3.00. Those with grade-point averages slightly lower should contact the department.

Applicants should have a combined verbal and quantitative score of at least 301 on the Graduate Record Examination (GRE) General Test. Lower scores are considered with other evidence of academic promise (recommendation letters, grade-point average). GRE General Test scores also are used in financial aid decisions.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Civil and Environmental Engineering, M.S.

Sustainable Water Development Specialization

Course	Title	Hours
Academic Career		
Any Semester		
31 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Hours		0
First Year		
Fall		
CEE:5380	Fluid Flows in Environmental Systems	3
CEE:5410	Politics and Economics of the Food, Energy, Water Nexus	3
CEE:5440	Foundations of Environmental Chemistry and Microbiology	3
CEE Elective course ^b		3
CEE Elective course ^b		3
ENGR:7270	Engineering Ethics ^c	1
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
Hours		16
Spring		
CEE:5310	Informatics for Sustainable Systems	3
CEE:5350	Watershed Hydrology and Ecosystem Processes	3
CEE Elective course ^b		3
CEE Elective course ^b		3
CEE Elective course ^b		3
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0

Final Exam ^e	
Hours	15
Total Hours	31

- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- Work with academic advisor to determine elective graduate coursework and sequence. See General Catalog and CEE website for specifics.
- Must be completed during first semester.
- Required every semester.
- Final exam is required for some program areas. Refer to Graduate Program Resources on the CEE website for details.

Financial Support

A significant number of research assistantships are available on a variety of research projects, and a limited number of teaching assistantships may be available. Selection of recipients usually is based on scholastic achievement and research interest.

Career Advancement

Current and projected demand for M.S. graduates is excellent. Graduates are placed in advanced technical positions in industry, consulting firms, or government, or they may continue their graduate study. On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Civil and Environmental Engineering, Ph.D.

Graduate study in civil and environmental engineering prepares students for professional careers and further study. The principal concentration areas are environmental engineering and environmental science; hydraulics, hydrology, and water resources; structures, mechanics, and materials; sustainable water development; and transportation.

Research and Study Areas

Structures, Mechanics, and Materials

The structures, mechanics, and materials curriculum is designed for students who wish to gain knowledge and skill in the mechanics of solids and structures that they can apply to civil infrastructure systems and other fields. The program concentrates on developing appropriate methodologies for tackling broad, complex issues related to civil infrastructure systems, and on educating engineers in the implementation and application of methodologies to actual engineering projects. Faculty members have expertise in structural engineering, design optimization, solid mechanics, and computational methods.

Transportation Engineering

The transportation engineering curriculum is geared toward students interested in developing specialized knowledge and skills applicable to the diverse set of issues associated with transportation. Faculty members have expertise in traffic engineering, infrastructure management systems, pavement engineering, advanced construction materials, dynamic load and pavement simulation, optimal design, winter highway maintenance, real-time simulation, human factors, intelligent sensors, nondestructive testing, transportation planning, and travel demand modeling.

Water and the Environment

The water and the environment graduate program focuses on both fundamental and applied aspects of environmental systems and processes across a range of scales. The water and the environment program offers unique opportunities for students to actively participate in the research, analysis, and design aspects of real-world problems. There are three areas of specialization—environmental engineering and science; hydraulics, hydrology, and water resources; and sustainable water development.

The environmental engineering and science curriculum provides a comprehensive base of coursework and research in the areas of air and water quality management; environmental chemistry and microbiology; natural systems modeling; and processes for water supply, pollution control, and solid and hazardous waste management.

The hydraulics, hydrology, and water resources curriculum is associated with IIHR—Hydrosience & Engineering, a world-renowned research institute, where senior staff members of the institute are professors in the program. IIHR offers unique curriculum opportunities in laboratory and field-scale experimentation, and in mathematical modeling with IIHR's high-speed computer facilities.

The sustainable water development curriculum is focused on training interdisciplinary professional engineers, researchers, educators, and those who are ready to meet

the water resource challenges of communities most in need. Community service and professional development experiences complement innovative research at the food, energy, and water nexus.

Across all specialization areas within water and the environment, interdisciplinary research and study are conducted with programs including the Center for Global and Regional Environmental Research, the Center for Health Effects of Environmental Contamination, the Iowa Superfund Research Program, the Hazardous Substances Research Center, and the Center for Biocatalysis and Bioprocessing; the Department of Chemical and Biochemical Engineering (College of Engineering); the Departments of Earth and Environmental Sciences, and Geographical and Sustainability Sciences (College of Liberal Arts and Sciences); the Department of Microbiology and Immunology (Carver College of Medicine); the Department of Occupational and Environmental Health (College of Public Health); and the School of Planning and Public Affairs (Graduate College). Other areas of interdisciplinary focus include groundwater contamination, biotechnology, global climate change, and hazardous substances.

Requirements

The Doctor of Philosophy program in civil and environmental engineering requires a minimum of 72 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00 throughout the program. The doctoral degree is granted primarily on the basis of achievement rather than on a prescribed course of study.

Students usually need at least three years of full-time graduate study to complete the degree. All students must pass a qualifying examination. They also must pass a written and oral comprehensive examination before they may be formally admitted to Ph.D. candidacy; the comprehensive examination usually is taken after all required coursework has been completed. Students devote one year to the preparation of a dissertation that contributes to knowledge in the field; they must defend their dissertation successfully in a final examination.

Consult the department's Graduate Program Resources web page for more detailed information about the Ph.D. program in civil and environmental engineering.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Each of the program's curricula is flexible; students may be admitted from all disciplines of engineering as well as from the mathematical and basic sciences.

Applicants should have a graduate g.p.a. of at least 3.00. Those with grade-point averages slightly lower should contact the department.

Applicants should have a combined verbal and quantitative score of at least 301 on the Graduate Record Examination (GRE) General Test. Lower scores are considered with other evidence of academic promise (recommendation letters, grade-point average). GRE General Test scores also are used in financial aid decisions.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Civil and Environmental Engineering, Ph.D.

Sustainable Water Development Specialization

Course	Title	Hours
Academic Career		
Any Semester		
72 s.h. of graduate level coursework must be completed; up to 24 s.h. of graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Hours		0
First Year		
Any Semester		
Qualifying Exam ^b		
Hours		0
Fall		
CEE:5440	Foundations of Environmental Chemistry and Microbiology	3
CEE:5380	Fluid Flows in Environmental Systems	3
CEE:5410	Politics and Economics of the Food, Energy, Water Nexus	3
ENGR:7270	Engineering Ethics ^c	1
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
Hours		10
Spring		
CEE Elective course ^e		3
CEE Elective course ^e		3
CEE:5350	Watershed Hydrology and Ecosystem Processes	3
CEE:5095	Career Paths in Sustainable Water Development ^f	0
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
Hours		9
Second Year		
Any Semester		
Comprehensive Exam ^g		
Hours		0
Fall		
CEE Elective course ^e		3
CEE Elective course ^e		3
CEE Elective course ^e		3
CEE:5097	Coaching Seminar on Communicating Water Science ^h	0
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0

CEE:7999	Research: Civil and Environmental Engineering Ph.D. Dissertation ⁱ	6
Hours		15

Spring

CEE:6225	Communicating Science ^j	3
CEE Elective course ^e		3
CEE Elective course ^e		3
CEE:5097	Coaching Seminar on Communicating Water Science ^h	0
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
CEE:7999	Research: Civil and Environmental Engineering Ph.D. Dissertation ⁱ	6
Hours		15

Third Year

Fall

CEE Elective course ^e		3
CEE:5097	Coaching Seminar on Communicating Water Science ^h	0
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
CEE:7999	Research: Civil and Environmental Engineering Ph.D. Dissertation ⁱ	9
Hours		12

Spring

CEE Elective course ^e		3
CEE:5097	Coaching Seminar on Communicating Water Science ^h	0
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
CEE:7999	Research: Civil and Environmental Engineering Ph.D. Dissertation ⁱ	6
Hours		9

Fourth Year

Fall

CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
CEE:7999	Research: Civil and Environmental Engineering Ph.D. Dissertation ⁱ	2
Hours		2

Spring

Final Exam ^k		
CEE:5096	Water, Energy, and Food Nexus Seminar ^d	0
Hours		0
Total Hours		72

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Typically completed by the end of the first year. Refer to the CEE website and the Graduate College Manual of Rules and Regulations for details.
- c Must be completed during first semester.
- d Required every semester.
- e Work with academic advisor to determine graduate elective coursework and sequence. See General Catalog and CEE website for specifics.
- f Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.

- g Oral exam typically completed by the end of the second year after passing the Qualifying Exam; written dissertation prospectus must be submitted to the committee two weeks before exam.
- h Enrollment during four semesters is required.
- i Total of 29 s.h from CEE:7999 is required. May take up to 6 s.h. for a letter grade; all other credits must be taken on S/U basis.
- j Technical communication requirement; approved courses include RHET:7500, RHET:7930, RHET:7940. Other courses may be considered and should be submitted to the CEE Director of Graduate Studies for approval.
- k Oral dissertation defense.

Financial Support

A significant number of research assistantships are available on a variety of research projects, and a limited number of teaching assistantships may be available. Selection of recipients usually is based on scholastic achievement and research interest.

Career Advancement

Graduates are placed in advanced technical positions in industry, consulting firms, or government.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Electrical and Computer Engineering

Chair

- Er-Wei Bai

Undergraduate majors: computer science and engineering (B.S.E.); electrical engineering (B.S.E.)

Graduate degrees: M.S. in electrical and computer engineering; Ph.D. in electrical and computer engineering

Faculty: <https://ece.engineering.uiowa.edu/people>

Website: <https://ece.engineering.uiowa.edu/>

Electrical engineers and computer engineers make vital contributions to nearly all facets of modern society through their work in areas such as the internet of things (IoT), artificial intelligence, deep learning, computer systems, software applications, medical imaging, robotics, wireless communications, and fiber optics. From smart technologies to high-definition television, cellular telephones, and computer networks, the contributions of electrical and computer engineers are constantly reinventing the world.

Many benefits that have sprung from electrical and computer engineering technology now are taken for granted—noninvasive imaging of the brain and other internal organs, astonishing views of the solar system's outer planets, and wireless telecommunications. Electrical and computer engineers also play crucial roles in major emerging technologies, such as driverless vehicles, smart cities, and human genomics.

As the United States strives to retain or enlarge its share of national and international markets, electrical and computer engineers will play a more important role in fostering innovation, increasing productivity, and creating intelligent systems to improve the quality of life for residents.

Electrical and computer engineers work in research, design, development, manufacturing, sales, market analysis, consulting, field service, and management. They are employed in computer, semiconductor, software, aerospace, telecommunication, medical, radio, television, and power industries, and many graduates pursue entrepreneurial ventures.

Programs

Undergraduate Programs of Study

Majors

- Major in Computer Science and Engineering (Bachelor of Science in Engineering) [p. 1488]
- Major in Electrical Engineering (Bachelor of Science in Engineering) [p. 1492]

Graduate Programs of Study

Majors

- Master of Science in Electrical and Computer Engineering [p. 1497]
- Doctor of Philosophy in Electrical and Computer Engineering [p. 1499]

Research and Study Areas

Augmented Reality and Multimodal Sensing

The department is actively involved in research to advance augmented reality and virtual reality systems, particularly regarding their underlying multimodal imaging and sensing techniques. Work in this area relies on mathematics, instrumentation, software engineering, computer vision, and computer graphics to design and engineer novel methodologies and systems for sensing, virtually replicating, understanding, and then augmenting the world around us. This is an interdisciplinary research area that encompasses fields such as: 3-D/4-D surface imaging and measurement, 3-D/4-D data compression and communication, real-time computer vision, computer-aided surgeries, machine learning, computer graphics, human-computer interaction, multimedia on mobile devices, and computer-aided design. In addition to advancing the basic science within those fields, departmental researchers are pursuing various applications of their work via collaborations with the Carver College of Medicine [p. 1658], the Public Digital Arts faculty cluster, the Iowa Informatics Initiative, the Iowa Institute of Biomedical Imaging, and the Iowa Technology Institute.

Bioinformatics and Computational Biology

The Center for Bioinformatics and Computational Biology (CBCB) is a multidisciplinary research enterprise that encompasses numerous laboratories and collaborates with many graduate programs on campus. Students may earn the Certificate in Informatics [p. 1597] (Graduate College), to augment their Ph.D. training in disciplines ranging from molecular biology to biochemistry to computer science to engineering.

The Coordinated Laboratory for Computational Genomics, a CBCB affiliate, engages in a broad range of research activities that complement the Human Genome Project. Members of the laboratory develop new hardware and software techniques for analysis and annotation of genomic sequence, its transcription and translation, and the proteome. Other efforts are aimed at systematic capture and curation of phenotypic information acquired from massive databases of clinical information derived from collaborations with the Carver College of Medicine. The goal of these projects is to elucidate the mechanisms of human disease and develop promising new methods for cures and treatments.

The laboratory's facilities include more than 200 workstations, three Linux clusters, and access to the National Science Foundation (NSF) TeraGrid and other high-performance computing facilities. Projects in the laboratory frequently involve cutting-edge genomic and proteomic instruments such as the Roche 454 next-generation sequencing platform and several high-throughput gene expression (microarray) measurement platforms.

Computer Systems

High-performance computing research involves development of collaborative and parallel computing environments and associated software tools, and use of these facilities and tools in varied application domains, including image processing and computational biology. Current work in networking focuses on protocols and layer-integration schemes that

support high-performance wireless networking, and on control and coordination of mobile ad hoc networks. Current research facilities in these areas include several large cluster computers and an experimental asynchronous transfer mode (ATM) network.

Departmental facilities that support this work include Linux and Windows workstations and server nodes that provide college-wide networked computer services. Advanced computing facilities also are available at national supercomputing centers and federal laboratories.

Control Systems and Systems Theory

Control systems and system theory use feedback to improve the predictability and efficiency of engineered systems ranging from electronic amplifiers to vehicle guidance systems, manufacturing processes, communication channels, and the internet. Work in control systems and systems theory draws heavily on results from mathematics, physics, and computer science to model the systems that are to be controlled and to implement feedback controllers.

Current research emphasizes optimal, adaptive, digital, robust, and stochastic control and the control of discrete event dynamical systems. Recent work has concerned the estimation, identification, and robust control of linear and nonlinear dynamical systems; set membership identification, control over wireless communication channels; coordinated fault tolerant control of unmanned vehicles; use of control theory to analyze distributed computing, communications, and manufacturing systems; interplay between communications and control; design of fast digital controllers using subband coding; and multirate control systems.

Research in control systems and systems theory is supported by extensive computing resources and collaborations with local industry, the National Advanced Driving Simulator (NADS), the University of Iowa Technology Institute, and the Carver College of Medicine [p. 1658].

Nanoscale Electronics and Spintronics

Nanotechnology is the branch of technology that deals with dimensions that are 10,000 times smaller than the width of the hair. Nanoscience and nanotechnology involve the ability to see and to control individual atoms and molecules. Utilizing the nanofabrication and nanoimaging facilities available on campus, nanoscale transistors, optical circuits, biosensors, and solar cells are being developed. Departmental researchers are pursuing experimental, theoretical, and large-scale computational approaches.

Optoelectronics

Research in this area is carried out primarily in the new Iowa Center for Research, Exploration, and Advanced Technology in Engineering and Sciences (Iowa-CREATES) at the Iowa Advanced Technology Laboratories, a well-equipped, modern facility two blocks from the Seamans Center for the Engineering Arts and Sciences. Current research topics are optical and electronic properties of semiconductors, semiconductor devices, electro-optics, nonlinear optics, nonlinear wave propagation in plasmas, nanotechnology, and medical devices. This research is at the interface of optical

engineering, materials engineering, quantum physics, and electromagnetics.

Much work is done in collaboration with other University of Iowa departments, including the Departments of Physics and Astronomy, and Chemistry (College of Liberal Arts and Sciences), and the Departments of Internal Medicine and Neurosurgery (Carver College of Medicine). Facilities include two molecular beam epitaxy reactors (in physics and astronomy), a microfabrication laboratory with nanometer resolution capabilities, electrical characterization capability to 22 GHz, several Ti-sapphire lasers, a mid-infrared optical parametric oscillator, and plasma equipment for nonlinear wave plasma interaction studies.

Examples of current projects are the design and fabrication of diode lasers and light-emitting diodes based on the bandgap engineering of antimony and arsenic-based III-V compound semiconductors, phase control of laser arrays, development of an all-optical power equalizer, characterization of quantum well devices, nonlinear waveguide devices, development of a noncontact method to measure transport properties, plasma and optical soliton excitation and propagation, development of cellular probes, gas sensors, and a laser scalpel for medical research.

Signal and Image Processing

Research in image processing and basic and applied signal processing is supported by a digital signal processing laboratory and an image analysis laboratory. Collaborative research with faculty in the Departments of Radiology, Neurology, Psychiatry, Internal Medicine, Ophthalmology and Visual Sciences, Radiation Oncology (Carver College of Medicine), and the Roy J. Carver Department of Biomedical Engineering is directed at quantitative analysis of medical images.

In the area of signal processing, current projects include analysis and design of efficient adaptive algorithms for signal processing, efficient coding and transmission of speech, speech processing aids for the hearing impaired, robust equalization of uncertain channels, application of neural networks to communications systems, multirate signal processing, and subband coding and channel equalization.

Image processing and analysis projects include development of novel methods for image segmentation, image registration, computer-aided detection and diagnosis, early identification of disease patterns from medical image data, computer-aided surgical planning, virtual and augmented reality medical image visualization, building anatomic atlases, and a broad range of translational medicine projects focusing on research and clinical applications of the novel methods. The areas of interest span all scales, from molecules to cells to small animals to humans, and cover a broad range of organ systems and targeted diseases. The spectrum of medical imaging modalities used for research and applications in image processing and analysis is equally broad, encompassing all existing modalities, including X-ray, CT, MR, PET, SPECT, and OCT.

The Medical Image Analysis Labs consist of several specialized facilities for digital image processing. They are equipped with state-of-the-art devices for data storage, transfer, visualization, and analysis. High-capacity data storage devoted to image processing research offers more than 35 TB of online hard disk space. An augmented reality medical image visualization lab serves as a high-performance collaborative resource for the Iowa Institute for Biomedical Imaging. The institute makes additional resources available to

image processing research, including small and large animal as well as human research scanning facilities, and provides a backbone for interdisciplinary medical image analysis research to electrical and computer engineering graduate students and faculty.

Wireless Communication Systems

The department is engaged in research using wireless sensor networks (WSNs), which consist of spatially distributed autonomous devices that use sensors to cooperatively monitor physical or environmental conditions such as temperature, sound, vibration, pressure, motion, and pollutants at different locations. WSNs are used for environment and habitat monitoring, health care applications, home automation, and traffic control. Current research includes the application of WSN, traditional telemetry, and commercial cellular communication infrastructure for geosciences data collection (e.g., rainfall, water quality, soil moisture).

Another important research interest involving distributed sensor networks is the distributed control of power systems, especially requirements of the next-generation electric grid with smart metering and distributed generation using small-scale wind and solar generators. Research on WSNs also includes the design of cooperative communication techniques for energy efficient WSNs and issues of localization, network organization, and control.

Research activities in communication systems focus on design and analysis of receivers for digital wireless communications, especially the development of effective and practical receivers for multiple-user wireless cellular systems in multipath channels. Topics of research include the design, analysis, and experimental demonstration of large-scale distributed multiple-input multiple-output (MIMO) arrays for communication sensing and electronic warfare; precision interference cancellation techniques using feedback control; and synchronization and channel estimation for massive MIMO Base Stations.

Facilities

Undergraduate Core

Electrical and computer engineering provides core instruction for the college in electrical circuits, electronics, instrumentation, and computers. A key part of this core teaching responsibility lies in providing students with an early opportunity to use engineering laboratory instrumentation.

Undergraduate Laboratories

The department's undergraduate laboratories include facilities for the study of the internet of things (IoT), electrical and electronic circuits, wireless communication, power and sustainable energy, signals and systems, embedded systems, measurement automation, communication systems, control systems, image processing, robotics, and optics. The laboratories are equipped with modern equipment, including digital oscilloscopes, computer-controlled virtual instrumentation, and software and hardware for embedded-systems development.

Graduate Facilities and Laboratories

The department has laboratories intended primarily for graduate research in the areas of virtual and augmented

reality, deep learning, big data, bioinformatics, image processing, software engineering, electro-optics, control systems, medical imaging and image analysis, large-scale intelligent systems, and wireless communication. Linux, Macintosh, and Windows workstations and server nodes provide college-wide networked computing support. Through cooperative arrangements, advanced computing facilities at national supercomputing centers, federal laboratories, and other universities are available for graduate research.

Courses

Electrical and Computer Engineering Courses

ECE:0000 Electrical Engineering Internship/Co-op 0 s.h.

Electrical engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student's permanent record. Requirements: admission to Cooperative Education Program.

ECE:1000 First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

ECE:2400 Linear Systems I 3 s.h.

Introduction to continuous and discrete time signals and systems with emphasis on Fourier analysis; examples of signals and systems; notion of state and finite state machines; causality; linearity and time invariance; periodicity; Fourier transforms; frequency response; convolution; IIR and FIR filters, continuous and discrete Fourier transforms; sampling and reconstruction; stability. Prerequisites: ENGR:2120 and MATH:2560.

ECE:2410 Principles of Electronic Instrumentation 4 s.h.

Principles of analog signal amplification, signal conditioning, filtering; operational amplifier circuit analysis and design; principles of operation of diodes, bipolar transistors, field effect transistors; discrete transistor amplifier analysis and design; laboratory included. Prerequisites: ENGR:2120 and PHYS:1612 and MATH:2560.

ECE:3000 Electrical and Computer Engineering Professional Seminar 1 s.h.

Professional aspects of electrical and computer engineering, and computer science, presented through lectures and discussions by guest speakers, field trips, and panel discussions. Requirements: junior standing.

ECE:3320 Introduction to Digital Design 3 s.h.

Modern design and analysis of digital switching circuits; combinational logic; sequential circuits and system controllers; interfacing and busing techniques; design methodologies using medium- and large-scale integrated circuits; lab arranged. Requirements: sophomore standing.

ECE:3330 Introduction to Software Design 3 s.h.

Design of software for engineering systems; algorithm design and structured programming; data structures; introduction to object-oriented programming in JAVA; applications to engineering problems; lab arranged. Prerequisites: ENGR:2730. Same as IGPI:3330.

- ECE:3350 Computer Architecture and Organization** **3 s.h.**
Basic concepts; computer evolution, register transfer level design, simulation techniques, instruction sets (CISC and RISC), assembly language programming, ALU design, arithmetic algorithms and realization of arithmetic functions, hardwired and microprogrammed control, memory hierarchies, virtual memory, cache memory, interrupts and DMA, input/output; introduction to high-performance techniques, pipelining, multiprocessing; introduction to hardware description languages (Verilog, VHDL); students design and simulate a simple processor. Prerequisites: ENGR:2730 and ECE:3320.
- ECE:3360 Embedded Systems** **3 s.h.**
Microprocessors and microcontrollers as components in engineering systems; embedded system design processes; microcontroller/microprocessor architecture; interrupts and traps; memory and device interfacing; low-level and high-level software design for embedded systems; examples of embedded system architecture and design; fundamentals of operating systems; tasks and processes; context switching and scheduling; memory and file management, interprocess communication; device drivers. Prerequisites: ENGR:2730 and ECE:3320. Corequisites: ECE:2410.
- ECE:3400 Linear Systems II** **3 s.h.**
Builds on concepts from ECE:2400 towards application in digital signal processing; lab exercises, hands-on term project; review of key linear systems concepts; MATLAB basics, tools, and functions for digital signal processing; discrete time systems, difference equations in digital signal processing; Fourier analysis of discrete time signals; transient, steady-state, and frequency response of discrete time, linear time-invariant (LTI) systems; Z-transform analysis; sampling theorem and aliasing; power spectral density and periodograms; recording and processing of sound and music; finite impulse response (FIR) and infinite impulse response (IIR) filters; designing and using filters in MATLAB. Prerequisites: ECE:2400.
- ECE:3410 Electronic Circuits** **4 s.h.**
Design and analysis of FET and BJT amplifiers; low, midrange, high-frequency analysis; difference amplifiers; feedback amplifiers; SPICE simulation; power amplifiers; digital logic families. Prerequisites: ECE:2410 and ECE:2400.
- ECE:3500 Communication Systems** **3 s.h.**
Introduction to analog and digital communications, with an emphasis on modulation and noise analysis; Fourier analysis, probability theory, random variable and processes, AM, FM, pulse-coded modulation, binary digital modulation, SNR analysis of AM and FM, BER analysis of digital modulation schemes. Prerequisites: ECE:2400.
- ECE:3540 Communication Networks** **3 s.h.**
Communication networks, layered network architectures, applications, network programming interfaces (e.g., sockets), transport, congestion, routing, data link protocols, local area networks, emerging high-speed networks, multimedia networks, network security, internet protocol; technology examples. Prerequisites: ENGR:2730. Corequisites: STAT:2020.
- ECE:3600 Control Systems** **3 s.h.**
Fundamental concepts of linear feedback control, mathematical modeling, transfer functions, system response, feedback effects, stability, root-locus and frequency response analysis and design, compensation, lab arranged. Prerequisites: ECE:2400.
- ECE:3700 Electromagnetic Theory** **3 s.h.**
Electric and magnetic forces, Maxwell's equations, wave propagation; applications, including radiation, transmission lines, circuit theory. Prerequisites: MATH:3550 and PHYS:1612.
- ECE:3720 Semiconductor Devices** **3 s.h.**
Fundamentals of semiconductor physics and devices; principles of the p-n junction diode, bipolar transistor, field effect transistor. Prerequisites: ECE:3410 and PHYS:1612.
- ECE:3998 Individual Investigations: Electrical Engineering** **arr.**
Individual projects for electrical engineering undergraduate students: laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research.
- ECE:4480 Knowledge Discovery** **3 s.h.**
Knowledge discovery process, including data reduction, cleansing, transformation; advanced modeling techniques from classification, prediction, clustering, association; evaluation and integration. Same as BAIS:4480, CS:4480.
- ECE:4720 Introductory Optics** **3 s.h.**
Wave motion and superposition, electromagnetic theory, photons, propagation of light, geometrical and physical optics, interference, diffraction, polarization, and Fourier optics; optical components, devices, and systems. Prerequisites: (PHYS:1512 or PHYS:2703 or PHYS:1612) and (MATH:1560 or MATH:1860). Same as PHYS:4720.
- ECE:4728 Introductory Solid State Physics** **3 s.h.**
Phenomena associated with solid state; classification of solids and crystal structures, electronic and vibrational properties in solids; thermal, optical, magnetic, dielectric properties of solids. Prerequisites: PHYS:3741. Same as PHYS:4728.
- ECE:4880 Principles of Electrical and Computer Engineering Design** **3 s.h.**
Design problems requiring integration of subject matter from other required electrical and computer engineering courses. Prerequisites: ECE:2410 and ENGR:2730. Requirements: senior standing.
- ECE:4890 Senior Electrical and Computer Engineering Design** **3 s.h.**
Individual or team project; demonstration of completed project and formal engineering report. Prerequisites: ECE:4880. Requirements: completion of three required subprogram courses.
- ECE:5000 Graduate Seminar: Electrical and Computer Engineering** **0 s.h.**
Presentation and discussion of recent advances and research in electrical and computer engineering by guest lecturers, faculty, students. Requirements: graduate standing.
- ECE:5210 Bioinformatics Techniques** **3 s.h.**
Informatics tools and techniques applied to modern problems in biomedicine and basic life sciences; common tools, experience applying tools in contemporary problem settings; genomics and genetics, how to sequence a genome, transcription and expression, SNPs, Perl, BioPerl, Perl modules, Ensembl API, BLAST/BLAT, NCBI, UCSC, Ensembl Genome browsers, linkage, association, disease gene identification. Prerequisites: BIOL:1411 and (ENGR:2730 or CS:2110 or CS:5110). Same as BME:5320, IGPI:5321.

- ECE:5220 Computational Genomics** 3 s.h.
Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Prerequisites: (BIOS:4120 or STAT:3510) and (CS:5110 or ENGR:1300). Recommendations: completion of BME:5320. Same as BIOL:5320, BME:5330, GENE:5173, IGPI:5330.
- ECE:5300 Switching Theory** 3 s.h.
Switching algebras; combinational circuits—hazards, minimization, multiple-output networks; sequential circuits—critical races, essential hazards, fundamental-mode, pulse-mode, synchronous circuits-state assignment, state reduction; input-output experiments. Prerequisites: ECE:3320.
- ECE:5320 High Performance Computer Architecture** 3 s.h.
Problems involved in designing and analyzing current machine architectures using hardware description language (HDL) simulation and analysis, hierarchical memory design, pipeline processing, vector machines, numerical applications, multiprocessor architectures and parallel algorithm design techniques; evaluation methods to determine relationship between computer design and design goals. Prerequisites: ECE:3350 or CS:3620. Same as CS:5610.
- ECE:5330 Graph Algorithms and Combinatorial Optimization** 3 s.h.
Combinatorial optimization problems; time complexity; graph theory and algorithms; combinatorial optimization algorithms; complexity theory and NP-completeness; approximation algorithms; greedy algorithms and matroids. Prerequisites: ECE:3330. Same as IGPI:5331.
- ECE:5380 Testing Digital Logic Circuits** 3 s.h.
Logic models for faults; fault detection in combinational and sequential circuits; fault-diagnosis; design for testability; random testing, compressed data testing, built-in testing. Prerequisites: ECE:3320.
- ECE:5410 Advanced Circuit Techniques** 3 s.h.
Advanced circuit techniques and principles; analog circuit design including amplifiers, oscillators, multipliers, modulators, phase-locked loops, active filters, switching power supplies, analog to digital and digital to analog converters; lab activities include circuit simulation, design, printed circuit board (PCB) layout and fabrication, assembly, and testing. Prerequisites: ECE:3410.
- ECE:5420 Power Electronics** 3 s.h.
Fundamental concepts and design techniques of power electronics circuits; switching power pole and various switch-mode DC to DC power conversion topologies; feedback control of switch-mode DC to DC power supplies; diode rectification of AC utility power and Power Factor Control (PFC) circuits; electromagnetic concepts and design of high-frequency inductors and transformers; electrically isolated switch-mode DC power supply topologies and soft-switching DC-DC converters and inverters; techniques for synthesis of DC and low-frequency AC sinusoidal voltages. Prerequisites: PHYS:1611 and ENGR:2120 and MATH:2560. Requirements: junior standing.
- ECE:5430 Electric Drive Systems** 3 s.h.
Basic characteristics of DC and AC electric motors and their associated power electronics interfaces; applications of electric machines and drives that are essential for wind turbines, electric and hybrid-electric; emphasis on vehicles; electric machines in context of overall drives and associated applications; space-vector theory used to analyze electric machines and drives; DC motor/generator characteristics and control; AC single phase and three-phase motor characteristics and feedback control, including AC synchronous and induction motors. Prerequisites: ENGR:2120 and PHYS:1611 and MATH:2560. Requirements: junior standing.
- ECE:5450 Machine Learning** 3 s.h.
Mathematical foundations and practical techniques of pattern recognition; adaptation, learning, description; statistical pattern recognition; syntactic pattern recognition, neural networks for recognition; fuzzy logic for recognition; nonstandard and combined pattern recognition approaches. Prerequisites: ECE:2400 or BME:2200. Same as IGPI:5450.
- ECE:5460 Digital Signal Processing** 3 s.h.
Theory, techniques used in representing discrete-time signals; system concepts in frequency and sampling domains; FIR and IIR digital filter theory, design and realization techniques; theory, application of discrete Fourier transforms/FFT. Prerequisites: ECE:3400. Same as IGPI:5460.
- ECE:5470 Medical Imaging Physics** 3 s.h.
Physics and data acquisition techniques of major medical imaging modalities (X-ray, CT, MR, ultrasound, PET, SPECT); physical interactions of energy with living tissue; principles and methods for acquiring imaging data and subsequent image construction; how individual modalities influence image quality; MATLAB programming required. Second in a medical imaging sequence. Prerequisites: BME:2200 and BME:2210. Same as BME:5210, IGPI:5206.
- ECE:5480 Digital Image Processing** 3 s.h.
Mathematical foundations and practical techniques for digital manipulation of images; image sampling, compression, enhancement, linear and nonlinear filtering and restoration; Fourier domain analysis; image pre-processing, edge detection, filtering; image segmentation. Prerequisites: ECE:2400 or BME:2200. Same as IGPI:5480.
- ECE:5490 Multi-Dimensional Image Analysis Tools and Techniques** 3 s.h.
Broad exposure to common tools of medical imaging analysis in commercial, clinical, and research settings, including algorithm development (using C++ and ITK), rapid prototyping (SimpleITK, nipy, ipython notebook), statistical analysis (R), machine learning (scikit-learn, keras/tensorflow) and reproducible science tools (python, git, bash); special emphasis on big data challenges associated with volume, velocity, and veracity; real-world settings for problems include image-guided robotic surgery, dose treatment planning, and image analysis. Prerequisites: ECE:5480 and (ECE:3330 or CS:2820).
- ECE:5500 Communication Theory** 3 s.h.
Random processes, source coding, digital transmission at baseband, optimum receiver design for Gaussian noise, error probability and power spectrum analysis, signal design for bandlimited channels, digital carrier modulation, bandwidth/energy/error probability tradeoffs, coding for error detection and correction. Prerequisites: STAT:2020 and ECE:3500.

ECE:5520 Introduction to Information and Coding Theories 3 s.h.

Quantitative measure of information; source encoding; error detecting codes; block and convolutional codes, design of hardware and software implementations; Viterbi decoding. Prerequisites: ECE:3500 and STAT:2020.

ECE:5530 Wireless Sensor Networks 3 s.h.

Wireless sensor networks overview; antennas, radio propagation models; WSN power and energy considerations, engineering issues, batteries, networks layers, stacks; medium access control (MAC); spread spectrum, FHSS, CDMA; infrastructure establishment; WSN routing; localization; synchronization; sensors; RFID; WSN case studies; lab. Prerequisites: STAT:2020 and ECE:3500. Requirements: senior standing.

ECE:5550 Internet of Things 3 s.h.

Internet of things (IoT) describes the evolution of the internet to intelligent devices, sensors, actuators, controllers, and other types of internet-enabled components; soon, IoT-based applications will enable seminal advances in a wide range of areas including health and lifestyle, transportation, smart cities, environment, energy, agriculture, and industry; topics include IoT logical and physical structure, IoT-enabled internet services, IoT devices/platforms/endpoints, IoT application domains, IoT security and privacy issues, and IoT data analytic; case studies and projects focused on design and implementation of a working IoT application. Prerequisites: ENGR:2730. Requirements: background in computer networks or embedded systems.

ECE:5600 Control Theory 3 s.h.

State space approach; controllability, observability, canonical forms, Luenberger observers, feedback control via pole placement, stability, minimal realization and optimal control. Prerequisites: ECE:3600.

ECE:5620 Electric Power Systems 3 s.h.

Overview of electric power systems; single phase and three-phase representations of electric power signals and electromagnetic concepts; AC transmission lines and underground cables, power flow in a power system network, AC power transformers, High Voltage DC (HVDC) power transmission, electric power distribution, synchronous generators, voltage regulation and stability, power system transients and dynamic stability, control of interconnected power systems, transmission line faults, transient over-voltages and surge protection. Prerequisites: PHYS:1611 and ENGR:2120 and MATH:2560. Requirements: junior standing.

ECE:5630 Sustainable Energy Conversion 3 s.h.

Overview of sustainable energy conversion technologies; thermal energy conversion; Carnot and Rankine cycles; solar resource and raw energy availability, PV solar cell characteristics, solar panel construction, Maximum Power Point (MPP) tracking and utility grid interface; wind energy conversion resource and available energy, wind turbine configurations, electrical power interface electronics; ocean energy conversion tidal and wave resources and conversion technologies; tidal basin containment conversion and tidal current turbine systems. Prerequisites: ENGR:2120 and PHYS:1611 and MATH:2560. Requirements: junior standing.

ECE:5640 Computer-Based Control Systems 3 s.h.

Discrete and digital control systems; application of computers in control; sampling theorem; discrete time system models; analysis and design of discrete time systems; control design by state variable and input/output methods; advanced topics in digital controls; lab. Prerequisites: ECE:5600. Same as IGPI:5641.

ECE:5700 Advanced Electromagnetic Theory 3 s.h.

Time varying fields; plane wave propagation, reflection, refraction; waves in anisotropic media transmission lines, impedance matching, Smith chart; metallic and dielectric wave guides; resonators; antennas, antenna arrays. Prerequisites: ECE:3700.

ECE:5720 Solid State Physical Electronics 3 s.h.

Advanced topics in semiconductor physics and devices; elementary concepts in quantum and statistical mechanics, diodes, bipolar transistor, field-effect transistor. Prerequisites: ECE:3720.

ECE:5780 Optical Signal Processing 3 s.h.

Linear systems description of optical propagation; diffraction and angular plane wave spectrum; lenses as Fourier transformers, lens configurations as generalized optical processors; lasers, coherence, spatial frequency analysis; holography; convolvers, correlators, matched filters; synthetic aperture radar; optical computing. Requirements: for ECE:5780—ECE:3700; for PHYS:4820—PHYS:3812. Same as PHYS:4820.

ECE:5790 Electro Optics 3 s.h.

Wave equation solutions; optical birefringence; finite beam propagation in free space, dielectric waveguides and fibers; optical resonators; nonlinear phenomena; electro-optic, acousto-optic modulation; optical detection, noise; application to communication systems. Requirements: for ECE:5790—ECE:3700; for PHYS:4726—PHYS:3812. Same as PHYS:4726.

ECE:5800 Fundamentals of Software Engineering 3 s.h.

Problem analysis, requirements definition, specification, design, implementation, testing/maintenance, integration, project management; human factors; management, technical communication; design methodologies; software validation, verification; group project experience. Prerequisites: CS:2820 or ECE:3330. Same as CS:5800.

ECE:5810 Formal Methods in Software Engineering 3 s.h.

Models, methods, and their application in all phases of software engineering process; specification methods; verification of consistency, completeness of specifications; verification using tools. Prerequisites: ECE:3330 or CS:2820. Recommendations: CS:4350. Same as CS:5810.

ECE:5820 Software Engineering Languages and Tools 3 s.h.

Modern agile software development practices for cloud and web-based applications, using state-of-the-art software engineering languages, tools, and technologies; agile software development practices, software-as-a-service (SAAS), and the Ruby on Rails Development Framework. Prerequisites: ECE:3330 or CS:2820. Same as CS:5820.

ECE:5830 Software Engineering Project 3 s.h.

Team software development project using concepts and methodologies learned in earlier software engineering classes; practical aspects of large-scale software development. Prerequisites: ECE:5820. Same as CS:5830.

ECE:5995 Contemporary Topics in Electrical and Computer Engineering arr.

New topics or areas of study not offered in other electrical and computer engineering courses; based on faculty/student interest; not available for individual study.

ECE:5998 Individual Investigations: Electrical and Computer Engineering arr.

Individual projects for electrical and computer engineering graduate students; laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

ECE:5999 Research: Electrical and Computer Engineering M.S. Thesis arr.

Experimental and/or analytical investigation of approved topic for partial fulfillment of requirements for M.S. degree with thesis in electrical and computer engineering. Requirements: graduate standing.

ECE:7470 Image Analysis and Understanding 3 s.h.

Mathematical foundations and practical techniques of digital image analysis and understanding; image segmentation (from edges and regions), object description (from boundaries, regions, scale, scale insensitive descriptions, 3-D shape, texture) pattern recognition (statistical and syntactic methods, cluster analysis), image understanding (knowledge representation, control strategies, matching, context, semantics), image analysis and understanding systems; lab arranged. Prerequisites: ECE:5480. Same as IGPI:7470.

ECE:7480 Advanced Digital Image Processing 3 s.h.

Advanced local operators (scale-space imaging, advanced edge detection, line and corner detection), image morphology (binary/gray scale operators, morphological segmentation and watershed), digital topology and geometry (binary/fuzzy digital topology, distance functions, skeletonization), color spaces, wavelets and multi-resolution processing (Haar transform, multi-resolution expansions, wavelet transforms in one or two dimensions, fast wavelet transform, wavelet packets), image registration (intensity correlation, mutual information, and landmark-based deformable registration methods). Prerequisites: ECE:5460 and ECE:5480. Same as IGPI:7480.

ECE:7720 Semiconductor Physics 3 s.h.

Electronic, optical, and materials properties of semiconductors. Prerequisites: PHYS:4728 and PHYS:5742. Same as PHYS:7720.

ECE:7930 Seminar: Plasma Physics arr.

Current research. Same as PHYS:7930.

ECE:7999 Research: Electrical and Computer Engineering Ph.D. Thesis arr.

Experimental and/or analytical investigation of approved topic for partial fulfillment of requirements for Ph.D. in electrical and computer engineering.

Computer Science and Engineering, B.S.E.

The Bachelor of Science in Engineering (B.S.E.) program in computer science and engineering combines the technical content of a computer science degree and a computer engineering degree in a single degree program. The program curriculum is jointly taught by faculty from the Department of Electrical and Computer Engineering and the Department of Computer Science (College of Liberal Arts and Sciences). The program provides students with a strong theoretical and conceptual understanding of the principles underlying computer software and hardware along with the engineering analysis, design, and multidisciplinary teamwork skills needed to develop large and complex systems containing both software and hardware components.

The computer science and engineering program encompasses the technical rigor of a Bachelor of Science program in computer science and a Bachelor of Science program in computer engineering. Graduates gain the foundational knowledge provided by a computer science education together with the critical thinking, problem-solving, and system design skills at the heart of a computer engineering curriculum.

Educational Objectives

Graduates of the computer science and engineering program will:

- exhibit leadership and vision in contributing to the computing-related technical and policy decisions of industry, government, and research enterprises;
- demonstrate computing skills and problem-solving abilities that permit them to contribute in a variety of technical, business, and academic careers;
- thrive in diverse, global, and multidisciplinary environments;
- possess the ability to communicate effectively and participate collaboratively in interactions with other computing and engineering professionals; and
- understand the importance of participating in lifelong learning activities that enhance their professional and personal development.

Requirements

The Bachelor of Science in Engineering with a major in computer science and engineering (CSE) requires a minimum of 129 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

The major provides technical depth and breadth as well as flexibility and the opportunity for students to customize their programs according to their own goals and interests. Students choose one of several elective focus areas (EFAs) according to the type of job or research they plan to pursue; see "Elective Focus Area Courses" below. Students also have the opportunity to work with their academic advisor to build an EFA plan that adheres to their goals and interests.

Students complete the B.S.E. core requirements, which include RHET:1030 Rhetoric, ENGR:1300 Introduction to Engineering Computing; and courses in chemistry, engineering mathematics and fundamentals, and physics.

Students take CS:1210 Computer Science I: Fundamentals instead of ENGR:1100 Introduction to Engineering Problem Solving. Those who complete ENGR:1100 Introduction to Engineering Problem Solving before entering the CSE program may use that course for elective credit.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component. For information about the curriculum stems, see the Bachelor of Science in Engineering [p. 1428] in the Catalog.

CSE students must complete core courses; math, science, and communication courses; required computer science and engineering program courses; a constrained program elective course; approved elective focus area (EFA) courses; general education component (GEC) courses; and a two-semester capstone design sequence.

The B.S.E. with a major in computer science and engineering requires the following coursework.

Core Computing Courses

Code	Title	Hours
All of these:		
CS:1210	Computer Science I: Fundamentals	4
ENGR:1300	Introduction to Engineering Computing	3
ENGR:2730	Computers in Engineering	3

Core Engineering Courses

Code	Title	Hours
All of these:		
ENGR:1000	Engineering Success for First-Year Students	1
ENGR:2110	Engineering Fundamentals I: Statics	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics	3

Math, Science, and Communication Courses

Code	Title	Hours
All of these:		
CHEM:1110	Principles of Chemistry I	4
PHYS:1611	Introductory Physics I	4
PHYS:1612	Introductory Physics II	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
MATH:2560	Engineering Mathematics IV: Differential Equations	3
RHET:1030	Rhetoric	4

STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
-----------	--	---

Required Program Courses

Code	Title	Hours
All of these:		
ECE:2400	Linear Systems I	3
ECE:2410	Principles of Electronic Instrumentation	4
ECE:3000	Electrical and Computer Engineering Professional Seminar	1
ECE:3320	Introduction to Digital Design	3
ECE:3330	Introduction to Software Design	3
ECE:3350	Computer Architecture and Organization	3
ECE:3360	Embedded Systems	3
ECE:3540	Communication Networks	3
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
CS:3330	Algorithms	3
CS:3620	Operating Systems	3
CS:3820	Programming Language Concepts	3

Theory Elective

Code	Title	Hours
One of these:		
ECE:5330	Graph Algorithms and Combinatorial Optimization	3
ECE:5450	Machine Learning	3
ECE:5520	Introduction to Information and Coding Theories	3
ECE:5810	Formal Methods in Software Engineering	3
ECE:5995	Contemporary Topics in Electrical and Computer Engineering (when topic is cryptography)	3
CS:4330	Theory of Computation	3
CS:4350	Logic in Computer Science	3
CS:4720	Optimization Techniques	3
CS:5340	Limits of Computation	3
CS:5360	Randomized Algorithms	3
CS:5370	Computational Geometry	3
CS:5430	Machine Learning	3
CS:5620	Distributed Systems and Algorithms	3
CS:5850	Programming Language Foundations	3
CS:5860	Lambda Calculus and Applications	3

Elective Focus Area Courses

Students select an elective focus area (EFA) to personalize their curriculum and to prepare them for certain jobs or

research study they intend to seek. A number of areas are available, such as bioinformatics, business, medical imaging, embedded systems, and software engineering. Students also may work with their academic advisor to create a customized plan tailored to their goals and interests.

Students complete five elective focus area courses, which they select according to guidelines established by the department. For a complete list of EFAs and course selection guidelines, see Elective Focus Areas on the Department of Electrical and Computer Engineering website.

Students who choose their EFA and general education component carefully may be able to earn the Certificate in Sustainability [p. 2021], the Certificate in Technological Entrepreneurship [p. 1535], or one of several undergraduate minors offered by the University by taking minimal additional coursework beyond that required for the computer science and engineering major.

General Education Component

Students are required to take at least 15 s.h. of General Education Component (GEC) courses; see General Education Component on the College of Engineering website.

The requirements are:

- Engineering Be Creative: complete 3 s.h.
A full list of approved courses can be found on the College of Engineering GEC Options: Be Creative Course List web page.

- GE CLAS Core: complete 3 s.h.

Students must complete 3 s.h. of coursework from one of the approved GE CLAS Core [p. 20] areas below.

Interpretation of Literature
World Languages
Historical Perspectives
International and Global Issues
Literary, Visual, and Performing Arts
Social Sciences
Values and Culture

- Approved Course Subjects: complete 9 s.h.

See the College of Engineering GEC Options: Approved Course Subjects web page.

Capstone Design Courses

In their senior year, students complete a two-semester capstone design sequence culminating in the development and implementation of a significant, original project. The capstone design experience emphasizes teamwork, professionalism, open-ended problem solving, and the ability to work within real-world constraints and engineering standards.

Code	Title	Hours
Both of these:		
ECE:4880	Principles of Electrical and Computer Engineering Design	3
ECE:4890	Senior Electrical and Computer Engineering Design	3

Double Major in Computer Science and Engineering/ Electrical Engineering

Students may earn a double major in computer science and engineering (CSE) and electrical engineering (EE). They must satisfy all requirements of the electrical track of the EE major and all requirements of the CSE major. The double major may be achieved with as few as five additional courses.

The following list shows the required courses that are not in common between the EE and CSE majors. In addition to the courses below, students must take one ECE 5000-level course and an additional 5000-level course that is cross-listed in the Department of Electrical and Computer Engineering and the Department of Computer Science. For more information, contact the Department of Electrical and Computer Engineering.

Code	Title	Hours
ECE:3330	Introduction to Software Design (required for CSE, EE elective focus area)	3
ECE:3350	Computer Architecture and Organization (required for CSE, EE elective focus area)	3
ECE:3400	Linear Systems II (required for EE, CSE elective focus area elective)	3
ECE:3410	Electronic Circuits (required for EE, CSE elective focus area)	4
ECE:3500	Communication Systems (required for EE)	3
ECE:3540	Communication Networks (required for CSE, EE breadth elective)	3
ECE:3600	Control Systems (required for EE)	3
ECE:3700	Electromagnetic Theory (required for EE)	3
ECE:3720	Semiconductor Devices (required for EE)	3
EE depth elective (required for EE, CS theory elective if 5000-level EE course selected from CS theory list)		3
CS:1210	Computer Science I: Fundamentals (required for CSE, EE substitute for ENGR:1100)	4
CS:2210	Discrete Structures (required for CSE, EE elective focus area)	3
CS:2230	Computer Science II: Data Structures (required for CSE)	4
CS:3330	Algorithms (required for CSE)	3
CS:3620	Operating Systems (required for CSE)	3
CS:3820	Programming Language Concepts (required for CSE)	3
CS theory elective (required for CSE, EE depth elective if satisfied with 5000-level EE course from CS theory list)		3

CS elective (required for CSE)		3
MATH:3550	Engineering Mathematics V: Vector Calculus (required for EE)	3

Combined Programs

B.S.E./M.S. in Electrical and Computer Engineering

The College of Engineering offers a Bachelor of Science in Engineering/Master of Science for computer science and engineering undergraduate students who intend to earn a M.S. in electrical and computer engineering. B.S.E./M.S. students may take up to 12 s.h. of graduate-level coursework and do thesis-level research while they are still undergraduates. They may count 9 s.h. of graduate coursework toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the degree program, students must have completed at least 80 s.h., must have a cumulative g.p.a. of at least 3.25, and must submit a letter of application to the chair of the Department of Electrical and Computer Engineering. For more information, see Joint B.S./M.S. Degree on the Department of Electrical and Computer Engineering website.

B.S.E./M.C.S.

The College of Engineering and the Department of Computer Science (College of Liberal Arts and Sciences) offer a combined Bachelor of Science in Engineering/Master of Computer Science for computer science and engineering undergraduate students.

The combined degree program allows students to count a limited amount of credit toward both degrees. For more information, see the Master of Computer Science, M.C.S. [p. 326] in the Catalog.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Computer Science and Engineering, B.S.E.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1300	Introduction to Engineering Computing	3
CHEM:1110	Principles of Chemistry I ^b	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students	1
CSI:1600	Success at Iowa	0
Hours		16

Spring

MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
CS:1210	Computer Science I: Fundamentals	4
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
GE: Engineering Be Creative ^c		3
	Hours	17

Second Year**Fall**

MATH:2560	Engineering Mathematics IV: Differential Equations	3
PHYS:1612	Introductory Physics II	4
ENGR:2110	Engineering Fundamentals I: Statics	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics	3
	Hours	15

Spring

CS:2210	Discrete Structures	3
ECE:2400	Linear Systems I	3
ECE:2410	Principles of Electronic Instrumentation	4
ENGR:2730	Computers in Engineering	3
GE: CLAS General Education Component ^d		3
	Hours	16

Third Year**Fall**

STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
ECE:3320	Introduction to Digital Design	3
CS:2230	Computer Science II: Data Structures	4
ECE:3330	Introduction to Software Design	3
GE: Approved Course Subjects ^e		3
ECE:3000	Electrical and Computer Engineering Professional Seminar	1
	Hours	17

Spring

CS:3330	Algorithms	3
ECE:3350	Computer Architecture and Organization	3
ECE:3360	Embedded Systems	3
Elective Focus Area: #1		3
GE: Approved Course Subjects ^e		3
CS:3820	Programming Language Concepts	3
	Hours	18

Fourth Year**Fall**

ECE:4880	Principles of Electrical and Computer Engineering Design	3
Elective Focus Area: #2 (technical, CS)		3
Elective Focus Area: #3 (technical, ECE)		3
ECE:3540	Communication Networks	3

CS:3620	Operating Systems	3
	Hours	15

Spring

ECE:4890	Senior Electrical and Computer Engineering Design	3
Theory Elective: CS:4330 Theory of Computation or CS:4350 Logic in Computer Science		3
Elective Focus Area: #4 (advanced CS)		3
Elective Focus Area: #5 (advanced ECE)		3
GE: Approved Course Subjects ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^f		
	Hours	15
	Total Hours	129

- a Enrollment in math courses requires completion of a placement exam.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Courses with prerequisites; students should complete a prerequisite waiver form.
- d Students may select a course from all GE CLAS Core categories except Rhetoric, Quantitative or Formal Reasoning, and Natural Sciences.
- e A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- f Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

Students who earn a major in computer science and engineering work in research, design, development, manufacturing, sales, market analysis, consulting, field service, and management. They are employed in computer, semiconductor, software, aerospace, telecommunication, medical, radio, television, and power industries, and many graduates pursue entrepreneurial ventures.

The major also prepares students for further study in many areas demanding computational and engineering skill sets.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Electrical Engineering, B.S.E.

Electrical engineers develop technologies and systems for a wide variety of applications ranging from telecommunications to medical imaging. They play a central role in the design and implementation of any technology that is powered by electricity as well as the generation and distribution of electric power. Topics covered in the electrical engineering curriculum include: design of electronic circuits, communication systems, control systems, and semiconductor devices. Students may opt to specialize in any of these areas as well as others that include electrical power generation and distribution, medical image processing, computer systems, or design of micro- and nano-scale optical and electronic devices.

Educational Objectives

Graduates of the electrical engineering program will:

- exhibit leadership and vision in contributing to the technical and policy decisions of industry, government, and research enterprises;
- demonstrate problem-solving abilities that permit them to contribute in a variety of technical, business, and academic careers;
- thrive in diverse, global, and multidisciplinary environments;
- possess the ability to communicate effectively and participate collaboratively in interactions with engineers and other professionals; and
- understand the importance of participating in lifelong learning activities that enhance their professional and personal development.

Requirements

The Bachelor of Science in Engineering (B.S.E.) with a major in electrical engineering requires a minimum of 128 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

The major provides technical depth and breadth as well as flexibility and the opportunity for students to customize their programs according to their own goals. Students choose one of several elective focus areas (EFAs) according to the type of job or research they plan to pursue. More than 20 EFAs are available; see "Elective Focus Area Courses" below. Students also have the opportunity to work with their academic advisor to build an EFA plan that adheres to their goals and objectives.

Students complete the B.S.E. core requirements, which include RHET:1030 Rhetoric; ENGR:1100 Introduction to Engineering Problem Solving and ENGR:1300 Introduction to Engineering Computing; and courses in chemistry, engineering mathematics and fundamentals, and physics. Students also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component. For information about the curriculum stems, see the Bachelor of Science in Engineering [p. 1428] in the Catalog.

The curriculum is built on a common core of electrical and computer engineering courses taken by all students.

Beginning in their sophomore year, students select either the electrical or computer curricular track and begin taking more specialized courses. The electrical track is intended to provide a broad background in electrical engineering concepts and practice that prepares students for graduate study or electrical engineering careers in a wide range of industries and organizations. The computer track provides focus and depth for students preparing for graduate study, or a career in computer hardware or software engineering. Students begin taking track and EFA courses in their third year.

Students must complete core courses; math, science, and communication courses; required electrical engineering program courses; electrical or computer track courses; one depth elective; one breadth elective; approved elective focus area (EFA) courses; general education component (GEC) courses; and a two-semester capstone design sequence.

The B.S.E. with a major in electrical engineering requires the following coursework.

Core Engineering Courses

Code	Title	Hours
All of these:		
ENGR:1000	Engineering Success for First-Year Students	1
ENGR:1100	Introduction to Engineering Problem Solving	3
ENGR:1300	Introduction to Engineering Computing	3
ENGR:2110	Engineering Fundamentals I: Statics	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics	3
ENGR:2730	Computers in Engineering	3

Math, Science, and Communication Courses

Code	Title	Hours
All of these:		
CHEM:1110	Principles of Chemistry I	4
PHYS:1611	Introductory Physics I	4
PHYS:1612	Introductory Physics II	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
MATH:2560	Engineering Mathematics IV: Differential Equations	3
MATH:3550	Engineering Mathematics V: Vector Calculus	3
RHET:1030	Rhetoric	4
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3

Required Program Courses

Code	Title	Hours
All of these:		
ECE:2400	Linear Systems I	3
ECE:2410	Principles of Electronic Instrumentation	4
ECE:3000	Electrical and Computer Engineering Professional Seminar	1
ECE:3320	Introduction to Digital Design	3
ECE:3360	Embedded Systems	3
ECE:3700	Electromagnetic Theory	3

Track Courses

Electrical Track Courses

Students in the electrical track complete these track courses.

Code	Title	Hours
All of these:		
ECE:3400	Linear Systems II	3
ECE:3410	Electronic Circuits	4
ECE:3500	Communication Systems	3
ECE:3600	Control Systems	3
ECE:3720	Semiconductor Devices	3

Computer Track Courses

Students in the computer track complete these track courses.

Code	Title	Hours
All of these:		
ECE:3330	Introduction to Software Design	3
ECE:3350	Computer Architecture and Organization	3
CS:2210	Discrete Structures	3
CS:2230	Computer Science II: Data Structures	4
CS:3330	Algorithms	3

Track Breadth and Depth Electives

Students complete one track breadth elective and one track depth elective.

Students in the computer track must choose their track breadth elective from the list of required electrical track courses above. Students in the electrical track must choose their track breadth elective from the list of required computer track courses. Students in either track may instead use ECE:3540 Communication Networks as their track breadth elective.

The track depth elective must be an advanced course, normally numbered 4000 or above, in a subject area within a student's track. For a complete list of depth electives for each track, consult the Department of Electrical and Computer Engineering website.

Elective Focus Area Courses

Students select an elective focus area (EFA) to personalize their curriculum and to prepare them for certain jobs or research study they intend to seek. More than 20 EFAs are available, such as bioinformatics, business, communication systems, medical imaging, nanotechnology, power systems, and software engineering; see Elective Focus Areas on the Department of Electrical and Computer Engineering website. Students also may work with their academic advisor to create a customized plan tailored to their goals and objectives.

Students complete five elective focus area courses in addition to their track breadth and track depth courses, which they choose according to guidelines established by the department.

Students who choose their track, EFAs, and general education component carefully may be able to earn the Certificate in Sustainability [p. 2021], the Certificate in Technological Entrepreneurship [p. 1535], or one of several undergraduate minors offered by the University without taking courses beyond those required for the electrical engineering major. Students selecting the computer track satisfy the requirements for a minor in computer science. Students who take one additional advanced math course meet the requirements for a minor in mathematics.

General Education Component

Students are required to take at least 15 s.h. of General Education Component (GEC) courses; see General Education Component on the College of Engineering website.

The requirements are:

- Engineering Be Creative: complete 3 s.h.
A full list of approved courses can be found on the College of Engineering GEC Options: Be Creative Course List web page.
- GE CLAS Core: complete 3 s.h.
Students must complete 3 s.h. of coursework from one of the approved GE CLAS Core [p. 20] areas below.
 - Interpretation of Literature
 - Diversity and Inclusion
 - World Languages
 - Historical Perspectives
 - International and Global Issues
 - Literary, Visual, and Performing Arts
 - Social Sciences
 - Values and Culture
- Approved Course Subjects: complete 9 s.h.
See the College of Engineering GEC Options: Approved Course Subjects web page.

Capstone Design Courses

In their senior year, students complete a two-semester capstone design sequence culminating in the development and implementation of a significant, original project. The capstone design experience emphasizes teamwork, professionalism, open-ended problem solving, and the ability to work within real-world constraints and engineering standards.

Code	Title	Hours
Both of these:		
ECE:4880	Principles of Electrical and Computer Engineering Design	3
ECE:4890	Senior Electrical and Computer Engineering Design	3

Double Major in Electrical Engineering/Computer Science and Engineering

Students may earn a double major in electrical engineering (EE) and computer science and engineering (CSE). They must satisfy all requirements of the electrical track of the EE major and all requirements of the CSE major. The double major may be achieved with as few as five additional courses.

The following list shows the required courses that are not in common between the EE and CSE majors. In addition to the courses below, students must take one ECE 5000-level course and an additional 5000-level course that is cross-listed in the Department of Electrical and Computer Engineering and the Department of Computer Science. For more information, contact the Department of Electrical and Computer Engineering.

Code	Title	Hours
ECE:3330	Introduction to Software Design (required for CSE, EE elective focus area)	3
ECE:3350	Computer Architecture and Organization (required for CSE, EE elective focus area)	3
ECE:3400	Linear Systems II (required for EE, CSE elective focus area elective)	3
ECE:3410	Electronic Circuits (required for EE, CSE elective focus area)	4
ECE:3500	Communication Systems (required for EE)	3
ECE:3540	Communication Networks (required for CSE, EE breadth elective)	3
ECE:3600	Control Systems (required for EE)	3
ECE:3700	Electromagnetic Theory (required for EE)	3
ECE:3720	Semiconductor Devices (required for EE)	3
EE depth elective (required for EE, CS theory elective if 5000 level-EE course selected from CS theory list)		3
CS:1210	Computer Science I: Fundamentals (required for CSE, EE substitute for ENGR:1100)	4
CS:2210	Discrete Structures (required for CSE, EE elective focus area)	3
CS:2230	Computer Science II: Data Structures (required for CSE)	4

CS:3330	Algorithms (required for CSE)	3
CS:3620	Operating Systems (required for CSE)	3
CS:3820	Programming Language Concepts (required for CSE)	3
CS theory elective (required for CSE, EE depth elective if satisfied with 5000-level EE course from CS theory list)		3
CS elective (required for CSE)		3
MATH:3550	Engineering Mathematics V: Vector Calculus (required for EE)	3

Combined Programs

B.S.E./M.S. in Electrical and Computer Engineering

The College of Engineering offers a Bachelor of Science in Engineering/Master of Science for electrical engineering undergraduate students who intend to earn a M.S. in electrical and computer engineering. B.S.E./M.S. students may take up to 12 s.h. of graduate-level coursework and do thesis-level research while they are still undergraduates. They may count 9 s.h. of graduate coursework toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the degree program, students must have completed at least 80 s.h., must have a cumulative g.p.a. of at least 3.25, and must submit a letter of application to the chair of the Department of Electrical and Computer Engineering. For more information, see Joint B.S./M.S. Degree on the Department of Electrical and Computer Engineering website.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Electrical Engineering, B.S.E.

- Electrical Track [p. 1494]
- Computer Track [p. 1495]

Electrical Track

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1100	Introduction to Engineering Problem Solving	3
CHEM:1110	Principles of Chemistry I ^b	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students	1
CSI:1600	Success at Iowa	0
Hours		16

Spring		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
ENGR:1300	Introduction to Engineering Computing	3
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
GE: Engineering Be Creative ^c		3
Hours		16

Second Year**Fall**

MATH:2560	Engineering Mathematics IV: Differential Equations	3
PHYS:1612	Introductory Physics II	4
ENGR:2110	Engineering Fundamentals I: Statics	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics	3
Hours		15

Spring

MATH:3550	Engineering Mathematics V: Vector Calculus	3
ECE:2400	Linear Systems I	3
ECE:2410	Principles of Electronic Instrumentation	4
ENGR:2730	Computers in Engineering	3
GE: CLAS General Education Component ^d		3
Hours		16

Third Year**Fall**

STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
ECE:3320	Introduction to Digital Design	3
ECE:3400	Linear Systems II	3
ECE:3410	Electronic Circuits	4
ECE:3700	Electromagnetic Theory	3
ECE:3000	Electrical and Computer Engineering Professional Seminar	1
Hours		17

Spring

ECE:3500	Communication Systems	3
ECE:3600	Control Systems	3
ECE:3720	Semiconductor Devices	3
ECE:3360	Embedded Systems	3
Elective Focus Area #1		3
GE: Approved Course Subjects ^e		3
Hours		18

Fourth Year**Fall**

ECE:4880	Principles of Electrical and Computer Engineering Design	3
Elective Focus Area #2		3
Elective Focus Area #3		3
Track Breadth Elective ^f		3

GE: Approved Course Subjects ^e		3
Hours		15

Spring

ECE:4890	Senior Electrical and Computer Engineering Design	3
Track Depth Elective ^g		3
Elective Focus Area #4		3
Elective Focus Area #5		3
GE: Approved Course Subjects ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		
Hours		15
Total Hours		128

- a Enrollment in math courses requires completion of a placement exam.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Courses with prerequisites; students should complete a prerequisite waiver form.
- d Students may select a course from all GE CLAS Core categories except Rhetoric, Quantitative or Formal Reasoning, and Natural Sciences.
- e A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- f Track breadth elective must be chosen from Computer lists.
- g The track depth elective must be an advanced course, normally numbered 4000 or above, in a subject area within a student's track. For a complete list of depth electives, consult the Department of Electrical and Computer Engineering website.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Computer Track

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1100	Introduction to Engineering Problem Solving ^b	3
CHEM:1110	Principles of Chemistry I ^c	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students ^b	1
CSI:1600	Success at Iowa	0
Hours		16

Spring

MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
ENGR:1300	Introduction to Engineering Computing ^d	3
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
GE: Engineering Be Creative ^e		3
Hours		16

Second Year**Fall**

MATH:2560	Engineering Mathematics IV: Differential Equations	3
PHYS:1612	Introductory Physics II	4
ENGR:2110	Engineering Fundamentals I: Statics ^f	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits ^d	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics ^f	3
Hours		15

Spring

MATH:3550	Engineering Mathematics V: Vector Calculus	3
ECE:2400	Linear Systems I ^g	3
ECE:2410	Principles of Electronic Instrumentation ^g	4
ENGR:2730	Computers in Engineering ^d	3
GE: CLAS General Education Component ^h		3
Hours		16

Third Year**Fall**

STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
ECE:3320	Introduction to Digital Design ^b	3
CS:2210	Discrete Structures	3
ECE:3330	Introduction to Software Design ^b	3
ECE:3700	Electromagnetic Theory ^b	3
ECE:3000	Electrical and Computer Engineering Professional Seminar ^b	1
Hours		16

Spring

CS:2230	Computer Science II: Data Structures	4
ECE:3350	Computer Architecture and Organization ^g	3
ECE:3360	Embedded Systems ^g	3
Elective Focus Area: #1		3
Elective Focus Area: #2		3
GE: Approved Course Subjects ⁱ		3
Hours		19

Fourth Year**Fall**

ECE:4880	Principles of Electrical and Computer Engineering Design ^d	3
CS:3330	Algorithms	3
Elective Focus Area: #3		3
Track Breadth Elective ^j		3
GE: Approved Course Subjects ⁱ		3
Hours		15

Spring

ECE:4890	Senior Electrical and Computer Engineering Design ^{d, k}	3
Track Depth Elective ^l		3
Elective Focus Area: #4		3
Elective Focus Area: #5		3
GE: Approved Course Subjects ⁱ		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	128

- a Enrollment in math courses requires completion of a placement exam.
- b Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d Typically this course is offered in fall and spring semesters. Check MyUI for course availability since offerings are subject to change.
- e Courses with prerequisites; students should complete a prerequisite waiver form.
- f Typically this course is offered in fall, spring, and summer semesters. Check MyUI for course availability since offerings are subject to change.
- g Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h Students may select a course from all GE CLAS Core categories except Rhetoric, Quantitative or Formal Reasoning, and Natural Sciences.
- i A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- j Track breadth elective must be chosen from Electrical lists
- k Three required track courses
- l The track depth elective must be an advanced course, normally numbered 4000 or above, in a subject area within a student's track. For a complete list of depth electives, consult the Department of Electrical and Computer Engineering website.
- m Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting. Engineering majors hold eight of the top ten spots on the list of top-paid majors for bachelor's degree graduates, according to the National Association of Colleges and Employers (NACE). Electrical engineers find employment everywhere smart technology is employed. They consistently rank among the most sought after and highest-paid technology professionals. On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Electrical engineers work in research, design, development, manufacturing, sales, market analysis, consulting, field service, and management. They are employed in computer, semiconductor, software, aerospace, telecommunication, medical, radio, television, and power industries.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Electrical and Computer Engineering, M.S.

The Department of Electrical and Computer Engineering stimulates excellence in scholarship and research through close contact with the faculty and programs tailored to fit students' individual needs.

Students select an advisor and, with the advisor, plan an individual program bounded only by the broad guidelines of the Graduate College and the program. The department maintains close interdisciplinary ties with other University of Iowa departments, especially with the Departments of Physics and Astronomy, and Computer Science (College of Liberal Arts and Sciences); the Departments of Industrial and Systems Engineering, and Mechanical Engineering, the Roy J. Carver Department of Biomedical Engineering (College of Engineering); and the Carver College of Medicine. Principal areas of graduate study include medical image analysis, signal and image processing, control systems and systems theory, wireless communications, waves and materials, computer systems, and computational genomics. View principal areas of study under Research and Study Areas [p. 1481] in the Electrical and Computer Engineering section of the Catalog.

Requirements

The Master of Science program in electrical and computer engineering requires 30 s.h. of graduate credit with or without thesis. Either option may precede Ph.D. study. M.S. students must maintain a cumulative g.p.a. of at least 3.00.

Thesis students must complete at least 12 s.h. from an approved list of electrical and computer engineering courses and 6 s.h. in ECE:5999 Research: Electrical and Computer Engineering M.S. Thesis. Nonthesis students must complete at least 18 s.h. from an approved list of electrical and computer engineering courses; they may count no more than 3 s.h. of independent study toward the degree. For a list of approved courses, see the Electrical and Computer Engineering Graduate Manual. Courses required for the B.S.E. in electrical engineering do not count toward the M.S. requirements.

Students who plan to satisfy thesis requirements must successfully complete a final examination, which is conducted by a committee of at least three faculty members. The final examination consists of an oral defense of the thesis.

Software Engineering Subprogram

A software engineering subprogram is available to both thesis and nonthesis students. Both thesis and nonthesis options require a minimum of 30 s.h. of graduate credit. All rules for additional credit and the M.S. final examination are the same as for the M.S. without the subprogram. Successful completion of the subprogram results in a degree designation that specifies the software engineering subprogram on a student's transcript.

The software engineering subprogram requires the following coursework.

Code	Title	Hours
ECE:5320	High Performance Computer Architecture	3
ECE:5330	Graph Algorithms and Combinatorial Optimization	3
ECE:5800	Fundamentals of Software Engineering	3
ECE:5810	Formal Methods in Software Engineering	3
ECE:5820	Software Engineering Languages and Tools	3
ECE:5830	Software Engineering Project	3

In addition to the courses listed above, thesis students complete another 3 s.h. of approved coursework and 6 s.h. in ECE:5999 Research: Electrical and Computer Engineering M.S. Thesis; nonthesis students complete another 9 s.h. of approved coursework. Students who complete one or more required courses as an undergraduate can substitute courses from the list of approved ECE courses; see the list of approved courses in the Electrical and Computer Engineering Graduate Manual.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must have a g.p.a. of at least 3.00 on all electrical and computer engineering, mathematics, and physics coursework. Those with a g.p.a. between 2.75 and 3.00 in electrical and computer engineering, mathematics, and physics coursework may be admitted on probation, if warranted by other aspects of their academic records.

Students with baccalaureate degrees in related areas (e.g., physics, mathematics, and computer science) may be admitted on conditional status. They may be required to complete additional coursework, without earning graduate credit, before being granted regular status.

Each application is reviewed individually. Extenuating circumstances may permit deviations from the usual standards.

Financial Support

A number of fellowships, traineeships, assistantships, scholarships, and industrial grants are available to graduate students who qualify. These are awarded on a competitive basis.

Career Advancement

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting. Electrical engineers find employment everywhere smart technology is employed. They consistently rank among the most sought after and highest-paid technology professionals. On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach,

and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Electrical and Computer Engineering, Ph.D.

The Department of Electrical and Computer Engineering stimulates excellence in scholarship and research through close contact with the faculty and programs tailored to fit students' individual needs.

Students select an advisor and, with the advisor, plan an individual program bounded only by the broad guidelines of the Graduate College and the program. The department maintains close interdisciplinary ties with other University of Iowa departments, especially with the Departments of Physics and Astronomy, and Computer Science (College of Liberal Arts and Sciences); the Departments of Industrial and Systems Engineering, and Mechanical Engineering, and the Roy J. Carver Department of Biomedical Engineering (College of Engineering); and the Carver College of Medicine. Principal areas of graduate study include medical image analysis, signal and image processing, control systems and systems theory, wireless communications, waves and materials, computer systems, and computational genomics. View principal areas of study under Research and Study Areas [p. 1481] in the Electrical and Computer Engineering section of the Catalog.

Requirements

The Doctor of Philosophy program in electrical and computer engineering requires a minimum of 72 s.h. of graduate credit. At least 45 s.h. must be earned in formal coursework (not in thesis work or other independent study), including 30 s.h. from an approved list of electrical and computer engineering courses. For the list of approved courses, see the Electrical and Computer Engineering Graduate Manual. Each Ph.D. student's study plan must be approved by the student's advisor and by the graduate committee. Students must maintain a cumulative g.p.a. of 3.25 or higher in all graduate coursework.

Acceptance to the Ph.D. program requires successful completion of the Ph.D. qualifying process. The qualifying process consists of two parts—an examination and a course breadth requirement. The half-day written exam is given once a year, late in the spring semester. It covers two subjects chosen by a student from a list of nine. Students normally are expected to take the qualifying examination within the first 30 s.h. of their graduate studies. A cumulative g.p.a. of at least 3.25 is required for admittance to the exam. Students who fail the examination may retake it only once the next time it is offered.

To complete the breadth requirement, students must take two courses associated with the same list of nine subjects that the examination is drawn from and complete the courses with grades of at least A-minus. The breadth courses must not duplicate the subjects chosen for the examination and must be completed within the fourth semester of graduate study.

Ph.D. students take a qualifying examination and a comprehensive examination. Then they must successfully complete a research program that includes a minimum of 18 s.h. of Ph.D. research and culminates in the preparation of a thesis. Finally, the candidate must present a successful oral defense of the thesis.

Following successful completion of the qualifying examination and invitation to the Ph.D. program, a student must complete

the two-part comprehensive examination. The first part is a written research proposal that includes a thorough literature survey providing the motivation and background for the proposal. The second part is an oral examination.

Students must pass the qualifying examination before they may take the comprehensive exam, and they must complete the comprehensive exam no later than three calendar years after passing the qualifying exam. Students who fail to meet this deadline must retake the qualifying exam. The qualifying exam and the comprehensive exam may not be taken in the same semester.

The final requirement for completion of the Ph.D. program is the preparation and successful defense of the thesis. This must be completed no sooner than six months but no longer than three years after completion of the comprehensive examination.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must have a g.p.a. of at least 3.25 on all electrical and computer engineering, mathematics, and physics coursework.

Each application is reviewed individually. Extenuating circumstances may permit deviations from the usual standards.

Financial Support

A number of fellowships, traineeships, assistantships, scholarships, and industrial grants are available to graduate students who qualify. These are awarded on a competitive basis.

Career Advancement

Engineering is a well-respected profession that is used as a foundation for a variety of careers in industry, medicine, law, government, and consulting. Graduates consistently rank among the most sought after and highest-paid technology professionals.

Engineering Career Services develops and promotes experiential education and professional opportunities for students. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair and other career-development programming each semester.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Industrial and Systems Engineering

Chair

- Geb W. Thomas

Undergraduate major: industrial engineering (B.S.E.)

Graduate degrees: M.S. in industrial engineering; Ph.D. in industrial engineering

Faculty: <https://ise.engineering.uiowa.edu/people>

Website: <https://ise.engineering.uiowa.edu>

The Department of Industrial and Systems Engineering offers undergraduate and graduate degrees and research programs in industrial and systems engineering.

Industrial and systems engineering encompasses analysis, design, and implementation of systems through optimal use of resources—human, material, energy, information, and financial. Systems may range from small units to extremely large operations. The industrial engineer must be skilled in mathematics, physical sciences, management, and human relations; and understands and designs solutions for the complexities of manufacturing, computer systems, economics, optimization, human behavior, and systems analysis and design.

Programs

Undergraduate Program of Study

Major

- Major in Industrial Engineering (Bachelor of Science in Engineering) [p. 1506]

Graduate Programs of Study

Majors

- Master of Science in Industrial Engineering [p. 1510]
- Doctor of Philosophy in Industrial Engineering [p. 1513]

Facilities

The following facilities and laboratories are used by undergraduate and graduate students. For information about laboratories affiliated with core courses coordinated by other College of Engineering departments, see those departmental Catalog sections.

Additive Manufacturing-Integrated Product Realization Laboratory (AMPRL)

Researchers at AMPRL focus on studying how material forming processes that occur in nature can be utilized to enable next-generation additive manufacturing (AM) technologies. Current research includes the design and development of next-generation AM technologies, AM process modeling and optimization, and the advancement of novel applications of new AM technologies. The lab applies its technological developments in a diverse array of fields, including tissue engineering, sensing, energy harvesting, and robotics. The lab is furnished with state-of-the-art material preparation, processing, and characterization equipment, as well as

several custom 3-D printers invented and developed by the group.

Design for Manufacturing Laboratory

The Design for Manufacturing Laboratory provides students with experience in computer-aided design and computer-aided manufacturing (CAD/CAM) systems. It is equipped with 4-axis computer numerical control (CNC) mills (Haas and Tormach), CNC router (Techno-CNC), CNC metal lathe (Haas and Techno-CNC), drill press, plastic injection molder, thermoforming machine, band saw, disc sander, bench grinder, polishing wheel, hand drill, sandblasting cabinet, press, foot shear, and welding station. The lab has the latest software technology, including Pro/ENGINEER and Rhinoceros.

Graphical Representation of Knowledge Lab (GROK)

The GROK Lab develops technologies to help scientists and doctors improve their understanding and control of complex systems such as robots, distributed sensor networks, and augmented-reality systems. The lab designs and builds software, electronic circuits, and mechanical devices that create or modify complex systems and that extend scientists' understanding of how to make these systems perform their intended tasks better.

The lab has a variety of software development platforms and manufacturing tools, including computer numerical control (CNC) machines and supplies for casting and molding, as well as a suite of equipment for circuit design, testing, and assembly. The GROK lab has developed technologies used by NASA to control robots exploring South America and Mars. Its most recent projects have focused on using distributed wireless sensor networks to monitor factory-related health hazards and on developing surgical simulators to better train orthopedic surgeons.

Information and Cognitive Systems Research Group

Research in the Information and Cognitive Systems Engineering Research Group focuses on design and analysis of cognitive work and information systems in real-world domains. Current emphasis is on cognitive work in health care systems.

The research group conducts studies in usability testing, process mapping, cognitive walkthroughs, dynamic systems simulation, and interface design, prototyping, and evaluation. The research facility houses state-of-the-art qualitative field data collection equipment and data analysis tools, programming tools for dynamic systems simulations, and design, prototyping, and usability testing hardware and software tools for interface and display design. The facility also employs data modeling tools and diagramming tools.

Intelligent Systems Laboratory

The Intelligent Systems Laboratory conducts research in data science and computational intelligence leading to applications in manufacturing, energy, service industry, and health care. The current project focuses on smart manufacturing, digital industry, cloud and edge modeling, service manufacturing, and autonomous systems. Many of the intelligent manufacturing concepts pursued globally have originated in the laboratory. The pioneering research has been marked with publication of the textbook *Intelligent*

Manufacturing Systems (Prentice Hall) and the Journal of Intelligent Manufacturing.

Laboratory for IoT-Enabled Data Analytics and System Informatics

The lab utilizes high performance computing workstations to model uncertainty quantifications and complex variable relationships. The aim is to develop engineering-guided statistical techniques to facilitate the interpretability, real-time monitoring, root cause analysis of complex systems. The lab focuses on developing and applying data analytics tools to various promising areas including advanced manufacturing systems, driver simulation and monitoring systems, and water and hydrology modeling systems. The research in the group requires algorithm development, hardware design, theoretic analysis, and simulation and emulation.

National Advanced Driving Simulator Laboratory (NADS)

The NADS Laboratory is home to the nation's first and largest public simulator of its kind in the world. For the last 25 years, the University of Iowa has conducted advanced research and development in support of saving lives, improving quality of life, advancing technology, and improving efficiency and productivity of the automotive and supporting industries. Most importantly, NADS serves as a place where students can learn firsthand about how innovation occurs in science and engineering.

From drug research to automated vehicles, NADS is dedicated to engaging in a broad, holistic approach. Faculty, staff, and students at NADS collaborate with nearly all UI colleges in their automotive safety research. Human factors research at NADS is funded by government agencies and industry leaders for the public and private sectors. NADS supports undergraduate, graduate, and doctoral students in driving research studies. Many of these studies include the use of the NADS miniSim™, a portable, high-performance driving simulator based on NADS' state-of-the-art driving simulation technology developed through decades of research. In-house workstations and computers equipped with software such as MATLAB, Visual Studio, R, and SAS are available to students with approved access to the facility.

Automated vehicle technology is revolutionizing transportation and mobility unlike any other technology of the past several decades. Vehicles, and the their underlying technologies, are changing at a rapid pace. Many of the advanced driver assistance technologies and vehicle safety systems have been in research and development programs at the UI. The UI specializes in driver performance and behavior and how to optimally design the user interface of such systems. As vehicles become increasingly automated, the UI College of Engineering is leading a number of advanced research projects in automated and connected vehicles, funded by government and industry. Together with industry partners, the automated vehicles division is being built with a broad range of capabilities. These vehicles will be used to collect data for research programs funded through industry and government contracts.

Operator Performance Laboratory (OPL)

The OPL is a flight test organization at the UI. The lab specializes in civilian and military flight testing and assessment of technologies in operational contexts, such

as flight in degraded visual environments (DVE) and GPS-denied environments. Quantification of data link and sensor performance for manned and unmanned aircraft in such operational context is an area of focus. OPL develops, tests, and evaluates Helmet Mounted Displays (HMDs), Synthetic Vision Systems (SVS), Live Virtual Constructive (LVC) training systems, physiological-based workload measurement systems, pilot spatial orientation enhancement systems, and embedded flight simulation capabilities.

Unmanned aircraft operations include test flights supporting commercial unmanned aircraft systems (UAS) autonomy, 5th- and 6th-generation manned-unmanned teaming (MUMT) concepts and the extension of LVC toward MUMT. The OPL team developed the Cognitive Assessment Tool Set (CATS), which is able to accurately quantify human cognitive workload using a flight-approved sensor package. CATS has been used in many flight tests as the data collection and analysis tool for pilot behavior in real-world flight environments. OPL pioneered the development and testing of LVC technology that blends ground-based battlespace simulations with airborne testbeds equipped with radar and weapons simulators that can employ simulated ordnance for effect in distributed simulation environments. This capability has been demonstrated many times, including at the Interservice/Industry Training Simulation Education Conference (IITSEC). In 2004, the OPL team developed and tested a Synthetic Vision System that was subsequently commercialized by Dynon Avionics under the brand name Skyview. This system has sold over 10,000 units and is flying in thousands of aircraft.

OPL has performed many flight test projects on its fleet of aircraft, exceeding a total 2,400 flight hours of developmental test and evaluation (DT&E) and operational test and evaluation (OT&E) data collection. OPL has 10 instrumented research aircraft. These include two L-29 fighter jet trainers, two MI-2 twin-turbine helicopters, one A-36 Bonanza, one Cessna 172, three TBM 3M UAS (62lbs), and one Vapor 55 (55 lbs). The OPL L-29's are the only tactical jet research aircraft that are equipped with the F-35 helmet-mounted display (HMD). The OPL MI-2 is a one-of-a-kind sensor platform with a conformal HMD using full-color symbology showing threats and obstacles acquired by its suite of onboard sensors. Each OPL aircraft also is a flight simulator. Additionally, the OPL has a Boeing 737-800 full flight deck simulator, an unmanned aerial vehicle (UAV) Ground Control Station (GCS) simulator, a fast jet simulator, and deployable command and control (C2) bus as well as a C2 high mobility multipurpose wheeled vehicle (HMMWV) for use as a forward command node in rugged terrain. OPL has an extensive telemetry infrastructure that is deployable. OPL's flight support system also is deployable using mobile tool control, spares, jigs, and jacks, among other means.

Visual Intelligence Laboratory

The Visual Intelligence Laboratory is a research group at the Iowa Technology Institute. The lab conducts fundamental research to bridge the state-of-the-art computational geometry, vision, and machine learning technologies to real-world industrial applications such as computational human factor, autonomous driving, image-guided radiotherapy, medical image analysis, computational design and fabrication, and so on. The lab is interested in discovering new mathematical theories and algorithms allowing the description, comparison, and algebraic (de)composition of shapes and visual features. Such mathematical understanding of shapes enables computers to see and understand the world, and thus become smarter assistants to humans.

The Visual Intelligence Laboratory has a variety of imaging devices to obtain 2-D/3-D geometric information for various objects. The lab's imaging capacity includes the Studio360, a state-of-the-art imaging facility comprised of over 100 digital single-lens reflex (DSLR) cameras mounted on a 20-foot diameter geodesic dome. The Studio360 can capture time-synced photos/videos of dynamic objects (e.g., a person performing a motion) from multiple perspectives and reconstruct 3-D models of the objects. The lab also owns a high-performance computing server, with eight NVIDIA GeForce 1080 Ti GPUs and two Intel Xeon E5 CPUs (total 48 threads), designated for massive-scale image/geometry processing and deep learning.

The lab has established a broad academic research partnership with a variety of entities across campus, including the National Advanced Driving Simulator (NADS), the Iowa Neuroscience Institute (INI), and the University of Iowa Hospitals & Clinics (UIHC). In addition, the lab has been involved in a number of research projects sponsored by government and industry partners, including the U.S. Department of Transportation, the U.S. Department of Defense, Hyundai Motors, and many others.

Courses

Industrial and Systems Engineering Courses

ISE:0000 Industrial Engineering Internship/Co-op 0 s.h.

Industrial engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student's permanent record. Requirements: admission to Cooperative Education Program.

ISE:1000 First-Year Seminar 0-1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

ISE:2000 Industrial Engineering Sophomore Seminar 0 s.h.

Curriculum and profession; ethics and professionalism in classroom and workplace. Requirements: sophomore or transfer standing in engineering.

ISE:2500 Engineering Economy 3 s.h.

Basic concepts of engineering economy: time value of money, cash flow equivalence, depreciation, tax considerations, continuous cash flows, cost accounting overview; main analysis techniques—present worth, uniform annual cost, rate of return, benefit/cost ratio, replacement and break-even analysis. Corequisites: STAT:2020.

ISE:3000 Professional Seminar: Industrial Engineering 0 s.h.

Professional aspects of industrial engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Requirements: junior standing.

ISE:3149 Information Visualization 3 s.h.

Instruments for reasoning about quantitative information; analyzing and communicating statistical information; main typologies of data graphics (data-maps, time-series, space-time narrative, relational diagrams, graphs and methods for dimensionality reduction); language for discussing data visualizations combined with knowledge of human perception of visual objects; how to visualize information effectively by using statistical methods, knowledge of human perception, and basics of data graphics. Prerequisites: STAT:2020.

ISE:3300 Manufacturing Systems 3 s.h.

Manufacturing and logistics systems, supply chain management, MRP/ERP systems, lean manufacturing, concurrent engineering, value stream mapping and six sigma. Offered spring semesters. Prerequisites: ISE:3700 and ENGR:2760.

ISE:3350 Process Engineering 4 s.h.

Methodologies, algorithms, and tools for processing modeling, analysis, and reengineering; modeling issues in product and component design, product and process modularity, quality, reliability, and agility. Prerequisites: ISE:3700.

ISE:3400 Human Factors 3 s.h.

Design of human-machine systems; development of optimum work environments by applying principles of behavioral science and basic knowledge of human capacities and limits. Offered fall semesters. Prerequisites: PSY:1001.

ISE:3450 Ergonomics 3 s.h.

Ergonomic design of jobs and products in an industrial and consumer market setting; principles of good design, examples of poor design; consequences of poor job and product design; principles of work sampling, usability studies, performance rating, sizing and planning of workstations, hand tool design, ergonomic design in transportation; related group project.

ISE:3500 Information Systems Design 3 s.h.

Structure and design of computer-based information systems; concepts of information systems, decision making; computer hardware, software, data structures; methods for determining system requirements; designing, implementing, evaluating, managing information systems; applied projects. Prerequisites: ENGR:1300.

ISE:3600 Quality Control 3 s.h.

Basic techniques of statistical quality control; application of control charts for process control variables; design of inspection plans and industrial experimentation; modern management aspects of quality assurance systems. Offered fall semesters. Prerequisites: STAT:2020 or MSCI:9100 or BAIS:9100 or (STAT:3100 and STAT:3101 and STAT:3200). Same as CEE:3142, STAT:3620.

ISE:3610 Stochastic Modeling 3 s.h.

Fundamental probabilistic models and applications of industrial engineering; overview of probability and distributions, stochastic processes and Markov chains, queuing theory, inventory theory, decision theory under uncertainty, and elements of risk management. Prerequisites: STAT:2020. Corequisites: ISE:3700.

ISE:3660 Data Analytics with R 3 s.h.

Basics of data analytics and data mining; how to implement a variety of popular data mining methods in R to tackle business and engineering problems; focus on process of turning raw data into intelligent decisions and algorithms commonly used to build predictive models and find relevant patterns in data. Prerequisites: STAT:2020.

- ISE:3700 Operations Research** 3 s.h.
Operations research models and applications; emphasis on deterministic model (linear programming, duality). Offered fall semesters. Prerequisites: MATH:2550. Corequisites: STAT:2020.
- ISE:3750 Digital Systems Simulation** 3 s.h.
Simulation modeling and analysis; emphasis on construction of models, interpretation of modeling results; input and output analysis; hands-on usage of ARENA simulation software, manufacturing, health care, and service. Offered spring semesters. Prerequisites: ISE:3610 and ISE:3700.
- ISE:3760 Applied Linear Regression** 3 s.h.
Regression analysis with focus on applications; model formulation, checking, selection; interpretation and presentation of analysis results; simple and multiple linear regression; logistic regression; ANOVA; hands-on data analysis with computer software. Prerequisites: STAT:2020 or STAT:2010 or STAT:3120. Same as IGPI:3200, STAT:3200.
- ISE:3998 Individual Investigations: Industrial Engineering** arr.
Independent projects in industrial engineering for undergraduate students, including laboratory study, an engineering design project, analysis and simulation of an engineering system, computer software development, CAD/CAM applications, or research.
- ISE:4113 Control of Mechanical Engineering Systems** 3 s.h.
How to model simple engineering systems, apply time and frequency domain analysis techniques, and design control systems; application of these techniques using MATLAB; writing differential equations describing engineering systems and determine time domain response to a wide range of inputs; use of state-variable equations to model engineering systems and determine their time response to a wide range of inputs; describe advantages of feedback control; analyze performance of control systems; determine stability of control systems using Root-Locus, Bode, and Nyquist methods; design feedback control systems using frequency domain and state-variable methods. Prerequisites: MATH:2550 and MATH:2560 and ENGR:2710. Same as ME:4113.
- ISE:4116 Manufacturing Processes Simulations and Automation** 3 s.h.
Material processing, metal cutting theories, forming, micro/nano fabrication, programmable logic controller, computer numerical controllers, discrete control system, DC and AC servo motors, Command generation. Prerequisites: ME:2300 or ENGR:2760. Same as ME:4116.
- ISE:4172 Big Data Analytics** 3 s.h.
Principles of data mining and machine learning in context of big data; basic data mining principles and methods—pattern discovery, clustering, ordering, analysis of different types of data (sets and sequences); machine learning topics including supervised and unsupervised learning, tuning model complexity, dimensionality reduction, nonparametric methods, comparing and combining algorithms; applications of these methods; development of analytical techniques to cope with challenging and real "big data" problems; introduction to MapReduce, Hadoop, and GPU computing tools (Cuda and OpenCL). Prerequisites: STAT:2020 or MSCI:9100 or BAIS:9100. Requirements: basic programming skills in C, C++, Java, or Python; knowledge of Matlab, Octave, or R; and knowledge of a word processor. Recommendations: ISE:3760 and CS:4400 and CS:3330 and MATH:2550.
- ISE:4175 Safety Engineering** 3 s.h.
Systems safety principles and methods, occupational safety, product safety and liability, accident investigation and prevention methods and analysis, hazard analysis, and standards and regulations.
- ISE:4550 Wind Power Management** 3 s.h.
Principles of wind power production, wind turbine design, wind park location and design, turbine and wind park control, predictive modeling, integration of wind power with a grid.
- ISE:4600 Industrial Engineering Design Project** 1-4 s.h.
Projects involving product and related operational system design in an industrial or service organization; associated entrepreneurial or intrapreneurial planning. Corequisites: ISE:2500 and ISE:3300 and ISE:3350 and ISE:3400 and ISE:3450 and ISE:3500 and ISE:3600 and ISE:3750, if not taken as prerequisites. Requirements: completion of all ISE coursework.
- ISE:4620 Design of Experiments for Quality Improvement** 3 s.h.
Development of skills necessary to efficiently and effectively design and analyze experiments for quality improvement; topics include experiment planning, design, and statistical analysis of the results; experimentation is beneficial in all phases of industrial processes including new product design, process development, and manufacturing process improvement; students develop successful experiments that can lead to reduced development lead time, enhanced process performance, and improved product quality. Prerequisites: STAT:2020. Requirements: junior (third year) standing.
- ISE:4900 Introduction to Six Sigma** 3 s.h.
Six Sigma techniques for the DMAIC cycle (Define, Measure, Analyze, Improve, Control); what is needed for data collection (process inputs and outputs, measurement tools), conduct analysis (hypothesis testing, process capability studies), and conduct process improvement studies (design of experiments, response surface methodology); overview of Six Sigma, process and project management skills; application of the DMAIC model to a real-life improvement projection (a "learn-by-doing" approach). Prerequisites: ISE:3600.
- ISE:5000 Graduate Seminar: Industrial Engineering** 1 s.h.
Recent advances and research in industrial engineering presented by guest lecturers, faculty, students. Requirements: graduate standing.
- ISE:5420 Automated Vehicle Systems** 3 s.h.
Overview of vehicle technologies (HAV) and advanced driver assistance systems (ADAS) including a historical perspective, testing, policy and regulation, algorithm design, and human factors. Recommendations: ISE:3400.
- ISE:5520 Renewable Energy** 3 s.h.
Introduction to different sources of renewable energy generation including wind, solar, fuel cells, and bioenergy; design of energy solutions for different stand-alone applications (i.e., factories, data centers, hospitals) and system-wide solutions powering transportation systems, cities, or states; application-specific topics such as energy storage, control of energy generators, operations and maintenance, performance optimization, equipment health monitoring, predictive engineering, and integration of renewable energy with a grid.

- ISE:5620 Design of Experiments** **3 s.h.**
Principles and methods of statistical design of experiments for product and process improvement; students develop skills necessary for planning, analysis, and optimization of experimental data, which can be applied across various fields of research including engineering, medicine, and the physical sciences. Prerequisites: STAT:2020.
- ISE:5650 Mechatronics Engineering for Smart Device Design** **3 s.h.**
Introduction to basic mechatronics system components and design principles using mechatronics to meet functionality requirements of products, processes, and systems; lab-oriented assignments and team-based projects presented with innovative case studies in diverse application domains; labs require students to use a micro-controller kit to finish hardware development assignments; for students who plan to have a career in areas such as product development, robotics, design and manufacturing automation, technology management and innovations. Prerequisites: ENGR:2120 and ENGR:2760.
- ISE:5730 Digital Industry** **3 s.h.**
Modeling methodologies, analysis, and optimization of digital enterprise models; autonomous building of models from data stores; introduction to different application-as-a-service models embedded in edge, fog, and cloud architectures and solutions; science of process modeling and analysis illustrated with case studies. Prerequisites: ISE:3700.
- ISE:5860 Health Informatics** **3 s.h.**
Technological tools that support health care administration, management, and decision making. Same as HMP:5370, IGPI:5200, MED:5300, SLIS:5900.
- ISE:5995 Contemporary Topics in Industrial Engineering** **arr.**
New topics or areas of study not offered in other industrial engineering courses; topics based on faculty/student interest.
- ISE:5998 Individual Investigations: Industrial Engineering** **arr.**
Individual projects for industrial engineering graduate students: laboratory study, engineering design, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.
- ISE:5999 Research: Industrial Engineering M.S. Thesis** **arr.**
Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for M.S. with thesis in industrial engineering. Requirements: graduate standing.
- ISE:6211 Human Factors in Healthcare Systems** **3 s.h.**
Solving human factors problems in health care work systems; cognitive systems engineering, interface design, health care productivity, patient safety; specific research including decision making, information transfer, and communication; discrete event and dynamic systems simulation modeling; human computer interaction; health information technology/systems; usability; business models of organizational, technical, and social elements of health care systems.
- ISE:6220 Cognitive Engineering** **3 s.h.**
Cognitive engineering principles; decision making and judgment; distributed cognition; cognitive work; human system interaction; cognitive work analysis; situated action and ecological models; mental models and representation; cognitive engineering methods and applications.
- ISE:6232 Advanced Computer-Aided Design and Manufacturing** **3 s.h.**
In-depth study of CAD and manufacturing (CAD/CAM); review of CAD/CAM, computer graphics, NURBS modeling (curves/surfaces, solid modeling, design data exchange); computational geometry for product development, heterogeneous object modeling, rapid prototyping (RP) and layered manufacturing, computer-aided path planning, CAD applications (computer-aided tissue engineering, biomedical imaging and processing, biomanufacturing); related lab projects and assignments. Requirements: knowledge of one programming language (C, C++, C#, VB, or Java).
- ISE:6300 Innovation Science and Studies** **3 s.h.**
Innovative typology and sources, classical innovation models, measuring innovation, innovation discovery from data, evolutionary computation in innovation, innovation life cycle.
- ISE:6350 Computational Intelligence** **3 s.h.**
Concepts, models, algorithms, and tools for development of intelligent systems; data mining, expert systems, neural networks for engineering, medical and systems applications. Prerequisites: ISE:3700. Same as NURS:6900.
- ISE:6380 Deep Learning** **3 s.h.**
Basic principles of deep neural networks for various engineering applications; skill sets to design and implement deep learning algorithm for engineering applications; essential topics of deep learning for its practical use and exploring diverse methods and architectures for different types of applications.
- ISE:6410 Research Methods in Human Factors Engineering** **3 s.h.**
Logic and methods for research and for analysis and evaluation of complex human-machine systems; advanced techniques for enhancement of human interaction with advanced information technology; emphasis on cognitive task analysis techniques for innovative design, understanding of how technology affects safety, performance, user acceptance.
- ISE:6420 Human/Computer Interaction** **3 s.h.**
Development of projects using human factors principles in the design of computer interfaces.
- ISE:6450 Human Factors in Aviation** **3 s.h.**
Measuring, modeling, and optimizing human visual performance; display design for optimal legibility, research in visibility, legibility, conspicuity, and camouflage; visibility model development.
- ISE:6460 The Design of Virtual Environments** **3 s.h.**
Development of techniques for designing and creating three-dimensional representations of information for simulation, scientific visualization, and engineering; emphasis on human factors issues, software.
- ISE:6480 Unmanned Aircraft Systems** **3 s.h.**
Applications and research in unmanned aircraft systems (UAS) with focus on engineering aspects; new era of aviation and how UAS are fast emerging as a disruptive technology in aviation; applications ranging from film production, photography, precision agriculture, remote sensing, and infrastructure inspections to military applications; problem space of UAS from a variety of angles including engineering controls design, data links, UAS types, human factors, regulatory aspects.

ISE:6600 Linear Programming 3 s.h.

Mathematical programming models; linear and integer programming, transportation models, large-scale linear programming, network flow models, convex separable programming. Requirements: calculus and linear algebra. Same as BAIS:6600, IGPI:6600.

ISE:6720 Nonlinear Optimization 3 s.h.

Mathematical models, theory, algorithms for constrained and unconstrained nonlinear optimization; optimality conditions and aspects of duality theory; applications of nonlinear optimization in data analytics and machine learning.

ISE:6750 Stochastic Optimization 3 s.h.

General tools and approaches used in decision making under uncertainties; modeling of uncertainties and risk, changes that uncertainties bring to the decision process, difficulties of incorporating uncertainties into optimization models, common techniques for solving stochastic problems.

ISE:6760 Pattern Recognition for Financial Data 3 s.h.

Modeling and harvesting useful information and patterns for financial data; topics include basic concepts of financial data, financial data visualization, modeling and forecasting of financial time series, seasonal models, volatility models, value at risk, principal component analysis, and factor models.

ISE:6780 Financial Engineering and Optimization 3 s.h.

Quantitative methods of modeling various financial instruments (i.e., stocks, options, futures) and tools for measurement and control of risks inherent to financial markets; fundamentals of interest rates; options and futures contract valuation, including weather and energy derivatives; risk management and portfolio optimization; emphasis on modeling and solution techniques based on optimization and simulation approaches traditional to industrial engineering and operations research. Recommendations: basic knowledge of probability and statistics, numerical methods, and optimization.

ISE:6810 Advanced Topics on Additive Manufacturing 3 s.h.

Review of critical challenges facing 3-D printing; emphasis on techniques and practical experience in developing novel additive manufacturing processes and applications; topics include 3-D content creation and preparation, CAD systems for additive manufacturing, additive manufacturing processes, fabrication speed and improvements, rapid tooling and indirect processes.

ISE:7995 Advanced Topics: Industrial Engineering arr.

Discussion of current literature in industrial engineering.

ISE:7998 Special Topics in Industrial Engineering arr.**ISE:7999 Research: Industrial Engineering Ph.D. Dissertation arr.**

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for Ph.D. in industrial engineering.

Industrial Engineering, B.S.E.

The Department of Industrial and Systems Engineering offers a host of options for each engineering student. From the undergraduate engineering degree, a dual Undergraduate to Graduate (U2G) degree, elective focus areas, and extracurricular activities, there are many options available to explore and develop professional skills. The industrial and systems engineering (ISE) undergraduate program emphasizes a broad education in engineering fundamentals and the opportunity for in-depth learning in an elective focus area.

Elective Focus Areas and Specialized Opportunities

As part of the mission to help students be engineers and something more, the Department of Industrial and Systems Engineering offers elective focus area options so that students can pursue specialized interests, such as big data analytics, design and manufacturing, computer and information systems, entrepreneurship, human factors, and management in order to complement their undergraduate degree in industrial engineering.

Student Organizations

Student organizations can have an enormous impact on an undergraduate student's career. The College of Engineering is home to a number of student organizations and clubs. Popular organizations for industrial and systems engineering students include the Institute for Industrial and Systems Engineers and the Human Factors and Ergonomics Society.

Undergraduate Resources

A plethora of resources are available to students to pursue research, access professional services available in the college and across the University, and participate in or view sports and arts events on campus and around town.

Scholarships

A variety of scholarships and funding opportunities are available to industrial and systems engineering students.

Accreditation

The undergraduate program in industrial engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Educational Objectives

The following educational objectives of the program are defined in conjunction with the accreditation process.

Within a few years of graduation, industrial engineering graduates will:

- continue learning,
- lead and inspire others, and
- engage in the community and society.

Requirements

The Bachelor of Science in Engineering requires a minimum of 128 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

The major in industrial engineering requires a strong foundation of courses in engineering science, mathematics, design, manufacturing, social science, and humanities. Advanced work includes specialty courses in human factors and ergonomics, management, information systems, manufacturing, quality control, and operations research. Design is an integral part of the undergraduate program; all students complete a comprehensive design experience.

All engineering students complete the B.S.E. core requirements, which include RHET:1030 Rhetoric, ENGR:1100 Introduction to Engineering Problem Solving, ENGR:1300 Introduction to Engineering Computing, and courses in chemistry, engineering mathematics and fundamentals, and physics.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component. For information about the curriculum, see the Bachelor of Science in Engineering [p. 1428] in the Catalog.

Students must select elective focus area courses specific to the Department of Industrial and Systems Engineering.

Elective Focus Areas

The industrial engineering program offers a variety of elective focus area (EFA) options, including big data analytics, computer and information systems, design and manufacturing, entrepreneurship, human factors and ergonomics, management, wind energy, and an option to tailor an EFA to an individual student's interests. For more detailed information about elective focus areas, see the Bachelor of Science in Engineering [p. 1428] in the Catalog. For a list of standard industrial engineering elective focus area options and guidelines for tailored elective focus areas, see undergraduate EFAs and Specialized Opportunities on the Department of Industrial and Systems Engineering website.

Big Data Analytics

Big data analytics is the process of examining big data in an effort to uncover hidden patterns, unknown correlations, and other useful information. Ninety-five percent of the data in the world today has been created in the last two years alone. This data comes from everywhere: sensors used to gather climate information, posts to social media sites, digital pictures and videos, purchase transaction records, and cell phone GPS signals to name a few.

Computer and Information Systems

Industrial engineers have a natural role to play in this field by using quantitative system analysis, manufacturing system knowledge, and human factors skills to help design and refine computer systems that are becoming ever more complex. The field offers substantial opportunities for technical skill development, travel, and interaction with a diverse range of professionals.

Design and Manufacturing

Many graduates find careers in manufacturing industries that include the use of computer-aided design and manufacturing, virtual and physical prototyping, 3-D design, design and simulation of manufacturing processes, and manufacturing systems. They find employment in diverse industries, including the supplier manufacturing industry (e.g., John Deere, Caterpillar, Rockwell Collins, Raytheon, Boeing), health care (e.g., Johnson & Johnson, Zimmer), and software and in the information industry (e.g., Pro/Engineer, Catia, SolidWorks, AutoCAD).

Entrepreneurship

Engineering students explore venture capital, marketability of products, and technology transfer. They gain exposure to understanding sound business practice, acquire team-building skills in both small and large companies, understand the entrepreneurial approach to acquiring and managing resources, learn how to create a business plan, and obtain valuable contacts and networking opportunities with businesses and industries.

Human Factors and Ergonomics

The human factors and ergonomics EFA represents an increasingly important engineering specialty. The dramatic increase in netcentric computer technology makes system performance increasingly dependent on the match between system characteristics and human capabilities. Graduates find employment in diverse industries that include health care (e.g., GE, Medtronic, Guidant), original equipment manufacturer (OEM) and supplier manufacturing industry (e.g., Rockwell Collins, Boeing, Deere, Caterpillar), computer systems (e.g., Microsoft, Intel, IBM), the government (e.g., NHTSA, NTSB, NASA, the Department of Defense), and consulting (e.g., Accenture, Battelle). Human factors considers cognitive characteristics, and ergonomics considers physical characteristics. The EFA provides advanced education in psychology, systems, statistics, and biomechanics.

Management

Industrial engineers are often assigned managerial tasks, project management, and financial assessments as they relate to project budgets, cost calculations, and optimization criteria. The EFA prepares students for a career in business management.

Wind Energy

Wind energy has become a major source of clean energy. Wind generation is expected to grow in the decades to come and create new jobs. Professionals with diverse backgrounds and knowledge of wind energy fundamentals are needed to fill these careers.

Tailored

Students work with their advisor to tailor a program that is specific to their individual needs.

Combined Programs

B.S.E./M.S.

The College of Engineering offers a combined Bachelor of Science in Engineering/Master of Science program for industrial engineering undergraduate students who intend to earn a M.S. in industrial engineering.

Undergraduate students at the University of Iowa who have completed more than 80 s.h. and have a g.p.a. higher than 3.25 may apply for admission to the Undergrad to Grad (U2G) program designed to accelerate the attainment of an M.S. in industrial engineering degree. Students typically complete their M.S. degree within one year of their B.S.E. degree.

Students meet with their academic advisor, complete a plan, and submit an application for the M.S. program of study to the Graduate College. Graduate Record Examination (GRE) General Test scores are not required for University of Iowa students. Students continue to follow the industrial and systems engineering curriculum as planned with their advisor.

Students may take up to 15 s.h. of graduate coursework and count 12 s.h. toward both degrees, attend the program's graduate seminar, and optionally work with a faculty member on a master's thesis project while they are still undergraduates.

Interested students should consult the Department of Industrial and Systems Engineering.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Industrial Engineering, B.S.E.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1100	Introduction to Engineering Problem Solving ^b	3
CHEM:1110	Principles of Chemistry I ^c	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students ^b	1
CSI:1600	Success at Iowa	0
Hours		16
Spring		
MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
ENGR:1300	Introduction to Engineering Computing ^d	3
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
GE: Engineering Be Creative ^e		3
Hours		16
Second Year		
Any Semester		
Students must choose an Elective Focus Area (EFA). More information can be found on the Industrial and Systems Engineering website.		0
Hours		0

Fall

MATH:2560	Engineering Mathematics IV: Differential Equations	3
PHYS:1612	Introductory Physics II	4
ENGR:2110	Engineering Fundamentals I: Statics ^f	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits ^f	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics ^f	3
PSY:1001	Elementary Psychology	3
ISE:2000	Industrial Engineering Sophomore Seminar ^b	0
Hours		18

Spring

ISE:2500	Engineering Economy ^g	3
STAT:2020	Probability and Statistics for the Engineering and Physical Sciences	3
ENGR:2720	Materials Science ^d	3
ISE:3500	Information Systems Design ^g	3
Elective Focus Area: #1		3
Hours		15

Third Year**Fall**

ISE:3610	Stochastic Modeling ^b	3
ENGR:2760	Design for Manufacturing ^b	3
ISE:3400	Human Factors ^b	3
ISE:3700	Operations Research ^b	3
GE: Approved Course Subjects ^h		3
Hours		15

Spring

ISE:3300	Manufacturing Systems ^g	3
ISE:3450	Ergonomics ^g	3
ISE:3660	Data Analytics with R ^g	3
ISE:3750	Digital Systems Simulation ^g	3
Elective Focus Area: #2		3
GE: Approved Course Subjects ^h		3
ISE:3000	Professional Seminar: Industrial Engineering ^g	0
Hours		18

Fourth Year**Fall**

ISE:3350	Process Engineering ^b	4
ISE:3600	Quality Control ^b	3
Elective Focus Area: #3		3
Elective Focus Area: #4		3
GE: Approved Course Subjects ^h		3
Hours		16

Spring

ISE:4600	Industrial Engineering Design Project ^d	4
Systems Elective ⁱ		3
Math/Science Elective Focus Area #5 ^j		3
Elective Focus Area: #6		3
Elective Focus Area: #7		3
ISE:3000	Professional Seminar: Industrial Engineering ^g	0

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	16
Total Hours	130

- a Enrollment in math courses requires completion of a placement exam.
- b Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d Typically this course is offered in fall and spring semesters. Check MyUI for course availability since offerings are subject to change.
- e Courses with prerequisites; students should complete a prerequisite waiver form.
- f Typically this course is offered in fall, spring, and summer semesters. Check MyUI for course availability since offerings are subject to change.
- g Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- h A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- i Systems Elective can include ISE:3149, ISE:4172, ISE:4175, ISE:4550, ISE:4900 or ENGR:2730. Alternatively, students can take a 5000 or above level Industrial Engineering course (3 sh), with the permission of the instructor, to fulfill this Systems Elective requirement.
- j At least 3 s.h. of courses must be mathematics or basic sciences courses (as defined by ABET) in a different area or at a more advanced level than those required in the regular curriculum.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

Industrial and systems engineers have many opportunities for employment and service in industrial, government, research, and public service organizations. Employment opportunities are among the most varied in the engineering field. Industrial and systems engineers hold positions as advisors to management or may participate directly in management decisions. Representative job titles include industrial engineer, manufacturing engineer, systems analyst, quality specialist, operations research analyst, internal consultant, human factors specialist, supervisor, and manager. Industrial and systems engineers are employed by manufacturing and energy firms, wind turbine manufacturers, government agencies, and service organizations such as airlines, banks, hospitals, health care groups, and consulting companies.

People are often surprised to learn the impact and breadth of the industrial engineering profession, which is one of the three largest areas of engineering employment, according to the Bureau of Labor Statistics. Yet, less than five percent of all engineers are trained specifically for this specialty, according to the American Society of Engineering Educators. It is one of the more gender diverse engineering degrees: 31.3 percent of industrial engineering degrees are awarded to women, compared to 21.7 percent of all engineering degrees.

Engineering Career Services offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation and negotiation. In addition to equipping students with the tools they need to navigate their internship, co-op, or full-time job search, Engineering Career Services

also develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers in meaningful ways, including an engineering career fair each semester and other programming related to career development.

Industrial Engineering, M.S.

Research and Study

The M.S. in industrial engineering program supports two major paths: one focusing on courses and one on research and a thesis. The first path is intended primarily for students who wish to advance their technical knowledge and move toward a career in industry. The second path also is a good choice for students interested in industry, but it is targeted more toward developing independent research skills and writing, and it also can support future graduate work.

Both paths expect some diversity of technical skills in three major areas which include systems, human factors, and analytics. The systems area emphasizes the design, construction, and analysis of complex systems with interdependent parts that include people and machines. The human factors area emphasizes the interaction of people with systems, and includes the study and analysis of people's cognitive and physical limitations. The analytics area emphasizes the application of mathematical formula, including statistical approaches, as well as algorithmic and computational approaches to deriving knowledge from data. Each area is supported by several faculty members and many faculty members support multiple areas; see Facilities [p. 1500] in the Department of Industrial and Systems Engineering section of the Catalog to learn more about each research lab and its activities.

Related Certificate

Informatics

The Informatics Program offers the Certificate in Informatics with a health informatics and information science subprogram. The subprogram emphasizes the organization, management, and use of health care information; health care research, education, and practice; and information technology developments in the socioeconomic context of health care. Industrial engineering graduate students complete ISE:5860 Health Informatics and approved electives. To learn more, see the Certificate in Informatics [p. 1597] (Graduate College) in the Catalog.

Requirements

The Master of Science program in industrial engineering requires a minimum of 30 s.h. of graduate credit. Students must maintain a g.p.a. higher than 3.25 to earn the degree. They must enroll in ENGR:7270 Engineering Ethics; and in ISE:5000 Graduate Seminar: Industrial Engineering, which students take every semester. Credit in these two courses does not count toward the 30 s.h. required to meet major requirements.

Courses Approved for Focus Areas

The following courses are for M.S. students selecting a with or without thesis option. Students must successfully complete at least one approved graduate-level course in each of three focus areas—human factors, analytics, and systems. Those with relevant academic background in these areas may be excused from this requirement by the director

of graduate studies. For more detailed information about program requirements, see the Graduate Student Handbook or Graduate Program on the Department of Industrial and Systems Engineering website.

Code	Title	Hours
ISE:3300	Manufacturing Systems	3
ISE:3350	Process Engineering	4
ISE:3400	Human Factors	3
ISE:3450	Ergonomics	3
ISE:3500	Information Systems Design	3
ISE:3600	Quality Control	3
ISE:3610	Stochastic Modeling	3
ISE:3660	Data Analytics with R	3
ISE:3700	Operations Research	3
ISE:3750	Digital Systems Simulation	3
ISE:4172	Big Data Analytics	3
ISE:4175	Safety Engineering	3
ISE:4620	Design of Experiments for Quality Improvement	3
ISE:4900	Introduction to Six Sigma	3
ISE:5420	Automated Vehicle Systems	3
ISE:5520	Renewable Energy	3
ISE:5620	Design of Experiments	3
ISE:5650	Mechatronics Engineering for Smart Device Design	3
ISE:5730	Digital Industry	3
ISE:6211	Human Factors in Healthcare Systems	3
ISE:6220	Cognitive Engineering	3
ISE:6300	Innovation Science and Studies	3
ISE:6350	Computational Intelligence	3
ISE:6380	Deep Learning	3
ISE:6410	Research Methods in Human Factors Engineering	3
ISE:6420	Human/Computer Interaction	3
ISE:6460	The Design of Virtual Environments	3
ISE:6480	Unmanned Aircraft Systems	3
ISE:6760	Pattern Recognition for Financial Data	3
ISE:6780	Financial Engineering and Optimization	3
ISE:6810	Advanced Topics on Additive Manufacturing	3

Master of Science Degree Without Thesis

The M.S. in industrial engineering without thesis requires at least 21 s.h. in Department of Industrial and Systems Engineering courses (prefix ISE), including at least 12 s.h. of graduate-level courses at the 5000 level or above. Courses offered by other College of Engineering departments or courses from other colleges may be selected with consent of the academic advisor.

Master of Science With Thesis

Nonthesis students may petition for entry into the M.S. thesis program or the Ph.D. program by requesting a change of status through the department. Typically, students make this request at the invitation of a faculty member who is ready to serve as a student's research advisor. The request is then reviewed by the Graduate Admissions Committee. The committee forwards approved requests to the department chair, who may authorize a change of status petition from the department to the Graduate College.

Students are encouraged to write their thesis as a publishable journal article and submit the article for publication. The thesis option consists of a minimum of 21 s.h. of coursework and up to 9 s.h. of research. Students pursuing the thesis option are permitted to enroll in ISE:5999 Research: Industrial Engineering M.S. Thesis. Up to 9 s.h. in the thesis course may count toward the graduate-level course requirement. In addition, students must submit the Final Examination: Advanced Degree form, complete a Report of Thesis Approval, and submit a copy of their thesis to the Graduate College by following the published guidelines and deadlines.

Admission

Applicants must meet the admission requirements of the Graduate College; for detailed information about Graduate College policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Admission to the graduate program is competitive and based on an applicant's previous coursework, research, and industrial experience. The general admission standards are intended to maintain the quality of the graduate program and to ensure sufficient preparation required for timely degree completion. Specific admission standards may be waived by the Graduate Admissions Committee when other evidence of competence is compelling. These standards are minimum standards, and meeting these standards does not ensure admission to the program; admitted students typically exceed these standards.

Applicants are expected to have a minimum cumulative g.p.a. of 3.00 on a 4.00 scale, and have earned a B.S.E. in industrial engineering degree or in a related science or engineering discipline. Applicants are required to submit the results of their Graduate Record Examination (GRE) General Test. The GRE Advanced Examination in Engineering is not required for admission to the program; however, these scores should be forwarded to the department if that examination is taken. The minimum GRE General Test requirement is a combined quantitative reasoning and analytical writing score of 300. There is no specified minimum requirement for the verbal reasoning portion of the test.

International applicants whose first language is not English are required to submit the results of their Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Applicants who have completed a post-secondary degree at an English-speaking institution may request a waiver of this requirement. A minimum TOEFL score of 100 or a minimum IELTS score of 7 is required for admission.

Applicants must arrange to have three letters of recommendation sent to the department online through the Office of Admissions website. The letters should be completed by persons who are well acquainted with the applicant and

the ability of the applicant to undertake graduate work in industrial or systems engineering.

While the department considers applications at any time, first consideration is given to students who have their application materials, including their application, transcripts, GRE scores, TOEFL scores, and the required letters of recommendation, completed by the admission priority deadline as found on the Graduate Admissions website. The director of graduate admissions is responsible for overseeing the graduate recruiting activities and the admissions procedures in the department. The director serves as the point of initial contact between prospective graduate students and the department, and maintains a record of each qualified applicant in the departmental office. The director, in consultation with the Graduate Admissions Committee and the department chair, screens applicants and ultimately determines which applicants are extended offers of admission.

Applicants with Degrees Other Than in Industrial or Systems Engineering

The department encourages students with degrees in other scientific disciplines, such as in computer science, mathematics, physics, or other engineering disciplines, to apply for admission. Some students may have already completed M.S. degrees; however, these students are expected to attain a proficiency in specified core areas of industrial and systems engineering equivalent to entering graduate students who hold a B.S.E. degree in industrial engineering. The background of each student admitted to the program with a degree other than in industrial or systems engineering is reviewed by the faculty members. These proficiencies are intended to ensure that each admitted graduate student is able to fully participate in all industrial and systems engineering discipline areas at some level, even while advanced courses in certain areas may not be immediately accessible to all graduate students. The director of graduate studies specifies in writing any remedial courses that are required of a student.

Degree Program Selection

Unless otherwise specified, graduate students in the Department of Industrial and Systems Engineering are enrolled in the M.S. nonthesis program. If a student and faculty member have jointly agreed a student may pursue the M.S. with thesis option, the student may be admitted into the thesis track.

Financial Support

Many graduate students who are actively engaged in research receive financial support through a combination of research and teaching assistantships and fellowships. Decisions about research assistantships are made by the individual faculty members and the department. Support is available on a semester or academic year basis. Stipends are approximately \$20,000 (half-time or 20 hours per week) for an academic year of graduate study. Other levels of support are possible. If an award is made, nonresident students usually qualify for tuition at the resident rate, at approximately \$10,000 per academic year. Normally stipends are not immediately awarded to international applicants, but after admission and enrollment, an application can be made. Preference for graduate student support is given to Ph.D. students.

Students should direct questions about availability of financial support to faculty members in their primary area of study. Awards and reappointments are highly competitive and are based upon a student's academic record, prior performance, the ability to serve, and upon an assessment of the student's potential contribution to the research and teaching goals of the program.

For more information, see Departmental Scholarships and Funding Opportunities on the Department of Industrial and Systems Engineering website.

Career Advancement

Industrial and systems engineers have many opportunities for employment and service in industrial, government, research, and public service organizations such as airlines, banks, hospitals, health care groups, and consulting companies. Employment opportunities are among the most varied in the engineering field. Industrial and systems engineers hold positions as advisors to management or may participate directly in management decisions. Representative job titles include industrial engineer, manufacturing engineer, systems analyst, quality specialist, operations research analyst, internal consultant, human factors specialist, supervisor, and manager.

Engineering Career Services offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation and negotiation. In addition to equipping students with the tools they need to navigate their internship, co-op, or full-time job search, Engineering Career Services also develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers in meaningful ways, including an engineering career fair each semester and other programming related to career development.

Industrial Engineering, Ph.D.

Research and Study

The Ph.D. in industrial engineering program is intended for students who wish to prepare themselves for a career creating and cultivating new knowledge. In addition to a broad selection of technical research courses, the program emphasizes original research under the close supervision of a faculty member. Students develop an individualized research project that typically includes the design and analysis of experimental or theoretical work or the invention of new processes, techniques, or devices, which ultimately leads to original publications in the academic literature. The training is appropriate for people seeking a career in academia or in research and development in industry.

The coursework requires some diversity of technical skills in three major areas which include systems, human factors, and analytics. The systems area emphasizes the design, construction, and analysis of complex systems with interdependent parts that include people and machines. The human factors area emphasizes the interaction of people with systems, and includes the study and analysis of people's cognitive and physical limitations. The analytics area emphasizes the application of mathematical formula, including statistical approaches, as well as algorithmic and computational approaches to deriving knowledge from data. Each area is supported by several faculty members, and many faculty members support multiple areas; see Facilities [p. 1500] in the Department of Industrial and Systems Engineering section of the Catalog to learn more about each research lab and its activities.

Related Certificate

Informatics

The Informatics Program offers the Certificate in Informatics with a health informatics and information science subprogram. The subprogram emphasizes the organization, management, and use of health care information; health care research, education, and practice; and information technology developments in the socioeconomic context of health care. Industrial engineering graduate students complete ISE:5860 Health Informatics and approved electives. To learn more, see the Certificate in Informatics [p. 1597] (Graduate College) in the Catalog.

Requirements

The Doctor of Philosophy program in industrial engineering requires a minimum of 72 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.50 to earn the degree. At least 36 s.h. must be taken in Department of Industrial and Systems Engineering courses (prefix ISE), including at least 24 s.h. in graduate-level courses numbered ISE:5000 and above. They must enroll in ENGR:7270 Engineering Ethics; and in ISE:5000 Graduate Seminar: Industrial Engineering, which students take every semester. Credit in those two courses may be applied toward the 72 s.h. of required coursework.

In order to meet the breadth requirement, students must successfully complete at least 6 s.h. of coursework numbered ISE:5000 or above offered by the Department of Industrial and Systems Engineering in each of the three focus areas:

human factors (two courses), analytics (two courses), and systems (two courses). Students with relevant academic background in these areas may be excused from the breadth requirement with approval of the director of graduate studies. The academic advisor and/or examining committee may decide a student must complete other requirements such as additional coursework or the acquisition of specific skills. The actual amount of coursework required is determined with the advice and consent of the academic advisor. Students who earned an M.S. at the University of Iowa may have satisfied this requirement. There is no foreign language requirement in the program.

Students are typically expected to have completed three academic years of residence, or two years if they already hold a recognized M.S. degree. For students who earned their M.S. degree at the UI, no more than 36 s.h. from the M.S. degree may be counted toward the Ph.D. degree. For students who earned their M.S. from another institution, a maximum of 30 s.h. may be transferred toward the doctoral program. The director of graduate studies reviews the transcripts of new Ph.D. students to determine which requirements have been met from previous coursework.

Excellence in research is the principal requirement for the degree. It is expected that the Ph.D. dissertation research project represents an original and significant contribution to the body of knowledge in the field. At least one accepted research article in a peer-reviewed journal as first author with the research advisor as a co-author, in addition to presentation of the research in a departmental seminar, are requirements. Submission of three, first-authored papers and at least one research presentation at a national conference is typical. In addition, students must fulfill the qualifying requirement, pass the comprehensive examination, submit the Final Examination: Advanced Degree form, complete a Report of Thesis Approval, and submit a copy of their thesis to the Graduate College by following the published guidelines and deadlines.

Qualifying Exam

Students interested in pursuing a Ph.D. are initially admitted as M.S. nonthesis students until they have completed the qualifying examination. This is typically achieved within their first three semesters if beginning the program without an M.S. degree, or within the first two semesters if beginning the program with an M.S. degree. Once the exam is passed, students are formally admitted to the Ph.D. program. The purpose of this qualifier is to determine a student's proficiency in research and scholarship.

Comprehensive Examination

The general rules for the administration of the Ph.D. comprehensive examination are contained in the policies and procedures of the Graduate College. The tradition in the department is for the comprehensive examination to consist of a written and oral component. Students write and submit a comprehensive examination document, usually called the dissertation research proposal, to each member of the examination committee two weeks before the examination date. During the examination, students make a roughly 30-minute presentation on the content of the research proposal. Committee members may ask questions regarding the proposal before, during, or after the oral presentation. Having satisfactorily completed the comprehensive examination, students are accepted as a candidate for the Ph.D. degree.

Final Examination (Thesis Defense)

Each student must defend the completed dissertation in the final examination, which is conducted by the examining committee.

En Passant Option

Students admitted to the Ph.D. program may elect to earn their M.S. degree through the *en passant* option, with the permission of their Ph.D. committee. This option allows students to write an English-language manuscript as the first author and submit it to a peer-reviewed research journal in lieu of writing the M.S. thesis. With this option, students, in conjunction with their academic advisor, author a paper that serves as the foundation for the Ph.D. research. The decision to select this option must be made before the qualifying examination. The committee may determine, based on the published or submitted scholarship to peer-reviewed journals, that the presentation of a separate research thesis is not necessary. In this case, up to 9 s.h. in ISE:5999 Research: Industrial Engineering M.S. Thesis may be counted towards the nonthesis option. Students choosing the *en passant* option generally receive an M.S. degree without the thesis designation.

For more detailed information about program requirements, see the Graduate Student Handbook or Graduate Program on the Department of Industrial and Systems Engineering website.

Admission

Applicants must meet the admission requirements of the Graduate College; for detailed information about Graduate College policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Admission to the graduate program is competitive and based on an applicant's previous coursework, research, and industrial experience. The general admission standards are intended to maintain the quality of the graduate program and to ensure sufficient preparation required for timely degree completion. Specific admission standards may be waived by the Graduate Admissions Committee when other evidence of competence is compelling. These standards are minimum standards, and meeting these standards does not ensure admission to the program; admitted students typically exceed these standards.

Applicants are expected to have a minimum cumulative g.p.a. of at least 3.00 on a 4.00 scale, and have earned a B.S.E. in industrial engineering degree or in a related science or engineering discipline. Applicants are required to submit the results of the Graduate Record Examination (GRE) General Test. The GRE Advanced Examination in Engineering is not required for admission to the program; however, these scores should be forwarded to the department if that examination is taken. The minimum GRE General Test requirement is a combined quantitative reasoning and analytic writing score of 300. There is no specified minimum requirement for the verbal reasoning portion of the test.

International applicants whose first language is not English are required to submit the results of their Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Applicants who have completed a post-secondary degree at an English-speaking institution may request a waiver of this requirement. A minimum TOEFL

score of 100 or a minimum IELTS score of 7 is required for admission.

Applicants must arrange to have three letters of recommendation sent to the department online through the Office of Admissions website. The letters should be completed by persons who are well acquainted with the applicant and the ability of the applicant to undertake graduate work in industrial or systems engineering.

While the department considers applications at any time, first consideration is given to students who have their application materials, including their application, transcripts, GRE scores, TOEFL scores, and the required letters of recommendation, completed by the admission priority deadline as found on the Graduate Admissions website. The director of graduate admissions is responsible for overseeing the graduate recruiting activities and the admissions procedures in the department. The director serves as the point of initial contact between prospective graduate students and the department, and maintains a record of each qualified applicant in the departmental office. The director, in consultation with the Graduate Admissions Committee and the department chair, screens applicants and ultimately determines which applicants are extended offers of admission.

Applicants with Degrees Other Than in Industrial or Systems Engineering

The department encourages students with degrees in other scientific disciplines, such as in computer science, mathematics, physics, or other engineering disciplines, to apply for admission. Some students may have already completed M.S. degrees; however, these students are expected to attain a proficiency in specified core areas of industrial and systems engineering equivalent to entering graduate students who hold a B.S.E. degree in industrial engineering. The background of each student admitted to the program with a degree other than in industrial or systems engineering is reviewed by the faculty members. These proficiencies are intended to ensure that each admitted graduate student is able to fully participate in all industrial and systems engineering discipline areas at some level, even while advanced courses in certain areas may not be immediately accessible to all graduate students.

Financial Support

Many graduate students who are actively engaged in research receive financial support through a combination of research and teaching assistantships and fellowships. Decisions about research assistantships are made by the individual faculty members and decisions about teaching assistantships are made by the department. Support is available on a semester or academic year basis. Stipends are approximately \$20,000 (half-time or 20 hours per week) for an academic year of graduate study. Other levels of support are also possible. If an award is made, nonresident students usually qualify for tuition at the resident rate, at approximately \$10,000 per academic year. Normally stipends are not immediately awarded to international applicants, but after admission and enrollment, an application can be made. Preference for graduate student support is given to Ph.D. students.

Students should direct questions about availability of financial support to faculty members in their in primary area of study. Awards and reappointments are highly competitive and are

based upon a student's academic record, prior performance, the ability to serve, and upon an assessment of the student's potential contribution to the research and teaching goals of the program.

For more information, see Departmental Scholarships and Funding Opportunities on the Department of Industrial and Systems Engineering website.

Career Advancement

Industrial and systems engineers have many opportunities for employment and service in industrial, government, research, and public service organizations. Employment opportunities are among the most varied in the engineering field. Industrial and systems engineers are employed by manufacturing and energy firms, government agencies, and service organizations such as airlines, banks, hospitals, health care groups, and consulting companies.

The Ph.D. is a gateway toward careers of learning and creation. Employers typically hire people with doctorates to run laboratories, create research directions, and supervise other engineers at the boundaries of knowledge. Ph.D.-level researchers generally enjoy great freedom and tailored work environments as they explore and learn to help create new visions of tomorrow. A Ph.D. opens up academic, research, and entrepreneurial possibilities limited only by one's drive and creativity. Positions are often found through announcements in trade journals, international conferences, and specialized job-posting services. Students often work with faculty to identify and apply for appropriate positions. It is rare that students do not find an appropriate position before completing their thesis.

Mechanical Engineering

Chair

- Ching-Long Lin

Undergraduate major: mechanical engineering (B.S.E.)

Graduate degrees: M.S. in mechanical engineering; Ph.D. in mechanical engineering

Faculty: <https://me.engineering.uiowa.edu/people>

Website: <https://me.engineering.uiowa.edu>

The Department of Mechanical Engineering offers distinct undergraduate and graduate degrees and research programs in mechanical engineering. It also is the administrative home of the undergraduate Certificate in Naval Science and Technology [p. 1531].

Mechanical engineering is broadly concerned with energy, manufacturing, and design of machines. Mechanical engineers conceive, plan, design, and direct the manufacture, distribution, and operation of a wide variety of devices, machines, and systems—including complex human-machine systems—for energy conversion, biofuel production, environmental control, materials processing, transportation, materials handling, and other purposes. Major subspecialties of mechanical engineering include thermal-fluids engineering and mechanical systems engineering.

Thermal-fluid phenomena occur in many engineering systems and devices such as aircraft; automobiles; off-road vehicles; ships; gas turbines; heat exchangers; material processes; heating, ventilating, air-conditioning, and refrigerating systems; hydraulic and wind turbines; airbag inflators; fuel cells; biofuel processes; environmental control devices; and biomedical systems.

Machines and mechanical systems are the foundations of human technology. Mechanical systems are found in mechanical engineering systems and devices such as manufacturing equipment, medical equipment, ground vehicles, heavy equipment, farm equipment, aircraft, ships, home appliances, packaging machinery, wind turbine blades and gearboxes, robots, and biomedical systems.

Mechanical engineers find a wide variety of career opportunities in industry, government, and education. Mechanical engineers form an integral part of most industries, including aerospace firms, energy companies, automobile manufacturers, health care providers, food- and metal-processing industries, petroleum refineries, electronic and computer manufacturers, heavy construction and agricultural vehicle manufacturers, wind turbine manufacturers, thermal comfort equipment firms, farm equipment firms, and consulting companies.

Certificates

Naval Science and Technology

The Department of Mechanical Engineering offers the undergraduate certificate program in Naval Science and Technology; see the Certificate in Naval Science and Technology [p. 1531] in the Catalog.

Related Certificate: Transportation Studies

The Transportation Studies Program offers the Certificate in Transportation Studies. The program focuses on the varied and complex problems of transportation and on

interdisciplinary approaches to addressing them. The Departments of Civil and Environmental Engineering, Industrial and Systems Engineering, Mechanical Engineering (College of Engineering), Economics (Tippie College of Business), and the School of Planning and Public Affairs (Graduate College) participate in the program.

The certificate is coordinated by the School of Planning and Public Affairs; see the Certificate in Transportation Studies [p. 1632] in the Catalog.

Programs

Undergraduate Program of Study

Major

- Major in Mechanical Engineering (Bachelor of Science in Engineering) [p. 1523]

Graduate Programs of Study

Majors

- Master of Science in Mechanical Engineering [p. 1526]
- Doctor of Philosophy in Mechanical Engineering [p. 1528]

Facilities

Undergraduate Instruction

Engineering Core

The laboratories for fluid flows and transport processes contain a wind tunnel; a water flume; a water table; four water channels with porous media; three air-jet tables; various air, water, and oil flow devices; and facilities for numerous small-scale experiments to demonstrate the principles of mass, momentum, and energy transfer.

For information about laboratories affiliated with core courses coordinated by other College of Engineering departments, see the departments' Catalog sections.

Computational Fluids Laboratory

The Computational Fluids Laboratory is equipped with 20 computers running Ansys Fluent software used in fluid mechanics courses.

Control Automation Robotics Laboratory

The new Control Automation Robotics (CAR) Laboratory has KUKA KR 6 and KUKA KMR iiwa omniMove robotics. Students who are interested in learning how to program and control an industrial robot can enroll in ME:4113 Control of Mechanical Engineering Systems. Modern Robotics and Automation (ME:4140) is another course that uses the CAR lab.

Design Project Laboratory

The Design Project Laboratory supports all senior design project courses. It is equipped with eight mid-level workstations as well as a high-end workstation, which enables students to manipulate full design models and interactive Cisco Webex sessions with companies using the analysis software during the session. Research versions of Ansys Fluent and ProE, standard computers, and videoconferencing facilities also are available.

Fluids Laboratories

The fluid laboratories comprise a trio of rooms. The Fluids Fundamentals Lab includes recently built equipment and ones that have been around for decades. The Advanced Measurements Lab includes some of the larger experimental devices, such as a wind tunnel and a towing tank. The third laboratory, the Fluids Workshop, is a space in which students can perform their experiments. The new laboratories held their open house in January 2019. Four courses with a total of approximately 170 students currently hold classes in the lab.

Ralph and Barbara Stephens Experimental Engineering Laboratory

The Ralph and Barbara Stephens Experimental Engineering Laboratory supports the required undergraduate courses ME:3351 Engineering Instrumentation and ME:4080 Experimental Engineering. The lab is equipped with varied instruments and test rigs that help students learn basic measurement principles and laboratory procedures. It also offers sensors for measurement of displacement, mass, temperature, pressure, velocity and flow rate, heat flux, force, torque, and so forth.

Solidification Laboratory

The Solidification Laboratory supports research in fundamental aspects of solidification and their application in casting of metals. Research in the lab ranges from basic experimental and computational studies of microstructure evolution to modeling and simulation of a wide variety of industrial metal casting processes. Collaboration with the casting industry has resulted in custom-made software for process control, new capabilities in commercially available casting simulation software, and strategies for yield improvement and defect prevention. Facilities include numerous state-of-the-art computer workstations and experimental test setups.

Thermal and Heat Transfer Laboratory

The Thermal and Heat Transfer Laboratory is equipped with data acquisition systems to process data online. It also provides facilities for experiments in heat transfer measurements.

Graduate Facilities

Fluid Mechanics

The program in fluid mechanics is conducted in close collaboration with IIHR—Hydroscience & Engineering. The equipment available to graduate students includes several wind tunnels and hydraulic flumes, an environmental flow facility, a towing tank, two special low-temperature flow facilities for investigation of ice phenomena, hot-wire and laser anemometer systems, particle-image velocimetry systems, and computer-based data acquisition systems.

Facilities available in the department include a flow visualization and imaging system with charge-coupled devices (CCD) camera, and a low-speed wind tunnel. IIHR and College of Engineering shops provide the necessary support. In addition to using in-house workstations and computers, the department's faculty members and students make extensive use of supercomputers at national centers.

Mechanical Systems

Computer-based simulation research activities in the mechanical systems area are carried out mainly in the

University of Iowa Technology Institute. It maintains a variety of high-performance computer systems in support of its technology research and development efforts. General computing services are supported by a number of Linux and Windows applications servers connected to centralized file servers. Computer-aided design/computer-aided engineering (CAD/CAE), software development, virtual prototyping, and virtual environment development applications are hosted on numerous high-performance workstations. Standard desktop, multimedia, and office productivity applications are hosted on a network of more than 40 workstations.

Thermal Sciences

Facilities for research in the thermal sciences and systems consist of a low-pressure combustion chamber, a high-pressure continuous flow combustion chamber, a high-pressure chamber for atomization study, a test rig for heat transfer to near supercritical fluids, a diffusion flame test rig, an enclosed laminar flame test rig, an air atomization spray apparatus, test stands for melting and solidification studies, various optical measurement systems, and two fuel cell test rigs. Laser-based diagnostics (e.g., laser-induced fluorescence, imaging, and laser Doppler anemometry) are available for solidification, turbulent flow, heat transfer, and combustion studies. Flow visualization and imaging by CCD camera are available for the study of complex fluid motion and heat convection, and combustion flows.

Shared Laboratory

Design for Manufacturing Laboratory

The Design for Manufacturing Laboratory is used by students in mechanical engineering and in industrial and systems engineering. The laboratory provides students with experience in CAD/CAM systems. It is equipped with 4-axis computer numerical control (CNC) mills (Haas and Tormach), CNC router (Techno-CNC), CNC metal lathe (Haas and Techno-CNC), drill press, plastic injection molder, thermoforming machine, band saw, disc sander, bench grinder, polishing wheel, hand drill, sandblasting cabinet, press, foot shear, and welding station. The lab has the latest software technology, such as Pro/ENGINEER and Rhinoceros.

Courses

Mechanical Engineering Courses

ME:0000 Mechanical Engineering Internship/Co-op0 s.h.

Mechanical engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student's permanent record. Requirements: admission to the Cooperative Education Program.

ME:1000 First-Year Seminar 0-1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

ME:2020 Mechanical Engineering Sophomore Seminar 0 s.h.

Introduction to the mechanical engineering profession and curriculum; ethics and professionalism in classroom and workplace; mentorship program and professional societies; visits to laboratories and local companies. Requirements: sophomore or transfer standing.

- ME:2200 Introduction to Mechanical Engineering Design** 2 s.h.
Solid modeling, assemblies, drawings, and Geometric Dimensioning and Tolerancing (GD&T); basic engineering design process; introduction to engineering standards, product liability, and ethics. Prerequisites: ENGR:1100.
- ME:2300 Manufacturing Processes** 3 s.h.
Fundamentals of design, engineering graphics, and manufacturing processing; computer graphics using Pro/ENGINEER for CAD and CAM; typical industrial processes including casting, welding, machining, and forming; laboratory exercises and projects. Corequisites: ENGR:2720 and (ME:2200 or BME:2710).
- ME:3040 Thermodynamics II** 3 s.h.
Power and refrigeration cycles; mixtures of gases, psychometric mixtures; availability; thermodynamics of combustion and chemical equilibrium. Prerequisites: ENGR:2130.
- ME:3045 Heat Transfer** 3 s.h.
Principles of heat transfer by conduction, convection, radiation; analytical and numerical methods of solution; applications to engineering problems. Prerequisites: MATH:3550 and ENGR:2510 and ENGR:1300.
- ME:3052 Mechanical Systems** 4 s.h.
Topics in mechanical behavior and failure of materials; materials selection in design; stress and deflection analysis; static failure theories; fatigue and durability in design; fracture, statistical, and reliability considerations; introduction to finite element analysis using commercial software packages; standards, product liability, engineering ethics. Prerequisites: ENGR:2750. Corequisites: ENGR:2720 and ME:2300 and STAT:2020.
- ME:3091 Professional Seminar: Mechanical Engineering** 0 s.h.
Professional aspects of mechanical engineering: presentations, student/faculty interaction, professional society involvement, panel discussions, plant trip. Requirements: junior standing.
- ME:3351 Engineering Instrumentation** 2 s.h.
Basic elements of measuring circuits (bridges, voltage dividers, shunts, transformers); laboratory instrumentation (oscilloscopes, multimeters, power supplies, signal generators); amplifiers; frequency response principles; sensors; data acquisition, signal processing, filtering using Labview. Prerequisites: PHYS:1612 and ENGR:2120.
- ME:3600 Control of Mechanical Engineering Systems** 3 s.h.
Introduction to fundamental control theory and robot manipulators. Prerequisites: MATH:2560 and ENGR:2710.
- ME:4024 Product Design and Realization** 3 s.h.
Design principles and methods to develop 3-D part models and assemblies; emphasis on use of mechanical engineering design principles and functional requirements through the complete design process using PTC Creo Parametric; for students with a basic knowledge of computer-aided design (CAD). Prerequisites: ENGR:2760 or ME:2200. Corequisites: ENGR:2750.
- ME:4048 Energy Systems Design** 4 s.h.
Principles and design of energy conversion systems, including solar, wind, and geothermal power systems; design of thermal-fluid system components, modeling and simulation of systems, optimization techniques; design projects. Prerequisites: ME:3045.
- ME:4055 Mechanical Systems Design** 3 s.h.
Kinematics of mechanisms, dynamics and vibration of machines, cam and gear, machine elements, computer-aided analysis of machines. Prerequisites: ENGR:2710 and ME:3052.
- ME:4080 Experimental Engineering** 4 s.h.
Principles of physical measurements; standards calibration, estimation of error; static and dynamic performance of measuring systems; laboratory experience, experiment planning, report writing. Prerequisites: ME:3351. Corequisites: ME:3045 and ME:3052.
- ME:4086 Mechanical Engineering Design Project** 3 s.h.
Application of mechanical, thermal, fluid systems design; student or team design projects initiated at various levels in the design process and carried through to higher levels; emphasis on synthesis, written and oral communication. Corequisites: ME:4048 or ME:4055.
- ME:4098 Individual Investigations: Mechanical Engineering** arr.
Individual projects for mechanical engineering undergraduate students; laboratory study; engineering design project; analysis, synthesis, simulation of an engineering system; computer software development, research.
- ME:4110 Computer-Aided Engineering** 3 s.h.
Computational engineering modeling and simulation, geometric modeling, grid generation, finite-element and finite-volume methods, uncertainty analysis, optimization, engineering applications. Prerequisites: ENGR:2750. Corequisites: ME:3052. Same as CEE:4515.
- ME:4111 Scientific Computing and Machine Learning** 3 s.h.
Numerical methods in scientific computing; root problems and optimization; linear algebraic equations; eigenvalue problems; numerical differentiation and integration; interpolation and curve-fitting; initial value and boundary value problems; machine learning in regression, classification, and clustering problems; Python programming and packages. Prerequisites: MATH:2560. Same as CEE:4511.
- ME:4112 Engineering Design Optimization** 3 s.h.
Engineering design projects involving modeling, formulation, and analysis using optimization concepts and principles; linear and nonlinear models, optimality conditions, numerical methods. Prerequisites: ENGR:2110 and MATH:2550. Requirements: junior standing. Same as CEE:4512.
- ME:4113 Control of Mechanical Engineering Systems** 3 s.h.
How to model simple engineering systems, apply time and frequency domain analysis techniques, and design control systems; application of these techniques using MATLAB; writing differential equations describing engineering systems and determine time domain response to a wide range of inputs; use of state-variable equations to model engineering systems and determine their time response to a wide range of inputs; describe advantages of feedback control; analyze performance of control systems; determine stability of control systems using Root-Locus, Bode, and Nyquist methods; design feedback control systems using frequency domain and state-variable methods. Prerequisites: MATH:2550 and MATH:2560 and ENGR:2710. Same as ISE:4113.

ME:4116 Manufacturing Processes Simulations and Automation 3 s.h.

Material processing, metal cutting theories, forming, micro/nano fabrication, programmable logic controller, computer numerical controllers, discrete control system, DC and AC servo motors, Command generation. Prerequisites: ME:2300 or ENGR:2760. Same as ISE:4116.

ME:4117 Finite Element Analysis 3 s.h.

Trusses and frames; Rayleigh-Ritz methods; 2-D and 3-D elasticity problems; heat transfer, thermo-mechanical coupling; transient problems; use of commercial software for applications in analysis and design of mechanical engineering systems. Prerequisites: ENGR:2750.

ME:4120 Advanced Linear Control Systems 3 s.h.

Overview of system modelling and classical control design tools and methods, and bridges those with state-space approach for analysis and control of linear systems in the time domain; topics include linearization, root locus, Bode diagrams, Nyquist criteria, robustness margins, lead-lag compensators, observability and controllability, state-space realizations, internal stability and input-output stability, pole-placement, observers and reduced order observers, separation principle, performance limitations, linear quadratic regulator and its guaranteed margins, and optimal estimation. Prerequisites: ME:3600 or (MATH:2550 and MATH:2560 and ENGR:2710).

ME:4125 Biomimetic Fluid Dynamics 3 s.h.

Study and development of engineered systems that mimic the structure and function of biological systems; overview of the fluid dynamic principles that govern locomotion by swimming or flapping flight; equations of motion, fundamentals of aerodynamics; analytical models of force generation for swimming and flight; parameters governing effective locomotion; experimental and numerical studies to understand the present state of the art, challenges, and important questions. Prerequisites: ENGR:2510.

ME:4140 Modern Robotics and Automation 3 s.h.

Introduction to basics of robotics and automation; mechanical design development and manufacturing of smart and automated devices, components, and systems; principles of robotic motion and kinematics; introduction to process automation through system requirement identification, equipment integration, sensors, actuation, and logical control; fundamentals of design, analysis, and manufacturing to meet functionality requirements of products, devices, and systems using the principles of mechatronics to develop smart and automated products. Prerequisites: ENGR:2710.

ME:4145 Industrial Internet of Things (IIoT) 3 s.h.

Introduction to process automation through system requirement identification, equipment integration, sensors, actuation, and logical control; fundamentals of design, analysis, and manufacturing to meet functionality requirements of products, devices, and systems using principles of mechatronics to develop smart and automated products; integration of advanced networking and monitoring into device control and automation. Corequisites: ME:3351.

ME:4150 Artificial Intelligence in Engineering 3 s.h.

Artificial intelligence, computational intelligence, data science and engineering, machine intelligence, digital manufacturing and design, intelligent machining, fault diagnosis, autonomy, robotics; applications in mechanical engineering. Prerequisites: ME:4111.

ME:4153 Fundamentals of Vibrations 3 s.h.

Vibration of linear discrete and continuous mechanical and structural systems; harmonic, periodic, and arbitrary excitation; modal analysis; applications. Prerequisites: ENGR:2750. Same as CEE:4532.

ME:4175 Computational Naval Hydrodynamics 3 s.h.

Simulations based on relevant vessels and propellers will be used to introduce the use of computational fluid dynamics for the analysis of surface and underwater marine craft performance, while also introducing naval hydrodynamics concepts related to resistance, propulsion, maneuvering, and seakeeping; an educational version of the naval hydrodynamics code REX will be freely distributed and used in the class. Prerequisites: ENGR:2510.

ME:4176 Experimental Naval Hydrodynamics 3 s.h.

Introduction to experimental methods for measurement of propeller thrust performance and resistance of surface vessels and underwater marine craft; present and expand on fundamental concepts related to fluid mechanics, measurement methods, and uncertainty analysis in a context that focuses on naval science and technology challenges; students work with models of relevant vessels and propellers in a dedicated towing tank facility. Prerequisites: ENGR:2510.

ME:4186 Enhanced Design Experience 2-3 s.h.

Experience working in teams on industry-sponsored design and product development projects scheduled for production; emphasis on practical experience with the complete design process, from conceptualization through prototyping, evaluation, testing, and production; written and oral communication. Prerequisites: ME:4086.

ME:4200 Modern Engineering Materials for Mechanical Design 3 s.h.

Overview of design approaches for different engineering materials (i.e., metals, polymers, ceramics); topics include manufacturing processes, smart and advanced functionalities for applications in emerging engineering fields, theoretical models describing mechanical behavior, failure mechanisms, and design criteria; introduction to composite materials; computer lab activities focus on finite element method (FEM) simulations of materials with different mechanical properties. Prerequisites: ME:3052.

ME:5113 Mathematical Methods in Engineering 3 s.h.

Linear ordinary differential equations, series solutions of differential equations, special functions, Laplace transforms, Fourier series, matrices, linear systems, eigenvalue problems, second-order partial differential equations. Prerequisites: MATH:2550 and MATH:2560. Same as CBE:5140, CEE:5513.

ME:5114 Nonlinear Control in Robotic Systems 3 s.h.

Nonlinear analysis and control systems theory; focus on Lyapunov-based analysis methods and associated design techniques; introduction to definitions of stability for autonomous and nonautonomous systems leading to a Lyapunov framework, and based on the developed Lyapunov-based analysis tools, basic and advanced design tools for contemporary engineering problems are presented, including state-of-the-art techniques. Prerequisites: ME:3600 or ME:4120 or CBE:4105 or ECE:3600.

- ME:5115 Cooperative Autonomous Systems** 3 s.h.
How to enable ground, marine, and aerial robotic platforms to perform cooperative tasks autonomously in complex real-world environments; theoretical topics include numerical approximation, optimal control, nonlinear analysis and control, game theory, and graph theory; project-based activities in a laboratory environment; focus on design and implementation of motion planning, tracking, collision avoidance, and cooperative control algorithms for autonomous vehicles. Prerequisites: ME:3600 or ME:4120 or ME:4113 or CBE:4105 or ECE:3600.
- ME:5120 Vehicle System Dynamics** 3 s.h.
Introduction to principles and basic procedures used in analysis of vehicle system dynamics and design; topics include tire mechanics, longitudinal and cornering tire force characteristics, steady-state and transient vehicle cornering responses, vehicle stability control, ride comfort, suspension design, off-road vehicle mobility, tire-soil interaction, and vehicle performance evaluations. Prerequisites: ENGR:2710.
- ME:5143 Computational Fluid and Thermal Engineering** 3 s.h.
Governing equations of fluid flow and heat transfer; basic numerical techniques for solution of the governing equations; estimation of accuracy and stability of the approximations; boundary conditions; grid generation; applications to flows and heat transfer in engineering systems; familiarity with software for analysis and design of thermo-fluids systems. Prerequisites: ME:3045.
- ME:5145 Intermediate Heat Transfer** 3 s.h.
Steady and unsteady conduction; forced and natural convection; surface and gaseous radiation; condensation and evaporation; analytical and numerical methods and applications. Prerequisites: ME:3045.
- ME:5146 Modeling of Materials Processing** 3 s.h.
Manufacturing processes for metals, polymers, semiconductors; processing by casting, solidification, crystal growth, polymer molding and extrusion, welding, heat treating, application of optical (laser) and electromagnetic energy; processes that use momentum, heat, mass transfer principles; measurement and instrumentation for materials processing; current topics in materials processing. Corequisites: ME:3045.
- ME:5149 Propulsion Engineering** 3 s.h.
Opportunity to develop basic understanding and knowledge of rocket and airbreathing propulsion systems, relevant terminology and analysis techniques, parameteric cycle analysis for ideal engines, off-design analysis methods, problem-solving methodology. Prerequisites: ME:3040. Requirements: graduate standing.
- ME:5150 Intermediate Mechanics of Deformable Bodies** 3 s.h.
Application of equilibrium analyses, strain-displacement relations, and constitutive relationships to practical structural systems and elementary plane elasticity problems. Prerequisites: ENGR:2750. Same as CEE:5540.
- ME:5154 Intermediate Kinematics and Dynamics** 3 s.h.
Kinematic and dynamic analysis of mechanical systems; computational kinematics, Lagrangian dynamics, principle of virtual work in dynamics, constrained dynamics, spatial dynamics. Prerequisites: ENGR:2710.
- ME:5159 Fracture Mechanics** 3 s.h.
3-D stress states, definition and criteria for failure, nominal and local yield phenomena, linear elastic and elastic plastic fracture mechanics, plane stress and plane strain fracture toughness, J-Integral, crack opening displacement, environmental assisted cracking, fatigue crack growth, fail safe, and damage tolerant design. Prerequisites: ENGR:2750. Corequisites: ME:3052. Same as CEE:5549.
- ME:5160 Intermediate Mechanics of Fluids** 3 s.h.
Basic concepts and definitions; pressure distribution in a fluid; governing equations and boundary conditions; integral and differential analysis; dimensional analysis and similarity; experimental analysis; laminar and turbulent internal and external flows; potential flows; engineering applications. Prerequisites: ENGR:2510. Same as CEE:5369.
- ME:5162 Experimental Methods in Fluid Mechanics and Heat Transfer** 3 s.h.
Hands-on experience in methodology of conducting experiments in fluid mechanics and heat transfer from design to data acquisition and processing; essential theoretical elements, experimental methodologies, data acquisition systems, uncertainty analysis; wide variety of instruments for fundamental and applied experimentation; work in small groups; design, implement, test, and report an experiment in area of interest. Same as CEE:5372.
- ME:5167 Composite Materials** 3 s.h.
Mechanical behavior of composite materials and their engineering applications; composite constituents (fibers, particles, matrices) and their properties and behavior; macromechanical behavior of composite laminae; micromechanical predictions of composite overall properties; classical lamination theory; composite beams and plates. Prerequisites: ENGR:2750. Same as CEE:5137.
- ME:5179 Continuum Mechanics** arr.
Mechanics of continuous media; kinematics of deformation, concepts of stress and strain; conservation laws of mass, momentum and energy; constitutive theories; boundary and initial value problems. Prerequisites: ENGR:2750 or ENGR:2510. Same as CEE:5179.
- ME:5195 Contemporary Topics in Mechanical Engineering** arr.
New topics in fluid and thermal sciences and mechanical systems not covered in other courses; topic and coverage determined by student/faculty interest. Requirements: junior standing.
- ME:5210 Intermediate Thermodynamics** 3 s.h.
Fundamental principles of thermodynamics as applied to phase equilibrium; properties of fluids, first and second law, variable composition systems, behavior of real fluids, mathematical techniques for solution thermodynamics. Requirements: CBE:3105 or ME:3040 or graduate standing. Same as CBE:5110.
- ME:6191 Graduate Seminar: Mechanical Engineering** 1 s.h.
Presentation and discussion of recent advances and research in mechanical engineering by guest lecturers, faculty, students.
- ME:6198 Individual Investigations: Mechanical Engineering** arr.
Individual project in mechanical engineering, for department graduate students; laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research.

- ME:6199 Research: Mechanical Engineering M.S. Thesis** **arr.**
Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for M.S. with thesis in mechanical engineering.
- ME:6214 Analytical Methods in Mechanical Systems** **3 s.h.**
Vector and function spaces; functionals and operators in Hilbert spaces; calculus of variations and functional analysis with application to mechanics; Ritz and Galerkin methods. Prerequisites: ME:5113. Same as CEE:6310.
- ME:6215 Finite Element II** **3 s.h.**
Computer implementation; plate and shell elements; mixed and hybrid formulations; nonlinear analysis; recent development; introduction to boundary element method. Prerequisites: CEE:4533. Same as CEE:6532, IGPI:6216.
- ME:6216 Laser Materials Processing** **3 s.h.**
Proficient engineering background involved in laser processing and manufacturing; fundamentals and operation principles for various types of laser systems, laser optics, principles of laser-matter interactions, laser-induced thermal and thermo-mechanical effects; emerging areas of laser applications (e.g., microscale and nanoscale laser processing, ultrafast laser processing) and related energy transport analyses; video demonstrations. Prerequisites: ME:3045 and MATH:3550.
- ME:6217 Advanced Modeling and Simulation for Manufacturing** **3 s.h.**
How materials often behave in a complicated manner involving deeply coupled effects among stress/stain, temperature, and microstructure during a manufacturing process; modeling and prediction of material processes based on a metallo-thermomechanical coupled analysis; focus on heat transfer modeling in material processes, fundamental mechanics aspects required for material processing analysis, and microstructural evolution modeling in material processes. Prerequisites: CEE:4533 and ME:3045.
- ME:6240 Probabilistic Inference and Estimation for Mechanical Systems** **3 s.h.**
Theory and application of common techniques for probabilistic inference and estimation including types of estimators; Bayesian, Kalman, and Particle filtering; various motion and measurement models; and algorithms for simultaneous localization and mapping (SLAM). Prerequisites: ME:4120. Requirements: some level of exposure to probability and statistics, linear algebra, and 3-D rigid body dynamics.
- ME:6245 Diffusive Transport** **3 s.h.**
Diffusive transport of heat, mass, and momentum; phenomenological laws and analogies; analytical and numerical solution techniques; inverse heat conduction; multiphase and multicomponent systems. Prerequisites: ME:5145. Same as CBE:6145.
- ME:6247 Contact Mechanics** **3 s.h.**
Varied aspects of contact mechanics and engineering applications, including stationary contacts, sliding, rolling, impact, and fretting fatigue; emphasis on theoretical basis of solutions of contact mechanics problems; mathematical methods of solving contact problems using Green's function method; complex potentials and integral transform methods. Prerequisites: ME:5113 and ME:5150.
- ME:6255 Multiscale Modeling** **3 s.h.**
Computational modeling of engineering materials ranging from molecular to continuum scales, molecular dynamics and Monte Carlo methods, nanoscale continuum modeling, scale-coupling methods. Prerequisites: ME:5143 or CEE:4533. Same as CEE:7549.
- ME:6260 Viscous Flow** **3 s.h.**
Equations of viscous flow; classical analytical and numerical solutions; flow regimes and approximations; laminar boundary layers—equations, solution methods, applications; stability theory and transition; incompressible turbulent flow—mean-flow and Reynolds-stress equations, modeling, turbulent boundary layers and free shear flows. Requirements: for ME:6260—ME:5160; for CEE:6376—CEE:5369. Same as CEE:6376.
- ME:6261 Multibody System Dynamics** **3 s.h.**
Introduction to principles of analytical and computational dynamics for rigid and flexible multibody systems; spatial kinematics and dynamics of rigid body systems, numerical solution procedures for multibody dynamics analysis, and flexible multibody dynamics. Prerequisites: ME:5154.
- ME:6262 Inviscid Flow** **3 s.h.**
Derivation of governing equations for fluid flow; general theorems for motion of inviscid, incompressible flows; solution techniques for two- and three-dimensional irrotational flows; forces and moments acting on immersed bodies; vortex kinematics and dynamics; steady and unsteady aerodynamic theory. Prerequisites: ME:5160.
- ME:6263 Compressible Flow** **arr.**
Compressible flow behavior; 1-D unsteady flow and appropriate use of x-t diagrams; 2-D flows and use of the method of characteristics; Burgers' Equation and its properties.
- ME:6275 Advanced Heat Transfer** **3 s.h.**
Conservation laws, forced and natural convection; surface and gaseous radiation; analytical and numerical methods; applications. Prerequisites: ME:5145.
- ME:6278 Nonlinear Elasticity** **3 s.h.**
Nonlinear elasticity theory; modern applications in biomechanics; vectors and tensors, constitutive theory of elastic material, some exact solutions of boundary value problems, inverse deformation relations, stability of elastic material, theories of tissue adaptive response. Prerequisites: ME:5150. Requirements: elementary linear elasticity.
- ME:6300 Control of Networked Autonomous Systems** **3 s.h.**
Introduction to state-of-the-art research in networked autonomous robotic systems; graph theory based network models, decentralized control, multi-agent cooperation, and mobile sensor networks. Corequisites: ME:5115 or ME:5114.
- ME:6320 Fluid-Structure Interactions** **3 s.h.**
Foundations of fluid-structure interactions (FSI) with focus on hydro-electric responses of flexible structures in dense fluids; structural dynamics and fluid dynamics are too often characterized as distinct disciplines and this dichotomous mindset fails to recognize the important effects that dynamics fluid loads exert upon structural vibrations and vice-versa; students are equipped with knowledge to approach modern FSI problems; foundations of theoretical FSI, experimental methods, and computational approaches. Prerequisites: (ME:5160 or ME:4125) and (ME:4153 or ME:5154).

ME:7248 Combustion Theory 3 s.h.

Laminar flame theory; turbulent combustion; spray combustion; thermal ignition; pollutant formation, oxidation; combustion diagnostics. Prerequisites: ME:5145 and ME:5160.

ME:7250 Advanced Fracture Mechanics 3 s.h.

Fracture of modern engineering materials; linear-elastic fracture; computational methods; functionally graded materials; elastic-plastic fracture; multiscale fracture and fatigue crack initiation. Prerequisites: ME:5113 and (ME:5159 or CEE:4533). Same as CEE:7250.

ME:7256 Computational Solid Mechanics 3 s.h.

Advanced computational methods for nonlinear and dynamic analysis of solids, structures; new space- and time-discretization methods for problems, including highly nonlinearities, large deformation, contact/impact conditions. Prerequisites: ME:5113 and CEE:4533.

ME:7257 Probabilistic Mechanics and Reliability 3 s.h.

Stochastic and reliability analysis of mechanical systems; computational methods for structural reliability; random eigenvalue problem; random field and stochastic finite element methods. Prerequisites: CEE:4533 and ME:5113.

ME:7266 Interfacial Flows and Transport Processes 3 s.h.

Physics of fluid interfaces and numerical techniques to simulate interface dynamics; interfacial flow coupled with thermal-fluid transport, from molecular interactions to continuum approximations; development of computer code segments to track and represent interface-flow interactions. Prerequisites: ME:5145 and ME:5160.

ME:7267 Multiphase Flow and Transport 3 s.h.

Thermodynamic and mechanical aspects of interfacial phenomena and phase transitions; nucleation, phase-change, species transport, particulate flows, liquid-vapor systems, solidification, porous media. Prerequisites: ME:5145 and ME:5160.

ME:7268 Turbulent Flows 3 s.h.

Origin; need for modeling, averages, Reynolds equations, statistical description; experimental methods and analysis; turbulence modeling; free shear layers and boundary layers; complex shearflows; development of computational strategies; recent literature on theory and applications, chaos phenomena. Prerequisites: ME:5160.

ME:7269 Computational Fluid Dynamics and Heat Transfer 3 s.h.

Development of numerical and algebraic approximations for elliptic, parabolic, hyperbolic partial differential equations; finite-volume, spectral, pseudo-spectral, Galerkin techniques; stability of numerical methods; CFL condition; stiff problems; adaptive grid generation and boundary-fitted coordinates; numerical solutions for one- and two-dimensional compressible and incompressible fluid flow and heat transfer problems. Prerequisites: ME:4111 and ME:5160.

ME:7299 Research: Mechanical Engineering Ph.D. Dissertation arr.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for Ph.D. in mechanical engineering.

Mechanical Engineering, B.S.E.

Educational Objectives

Within a few years of graduation, graduates of the mechanical engineering program will:

- have successful careers in engineering and beyond and will have assumed professional roles of increasing responsibility and impact;
- have acquired new knowledge and expertise through professional development opportunities or advanced education; and
- be engaged in workplace, professional, or civic communities.

Graduates of the Department in Mechanical Engineering B.S.E. program will be prepared to effectively contribute as engineers in a diverse and multidisciplinary work environment. They will have an ability to:

- identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare as well as global, cultural, social, environmental, and economic factors;
- communicate effectively with a range of audiences;
- recognize ethical and professional responsibilities in engineering situations and make informed judgments which consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and
- acquire and apply new knowledge as needed, using appropriate learning strategies.

Requirements

The Bachelor of Science in Engineering requires a minimum of 128 s.h. Students must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at the University of Iowa.

The major in mechanical engineering lays a foundation in the basic disciplines of mathematics, physics, and chemistry and in the engineering sciences of statics, dynamics, thermodynamics, mechanics of deformable bodies, mechanics of fluids and transfer processes, materials science, and electrical sciences. An understanding of these sciences enables mechanical engineers to design parts of systems and understand whole systems, plan the production and use of energy, plan and operate industrial manufacturing facilities, and design automatic control systems for machines and other mechanical systems.

Mechanical engineering students develop an awareness of social and humanistic issues relating to business, environment, government, history, language, religion, and

international relations. They also acquire an appreciation of professional and ethical responsibilities.

All engineering students complete the B.S.E. core requirements, which include RHET:1030 Rhetoric, ENGR:1100 Introduction to Engineering Problem Solving, ENGR:1300 Introduction to Engineering Computing, and courses in chemistry, engineering mathematics and fundamentals, and physics.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component. For information about the curriculum stems, see the Bachelor of Science in Engineering [p. 1428] in the Catalog.

Upper-level students work on team projects in a senior capstone design course, ME:4086 Mechanical Engineering Design Project. Some students may arrange to participate in established research projects.

Students must select elective focus area courses according to guidelines established by the Department of Mechanical Engineering. See "Elective Focus Area" below.

Elective Focus Area

The mechanical engineering program offers a variety of elective focus area (EFA) options, including standard focus areas developed and maintained by the program and flexible focus areas tailored to individual student interests. For more detailed information about elective focus areas, see the Bachelor of Science in Engineering [p. 1428] in the Catalog.

Mechanical engineering students can select an EFA from the following.

- Energy and Environment
- Manufacturing
- Mechanical Engineering Design
- Robotics and Autonomous Systems
- Tailored

For a list of standard mechanical engineering elective focus area options and guidelines for tailored elective focus areas, see the undergraduate Mechanical Engineering Program page on the Department of Mechanical Engineering website.

Combined Programs

B.S.E./M.S.

A Bachelor of Science/Master of Science combined degree program is available for qualified University of Iowa undergraduate students. This allows students to complete a M.S. degree in two or three semesters after completion of their B.S. degree. Those in the combined degree program receive a B.S. degree when all requirements have been completed, and then become M.S. students in the Department of Mechanical Engineering (ME).

The Undergrad to Grad (U2G) combined degree program is primarily intended for students interested in pursuing the M.S. nonthesis degree option. However, the M.S. degree thesis option can be pursued in instances where students have been conducting research under the supervision of a ME faculty member since, at least, the summer following their junior year, and a ME faculty member is willing to advise them and serve as committee chair for their final exam.

Interested students should discuss the combined degree program with their advisor during their third year. Applications should be submitted during the second semester of their third year and before the start of their fourth year (two-semester blended model); see the U2G Program on the Department of Mechanical Engineering website. However, single-semester admits are allowed and must adhere to the application deadlines and other program requirements.

Accepted students are expected to have a minimum University of Iowa cumulative g.p.a. of at least of 3.25, and maintain this grade-point average throughout their time in the program. Undergraduate students whose UI cumulative grade-point average falls below this minimum are removed from the combined program.

Students may contact any ME faculty member to inquire about participation in the U2G combined degree program, research opportunities, and financial support.

Program Benefits

Students may apply up to 12 s.h. of graduate-level coursework toward both their B.S. and M.S. degrees. However, credit may not be applied to courses taken prior to admission to the combined degree program. Mechanical engineering courses eligible for graduate credit are numbered ME:4100 or above, except for ME:4186 Enhanced Design Experience. The courses selected must fulfill M.S. coursework requirements and be applicable to B.S. electives.

Students who select the thesis option can begin work on their M.S. thesis research with a faculty advisor during their fourth year of undergraduate studies.

Graduate Record Examination (GRE) General Test scores are not required for admission to the combined degree program. Students are assessed undergraduate tuition and fees until their B.S. degree has been conferred; then, students are assessed graduate tuition and fees, and they may be eligible for graduate assistantships.

Financial Support

Departmental funding preference is given to Ph.D. students. Students can discuss financial support possibilities with their advisor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Mechanical Engineering, B.S.E.

Course	Title	Hours
First Year		
Fall		
MATH:1550	Engineering Mathematics I: Single Variable Calculus ^a	4
ENGR:1100	Introduction to Engineering Problem Solving ^b	3
CHEM:1110	Principles of Chemistry I ^c	4
RHET:1030	Rhetoric	4
ENGR:1000	Engineering Success for First-Year Students ^b	1

CSI:1600	Success at Iowa	0
Hours		16

Spring

MATH:1560	Engineering Mathematics II: Multivariable Calculus	4
ENGR:1300	Introduction to Engineering Computing ^d	3
PHYS:1611	Introductory Physics I	4
MATH:2550	Engineering Mathematics III: Matrix Algebra	2
GE: Engineering Be Creative ^e		3
Hours		16

Second Year

Fall

MATH:2560	Engineering Mathematics IV: Differential Equations	3
PHYS:1612	Introductory Physics II	4
ENGR:2110	Engineering Fundamentals I: Statics ^f	2
ENGR:2120	Engineering Fundamentals II: Electrical Circuits ^f	3
ENGR:2130	Engineering Fundamentals III: Thermodynamics ^f	3
GE: CLAS General Education Component ^g		3
ME:2020	Mechanical Engineering Sophomore Seminar	0
Hours		18

Spring

ENGR:2720	Materials Science ^d	3
ENGR:2750	Mechanics of Deformable Bodies ^d	3
ENGR:2710	Dynamics ^d	3
ME:2200	Introduction to Mechanical Engineering Design	2
STAT:2020 or ME:2300	Probability and Statistics for the Engineering and Physical Sciences or Manufacturing Processes	3
Elective Focus Area: #1		3
Hours		17

Third Year

Fall

MATH:3550	Engineering Mathematics V: Vector Calculus	3
ENGR:2510	Fluid Mechanics ^d	4
STAT:2020 or ME:2300	Probability and Statistics for the Engineering and Physical Sciences or Manufacturing Processes	3
ME:3351	Engineering Instrumentation	2
ME:3600	Control of Mechanical Engineering Systems	3
ME:3091	Professional Seminar: Mechanical Engineering	0
Hours		15

Spring

Elective Focus Area: #2		3
ME:3045	Heat Transfer	3
ME:3052	Mechanical Systems	4
Elective Focus Area: #3		3
GE: Approved Course Subjects		3
Hours		16

Fourth Year**Fall**

ME:4048	Energy Systems Design	4
ME:4055	Mechanical Systems Design	3
Elective Focus Area: #4 or ME:4086 Mechanical Engineering Design Project		3
Elective Focus Area: #5 or ME:4080 Experimental Engineering		3
GE: Approved Course Subjects ^h		4
Hours		17

Spring

ME:4086	Mechanical Engineering Design Project	3
ME:4080	Experimental Engineering	4
Elective Focus Area: #6		3
Elective Focus Area: #7		3
GE: Approved Course Subjects ^h		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		16
Total Hours		131

preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

- a Enrollment in math courses requires completion of a placement exam.
- b Typically this course is offered in fall semesters only. Check MyUI for course availability since offerings are subject to change.
- c Enrollment in chemistry courses requires completion of a placement exam.
- d Typically this course is offered in fall and spring semesters. Check MyUI for course availability since offerings are subject to change.
- e Courses with prerequisites; students should complete a prerequisite waiver form.
- f Typically this course is offered in fall, spring, and summer semesters. Check MyUI for course availability since offerings are subject to change.
- g Students may select a course from all GE CLAS Core categories except Rhetoric, Quantitative or Formal Reasoning, and Natural Sciences.
- h A full list of approved course subjects can be found on the College of Engineering General Education Component website.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting. Engineering majors hold eight of the top ten spots on the list of top-paid majors for bachelor's degree graduates, according to the National Association of Colleges and Employers (NACE). On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter

Mechanical Engineering, M.S.

Research

The mechanical engineering graduate program in the College of Engineering emphasizes in-depth learning and research. In collaboration with faculty across campus, the faculty are currently researching a diverse range of topics within the field. For more information, see the Department of Mechanical Engineering website.

Design and Uncertainty Quantification

The Design and Uncertainty Quantification focus area is concerned with design optimization of complex mechanical systems in the presence of uncertainty. The focus area emphasizes developments of sound theoretical foundation, novel computational methods and algorithms, and modern software tools aimed at creating state-of-the-art engineering design of automotive, aerospace, naval, nuclear, and biomedical systems. Current areas of excellence include artificial muscles and smart materials design, ship hydrodynamics, design sensitivity analysis, uncertainty quantification, and reliability-based design optimization.

Fluid Dynamics

The Fluid Dynamics focus area covers a wide variety of topics with flow of liquids and gases as the common denominator. The graduate program in fluid dynamics emphasizes fundamental principles and applications, and the numerical and experimental techniques used to obtain and analyze fluid flows. Areas of concentration include computational fluid dynamics, experimental fluid dynamics, medical flows, naval hydrodynamics, biologically-inspired air and underwater vehicles, multiphase flows, cavitation and ventilation, and fluid-structure interaction and turbulence, among others.

Heat Transfer and Combustion

The Heat Transfer and Combustion focus area applies to real-world systems in manufacturing and materials processing, propulsion, energy production, and other areas. The graduate program emphasizes fundamental principles and techniques required for experimental and theoretical research. Current areas of research include solidification of materials, metal casting, 3-D printing, laser-materials interaction, power plants and propulsion devices such as automobile and aircraft engines, energy conservation and production, energy storage, complex reactive materials, and machine learning in computational modeling and simulation.

Manufacturing and Materials

The Manufacturing and Materials focus area involves fundamental materials processing science, technological advancement in manufacturing applications, and development of new manufacturing processes and new material functions. Current and emerging thrust areas include solidification, metal casting, laser materials processing, micro- and nanofabrication, joining, ultrasonic welding, machining, microstructure evolution, manufacturing process modeling and simulation, artificial muscles, artificial camouflage, smart materials, and material characterizations. These research activities are well supported by federal and state agencies and the manufacturing industry.

Robotics, Controls, and Autonomous Systems

Robotics, Controls and Autonomous Systems (RCAS) are concerned with the modeling, analysis, design, and control of dynamic systems. The graduate program in RCAS emphasizes fundamental principles and techniques of robotics, control theory, and artificial intelligence. Areas of concentration include computational intelligence, dynamic autonomous systems, cyber-physical systems, and networked robotic systems with potential applications in self-driving cars; medical and assistive robots for surgery and rehabilitation; industrial co-robots for human-robot collaboration; and uncrewed aerial, ground, and underwater vehicles.

Solid Mechanics and Multibody Dynamics

Solid Mechanics and Multibody Dynamics are concerned with the behavior of solid materials and flexible bodies, especially their deformation, motion, and stress responses under the action of applied loads. The graduate program in solid mechanics and multibody dynamics emphasizes the theoretical foundations and problem-solving techniques for engineering applications. Current research focuses of the faculty include multiscale mechanics of materials, biomechanics, vehicle dynamics, computational mechanics, multibody dynamics, and optimization.

Requirements

The Master of Science program in mechanical engineering requires a minimum of 30 s.h. of coursework and research, including a minimum of 12 s.h. in mechanical engineering courses (prefix ME) numbered 5000 or above. Students must maintain a g.p.a. of at least 3.00 in graduate work used to satisfy their requirements to earn the degree. The course plan should be approved by their advisor prior to registration each semester. All students choose either a thesis or nonthesis program.

The requirements for the M.S. may be completed within one calendar year. However, students with assistantship duties or other constraints may take up to two calendar years to complete their degree. Students must complete ENGR:7270 Engineering Ethics during their first fall semester in the program. They must register for ME:6191 Graduate Seminar: Mechanical Engineering each fall and spring semester until successful completion of their final examination or thesis defense; credit in these courses does not substitute for regular coursework or research credit hours. For students who select the thesis option, normally 6 s.h., and no more than 9 s.h. of credit for thesis research is counted toward degree requirements in ME:6199 Research: Mechanical Engineering M.S. Thesis.

Thesis students must be successful in their final examination. The exam is administered by a student's committee, which consists of at least three faculty members, including at least one with a primary appointment in the Department of Mechanical Engineering. The nonthesis option does not include a final exam.

Admission

Applicants must meet the admission requirements of the Graduate College; for detailed information about Graduate

College policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants who have earned a baccalaureate or master's degree in engineering curriculum or in the mathematical or physical sciences are eligible to be considered for admission to graduate study in mechanical engineering. To be considered for regular admission, applicants must have a g.p.a. of at least 3.00 on a 4.00 scale in all previous college-level work.

Minimum Requirements for Admission

Graduate Record Examination (GRE) General Test Requirements

Quantitative Reasoning: 80th percentile or above (score=159)
Verbal Reasoning: 60th percentile or above (score=152)
Analytical Writing: 50th percentile or above (score=4.0)

International Student Requirements

Requirements include a minimum TOEFL score of 550 or higher on the paper-based test (PBT) or a score of 81 or higher on the internet-based test (iBT). Newly admitted graduate students who present TOEFL scores below 600 on the PBT or below 100 on the iBT are required to complete an English Proficiency Evaluation on campus before their first registration for classes.

Alternatively, a International English Language Testing System (IELTS) score of 7 is required. IELTS test takers, regardless of score, are required to take an on-campus English Proficiency Evaluation.

There is no conditional admission for graduate students whose TOEFL scores are below 550 on the PBT, below 81 on the iBT, or below 6.5 on the IELTS.

Applicants with lower grade-point averages and/or GRE or TOEFL test scores may be considered for conditional admission under exceptional circumstances. Those admitted conditionally must achieve regular standing within one semester (excluding summer sessions) after admission by attaining a g.p.a. of at least 3.00 on their first 9 s.h. at the University of Iowa. The Graduate College cancels registration for the subsequent semester for students who have not submitted their GRE and/or TOEFL scores by the end of the first semester after admission.

Some of the requirements may be waived in select cases when other components of the application are particularly outstanding. Satisfaction of the requirements does not guarantee admission.

Applying for Admission

Refer to the Graduate Admissions website for information about applying for graduate studies.

Graduate Application Deadlines

Applications for fall: January 15 (application deadline), March 1 (admission decision)

Applications for spring: September 1 (application deadline), October 1 (admission decision)

All requirements must be fulfilled by the respective deadline dates. Applicants who apply after a deadline date must be sponsored by a mechanical engineering faculty member for a deadline waiver.

Financial Support

Financial support is available to M.S. students, primarily through graduate assistantships in teaching or research from the Department of Mechanical Engineering, IHR—Hydroscience and Engineering, the National Advanced Driving Simulator, and the University of Iowa Technology Institute. These awards may be made on a semester, academic year, or calendar year basis. Awards and reappointments are competitive and are based on a student's potential contribution to the teaching and research goals of the department. Students who fulfill their assistantship responsibilities and continue to make satisfactory progress toward their degree objective receive preference in new assistantship awards. Decisions about research and teaching assistantships are made by individual faculty members. Students should direct questions about availability of financial support to faculty members in their primary area of study.

Students with assistantship appointments of one-quarter-time or more must register for a minimum of 9 s.h. during fall and spring semesters until they have completed 30 s.h. of course and research work beyond the baccalaureate degree.

Career Advancement

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting. On average, 93-98 percent of graduates are employed in their field of study or pursuing advanced education within seven months of graduation.

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Mechanical Engineering, Ph.D.

Research

The mechanical engineering graduate program in the College of Engineering emphasizes in-depth learning and research. In collaboration with faculty across campus, the faculty are currently researching a diverse range of topics within the field. For more information, see the Department of Mechanical Engineering website.

Design and Uncertainty Quantification

The Design and Uncertainty Quantification focus area is concerned with design optimization of complex mechanical systems in the presence of uncertainty. The focus area emphasizes developments of sound theoretical foundation, novel computational methods and algorithms, and modern software tools aimed at creating state-of-the-art engineering design of automotive, aerospace, naval, nuclear, and biomedical systems. Current areas of excellence include artificial muscles and smart materials design, ship hydrodynamics, design sensitivity analysis, uncertainty quantification, and reliability-based design optimization.

Fluid Dynamics

The Fluid Dynamics focus area covers a wide variety of topics with flow of liquids and gases as the common denominator. The graduate program in fluid dynamics emphasizes fundamental principles and applications, and the numerical and experimental techniques used to obtain and analyze fluid flows. Areas of concentration include computational fluid dynamics, experimental fluid dynamics, medical flows, naval hydrodynamics, biologically-inspired air and underwater vehicles, multiphase flows, cavitation and ventilation, and fluid-structure interaction and turbulence, among others.

Heat Transfer and Combustion

The Heat Transfer and Combustion focus area applies to real-world systems in manufacturing and materials processing, propulsion, energy production, and other areas. The graduate program emphasizes fundamental principles and techniques required for experimental and theoretical research. Current areas of research include solidification of materials, metal casting, 3-D printing, laser-materials interaction, power plants and propulsion devices such as automobile and aircraft engines, energy conservation and production, energy storage, complex reactive materials, and machine learning in computational modeling and simulation.

Manufacturing and Materials

The Manufacturing and Materials focus area involves fundamental materials processing science, technological advancement in manufacturing applications, and development of new manufacturing processes and new material functions. Current and emerging thrust areas include solidification, metal casting, laser materials processing, micro- and nanofabrication, joining, ultrasonic welding, machining, microstructure evolution, manufacturing process modeling and simulation, artificial muscles, artificial camouflage, smart materials, and material characterizations. These research activities are well supported by federal and state agencies and the manufacturing industry.

Robotics, Controls, and Autonomous Systems

Robotics, Controls and Autonomous Systems (RCAS) are concerned with the modeling, analysis, design, and control of dynamic systems. The graduate program in RCAS emphasizes fundamental principles and techniques of robotics, control theory, and artificial intelligence. Areas of concentration include computational intelligence, dynamic autonomous systems, cyber-physical systems, and networked robotic systems with potential applications in self-driving cars; medical and assistive robots for surgery and rehabilitation; industrial co-robots for human-robot collaboration; and uncrewed aerial, ground, and underwater vehicles.

Solid Mechanics and Multibody Dynamics

Solid Mechanics and Multibody Dynamics are concerned with the behavior of solid materials and flexible bodies, especially their deformation, motion, and stress responses under the action of applied loads. The graduate program in solid mechanics and multibody dynamics emphasizes the theoretical foundations and problem-solving techniques for engineering applications. Current research focuses of the faculty include multiscale mechanics of materials, biomechanics, vehicle dynamics, computational mechanics, multibody dynamics, and optimization.

Requirements

The Doctor of Philosophy program in mechanical engineering requires 72 s.h. of graduate credit, including a minimum of 42 s.h. in mechanical engineering courses (prefix ME) with at least 12 s.h. selected from courses numbered ME:6000 or above. Students also must complete a minimum of 12 s.h. in thesis research in ME:7299 Research: Mechanical Engineering Ph.D. Dissertation. A maximum of 30 credits of transfer credit may be applied toward the degree and coursework requirements. Students must maintain a cumulative g.p.a. higher than 3.25 to earn the degree.

To be formally admitted to the Ph.D. program, students must pass the qualifying examination. Information regarding the details of the qualifying exam procedure can be obtained from the Department of Mechanical Engineering website.

Students must complete ENGR:7270 Engineering Ethics during their first fall semester of enrollment. They must register for ME:6191 Graduate Seminar: Mechanical Engineering each fall and spring semester until successful completion of their final examination or thesis defense; credit in these courses does not substitute for regular coursework or research credit hours. They must have their course plan approved by their advisor prior to registration each semester.

Admission

Applicants must meet the admission requirements of the Graduate College; for detailed information about Graduate College policies, see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Minimum Requirements for Admission

Graduate Record Examination (GRE) General Test Requirements

Quantitative Reasoning: 80th percentile or above (score=159)
 Verbal Reasoning: 60th percentile or above (score=152)
 Analytical Writing: 50th percentile or above (score=4.0)

International Student Requirements

Requirements include a minimum TOEFL score of 550 or higher on the paper-based test (PBT) or a score of 81 or higher on the internet-based test (iBT). Newly admitted graduate students who present TOEFL scores below 600 on the PBT or below 100 on the iBT are required to complete an English Proficiency Evaluation on campus before their first registration for classes.

Alternatively, a International English Language Testing System (IELTS) score of 7 is required. IELTS test takers, regardless of score, are required to take an on-campus English Proficiency Evaluation.

There is no conditional admission for graduate students whose TOEFL scores are below 550 on the PBT, below 81 on the iBT, or below 6.5 on the IELTS.

Applicants with lower grade-point averages and/or GRE or TOEFL test scores may be considered for conditional admission under exceptional circumstances. Those admitted conditionally must achieve regular standing within one semester (excluding summer sessions) after admission by attaining a g.p.a. of at least 3.00 on their first 9 s.h. at the University of Iowa. The Graduate College cancels registration for the subsequent semester for students who have not submitted their GRE and/or TOEFL scores by the end of the first semester after admission.

Some of the requirements may be waived in select cases when other components of the application are particularly outstanding. Satisfaction of the requirements does not guarantee admission.

Other Requirements

Students must have earned a minimum g.p.a. of at least 3.00 on a 4.00 scale, submit three letters of recommendation, unofficial transcripts (with official transcripts submitted if accepted), and a statement of purpose.

Applying for Admission

Refer to the Graduate Admissions website for information about applying for graduate studies.

Graduate Application Deadlines

Applications for fall: January 15 (application deadline), March 1 (admission decision)

Applications for spring: September 1 (application deadline), October 1 (admission decision)

All requirements must be fulfilled by the respective deadline dates. Applicants who apply after a deadline date must be sponsored by a mechanical engineering faculty member for a deadline waiver.

Financial Support

Financial support is available to Ph.D. students, primarily through graduate assistantships in teaching or research from the Department of Mechanical Engineering, IHR—Hydroscience and Engineering, the National Advanced Driving Simulator, and the University of Iowa Technology Institute. These awards may be made on a semester, academic year, or calendar year basis. Awards and reappointments are competitive and are based on a student's potential contribution to the teaching and research goals of the department. Students who fulfill their assistantship responsibilities and continue to make satisfactory progress toward their degree objective receive preference in new assistantship awards.

Students with assistantship appointments of one-quarter-time or more must register for a minimum of 9 s.h. during fall and spring semesters until they have completed 72 s.h. of course and research work beyond the baccalaureate degree. Once they meet these minimums, students must register for a graduate seminar each semester until they have successfully completed their final examination or thesis defense. All registrations should accurately reflect the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty.

Career Advancement

The engineering profession is a foundation for a variety of careers in industry, medicine, law, government, and consulting.

Engineering Career Services develops and promotes experiential education and professional opportunities for students in the College of Engineering. Professional staff coordinate the college's co-op and internship program, engage in employer outreach, and provide opportunities for students to network with employers, including an engineering career fair each semester and other programming related to career development.

Engineering Career Services also offers individual advising and class presentations on résumé and cover letter preparation, job and internship search strategies, interviewing skills, and job offer evaluation.

Naval Science and Technology

Chair, Department of Mechanical Engineering

- Ching-Long Lin

Coordinators

- James H.J. Buchholz (Mechanical Engineering), Pablo Carrica (Mechanical Engineering)

Undergraduate certificate: naval science and technology
Website: <https://me.engineering.uiowa.edu/undergraduate/certificate-naval-st>

Naval science and technology has a tremendous impact upon defense, world commerce, and energy production. The U.S. Navy is expanding its fleet to the largest size in nearly 20 years. Approximately 90 percent of world trade is carried by sea. The number of offshore solar, wind, and wave energy installations continues to increase.

The underlying science and technology challenges demand a workforce with a strong foundation in the engineering sciences related to fluid flow, computational and experimental methods, autonomous systems, and control. The Certificate in Naval Science and Technology introduces students to the principles of naval hydrodynamics, including propulsion, resistance, maneuvering, and seakeeping, as well as the fundamentals of autonomous systems, including control systems, robotics, and artificial intelligence.

Students who complete the certificate will work in a unique learning community where they will have an opportunity to contribute to projects of interest to the Navy and its supporting industry, and learn about potential career paths.

The Certificate in Naval Science and Technology is administered by the Department of Mechanical Engineering [p. 1516].

Learning Objectives

The Certificate in Naval Science and Technology is built on eight learning objectives. The first six learning objectives are focused on providing students with strong technical and leadership skills and an understanding of marine systems enabling them to work effectively in naval science and technology and other technology-intensive fields. Specifically, students will achieve the following:

- Demonstrate a foundation in the fundamentals of fluid mechanics and naval hydrodynamics.
- Use advanced numerical methods and/or measurement techniques to solve fluid-flow problems and design systems involving naval hydrodynamics.
- Demonstrate a foundation in the fundamentals of control theory and artificial intelligence, including optimal control, tracking, planning, machine learning, and reinforcement learning.
- Use simulators and experiments to evaluate, simulate, and design autonomous naval systems.
- Develop potential for continued growth and leadership in a complex and multidisciplinary technical environment.
- Demonstrate organization and communication skills needed to manage open-ended projects.

The final two learning objectives focus on understanding the challenges faced by the Navy and helping students to identify related career paths:

- Recognize and address current science and technology challenges faced by the Navy.
- Be able to make decisions about career paths in the Navy, its contractors, and supporting industry.

Programs

Undergraduate Program of Study Certificate

- Certificate in Naval Science and Technology [p. 1531]

Naval Science and Technology, Certificate

Requirements

The undergraduate Certificate in Naval Science and Technology requires 18 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

All of the certificate courses have prerequisites; students must complete all of a course's prerequisites before they may register for the course. Prerequisites do not count toward the 18 s.h. required for the certificate. Prerequisites for certificate courses are listed on the Certificate in Naval Science and Technology web page.

Mechanical engineering students may use the certificate as a tailored engineering focus area by adding an additional eligible course. In addition, mechanical engineering students may earn the Certificate in Naval Science and Technology while they complete the design elective focus area for their major. College of Engineering students earning the certificate are advised by the Department of Mechanical Engineering.

The Certificate in Naval Science and Technology requires the following coursework.

Naval Hydrodynamics Courses

In certain circumstances, if it is not possible for students to complete two of these courses, they may request permission to take ME:5143 Computational Fluid and Thermal Engineering instead of ME:4175 Computational Naval Hydrodynamics.

Code	Title	Hours
At least two of these:		
ME:4125	Biomimetic Fluid Dynamics	3
ME:4175	Computational Naval Hydrodynamics	3
ME:4176	Experimental Naval Hydrodynamics	3

Autonomous Systems and Machine Learning Courses

Code	Title	Hours
At least two of these:		
ME:4111/CEE:4511	Scientific Computing and Machine Learning	3
ME:5114	Nonlinear Control in Robotic Systems	3
ME:5115	Cooperative Autonomous Systems	3

Capstone Course

Students must complete either a capstone design project on an approved naval science and technology topic or an independent investigation involving research or testing of a system related to naval hydrodynamics. If a student

chooses, both courses may be completed for credit toward the certificate.

Code	Title	Hours
One or both of these:		
ME:4098	Individual Investigations: Mechanical Engineering (students must register for at least 3 s.h.)	arr.
ME:4186	Enhanced Design Experience (subject to approval of application for capstone design path; ME:4086 is a prerequisite course)	3

Electives

Students select the remainder of the 18 s.h. required for the certificate from the following.

Code	Title	Hours
ME:4116	Manufacturing Processes Simulations and Automation	3
ME:4120	Advanced Linear Control Systems	3
ME:4140	Modern Robotics and Automation	3
ME:4150	Artificial Intelligence in Engineering	3
ME:4200	Modern Engineering Materials for Mechanical Design	3
ME:5143	Computational Fluid and Thermal Engineering	3
ME:5160	Intermediate Mechanics of Fluids	3

Sustainable Water Development

Chair, Department of Civil and Environmental Engineering

- A. Allen Bradley Jr.

Graduate certificate: sustainable water development

Website: <https://cee.engineering.uiowa.edu/graduate-program/sustainable-water-development-graduate-certificate>

The Certificate in Sustainable Water Development trains science, technology, engineering, and mathematics (STEM) graduate students to address future challenges of water scarcity and variability while also meeting the food and energy demands of Earth's growing population. The certificate leverages a unique learning environment focused on water sustainability that extends beyond any one discipline, department, or college.

The Certificate in Sustainable Water Development is administered by the Department of Civil and Environmental Engineering [p. 1462].

Programs

Graduate Program of Study Certificate

- Certificate in Sustainable Water Development [p. 1533]

Sustainable Water Development, Graduate Certificate

Requirements

The graduate Certificate in Sustainable Water Development requires 15 s.h. of credit, including at least 9 s.h. earned at the University of Iowa. The 5000-level courses required for the certificate must be taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.50 in work for the certificate. The certificate is open to graduate students currently enrolled at the University of Iowa who are completing a degree program.

The Certificate in Sustainable Water Development requires the following coursework.

Code	Title	Hours
CEE:5096	Water, Energy, and Food Nexus Seminar (taken for two semesters)	0
CEE:5350	Watershed Hydrology and Ecosystem Processes	3
CEE:5410	Politics and Economics of the Food, Energy, Water Nexus	3
CEE:5993	Community-Centered Problem Solving and Design	3
Two courses numbered 3000 or above from approved list of path electives; consult primary thesis advisor and certificate program coordinator		6

Students can view path elective courses on the Civil and Environmental Engineering website. For more information, contact the Sustainable Water Development Program coordinator.

Admission

Students must:

- be in a relevant science, technology, engineering, or mathematics (STEM) field;
- submit their University of Iowa transcript;
- have a graduate g.p.a. higher than 3.00 if in doctoral program or a g.p.a. higher than 2.75 if in master's program;
- submit their résumé or curriculum vitae;
- provide a statement of purpose of 500 words or less about their core research and training program, and why the certificate program will benefit their training and goals for career placement; and
- provide a letter of endorsement from their advisor.

Admission to the certificate program is competitive. Applications are accepted on a rolling basis and are reviewed by the Sustainable Water Development Program; applications can be submitted online along with pertinent materials. Students will receive an email after an admission decision has been made.

Technological Entrepreneurship

Undergraduate certificate: technological entrepreneurship

Website: <https://www.engineering.uiowa.edu/current-students/undergraduate-students/academic-advising/majors-minors-and-certificates-0>

The College of Engineering partners with the John Pappajohn Entrepreneurial Center in the Tippie College of Business to offer the Certificate in Technological Entrepreneurship.

The program is intended for students who would like to develop an understanding of how to manage innovation in business environments as well as those who plan to start and operate their own businesses.

Students who complete the certificate program are able to:

- gain exposure to understanding sound business thinking;
- employ a more innovative and creative mindset in problem solving;
- learn how to create a business plan as skillfully as solving difficult engineering equations;
- understand the entrepreneurial approach to acquiring and managing resources;
- acquire team-building skills critical in both small and large companies;
- get insights in how to bridge engineering and business problems; and
- obtain valuable contacts and network opportunities with successful, thriving businesses and industries.

The Certificate in Technological Entrepreneurship is administered by the College of Engineering [p. 1420].

Programs

Undergraduate Program of Study Certificate

- Certificate in Technological Entrepreneurship [p. 1535]

Technological Entrepreneurship, Certificate

Requirements

The undergraduate Certificate in Technological Entrepreneurship requires a minimum of 18 s.h. of credit. Students must complete at least 12 s.h. of the 18 s.h. required for the certificate at the University of Iowa or in approved study abroad courses.

The certificate program is open to Bachelor of Science in Engineering students who have earned at least 45 s.h. of credit toward the B.S.E. and have a University of Iowa g.p.a. of at least 2.75. They must maintain a g.p.a. of at least 2.00 in work toward the certificate. Students must be granted the B.S.E. and complete all certificate requirements in order to receive the certificate.

Students must declare their intention to pursue the certificate on MyUI and must apply for admission; visit the Technological Entrepreneurship Certificate web page for more information.

Certificate students study how the entrepreneurial process relates to technology-based businesses. The program is intended for students who would like to develop an understanding of how to manage innovation in business environments as well as those who plan to start and operate their own businesses.

The Certificate in Technological Entrepreneurship requires the following coursework.

Foundation Course

Code	Title	Hours
This course:		
ISE:2500	Engineering Economy	3

Entrepreneurship Core

Code	Title	Hours
Both of these:		
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3100	Entrepreneurial Finance	3

Entrepreneurship Course in the Major

Code	Title	Hours
One of these, depending on a student's engineering major:		
BME:4910	Biomedical Engineering Senior Design I (biomedical engineering majors)	4
CBE:4109	Chemical Engineering Process Design I (chemical engineering majors)	2
CEE:4850	Project Design and Management in Civil Engineering (civil engineering majors)	3

ECE:4890	Senior Electrical and Computer Engineering Design (electrical engineering majors)	3
ISE:4600	Industrial Engineering Design Project (industrial engineering majors)	4
ME:4086	Mechanical Engineering Design Project (mechanical engineering majors)	3

Entrepreneurship Electives

Students customize their programs with their choice of electives. They must earn sufficient elective credit to complete the 18 s.h. required for the certificate.

Code	Title	Hours
BME:4920	Biomedical Engineering Senior Design II	4
ENTR:3200	Entrepreneurial Marketing	3
ENTR:3400	Strategic Management of Technology and Innovation	3
ENTR:3500	Social Entrepreneurship	3
ENTR:3595	Nonprofit Organizational Effectiveness I	3
ENTR:3600	E-Commerce Strategies for Entrepreneurs	3
ENTR:4000	Topics in Entrepreneurship	3
ENTR:4200	Entrepreneurship: Business Consulting	3
ENTR:4300	Entrepreneurship: Advanced Business Planning	3
ENTR:4400	Managing the Growth Business	3
ENTR:4450	Professional Sports Management	3
ENTR:4460	Entrepreneurship and Global Trade	3
ENTR:4510	Arts Leadership Seminar	3
ENTR:4900	Academic Internship	1-9
ENTR:9000	Developing Professional Service Business	3

Any entrepreneurship course (prefix ENTR), with certificate advisor's approval

Graduate College

Dean

- John C. Keller

Associate Deans

- Michelle L. Campo, Steven M. Varga

Assistant Deans

- Heidi Arbisi-Kelm, Jennifer Teitle

Website: <https://www.grad.uiowa.edu>

The University of Iowa has been a leading center of advanced study for more than a century. Presently, the Graduate College accounts for nearly one-fifth of the University's total enrollment. This high ratio reflects the breadth of the University's graduate programs and resources, the strength of a graduate faculty with a long tradition of personal and professional concern for students, and the opportunities afforded graduate students for involvement, recognition, and support.

The Graduate College is responsible for the review and approval of proposals for new graduate programs and for the periodic survey and evaluation of existing programs. Through its administration of scholarship, fellowship, and research assistantship funds, the college encourages research and strengthening of departments. Additionally, the college works with the other colleges and departments of the University to formulate policies concerning selection, supervision, and support of graduate students.

The faculty of the Graduate College is made up of all University tenure-track faculty members at the ranks of assistant professor, associate professor, and professor. A 17-member Graduate Council, elected from and by the graduate faculty and the Graduate Student Senate, is the executive committee of the graduate faculty and is advisory to the dean of the Graduate College.

Manual of Rules and Regulations of the Graduate College

The current edition of the Manual of Rules and Regulations of the Graduate College is available on the college's website.

Office of Graduate Diversity, Equity, and Inclusion

The Office of Graduate Diversity, Equity, and Inclusion is dedicated to providing academic assistance to graduate students from underrepresented populations across graduate programs; to helping build a sustainable practice of inclusion that nourishes and attracts underrepresented graduate students campuswide; and to helping build community through individual and group activities focused on successful academic progress.

Graduate Student Success

The Graduate College takes a holistic approach to graduate student and postdoctoral scholar preparation. Whether a student's goal is a career in academe, industry, government or elsewhere, professional development can expand one's options and make a student more marketable to employers.

The Graduate Student Success Office can help graduate students in the realms of:

- communication
- research and publication
- diversity
- funding
- teaching
- leadership
- careers
- wellness

Research Resources

Many of the University's diverse research activities are centrally administered by the Office of the Vice President for Research, which has a cooperative relationship with the Graduate College.

Graduate Student Senate

The Graduate Student Senate is the University graduate student body representative organization. Representatives are elected annually from each University department that has a graduate degree program. The senate's primary purpose is to serve the interests of the graduate student body in matters affecting its welfare. The senate advises the dean of the Graduate College on matters pertaining to the college.

Programs

Degrees Offered

The Graduate College confers the Master of Arts (M.A.), Master of Science (M.S.), Master of Accountancy (M.Ac.), Master of Arts in Teaching (M.A.T.), Master of Computer Science (M.C.S.), Master of Fine Arts (M.F.A.), Master of Health Administration (M.H.A.), Master of Public Affairs (M.P.Aff.), Master of Public Health (M.P.H.), Specialist in Education (Ed.S.), Master of Science in Nursing (M.S.N.), Master of Social Work (M.S.W.), Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), Doctor of Musical Arts (D.M.A.), Doctor of Nursing Practice (D.N.P.), Doctor of Physical Therapy (D.P.T.), and Doctor of Audiology (Au.D.) degrees.

The college currently confers degrees in the following major fields.

Accounting: M.Ac.²

Actuarial Science: M.S.²

African American World Studies: M.A.¹

American Studies: M.A.¹, Ph.D.

Anatomy and Cell Biology: M.S.³, Ph.D.³ (see Biomedical Science)

Anthropology: M.A.¹, Ph.D.

Applied Mathematical and Computational Sciences: Ph.D.

Art: M.A.¹, M.F.A.

Art History: M.A.¹, Ph.D.¹

Asian Civilizations: M.A.¹

Astronomy: M.S.¹

Athletic Training: M.S.¹

Biochemistry: M.S., Ph.D.

Biology: M.S.³, Ph.D.³ (see Integrated Biology)

Biomedical Engineering: M.S.¹, Ph.D.

Biomedical Science: M.S.¹, Ph.D.

Biostatistics: M.S.¹, Ph.D.

Book Arts: M.F.A.

Business Administration: M.A.¹, Ph.D.

Business Analytics: M.S.
 Chemical and Biochemical Engineering: M.S.¹, Ph.D.
 Chemistry: M.S.¹, Ph.D.
 Civil and Environmental Engineering: M.S.¹, Ph.D.
 Classics: M.A.¹, Ph.D.
 Clinical Investigation: M.S.¹
 Communication Studies: M.A.¹, Ph.D.
 Community and Behavioral Health: M.S.³, Ph.D.
 Comparative Literature—Translation: M.F.A.
 Computer Science: M.S.¹, M.C.S.², Ph.D.
 Dance: M.F.A.
 Dental Public Health: M.S.
 Economics: M.A.¹, Ph.D.
 Education: M.A.¹, M.A.T.², Ed.S.², Ph.D.
 Educational Policy and Leadership Studies: M.A.¹, Ed.D.², Ed.S.², Ph.D.
 Electrical and Computer Engineering: M.S.¹, Ph.D.
 Elementary Education: M.A., Ph.D.
 Engineering and Information Science, M.S.²
 English: M.A.¹, M.F.A., Ph.D.
 Epidemiology: M.S.¹, Ph.D.
 Exercise Science: M.S.³, Ph.D.³
 Film and Video Production: M.A.¹, M.F.A.
 Film Studies: M.A.¹, Ph.D.
 Finance: M.S.¹
 Free Radical and Radiation Biology: M.S.³, Ph.D.³ (see Biomedical Science)
 French and Francophone World Studies: M.A.¹, Ph.D.
 Genetics: Ph.D.
 Geography: M.A.¹, Ph.D.
 Geoscience: M.S.¹, Ph.D.
 German: M.A.¹, Ph.D.³
 Greek: M.A.¹
 Health and Human Physiology: M.S.¹, Ph.D.
 Health and Sport Studies: M.A.³, Ph.D.³
 Health Management and Policy: M.H.A.², Ph.D.³
 Health Policy, M.S.
 Health Services and Policy: Ph.D.
 History: M.A.¹, Ph.D.
 Human Toxicology: M.S., Ph.D.
 Immunology: Ph.D.
 Industrial Engineering: M.S.¹, Ph.D.
 Informatics: M.S.¹, Ph.D.
 Integrated Biology: M.S.¹, Ph.D.
 Integrative Physiology: Ph.D.³ (see Health and Human Physiology)
 Interdisciplinary Studies: M.A.¹, M.F.A., M.S.¹, Ph.D.
 International Studies: M.A.³
 Journalism: M.A.¹
 Latin: M.A.¹
 Library and Information Science: M.A.¹
 Linguistics: M.A.¹, Ph.D.
 Mass Communications: Ph.D.
 Mathematics: M.S.¹, Ph.D.
 Mechanical Engineering: M.S.¹, Ph.D.
 Microbiology: M.S., Ph.D.
 Molecular and Cellular Biology: Ph.D.³ (see Biomedical Science)
 Molecular Biology: Ph.D.³ (see Biomedical Science)
 Molecular Physiology and Biophysics: M.S.³, Ph.D.³ (see Biomedical Science)
 Music: M.A.¹, M.F.A., D.M.A., Ph.D.
 Neuroscience: Ph.D.
 Nursing: M.S.N.¹, D.N.P., Ph.D.
 Occupational and Environmental Health: M.S.¹, Ph.D.
 Operative Dentistry: M.S.³
 Oral Science: M.S., Ph.D.

Orthodontics: M.S.
 Pathology: M.S.
 Pharmacology: M.S.³, Ph.D.³ (see Biomedical Science)
 Pharmacy: M.S.¹, Ph.D.
 Philosophy: M.A.¹, Ph.D.
 Physical Rehabilitation Science: M.A.¹, Ph.D.
 Physical Therapy: D.P.T.
 Physics: M.S.¹, Ph.D.
 Political Science: M.A.¹, Ph.D.
 Psychological and Quantitative Foundations: M.A.¹, Ed.S.², Ph.D.
 Psychology: M.A.¹, Ph.D.
 Public Affairs: M.P.Aff.²
 Public Health: M.P.H.²
 Rehabilitation and Counselor Education: M.A.¹, Ph.D.
 Religious Studies: M.A.¹, Ph.D.
 Science Education: M.S.¹, M.A.T.², Ph.D.
 Second Language Acquisition: Ph.D.
 Secondary Education: M.A., M.A.T., Ph.D.
 Social Work: M.S.W.¹, Ph.D.
 Sociology: M.A.¹, Ph.D.
 Spanish: M.A.¹, Ph.D.
 Spanish Creative Writing: M.F.A.
 Special Education: M.A.¹, Ph.D.
 Speech and Hearing Science: Ph.D.
 Speech Pathology and Audiology: M.A.¹, Au.D.
 Statistical Genetics: Ph.D.³
 Statistics: M.S.¹, Ph.D.
 Stomatology: M.S.³
 Strategic Communication: M.A.²
 Teaching and Learning: M.A.¹, M.A.T.², Ph.D.
 Theatre Arts: M.F.A.
 Translational Biomedicine: M.S.², Ph.D.³
 Urban and Regional Planning: M.S.¹
 Women's Studies: Ph.D.³

¹ Degree offered with or without thesis

² Nonthesis degree

³ Student entry suspended

Interdisciplinary Degree Programs

The Graduate College participates in a number of University of Iowa interdisciplinary degree programs. Detailed information about the following master's and doctoral degree programs is provided later in these Graduate College sections of the Catalog: Applied Mathematical and Computational Sciences [p. 1547], Genetics [p. 1576], Human Toxicology [p. 1579], Immunology [p. 1582], Informatics [p. 1586], Molecular Medicine [p. 1609], Neuroscience [p. 1611], and Translational Biomedicine [p. 1627].

In addition to the degree programs listed above, the graduate faculty has authorized the awarding of interdisciplinary master's and doctoral degrees. Students seeking approval for interdisciplinary master's and doctoral programs must previously have been admitted to and enrolled in a departmental program in the Graduate College. See sections X.A. and XII.D. in the Manual of Rules and Regulations of the Graduate College on the college's website.

Combined Programs

Combined Programs Offered Through the Graduate College

Various combined programs have been developed whereby students work simultaneously toward two degrees. Consult the appropriate Catalog sections for more information. Established combined graduate programs include, but may not be limited to:

B.S. in Biochemistry/Ph.D. in Biochemistry

The combined B.S. in biochemistry/Ph.D. program in biochemistry enables Bachelor of Science students majoring in biochemistry to begin work toward the Ph.D. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of credit toward both the B.S. and Ph.D. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the Carver College of Medicine; see the Department of Biochemistry [p. 1675] in the Catalog.

B.A. in Biology/M.P.H. (Epidemiology Subprogram) or M.S. in Epidemiology

The combined B.A. in biology/M.P.H. with an epidemiology subprogram and the combined B.A. in biology/M.S. in epidemiology enable Bachelor of Arts students majoring in biology to begin work toward the M.P.H. or M.S. while completing the bachelor's degree. Students admitted to either program may count 12 s.h. of credit toward both the B.A. and the M.P.H. or M.S. degree requirements; they also may maximize their selection of upper-level classes for advanced training in epidemiology. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Public Health; see the B.A. in biology [p. 181]; Master of Public Health, M.P.H. [p. 1889] (epidemiology subprogram); and M.S. in epidemiology [p. 1926] in the Catalog.

B.A. in Biology, Chemistry, Environmental Sciences, Physics/M.A.T. (Science Education Subprogram)

The combined B.A./M.A.T. program with a science education subprogram enables Bachelor of Arts students majoring in biology, chemistry, environmental sciences, or physics to begin work toward the M.A.T. while completing the bachelor's degree. Students admitted to the program may count 18 s.h. of credit toward both the B.A. and M.A.T. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Education; see Biology [p. 175], Chemistry [p. 207], Environmental Sciences [p. 453], or Physics and Astronomy [p. 879] and the Master of Arts in Teaching, M.A.T. [p. 1405] (science education subprogram) in the Catalog.

B.A. or B.S. in Computer Science/M.C.S.

The combined B.A. or B.S. in computer science/M.C.S. program enables undergraduate students majoring in computer science to begin work toward the M.C.S. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of coursework, typically advanced technical courses and electives, toward both the bachelor's and the M.C.S. degree requirements. Offered by the Graduate

College and the College of Liberal Arts and Sciences; see Computer Science [p. 298] in the Catalog.

B.A. or B.S. in Environmental Policy and Planning/M.S. in Urban and Regional Planning

The combined B.A. or B.S. in environmental policy and planning/M.S. in urban and regional planning enables undergraduate students majoring in environmental policy and planning to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count a limited amount of credit toward both the B.A. or B.S. and M.S. degree requirements. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Environmental Policy and Planning [p. 440] and the M.S. in urban and regional planning [p. 1622] in the Catalog.

B.A. in Geography (Geographic Information Science Track) or B.S. in Geography/M.S. in Informatics (Geoinformatics Subprogram)

The combined B.A. in geography with a geographic information science track or B.S. in geography/M.S. in informatics with a geoinformatics subprogram enables undergraduate students majoring in geography to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count a limited amount of credit toward both the B.A. or B.S. and M.S. degree requirements. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Geographical and Sustainability Sciences [p. 531] and the M.S. in informatics [p. 1592] (geoinformatics subprogram) in the Catalog.

B.A. in German/M.A. in German

The combined B.A./M.A. program in German enables undergraduate students majoring in German to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of credit toward both the B.A. and M.A. degree requirements. They also have the opportunity for early entrance into advanced courses in German. Offered by the Graduate College and the College of Liberal Arts and Sciences; see German [p. 566] in the Catalog.

B.A. in Linguistics/M.A. in Linguistics (TESL Subprogram)

The combined B.A./M.A. program in linguistics with a TESL (Teaching English as a Second Language) subprogram enables students majoring in linguistics to begin work toward the M.A. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of advanced coursework toward both the B.A. and M.A. degree requirements and may take selected graduate-level courses before they have been awarded the B.A. degree. They also may gain experience teaching ESL at the college level early in their graduate careers. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Linguistics [p. 756] in the Catalog.

B.A. in Mathematics/M.A.T. (Mathematics Education Subprogram)

The combined B.A./M.A.T. program with a mathematics education subprogram enables Bachelor of Arts students majoring in mathematics to begin work toward the M.A.T.

while completing the bachelor's degree. Students admitted to the program may count 18 s.h. of credit toward both the B.A. and M.A.T. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Education; see the B.A. in mathematics [p. 789] and the Master of Arts in Teaching, M.A.T. [p. 1403] (mathematics education subprogram) in the Catalog.

B.S. in Microbiology/Ph.D. in Microbiology

The combined B.S. in microbiology/Ph.D. in microbiology enables undergraduate students majoring in microbiology to begin work toward the Ph.D. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of credit toward both the B.S. and Ph.D. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the Carver College of Medicine; see the B.S. in microbiology [p. 1716] and the Ph.D. in microbiology [p. 1722] in the Catalog.

B.A. in Psychology/M.P.H. (Community and Behavioral Health Subprogram)

The combined B.A. in psychology/M.P.H. program with a community and behavioral health subprogram enables Bachelor of Arts students majoring in psychology to begin work toward the M.P.H. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of credit toward both the B.A. and M.P.H. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Public Health; see the B.A. in psychology [p. 936] and the Master of Public Health, M.P.H. [p. 1889] (community and behavioral health subprogram) in the Catalog.

B.S. in Statistics/M.P.H. (Biostatistics Subprogram)

The combined B.S. in statistics/M.P.H. program with a biostatistics subprogram enables Bachelor of Science students majoring in statistics to begin work toward the M.P.H. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of credit toward both the B.S. and M.P.H. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Public Health; see B.S. in statistics [p. 1074] and the Master of Public Health, M.P.H. [p. 1889] (biostatistics subprogram) in the Catalog.

B.S. in Statistics/M.S. in Statistics

The combined B.S./M.S. program in statistics enables undergraduate students majoring in statistics to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of credit toward both the B.S. and M.S. degree requirements. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Statistics and Actuarial Science [p. 1068] in the Catalog.

B.S. in Therapeutic Recreation/M.S. in Health and Human Physiology (Child Life Subprogram)

The combined B.S. in therapeutic recreation/M.S. in health and human physiology with a child life subprogram enables undergraduate students majoring in therapeutic recreation to begin work toward the M.S. while completing the bachelor's

degree. Students admitted to the program may count a limited number of credit toward both the B.S. and M.S. degree requirements. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Health and Human Physiology [p. 598] in the Catalog.

B.A. or B.S./M.S. in Business Analytics (Career Subprogram)

The combined B.A. or B.S./M.S. in business analytics with a career subprogram allows the following undergraduate students majoring in actuarial science (B.S.); applied physics (B.S.); biology (B.A. or B.S.); chemistry (B.A. or B.S.); computer science (B.A. or B.S.); criminology, law and justice (B.A. or B.S.); data science (B.S.); economics (B.A. or B.S.); English (B.A.); English and creative writing (B.A.); enterprise leadership (B.A.); ethics and public policy (B.A.); history (B.A.); informatics (B.A. or B.S.); interdepartmental studies (B.A.); journalism and mass communication (B.A.); linguistics (B.A.); mathematics (B.A. or B.S.); physics (B.A. or B.S.); political science (B.A. or B.S.); psychology (B.A. or B.S.); sociology (B.A. or B.S.); and statistics (B.S.) to begin work toward the M.S. in business analytics while completing their undergraduate degree. This provides students with the opportunity to complete both degrees in less time than it would take them to complete the degrees separately. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the Tippie College of Business; see the M.S. in business analytics (career) [p. 1148] in the Catalog.

B.A. or B.S./M.S. in Finance

The combined B.A. or B.S./M.S. in finance allows the following undergraduate students majoring in actuarial science (B.S.); applied physics (B.S.); biology (B.A. or B.S.); chemistry (B.A. or B.S.); computer science (B.A. or B.S.); criminology, law and justice (B.A. or B.S.); data science (B.S.); English (B.A.); English and creative writing (B.A.); enterprise leadership (B.A.); ethics and public policy (B.A.); history (B.A.); informatics (B.A. or B.S.); interdepartmental studies (B.A.); journalism and mass communication (B.A.); linguistics (B.A.); mathematics (B.A. or B.S.); physics (B.A. or B.S.); political science (B.A. or B.S.); psychology (B.A. or B.S.); sociology (B.A. or B.S.); and statistics (B.S.) to begin work toward the M.S. in finance while completing their undergraduate degree. This provides students with the opportunity to complete both degrees in less time than it would take them to complete the degrees separately. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the Tippie College of Business; see the M.S. in finance [p. 1190] in the Catalog.

Combined Bachelor's and Public Health Graduate Degrees

The College of Public Health and various undergraduate programs have developed combined programs in which students pursue the bachelor's degree, either a B.A. or a B.S., and a public health graduate degree, M.A., M.P.H. or M.S., in five years instead of six. Offered by all undergraduate colleges, the Graduate College, and the College of Public Health; see College of Public Health [p. 1870] in the Catalog.

B.B.A./M.S. in Business Analytics (Career Subprogram)

The combined B.B.A./M.S. in business analytics with a career subprogram enables undergraduate students majoring in accounting, business administration, economics, finance, management, business analytics and information systems, and marketing to begin work on the M.S. while completing

the Bachelor of Business Administration degree. Students can complete both degrees in less time than it would take them to complete them separately; see the M.S. in business analytics (career) [p. 1148] in the Catalog.

B.B.A./M.S. in Finance

The combined B.B.A./M.S. program in finance allows undergraduate students majoring in business administration to begin work toward the M.S. while completing the Bachelor of Business Administration degree. The program provides students with the opportunity to complete both degrees in five years instead of six. Offered by the Graduate College and the Tippie College of Business; see the M.S. in finance [p. 1190] in the Catalog.

B.S.E. in Biomedical Engineering/M.S. in Biomedical Engineering

The combined B.S.E./M.S. program in biomedical engineering enables undergraduate students majoring in biomedical engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count a limited amount of credit toward both the B.S.E. and M.S. degree requirements. They also may attend and participate in the departmental graduate seminar and work on a master's thesis or research project before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see the Roy J. Carver Department of Biomedical Engineering [p. 1433] in the Catalog.

B.S.E. in Biomedical Engineering/M.S. in Occupational and Environmental Health (Industrial Hygiene Subprogram)

The combined B.S.E. in biomedical engineering/M.S. in occupational and environmental health with an industrial hygiene subprogram enables undergraduate students majoring in biomedical engineering to begin work toward the M.S. in occupational and environmental health while completing the bachelor's degree. Students admitted to the program may count a limited amount of credit toward both the B.S.E. and M.S. degree requirements. Offered by the Graduate College, the College of Engineering, and the College of Public Health; see the B.S.E. in biomedical engineering [p. 1440] and the M.S. in occupational and environmental health [p. 1943] (industrial hygiene subprogram) in the Catalog.

B.S.E. in Chemical Engineering/M.S. in Chemical and Biochemical Engineering

The combined B.S.E. in chemical engineering/M.S. in chemical and biochemical engineering enables undergraduate students majoring in chemical engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of coursework, typically advanced chemistry sequences and electives, toward both the B.S.E. and M.S. degree requirements. Offered by the Graduate College and the College of Engineering; see Chemical and Biochemical Engineering [p. 1446] in the Catalog.

B.S.E. in Chemical Engineering/M.S. in Civil and Environmental Engineering

The combined B.S.E. in chemical engineering/M.S. in civil and environmental engineering enables undergraduate students majoring in chemical engineering to begin work toward the M.S. in civil and environmental engineering while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of coursework toward both the B.S.E. and M.S. degree requirements. Offered by the Graduate College and the College of Engineering; see the B.S.E. in chemical and biochemical engineering [p. 1452] and the M.S. in civil and environmental engineering [p. 1476] in the Catalog.

B.S.E. in Civil Engineering/M.S. in Civil and Environmental Engineering

The combined B.S.E. in civil engineering/M.S. in civil and environmental engineering enables undergraduate students majoring in civil engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count a limited amount of credit toward both the B.S.E. and M.S. degree requirements. They also may attend and participate in the departmental graduate seminar and work on a master's thesis or research project before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Civil and Environmental Engineering [p. 1462] in the Catalog.

B.S.E. in Civil Engineering/M.S. in Urban and Regional Planning

The combined B.S.E. in civil engineering/M.S. in urban and regional planning enables undergraduate students majoring in civil engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count a limited amount of credit toward both the B.S.E. and M.S. degree requirements. They also may attend and participate in the departmental graduate seminar and work on a master's thesis or research project before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see the B.S.E. in civil and environmental engineering [p. 1471] and the M.S. in urban and regional planning [p. 1622] in the Catalog.

B.S.E. in Electrical Engineering/M.S. in Electrical and Computer Engineering

The combined B.S.E. in electrical engineering/M.S. in electrical and computer engineering enables undergraduate students majoring in electrical engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count 9 s.h. toward both the B.S.E. and M.S. degree requirements. They also may count an additional 3 s.h. toward the M.S. degree requirements and engage in thesis-level research before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Electrical and Computer Engineering [p. 1481] in the Catalog.

B.S.E. in Industrial Engineering/M.S. in Industrial Engineering

The combined B.S.E./M.S. program in industrial engineering enables undergraduate students majoring in industrial engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count 6 s.h. toward both the B.S.E. and M.S. degree

requirements. They also may count an additional 6 s.h. toward the M.S. degree requirements, attend one of the department's graduate seminars, and work on master's thesis research before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Industrial and Systems Engineering [p. 1500] in the Catalog.

B.S.E. in Mechanical Engineering/M.S. in Mechanical Engineering

The combined B.S.E./M.S. program in mechanical engineering enables undergraduates majoring in mechanical engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count 6 s.h. toward both the B.S.E. and M.S. degree requirements. They also may count an additional 6 s.h. toward the M.S. degree requirements, attend a graduate seminar, and participate in master's thesis research before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Mechanical Engineering [p. 1516] in the Catalog.

B.S.E. in Mechanical Engineering/M.S. in Civil and Environmental Engineering

The combined B.S.E. in mechanical engineering/M.S. in civil and environmental engineering enables undergraduate students majoring in mechanical engineering to begin work toward the M.S. in civil and environmental engineering while completing the bachelor's degree. Students admitted to the program may count 9 s.h. of coursework toward both the B.S.E. and M.S. degree requirements. They also may count an additional 3 s.h. toward the M.S. degree requirements before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see the B.S.E. in mechanical engineering [p. 1523] and the M.S. in civil and environmental engineering [p. 1476] in the Catalog.

Au.D./Ph.D. in Speech and Hearing Science

The combined Au.D./Ph.D. program in speech and hearing science is designed for students who would like to practice audiology and hold a faculty position at a university. Students admitted to the program work concurrently toward the Doctor of Audiology and the Doctor of Philosophy; they may count 30 s.h. toward the requirements of both degrees. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Communication Sciences and Disorders [p. 263] in the Catalog.

J.D./Graduate Degrees

The College of Law and several Graduate College programs and schools have developed combined programs in which students pursue the Juris Doctor (J.D.) degree and a graduate degree concurrently. Offered by the Graduate College and the College of Law; see the Manual of Rules and Regulations of the Graduate College on the college's website and Juris Doctor, J.D. [p. 1650] in the Catalog.

M.A. in Library and Information Science/Certificate in Book Studies/Book Arts and Technologies

The combined M.A. in library and information science and Certificate in Book Studies/Book Arts and Technologies prepares students for careers in special collections librarianship. Students admitted to the program receive

training in the management of varied types of special collections, such as rare books, manuscripts, archives, graphics, music, and ephemera. Offered by the Graduate College; see the M.A. in library and information science [p. 1604] and the Certificate in Book Studies/Book Arts and Technologies [p. 1570] in the Catalog.

M.A. in Library and Information Science/M.F.A. in Book Arts

The combined M.A. in library and information science/M.F.A. in book arts allows graduate students with strong interests in the physical book to acquire training in the book arts, book history, and material book studies. The earned expertise in the production and legacy of the book as a physical artifact combined with expertise in library and information science can be an asset for those focused on careers in special collections libraries and archives. Students in the combined program earn both degrees by completing fewer semester hours than if each degree was completed separately. Offered by the Graduate College; see the M.A. in library and information science [p. 1604] and the M.F.A. in book arts [p. 1568] in the Catalog.

M.D./Ph.D. (Medical Scientist Training Program)

The combined Doctor of Medicine/Doctor of Philosophy program prepares students for careers in academic medicine, with emphasis on basic and clinical research. Offered by the Graduate College and the Carver College of Medicine; see Medical Scientist Training [p. 1711] Program in the Catalog.

Certificates

The Graduate College also participates with other University of Iowa colleges in offering the following graduate certificates.

Adult Gerontology Acute Care Nurse Practitioner

The Certificate in Adult Gerontology Acute Care Nurse Practitioner is a program for post-master's Advanced Practice Registered Nurse degree students who would like to pursue a second specialty. See the Certificate in Adult Gerontology Acute Care Nurse Practitioner [p. 1841] in the Catalog.

Adult Gerontology Primary Care Nurse Practitioner

The Certificate in Adult Gerontology Primary Care Nurse Practitioner is a program for post-master's Advanced Practice Registered Nurse degree students who would like to pursue a second specialty. See the Certificate in Adult Gerontology Primary Care Nurse Practitioner [p. 1842] in the Catalog.

African American Studies

The Certificate in African American Studies is a program that increases intellectual knowledge and understanding of African American culture and experience. See the Certificate in African American Studies [p. 43] in the Catalog.

Aging and Longevity Studies

The Aging and Longevity Studies Program is a multidisciplinary certificate program administered by the College of Liberal Arts and Sciences in cooperation with other University of Iowa colleges. The program is designed

to complement graduate degree programs or to serve as a stand-alone nondegree program for students with academic, professional, research, or service career interests in aging. See the Certificate in Aging and Longevity Studies [p. 49] in the Catalog.

Agricultural Safety and Health

The Certificate in Agricultural Safety and Health is a postbaccalaureate program for practicing health care professionals serving rural areas and for health professions students who intend to practice in rural areas. The program is designed to help rural health professionals address safety and health issues in farm settings. See the Certificate in Agricultural Safety and Health [p. 1902] in the Catalog.

Applied Behavior Analysis

The Certificate in Applied Behavior Analysis develops skills in behavioral intervention and intensive instruction. The course sequence contributes to eligibility for certification as a board-certified behavior analyst (BCBA). See the Certificate in Applied Behavior Analysis [p. 1292].

Biostatistics

The Certificate in Biostatistics is open to students in University of Iowa graduate degree programs outside biostatistics and to individuals admitted to the Graduate College as nondegree students. The certificate program enables students to add a formal biostatistics emphasis to their degree programs. Students who complete the certificate in conjunction with a graduate degree may count a maximum of 6 s.h. of certificate credit toward their graduate degree. See the Certificate in Biostatistics [p. 1912] in the Catalog.

Book Studies/Book Arts and Technologies

The Certificate in Book Studies/Book Arts and Technologies is designed to be completed in one year. The program is open to students who are enrolled in a graduate degree program at the University of Iowa as well as to students enrolled in the Graduate College with nondegree status. See the Certificate in Book Studies/Book Arts and Technologies [p. 1570] in the Catalog.

Business Analytics

The Certificate in Business Analytics is open to students in University of Iowa graduate degree programs and to individuals admitted to the Graduate College as nondegree students. The certificate program is designed for working professionals and addresses a growing need to manage and analyze the rapidly increasing amount of data that is available to support business decision making. See the Certificate in Business Analytics [p. 1154] in the Catalog.

Cognitive Science of Language

The Certificate in Cognitive Science of Language is designed to complement doctoral study. The certificate program is open to University of Iowa Ph.D. students in linguistics, neuroscience, psychology, and speech and hearing science. Ph.D. students in other disciplines may petition to be permitted to earn the certificate. Students must complete a formal application to enter the certificate program; they should contact the program's coordinator before they apply. See the Certificate in Cognitive Science of Language [p. 1572] in the Catalog.

College Teaching

The Certificate in College Teaching complements discipline-oriented graduate programs and prepares students for careers in postsecondary education. The program is open to graduate students working toward a Ph.D. or other terminal graduate degree. See the Certificate in College Teaching [p. 1575] in the Catalog.

Emerging Infectious Disease Epidemiology

The Certificate in Emerging Infectious Disease Epidemiology is a postbaccalaureate program designed to meet the training needs in emerging infectious disease of international public health professionals as well as University of Iowa graduate students. Applicants to the program must hold a bachelor's degree. See the Certificate in Emerging Infectious Disease Epidemiology [p. 1918] in the Catalog.

Family Nurse Practitioner

The Certificate in Family Nurse Practitioner is a program for post-master's Advanced Practice Registered Nurse degree students who would like to pursue a second specialty. See the Certificate in Family Nurse Practitioner [p. 1843] in the Catalog.

Gender, Women's, and Sexuality Studies

The Certificate in Gender, Women's, and Sexuality Studies is open to students enrolled in graduate degree programs. See the Certificate in Gender, Women's, and Sexuality Studies [p. 530] in the Catalog.

Global Health Studies

The Certificate in Global Health Studies is open to graduate and professional students, except for those in the College of Pharmacy who have earned the Pharm.D. degree—they are awarded the undergraduate certificate. Students must maintain a g.p.a. of at least 3.00 in work for certificate. See the Certificate in Global Health Studies [p. 597] in the Catalog.

Health Systems

The Certificate in Health Systems is built on the foundational courses from the Doctor of Nursing Practice (D.N.P.) with a health systems subprogram. The certificate is available to post-master's degree students seeking additional preparation in the area of health systems/administration. See the Certificate in Health Systems [p. 1844] in the Catalog.

Healthcare Management

The Certificate in Healthcare Management provides foundational business and leadership skills to physicians, nurses, and other clinicians, and managers. See the Certificate in Healthcare Management [p. 1938] in the Catalog.

Informatics

The Certificate in Informatics requires a variable amount of graduate credit, depending on the student's choice of subprogram. The certificate program is designed for students enrolled in University of Iowa graduate degree programs who wish to study informatics as a complement to their degree program and for nondegree students who are

interested in increasing their knowledge of informatics. See the Certificate in Informatics [p. 1597] in the Catalog.

Literary Translation

The Certificate in Literary Translation includes coursework in translation practice and techniques. Translation workshops and coursework in translation theory also are central to the certificate program as they are essential to the training of literary translators. See the Certificate in Literary Translation [p. 772] in the Catalog.

Native American and Indigenous Studies

The Native American and Indigenous Studies Program offers an interdisciplinary certificate program focusing on the histories, cultures, languages, arts, religious traditions, political and social organizations, economies, geographies, literatures, and contemporary legal and political concerns of Native Americans of the United States as well as other Indigenous peoples of the Western Hemisphere. See the Certificate in Native American and Indigenous Studies [p. 862] in the Catalog.

Online Teaching

The Certificate in Online Teaching is designed to prepare students for the realities of online teaching and to help them expand their career options. The certificate is open to students in University of Iowa graduate degree programs and to individuals admitted to the Graduate College as nondegree students. See the Certificate in Online Teaching [p. 1316] in the Catalog.

Pediatric Nurse Practitioner—Acute Care

The Certificate in Pediatric Nurse Practitioner—Acute Care is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty. See the Certificate in Pediatric Nurse Practitioner—Acute Care [p. 1845] in the Catalog.

Pediatric Nurse Practitioner—Primary Care

The Certificate in Pediatric Nurse Practitioner—Primary Care is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty. See the Certificate in Pediatric Nurse Practitioner—Primary Care [p. 1846] in the Catalog.

Public Health

The Certificate in Public Health is designed to improve public health practice and public health workforce capacity in Iowa and the upper Midwest. It is intended primarily for individuals in public health practice, those in the workforce, and those interested in strengthening their knowledge and skills in basic public health competencies. See the Certificate in Public Health [p. 1900] in the Catalog.

Psychiatric/Mental Health Nurse Practitioner

The Certificate in Psychiatric/Mental Health Nurse Practitioner is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a

second specialty. See the Certificate in Psychiatric/Mental Health Nurse Practitioner [p. 1847] in the Catalog.

Public Digital Humanities

The Certificate in Public Digital Humanities is open to all University of Iowa graduate students in good academic standing. Students take a theory and practice course, and select elective coursework to suit their disciplinary or technical needs. See the Certificate in Public Digital Humanities [p. 1626] in the Catalog.

Sacred Music

The Certificate in Sacred Music is an interdisciplinary program with courses in sacred music, choral conducting and literature, keyboard, voice, religion, and art and art history. The program is open to students enrolled in a graduate degree program and to nondegree students who have been admitted to the Graduate College and who have consent of the certificate's faculty advisor. See the Certificate in Sacred Music [p. 857] in the Catalog.

Special Collections Librarianship

The Certificate in Special Collections Librarianship includes coursework that introduces students to the core theories supporting the collection and management of rare books, archival records, and manuscript collections. See the Certificate in Special Collections Librarianship [p. 1608] in the Catalog.

Sustainable Water Development

The Certificate in Sustainable Water Development trains science, technology, engineering, and mathematics (STEM) graduate students to address future challenges of water scarcity and variability while also meeting the food and energy demands of Earth's growing population. See the Certificate in Sustainable Water Development [p. 1532] in the Catalog.

Translational and Clinical Investigation

The Certificate in Translational and Clinical Investigation is designed for clinicians who seek advanced training in clinical methodology and applied patient-oriented research skills. Students in the certificate program must be practicing academic clinicians who have completed doctoral training. See the Certificate in Translational and Clinical Investigation [p. 1951] in the Catalog.

Transportation Studies

The Certificate in Transportation Studies includes a choice of coursework in traffic engineering, transportation and land use planning, design of transportation systems, transportation demand analysis, transportation policy and planning, as well as other transportation areas. Students may earn the certificate in conjunction with an M.S. or Ph.D. in civil and environmental engineering or with an M.S. in urban and regional planning.

Individuals working toward degrees in other transportation-related disciplines are encouraged to apply to the Transportation Studies Program. Depending on a student's background, additional coursework in statistics, computer programming, simulation, mathematics, and operations research may be required for the certificate. Credit earned in these courses may not be applicable to the student's

degree program. See the Certificate in Transportation Studies [p. 1632] in the Catalog.

Financial Support

Approximately half of the University's graduate students receive some form of University-administered financial assistance. For eligibility requirements and application procedures, see "Section VII. Graduate Appointments" in the Manual of Rules and Regulations of the Graduate College on the college's website. The following are the primary sources of assistance. For a more complete description of funding available to graduate students, see the Graduate College website.

Teaching and Research Assistantships

Teaching and research assistantships are available in most departments. Assistantship stipends are awarded for half-time academic-year appointments and half-time fiscal-year appointments; assistants also are eligible for tuition scholarships. Assistants (one-quarter-time or more) pay resident tuition rates for fee purposes.

Iowa Arts Fellowships

Iowa Arts Fellowships are for University of Iowa graduate students entering M.F.A. programs. Typical stipends are for the academic year, with all tuition and a percentage of mandatory fees paid, plus a health insurance allowance, for one year (the remaining years of support must be provided by the appointing program). There are no departmental service obligations while holding the first-year fellowship.

Iowa Performance Fellowships

Iowa Performance Fellowships are for first-year D.M.A. candidates in a performance area of music. Recipients are nominated by the School of Music. Awards include academic-year fellowships, summer fellowships, and tuition and a percentage of mandatory fees paid (fellow is responsible for the remainder of fees). The School of Music provides a one-quarter-time research assistantship in years two and three.

Graduate College Iowa Recruitment Fellowships

Iowa Recruitment Fellowships program enhances departmental recruitment packages by offering the most accomplished new doctoral students a stipend supplement for up to five years and fellowship support for up to four summer terms. Tuition scholarships are to be paid during the academic years (fall, spring) by the appointing unit, while the Graduate College provides up to 2 s.h. of tuition and benefits for the summer terms. Recipients are nominated by their department.

Graduate College Summer Fellowships

Graduate College Summer Fellowships are for advanced doctoral students who have completed their comprehensive exams, are working to complete their dissertations, and do not otherwise have funding for the summer session. Awards provide a summer stipend and provide up to 2 s.h. of tuition. Awardees must enroll for the six-week, eight-week, or twelve-

week summer session. Students enrolled in the four-week summer session are not eligible to receive the fellowship.

T. Anne Cleary International Research Fellowships

The T. Anne Cleary International Research Fellowships are for doctoral students who have completed all predissertation requirements, including the comprehensive examination, and who will use the fellowship for dissertation research outside North America. The awards may vary and are meant to supplement other research funds. Doctoral students in any discipline may apply. Past recipients of the Cleary fellowship and Doctor of Musical Arts students who choose the D.M.A. essay option are not eligible.

Ballard and Seashore Dissertation-Year Fellowships

Ballard and Seashore Dissertation Fellowships are one semester fellowships for doctoral candidates who have completed all doctoral degree requirements except their dissertation. Recipients are nominated by their departments. Fellowships provide monetary amounts for the semester plus tuition and a percentage of mandatory fees paid for up to 2 s.h. and a health insurance allowance.

Post-Comprehensive Research Awards

The Post-Comprehensive Research Awards program provides an opportunity for advanced doctoral students to benefit from protected and supported time to pursue their scholarly research activities. The award is intended to recognize students with distinguished academic achievement during their early graduate training. These achievements should be evident from a combination of outstanding academic performance in coursework, as well as early scholarly research activities. Students who have held teaching assistantships in the previous two semesters will have priority. Awardees will receive a stipend. The Graduate College also supports up to 2 s.h. of tuition, a percentage of the mandatory fees, and a health insurance allowance. Recipients are nominated by their department.

Scholarships

Scholarships provide up to full tuition.

Graduate Student Travel Awards

Graduate student travel awards provide reimbursement for travel by students who present research and scholarship results to professional conferences. Awards are competitive across disciplines and vary. Funds are administered by the Graduate Student Senate and the Graduate College.

Other Sources

For other sources of financial support, contact the Office of Student Financial Aid.

Many departments offer additional support through traineeships, part-time employment in research, or part-time teaching appointments. The Office of the Vice President for Research maintains a library of information on public and private agencies that provide funds for research and graduate

study. Much material has been collected concerning awards for overseas study.

Courses

Most Graduate College courses are offered by the college's programs and schools. They are listed and described in the corresponding Catalog sections.

The college also offers the following nondepartmental courses.

Graduate College Courses

- GRAD:0006 SROP Scholars Program** 0 s.h.
- GRAD:5225 Communicating Data Through Stories** 3 s.h.
How to communicate science effectively and responsively with multiple audiences from peers and professors to potential employers, policymakers, and the lay public; focus on speaking about science clearly and vividly in ways that can engage varied audiences, especially those outside the student's own field; connecting and finding common ground with an audience, defining goals, identifying main points, speaking without jargon, explaining meaning and context, using storytelling techniques and multimedia elements. Same as CEE:5225.
- GRAD:5800 Writing for National Fellowships** arr.
Process of writing applications for nationally competitive fellowship opportunities; completion of a fellowship application portfolio for a specific fellowship opportunity.
- GRAD:6000 Ph.D. Postcomprehensive Registration** 1 s.h.
- GRAD:6001 Master's Final Registration** 1 s.h.
Requirements: master's degree candidate.
- GRAD:6002 Doctoral Continuous Registration** 1 s.h.
Requirements: doctoral degree candidate who has passed comprehensive examinations.
- GRAD:6003 Doctoral Final Registration** 1 s.h.
Requirements: doctoral degree candidate in final session of enrollment.
- GRAD:6217 Seminar in College Teaching** 1-3 s.h.
Preparation for college teaching; for graduate students planning to teach. Same as PSQF:6217.
- GRAD:6300 Writing for Learned Journals** 1-4 s.h.
Seminar that supports graduate students in bringing written work to publishable form; analysis of target journals' audiences, interests, and citation politics; submission and the publication process; response to reader reports and criticism; best writing and research practices; discussion of knowledge cultures and discourses in disciplines and the contemporary academy. Same as AMST:6300, GWSS:6300, RHET:6330.
- GRAD:6313 Studio Summer Fellowship** 1 s.h.
Investigation of and reflection on digital scholarly collaboration, production, and promotion. Same as ULIB:6313.
- GRAD:6500 Digital Humanities Independent Study** arr.
Independent study for students working toward their public digital humanities certificate.
- GRAD:6510 Introduction to Programming** 1 s.h.
Introduction to computer programming; how computer programming has quickly become a valuable skill across a diverse range of professions and academic disciplines from analyzing text, visualizing data, creating maps, or developing web applications, programming impacts an increasingly large segment of professional activity; knowing how to read and write code is a valuable literacy in modern mediated life, whether the need is to automate repetitive tasks, perform calculations on data, or accept and process user input; students write simple programs of their own design.
- GRAD:6520 Data Visualization Basics** 1 s.h.
Hands-on introduction to basics of data visualization—working with data, analyzing and designing clear and functional visualizations, and developing simple data visualizations in Excel and Python or R; basic static plots (e.g., scatterplots, histograms, line graphs); brief introduction to geographic maps and network graphs.
- GRAD:6521 Scholarly Communication and Journal Publishing** 1 s.h.
Process of publishing a scholarly journal; several scholarly journals are published locally through Iowa Research Online (IRO); for graduate students interested in academic journal publishing as well as scholarly communication more broadly.
- GRAD:6530 Map Making for Beginners** 1 s.h.
Maps are high-impact visual representations that can make complex ideas more comprehensible and enhance the persuasive power of academic arguments; however, proprietary GIS software is expensive and inaccessible to most users; introduction to spatial analysis of data and map making with QGIS—a free, open source, and comprehensive desktop GIS application.
- GRAD:6590 Digital Humanities Capstone** arr.
Application and practice of classroom experience to a specific project under guidance from a faculty member and project team leader. Prerequisites: CLAS:7290 or SLIS:7290. Requirements: admission to public digital humanities certificate program, an approved certificate plan of study on file, completion of 12 s.h. of approved coursework, and good standing in all required certificate coursework. Same as SLIS:6590.
- GRAD:6800 CIC Scholar** arr.
- GRAD:6801 Regents Exchange Program** arr.
- GRAD:6997 Graduate/Professional Transfer** arr.
- GRAD:6998 Undergraduate Transfer** arr.
- GRAD:6999 Resident/Fellow/Post-Doctoral** 0 s.h.
- GRAD:7280 Obermann Center for Advanced Studies Special Topics Seminars** 1-3 s.h.
Active participation and engagement in a major program, such as the annual Humanities Symposium; readings on interdisciplinary histories, contexts, and theoretical perspectives that frame featured events; work of artists, scholars, and researchers participating in the program. Requirements: admission to Graduate College.

GRAD:7285 Obermann Center Professional Development Seminar **1 s.h.**

Active participation and engagement in a series of classes dedicated to connecting public engagement, research, and teaching; readings and media viewings that frame course topics; production of a short film, marketing materials, grant, and syllabi relevant to public engagement project. Requirements: admission to Graduate College and completion of Obermann Graduate Institute on Engagement and the Academy.

GRAD:7385 Teaching and Learning in Higher Education **3 s.h.**

Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as EDTL:7385, EPLS:7385, PSQF:7385, RCE:7385.

GRAD:7400 Practicum in College Teaching **arr.**

Supervised college teaching experience; teaching in collaboration with faculty, observation and critiques of teaching, participation in course planning and evaluation procedures; ethical and multicultural considerations. Requirements: admission to the graduate certificate in college teaching program.

GRAD:7601 Postdoctoral Research Scholar **0 s.h.**

Requirements: postdoctoral standing.

GRAD:7602 Postdoctoral Research Fellow **0 s.h.**

Requirements: postdoctoral standing.

Applied Mathematical and Computational Sciences

Chair

- Laurent O. Jay (Mathematics)

Graduate degree: Ph.D. in applied mathematical and computational sciences

Faculty: <https://www.amcs.uiowa.edu/faculty>

Website: <https://www.amcs.uiowa.edu>

Applied mathematical scientists formulate scientific concepts and problems in mathematical terms; solve the resulting mathematical problems using analytical and computational methods; and discuss, interpret, and evaluate the solutions. They explore areas of mathematical application and develop mathematical theories in new areas.

Programs

Graduate Program of Study

Major

- Doctor of Philosophy in Applied Mathematical and Computational Sciences [p. 1548]

Courses

Applied Mathematical and Computational Sciences Courses

AMCS:5900 Seminar: Applied Mathematical and Computational Sciences arr.

Current research by faculty, students, guests.

AMCS:7990 Reading and Research arr.

Applied Mathematical and Computational Sciences, Ph.D.

Requirements

The Doctor of Philosophy program in applied mathematical and computational sciences (AMCS) requires a minimum of 72 s.h. of graduate credit. The Ph.D. program is autonomous, broadly based, and interdisciplinary. It is designed to help students achieve a command of theoretical and applied mathematics and obtain basic knowledge in another area (engineering, medicine, or one of the behavioral, biological, physical, or social sciences).

The program is flexible; students can concentrate on applied mathematics, such as differential equations and numerical analysis, or on other applicable techniques in mathematics. Scientific computing is an important part of applied mathematics, so it is often a part of student training and dissertation research.

Prospective students should have a desire to apply a mathematical science (mathematics or statistics) to relevant problems in another area.

Course of Study

Faculty members help each student plan a course of study that is consistent with the student's background, interests, and goals.

These individual programs are designed to help students develop expertise in methods of applied mathematics and build a good foundation in related topics of theoretical mathematics. The individual programs also provide sufficient knowledge in an outside area to enable students to use mathematical techniques in that area.

Students can arrange their study plans to earn a master's degree from another department after they complete part of their plan. Students find suitable thesis problems and supervisors with the help of the faculty.

Required Courses

Students must successfully complete these four core course sequences in the first two years of graduate study.

Code	Title	Hours
All of these:		
MATH:5200 & MATH:5210	Introduction to Analysis I-II	8
MATH:5400 & MATH:5410	General Topology - Introduction to Smooth Manifolds	8
MATH:5600 & MATH:5700	Nonlinear Dynamics with Numerical Methods - Partial Differential Equations with Numerical Methods	8

MATH:5800 & MATH:5810	Numerical Analysis: Nonlinear Equations and Approximation Theory - Numerical Analysis: Differential Equations and Linear Algebra	8
-----------------------	--	---

Outside Area Courses

Students must take and pass a Ph.D.-level course sequence area outside of mathematics in which mathematics is applied. The sequence must consist of two courses at the 6000-level or above.

Advanced Mathematics Course Requirement

In order to establish a solid foundation in mathematics, students must successfully complete at least 12 s.h. of graduate mathematics courses numbered MATH:6000 to MATH:7799, with the exception of seminar courses. The courses should be chosen to obtain mathematical breadth and must be approved by the AMCS chair.

Comprehensive Examination

Students complete a comprehensive examination that covers their outside research area within three-and-a-half years after beginning graduate study. The examination is typically based on the outside area courses and/or directed readings.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. To be prepared for graduate-level coursework in mathematics and an additional area, applicants should have a bachelor's or master's degree with a strong mathematics component and some background in the additional area.

Applications for fall admission are due on January 15. For application forms and more information about the academic program, contact the chair of the Applied Mathematical and Computational Sciences Program.

Financial Support

Financial support is provided to every student admitted. Fellowships and research and teaching assistantships are available to qualified applicants and fellowship support is available during summer sessions.

Career Advancement

Career opportunities for applied mathematicians include positions in colleges, universities, governmental laboratories, business, industry, and consulting firms.

Biomedical Science

Director

- Daniel Thomas Tranel

Graduate degrees: M.S. in biomedical science; Ph.D. in biomedical science

Website: <https://medicine.uiowa.edu/biomed/>

The Biomedical Science Program offers over 300 faculty laboratories under the diversity of a large umbrella program. Students conduct groundbreaking research on a campus that ranks among the top public institutions in the country in research activity, federal funding, graduate education, and core facility support. Ph.D. students benefit from the extensive scope of the program and the support of a cohesive academic campus.

Students select from one of seven subprograms:

- cancer biology [p. 1552]
- cell and developmental biology [p. 1553]
- experimental pathology [p. 1555]
- free radical and radiation biology [p. 1557]
- molecular medicine [p. 1559]
- molecular physiology and biophysics [p. 1561]
- pharmacology [p. 1563]

Successful completion culminates with a Ph.D. in biomedical science and affiliation with a respective subprogram. Three closely related Ph.D. programs—genetics, human toxicology, and neuroscience—complete the complement of biomedical programs on campus. Visit the Biomedical Science Program website for more information.

Programs

Graduate Programs of Study

Majors

- Master of Science in Biomedical Science [p. 1551]
- Doctor of Philosophy in Biomedical Science [p. 1552]

Admission

The Biomedical Science Program is sufficiently flexible to accommodate students with a relatively wide range of backgrounds. Students with a bachelor's degree in any of the biological, biochemical, engineering, or physical sciences who have a strong desire to pursue a research-oriented career are encouraged to apply. Students must have:

- a bachelor's degree from a regionally accredited American college or university or an equivalent degree from another country as determined by the Office of Admissions; and
- a minimum g.p.a. of 3.00 or higher or the equivalent from another country as determined by the Office of Admissions.

Facilities

Biomedical science researchers benefit from state-of-the-art core research facilities and research support facilities. Much of the research is interdisciplinary, with collaborations coordinated through major research centers, institutes, and programs.

Financial Support

Students receive stipend and tuition support. Continued support beyond the first year is guaranteed, provided that satisfactory progress toward degree completion is accomplished. Sources of support include departmental funds, training grants, research grants, and individual fellowships.

Career Advancement

The Biomedical Science Program prepares students for successful careers as researchers, educators, and future leaders in the international biomedical workforce.

Courses

- Biomedical Science Courses [p. 1549]
- Cancer Biology Courses [p. 1549]

Biomedical Science Courses

BMED:5207 Principles of Molecular and Cellular Biology

3 s.h.

Structure of DNA, RNA, and Protein; DNA replication, genetic and epigenetic regulation; RNA production and processing; protein production and post-translation modification; cellular membranes and trafficking; cytoskeleton and regulation of cell junctions and migration; signal transduction and regulation of cell cycle and apoptosis; didactic lectures and group discussion of primary research publications.

BMED:7270 Scholarly Integrity/Responsible Conduct of Research I

0 s.h.

Training in principles of scholarly integrity and the responsible conduct of research; facilitated discussions of case studies; student/mentor responsibilities in pursuit of scholarly work (ownership, authorship, plagiarism/falsification/fabrication of data); student/mentor relationships and intellectual dialogues (communication, collaboration, grievance management); student responsibilities to institution/scholarly community/society (intellectual property, conflict of interest, fiscal responsibilities, protection of human/animal subjects). Requirements: successful completion of CITI online training (greater than 80 percent score for each module) and enrollment in Graduate College degree-seeking program. Recommendations: minimum first-year graduate standing (Ph.D., M.S./M.A.), and involvement in mentored research activities (extramurally or intramurally funded).

BMED:7271 Scholarly Integrity/Responsible Conduct of Research II

0 s.h.

Training in principles of scholarly integrity and the responsible conduct of research; facilitated discussions of case studies; student/mentor responsibilities in pursuit of scholarly work (ownership, authorship, plagiarism/falsification/fabrication of data); student/mentor relationships and intellectual dialogues (communication, collaboration, grievance management); student responsibilities to institution/scholarly community/society (intellectual property, conflict of interest, fiscal responsibilities, protection of human/animal subjects). Requirements: successful completion of CITI online training (greater than 80 percent score for each module) and enrollment in Graduate College degree-seeking program. Recommendations: minimum of first-year graduate standing (Ph.D., M.S./M.A.) and involvement in mentored research activities (extramurally or intramurally funded).

BMED:7604 Scholarly Integrity/Responsible Conduct of Research I **0 s.h.**

Training in principles of scholarly integrity and the responsible conduct of research; facilitated discussions of case studies; student/mentor responsibilities in pursuit of scholarly work (ownership, authorship, plagiarism/falsification/fabrication of data); student/mentor relationships and intellectual dialogues (communication, collaboration, grievance management); student responsibilities to institution/scholarly community/society (intellectual property, conflict of interest, fiscal responsibilities, protection of human/animal subjects); meets responsible conduct of research training obligation for postdocs and faculty holding an NIH K award. Requirements: successful completion of CITI online training (greater than 80 percent score for each module).

BMED:7605 Scholarly Integrity/Responsible Conduct of Research II **0 s.h.**

Training in principles of scholarly integrity and the responsible conduct of research; facilitated discussions of case studies; student/mentor responsibilities in pursuit of scholarly work (ownership, authorship, plagiarism/falsification/fabrication of data); student/mentor relationships and intellectual dialogues (communication, collaboration, grievance management); student responsibilities to institution/scholarly community/society (intellectual property, conflict of interest, fiscal responsibilities, protection of human/animal subjects); meets responsible conduct of research training obligation for postdocs and faculty holding an NIH K award. Requirements: successful completion of CITI online training (greater than 80 percent score for each module).

Cancer Biology Courses

CBIO:3310 Practical Data Science and Bioinformatics **3 s.h.**

Understanding how to access large biological data sets and use them to answer biological questions is an important skill for researchers; immersive introduction to computational handling of data; how to access and analyze publicly available data; critically evaluate data quality and analysis in context of measuring gene expression; basic coding in R/RStudio, plotting and data display, fitting and regression, statistical inference, statistical models, downloading and data wrangling; basic introduction to machine learning (clustering); for students with no computational background. Prerequisites: BIOL:1411 with a minimum grade of C- and BIOL:1412 with a minimum grade of C-. Requirements: college algebra. Recommendations: BIOC:3110, or BIOC:3120 and BIOC:3130, or other upper-level life sciences courses. Same as BIOC:3310, MMED:3310.

CBIO:5000 Experimental Methodologies **2 s.h.**

Practical experience in common laboratory methods including polymerase chain reaction (PCR), western blotting, immunostaining, cell culture, and bioinformatics. Requirements: admission to cancer biology graduate program.

CBIO:5500 Topics in Cancer Biology **1 s.h.**

Discussion and presentation of new scientific literature in cancer biology fields; how to evaluate and critically interpret scientific literature, data, and conclusions; journal club format. Requirements: admission to cancer biology graduate program.

CBIO:6000 Seminar: Cancer Research **1 s.h.**

Attendance at seminar presentations of cutting-edge science in the field of cancer biology; presentations by experts in the field and trainees. Requirements: admission to cancer biology graduate program.

CBIO:6500 Research in Cancer Biology **arr.**

Research experience through research rotations and conduction of dissertation research in cancer research laboratories. Requirements: admission to cancer biology graduate program.

CBIO:7000 Clinical Connections **1 s.h.**

Shadowing experiences arranged with clinicians who are treating cancer patients at University of Iowa Hospitals & Clinics. Requirements: admission to cancer biology graduate program.

CBIO:7500 Crafting a Scientific Proposal **1 s.h.**

Training in areas of scientific writing and development of a scientific proposal; students develop a proposal related to, but not identical to, the proposal for the comprehensive exam. Requirements: admission to cancer biology program.

Biomedical Science, M.S.

There is no direct admission to the M.S. program in biomedical science. Students interested in biomedical science are considered for Ph.D. admission only. Visit the Ph.D. in biomedical science [p. 1552] in this section of the Catalog for information about the Ph.D. degree program.

Biomedical Science, Ph.D.

Students interested in the Ph.D. with a major in biomedical sciences should apply to the subprogram area they choose to pursue.

Cancer Biology

The Doctor of Philosophy in biomedical science with a cancer biology subprogram requires a minimum of 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. The subprogram provides training in many areas of research—cell biology, genetics, immunology, and cell metabolism, among others—that are necessary to understand the complexities of cancer etiology and treatment. The cancer biology subprogram does not offer a master's degree. Cancer biology is affiliated with the Holden Comprehensive Cancer Center, which was founded in 1980 and has been designated as a National Cancer Institute NCI-Designated Cancer Center since 2000.

The curriculum is a sequence of required and elective courses that provides students with advanced knowledge in current concepts related to molecular, cellular, and genetic processes that contribute to the development and treatment of cancer. It also provides specialized training in experimental methodology used to study cancer in a laboratory setting. Cancer biology prepares students for a variety of career paths in academic, clinical, and industry environments that deal with the study and/or treatment of cancer.

Students have flexibility in their research rotations and can adapt their studies to permit specialization, as well as gaining clinical exposure by shadowing oncologists.

Entering students are expected to have a solid background in chemistry, mathematics, and the biological sciences. They should have completed undergraduate coursework in introductory biology and chemistry, biochemistry, genetics, organic chemistry, physical chemistry, and calculus; and previous coursework in cancer biology is desirable. Deficiencies in a particular area, as determined by the Graduate Studies Committee, can be remedied by completion of appropriate courses during the first year of graduate study.

Selection of a Ph.D. mentor (thesis advisor) is normally finalized near the end of the spring semester of a student's first year of study. The deadline for selection is determined by the biomedical science program.

Students are required to complete the core courses listed below prior to their comprehensive examination. Students who wish to take the comprehensive examination should first make arrangements in consultation with their mentor, the program director, and the Student Advisory Committee. The exam is typically completed during the second summer of study.

The Ph.D. in biomedical science with a cancer biology subprogram requires the following coursework.

Core Curriculum

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0

BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
CBIO:5000	Experimental Methodologies	2
CBIO:5500	Topics in Cancer Biology	1
CBIO:6000	Seminar: Cancer Research	1
CBIO:6500	Research in Cancer Biology	arr.
CBIO:7000	Clinical Connections	1
CBIO:7500	Crafting a Scientific Proposal	1
FRRB:7001/ PATH:7001	Molecular and Cellular Biology of Cancer	3
PCOL:5204	Basic Biostatistics and Experimental Design	1

Typical Curriculum

First Year, Fall

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
CBIO:5000	Experimental Methodologies	2
CBIO:5500	Topics in Cancer Biology	1
CBIO:6000	Seminar: Cancer Research	1
CBIO:6500	Research in Cancer Biology	arr.
FRRB:7001/ PATH:7001	Molecular and Cellular Biology of Cancer	3
PCOL:5204	Basic Biostatistics and Experimental Design	1

First Year, Spring

Code	Title	Hours
CBIO:5500	Topics in Cancer Biology	1
CBIO:6000	Seminar: Cancer Research	1
CBIO:6500	Research in Cancer Biology	arr.
Elective		

Second Year, Fall

Code	Title	Hours
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
CBIO:5500	Topics in Cancer Biology	1
CBIO:6000	Seminar: Cancer Research	1
CBIO:6500	Research in Cancer Biology	arr.
CBIO:7000	Clinical Connections	1
CBIO:7500	Crafting a Scientific Proposal	1
Elective		

Second Year, Spring

Code	Title	Hours
CBIO:5500	Topics in Cancer Biology	1
CBIO:6000	Seminar: Cancer Research	1
CBIO:6500	Research in Cancer Biology	arr.
Elective		

Electives

The following are possible elective choices. Students should consult the Cancer Biology Graduate Program Handbook for more elective choices, and also consult their advisor or the program director.

Code	Title	Hours
CBIO:3310	Practical Data Science and Bioinformatics	3
BIOC:7251	Introduction to Protein Structures	1
BIOC:7256	Molecular Biology	1
BIOS:4120	Introduction to Biostatistics	3
FRRB:7000	Redox Biology and Medicine	4
GENE:4213/ BIOL:4213/ IGPI:4213	Bioinformatics	4
GENE:6150	Genetic Analysis of Biological Systems	3
GENE:7191	Human Molecular Genetics	3
MMED:6220/ ACB:6220/ MPB:6220	Mechanisms of Cellular Organization	3
MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions	1
PATH:5260	Translational Histopathology	3
PCOL:6208	G Proteins and G Protein-Coupled Receptors	1
PCOL:6209/ MPB:6209/ NSCI:6209	Steroid Receptor Signaling	1

Additional Requirements

Laboratory Rotations

In order to gain more widespread experience in cancer biology research and to aid in selecting a laboratory home and thesis project, students perform three to seven laboratory rotations prior to selection of a thesis advisor. Laboratory rotations are normally carried out in research laboratories of the cancer biology faculty. A rotation can be completed with a faculty member outside the cancer biology program with permission of the program director.

Rotations begin in the spring semester of the first year. The length of a laboratory rotation is flexible and can vary from a minimum of two to five weeks. Two laboratory rotations may be completed in the same lab with the approval of the program director. The goal of the rotations is to gain a comprehensive view of the mentor's research program, to gain exposure to experimental methods used in the mentor's lab, and to learn about the mentoring styles of faculty members.

Teaching

The cancer biology program does not require teaching. Students with an interest in teaching experience are encouraged to discuss their career plans with their mentor and/or the program director.

Publication Requirements

Students are required to have a minimum of one first-author publication in a peer-reviewed journal prior to graduation.

The article must be formally accepted and be in-press status or published prior to graduation. A co-first-authored, peer-reviewed publication will count toward this requirement.

Comprehensive Examination

Students are eligible to take the comprehensive examination when they are in good academic standing as defined by the Graduate College—the student has completed all program core courses with a grade of at least B or have a non-letter grade of pass.

Written Examination

The comprehensive exam is on-topic, meaning the subject should be a student's current research being conducted in the mentor's lab. Students normally take the comprehensive exam during the second spring or summer of their enrollment in the program. They submit a written exam, if that is acceptable to the comprehensive examination committee, and then prepare for an oral examination.

Oral Examination

The purpose of the oral examination is to determine whether the student's written submission adequately represents the student's knowledge. A student may be queried on issues beyond the scope of the written proposal to allow the committee to determine the student's general depth of knowledge.

Final Examination

The thesis committee is selected by each student after the successful completion of the comprehensive examination. Students are eligible for their oral thesis defense after completing 72 s.h. of coursework, publication of at least one primary author manuscript or be in-press status, and with consent of the thesis committee. The procedures are the same as for the comprehensive examination.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biomedical science (cancer biology subprogram) in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Cell and Developmental Biology

The Doctor of Philosophy in biomedical science with a cell and developmental biology subprogram requires 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. They gain admission to graduate training laboratories in the Department of Anatomy and Cell Biology, Interdisciplinary Graduate Programs, or through direct admission into a specific laboratory.

The Ph.D. in biomedical science with a cell and developmental biology subprogram requires the following coursework.

Core Curriculum

Code	Title	Hours
All of these:		
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
ACB:6220/ MMED:6220/ MPB:6220	Mechanisms of Cellular Organization	3
ACB:6237	Critical Thinking in Biochemistry and Molecular Biology	1
ACB:6238	Critical Thinking in Genetics	1
ACB:6239	Critical Thinking in Cell Biology	1
ACB:6248	Critical Thinking in Development	1
ACB:6249	Critical Thinking in Cellular Physiology	1
ACB:6250	Critical Thinking in Scientific Writing and Presentations	1
GENE:6150	Genetic Analysis of Biological Systems	3
PCOL:5204	Basic Biostatistics and Experimental Design	1
Three of these:		
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6225/ ACB:6225/ MPB:6225	Growth Factor Receptor Signaling	1
MMED:6226/ ACB:6226/ MPB:6226	Cell Cycle Control	1
MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions	1

Typical Curriculum

First Year, Fall

Code	Title	Hours
All of these:		
BMED:5207	Principles of Molecular and Cellular Biology	3
ACB:5206	Graduate Research in Cell and Developmental Biology	arr.
ACB:5224	Graduate Seminar in Cell and Developmental Biology	0-1
GENE:6150	Genetic Analysis of Biological Systems	3
MMED:6280	Critical Thinking in Molecular Medicine	1
PCOL:5204	Basic Biostatistics and Experimental Design	1

First Year, Spring

Code	Title	Hours
Three of the following (on recommendation of the student advisory committee and the graduate program director):		
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6225/ ACB:6225/ MPB:6225	Growth Factor Receptor Signaling	1
MMED:6226/ ACB:6226/ MPB:6226	Cell Cycle Control	1
MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions	1
All of these:		
ACB:5206	Graduate Research in Cell and Developmental Biology	arr.
ACB:5224	Graduate Seminar in Cell and Developmental Biology	0-1
MMED:6280	Critical Thinking in Molecular Medicine	1
Elective (optional)		

Second Year, Fall

Code	Title	Hours
All of these:		
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
ACB:5206	Graduate Research in Cell and Developmental Biology	arr.
ACB:5224	Graduate Seminar in Cell and Developmental Biology	0-1
ACB:6220/ MMED:6220/ MPB:6220	Mechanisms of Cellular Organization	3
ACB:6237	Critical Thinking in Biochemistry and Molecular Biology	1
ACB:6239	Critical Thinking in Cell Biology	1
ACB:6248	Critical Thinking in Development	1
Elective (optional)		

Second Year, Spring

Code	Title	Hours
All of these:		
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
ACB:5206	Graduate Research in Cell and Developmental Biology	arr.
ACB:5224	Graduate Seminar in Cell and Developmental Biology	0-1
ACB:6238	Critical Thinking in Genetics	1
ACB:6249	Critical Thinking in Cellular Physiology	1

ACB:6250	Critical Thinking in Scientific Writing and Presentations	1
----------	---	---

Elective (optional)

Electives

The following are possible elective choices.

Code	Title	Hours
ACB:5218/ BIOL:5218/ MICR:5218	Microscopy for Biomedical Research	arr.
BIOC:5241	Biophysical Chemistry I	3
BIOC:5242	Biophysical Chemistry II	3
BIOL:4213/ GENE:4213/ IGPI:4213	Bioinformatics	4
PCOL:5135	Principles of Pharmacology	1
PCOL:5136	Pharmacogenetics and Pharmacogenomics	1
PCOL:6208	G Proteins and G Protein-Coupled Receptors	1
PCOL:6209/ MPB:6209/ NSCI:6209	Steroid Receptor Signaling	1
PHAR:5521	High Throughput Screening for Pharmaceutical and Biomedical Sciences	1

Additional Requirements

Laboratory Rotations

Students rotate through at least three different laboratories during their first academic year. The rotations are approximately 10 weeks each. At the conclusion of each rotation, students give a 12-minute presentation.

Teaching

Students are required to complete a teaching requirement (3 s.h.). They may teach in a combination of 1 or 2 s.h. courses, or one 3 s.h. course. Teaching requirements must be met prior to the final thesis defense and graduation. Most students meet the requirement in the third year after completion of the comprehensive exam. A student must earn a satisfactory report from the course director in order to receive credit for the teaching requirement.

Publication Requirements

It is expected that a student will have contributed as an author to at least one research publication. The publication must demonstrate primary authorship and be at the accepted phase of the publication process. The number of publications and their quality, content, and impact is established by the thesis committee.

Seminar Presentations

Students present their thesis research annually in the cell and developmental biology seminar series in a 30-minute presentation. Evaluation critique by faculty and students is provided.

Comprehensive Examination

The comprehensive examination must be taken before the fall semester of a student's third year.

Written Examination

A written proposal follows the form of a standard National Institutes of Health (NIH) R01 research grant and covers the area of the research proposed for the student's anticipated thesis dissertation. One aim area should be completely of the student's own design, with no input from the thesis advisor.

Oral Examination

The oral examination of the student's research proposal lasts approximately two to three hours. The exam begins with a brief student presentation on the proposed research project. Questions during the examination may come from the proposal, the thesis research, or other general areas of cell and developmental biology.

Thesis Defense

The five-member thesis committee serves as an advisory body for the preparation of the thesis. The candidate and the committee should meet yearly; however, the candidate, the thesis advisor, or the committee can request a meeting at any time. In the subultimate committee meeting, committee members review the material that is expected to be incorporated into the thesis. The final draft of the thesis is due to the committee two weeks before the final examination. The final examination takes the form of a seminar presented to the program, with questions, comments, and discussion following. After the seminar, the candidate meets with the committee for the final thesis defense.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biomedical science (cell and developmental biology subprogram) in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Experimental Pathology

The Doctor of Philosophy in biomedical science with an experimental pathology subprogram requires a minimum of 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. The subprogram provides students with advanced knowledge of disease pathogenesis at the genetic, molecular, cellular, and systems levels. It also teaches cutting edge research skills enabling graduates to investigate the basis of disease and lay the foundation for novel and improved therapies.

The curriculum is a sequence of required and elective courses with the goal of providing students a foundation in current cellular and molecular biology, in-depth knowledge of disease pathogenesis, and specialty content in the area of their thesis work.

Students who enter the experimental pathology subprogram are directly admitted. They choose a laboratory and mentor upon entering the program and begin work immediately on a thesis project. The subprogram is open to Medical Scientist Training Program students.

The Ph.D. in biomedical science with an experimental pathology subprogram requires the following coursework.

Core Curriculum

Code	Title	Hours
All of these:		
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
MMED:3310/ BIOC:3310/ CBIO:3310	Practical Data Science and Bioinformatics	3
PATH:5270/ IGPI:5270/ MMED:5270	Pathogenesis of Major Human Diseases	3
PATH:6220	Seminar in Pathology	1
PATH:7211	Research in Pathology	arr.
PCOL:5204	Basic Biostatistics and Experimental Design	1

Typical Curriculum

First Year, Fall

Code	Title	Hours
All of these:		
BMED:5207	Principles of Molecular and Cellular Biology	3
PATH:6220	Seminar in Pathology	1
PATH:7211	Research in Pathology	arr.
PCOL:5204	Basic Biostatistics and Experimental Design	1

First Year, Spring

Code	Title	Hours
All of these:		
MMED:3310/ BIOC:3310/ CBIO:3310	Practical Data Science and Bioinformatics	3
PATH:5270/ IGPI:5270/ MMED:5270	Pathogenesis of Major Human Diseases	3
PATH:6220	Seminar in Pathology	1
PATH:7211	Research in Pathology	arr.

Second Year, Fall

Code	Title	Hours
All of these:		
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
PATH:6220	Seminar in Pathology	1
PATH:7211	Research in Pathology	arr.
Elective		3

Second Year, Spring

Code	Title	Hours
All of these:		
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
PATH:6220	Seminar in Pathology	1
PATH:7211	Research in Pathology	arr.
Elective		3

Electives

The following are possible elective choices. Electives are determined by the area of thesis research.

Code	Title	Hours
FRRB:7001/ PATH:7001	Molecular and Cellular Biology of Cancer	3
GENE:6150	Genetic Analysis of Biological Systems	3
GENE:7191	Human Molecular Genetics	3
IMMU:6201/ MICR:6201	Graduate Immunology	3
MICR:6247/ IMMU:6247	Graduate Immunology and Human Disease	4
MICR:6267	Graduate Viruses and Human Disease	4
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6220/ ACB:6220/ MPB:6220	Mechanisms of Cellular Organization	3
MMED:6225/ ACB:6225/ MPB:6225	Growth Factor Receptor Signaling	1
MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions	1
MMED:8115	Molecular Physiology	4
NSCI:5653/ BIOL:5653/ PSY:5203	Fundamental Neurobiology	3
NSCI:7235	Neurobiology of Disease	3

Additional Requirements

Laboratory Rotations

Rotations are not required as students entering the experimental pathology subprogram are directly admitted.

Teaching

The experimental pathology subprogram does not have a teaching requirement. However, there are opportunities to teach if students desire this experience.

Publication Requirements

Students must have one first-author, peer-reviewed paper published or in press, as well as a co-authored, peer-reviewed paper or review article published or in press prior to being allowed to schedule their dissertation defense.

Comprehensive Examination

The comprehensive examination is generally taken in the spring semester of the second year of study. Students with advanced standing (medical scientist training program students or those with an M.S. degree) may choose to take the examination in the fall semester of their second year.

The comprehensive examination is off-topic. The focus of the proposal is in the field of a student's research. To determine the topic, each of the five comprehensive exam committee members choose a recent high-profile paper in the area of the student's research interests, but not directly related to the dissertation project. After examining the papers, the student chooses one and makes it the subject of the comprehensive exam.

The student then prepares and submits a two-page, single-spaced abstract to the committee. The abstract should include the background/rationale, the significance of the question being asked, and an outline of the specific aims. Upon approval of the abstract, the student is given permission to prepare a full proposal based on the NIH R21 format. Specifically, the proposal should be seven single-spaced pages and must include significance, innovation, rationale, and experimental approach. The proposal is then defended orally in front of the entire committee.

Final Examination

The dissertation committee consists of the mentor and four additional faculty. Students are required to select and meet with their committee by the end of the first fall semester of their second year, and at least yearly thereafter.

Upon meeting all requirements, students may then defend their dissertation/final exam. Two weeks prior to the defense, students must provide the entire committee with a completed draft of their dissertation. On the day of the defense, students present a public seminar of their dissertation work. This is then followed by defense of the dissertation before the entire dissertation committee. A final version of the dissertation is prepared based on suggested edits provided by the committee. After final approval by the research advisor and committee, the dissertation is submitted to the Graduate College.

Free Radical and Radiation Biology

The Doctor of Philosophy in biomedical science with a free radical and radiation biology subprogram is interdisciplinary and requires 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. The possibility exists for a major emphasis in radiation biology or redox biology with a focus on cancer or degenerative diseases associated with aging. Although students with diverse academic backgrounds may enter the program, each student should have a science background which includes at least two years of chemistry, including organic chemistry; one year of physics; two years of biology; and mathematics, including at least one semester of calculus.

The Ph.D. in biomedical science with a free radical and radiation biology subprogram requires the following coursework.

Core Curriculum

Code	Title	Hours
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
FRRB:5000	Radiation Biology	4
FRRB:5005	Rigor and Reproducibility in Redox Biology	1
FRRB:6000	Seminar: Free Radical and Radiation Biology	1
FRRB:6004	Research: Free Radical and Radiation Biology	arr.
FRRB:6006	Topics in Free Radical Biology and Medicine	1
FRRB:6008	Topics in Radiation and Cancer Biology	1
FRRB:7000	Redox Biology and Medicine	4
FRRB:7001/ PATH:7001	Molecular and Cellular Biology of Cancer	3

Typical Curriculum

First Year, Fall

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
FRRB:6004	Research: Free Radical and Radiation Biology	arr.
FRRB:7001/ PATH:7001	Molecular and Cellular Biology of Cancer	3

First Year, Spring

Code	Title	Hours
FRRB:5000	Radiation Biology (offered odd years)	4
FRRB:6004	Research: Free Radical and Radiation Biology	arr.
FRRB:6006	Topics in Free Radical Biology and Medicine	1
FRRB:6008	Topics in Radiation and Cancer Biology	1
FRRB:7000	Redox Biology and Medicine (even years)	4

Electives

Second Year, Fall

Code	Title	Hours
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I (BMED:7271 also must be taken, but courses can be taken in any order)	0
FRRB:5005	Rigor and Reproducibility in Redox Biology	1
FRRB:6000	Seminar: Free Radical and Radiation Biology	1
FRRB:6004	Research: Free Radical and Radiation Biology	arr.

FRRB:6006	Topics in Free Radical Biology and Medicine	1
FRRB:6008	Topics in Radiation and Cancer Biology	1
FRRB:7001/ PATH:7001	Molecular and Cellular Biology of Cancer	3

Electives

Second Year, Spring

Code	Title	Hours
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II (BMED:7270 also must be taken, but courses can be taken in any order)	0
FRRB:5000	Radiation Biology (offered odd years)	4
FRRB:6000	Seminar: Free Radical and Radiation Biology	1
FRRB:6004	Research: Free Radical and Radiation Biology	arr.
FRRB:6006	Topics in Free Radical Biology and Medicine	1
FRRB:6008	Topics in Radiation and Cancer Biology	1
FRRB:7000	Redox Biology and Medicine (offered even years)	4

Electives

Required Courses

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
BIOC:7251	Introduction to Protein Structures	1
BIOC:7252	Enzymes, Carbohydrates, Nucleic Acids, and Bioenergetics	1
BIOC:7253	Metabolism I	1
MMED:6226/ ACB:6226/ MPB:6226	Cell Cycle Control	1
PCOL:5204	Basic Biostatistics and Experimental Design	1

Recommended Electives

These electives are recommended to supplement required coursework.

Code	Title	Hours
ACB:4156/ CBE:4156/EES:4156	Scanning Electron Microscopy and X-Ray Microanalysis	arr.
ACB:5218/ BIOL:5218/ MICR:5218	Microscopy for Biomedical Research	arr.
BIOC:3140	Experimental Biochemistry	2
BIOC:7254	Cellular Biochemistry	1
BIOC:7255	Metabolism II	1
BIOC:7256	Molecular Biology	1
BIOL:3713	Molecular Genetics	4

MICR:3147	Immunology and Human Disease	3
MICR:6201/ IMMU:6201	Graduate Immunology	3
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6220/ ACB:6220/ MPB:6220	Mechanisms of Cellular Organization	3
MMED:6225/ ACB:6225/ MPB:6225	Growth Factor Receptor Signaling	1
OEH:6710	Human Toxicology and Risk Assessment	3
PATH:5270/ IGPI:5270/ MMED:5270	Pathogenesis of Major Human Diseases	3
PATH:8133/ PTRS:8133	Introduction to Human Pathology for Graduate Students	4
PSQF:6217/ GRAD:6217	Seminar in College Teaching	1-3

Additional Requirements

Laboratory Rotations

Graduate students rotate through at least three free radical and radiation biology different laboratories during their first academic year with primary and secondary faculty.

Seminar and Journal Clubs

Students must enroll in one seminar for credit once a year for three years as well as a thesis defense seminar. Students should not register for the seminar during their first academic year.

Students enrolled for research credit are required to submit a research report to their advisor on the last day of class each semester. The report is evaluated and graded by the advisor. The report, written in a form that is appropriate for a peer-reviewed publication, should define the goals, aims, and objectives for the specific semester, and describe the progress made by the student toward completion of the research objectives.

Topics in Free Radical Biology and Medicine (FRRB:6006) and Topics in Radiation and Cancer Biology (FRRB:6008) must be taken at least two times.

Publication Requirements

Students must submit at least one first-author manuscript or be ready to submit to a peer-reviewed journal prior to the thesis defense. All Ph.D. students are expected to have peer-reviewed publications prior to graduation and these publications should include first authorship.

Grant Writing Opportunities

National Institutes of Health (NIH) research grant proposals (i.e., F30, F31) and/or equivalent grant submissions are encouraged based on a student's work. The free radical and radiation biology program will provide resources and critiques of the application prior to submission. Students should review the instructions provided in the NIH publication, PHS-398, available from the National Institutes of Health website.

Qualifying Examination

To qualify for entry into the Ph.D. program, a student must satisfactorily complete a written qualifying examination. The student typically takes the exam after successfully completing the major required coursework, but no later than the beginning of the fifth semester after entering the program. The exam is offered after the close of spring semester classes, typically Monday and Tuesday of the first week of the regular summer session.

A student is allowed two attempts to satisfactorily complete the exam. Guidelines state that a score greater than 70 percent on any section constitutes a Ph.D. pass in that section, between 60 percent and 70 percent is an M.S. pass, and below 60 percent is a failing grade. A student who passes (Ph.D. pass) some sections on the first attempt are not required to repeat an exam for that section. New questions are written for the exam sections to be repeated and students are expected to clear a 70 percent pass within eight weeks of their first attempt. An overall average of 70 percent or greater on the repeated exam sections constitutes a Ph.D. pass. An average equal to or greater than 70 percent constitutes a Ph.D. pass and progress toward completion of the Ph.D. degree requirements.

Comprehensive Examination

Students must successfully pass the comprehensive examination. This exam may be taken at any time after successfully completing the qualifying exam but no later than the first February after successfully completing the qualifying exam. This exam should be written in a National Institutes of Health R01 format and be on the topic of the student's dissertation research. Members of the exam committee should approve of the hypothesis plus a student's aims page. The members then can have no further input into the preparation of the document. If the student fails to satisfactorily complete the comprehensive exam, the student is allowed one additional attempt to satisfactorily complete the exam. The second attempt can be undertaken no sooner than June (at least four months after the first attempt) and no later than August of that same year.

For the Ph.D. comprehensive examination, a student must develop a proposal, present a written copy of the proposal to each member of the examining committee, then orally defend the proposal two to four weeks later. The written proposal shall be prepared using a computer, be no more than 50 double-spaced pages, and follow the general guidelines for National Institutes of Health (NIH) R01 research grant proposals (minus administrative pages); see instructions provided in the NIH publication PHS-398, available from the NIH website.

Final Examination

The final examination is a defense of the thesis and explanation of the scientific principles involved, given in a public seminar and closed door oral exam, with committee members. The student's research must be summarized in the format required by the Graduate College.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biomedical science (free radical and radiation biology subprogram) in a combined degree program offered by the Graduate College and the Carver College of Medicine.

Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Molecular Medicine

The Doctor of Philosophy in biomedical science with a molecular medicine subprogram provides interdisciplinary training in the concepts and methodologies fundamental to the investigation of biological processes and molecular mechanisms that relate to human disease. The Ph.D. requires a minimum of 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

The curriculum is a sequence of required and elective courses, which provides students with broad exposure to areas including molecular biology, cell biology, biochemistry, and integrative sciences. It ensures a comprehensive exposure to conceptual and experimental aspects of molecular and cellular biology and of translational studies. Sufficient flexibility is provided so that students can adapt the program to permit specialization in their own area of interest. Faculty members are involved in a variety of research projects involving molecular and cellular biology and molecular medicine.

The Ph.D. in biomedical science with a molecular medicine subprogram requires the following coursework.

Core Curriculum

Code	Title	Hours
All of these:		
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
MMED:6260	Methods for Molecular and Translational Medicine	1
MMED:6280	Critical Thinking in Molecular Medicine (postcomprehensive students must participate in a journal club of their choice)	1
MMED:7290	Seminars in Molecular Medicine (students must register each semester)	1
MMED:8115	Molecular Physiology	4
PATH:5270/ IGPI:5270/ MMED:5270	Pathogenesis of Major Human Diseases	3
PCOL:5204	Basic Biostatistics and Experimental Design	1

Typical Curriculum

First Year, Fall

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
MMED:6280	Critical Thinking in Molecular Medicine	1
MMED:8115	Molecular Physiology	4
PCOL:5204	Basic Biostatistics and Experimental Design	1

First Year, Spring

Code	Title	Hours
MMED:6260	Methods for Molecular and Translational Medicine	1
MMED:6280	Critical Thinking in Molecular Medicine	1
PATH:5270/ IGPI:5270/ MMED:5270	Pathogenesis of Major Human Diseases	3

Electives (from second year tracks or other courses; consult advisor)

Second Year

Students select coursework from the following three track areas: metabolic disorders, cardiovascular biology, and molecular and cellular medicine (general).

Code	Title	Hours
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
MMED:6280	Critical Thinking in Molecular Medicine	1
MMED:7290	Seminars in Molecular Medicine	1
Electives		1-3

Metabolic Disorders

Code	Title	Hours
MMED:6230	Pathogenesis of Metabolic and Cardiovascular Disorders	3
MMED:6280	Critical Thinking in Molecular Medicine	1
MMED:7310	Translational Medicine Education Rounds (taken fall and spring semesters)	1
BIOC:7253	Metabolism I	1
BIOC:7255	Metabolism II	1

Cardiovascular Biology

Code	Title	Hours
MMED:6230	Pathogenesis of Metabolic and Cardiovascular Disorders	3
MMED:6280	Critical Thinking in Molecular Medicine	1

MMED:7310	Translational Medicine Education Rounds (taken fall and spring semesters)	1
Elective		3

Molecular and Cellular Medicine (General)

Code	Title	Hours
All of these:		
MMED:6220/ ACB:6220/ MPB:6220	Mechanisms of Cellular Organization	3
MMED:6280	Critical Thinking in Molecular Medicine	1
MMED:7310	Translational Medicine Education Rounds (taken fall and spring semesters)	1

Related coursework from list in the molecular medicine Graduate Student Guidelines

3 s.h. from these:

MMED:3310/ BIOC:3310/ CBIO:3310	Practical Data Science and Bioinformatics	3
MMED:6225/ ACB:6225/ MPB:6225	Growth Factor Receptor Signaling	1
MMED:6226/ ACB:6226/ MPB:6226	Cell Cycle Control	1
MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions (elective, 1s.h. maximum)	1
Elective		1

Additional Requirements

Laboratory Rotations

To ensure that students obtain early involvement in laboratory research, they are required to register for research credits and complete three laboratory rotations during their first year of graduate study. In general, these rotations are in laboratories of three different molecular medicine faculty members. In some cases, if approved by the molecular medicine program, students may be allowed to complete two of their rotations in the same laboratory.

Teaching

Students are required to complete a teaching requirement (3 s.h.). They may teach in a combination of 1 or 2 s.h. courses, or one 3 s.h. course. This teaching requirement must be met prior to the final dissertation defense and graduation. It is recommended that teaching occur in the third year following completion of the comprehensive examination.

Publication Requirements

Students are required to have a minimum of one first-author publication in a peer-reviewed journal. The article must be formally accepted and be in press status or be published prior to graduation. A co-first-authored, peer-reviewed publication will count toward this requirement.

External Fellowship Application Requirement

Students are required to submit a fellowship to an external funding agency (i.e., National Institutes of Health, American Heart Association) within one year of completing their comprehensive examination or by a date that is mutually agreed upon by the student, the dissertation advisor, and the molecular medicine program.

Comprehensive Examination

Students are expected to complete the comprehensive examination, both written and oral components, before the beginning of their third year. The preliminary specific aims document can be submitted to the comprehensive examination committee any time after approval of the dissertation plan, but must be submitted before April 1. The committee evaluation of the specific aims will be returned to the student within one week. A rejected specific aims must be revised and resubmitted within three weeks. The committee then has one week to evaluate the resubmitted specific aims. The specific aims must be accepted by a majority vote of the committee before a student can proceed with development of a full proposal. Only two rounds of submission are allowed.

Following acceptance of the specific aims, a student must submit the written proposal within six weeks. The committee has two weeks to review the written document. The oral presentation to defend the written proposal should be scheduled as soon after the two weeks as possible or at the convenience of the committee. It is expected that all examinations will be completed by July 15, in advance of the end of the student's second year.

The detailed Molecular Medicine Student Guidelines is located under "Program Information" on the Molecular Medicine Program website.

Final Examination

The five-member thesis committee serves as an advisory body for preparation of the thesis. It is expected that a student meet with the committee annually, although the candidate, thesis advisor, or the committee can request a meeting at any time. The final examination takes the form of a seminar presented to the program followed by a final thesis defense with committee members. The student is required to present a complete copy of the thesis to the thesis committee members at least two weeks prior to the final defense date.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biomedical science (molecular medicine subprogram) in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Molecular Physiology and Biophysics

The Doctor of Philosophy in biomedical science with a molecular physiology and biophysics subprogram offers opportunities for training and research. The degree requires a minimum of 72 s.h. of graduate credit. Students must

maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

Students join an active group of faculty members and advanced students at a time of expanding interdisciplinary biomedical research at the University of Iowa. Faculty in the Department of Molecular Physiology and Biophysics have a strong research focus on the cellular, molecular, and physical mechanisms of physiological processes.

The Ph.D. in biomedical science with a molecular physiology and biophysics subprogram requires the following coursework.

Core Curriculum

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
MPB:5153	Graduate Physiology	4
MPB:6302	Research Physiology and Biophysics	arr.
	Advanced electives, approved by the director of graduate studies	9

Typical Curriculum

Fall Semester

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
MPB:5153	Graduate Physiology	4
MPB:6302	Research Physiology and Biophysics	6

Spring Semester

Code	Title	Hours
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
MPB:6225/ ACB:6225/ MMED:6225	Growth Factor Receptor Signaling (elective)	1
MPB:6302	Research Physiology and Biophysics	2
MMED:6215	Transcription and Multifunctional Regulation by RNA (elective)	1
MMED:6226/ ACB:6226/ MPB:6226	Cell Cycle Control (elective)	1
MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions (elective)	1

Elective Coursework Options

Any elective preapproved by the director of graduate studies can be used to meet the elective requirement. A total of 9 s.h. of elective coursework is required.

The most common elective options are the following.

Code	Title	Hours
MPB:6220/ ACB:6220/ MMED:6220	Mechanisms of Cellular Organization	3
GENE:6150	Genetic Analysis of Biological Systems	3
IGPI:5270/ MMED:5270/ PATH:5270	Pathogenesis of Major Human Diseases	3
NSCI:5653/ BIOL:5653/ PSY:5203	Fundamental Neurobiology	3

Additional Requirements

Plan of Study

In consultation with the director of graduate studies, each newly admitted student formulates a plan of study to be completed before the comprehensive examination. This plan should include projected dates for completion of the comprehensive examination as well as provision for removal of deficiencies. Before completing the comprehensive exams, the normal course load is 15 s.h. each semester.

Required Courses

It is the intention of the department to have a curriculum that allows coursework to be mostly completed within the first year, though in some instances additional coursework in subsequent years is required. The core curriculum represents a minimum of required classes; although with advice of the director of graduate studies and thesis advisor, some students may benefit from completing additional coursework.

Requests for waiver of required courses or change of course registration must be approved by the director of graduate studies after consultation with the faculty and the chair of the department.

Evaluation of Progress

Students must meet progress requirements of the Department of Molecular Physiology and Biophysics and the Graduate College. To meet departmental requirements, students must earn a grade of B or higher in MPB:5153 Graduate Physiology and BMED:5207 Principles of Molecular and Cellular Biology (B-minus or lower constitutes a non-passing grade), a grade of satisfactory (S) for BMED:7270 Scholarly Integrity/Responsible Conduct of Research I, and a g.p.a. of at least 3.00 in all elective coursework (a grade below B, but above D-minus, is permissible for individual electives, so long as the grade-point average of all combined electives taken during the graduate program remains higher than 3.00).

All core curriculum courses receiving a letter grade must be satisfactorily completed prior to taking the comprehensive exam. According to Graduate College regulations, students cannot take a comprehensive exam in a semester in which they are on academic probation.

Comprehensive Examination

Students admitted directly to the doctoral program are required to complete the comprehensive examination by June 30 of the second year in the program.

Workshop

All postcomprehensive students are required to present a workshop on the progress of their thesis research once per year. Students should consult with the workshop coordinator to arrange presentation dates. Precomprehensive students also are encouraged to present workshops, though it is not required. Students have an option to present a full or half workshop (typically 45 or 20 minutes, respectively).

Teaching

Experience in teaching is an important part of a student's academic training. To attain adequate teaching proficiency, students receive teaching assignments after successful completion of the comprehensive exam and in subsequent years as warranted. Individual assignments depend on the teaching needs of the department. Examples of teaching assignments include running review sessions in a graduate physiology course, formal lectures, participating in small group conferences, assisting in computer simulations, or bench mentoring of summer students. These teaching assignments are made by the director of graduate studies in consultation with appropriate course directors. Thesis advisors with specific suggestions concerning teaching assignments that would be particularly beneficial to the individual circumstances of a particular student are encouraged to share them with the director of graduate studies for consideration. However, final discretion for approval lies with the director of graduate studies who must preapprove all assignments.

Research Publication

It is expected that thesis research will result in findings that are of sufficient quality and completeness to warrant publication in good quality peer-reviewed journals. At least one first-author peer-reviewed research paper should be accepted for publication prior to the Ph.D. thesis defense. The published paper or a letter from an editor indicating acceptance should be provided to the director of graduate studies before scheduling a final exam date. In certain cases, a first-author research manuscript might be written, but not yet accepted by a journal at the time a final Ph.D. thesis exam is scheduled. In this case, the first-author requirement may be satisfied if trainees submit their manuscript to the preprint server for biology, bioRxiv.

Thesis Defense and Presentation

Students complete a thesis defense with their committee. Once this test is completed they must schedule a public thesis presentation.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biomedical science (molecular physiology and biophysics subprogram) in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Pharmacology

The Doctor of Philosophy in biomedical science with a pharmacology subprogram requires a minimum of 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

Qualified students who are interested in earning the Doctor of Medicine along with the Ph.D. may apply to the Medical Scientist Training Program [p. 1711] in a combined M.D./Ph.D. program. Students have the opportunity to tailor their curriculum with courses that enhance their educational goals. They take a combination of graduate courses that include seminar courses.

The Ph.D. in biomedical science with a pharmacology subprogram requires the following coursework.

Core Curriculum

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/Responsible Conduct of Research II	0
PCOL:5130	Fundamentals of Pharmacology	3
PCOL:5204	Basic Biostatistics and Experimental Design	1
PCOL:6203	Pharmacology for Graduate Students	6
PCOL:6210	Receptors and Cell Signaling	3
PCOL:6250	Advanced Problem Solving in Pharmacological Sciences	1
MPB:5153	Graduate Physiology	4

Typical Curriculum

First Year, Fall

Code	Title	Hours
BMED:5207	Principles of Molecular and Cellular Biology	3
PCOL:5204	Basic Biostatistics and Experimental Design	1
PCOL:6015	Topics in Pharmacology and Neuroscience	1
PCOL:6080	Pharmacology Seminar	1
PCOL:6090	Graduate Research in Pharmacology	arr.
MPB:5153	Graduate Physiology	4

First Year, Spring

Code	Title	Hours
PCOL:5130	Fundamentals of Pharmacology	3
PCOL:6015	Topics in Pharmacology and Neuroscience	1
PCOL:6080	Pharmacology Seminar	1
PCOL:6090	Graduate Research in Pharmacology	arr.

PCOL:6210	Receptors and Cell Signaling	3
PCOL:6250	Advanced Problem Solving in Pharmacological Sciences	1

Second Year, Fall

Code	Title	Hours
BMED:7270	Scholarly Integrity/Responsible Conduct of Research I	0
PCOL:6015	Topics in Pharmacology and Neuroscience	1
PCOL:6080	Pharmacology Seminar	1
PCOL:6090	Graduate Research in Pharmacology	arr.
PCOL:6203	Pharmacology for Graduate Students	6

Second Year, Spring

Code	Title	Hours
BMED:7271	Scholarly Integrity/Responsible Conduct of Research II	0
PCOL:6015	Topics in Pharmacology and Neuroscience	1
PCOL:6080	Pharmacology Seminar	1
PCOL:6090	Graduate Research in Pharmacology	arr.

Additional Requirements

Laboratory Rotations

Newly admitted students complete three 12-week laboratory rotations by the end of the second semester.

Seminar and Journal Clubs

During each semester, all registered students enroll in PCOL:6080 Pharmacology Seminar and PCOL:6015 Topics in Pharmacology and Neuroscience.

Comprehensive Examination

The comprehensive examination process normally begins during the fourth semester and is completed during the fifth semester in the program. The exam consists of writing and defending a research proposal in an area not directly related to work being conducted by the student or in the laboratory of the student's mentor(s). During the oral defense, the Comprehensive Exam Committee may pose questions related to the written proposal and also may ask questions to determine whether the student has broad knowledge in the pharmacological sciences.

Publication

A first-authored manuscript derived from a student's thesis research must be accepted for publication before the Ph.D. degree is granted.

Final Examination

The final oral examination is a defense of the thesis and is conducted by the Thesis Committee, typically immediately after a thesis seminar.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biomedical science (pharmacology subprogram) in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Center for the Book

Director

- Matthew P. Brown (English)

Director, Graduate Studies

- Julia A. Leonard (Interdisciplinary Programs)

Graduate degree: M.F.A. in book arts

Graduate certificate: book studies/book arts and technologies

Faculty: <https://book.grad.uiowa.edu/faculty-and-staff/instructors>

Website: <https://book.grad.uiowa.edu>

The University of Iowa Center for the Book represents a community of faculty, staff, students, and local book specialists with interests in all facets of book production, distribution, and use. Some members of the center actively research the history and circulation of the book, examining the role of books in cultural and historical processes. They also look at how changes in book production affect the way books are viewed as artifacts. Specialists in book arts and technologies study the history and technique of book crafts, including letterpress printing, typography, calligraphy, papermaking, and bookbinding. Others engage in the conservation or production of books, including artists' books and literary fine press publications.

The center offers classes; sponsors lectures, seminars, and workshops; and encourages the exchange of ideas among individuals with interests in the book. A wide range of perspectives on the book as an aesthetic, cultural, and historical artifact is provided by associated faculty, staff, and graduate students in the Schools of Art and Art History and Library and Information Science; the Departments of History and English; University of Iowa Libraries; the Creative Writing Program (Iowa Writers' Workshop); and other areas. This interdisciplinary membership and the center's facilities combine to provide an exceptional environment for studying the history of the book, its evolution, and its future.

Graduate students may earn a master's degree or a graduate certificate through the center. Undergraduate students may add dimension to their majors in English, art, journalism, history, and other disciplines by taking Center for the Book courses in book arts and book studies. They also may include an emphasis on book arts or on cultural and historical aspects of the book in the interdepartmental studies major.

Programs

Graduate Programs of Study

Major

- Master of Fine Arts in Book Arts [p. 1568]

Certificate

- Certificate in Book Studies/Book Arts and Technologies [p. 1570]

Courses

Center for the Book Courses

UICB:2100 Creative Writing for Book Arts 3 s.h.

Creative writing in context of book arts; text and image, typography, visual sequence, graphic narrative; zines, chapbooks, broadsides, and artist's books.

UICB:2110 Introduction to Book Arts 3 s.h.

Topics related to artist books, hand bookbinding, letterpress printing, papermaking, and lettering arts. GE: Engineering Be Creative. Same as BKAT:2110.

UICB:2600 Graphic Design II 3 s.h.

Fundamentals of typography as a core element in visual communication; introduction to historical typographic practices as well as modern modes of designing with type. Prerequisites: ARTS:1510 and ARTS:1520. Corequisites: DSGN:2500. Same as DSGN:2600.

UICB:2900 Book Design for Publishing 3 s.h.

Introduction to the major aspects of book design, including typography, layout, standard industry software, discussion of trends in the field. Same as ARTS:2900, ENGL:2900, WRIT:2900.

UICB:3140 Literature and the Book 3 s.h.

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as ENGL:3140.

UICB:3142 Topics in Book History 3 s.h.

Authorship, publishing, and so forth within specific historical and cultural contexts. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as ENGL:3142.

UICB:3280 Elements of Book Art 3 s.h.

Overview of book art process and techniques for nonmajors; introduction to traditional bookbinding skills, nontraditional book structures, and content development for artist books. GE: Engineering Be Creative. Same as BKAT:3280.

UICB:3380 Elements of Letterpress 3 s.h.

Introduction to letterpress printing; metal type, relief printing, page layout, and basic typography; basic use of Vandercook Proof Press; experimentation with diverse letterpress techniques; for non-book art majors. GE: Engineering Be Creative. Same as BKAT:3380.

UICB:3900 Special Project for Undergraduates arr.

Independent study.

UICB:3980 American Print Culture 3 s.h.

Exploration of a wide range of imagery printed and published in the United States during 19th century (1776-1900); fine art original prints, popular imagery in periodicals and illustrated books, scholarly literature, history of evolving technologies, variety of printed work; shifting reputation of printed art and its makers. Same as ARTH:3980.

UICB:4100 Paperworks 3 s.h.

Conceptual and methodological approaches to 2-D and 3-D paper works; creation of works that couple unique properties of paper-pulp medium with personal visual ideas and clarity of intent; contemporary issues in paper pulp, medium's relationship to larger art and craft contexts. GE: Engineering Be Creative. Same as BKAT:4100.

- UICB:4150 Introduction to Book Studies** 3 s.h.
Theory and practice of book studies; meanings of word and image in the book format; comparative study of other media, applied study of the codex as physical artifact. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as ENGL:4150, SLIS:4150.
- UICB:4205 Bookbinding I: Materials and Techniques** 3 s.h.
Hands-on introduction to materials and techniques commonly used in bookbinding. Same as BKAT:4205.
- UICB:4210 Boxes and Enclosures** 3 s.h.
Hands-on techniques for a variety of book enclosures; appropriateness, aesthetic issues concerning box design; Japanese wraparound case, drop-spine box, hinged and lidded boxes, slipcase; technical skill development. Prerequisites: UICB:4205. Same as BKAT:4210.
- UICB:4270 Bookbinding II** 3 s.h.
Builds on skills acquired in UICB:4205; projects to complete six bindings based on historical and contemporary models; sewing styles, board attachments, endband types; nonadhesive and case-bound structures, varied materials and binding styles, their effects on structure, aesthetic considerations, further development of solid binding skills; historical development of particular binding practices. Prerequisites: UICB:4205. Same as BKAT:4270.
- UICB:4280 Artists' Books** 3 s.h.
Exploration of the book as a form for artistic expression; emphasis on conceptual development; relationship between content, form, and structure; how a book's structure and design can enhance and integrate part of the work's meaning. Prerequisites: UICB:4205 or BKAT:4205. Same as BKAT:4280.
- UICB:4290 Historical Book Structures** 3 s.h.
Historical development of book structures examined through surviving examples, construction of historical models. Prerequisites: UICB:4205.
- UICB:4300 Letterpress I** 3 s.h.
Mechanics of letterpress printing, typography, and design as applied to hand set metal type and edition printing; printing on a Vandercook proof press; introduction to photopolymer plates and methods of illustration related to edition printing, historical aspects of printing technology, typesetting, type classification; role of letterpress in modern private press and contemporary artist books. Same as ARTS:4300.
- UICB:4340 Digital Design for Artists' Books** 3 s.h.
Introduction to concepts, techniques, and technologies used to design and produce artists' books with personal computers and graphic design software. GE: Engineering Be Creative. Same as ARTS:4340.
- UICB:4380 Letterpress II** 3 s.h.
Builds on skills acquired in UICB:4300; students produce an editioned letterpress printed chapbook or artist book, a poster for a public event, and an image built from metal type; exploration of hand-set metal, digital typesetting, printing from photopolymer plates, and pressure printing; press mechanics and operation; publication philosophies, manuscript acquisition, and topics specific to literary fine press and artist books; historical and contemporary context for literary fine press publications and artist book work. Prerequisites: UICB:4300. Same as ARTS:4380.
- UICB:4390 Book and Publication Design** 3 s.h.
Students plan, design, and produce a book using Adobe Creative Suite; page layout software, typography, page layout and design, book formatting, handling of image files, preparation of materials for print and other contemporary book media; history of book design, book design in contemporary publishing; visit to University of Iowa Libraries Special Collections. Prerequisites: DSGN:2600 or UICB:4300. Same as ARTS:4390.
- UICB:4400 History of Western Letterforms** 3 s.h.
History of Western letterforms, with focus on tools, materials, techniques; the major hands, their place in history, their influence on modern times; creation of letterforms using appropriate tools; hands-on approach with emphasis on understanding rather than mastery. Same as ARTS:4400.
- UICB:4415 Calligraphy I: Foundational Hands** 3 s.h.
Hands-on instruction in italic and pressure pen scripts; historical relationships, effects on modern letterforms. GE: Engineering Be Creative. Same as ARTS:4415.
- UICB:4420 Calligraphy I: Blackletter Hands** 3 s.h.
Explores some of the many calligraphic forms known collectively as blackletter hands (medieval introduction to calligraphy); study of various hands from the heavily vertical Textura to the floridly expressive Gothic Cursive, and the distinctive connotations these unique letterform carry; emphasis on exploring the creative process while refining calligraphic skills and understanding the historical and social connections this hand has with other disciplines.
- UICB:4490 Advanced Studies in Letter Arts** 3 s.h.
Special topics and advanced projects in calligraphy and letter arts. Prerequisites: UICB:4400 or UICB:4415 or UICB:4420. Same as ARTS:4490.
- UICB:4910 The Book in the Middle Ages** 3 s.h.
Relation of text, decoration, function, creators, and audience in different genres of medieval manuscript books 400-1500 A.D. Same as HIST:4910, SLIS:4910.
- UICB:4920 The Transition from Manuscript to Print** 3 s.h.
History of the book and communication in Europe 1400-1800; production, distribution, and use of texts in cultural context. Same as HIST:4920, SLIS:4920.
- UICB:4930 Topics in Material Analysis** 3 s.h.
Analysis and description of physical book artifacts and their component parts (parchment, paper, bookbinding) and allied specialties (the lettering arts, printing and illustration techniques); reading, writing, presentations. Same as HIST:4430.
- UICB:5110 Islamic/Asian Papermaking History and Technique** 3 s.h.
History, technique, and aesthetics of traditional Islamic and Asian hand papermaking. Same as BKAT:5110.
- UICB:5130 European Papermaking History and Technique** 3 s.h.
History and technique of traditional European hand papermaking and related aesthetics; students gain confidence in pursuing independent production of handmade papers or undertaking related research in their own particular areas of interest; fiber preparation, sheet forming, and drying/finishing methods; concurrent readings and discussions of related history and aesthetics; special projects selected by student with instructor approval. Same as BKAT:5120.
- UICB:5160 Studies in Papermaking** arr.
Topics in the history and technique of papermaking. Prerequisites: UICB:4100 or UICB:5110 or UICB:5130.

- UICB:5170 Advanced Papermaking Production 3 s.h.**
Independent Western- or Japanese-style projects undertaken at UICB Research and Production Paper Facility at Oakdale Campus under faculty guidance; plan, implement, and evaluate professional scale production runs using full-scale equipment. Prerequisites: UICB:5110 or UICB:5130 or BKAT:5110 or BKAT:5120. Same as BKAT:5170.
- UICB:5180 Advanced Projects in Paper 1-3 s.h.**
Advanced independent projects undertaken in a classroom setting; collaborative group discussions to plan, implement, troubleshoot, and evaluate student projects. Prerequisites: UICB:5110 or UICB:5130 or BKAT:5110 or BKAT:5120. Same as BKAT:5180.
- UICB:5210 Bookbinding III 3 s.h.**
Bookbinding structures based on historical and contemporary models; differences in various binding practices, how these differences affect function, why the styles developed; experience choosing appropriate structures for particular uses; emphasis on fine tuning skills and techniques required for advanced binding practices; sewn endbands, rounding and backing, sewing on varied supports, board attachments, and covering methods. Prerequisites: (UICB:4205 or BKAT:4205) and (UICB:4270 or BKAT:4270). Requirements: for UICB:5210—UICB:4205 and UICB:4270; for BKAT:5210—BKAT:4205 or BKAT:4270 or UICB:4205 or UICB:4270. Same as BKAT:5210.
- UICB:5220 Book Conservation 3 s.h.**
Practical methods, materials assessment, conservation history and evolution. Prerequisites: UICB:4270. Same as SLIS:5535.
- UICB:5260 Studies in Bookbinding 3 s.h.**
Topics related to hand bookbinding. Same as BKAT:5260.
- UICB:5280 Bookbinding IV 3 s.h.**
Advanced studies in bookbinding; fine binding styles, leather paring and tooling, advanced finishing techniques, refining skills; continued look at differences in regional binding practices, how these differences affect function, and why particular styles developed. Prerequisites: UICB:5210.
- UICB:5330 Letterpress III: Imagemaking arr.**
Advanced work in alternative and innovative letterpress technologies as they apply to imagemaking processes for fine press printing; topics include pressure printing, photopolymer from nondigital negatives, explorations of type-high surfaces, monoprints on the Vandercook, and applying hand work to editioned prints; students complete a series of print exercises for each process, a small printed book sketch, and a longer format editioned artist book. Prerequisites: UICB:4380. Same as ARTS:5330.
- UICB:5340 Letterpress III: The Handprinted Book 3 s.h.**
Advanced work in fine press book design; exploration of problems in hand-printing books, choice of manuscript, editing, design, typesetting, proofreading, printing and binding; histories of printing and of the book, emphasis on 20th- and 21st-century book design and literature; issues of book design and production related to letterpress printing. Prerequisites: UICB:4380. Same as ARTS:5340.
- UICB:5370 Studies in Printing 1-3 s.h.**
Development of individual book projects and production of one substantial project or several smaller ones; focus on acquiring or creating a text and/or other content; project development; range of print techniques available in letterpress printing; issues involved in producing editioned artist books or fine press work; opportunity to expand on existing printing; classroom setting used to augment work sessions with in-progress critiques, readings, and visits to special collections.
- UICB:5380 Letterpress IV: Advanced Projects 3 s.h.**
Development and/or production of one substantial project; focus on acquiring or creating a text and/or other content; project development; range of print techniques available in letterpress printing; issues involved in producing editioned artist books or fine press work; opportunity to expand existing printing; classroom setting augments work sessions with in-progress critiques, readings, and visits to special collections. Prerequisites: UICB:5330 or UICB:5340.
- UICB:5520 Studies in Book History and Technologies 0-3 s.h.**
Topics related to production, distribution, and consumption of books through history and into the future. Same as SLIS:5520.
- UICB:5530 Topics in Preservation 3 s.h.**
Care, conservation, and preservation of cultural heritage artifacts; readings, discussion, hands-on sessions. Same as SLIS:5530.
- UICB:5540 Topics in Book Arts 1-3 s.h.**
Focus on particular techniques and concepts in the book arts and related fields.
- UICB:5550 Special Project for Graduate Students arr.**
Independent study.
- UICB:5600 History of Readers and Reading 3 s.h.**
Cultural nature of reading practices in historic and contemporary contexts; print and digital culture; reading communities; examples of recent scholarship; use of primary resources; seminar. Same as SLIS:5600.
- UICB:6100 Book Studies Proseminar 1-3 s.h.**
- UICB:6370 Topics in Book Studies 3 s.h.**
Topics relevant to book studies and special collections. Same as SLIS:6370.
- UICB:6510 Book Art Seminar: History, Practice, and Critique 3 s.h.**
Art-historical introduction to book arts (printing, bookbinding, papermaking and paperworks, artist bookwork, lettering arts, literary fine press and fine press artist books); influences and origins, contemporary practice, critical considerations; locating field through lenses of fine art, craft, and book history; weekly readings, observational analyses, hands-on exercises; archival research in the University of Iowa Libraries Special Collections; final research, analytical, and/or critical project.
- UICB:6520 Graduate Book Arts Workshop 3 s.h.**
Development of artwork and studio practice; readings and research in contemporary theory and practice; analysis of visual language; integration of creative activities and critical thinking in student's own art practice and analysis of contemporary work in book arts; group and individual critiques, studio assignments, presentations, discussions.
- UICB:6540 M.F.A. Thesis Hours arr.**

Book Arts, M.F.A.

Graduate study of the book is interdisciplinary. It focuses on book arts as hands-on practice as well as a historical and cultural phenomenon. Its principal objectives are to provide scholarly and aesthetic contexts for the study of book history, arts, and technologies; and to offer a structured program in book-related disciplines for graduate students with a serious interest in book studies.

Requirements

The Master of Fine Arts program in book arts requires a minimum of 60 s.h. of graduate credit, including a thesis. Students complete core courses and work with a faculty advisor to design an individualized curriculum spanning several studio practice disciplines: artist book work, bookbinding, lettering arts, digital book work, papermaking, or letterpress printing. The degree culminates with the successful completion of a thesis.

The program requires the following coursework.

Studio Requirements

Courses from the areas below should be selected in consultation with an advisor.

Required Core Electives

Code	Title	Hours
Three of these (9 s.h.):		
UICB:4205/ BKAT:4205	Bookbinding I: Materials and Techniques	3
UICB:4300/ ARTS:4300	Letterpress I	3
UICB:4400/ ARTS:4400	History of Western Letterforms	3
UICB:4415/ ARTS:4415	Calligraphy I: Foundational Hands	3
UICB:5110/ BKAT:5110	Islamic/Asian Papermaking History and Technique	3
UICB:5130/ BKAT:5120	European Papermaking History and Technique	3

Graduate Book Arts Workshop

Code	Title	Hours
UICB:6520	Graduate Book Arts Workshop (must be taken three times for a total of 9 s.h.)	9

Book Art Seminar

Code	Title	Hours
This course:		
UICB:6510	Book Art Seminar: History, Practice, and Critique	3

Studio Practice Electives

Code	Title	Hours
Studio practice courses		15

Scholarly Inquiry Requirement

Code	Title	Hours
Two of the following, or students may request to use related courses approved by the head of the scholarly inquiry area (6 s.h.):		
UICB:3140/ ENGL:3140	Literature and the Book	3
UICB:3142/ ENGL:3142	Topics in Book History	3
UICB:3980/ ARTH:3980	American Print Culture	3
UICB:4150/ ENGL:4150/ SLIS:4150	Introduction to Book Studies	3
UICB:4910/ HIST:4910/ SLIS:4910	The Book in the Middle Ages	3
UICB:4920/ HIST:4920/ SLIS:4920	The Transition from Manuscript to Print	3
UICB:5600/ SLIS:5600	History of Readers and Reading	3
UICB:6100	Book Studies Proseminar	3

Material Analysis Requirement

Code	Title	Hours
This course:		
UICB:4930/ HIST:4430	Topics in Material Analysis	3

Additional Electives

Code	Title	Hours
Elective courses (may include 0-6 s.h. of thesis credit; see below)		15

Thesis

Code	Title	Hours
Can be taken for a maximum of 6 s.h.:		
UICB:6540	M.F.A. Thesis Hours	arr.

Combined Programs

M.F.A./M.A. in Library and Information Science

The Center for the Book and the School of Library and Information Science offer a combined Master of Fine Arts in book arts/Master of Arts in library and information science. The combined degree program allows students with strong interests in the book arts, book history, and material book studies to also gain expertise in library and information science. The degrees provide book artists and librarians with credentials reflecting a depth of skills and knowledge that have been used to secure positions in special collections libraries and archives. Students in the combined program earn both degrees by completing fewer semester hours than if each degree was completed separately.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more

information, see the M.A. in library and information science [p. 1604] in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Visit Admissions on the Center for the Book website for more information.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Book Arts, M.F.A.

Course	Title	Hours
Academic Career		
Any Semester		
60 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Work with academic advisor to determine appropriate graduate coursework and sequence.		
Hours		0
First Year		
Any Semester		
Required Core Elective ^b		3
Required Core Elective ^b		3
Required Core Elective ^b		3
Studio Practice Elective ^c		3
Studio Practice Elective ^c		3
Studio Practice Elective ^c		3
Scholarly Inquiry Requirement ^{d, e}		3
Hours		21
Fall		
UICB:6510	Book Art Seminar: History, Practice, and Critique	3
Hours		3
Second Year		
Any Semester		
UICB:4930	Topics in Material Analysis	3
Studio Practice Elective ^c		3
Studio Practice Elective ^c		3
Scholarly Inquiry Requirement ^{d, e}		3
Hours		12
Fall		
UICB:6520	Graduate Book Arts Workshop ^f	3
Hours		3

Spring

Participate in third semester review, usually at the beginning of the fourth semester. Refer to UICB Student Handbook and academic advisor for more details.

UICB:6520	Graduate Book Arts Workshop ^f	3
Hours		3
Third Year		
Any Semester		
Additional Elective ^g		3
Additional Elective ^g		3
Additional Elective ^g		3
Additional Elective ^{g, h}		0
Additional Elective ^{g, h}		0
Hours		9
Fall		
UICB:6520	Graduate Book Arts Workshop ^f	3
Hours		3
Spring		
UICB:6540	M.F.A. Thesis Hours ⁱ	1 - 6
Exam: Final Exam-Thesis		
Hours		1-6
Total Hours		55-60

- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- Choose three courses for a total of 9 s.h. from UICB:4205, UICB:4300, UICB:4400, UICB:4415, UICB:5110, UICB:5130
- Complete a total of 15 s.h. of Studio Practice Elective courses. Work with academic advisor to determine appropriate graduate course and sequence; see General Catalog and department website for specifics.
- Choose two courses for a total of 6 s.h. from UICB:3140, UICB:3142, UICB:3980, UICB:4150, UICB:4910, UICB:4920, UICB:5600, UICB:6100
- Complete a total of 6 s.h. of Scholarly Inquiry courses. Work with academic advisor to determine two appropriate graduate courses and sequence from a select list OR related coursework approved by the head of the scholarly inquiry area: see General Catalog and department website for specifics.
- Must be taken three times for a total of 9 s.h.
- Complete a total of 15 s.h. of Additional Elective courses. Work with academic advisor to determine appropriate graduate coursework and sequence; see General Catalog and department website for specifics. Up to 6 s.h. allowed for thesis credit.
- Hours may be required for this Additional Elective if fewer than 6 s.h. of thesis credits are completed.
- Maximum of 6 s.h. of thesis credit allowed.

Book Studies/Book Arts and Technologies, Graduate Certificate

Requirements

The graduate Certificate in Book Studies/Book Arts and Technologies requires 18 s.h. of graduate credit and is designed to be completed in one year. The program is open to students who are enrolled in a graduate degree program at the University of Iowa as well as to students enrolled in the Graduate College with nondegree status.

The program requires the following coursework. Students should consult their advisor concerning course choices.

Code	Title	Hours
A studio practice course		3
A scholarly inquiry course		3
Electives		12
Total Hours		18

Certificate and Degree Opportunities

Separate application to each program is required.

Certificate/M.A. in Library and Information Science

The Center for the Book and the School of Library and Information Science enable students to earn the Certificate in Book Studies/Book Arts and Technologies and a M.A. in library and information science [p. 1604]. Admission deadline is February 1 for the following fall.

The programs offer multiple pathways into professional engagement with artifacts, such as rare and artist books, available in archives and libraries. Students select courses that enable them to gain skills and knowledge in areas of service such as conservation, cataloging, instruction, and outreach. Completion of the two programs requires 51 s.h. of credit. Students must take at least 27 s.h. of library and information science courses and 15 s.h. of book arts, studies, and technologies courses. The remaining 9 s.h. may be taken in either School of Library and Information Science (prefix SLIS) or Center for the Book (prefix UICB) courses or from another unit, with approval of the School of Library and Information Science.

Certificate/M.F.A. in Art

The Center for the Book and the School of Art and Art History enable students to earn the Certificate in Book Studies/Book Arts and Technologies and a M.F.A. in art [p. 136]. Students may wish to earn the M.F.A. in a studio art area (printmaking, drawing and painting, design, etc.) in combination with the 18 s.h. certificate in book studies/book arts and technologies. If accepted to both programs, students are advised and matriculate through both programs independently. Most, if not all, of the 18 s.h. of elective coursework required for the M.F.A. may be applied toward the Center for the Book certificate. It is possible for a student to earn both credentials in the same amount of time required to earn the M.F.A.

Admissions advisors in both areas of study assist interested students in discerning whether the Center for the Book M.F.A. in book arts or the School of Art and Art History M.F.A. in art and the certificate option is most appropriate to a student's background and career goals. In large part, this is determined by the degree to which books and book arts are central to the applicant's chosen path.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Visit Admissions on the Center for the Book website for more information.

Cognitive Science of Language

Chair, Psychological and Brain Sciences

- Mark S. Blumberg

Coordinator, Cognitive Science of Language

- Robert M. McMurray (Psychological and Brain Sciences)

Graduate certificate: cognitive science of language

Faculty: <https://cogscilang.grad.uiowa.edu/people>

Website: <https://cogscilang.grad.uiowa.edu>

The scientific study of language is larger than any one field, due in part to the broad diversity in forms and uses of language. The Cognitive Science of Language Program uses an interdisciplinary approach to the study of language, helping to prepare language scientists who are conversant in multiple domains.

Programs

Graduate Program of Study Certificate

- Certificate in Cognitive Science of Language [p. 1572]

Cognitive Science of Language, Graduate Certificate

Requirements

The graduate Certificate in Cognitive Science of Language requires a minimum of 12-15 s.h. of graduate credit. Designed to complement doctoral study, the certificate program is open to University of Iowa Ph.D. students in linguistics, neuroscience, psychology, and speech and hearing science. Ph.D. students in other disciplines may petition to be permitted to earn the certificate. Students must complete a formal application to enter the certificate program; they should contact the program's coordinator before they apply.

The certificate program ensures that students have training in interdisciplinary approaches to the study of language along with a strong theoretical grounding in their Ph.D. discipline. Certificate students work with their Ph.D. advisor and the certificate program's coordinator to develop an individual plan of study that complements the degree program and career interests of all students. In order to be granted the Certificate in Cognitive Science of Language, students must complete all of the requirements of their Ph.D. program as well as all of the certificate requirements.

Certificate students must participate in the cognitive science of language proseminar, a two-semester (6 s.h.) survey course on the five major disciplines within the language sciences—psychology, formal linguistics, neuroscience, communication disorders, and computational approaches. They also must complete three courses on cognitive science or language outside their field of study. Students can choose from the approved courses in the lists below, or they can petition the program for other courses. Students may enroll in the proseminar and three additional courses before or concurrently with other courses in their programs.

Students must include a faculty member from the Cognitive Sciences of Language Program on their Ph.D. comprehensive and dissertation exam committees.

The Certificate in Cognitive Science of Language requires the following coursework.

Code	Title	Hours
	Proseminar	6
	Disciplinary Courses	6-9
	Total Hours	12-15

Proseminar

Code	Title	Hours
Both of these:		
PSY:6101/ CSD:6101/ LING:6101	Cognitive Science of Language Proseminar I	3
PSY:6102/ CSD:6102/ LING:6102	Cognitive Science of Language Proseminar II	3

Disciplinary Courses

Students take a total of three courses chosen from the following lists (6-9 s.h.).

Communication Sciences and Disorders

Code	Title	Hours
CSD:3116/ LING:3116	Basic Neuroscience for Speech and Hearing	3
CSD:3118/ LING:3118	Language Acquisition	1-3
CSD:3122	Speech Production: Anatomy and Physiology	4
CSD:4145	Developmental Language Disorders	3
CSD:5146	Neurogenic Disorders of Language	3
CSD:5206	Language Disorders: Birth to Five Years	3
CSD:5222	Gross Anatomy of Speech/Voice Production	2
CSD:5233	Aphasia	2
CSD:5256	Anatomy and Physiology of Hearing	3-4
CSD:5282	Phonological Development and Disorders	2
CSD:6230	Psychoacoustics	2
CSD:6538	Seminar: Hearing Science	1

Linguistics

Introduction to Syntax (LING:5010) has a corequisite, LING:5000 Proseminar: Morphosyntax, which does not count toward the certificate.

Code	Title	Hours
LING:3030	Child Language-Linguistic Perspectives	3
LING:4090	Practical Phonetics	3
LING:5010/ SLA:5010	Introduction to Syntax	3
LING:5020/ SLA:5020	Introduction to Phonology	3
LING:6050	Language Universals Linguistic Typology	3
LING:6080/ SLA:6452	Topics in Second Language Acquisition	3
LING:7090/ SLA:7404	Seminar: Problems in Linguistics	2-3

Neuroscience

Code	Title	Hours
NSCI:6240/ NEUR:6240	Topics in Cognitive Neuroscience	3

Psychological and Brain Sciences

Code	Title	Hours
PSY:3670/ LING:3670	Language Processes	3
PSY:7020	Seminar: Cognitive Neuroscience	0-2
PSY:7430	Seminar: Cognitive Development	0-3

PSY:7610 Seminar: Cognitive Psychology 2-3

Second Language Acquisition

Code	Title	Hours
SLA:6901/ ASIA:6901/ FREN:6901/ JPNS:6901/ SPAN:6901	Second Language Acquisition Research and Theory	3

Spanish and Portuguese

Code	Title	Hours
SPAN:4100/ SLA:4301	Introduction to Spanish Phonology	3
SPAN:4150/ SLA:4300	Introduction to Spanish Syntax	3
SPAN:6110/ SLA:6303	Spanish Phonology	3
SPAN:6120/ SLA:6304	Spanish Syntax	3
SPAN:6150/ SLA:6301	Topics in Spanish Language Acquisition	3

College Teaching

Director

- Mitchell J. Kelly (Psychological and Quantitative Foundations)

Graduate certificate: college teaching

Website: <https://education.uiowa.edu/services/office-graduate-teaching-excellence-ogte/graduate-certificate-college-teaching>

The certificate program in college teaching provides coursework and supervised experiences that prepare graduate students for careers in postsecondary education.

The Certificate in College Teaching is administered by the Graduate College.

Programs

Graduate Program of Study

Certificate

- Certificate in College Teaching [p. 1575]

College Teaching, Graduate Certificate

Requirements

The graduate Certificate in College Teaching requires a minimum of 12 s.h. of graduate credit. Previous teaching experience does not count toward certificate requirements. The certificate program is open to all University of Iowa students enrolled in a Ph.D. or other terminal degree program.

Students apply to the certificate program on the Office of Graduate Teaching Excellence (OGTE) website, under Graduate Certificate in College Teaching.

The Certificate in College Teaching requires the following coursework. Courses selected from the categories below can be completed in any order at any time.

Category 1

Category 1 coursework provides an overview of basic instructional issues and methods in college teaching. The work requires students to engage in discipline-specific thinking as they consider their own teaching situations.

Students choose two courses (minimum of 6 s.h. required) from the following.

Code	Title	Hours
Students must take at least one of these:		
EPID:7200	Teaching in Epidemiology	3
GRAD:7385/ EDTL:7385/ EPLS:7385/ PSQF:7385/ RCE:7385	Teaching and Learning in Higher Education	3
GRAD:6217/ PSQF:6217	Seminar in College Teaching	3
PSQF:6205	Design of Instruction	3
RHET:5352	Seminar: Topics in Teaching and Professional Development	3
SOC:7010	Teaching Sociology	3
Students may take one of these:		
PSQF:6211	Universal Design and Accessibility for Online Instruction	3
PSQF:6215	Web-Based Learning	3
PSQF:6216	Tools and Utilities for Online Teaching	3

Category 2

Category 2 requires students to complete practicum courses under the guidance of two different professors. Prior or current experience as a teaching assistant does not count toward this requirement.

Students enroll in one of the following courses twice, with each enrollment supervised by a different faculty member. Students earn a total of 3 s.h. for the two enrollments. They can enroll in two practicums with two different professors in the same semester or they can complete practicum experiences in separate semesters.

Code	Title	Hours
EDTL:7380	Practicum in College Teaching	1-3
EPLS:7380	Practicum in College Teaching	1-3
GRAD:7400	Practicum in College Teaching (faculty member must be outside the College of Education)	1-3
PSQF:7380	Practicum in College Teaching	1-3
RCE:7380	Internship in Teaching	1-3

Category 3

For Category 3, students develop a full portfolio that demonstrates their skills and competencies in teaching, research, and service. The portfolio requires sample syllabi, a statement of teaching philosophy, samples of assignments and student work, and reflective essays on critical issues in teaching in higher education. The portfolio artifacts are reviewed and evaluated by the course instructor.

Category 3 requires the following course.

Code	Title	Hours
EALL:7475	Ph.D. ePortfolio in College Teaching	3

Genetics

Chair

- Daniel F. Eberl (Biology)

Graduate degree: Ph.D. in genetics

Faculty: <https://genetics.grad.uiowa.edu/faculty-and-research/directory>

Website: <https://genetics.grad.uiowa.edu>

Prospective doctoral students in genetics should have a strong undergraduate background in science, including courses in general genetics, organic chemistry, biochemistry, introductory physics, and mathematics, as well as a strong commitment to genetic research and teaching. Students are able to make up deficiencies in a particular area during their first year of graduate study.

Programs

Graduate Program of Study

Major

- Doctor of Philosophy in Genetics [p. 1577]

Courses

Genetics Courses

GENE:4213 Bioinformatics **2,4 s.h.**

Overview of bioinformatics topics, including access to sequence data, pairwise and multiple sequence alignment algorithms, molecular phylogeny, microarray data analysis, protein analysis, proteomics and protein structure analysis; emphasis on each topic includes biological motivation, computational approach (practical and theoretical), and interpretation of output. Prerequisites: BIOC:3120 or MICR:3170 or BIOL:2512 or BIOC:3110. Recommendations: grade of B+ or higher in BIOL:2512 or BIOC:3120, or graduate standing. Same as BIOL:4213, IGPI:4213.

GENE:5173 Computational Genomics **3 s.h.**

Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Prerequisites: (BIOS:4120 or STAT:3510) and (CS:5110 or ENGR:1300). Recommendations: completion of BME:5320. Same as BIOL:5320, BME:5330, ECE:5220, IGPI:5330.

GENE:6150 Genetic Analysis of Biological Systems **3 s.h.**

Genetic techniques and approaches for analysis of biological processes; comparison of strengths, weaknesses of a variety of experimental systems.

GENE:6200 Special Topics in Genetics **1 s.h.**

Current research in a selected field of genetics; different topic each year. Companion to a genetics seminar series. Same as ACB:6200.

GENE:6210 Seminars in Genetics **1 s.h.**

Attendance at weekly forum and presentation of research data to foster oral communication, presentation skills, and collaboration.

GENE:6234 Basic Biostatistical Methods with Genetics Applications **1 s.h.**

Introduction to terminology, fundamental concepts, and methods of biostatistics as applied to genetic research; genetic investigation examples used to illustrate statistical approaches.

GENE:6280 Directed Study in Genetics **arr.**

GENE:7191 Human Molecular Genetics **3 s.h.**

Molecular genetic approaches to human disease; the human genome project, linkage analysis, candidate gene screening, special features of inbred populations, triplet repeat expansions, mitochondrial genetics, genetics of complex traits. Requirements: fundamental genetics and molecular biology.

GENE:7301 Graduate Research in Genetics **arr.**

Genetics, Ph.D.

Requirements

The Doctor of Philosophy program in genetics requires a minimum of 72 s.h. of graduate credit. The program is designed to promote collaborative investigation and intellectual interaction among students and faculty participants affiliated with several different departments.

Students who enroll in the Ph.D. program are encouraged to obtain a broad background in genetics, including molecular, population, and human genetics. Within this context, course requirements are flexible enough to permit students to tailor their formal coursework to their individual needs. All students are required to do some teaching as part of their development as future scientists and faculty members.

Students have the option to declare a Ph.D. emphasis in computational genetics.

All students enrolled in the program are required to take the following courses.

Code	Title	Hours
All of these:		
GENE:6150	Genetic Analysis of Biological Systems	3
GENE:6200	Special Topics in Genetics (seminar)	1
GENE:6210	Seminars in Genetics	1
GENE:6234	Basic Biostatistical Methods with Genetics Applications	1
BMED:5207	Principles of Molecular and Cellular Biology	3
One of these:		
GENE:7191	Human Molecular Genetics	3
BIOL:3172	Evolution	4
BIOL:4333	Genes and Development	3
All of these:		
BMED:7270	Scholarly Integrity/Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/Responsible Conduct of Research II	0
Elective coursework in molecular and microbial genetics, cell and development genetics, human genetics, or computational genetics		8
Seminar courses approved by the program		5

Even more important than formal coursework is the opportunity to do significant research in genetics. Research interests of the participating faculty include virtually all areas of genetics, ranging from bacteriophage genetics to human medical genetics. In each area of genetics, there is a group of faculty members who have closely related interests.

The University is also strong in several related disciplines, including microbial physiology, enzymology, virology, protein biochemistry, computational genetics, and developmental and cell biology, all of which contribute significantly to the overall training program.

In addition to completing research and coursework, students must pass a comprehensive examination, usually at the end of their second year in the program.

Associated Courses

Credit earned in the following courses may be counted toward the Ph.D. in genetics. Not all courses are offered every year.

Code	Title	Hours
GENE:4213	Bioinformatics	4
GENE:5173	Computational Genomics	3
GENE:7191	Human Molecular Genetics	3
BIOL:3172	Evolution	4
BIOL:3713	Molecular Genetics	4
BIOL:4333	Genes and Development	3
BME:5320	Bioinformatics Techniques	3
MICR:6268	Biology and Pathogenesis of Viruses	2
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6220	Mechanisms of Cellular Organization	3
MMED:6225	Growth Factor Receptor Signaling	1

Ph.D. and Dental Scientist Training Program

Ph.D. students in genetics who have earned a D.D.S. degree may be candidates for advanced training programs in dentistry. For information, contact the College of Dentistry.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in genetics in a combined degree program offered by the Carver College of Medicine and the Graduate College. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Prospective students should have a strong undergraduate science background and a strong commitment to research in genetics. Previous coursework should include general genetics, biochemistry, organic chemistry, and introductory physics and mathematics. However, deficiencies can be rectified during the first year as a graduate student.

Students who want to apply online should view the Interdisciplinary Graduate Program in Genetics website. For additional information, see the program website.

Students generally begin graduate work in the fall semester.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

All students receive a financial stipend of \$30,500 plus tuition for the 2020-21 academic year. Financial support comes from training grants, research assistantships, teaching assistantships, scholarships, individual research grants, or other departmental or college funds. All students are required to teach as part of their development as future scientists and faculty members.

See Financial Assistance on the Interdisciplinary Graduate Program in Genetics website and Finances on the Graduate Admissions website for more information.

Human Toxicology

Director

- Peter S. Thorne (Occupational and Environmental Health/Civil and Environmental Engineering)

Director, Graduate Studies

- Gabriele Ludewig (Occupational and Environmental Health)

Graduate degrees: M.S. in human toxicology; Ph.D. in human toxicology

Faculty: <https://toxicology.grad.uiowa.edu/faculty>

Website: <https://toxicology.grad.uiowa.edu>

Toxicology is the study of how biological, chemical, physical, and radiological agents affect living organisms and the ecosystem, and how to prevent or lessen the adverse effects of those agents. The Human Toxicology Program prepares toxicologists to identify and assess environmental exposures, identify mechanisms by which toxicants affect homeostasis or induce disease, identify interventions to prevent adverse effects, and estimate acceptable levels of exposure to protect public health.

The program is interdisciplinary, involving the Graduate College, the Carver College of Medicine, and the Colleges of Engineering, Liberal Arts and Sciences, Pharmacy, and Public Health.

The Human Toxicology Program is supported by the Graduate College and the Iowa Superfund Research Program. Human toxicology faculty members are supported by the Environmental Health Sciences Research Center, a National Institute of Environmental Health Center of Excellence.

Programs

Graduate Programs of Study

Majors

- Master of Science in Human Toxicology [p. 1580]
- Doctor of Philosophy in Human Toxicology [p. 1581]

Facilities

Training is conducted primarily in laboratories and teaching facilities of the departments and colleges of Human Toxicology Program faculty members. These are among the best-equipped laboratories on campus. Together with the University's central research facilities, they provide access to the most up-to-date research equipment and expertise.

Courses

Human Toxicology Courses

TOX:7171 Special Problems in Toxicology arr.
Didactic material that may include tutorial, seminar, or faculty-directed research work; or a special topic.

TOX:7173 Professional Development in Toxicology arr.
Presentations and discussion on professional development topics including toxicology research methods and analysis, grant writing, proposal development, oral presentation skills, networking, and creating a portfolio framework that can be used after graduation.

TOX:7180 Toxicology Research Seminar 0-1 s.h.
Contemporary research topics.

TOX:7201 Toxicology Research arr.
Research that constitutes part of the thesis.

TOX:7300 Thesis/Dissertation arr.
Thesis or dissertation research; seminar preparation.

Human Toxicology, M.S.

Requirements

The Master of Science program in human toxicology requires a minimum of 39 s.h. of graduate credit and a thesis. The program is designed for students who wish to pursue a master's degree as a second degree or through part-time study, particularly those who perform toxicologists' functions in their jobs and who need additional training.

Entering students should have backgrounds in the biological, engineering, and physical sciences and should have completed courses in introductory chemistry and biology, and organic chemistry.

After entering the program, students work with their mentor to choose an advisory committee, which meets at least once a semester to help them explore their research interests. The committee also provides consultation on coursework and research activities and serves as the committee for the final examination (thesis defense).

The Human Toxicology Program is flexible. Students work with their advisory committees to plan a course of study tailored to their individual interests and goals within the field of toxicology.

M.S. students with a major in human toxicology must successfully complete the following coursework as part of their course of study.

Code	Title	Hours
This course:		
OEH:6710	Human Toxicology and Risk Assessment	3
Or these three courses:		
PHAR:6501	Principles and Mechanisms of Chemical Toxicology	1
PHAR:6502	Toxic Agents and Concepts in Toxicology	1
PHAR:6503	Target-Organ Toxicity	1
And all of these:		
TOX:7173	Professional Development in Toxicology	arr.
TOX:7180	Toxicology Research Seminar (enrollment is required each semester)	0-1
BMED:7270	Scholarly Integrity/Responsible Conduct of Research I	0
OEH:6720	Advanced Toxicology	4

Upon successful completion of all requirements, including the thesis and its oral defense, students are awarded the Master of Science degree.

Admission

Prospective students may apply to the program via a centralized application system; see Admission Information on the Human Toxicology Program website.

Completed applications should be submitted by January 1; applications submitted after that date are reviewed as they are received and are considered for any remaining openings.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Human Toxicology, Ph.D.

Requirements

The Doctor of Philosophy program in human toxicology requires a minimum of 72 s.h. of graduate credit. The program is designed for students with backgrounds in the biological, engineering, and physical sciences. Entering students should have solid training in science, including courses in introductory chemistry and biology, and organic chemistry; knowledge of biochemistry and molecular biology also is useful. Students may remedy deficiencies by taking appropriate courses during their first year of graduate study.

Students begin the program with three two-month rotations in the laboratories of participating faculty members, in order to identify a mentor. After the first year, the mentor assumes financial responsibility for the student. With advice from the mentor, each student chooses an advisory committee, which meets at least once a semester to help the student explore the student's research interests. The committee also provides consultation on coursework and research activities and serves as the committee for the comprehensive examination and the final examination (dissertation defense).

The Human Toxicology Program is flexible. Students work with their advisory committees to plan a course of study tailored to their individual interests and goals within the field of toxicology.

Ph.D. students with a major in human toxicology must successfully complete the following coursework as part of their course of study.

Code	Title	Hours
This course:		
OEH:6710	Human Toxicology and Risk Assessment	3
Or these three courses:		
PHAR:6501	Principles and Mechanisms of Chemical Toxicology	1
PHAR:6502	Toxic Agents and Concepts in Toxicology	1
PHAR:6503	Target-Organ Toxicity	1
And all of these:		
TOX:7173	Professional Development in Toxicology	arr.
TOX:7180	Toxicology Research Seminar (enrollment is required each semester)	0-1
BMED:7270	Scholarly Integrity/Responsible Conduct of Research I (must be completed within first two years of graduate study)	0
OEH:6720	Advanced Toxicology	4

After successfully completing the comprehensive examination, usually at the end of the second year of graduate study, the student advances to Ph.D. candidacy. Students devote all of their time to dissertation research and writing. Upon successful completion of all requirements, including the dissertation and its oral defense, students are awarded the Doctor of Philosophy degree.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in human toxicology in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Prospective students may apply to the program via a centralized application system; see Admission Information on the Human Toxicology Program website.

Completed applications are encouraged to be submitted by December 1, but applications after that date are given full consideration. Applications submitted after March 1 are reviewed when received and are considered for any remaining openings.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

Doctoral students in human toxicology receive stipends and tuition support from University of Iowa sources, including internal fellowships and graduate research assistantships, and from non-University sources, such as training grants from the National Institutes of Health (NIH).

Immunology

Director

- Kevin L. Legge (Microbiology and Immunology/Pathology)

Graduate degree: Ph.D. in immunology

Faculty: <https://immuno.grad.uiowa.edu/people/faculty>

Website: <https://immuno.grad.uiowa.edu/>

The Immunology Program provides interdisciplinary training in the concepts and methodologies of basic and applied immunology. Faculty members are involved in a variety of research projects dealing with the immune system at all levels—structural, functional, cellular, biochemical, and molecular. Students take coursework in immunology and related disciplines and are directly involved in laboratory research throughout their study.

Programs

Graduate Program of Study

Major

- Doctor of Philosophy in Immunology [p. 1583]

Facilities

Training is conducted in laboratories and teaching facilities of the Carver College of Medicine Stead Family Department of Pediatrics and the Departments of Internal Medicine, Otolaryngology—Head and Neck Surgery, Pathology, Microbiology and Immunology, Pharmacology, and Urology; and the College of Public Health Department of Epidemiology. Faculty laboratories and central research core facilities provide students with access to state-of-the-art research equipment.

Courses

Immunology Courses

IMMU:2040 Summer Undergraduate IDGP Research **0 s.h.**

IMMU:6201 Graduate Immunology **3 s.h.**
Ontogeny, activation, and function of T lymphocytes and B lymphocytes; innate immune effector mechanisms; major histocompatibility complex; antigen presentation; thymocyte positive and negative selection; signaling of T lymphocytes, B lymphocytes; emphasis on experimental methods for analysis of these processes. Prerequisites: MICR:3147. Requirements: for IMMU:6201—college biology, general chemistry, and introductory immunology courses; for MICR:6201—courses in college biology, genetics, general chemistry, and introductory immunology. Recommendations: for IMMU:6201—courses in biochemistry and genetics; for MICR:6201—biochemistry course. Same as MICR:6201.

IMMU:6211 Immunology Seminar **1 s.h.**
Requirements: immunology graduate standing.

IMMU:6231 Research in Immunology **arr.**
Laboratory research. Requirements: immunology graduate standing.

IMMU:6241 Writing a Scientific Proposal **2 s.h.**
How to write a scientific proposal. Prerequisites: IMMU:6201. Requirements: enrollment in immunology graduate program.

IMMU:6247 Graduate Immunology and Human Disease **4 s.h.**

Important principles and key concepts in immunology with a focus on the involvement of the immune system in disease pathogenesis; overview of innate and adaptive immune systems and their functions at cellular and molecular levels; learning enhanced by case-based, small-group discussion and writing exercises. Same as MICR:6247.

IMMU:7221 Advanced Topics in Immunology **3 s.h.**
In-depth analysis of selected areas. Prerequisites: IMMU:6201 or MICR:6201. Same as MICR:7207.

Immunology, Ph.D.

Requirements

The Doctor of Philosophy in immunology requires 72 s.h. of graduate credit. The degree requires 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. The program provides interdisciplinary training in the concepts and methodologies of basic and applied immunology.

They complete coursework in immunology and related disciplines, and are directly involved in laboratory research throughout their study. Immunology graduate courses are offered not only to teach students the current concepts and paradigms within the field, but to emphasize the scientific approaches and methods used to attain this understanding.

The Ph.D. with a major in immunology requires the following coursework.

Core Curriculum

Code	Title	Hours
IMMU:6201/ MICR:6201	Graduate Immunology	3
IMMU:6211	Immunology Seminar	1
IMMU:6247/ MICR:6247	Graduate Immunology and Human Disease	4
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
PCOL:5204	Basic Biostatistics and Experimental Design	1
Elective		3

Typical Curriculum

First Year, Fall

Code	Title	Hours
IMMU:6211	Immunology Seminar	1
IMMU:6247/ MICR:6247	Graduate Immunology and Human Disease	4
BMED:5207	Principles of Molecular and Cellular Biology	3
PCOL:5204	Basic Biostatistics and Experimental Design	1

First Year, Spring

Code	Title	Hours
IMMU:6201/ MICR:6201	Graduate Immunology	3
IMMU:6211	Immunology Seminar	1
Elective (optional)		1-3

Second Year, Fall

Code	Title	Hours
IMMU:6211	Immunology Seminar	1
IMMU:6241	Writing a Scientific Proposal	2
IMMU:7221/ MICR:7207	Advanced Topics in Immunology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
Elective (optional)		1-3

Second Year, Spring

Code	Title	Hours
IMMU:6211	Immunology Seminar	1
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
Elective (optional)		1-3

Electives

The following are possible elective choices.

Code	Title	Hours
ACB:5218/ BIOL:5218/ MICR:5218	Microscopy for Biomedical Research	3
ACB:8121	General Histology for Dental Students	4
BIOC:7251	Introduction to Protein Structures	1
BIOC:7252	Enzymes, Carbohydrates, Nucleic Acids, and Bioenergetics	1
BIOC:7253	Metabolism I	1
BIOC:7254	Cellular Biochemistry	1
BIOC:7255	Metabolism II	1
BIOC:7256	Molecular Biology	1
BIOS:4120	Introduction to Biostatistics	3
MICR:6259	Graduate Bacteria and Human Disease	3
MICR:6260	Graduate Bacterial Physiology and Cell Biology	2
MICR:6267	Graduate Viruses and Human Disease	4
MICR:6268	Biology and Pathogenesis of Viruses	2
MICR:6270	Graduate Microbial Genetics	2
MMED:3310	Practical Data Science and Bioinformatics	3
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6220/ ACB:6220/ MPB:6220	Mechanisms of Cellular Organization	3
MMED:6225/ ACB:6225/ MPB:6225	Growth Factor Receptor Signaling	1
MMED:6226/ ACB:6226/ MPB:6226	Cell Cycle Control	1

MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions	1
PATH:5260	Translational Histopathology	3
PATH:5270/ IGPI:5270/ MMED:5270	Pathogenesis of Major Human Diseases	3
PCOL:6207	Ion Channel Pharmacology	1
PCOL:6208	G Proteins and G Protein- Coupled Receptors	1
PCOL:6209/ MPB:6209/ NSCI:6209	Steroid Receptor Signaling	1

Additional Requirements

Laboratory Rotations

Prior to selecting a laboratory for dissertation work, students are expected to perform three laboratory rotations, with each rotation lasting approximately 12 weeks in duration. During the first semester, students should become acquainted with the research interests of the faculty members in the immunology program. This learning process is facilitated by faculty presentations in IMMU:6211 Immunology Seminar during the fall semester. Students also are encouraged to meet with specific faculty to discuss their research programs. This enables students to make an informed decision about their laboratory rotations, with the guidance and approval of their advisor and the graduate studies committee.

At the latest, students should begin their first rotation within the first week of graduate study. Medical Science Training Program (MSTP) students and students with M.S. degrees that included a research-based dissertation may be excused from one rotation. Students having difficulty choosing a laboratory for dissertation work may perform a fourth rotation.

The rotations are graded either satisfactory or unsatisfactory. This grade is based upon a number of criteria including attendance and work habits. When not in classes or seminars, students are expected to spend the remaining portion of the day in the laboratory. Without a strong commitment to the rotation project, it is difficult to fulfill the purpose and aims of the rotation. A satisfactory grade is required in each of the laboratory rotations. If a satisfactory grade is not received in one of the rotations, an additional rotation is assigned. Failure to receive a satisfactory grade in the extra rotation results in the student being placed on academic probation. Following each rotation, an evaluation is given to each student by the faculty member and submitted to the graduate studies committee.

Teaching

Students complete a teaching requirement lasting one semester. A variety of courses are available in several departments, and the program leadership place students in courses based upon interest, expertise, and scheduling.

Publication Requirements

It is expected that the dissertation project be of sufficient breadth, depth, and novelty to result in first-author research publications in high quality peer-reviewed journals. A minimum of one peer-reviewed paper must be published or in press prior to the completion of the Ph.D. degree. In addition, a second publication, in which the student is a coauthor on a peer-reviewed article, a review, or book chapter must be published or in press prior to the completion of the

degree. Students are not permitted to schedule a dissertation defense until it has been demonstrated that both of these requirements have been met.

Comprehensive Examination

The comprehensive examination is generally taken in the spring semester of the second year of study. MSTP students or students entering the program with a M.S. degree may choose to take the examination in the fall semester of their second year.

Students taking the comprehensive examination prepare a single abstract of an original research proposal. The examination committee determines if the abstract topic is appropriate as nonoverlapping, and if the abstract is scientifically sound to potentially serve as the basis for a defensible research proposal. After the abstract is accepted, students are given four weeks to complete and submit the written comprehensive examination proposal. The oral defense is scheduled 10-14 days after the exam is submitted, depending on availability of the committee members. The comprehensive exam is written in the form of a NIH-style pilot grant proposal based on the abstract and instructions from the comprehensive examination. A detailed student handbook is available on the Immunology Program website.

Final Examination

The five members of the thesis committee serve as an advisory body for preparation of the thesis. The committee meets with each student to review the material that they expect to be incorporated into the thesis. Although meetings with the committee should be yearly, the candidate, thesis advisor, or the committee can request a meeting at any time. A final draft of the thesis must be given to all members of the committee two weeks before the final examination.

The final examination takes the form of a seminar presented to the program. This presentation is announced according to Graduate College policy. Questions, comments, and discussion follow. After the seminar, the candidate meets with the committee for the final thesis defense. In some cases revisions may be required. The degree is not awarded until the thesis is signed.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in immunology in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

For information regarding admission and application procedures, visit the Immunology Graduate Program website.

Applicants must meet the admission requirements of the Graduate College; see the **Manual of Rules and Regulations of the Graduate College** on the Graduate College website.

Financial Support

Tuition and fees are paid for, and students receive a competitive stipend as well as health and dental benefits. Continued support beyond the first year is guaranteed, provided that progress toward degree completion of requirements is satisfactory. Sources of support include departmental funds, training and research grants, and individual fellowships.

Informatics

Chair

- Juan Pablo Hourcade (Computer Science/Nursing)

Graduate degrees: M.S. in informatics; Ph.D. in informatics

Graduate certificate: informatics

Faculty: <https://informatics.uiowa.edu/about-us/people>

Website: <https://informatics.grad.uiowa.edu/>

The field of informatics springs from the intersection of computational disciplines related to the humanities, the arts, and the biological, health, natural, and social sciences. As the rapid development of information technology transforms the world of human pursuits, informatics offers ways to solve new problems and to examine existing problems from new perspectives.

The Informatics Program provides graduate students the opportunity to study informatics in the broadest sense. The program is interdisciplinary, involving the Graduate College, the Carver College of Medicine, the Tippie College of Business, and the Colleges of Dentistry, Engineering, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health.

The Master of Science and Doctor of Philosophy degrees in informatics, and the Certificate in Informatics, are offered in four subprograms: bioinformatics and computational biology, geoinformatics, health informatics, and information science.

Bioinformatics and computational biology are on the cutting edge intersecting basic life and biomedical science with high-performance computing and networking, mathematics, statistics, and engineering. They are strongly influenced and directed by the ongoing development of high-throughput data collection assays such as DNA sequencing, gene expression, and proteomics.

Geoinformatics provides methods and technologies needed to measure, store, analyze, manage, and visualize information about phenomena occurring on or near the earth's surface. It is an increasingly essential technology for understanding and managing the complex world.

Health informatics uses contemporary information technologies to improve the storage, organization, retrieval, and evaluation of health information in order to support clinical, clinical research, and public health applications.

Information science addresses the broad spectrum of data, information, and knowledge in seeking to identify and address recurring themes of representation, manipulation, retrieval, and comprehension. It draws from a diverse range of disciplines.

Programs

Graduate Programs of Study

Majors

- Master of Science in Informatics [p. 1592]
- Doctor of Philosophy in Informatics [p. 1594]

Certificate

- Certificate in Informatics [p. 1597]

Courses

Informatics Courses

IGPI:3010 Geographic Information Systems and Science 3 s.h.

Solid foundation and introduction to GIS and digital map making; what GIS is and how GIS can contribute to research, careers, and everyday life; fundamentals that underlie GIS, including methods for GIS data collection and georeferencing, spatial modeling, spatial data analysis, and visualization; GIS trends including mobile GIS and the Web. Same as GEOG:3010.

IGPI:3011 Identifying and Developing a Global Health Project 2-3 s.h.

Review of major components of global health related research process; preparation for a local or international project which addresses a global health issue in a systematic way. Same as GHS:3010.

IGPI:3050 Geospatial Programming 3 s.h.

Introduction to geospatial programming with Python; programming basics, data structures, and algorithms; spatial data models and structures; vector-based and raster-based geoprocessing; automating GIS tasks and models; spatial libraries (e.g., ArcPy, GeoPandas, GDAL, PySAL). Prerequisites: GEOG:1050. Same as GEOG:3050.

IGPI:3100 Introduction to Mathematical Statistics I 3 s.h.

Descriptive statistics, probability, conditional probability, discrete and continuous univariate and multivariate distributions, sampling distributions. Prerequisites: MATH:1860 or MATH:1560. Same as STAT:3100.

IGPI:3101 Introduction to Mathematical Statistics II 3 s.h.

Point and interval estimation, testing statistical hypotheses, simple regression, nonparametric methods. Prerequisites: STAT:3100. Same as STAT:3101.

IGPI:3120 Probability and Statistics 4 s.h.

Models, discrete and continuous random variables and their distributions, estimation of parameters, testing statistical hypotheses. Prerequisites: MATH:1560 or MATH:1860. Same as STAT:3120.

IGPI:3200 Applied Linear Regression 3 s.h.

Regression analysis with focus on applications; model formulation, checking, selection; interpretation and presentation of analysis results; simple and multiple linear regression; logistic regression; ANOVA; hands-on data analysis with computer software. Prerequisites: STAT:2020 or STAT:2010 or STAT:3120. Same as ISE:3760, STAT:3200.

IGPI:3314 Genomics 3 s.h.

Major areas of genomics, including DNA and protein sequence analysis, structural diversity of whole genomes, microarray applications, proteomics; computer workshop experience in applying bioinformatics tools. Prerequisites: BIOL:2512 or BIOC:3120 or BIOC:3110. Same as BIOL:3314.

IGPI:3330 Introduction to Software Design 3 s.h.

Design of software for engineering systems; algorithm design and structured programming; data structures; introduction to object-oriented programming in JAVA; applications to engineering problems; lab arranged. Prerequisites: ENGR:2730. Same as ECE:3330.

- IGPI:3500 Introduction to Environmental Remote Sensing** 3 s.h.
Basic concepts and principles of remote sensing; sources of data; georegistration; digital processing and classification of remotely sensed images for extraction of environmental information; linkage of remote sensing techniques with GIS analysis. Same as GEOG:3500.
- IGPI:3510 Biostatistics** 3 s.h.
Statistical concepts and methods for the biological sciences; descriptive statistics, elementary probability, sampling distributions, confidence intervals, parametric and nonparametric methods, one-way ANOVA, correlation and regression, categorical data. Requirements: MATH:0100 or MATH:1005 or ALEKS score of 30 or higher. Same as STAT:3510.
- IGPI:3520 GIS for Environmental Studies** 3 s.h.
Students learn new, more advanced techniques for the representation and study of human and natural systems using geographic information systems (GIS); application of this new knowledge to environmental management and problem solving. Prerequisites: GEOG:1050. Same as GEOG:3520.
- IGPI:3540 Introduction to Geographic Visualization** 3 s.h.
Introduction of basic concepts and techniques that underlie cartographic representation, interaction, and geovisualization; map symbolization and visual variables; spatiotemporal visualization, multivariate mapping, interactive cartography, animation, geovisual analytics, 3-D visualization, virtual and augmented reality. Prerequisites: GEOG:1050. Same as GEOG:3540.
- IGPI:4100 Mathematical Statistics I** 3 s.h.
Probability, conditional probability, random variables, distribution and density functions, joint and conditional distributions, various families of discrete and continuous distributions, mgf technique for sums, convergence in distribution, convergence in probability, central limit theorem. Prerequisites: MATH:2850 and MATH:2700. Same as STAT:4100.
- IGPI:4101 Mathematical Statistics II** 3 s.h.
Transformations, order statistics, point estimation, sufficient statistics, Rao-Blackwell Theorem, delta method, confidence intervals, likelihood ratio tests, applications. Prerequisites: STAT:4100. Same as STAT:4101.
- IGPI:4115 Finite Element I** 3 s.h.
One- and two-dimensional boundary value problems; heat flow, fluid flow, torsion of bars; trusses and frames; isoparametric mapping; higher order elements; elasticity problems; use of commercial software. Prerequisites: ENGR:2750. Same as CEE:4533.
- IGPI:4150 Health and Environment: GIS Applications** 3 s.h.
Introduction to how geographic information systems (GIS) and spatial statistics are used in the study of patterns of health and disease in space and time. Same as GEOG:4150, GHS:4150.
- IGPI:4159 Air Pollution Control Technology** 3 s.h.
Sources, environmental and health impacts, regulations, modeling of air pollution; processes and alternative strategies for control; global climate considerations. Same as CBE:4459, CEE:4159.
- IGPI:4200 Statistical Methods and Computing** 3 s.h.
Methods of data description and analysis using SAS; descriptive statistics, graphical presentation, estimation, hypothesis testing, sample size, power; emphasis on learning statistical methods and concepts through hands-on experience with real data. Recommendations: graduate standing in non-statistics or less quantitative major. Same as STAT:4200.
- IGPI:4213 Bioinformatics** 2,4 s.h.
Overview of bioinformatics topics, including access to sequence data, pairwise and multiple sequence alignment algorithms, molecular phylogeny, microarray data analysis, protein analysis, proteomics and protein structure analysis; emphasis on each topic includes biological motivation, computational approach (practical and theoretical), and interpretation of output. Prerequisites: BIOC:3120 or MICR:3170 or BIOL:2512 or BIOC:3110. Recommendations: grade of B+ or higher in BIOL:2512 or BIOC:3120, or graduate standing. Same as BIOL:4213, GENE:4213.
- IGPI:4220 Advanced Database Management and Big Data** 3 s.h.
Advanced database management topics; basics of semi-structured data and web services; how to retrieve real-world big data sets from web services; use of SQL and PL/SQL to analyze data in relational databases; big data related topics such as Hadoop and Hive. Prerequisites: MSCI:3200 or BAIS:3200. Same as BAIS:4220.
- IGPI:4373 Molecular Evolution: Genes, Genomes, and Organisms** 3 s.h.
Theory underlying phylogenetic analysis with application of these methods to molecular data sets; analysis of multigene data, organellar, and nuclear genome sequences to reconstruct the history of cells. Prerequisites: BIOL:3172 with a minimum grade of C-. Same as BIOL:4373.
- IGPI:4500 Applications in Environmental Remote Sensing** 4 s.h.
Theory and practice of remote sensing and digital image processing; practical applications to human-environment interactions. Recommendations: GEOG:3500 or EES:3110 or ENVS:3110. Same as GEOG:4500.
- IGPI:4520 GIS for Environmental Studies: Applications** 3 s.h.
Project-driven course to advance student knowledge of geographic information systems (GIS); application of GIS to environmental change analysis, environmental assessment, hazard/risk analysis, and environmental decision making. Prerequisites: GEOG:3520. Same as GEOG:4520.
- IGPI:4522 Bayesian Statistics** 3 s.h.
Bayesian statistical analysis, with focus on applications; Bayesian and frequentist methods compared; Bayesian model specification, choice of priors, computational methods; hands-on Bayesian data analysis using appropriate software; interpretation and presentation of analysis results. Prerequisites: STAT:3200 and (STAT:3101 or STAT:4101 or STAT:3120). Same as PSQF:4520, STAT:4520.

- IGPI:4540 Statistical Learning** **3 s.h.**
Introduction to supervised and unsupervised statistical learning, with a focus on regression, classification, and clustering; methods will be applied to real data using appropriate software; supervised learning topics include linear and nonlinear (e.g., logistic) regression, linear discriminant analysis, cross-validation, bootstrapping, model selection, and regularization methods (e.g., ridge and lasso); generalized additive and spline models, tree-based methods, random forests and boosting, and support-vector machines; unsupervised learning topics include principal components and clustering. Requirements: an introductory statistics course and a regression course. Recommendations: prior exposure to programming and/or software, such as R, SAS, and Matlab. Same as STAT:4540.
- IGPI:4580 Data Visualization and Data Technologies** **3 s.h.**
Introduction to common techniques for visualizing univariate and multivariate data, data summaries, and modeling results; how to create and interpret these visualizations and assess effectiveness of different visualizations based on an understanding of human perception and statistical thinking; data technologies for obtaining and preparing data for visualization and further analysis; students learn how to present results in written reports and use version control to manage their work. Requirements: an introductory statistics course and a regression course. Recommendations: prior exposure to basic use of statistical programming software (e.g., R or SAS) as obtained from a regression course strongly recommended. Same as STAT:4580.
- IGPI:4581 Introduction to Geographic Databases** **3 s.h.**
Introduction to basic building blocks of spatial database design, spatial data models, structures, relationships, queries (SQL), indexing, and geoprocessing; design and construction of various types of spatial databases, including relational and big data approaches such as ArcGIS geodatabase, PostGIS/PostgreSQL, and MongoDB. Prerequisites: GEOG:1050. Same as GEOG:4580.
- IGPI:4740 Large Data Analysis** **3 s.h.**
Current areas that deal with problem of big data; techniques from computer science, mathematics, statistics; high performance and parallel computing, matrix techniques, cluster analysis, visualization; variety of applications including Google PageRank, seismology, Netflix-type problems, weather forecasting; fusion of data with simulation; projects. Prerequisites: (CS:1210 with a minimum grade of C- or ENGR:2730 with a minimum grade of C-) and (MATH:3800 or CS:3700) and (STAT:3200 or ISE:3760 or IGPI:3200). Same as CS:4740, MATH:4740, STAT:4740.
- IGPI:5001 Introductory Methodology** **3-4 s.h.**
Introduction to quantitative techniques in political science; set theory, probability distributions, estimation, testing; emphasis on acquiring mathematical skills for more advanced quantitative work in political science. Requirements: M.A. or Ph.D. standing in political science. Same as POLI:5001.
- IGPI:5010 Research for Master's Thesis** **arr.**
Requirements: admission to M.S. program.
- IGPI:5015 Independent Study** **arr.**
- IGPI:5043 Special Libraries** **3 s.h.**
Management, organizational structures, collections, client services in special libraries; site visits to a variety of special libraries, information centers; projects that apply theoretical principles. Prerequisites: SLIS:5010. Corequisites: SLIS:5010, if not taken as a prerequisite. Same as SLIS:5043.
- IGPI:5055 Introduction to Geospatial Programming** **3 s.h.**
Introduction to geospatial programming with Python; programming basics, data structures, and algorithms; spatial data models and structures; vector- and raster-based geoprocessing; automating GIS tasks and models; spatial libraries (e.g., ArcPy, GeoPandas, GDAL, PySAL). Same as GEOG:5055.
- IGPI:5110 Introduction to Informatics** **3 s.h.**
Fundamentals of computer science: algorithms, complexity, relational databases, systems concepts, programming in Python. Same as CS:5110.
- IGPI:5120 Regression Modeling and ANOVA in the Health Sciences** **3 s.h.**
Continuation of BIOS:4120; correlation, simple and multiple linear regression, confounding, interactions, model selection, single and multiple factor ANOVA (analysis of variance) models, contrasts, multiple comparisons, nested and block designs, and an introduction to mixed models; designed for non-biostatistics majors. Offered spring semesters and summer sessions. Prerequisites: BIOS:4120. Same as BIOS:5120, STAT:5610.
- IGPI:5130 Applied Categorical Data Analysis** **3 s.h.**
Analysis of proportions, risk measures, and measures of association; Mantel-Haenszel method; logistic regression for binary responses and for matched data; logistic regression for multi-category responses; analysis of count data (Poisson regression and negative binomial regression); analysis of clustered data (generalized estimating equations and generalized linear mixed effects model); special topics include the application of propensity score methods; designed for non-biostatistics majors. Offered fall semesters. Prerequisites: BIOS:5120. Same as BIOS:5130.
- IGPI:5199 Applied Statistics I** **4 s.h.**
Descriptive statistics, basic inferential methods (confidence intervals, chi-square tests); linear models (regression and ANOVA models—specification and assumptions, fitting, diagnostics, selection, testing, interpretation); nonlinear models, logistic regression. Prerequisites: STAT:3101. Corequisites: STAT:4100 or STAT:5100. Requirements: facility with matrix algebra. Same as STAT:5200.
- IGPI:5200 Health Informatics** **3 s.h.**
Technological tools that support health care administration, management, and decision making. Same as HMP:5370, ISE:5860, MED:5300, SLIS:5900.
- IGPI:5203 User Education: Multimedia** **3 s.h.**
Develop multimedia projects for educational use in libraries; develop a portfolio of projects using multimedia technology; explore applications of multimedia for teaching and learning; explore and evaluate platforms for delivering multimedia in educational environments. Same as SLIS:5200.
- IGPI:5206 Medical Imaging Physics** **3 s.h.**
Physics and data acquisition techniques of major medical imaging modalities (X-ray, CT, MR, ultrasound, PET, SPECT); physical interactions of energy with living tissue; principles and methods for acquiring imaging data and subsequent image construction; how individual modalities influence image quality; MATLAB programming required. Second in a medical imaging sequence. Prerequisites: BME:2200 and BME:2210. Same as BME:5210, ECE:5470.

IGPI:5211 Genes, Genomes, and the Human Condition Graduate Lecture 3 s.h.

Organization, expression, and evolution of genes in context of genomes; focus on human genome; distribution and transmission of variation in human population. Recommendations: BIOL:1411 highly recommended. Same as BIOL:5211.

IGPI:5212 Biomedical Signal Processing 3 s.h.

Application of signal processing methods (e.g., Fourier, Laplace, z-transforms) to biomedical problems, such as analysis of cardiac signals, circadian rhythm, the breathing cycle; computer simulation lab. Same as BME:5200.

IGPI:5220 Principles of Public Health Informatics 3 s.h.

Systematic applications of information science, computer science, and technology to public health practice, research, and learning; methods of disease surveillance, data collection, analysis, and reporting with health informatics. Offered fall semesters. Same as EPID:5200.

IGPI:5251 Advanced Biosystems 3 s.h.

Biological systems unique to systems analysis; operation under nonequilibrium conditions; tools for systems analysis developed from models of systems at equilibrium (i.e., mechanical systems); fundamental difference between biological and mechanical systems that impact systems analysis; expand knowledge of linear systems and begin work with nonlinear systems; various modeling and analysis approaches useful in biomedical and biomedical engineering research. Prerequisites: BME:2200. Same as BME:5251.

IGPI:5270 Pathogenesis of Major Human Diseases 3 s.h.

Critical analysis of pathogenesis models in a series of major human diseases; clinical presentation, analysis of cellular and molecular events leading to the disease, discussion of key papers. Offered spring semesters of even years. Same as MMED:5270, PATH:5270.

IGPI:5310 Research Data Management 3 s.h.

Introduction to data management techniques and problems encountered in gathering and processing data from biomedical investigations; introduction to SAS, techniques taught in SAS; designed for non-biostatistics majors. Offered fall and spring semesters. Recommendations: prior programming experience with C, C++, Python, Java, or other. Same as BIOS:5310, STAT:5810.

IGPI:5311 Informatics for Sustainable Systems 3 s.h.

Introduction to fundamental and advanced environmental informatics concepts and procedures including automated data collection, data management, data transformations, and processing to support modeling and analysis; scientific visualization of environmental data to support management of food, energy, and water (FEW) resources; sustainability in FEW systems. Same as CEE:5310.

IGPI:5321 Bioinformatics Techniques 3 s.h.

Informatics tools and techniques applied to modern problems in biomedicine and basic life sciences; common tools, experience applying tools in contemporary problem settings; genomics and genetics, how to sequence a genome, transcription and expression, SNPs, Perl, BioPerl, Perl modules, Ensembl API, BLAST/BLAT, NCBI, UCSC, Ensembl Genome browsers, linkage, association, disease gene identification. Prerequisites: BIOL:1411 and (ENGR:2730 or CS:2110 or CS:5110). Same as BME:5320, ECE:5210.

IGPI:5330 Computational Genomics 3 s.h.

Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Prerequisites: (BIOS:4120 or STAT:3510) and (CS:5110 or ENGR:1300). Recommendations: completion of BME:5320. Same as BIOL:5320, BME:5330, ECE:5220, GENE:5173.

IGPI:5331 Graph Algorithms and Combinatorial Optimization 3 s.h.

Combinatorial optimization problems; time complexity; graph theory and algorithms; combinatorial optimization algorithms; complexity theory and NP-completeness; approximation algorithms; greedy algorithms and matroids. Prerequisites: ECE:3330. Same as ECE:5330.

IGPI:5400 Computing in Statistics 3 s.h.

R; database management; graphical techniques; importing graphics into word-processing documents (e.g., LaTeX); creating reports in LaTeX; SAS; simulation methods (Monte Carlo studies, bootstrap, etc.). Prerequisites: CS:1210 and STAT:3200 and (STAT:3120 or STAT:3101 or STAT:4101). Corequisites: STAT:5100 and STAT:5200 if not already completed. Same as STAT:5400.

IGPI:5415 Satellite Image Processing and Remote Sensing of Atmosphere 3 s.h.

Introduction to principles of atmospheric radiation and techniques for satellite image processing; hands-on experience with data calibration, image registration and enhancement, noise filtering and (supervised and unsupervised) multi-spectral classification of satellite imageries; various satellite sensors used for monitoring of different atmospheric processes and constituents. Same as CBE:5415.

IGPI:5417 Physical Meteorology and Atmospheric Radiative Transfer 3 s.h.

Physical processes for weather and climate including radiative transfer, cloud and precipitation formation, and atmospheric electricity; theory of scattering by atmospheric particles (e.g., clouds, aerosols, molecules), atmospheric radiative transfer equations, and numerical techniques and tools to solve these equations. Requirements: senior or graduate standing. Same as CBE:5417.

IGPI:5436 Electronic Structure and Informatics in Chemistry 3 s.h.

Basic principles of molecular electronic structure theory; molecular structure and reactivity; molecular orbital theory; density functional theory; introduction to informatics and data science; how calculations can be used to enhance experimental research projects. Recommendations: CHEM:4432. Same as CHEM:5436.

IGPI:5450 Machine Learning 3 s.h.

Mathematical foundations and practical techniques of pattern recognition; adaptation, learning, description; statistical pattern recognition; syntactic pattern recognition, neural networks for recognition; fuzzy logic for recognition; nonstandard and combined pattern recognition approaches. Prerequisites: ECE:2400 or BME:2200. Same as ECE:5450.

IGPI:5460 Digital Signal Processing 3 s.h.

Theory, techniques used in representing discrete-time signals; system concepts in frequency and sampling domains; FIR and IIR digital filter theory, design and realization techniques; theory, application of discrete Fourier transforms/FFT. Prerequisites: ECE:3400. Same as ECE:5460.

- IGPI:5480 Digital Image Processing** **3 s.h.**
Mathematical foundations and practical techniques for digital manipulation of images; image sampling, compression, enhancement, linear and nonlinear filtering and restoration; Fourier domain analysis; image pre-processing, edge detection, filtering; image segmentation. Prerequisites: ECE:2400 or BME:2200. Same as ECE:5480.
- IGPI:5510 Biostatistical Computing** **2 s.h.**
Introduction to computer programming using SAS and R statistical software packages; programming language syntax, constructs, procedures, and techniques for data management, data analysis, and statistical programming commonly encountered in biostatistics; designed for first-year biostatistics majors. Offered fall semesters. Corequisites: BIOS:5710. Same as BIOS:5510.
- IGPI:5540 Geographic Visualization** **3 s.h.**
Concepts and techniques that underlie cartographic representation, interaction, and geovisualization; map symbolization and visual variables; user-centered design, map use and usability engineering; web mapping, spatiotemporal visualization, multivariate mapping, interactive cartography, animation, geovisual analytics, 3-D visualization, virtual and augmented reality. Same as GEOG:5540.
- IGPI:5641 Computer-Based Control Systems** **3 s.h.**
Discrete and digital control systems; application of computers in control; sampling theorem; discrete time system models; analysis and design of discrete time systems; control design by state variable and input/output methods; advanced topics in digital controls; lab. Prerequisites: ECE:5600. Same as ECE:5640.
- IGPI:5710 Biostatistical Methods I** **4 s.h.**
Probability distributions, moments, estimation, parametric and nonparametric inference for one-sample and two-sample problems, analysis of frequency data; emphasis on use of computers; designed for first-year biostatistics majors. Offered fall semesters. Requirements: two semesters of calculus. Same as BIOS:5710.
- IGPI:5720 Biostatistical Methods II** **4 s.h.**
Continuation of BIOS:5710; multi-factor ANOVA (analysis of variance), multiple comparisons, orthogonal contrasts, linear regression and correlation, regression diagnostics and remedial measures, model selection, and mixed models; designed for first-year biostatistics majors. Offered spring semesters. Prerequisites: BIOS:5710. Requirements: one semester of linear algebra. Same as BIOS:5720.
- IGPI:5730 Biostatistical Methods in Categorical Data** **3 s.h.**
Estimation of proportions, rates, risks, relative risks, and odds ratios; Mantel-Haenszel method; logistic regression (including ordinal logistic regression and multi-category nominal logistic regression); Poisson regression and negative binomial regression; methods for correlated or clustered data (conditional logistic regression, generalized estimating equations, and mixed effects models); special topics include an introduction to generalized linear models and likelihood-based inferential techniques in this framework; designed for first-year biostatistics majors. Offered spring semesters. Prerequisites: BIOS:5510 and BIOS:5710. Corequisites: BIOS:5720. Same as BIOS:5730.
- IGPI:6100 Database Management** **3 s.h.**
Principles and practices of database design and management; discussion and practice cover database application lifecycle, data modeling, relational database design, SQL queries, reports and other interfaces to database data, documentation; individual and group projects. Prerequisites: SLIS:5020. Same as SLIS:6100.
- IGPI:6120 Natural Language Processing** **3 s.h.**
Tools and techniques for computational processing of text, including lexical analysis, part-of-speech tagging, named entity recognition, relationship extraction, topic detection and tracking, sentiment analysis, question answering; example corpora and applications drawn from multiple disciplines including biomedicine, digital humanities, and social science. Prerequisites: SLIS:5020. Same as SLIS:6120.
- IGPI:6140 Digital Environments** **3 s.h.**
Methods and models for building digital libraries; organization with metadata; standards such as those for object identifiers, open access, building cross-linkages between collections; automatic harvesting of content. Prerequisites: SLIS:5020. Same as SLIS:6140.
- IGPI:6155 Information Visualization** **3 s.h.**
Information visualization is to unveil the underlying structure of large or abstract data sets using visual representations that utilize the powerful processing capabilities of the human visual perceptual system; introduction to theories, techniques, and examples of information visualizations for different presentations of data. Prerequisites: SLIS:5020. Same as SLIS:6155.
- IGPI:6210 Applied Survival Analysis** **3 s.h.**
Nonparametric, parametric, and semi-parametric methods for time-to-event data; types of censoring; Kaplan-Meier estimation; Cox proportional hazards models, including methods for assessing adequacy of the proportional hazards assumption; time varying covariates; sample size calculations for comparison of two or more groups; focus on analysis of real data sets and examples using statistical software. Offered spring semesters. Prerequisites: BIOS:5120 or BIOS:5720. Same as BIOS:6210.
- IGPI:6216 Finite Element II** **3 s.h.**
Computer implementation; plate and shell elements; mixed and hybrid formulations; nonlinear analysis; recent development; introduction to boundary element method. Prerequisites: CEE:4533. Same as CEE:6532, ME:6215.
- IGPI:6310 Introductory Longitudinal Data Analysis** **3 s.h.**
Introduction to statistical models and estimation methods for outcome variables (normal and non-normal) clustered or measured repeatedly in time or space; focus on applications and computer software methods for ANOVA based methods, hierarchical linear models, linear mixed models, correlated regression models, generalized estimating equations, and generalized linear mixed models. Offered fall semesters. Prerequisites: BIOS:5120 or STAT:3200. Same as BIOS:6310, STAT:6550.
- IGPI:6380 Analysis of Scholarly Domains** **3 s.h.**
Information transfer in academic disciplines; scientific method, other means of knowledge construction, resulting literatures; reference tools used to control literature for a variety of audiences; emphasis on humanities, social sciences, or sciences. Same as SLIS:6380.

- IGPI:6480 Knowledge Discovery** 3 s.h.
Knowledge discovery process including data reduction, cleansing, and transformation; advanced modeling techniques from classification, prediction, clustering, and association; evaluation and integration. Same as BAIS:6480.
- IGPI:6490 Information Policy and Ethics** 3 s.h.
Ethical and legal issues as they relate to information policy development and interpretation; application of information policies to address problems in information organizations. Same as SLIS:6490.
- IGPI:6501 Seminar in Spatial Analysis and Modeling** 1-3 s.h.
Research themes in spatial analysis, GIScience, simulation, remote sensing. Same as GEOG:6500.
- IGPI:6510 Readings in Informatics** arr.
Topics not covered in other courses; individual study.
- IGPI:6511 Applied Generalized Regression** 3 s.h.
Applications of semiparametric models, generalized linear models, nonlinear normal errors models, correlated response models; use of statistical packages, especially R and SAS. Requirements: introductory statistics and applied linear models. Same as STAT:6510.
- IGPI:6515 Independent Study** arr.
- IGPI:6520 Research for Dissertation** arr.
Requirements: Ph.D. candidacy.
- IGPI:6530 Environmental and Spatial Statistics** 3 s.h.
Geostatistics kriging, variogram estimation, trend estimation, sampling design, extensions to river networks and the globe, lattice data analysis, analysis of spatial point patterns. Prerequisites: STAT:4101 and STAT:3200. Same as STAT:6530.
- IGPI:6600 Linear Programming** 3 s.h.
Mathematical programming models; linear and integer programming, transportation models, large-scale linear programming, network flow models, convex separable programming. Requirements: calculus and linear algebra. Same as BAIS:6600, ISE:6600.
- IGPI:6610 Statistical Methods in Clinical Trials** 3 s.h.
Survey of statistical methods commonly used in clinical trials; primary focus on methodologic perspective for the design, conduct, analysis, and interpretation of all phases of clinical trials; logistical and operational aspects of conducting multisite clinical trials; designed for biostatistics majors. Offered spring semesters. Prerequisites: BIOS:5720. Requirements: familiarity with SAS and R programming. Same as BIOS:6610.
- IGPI:6650 Causal Inference** 3 s.h.
Concepts of causal inference, counterfactuals, confounding, causal graphs, internal/external validity, heterogeneity of treatment effect; methods covered include propensity score matching (optimal pair, multiple control and full matching; near-exact, fine-balance, and risk set matching) and stratification; covariate balance checks; sensitivity analysis; inverse probability of treatment weighted estimation; doubly robust estimators; mediation analysis; marginal structural models. Offered fall semesters of odd years. Prerequisites: BIOS:5720 and BIOS:5730 and ((STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101)). Same as BIOS:6650.
- IGPI:6700 Discrete Optimization** 3 s.h.
Introduction to modeling and solving discrete optimization problems; integer programming, network flows, dynamic programming. Prerequisites: MSCI:6600 or BAIS:6600. Same as BAIS:6700.
- IGPI:7000 Business Analytics Topics** 3 s.h.
Same as BAIS:7000.
- IGPI:7210 Survival Data Analysis** 3 s.h.
Types of censoring and truncation; survival function estimation; parametric inference using exponential, Weibull, and accelerated failure time models; nonparametric tests; sample size calculation; Cox regression with stratification and time-dependent covariates; regression diagnostics; competing risks; topics may include analysis of correlated survival data and/or recurrent events; designed for biostatistics and statistics majors. Offered fall semesters. Prerequisites: BIOS:5720 and ((STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101)). Same as BIOS:7210, STAT:7570.
- IGPI:7310 Longitudinal Data Analysis** 3 s.h.
Statistical models and estimation methods for outcome variables (normal and non-normal) clustered or measured repeatedly in time or space; includes ANOVA based methods, hierarchical linear models, linear mixed models, error structures, generalized estimating equations, and generalized linear mixed models; may include Bayesian approaches; designed for biostatistics and statistics majors. Offered spring semesters of odd years. Prerequisites: (BIOS:5720 and STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101). Same as BIOS:7310.
- IGPI:7400 Computer Intensive Statistics** 3 s.h.
Computer arithmetic; random variate generation; numerical optimization; numerical linear algebra; smoothing techniques; bootstrap methods; cross-validation; MCMC; EM and related algorithms; other topics per student/instructor interests. Prerequisites: (BIOS:5710 or STAT:5200) and STAT:3101. Requirements: proficiency in Fortran or C or C++ or Java. Same as STAT:7400.
- IGPI:7470 Image Analysis and Understanding** 3 s.h.
Mathematical foundations and practical techniques of digital image analysis and understanding; image segmentation (from edges and regions), object description (from boundaries, regions, scale, scale insensitive descriptions, 3-D shape, texture) pattern recognition (statistical and syntactic methods, cluster analysis), image understanding (knowledge representation, control strategies, matching, context, semantics), image analysis and understanding systems; lab arranged. Prerequisites: ECE:5480. Same as ECE:7470.
- IGPI:7480 Advanced Digital Image Processing** 3 s.h.
Advanced local operators (scale-space imaging, advanced edge detection, line and corner detection), image morphology (binary/gray scale operators, morphological segmentation and watershed), digital topology and geometry (binary/fuzzy digital topology, distance functions, skeletonization), color spaces, wavelets and multi-resolution processing (Haar transform, multi-resolution expansions, wavelet transforms in one or two dimensions, fast wavelet transform, wavelet packets), image registration (intensity correlation, mutual information, and landmark-based deformable registration methods). Prerequisites: ECE:5460 and ECE:5480. Same as ECE:7480.
- IGPI:7600 Advanced Biostatistics Seminar** 0-3 s.h.
Current topics; supervised experience in reading and interpreting biostatistical literature. Same as BIOS:7600.

Informatics, M.S.

Requirements

The Master of Science program in informatics requires a minimum of 31-33 s.h. of graduate credit, depending on a student's choice of subprogram: the bioinformatics and computational biology subprogram requires a minimum of 31 s.h. of credit, the geoinformatics subprogram requires a minimum of 32 s.h. of credit, the health informatics subprogram requires a minimum of 32 s.h. of credit, and the information science subprogram requires a minimum of 33 s.h. of credit. Students working toward a Doctor of Philosophy in informatics may be granted a Master of Science degree upon completion of the M.S. requirements.

Credit required for the M.S. includes foundations of informatics coursework and at least 9 s.h. in disciplinary applications of informatics.

Students select an advisor from their subprogram's affiliated faculty members. In consultation with their advisor, students prepare a study plan, which is reviewed at least once a year. A final master's degree examination, either oral or written, is required for the geoinformatics subprogram.

For more information about the Master of Science requirements, see the Interdisciplinary Graduate Program in Informatics website.

Bioinformatics and Computational Biology

Bioinformatics and computational biology students complete the following coursework.

Core Courses

Code	Title	Hours
This course:		
ENGR:7270	Engineering Ethics	1
At least 12 s.h. from these:		
IGPI:4213/ BIOL:4213/ GENE:4213	Bioinformatics	4
IGPI:5110/CS:5110	Introduction to Informatics	3
IGPI:5211/ BIOL:5211	Genes, Genomes, and the Human Condition Graduate Lecture	3
IGPI:5321/ BME:5320/ ECE:5210	Bioinformatics Techniques	3
BME:4310/ BIOC:4310	Computational Biochemistry	3
BME:5330/ BIOL:5320/ ECE:5220/ GENE:5173/ IGPI:5330	Computational Genomics	3

Statistics

Students complete 6 s.h. in approved graduate statistical coursework; consult advisor.

Electives

Students complete 12 s.h. in approved elective coursework; consult advisor.

Geoinformatics

Geoinformatics students complete the following coursework.

Core Informatics Courses

Code	Title	Hours
This course:		
IGPI:5110/CS:5110	Introduction to Informatics	3
One of these:		
CS:3210	Programming Languages and Tools (when topic is programming with C++ or when topic is programming with Java)	3
GEOG:3050	Introduction to Geospatial Programming	3
One of these:		
IGPI:3200/ISE:3760/ STAT:3200	Applied Linear Regression	3
IGPI:4220/ BAIS:4220	Advanced Database Management and Big Data	3
IGPI:4581/ GEOG:4580	Introduction to Geographic Databases	3
IGPI:5120/ BIOS:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
IGPI:5199/ STAT:5200	Applied Statistics I	4
IGPI:5400/ STAT:5400	Computing in Statistics	3
IGPI:6100/ SLIS:6100	Database Management	3
BAIS:4480/CS:4480/ ECE:4480	Knowledge Discovery	3
CS:4400	Database Systems	3

Core Geoinformatics Courses

Code	Title	Hours
All of these:		
GEOG:3010/ IGPI:3010	Geographic Information Systems and Science	3
Core geoinformatics courses (consult advisor)		
		9

Electives

Students complete 11 s.h. of elective coursework (consult advisor).

Health Informatics

Health informatics students complete the following coursework.

Core and Foundation Courses

Code	Title	Hours
All of these:		
IGPI:5110/CS:5110	Introduction to Informatics	3

IGPI:5200/ HMP:5370/ ISE:5860/ MED:5300/ SLIS:5900	Health Informatics	3
IGPI:5220/ EPID:5200	Principles of Public Health Informatics	3
One of these:		
IGPI:5321/ BME:5320/ ECE:5210	Bioinformatics Techniques	3
CS:3210	Programming Languages and Tools (when topic is programming with C++ or when topic is programming with Java)	3
One of these:		
IGPI:4220/ BAIS:4220	Advanced Database Management and Big Data	3
IGPI:6100/ SLIS:6100	Database Management	3
CS:4400	Database Systems	3
One of these:		
IGPI:3011/ GHS:3010	Identifying and Developing a Global Health Project	3
IGPI:3120/ STAT:3120	Probability and Statistics	4
IGPI:5120/ BIOS:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
NURS:7002	Designing Research	3

Electives

Students complete 14 s.h. of approved elective coursework (consult advisor).

Information Science

Information science students complete the following coursework.

Core Courses

Code	Title	Hours
All of these:		
IGPI:5110/CS:5110	Introduction to Informatics	3
BAIS:4480/CS:4480/ ECE:4480	Knowledge Discovery	3
CS:3210	Programming Languages and Tools (when topic is programming with C++ or when topic is programming with Java)	3
One of these:		
IGPI:6120/ SLIS:6120	Natural Language Processing	3
CS:4980	Topics in Computer Science II (consult advisor)	3
One of these:		
IGPI:6100/ SLIS:6100	Database Management	3
BAIS:4220/ IGPI:4220	Advanced Database Management and Big Data	3
CS:4400	Database Systems	3

One of these:

IGPI:3120/ STAT:3120	Probability and Statistics	4
IGPI:5001/ POLI:5001	Introductory Methodology	4

Electives

Students complete 14 s.h. of approved elective coursework (consult advisor).

Combined Programs

M.S. (Health Informatics Subprogram)/Pharm.D.

The College of Pharmacy and the Graduate College offer the combined Doctor of Pharmacy/Master of Science in informatics with a health informatics subprogram. The combined degree program requires completion of 32 s.h. beyond the bachelor's degree. Students who complete the program are granted both degrees.

The Pharm.D./M.S. program assists students to develop special expertise in information technology, including management of electronic health records, health information exchange standards, electronic prescribing, medication management, decision support, as well as other competencies. Graduates will be prepared for employment in industry or academic institutions with skills to address pharmacotherapy issues as well as information technology management.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. It is recommended that students apply to the Graduate College for admission to the M.S. program before entering the spring semester of their first year in the pharmacy program. For more information, see Doctor of Pharmacy, Pharm.D. [p. 1862] in the College of Pharmacy section of the Catalog.

Admission

Applicants to the M.S. program should apply to the degree subprogram of their choice; the subprograms make independent admission decisions.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. They also must meet the admission requirements of the informatics subprogram they want to enter; see Admission Information M.S. and Ph.D. on the program's website.

Informatics, Ph.D.

Requirements

The Doctor of Philosophy program in informatics requires a minimum of 72 s.h. of graduate credit. It is offered in four subprograms: bioinformatics and computational biology, geoinformatics, health informatics, and information science.

The 72 s.h. required for the Ph.D. includes foundations of informatics coursework and at least 9 s.h. in disciplinary applications of informatics. Other course requirements are outlined in the curriculum specific to each subprogram.

Students select an advisor from their subprogram's affiliated faculty members. In consultation with their advisors, students prepare a study plan, which is reviewed by their mentors and curricular advisory committees at least once a year.

Ph.D. students must pass a comprehensive examination at or near completion of their coursework requirements. The exam may be written, oral, or both, depending on the structure of the student's subprogram or the decision of the student's committee.

A student who does not already hold an M.S. in informatics from the University of Iowa and who has passed the Ph.D. comprehensive examination may be granted an M.S. degree in informatics without taking the final master's degree exam in the health informatics, geoinformatics, or information science subprogram, upon recommendation of the Informatics Program. The bioinformatics and computational biology subprogram does not grant an M.S. degree when a student passes the comprehensive exam.

Upon successful completion of all requirements, including the dissertation and its oral defense, students are awarded the Doctor of Philosophy degree.

For more information about the Doctor of Philosophy requirements, see the Interdisciplinary Graduate Program in Informatics website.

Bioinformatics and Computational Biology

Bioinformatics and computational biology students complete the following coursework.

Core Courses

Code	Title	Hours
At least 9 s.h. from these:		
IGPI:4213/ BIOL:4213/ GENE:4213	Bioinformatics	4
IGPI:5110/CS:5110	Introduction to Informatics	3
IGPI:5211/ BIOL:5211	Genes, Genomes, and the Human Condition Graduate Lecture	3
IGPI:5321/ BME:5320/ ECE:5210	Bioinformatics Techniques	3
BME:4310/ BIOC:4310	Computational Biochemistry	3

BME:5330/ BIOL:5320/ ECE:5220/ GENE:5173/ IGPI:5330	Computational Genomics	3
---	------------------------	---

One of these:

BIOL:3713	Molecular Genetics	4
IGPI:4373/ BIOL:4373	Molecular Evolution: Genes, Genomes, and Organisms	3

All of these:

IGPI:5331/ECE:5330	Graph Algorithms and Combinatorial Optimization	3
BIOL:5412	Fundamental Genetics - Graduate Lecture	3
ENGR:7270	Engineering Ethics	1

Statistics

Students complete 6 s.h. in approved graduate statistical coursework; consult advisor.

Electives

Students complete 12 s.h. in approved elective coursework and the remainder of their coursework; consult advisor.

Dissertation

Students complete dissertation coursework in consultation with their advisor.

Geoinformatics

Geoinformatics students complete the following coursework.

Core Informatics Courses

Code	Title	Hours
This course:		
IGPI:5110/CS:5110	Introduction to Informatics	3
One of these:		
CS:3210	Programming Languages and Tools (when topic is programming with C++ or when topic is programming with Java)	3
GEOG:3050	Introduction to Geospatial Programming	3
One of these:		
IGPI:3200/ISE:3760/ STAT:3200	Applied Linear Regression	3
IGPI:4220/ BAIS:4220	Advanced Database Management and Big Data	3
IGPI:4581/ GEOG:4580	Introduction to Geographic Databases	3
IGPI:5120/ BIOS:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
IGPI:5199/ STAT:5200	Applied Statistics I	4
IGPI:5400/ STAT:5400	Computing in Statistics	3
IGPI:6100/ SLIS:6100	Database Management	3

BAIS:4480/CS:4480/ Knowledge Discovery ECE:4480	3
CS:4400 Database Systems	3

Core Geoinformatics Courses

Code	Title	Hours
All of these:		
GEOG:3010/ IGPI:3010	Geographic Information Systems and Science	3
Core geoinformatics courses (consult advisor)		9

Electives

Students complete 51 s.h. of elective coursework; consult advisor.

Dissertation

Students complete up to 6 s.h. in dissertation coursework in consultation with their advisor.

Health Informatics

Health informatics students complete the following coursework.

Core and Foundation Courses

Code	Title	Hours
All of these:		
IGPI:5110/CS:5110	Introduction to Informatics	3
IGPI:5200/ HMP:5370/ ISE:5860/ MED:5300/ SLIS:5900	Health Informatics	3
IGPI:5220/ EPID:5200	Principles of Public Health Informatics	3
One of these:		
CS:3210	Programming Languages and Tools (when topic is programming with C++ or when topic is programming with Java)	3
IGPI:5321/ BME:5320/ ECE:5210	Bioinformatics Techniques	3
One of these:		
IGPI:4220/ BAIS:4220	Advanced Database Management and Big Data	3
IGPI:6100/ SLIS:6100	Database Management	3
CS:4400	Database Systems	3
One of these:		
BAIS:4480/CS:4480/ ECE:4480	Knowledge Discovery	3
CS:4980	Topics in Computer Science II	3
CS:5430	Machine Learning	3
All of these:		
IGPI:5120/ BIOS:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
IGPI:3011/ GHS:3010	Identifying and Developing a Global Health Project	3

ENGR:7270	Engineering Ethics	1
NURS:7002	Designing Research	3

Health Informatics Electives

Students complete 9 s.h. of approved health informatics electives; consult advisor.

Electives

Students complete the remainder of their coursework in approved electives; consult advisor.

Dissertation

Students complete dissertation coursework in consultation with their advisor.

Information Science

Information science students complete the following coursework.

Core Courses

Code	Title	Hours
All of these:		
IGPI:5110/CS:5110	Introduction to Informatics	3
BAIS:4480/CS:4480/ ECE:4480	Knowledge Discovery	3
CS:3210	Programming Languages and Tools (when topic is programming with C++ or when topic is programming with Java)	3
One of these:		
IGPI:6120/ SLIS:6120	Natural Language Processing	3
CS:4980	Topics in Computer Science II (consult advisor)	3
One of these:		
IGPI:4220/ BAIS:4220	Advanced Database Management and Big Data	3
IGPI:6100/ SLIS:6100	Database Management	3
CS:4400	Database Systems	3
One of these:		
IGPI:3120/ STAT:3120	Probability and Statistics	4
IGPI:5001/ POLI:5001	Introductory Methodology	3-4

Electives

Students complete 54 s.h. of approved elective coursework; consult advisor.

Dissertation

Students complete dissertation coursework in consultation with their advisor.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in informatics in a combined degree program offered by the Carver College of Medicine and the Graduate College.

Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants to the Ph.D. program should apply to the degree subprogram of their choice; the subprograms make independent admission decisions.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. They also must meet the admission requirements of the informatics subprogram they want to enter; see Admission Information M.S. and Ph.D. on the program's website.

Informatics, Graduate Certificate

Requirements

The graduate Certificate in Informatics requires a minimum of 18-21 s.h. of graduate credit, depending on a student's choice of subprogram: the subprograms in health informatics and information science require a minimum of 18 s.h.; the bioinformatics and computational biology and the geoinformatics subprograms require a minimum of 21 s.h.

The certificate program is designed for students enrolled in University of Iowa graduate degree programs who wish to study informatics as a complement to their degree program and for nondegree students who are interested in increasing their knowledge of informatics.

All subprograms require a minimum of 9 s.h. in the foundations of informatics.

For more information about certificate requirements, see the Interdisciplinary Graduate Program in Informatics website.

Admission

Applicants to the certificate program should apply to the degree subprogram of their choice; the subprograms make independent admission decisions. Certificate program applicants may be degree or nondegree graduate students. Applicants who are enrolled in a University of Iowa graduate degree program must be in good academic standing in their program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. They also must meet the admission requirements of the informatics subprogram they want to enter; see Admission Information Certificate on the program's website.

International Writing Program

Director

- Christopher Merrill

Faculty: <https://iwp.uiowa.edu/about-iwp/iwp-staff>

Website: <https://iwp.uiowa.edu>

The International Writing Program (IWP) conducts a unique fall residency program for established writers from outside the United States, and a summer writing program for American and international high school students. During spring semester, IWP offers courses related to the program's general mission, including collaborative distance learning courses for writing students overseas. The program regularly offers Massive Open Online Courses (MOOCs) on literary topics.

Residency Program

Each fall the International Writing Program assembles a community of poets, fiction writers, essayists, playwrights, and journalists for a 10-week residency on campus. Participants range from emerging talents to writers who are among their countries' leading literary figures and writers of world stature. For most, their time in the program is their first, or their first extended, stay in the United States.

At the University they live and interact with each other while working on writing and translation projects and participating in public events. Throughout their residency, they present their work in IWP:3191 International Literature Today and IWP:5205 International Translation Workshop, and participate as guests in many other courses on campus. They also meet with the public through readings, panel discussions, a film series, and other presentations.

Since 1967 over 1,500 writers from over 150 countries have participated in the program.

International Writing Program participants are supported by the U.S. Department of State, through bilateral agreements with many countries, by grants from cultural institutions and governments abroad, and by private funds. The program does not provide grants for writers.

For more information, contact the International Writing Program, or visit its website.

Summer Programs

Between the Lines

Between the Lines is a creative writing and cultural exchange summer program for American and international high school students. Students explore creative writing and world literature in a multilingual, multicultural environment, attend writing workshops, and participate in a literature seminar and a series of master classes.

Between the Lines offers two sessions for participants who are 15-18 years old:

Between the Lines: Peace and the Writing Experience brings together young writers from the U.S. and select countries along the historic Silk Road land route for a two-week creative writing residency. The program is supported by the Bureau of Education and Cultural Affairs at the U.S. Department of State.

Between the Lines: Identity and Belonging is sponsored through grant funds provided by the Doris Duke Foundation for the Islamic Art (DDFIA) Building Bridges Program. The two-week session, free for all participants, brings together Americans who are Muslims and Americans who are non-Muslims. Those who are first- or second-generation immigrants, from refugee communities, low-income households, or marginalized positions are particularly encouraged to apply.

International students are nominated for Peace and the Writing Experience by embassies in their home countries. American students may apply directly to IWP for both sessions; candidates must complete an online application, submit samples of their creative work, a statement of purpose, and respond to two writing prompts. Contact Between the Lines for more information.

Summer Institute

The Summer Institute is a summer program that brings together U.S., Indian, and Pakistani college-age students (18-22 years old) for two weeks in July to focus on creative writing and the power of narrative. Summer Institute attendees take part in master classes in the craft of writing and the history and culture of South Asia, in collaborative workshops, and in activities designed to forge a community of writers. The program, funded by a grant from the U.S. Embassy in Islamabad, Pakistan, is free for selected participants.

Students from the three countries apply online. Contact the Summer Institute for more information.

Courses

International Writing Program Courses

IWP:1009 Undergraduate Internship **arr.**

Professional experience for students interested in arts management and international literature. Requirements: undergraduate standing, minimum of 36 s.h. of coursework, and consultation with IWP director.

IWP:1102 On Campus Independent Study **arr.**

Independent study arranged in collaboration with instructor.

IWP:3191 International Literature Today **1,3 s.h.**

English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as ENGL:3595, WLLC:3191.

IWP:3201 Writing and Publishing for the Literary Web **arr.**

Technical aspects of web publishing, including step-by-step instruction on using content management systems (Drupal and Wordpress); specific stylistic and editorial protocols associated with contributing to literary websites; utilize and navigate a content management system; create a contributor portfolio of online work, including media items, reviews, interviews, and blog posts.

IWP:3210 Comparative Arts **3 s.h.**

Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Taught in English. Same as ASIA:3210, FREN:3210, RUSS:3210, SPAN:3211, WLLC:3210.

IWP:5205 International Translation Workshop 1-3 s.h.

International writers pair with University of Iowa translators to write new works of poetry and fiction in English; second-language fluency not required for international writers. Same as TRNS:5205.

IWP:5230 Writing Across Genres: A Workshop arr.

Writing across genres; exploration of modes and voices different from chosen genres (i.e., poets may test the waters of playwriting, nonfiction writers of translation, translators of fiction); rotations by guest faculty; workshop includes students from Writing University M.F.A. programs and International Writing Program residents.

IWP:6635 Crossing Borders Seminar 2-3 s.h.

Taught in English. Same as AFAM:6635, ANTH:6635, CINE:6635, COMM:6635, ENGL:6635, FREN:6142, GEOG:6635, GRMN:6635, HIST:6135, POLI:6635, SPAN:6904.

IWP:7460 Translation Workshop 3 s.h.

Requirements: at least one foreign language. Same as TRNS:7460.

Library and Information Science

Director

- David A. Eichmann

Graduate degree: M.A. in library and information science

Graduate certificate: special collections librarianship

Faculty: <https://www.slis.uiowa.edu/faculty-and-staff/profiles>

Website: <https://www.slis.uiowa.edu/>

Today's age is defined by the intersection of information, technology, and human creativity. In this context, library and information science is dedicated to understanding the nature of information, the interaction between information and communication technologies, the relationship between information and knowledge, the cognitive and affective aspects of knowledge acquisition, and the interface between people and information. It offers new knowledge, technological benefits, and professional expertise for every dimension of human affairs.

Library and information professionals take on many challenges in serving the needs of their constituencies—children and teachers, members of academic communities, employees of profit and nonprofit organizations, and the public at large—constituencies that range from information poor to information rich. They work in the contexts of issues such as information and communication technology, public and private information policy, managerial policy, and regional, national, and international economics.

The School of Library and Information Science prepares professionals to meet these diverse challenges. It offers a graduate-level program of preparation for careers in all types of libraries and information centers, providing students with a strong, well-rounded education in an environment that supports individuals from all segments of a multicultural, multiethnic, and multilingual society. Its curriculum reflects the profession's immediate and long-range needs and prepares students to be leaders in a changing field.

By promoting excellence in research, the school contributes to the base of theoretical and practical knowledge in library and information science and helps develop an understanding of how to meet the varied and changing information needs of individuals and society. It also provides public service through continuing education programs, selective consulting services for library and information centers, and participation in professional organizations. The school strongly encourages its students, faculty members, and alumni to shape the future of the profession by filling key roles in organizations involved in all aspects of the information cycle.

Graduate students working toward a degree in library and information science may elect to pursue a combined degree program offered by the school in collaboration with the College of Law or a graduate degree program in book arts offered by the Center for the Book. See Combined Programs [p. 1606] in the M.A. in library and information science section of the Catalog.

Students interested in school librarianship may earn a teaching license through a joint program with the College of Education; see "School Teacher Librarian" under Requirements [p. 1604] in the M.A. in library and information science section of the Catalog.

Library and information science M.A. students may earn the Certificate in Book Studies/Book Arts and Technologies [p. 1570] or the Certificate in Special Collections Librarianship [p. 1608]. In addition, they may earn the Certificate in Informatics [p. 1597] and choose a subprogram in bioinformatics and computational biology, geoinformatics, health informatics, or information science. In addition, other graduate students may earn the Certificate in Special Collections Librarianship.

Related Certificate

Public Digital Humanities

The Certificate in Public Digital Humanities is especially for students with humanities backgrounds who want to gain expertise and credentials to work more intensively with technology. The program brings students together with varied academic backgrounds to learn how to communicate, sort out the roles required for fully functioning teams, and understand the unique contributions made by individuals across disciplines. Students learn to appreciate the diversity of humanities research methods while identifying core digital activities that underlie research projects. For more information, see the Certificate in Public Digital Humanities [p. 1626].

Student Organizations and Activities

All M.A. students in the school are automatically members of LISSO, the Library and Information Science Student Organization, which also serves as the student chapter of the American Library Association. LISSO sponsors various activities, such as speaker series, workshops, brown bag lunches, and social events. Participation in LISSO events provides students with significant opportunities for professional and extracurricular growth. Students also are encouraged to join other state and national professional organizations.

B Sides is a student-run project from the School of Library and Information Science. The journal and podcast aim to provide an interactive and accessible space where library and information science students, faculty, alumni, and community professionals can dialog about all aspects of the profession, study, research, and practice of library and information science and related fields.

Honor Society

The Beta Beta Theta Chapter of Beta Phi Mu, the international honor society for library and information science, is located at the University of Iowa. Each year new members are chosen from the top 25 percent of the preceding year's graduating class. To be eligible for membership, graduates must achieve a g.p.a. of at least 3.75, demonstrate professional promise, and be recommended by the faculty.

Programs

Graduate Programs of Study

Major

- Master of Arts in Library and Information Science [p. 1604]

Certificate

Certificate in Special Collections Librarianship [p. 1608]

Facilities

The School of Library and Information Science (SLIS) is housed in the south wing of the University's Main Library, in a setting that promotes community among students, faculty, and staff and provides easy access to resources of the University of Iowa Libraries. Facilities are provided for the varied instructional and research activities of the school.

The school includes classrooms dedicated for use by SLIS faculty and students. These rooms include a wired workstation technology classroom with Windows and Macintosh computers fully equipped for videoconferencing, and seminar classrooms with videoconferencing systems and large high-definition screens.

Gunther Commons

Gunther Commons, a state-of-the-art collaboratory equipped with workstations, is the school's combined student center and technology lab. Individuals and teams of students gather in the collaboratory to work on course assignments and to gain experience with specialized software that supports the latest teaching technologies. Students have access to Windows and Macintosh computers, with gigabit access to the campus network and wireless service throughout the Main Library.

University of Iowa Libraries

All of the resources of the University of Iowa Libraries are available to the school's students and faculty. The system contains more than 4 million volumes in the Main Library and six departmental libraries.

The web-based catalog provides access to books and periodicals, electronic indexes, and full-text databases held by University Libraries. In addition, InfoHawk+ provides online resource access to selected internet and CD-ROM resources arranged by subject and academic discipline. Wireless internet access is available in the Main Library.

The school benefits with proximity to the Learning Commons. It encompasses the majority of public space on the first floor of the Main Library. The Learning Commons is a technology-infused, comfortable and flexible learning space, and an academic and information help center.

The third floor of the Main Library houses the map collection, Special Collections, and University Archives, including the Iowa Women's Archives.

Other Libraries

Students have access to a variety of libraries through field trips, practicum experience, and personal use: the State Historical Society of Iowa library in Iowa City; the Iowa City, Coralville, and Cedar Rapids public and school libraries; the Augustana, Coe, Cornell, Mount Mercy, and Grinnell College libraries; and the Herbert Hoover Presidential Library and Museum in West Branch.

Other Resources

The second floor of the University Capitol Centre (UCC) houses the instructional services and campus services departments of the University's Information Technology Services. It provides instructional and research computing facilities and services for the University community. All University students, staff, and faculty may use the center's computers for University-related research, thesis preparation, and class work. Instructional

Technology Centers provide campuswide access to the University's academic computing resources and the internet.

Courses

Library and Information Science Courses

- SLIS:4150 Introduction to Book Studies** **3 s.h.**
Theory and practice of book studies; meanings of word and image in the book format; comparative study of other media, applied study of the codex as physical artifact. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Varies by semester. Same as ENGL:4150, UICB:4150.
- SLIS:4910 The Book in the Middle Ages** **3 s.h.**
Relation of text, decoration, function, creators, and audience in different genres of medieval manuscript books 400-1500 A.D. Same as HIST:4910, UICB:4910.
- SLIS:4920 The Transition from Manuscript to Print** **3 s.h.**
History of the book and communication in Europe 1400-1800; production, distribution, and use of texts in cultural context. Same as HIST:4920, UICB:4920.
- SLIS:5010 Cultural Foundations** **1-3 s.h.**
The role of libraries and information agencies in society; major issues, including information policy, professional ethics, literacy, diversity, technology, pedagogy. Requirements: admission to library and information science.
- SLIS:5020 Computing Foundations** **3 s.h.**
Review of technology in context of library and information science; introduction to computer basics (hardware, software), markup languages (HTML, XML), security and privacy, databases, and basic programming languages; focus on basic concepts and troubleshooting techniques. Requirements: admission to library and information science.
- SLIS:5030 Conceptual Foundations** **3 s.h.**
Theory, principles, and standards in organization of information; function of catalogs, indexes, bibliographic networks; introduction to metadata descriptions, name and title access, subject analysis, controlled vocabularies, classification systems. Requirements: admission to library and information science.
- SLIS:5041 College and University Libraries** **3 s.h.**
Objectives, organization, unique functions, and services of academic libraries; educational environment in which academic libraries function; examination of issues and problems affecting academic libraries. Prerequisites: SLIS:5010. Corequisites: SLIS:5010, if not taken as a prerequisite.
- SLIS:5042 Public Libraries** **3 s.h.**
Historical development of public libraries; current issues in public library management and policy making, including intellectual freedom; readers advisory service and genres of popular materials for adults. Prerequisites: SLIS:5010. Corequisites: SLIS:5010, if not taken as a prerequisite.
- SLIS:5043 Special Libraries** **3 s.h.**
Management, organizational structures, collections, client services in special libraries; site visits to a variety of special libraries, information centers; projects that apply theoretical principles. Prerequisites: SLIS:5010. Corequisites: SLIS:5010, if not taken as a prerequisite. Same as IGPI:5043.

- SLIS:5044 School Library Media Administration 3 s.h.**
Design of K-12 library programs including major functions of teaching and learning, information access, and leadership and program administration. Prerequisites: SLIS:5010. Corequisites: SLIS:5010, if not taken as a prerequisite.
- SLIS:5200 User Education: Multimedia 3 s.h.**
Develop multimedia projects for educational use in libraries; develop a portfolio of projects using multimedia technology; explore applications of multimedia for teaching and learning; explore and evaluate platforms for delivering multimedia in educational environments. Same as IGPI:5203.
- SLIS:5220 Resources for Children 3 s.h.**
Evaluation and use of books, magazines, electronic media, and other sources of information and recreation in relation to youth development.
- SLIS:5230 Resources for Young Adults 3 s.h.**
Topics related to populations served by youth services departments (e.g., societal issues, informational needs); seminar.
- SLIS:5240 Resources for Adults 3 s.h.**
Role of public libraries in meeting adults' informational and recreational needs; popular culture materials, reader's advisory services, lifelong learning.
- SLIS:5520 Studies in Book History and Technologies 0-3 s.h.**
Topics related to production, distribution, and consumption of books through history and into the future. Same as UICB:5520.
- SLIS:5530 Topics in Preservation 3 s.h.**
Care, conservation, and preservation of cultural heritage artifacts; readings, discussion, hands-on sessions. Same as UICB:5530.
- SLIS:5535 Book Conservation 3 s.h.**
Practical methods, materials assessment, conservation history and evolution. Prerequisites: UICB:4270. Same as UICB:5220.
- SLIS:5600 History of Readers and Reading 3 s.h.**
Cultural nature of reading practices in historic and contemporary contexts; print and digital culture; reading communities; examples of recent scholarship; use of primary resources; seminar. Same as UICB:5600.
- SLIS:5630 Introduction to Special Collections Librarianship 3 s.h.**
Introduction to history of collecting in special collections and key areas of praxis (e.g., appraisal, arrangement and description, preservation, reference and access, outreach).
- SLIS:5700 Cultural Heritage 3 s.h.**
Increased use of digital technologies in collection, organization, dissemination, and use of heritage resources that generate intellectual, social, technological, legal, and ethical challenges to—and opportunities for—the heritage practice; exploration of challenges and opportunities, as well as their impact on the heritage profession; students become familiar with key heritage-related concepts and topics, apply them to a concrete project, and write a report of their findings.
- SLIS:5900 Health Informatics 3 s.h.**
Technological tools that support health care administration, management, and decision making. Same as HMP:5370, IGPI:5200, ISE:5860, MED:5300.
- SLIS:5950 Health Information and Communication 3 s.h.**
Fundamentals of medical librarianship, including how to engage with consumers and practitioners in need of health information; overview of health information resources and seeking skills; how to interact with users in need of health information; basic skills requisite to medical librarianship; community engagement, understanding health literacy, interacting with diverse user populations, and ethical considerations central to health information.
- SLIS:6020 Literacy and Learning 3 s.h.**
Learning and literacy theory relevant to work in information services; how librarians can help people process information and use it to form understanding and create new knowledge. Prerequisites: SLIS:5010.
- SLIS:6100 Database Management 3 s.h.**
Principles and practices of database design and management; discussion and practice cover database application lifecycle, data modeling, relational database design, SQL queries, reports and other interfaces to database data, documentation; individual and group projects. Prerequisites: SLIS:5020. Same as IGPI:6100.
- SLIS:6110 Evidence-Based Practice in Library and Information Science 3 s.h.**
Structured approach to improved libraries through decision making that supports the collection, interpretation, and evaluation of data; assessment of the effectiveness of library programs and services.
- SLIS:6115 Information and Inquiry 3 s.h.**
Expert skills in seeking and evaluating information that responds to patron needs, supplemented by trajectory of and contemporary practices for library reference work, including tools that support library users' inquiries and information seeking.
- SLIS:6120 Natural Language Processing 3 s.h.**
Tools and techniques for computational processing of text, including lexical analysis, part-of-speech tagging, named entity recognition, relationship extraction, topic detection and tracking, sentiment analysis, question answering; example corpora and applications drawn from multiple disciplines including biomedicine, digital humanities, and social science. Prerequisites: SLIS:5020. Same as IGPI:6120.
- SLIS:6130 Community Engagement 3 s.h.**
Ways in which information professionals in libraries and other settings learn about, collaborate with, and provide services and outreach to community members; introduction and overview of community engagement theory and practice; service learning or community-based research projects. Prerequisites: SLIS:5010.
- SLIS:6140 Digital Environments 3 s.h.**
Methods and models for building digital libraries; organization with metadata; standards such as those for object identifiers, open access, building cross-linkages between collections; automatic harvesting of content. Prerequisites: SLIS:5020. Same as IGPI:6140.
- SLIS:6145 Digital Preservation and Stewardship 3 s.h.**
Introduction to concepts and theories related to preservation and continued stewardship of born-digital and digitized materials; taught from an archival perspective, focusing on current methods of collection, maintenance, and access for digital collections in libraries, archives, and museums.
- SLIS:6150 Information Behavior 3 s.h.**
Understanding how information users approach their information needs; concepts for understanding information use; analysis of user communities.

- SLIS:6155 Information Visualization** **3 s.h.**
Information visualization is to unveil the underlying structure of large or abstract data sets using visual representations that utilize the powerful processing capabilities of the human visual perceptual system; introduction to theories, techniques, and examples of information visualizations for different presentations of data. Prerequisites: SLIS:5020. Same as IGPI:6155.
- SLIS:6170 Organizational Management** **3 s.h.**
Survey of management issues common to all information environments—understanding organizations, decision making, hiring and personnel, grant writing, and marketing.
- SLIS:6250 Beginning Cataloging and Classification** **3 s.h.**
Systems for describing materials and information in catalogs and organizing them for effective retrieval in libraries, museums, and other information centers; AACR2 descriptive principles, Dewey and Library of Congress classifications, Sears and LC subject headings, cataloging networks and services. Prerequisites: SLIS:5030. Corequisites: SLIS:5030, if not taken as a prerequisite.
- SLIS:6255 Beginning Rare Books Cataloging** **3 s.h.**
Concepts and application of descriptive cataloging of rare materials (books); rare books and how their special features shape cataloging; course format includes lecture and discussion, in-class and hands-on (if available) cataloging of rare books, and possible visits to the UI Center for the Book, the John Martin Rare Book Room, and UI Libraries Special Collections; students gain confidence and critical skills to start cataloging rare, special, and unusual books encountered in the workplace.
- SLIS:6330 Collection Development** **3 s.h.**
Collecting as a core library activity; various types of media collected from traditional print media to new digital media; how collections are structured and managed to provide for selection, organization, and access. Prerequisites: SLIS:5010 and SLIS:5030.
- SLIS:6335 Metadata Theories and Applications** **3 s.h.**
Principles of describing materials in both traditional and digital contexts; standards for writing and implementing metadata. Prerequisites: SLIS:5020 and SLIS:5030. Corequisites: SLIS:5030, if not taken as a prerequisite. Requirements: admission to library and information science program.
- SLIS:6345 Stewardship of Information and Collections** **3 s.h.**
Principles for creating, building, and maintaining digital and print collections in libraries and other information organizations. Prerequisites: SLIS:5010. Corequisites: SLIS:5010, if not taken as a prerequisite. Requirements: admission to library and information science program.
- SLIS:6350 Archives and Media** **3 s.h.**
Collecting as a core library activity; various types of media collected from traditional print media to new digital media; how archives are structured and managed to provide for selection, organization, access, and perpetual storage; work on sample collections, presentation of techniques, and concepts. Prerequisites: SLIS:5010 and SLIS:5030.
- SLIS:6370 Topics in Book Studies** **3 s.h.**
Topics relevant to book studies and special collections. Same as UICB:6370.
- SLIS:6380 Analysis of Scholarly Domains** **3 s.h.**
Information transfer in academic disciplines; scientific method, other means of knowledge construction, resulting literatures; reference tools used to control literature for a variety of audiences; emphasis on humanities, social sciences, or sciences. Same as IGPI:6380.
- SLIS:6411 Topics in Library and Information Science** **1-3 s.h.**
Current topics in the field of library and information science.
- SLIS:6490 Information Policy and Ethics** **3 s.h.**
Ethical and legal issues as they relate to information policy development and interpretation; application of information policies to address problems in information organizations. Same as IGPI:6490.
- SLIS:6520 Practicum in Libraries and Information Centers** **3 s.h.**
Supervised field experience in selected libraries and information centers; emphasis on application of theory to practice; at least 120 hours of fieldwork. Requirements: 15 s.h. of SLIS coursework.
- SLIS:6521 Distance and Online Education: Practicum in Library and Information Centers** **3 s.h.**
Supervised field experience in selected libraries and information centers; emphasis on application of theory to practice; at least 120 hours of fieldwork. Prerequisites: SLIS:5010 and SLIS:5020 and SLIS:5030 and (SLIS:6110 or SLIS:6170) and SLIS:6115. Requirements: minimum of 15 s.h. of SLIS coursework.
- SLIS:6530 School Library Media Practicum** **3 s.h.**
Supervised field experience in library media centers at elementary and secondary school levels; emphasis on application of theory to practice; at least 40 hours of fieldwork; seminar meetings. Prerequisites: SLIS:5044.
- SLIS:6570 Independent Study** **1-3 s.h.**
Formal contract between student and faculty member. Requirements: formal proposal.
- SLIS:6571 Distance and Online Education: Independent Study** **1-3 s.h.**
Formal contract between student and faculty member; opportunity to pursue in-depth research in a particular area of interest that does not duplicate an existing course in the curriculum; students meet with faculty member to design a plan of study and submit a bibliography and description of the final project. Requirements: formal proposal.
- SLIS:6580 Thesis** **0-6 s.h.**
Prerequisites: SLIS:5010 and SLIS:5020 and SLIS:5030 and SLIS:6110 and SLIS:6170.
- SLIS:6590 Digital Humanities Capstone** **arr.**
Application and practice of classroom experience to a specific project under guidance from a faculty member and project team leader. Prerequisites: CLAS:7290 or SLIS:7290. Requirements: admission to public digital humanities certificate program, an approved certificate plan of study on file, completion of 12 s.h. of approved coursework, and good standing in all required certificate coursework. Same as GRAD:6590.
- SLIS:7290 Digital Humanities Theory and Practice** **3 s.h.**
Overview of theories and use of technology to preserve, deploy, visualize, map, and analyze concepts; discussions with practicing digital public scholars; assignments consist of a digital portfolio tailored to student research; introductory course in public digital humanities certificate. Same as CLAS:7290.

Library and Information Science, M.A.

Students who pursue the master's degree in library and information science gain an understanding of the foundations of the library and information profession, including the history of the field, ethical and philosophical concerns, the information cycle, principles and procedures for dealing with a variety of information carriers, and the theory and practice of strategic management. They examine future trends, with emphasis on cutting-edge technological concerns. Students study the discipline's research base, gaining heightened awareness of the synergism between library and information science and other disciplines, as well as the close relationship between research and practice. Finally, students become knowledgeable about the factors that underlie users' information needs and appropriate strategies to assist them.

The University of Iowa offers students the option of completing their degree either on campus or online through a video conferencing system. The School of Library and Information Science combines web-based education with on-campus instruction and collaboration that allows distance students to participate real-time with their campus classmates. Both full- and part-time enrollment options are available for on-campus or virtual coursework. For more information about the online program, see Online M.A. in LIS on the School of Library and Information Science website.

Requirements

The Master of Arts in library and information science requires 36 s.h. of graduate credit. Students must earn a grade of B or higher in all courses for the major. They may repeat a course to remedy a lower grade; see the SLIS Handbook for further details. A thesis option is available for students who seek additional research experience.

Students may apply a maximum of 12 s.h. of graduate transfer credit in library and information science or related areas toward the degree, subject to applicable rules and approval of the transfer credit committee. Approval is determined by the course's content, currency, and applicability to a student's program.

The program may be completed on campus or in a synchronous distance mode, and is designed to be completed in two years with enrollment of 9 s.h. during the fall and spring semesters. The School of Library and Information Science strongly recommends that students not register for more than 12 s.h. during fall and spring semesters and 8 s.h. during summer sessions. The program also may be completed through part-time study.

The curriculum includes two levels of coursework. Core courses consist of five required courses that provide a solid grounding for all successive coursework. Students select seven elective courses based on their areas of interest. This two-level arrangement allows students to concentrate in an area that most closely matches their professional goals.

The Master of Arts in library and information science has held continuous accreditation from the American Library Association since 1971.

The M.A. with a major in library and information science requires the following coursework.

Code	Title	Hours
Core Courses		15
Electives		21
Total Hours		36

Core Courses

Code	Title	Hours
All of these:		
SLIS:5010	Cultural Foundations (taken in student's first semester)	3
SLIS:5020	Computing Foundations (taken in student's first semester)	3
SLIS:5030	Conceptual Foundations	3
SLIS:6115	Information and Inquiry	3
One of these:		
SLIS:6110	Evidence-Based Practice in Library and Information Science	3
SLIS:6170	Organizational Management	3

Electives

Code	Title	Hours
With their advisor's guidance, students select seven of these (21 s.h.):		
SLIS:4150	Introduction to Book Studies	3
SLIS:4910	The Book in the Middle Ages	3
SLIS:4920	The Transition from Manuscript to Print	3
SLIS:5041	College and University Libraries	3
SLIS:5042	Public Libraries	3
SLIS:5043	Special Libraries	3
SLIS:5044	School Library Media Administration	3
SLIS:5200	User Education: Multimedia	3
SLIS:5220	Resources for Children	3
SLIS:5230	Resources for Young Adults	3
SLIS:5240	Resources for Adults	3
SLIS:5520	Studies in Book History and Technologies	0-3
SLIS:5530	Topics in Preservation	3
SLIS:5535	Book Conservation	3
SLIS:5600	History of Readers and Reading	3
SLIS:5700	Cultural Heritage	3
SLIS:5900	Health Informatics	3
SLIS:5950	Health Information and Communication	3
SLIS:6020	Literacy and Learning	3
SLIS:6100	Database Management	3
SLIS:6110	Evidence-Based Practice in Library and Information Science	3
SLIS:6120	Natural Language Processing	3
SLIS:6130	Community Engagement	3
SLIS:6140	Digital Environments	3

SLIS:6145	Digital Preservation and Stewardship	3
SLIS:6150	Information Behavior	3
SLIS:6155	Information Visualization	3
SLIS:6170	Organizational Management	3
SLIS:6250	Beginning Cataloging and Classification	3
SLIS:6255	Beginning Rare Books Cataloging	3
SLIS:6330	Collection Development	3
SLIS:6335	Metadata Theories and Applications	3
SLIS:6345	Stewardship of Information and Collections	3
SLIS:6350	Archives and Media	3
SLIS:6370	Topics in Book Studies	3
SLIS:6380	Analysis of Scholarly Domains	3
SLIS:6411	Topics in Library and Information Science	1-3
SLIS:6490	Information Policy and Ethics	3
SLIS:6520	Practicum in Libraries and Information Centers	3
SLIS:6530	School Library Media Practicum	3
SLIS:6570	Independent Study	1-3
SLIS:6580	Thesis	0-6
SLIS:6590	Digital Humanities Capstone	3
SLIS:7290	Digital Humanities Theory and Practice	3

Specializations

Students' programs often are designed around particular career goals. Examples of possible general specializations are listed below. Information also is available regarding Specialized Focus Areas and Certificates on the School of Library and Information Science website.

Public Libraries

Public libraries provide informational, educational, and recreational materials and a wide range of services for a diverse clientele. Although public libraries receive the bulk of their funding from local taxes, they also may be organized on a regional or statewide cooperative basis. The variety of uses, services, materials, and organizational structures of public libraries makes this a challenging area of librarianship. Public librarians need to develop skills in analyzing the communities they serve, designing comprehensive marketing plans to meet their needs, implementing the plans in a cost-effective way, and evaluating the success of their efforts.

Academic Libraries

The academic library, whether in a community college, a four-year college, or a university, provides information services in support of the parent institution's teaching, research, and public service missions. These services include instruction in the use of the library and its resources. Management skills and subject or language competence often are required. Since librarians in this setting usually are considered academic faculty members, a second master's or other advanced degree is desirable.

Special Libraries and Information Centers

Special libraries serve corporations, private companies, government agencies, technical and academic institutions, museums, medical facilities, and information management consulting firms. They are organized to anticipate and quickly respond to the specific information needs of their users. Special librarians are information resource experts who collect, analyze, evaluate, package, and disseminate information to facilitate accurate decision making. Knowledge of information technology and the ability to design services suitable to the parent organization are professional necessities. In addition, substantial subject expertise may be required.

School Teacher Librarian

School teacher librarians provide instruction to students in accessing, evaluating, and using information; collaborate with teachers on the use of resources in instruction; provide leadership in the use of instructional and information technologies; offer reading guidance; provide reference service; and manage the library media center.

The University of Iowa offers a state-approved program leading to endorsement as school teacher librarian K-12. In order to fulfill state requirements for this endorsement, students must hold or be eligible for a teaching license and must complete a designated sequence of courses that leads both to certification and to the M.A. degree.

Licensed teachers employed in Iowa schools may enroll in a distance education program that leads to an M.A. in library and information science and endorsement for school librarianship. Contact the School of Library and Information Science for details.

Students who are interested in school libraries but lack a valid Iowa teaching license may earn licensure as a school teacher librarian by completing 30 s.h. in the College of Education. The Master of Arts in library and information science with teacher licensure requires 66 s.h. of credit. Students must apply and be admitted to both programs.

Certificate Opportunities

Book Studies/Book Arts and Technologies

Students can earn the Certificate in Book Studies/Book Arts and Technologies offered by the Center for the Book (Graduate College). The certificate prepares them for careers in special collections librarianship while training them in the production and legacy of the book as a physical artifact. For more information, see Combined Programs [p. 1606] in this section of the Catalog.

Informatics

M.A. students have the opportunity to earn the Certificate in Informatics. Specialty areas include bioinformatics and computational biology, geoinformatics, health informatics, and information science. For more information, see the Certificate in Informatics [p. 1597] in the Catalog.

Public Digital Humanities

Students also may apply to earn the Certificate in Public Digital Humanities. The program requires 12 s.h. of graduate credit and offers credentials to students who plan to incorporate digital technology into their future research,

training, or careers. For more information, see the Certificate in Public Digital Humanities [p. 1626] in the Catalog

Certificate Program Application

Separate application to each certificate program is required. For more information, see Degrees and Certificates on the School of Library and Information Science website.

Combined Programs

M.A./J.D.

The School of Library and Information Science and the College of Law offer a combined Master of Arts/Juris Doctor program. Students in the combined program may apply a limited amount of credit toward both degrees. Up to 6 s.h. in law coursework may be applied toward the M.A. in library and information science; up to 12 s.h. in library and information science coursework may be applied to the J.D. degree. Students take law courses their first year and begin taking School of Library and Information Science courses in their second year.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Elective courses also are available for students who wish to specialize in law librarianship but who do not wish to pursue the J.D. degree.

M.A./M.F.A. in Book Arts

The School of Library and Information Science and the Center for the Book offer a combined Master of Arts/Master of Fine Arts in book arts. The combined program allows students with strong interests in the physical book to acquire training in the book arts, book history, and material book studies. The earned expertise in the production and legacy of the book as a physical artifact combined with expertise in library and information science can be an asset for those focused on careers in special collections libraries and archives.

Students in the combined program earn both degrees by completing fewer semester hours than if each degree was completed separately. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information, see the M.F.A. in book arts [p. 1568] in the Catalog.

Students interested in a librarianship career with a more general interest in the physical book should consider the book studies, book arts and technologies/library and information science (BLIS) certificate program; see "Certificate Opportunities" under Requirements [p. 1604] in this section of the Catalog.

M.A./Certificate in Book Studies/Book Arts and Technologies

The Center for the Book and the School of Library and Information Science (SLIS) collaborate to offer the book studies/book arts and technologies/library and information science (BLIS) program. The combined program enables students to earn an M.A. in library and information science and a certificate in book studies. It requires admission to the

School of Library and Information Science M.A. program and the Center for the Book certificate program.

The M.A./Certificate in Book Studies/Book Arts and Technologies offers multiple pathways into professional engagement with artifacts available in archives and libraries, such as rare and artist books. Students select courses that enable them to gain skills and knowledge in areas of service such as conservation, cataloging, instruction, and outreach. The combined program requires 51 s.h. of coursework. Students take 27 s.h. of SLIS courses; 15 s.h. of book arts, studies, and technologies courses; and the remaining 9 s.h. may be taken in either SLIS or Center for the Book coursework, or from another unit with approval from the SLIS advisor.

Admission deadline is February 1 for fall entry. For more information, see the Certificate in Book Studies/Book Arts and Technologies [p. 1570] in the Catalog.

Admission

Applicants begin the admission process by submitting an online graduate application through the Office of Admissions. Applicants then receive a HawkID and can upload the remaining application documents through MyUI. Transcripts of all academic work, a written statement of purpose and goals, a résumé or curricula vitae, and three letters of recommendation are required. Applicants to the teacher librarian program are asked to include a copy of their current teaching certificate. The admission committee considers each applicant's letters of recommendation, statement of purpose, résumé or curricula vitae, and other appropriate criteria, as well as an applicant's grade-point average. Applicants for admission to the M.A. program should have a g.p.a. of at least 3.00 on a 4.00 scale. Graduate Record Examination (GRE) General Test scores are not required. Admission is competitive.

Applicants whose first language is not English must score at least 81 (internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants with TOEFL scores below 100 on the internet-based test are required by the University to take an English Proficiency Test if admitted to the program. In place of TOEFL, the school also accepts International English Testing System (IELTS) scores of 7.0 or higher, with no subscore below 6.0. Applicants who submit IELTS scores are required to take an on-campus English proficiency evaluation.

Completed applications should be received by February 1 for priority consideration for fall admission. Decisions of the admissions committee are announced approximately six weeks after the application deadline. Late applications are considered if places are still available. Financial aid often is not available for late applicants. Admitted students are assigned a faculty advisor for program planning during their first semester.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and

should be discussed with an academic advisor. For additional sample plans, see MyUI.

Course	Title	Hours
Academic Career		
Any Semester		
36 s.h. of graduate level coursework must be completed; up to 12 s.h. of graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Students must earn grade B or higher in all courses for the major.		
Students may design their program around particular career goals such as Public Librarianship, Information Processes, Medical Librarianship, Youth Services, Archives and Media, and Academic Librarianship by working with their advisor to determine coursework and sequence.		
Students may pursue select degrees, certificates or a certification simultaneously in less time than would be required to complete the programs of study independently. ^b		
Hours		0
First Year		
Fall		
SLIS:5010	Cultural Foundations ^{c, d}	3
SLIS:5020	Computing Foundations ^{c, d}	3
SLIS elective ^e		3
Hours		9
Spring		
SLIS:5030	Conceptual Foundations ^{c, f}	3
SLIS:6110 or SLIS:6170	Evidence-Based Practice in Library and Information Science ^{c, g} or Organizational Management	3
SLIS elective ^e		3
Hours		9
Second Year		
Fall		
SLIS:6115	Information and Inquiry ^{c, g}	3
SLIS elective ^e		3
SLIS elective ^e		3
Hours		9
Spring		
SLIS elective ^e		3
SLIS elective ^e		3
SLIS elective ^e		3
Exam: Career Development Portfolio		
Hours		9
Total Hours		36

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b Students can complete a combined degree with the SLIS MA and either a Juris Doctor or the Book Arts MFA, or may consider the SLIS MA with the Book Studies/Book Arts and Technologies CER, Informatics CER, or Public Digital Humanities CER. The SLIS MA may also be combined with the School Library Media CERT.

c SLIS core course

d Course should be taken during the first semester of the program.

e Students must complete 7 courses (21 s.h.) of SLIS elective graduate coursework in an area of professional specialization. Work with an academic advisor to determine coursework and sequence. Additional information can be found in the General Catalog and the department website.

f Course should be taken in the second semester of the program.

g Course can be taken in year 1 or 2 based on individual schedule.

Financial Support

The School of Library and Information Science (SLIS) typically offers limited partial-tuition scholarships and graduate assistantships. To be considered for scholarships or assistantships, applicants must meet the M.A. program's grade-point average requirement for admission; see Admission [p. 1606] in this section of the Catalog. At the discretion of the admissions committee, limited graduate assistantships may be offered to incoming students based on academic merit and prior experience. In addition, available assistantships in SLIS and in other programs and departments throughout the University are advertised as they become available; students should apply for specific assistantships.

For information on departmental scholarships, contact the School of Library and Information Science or visit its website to learn about available opportunities. Part-time employment usually is available in the University of Iowa Libraries or other campus units.

Applications for student loans, work-study eligibility, or other financial assistance should be submitted directly to the University's Office of Student Financial Aid.

Career Advancement

Library and information science graduates have many options for employment. Alumni hold positions in public, school, special, and academic libraries as well as other information settings. They serve in varied roles, such as information consultant, database manager, library administrator, webmaster, network coordinator, cataloger, children's librarian, school library media specialist, and archivist.

The school shares announcements of national and international job opportunities through an electronic mailing list. In addition, the Library and Information Science Student Organization (LISSO) sponsors talks by speakers versed in areas of librarianship as well as workshops on résumé writing, social media networking, and interviewing. Internships and other opportunities provide students with hands-on experience that may enhance their job prospects.

For recent information on library and information science placement, see the Library Research Service (LRS) website and the annual Placement and Salaries 2019 report on the Library Journal website.

Special Collections Librarianship, Graduate Certificate

UICB:4920

The Transition from Manuscript to Print

3

For more information, see the School of Library and Information Science website.

Requirements

The graduate Certificate in Special Collections Librarianship requires 15 s.h. of coursework. Students must maintain a g.p.a. of at least 3.00 in work for the certificate.

The certificate program includes 12 s.h. of required coursework that introduces students to the core theories supporting the collection and management of rare books, archival records, and manuscript collections. One elective course allows students to further specialize and focus on archival work, rare books, or digital curation and preservation, and prepares students for the diverse range of careers in libraries, archives, special collections, and manuscript repositories.

The certificate program is designed to meet the guidelines for a graduate program in archival studies by the Society of American Archivists (SAA). The certificate may be earned by any student currently enrolled in the M.A. in library and information science [p. 1604] degree program, the Certificate in Book Studies/Book Arts and Technologies [p. 1570] program, as well as in other graduate programs of study. The Certificate in Special Collections Librarianship is awarded by the Graduate College.

The Certificate in Special Collections Librarianship requires the following coursework.

Required Courses

Code	Title	Hours
All of these:		
SLIS:5600	History of Readers and Reading	3
SLIS:5630	Introduction to Special Collections Librarianship	3
SLIS:6350	Archives and Media	3
One of these:		
SLIS:5530	Topics in Preservation	3
SLIS:5535	Book Conservation	3
SLIS:6145	Digital Preservation and Stewardship	3

Elective

Code	Title	Hours
One of these:		
SLIS:5535	Book Conservation	3
SLIS:5700	Cultural Heritage	3
SLIS:6255	Beginning Rare Books Cataloging	3
SLIS:6520	Practicum in Libraries and Information Centers	3
MUSM:3200	Collection Care and Management	3
MUSM:4200	Museum Object Preservation	3

Molecular Medicine

Director

- Matthew J. Potthoff (Pharmacology)

Faculty: <https://medicine.uiowa.edu/mcb/faculty>

Website: <https://medicine.uiowa.edu/mcb/>

The Molecular Medicine Program provides interdisciplinary training in the concepts and methodologies fundamental to the investigation of biological processes and molecular mechanisms that relate to human disease.

The program provides the curriculum for the molecular medicine subprogram for the Doctor of Philosophy in biomedical science. It is a sequence of required and elective coursework, which provides students with broad exposure to areas, including molecular biology, cell biology, biochemistry, and integrative sciences. The curriculum ensures comprehensive exposure to conceptual and experimental aspects of molecular and cellular biology and of translational studies. Sufficient flexibility is provided so that students can adapt the program to allow specialization in their own area of interest. See the Ph.D. in biomedical science [p. 1552] (molecular medicine subprogram) in the Graduate College section of the Catalog.

Faculty members are involved in a variety of research projects involving molecular and cellular biology and molecular medicine.

Programs

Graduate Program of Study

Major

- Doctor of Philosophy in Molecular and Cellular Biology

Students interested in doctoral studies in molecular medicine should apply under the umbrella program in Biomedical Science [p. 1549] (select molecular medicine subprogram). Direct application to the Ph.D. in molecular and cellular biology is not currently being considered.

Facilities

Training is conducted primarily in laboratories and teaching facilities of the Carver College of Medicine Stead Family Department of Pediatrics and the Departments of Anatomy and Cell Biology, Biochemistry, Internal Medicine, Microbiology and Immunology, Molecular Physiology and Biophysics, Neurology, Obstetrics and Gynecology, Ophthalmology and Visual Sciences, Otolaryngology—Head and Neck Surgery, Pathology, Pharmacology, Psychiatry, Radiation Oncology, and Surgery; and the College of Liberal Arts and Sciences Departments of Biology and Chemistry. Faculty laboratories and central research facilities available to students provide access to the most up-to-date research equipment.

Courses

Molecular Medicine Courses

MMED:3310 Practical Data Science and Bioinformatics 3 s.h.

Understanding how to access large biological data sets and use them to answer biological questions is an important skill for researchers; immersive introduction to computational handling of data; how to access and analyze publicly available data; critically evaluate data quality and analysis in context of measuring gene expression; basic coding in R/RStudio, plotting and data display, fitting and regression, statistical inference, statistical models, downloading and data wrangling; basic introduction to machine learning (clustering); for students with no computational background. Prerequisites: BIOL:1411 with a minimum grade of C- and BIOL:1412 with a minimum grade of C-. Requirements: college algebra. Recommendations: BIOC:3110, or BIOC:3120 and BIOC:3130, or other upper-level life sciences courses. Same as CBIO:3310.

MMED:5270 Pathogenesis of Major Human Diseases 3 s.h.

Critical analysis of pathogenesis models in a series of major human diseases; clinical presentation, analysis of cellular and molecular events leading to the disease, discussion of key papers. Offered spring semesters of even years. Same as IGPI:5270, PATH:5270.

MMED:6215 Transcription and Multifunctional Regulation by RNA 1 s.h.

Principles and techniques for investigating mechanisms of controlling eukaryotic gene expression; basic genome organization, chromatin structure, transcription, RNA processing, translation; cloning methods, use of electronic sequence databases, footprinting, chromatin immunoprecipitation, in vivo and in vitro transcription assays, DNA microarray analysis, information retrieval. Prerequisites: BMED:5207.

MMED:6220 Mechanisms of Cellular Organization 3 s.h.

Current understanding of basic cell biological processes; key experiments that led to guiding insights; mechanisms that cells use for compartmentalization and how those mechanisms are regulated; biogenesis of major organelles (e.g., mitochondria, peroxisomes, nucleus, secretory/endocytic membrane system); functions of cytoskeleton in cell motility, organelle motility, and cell division. Prerequisites: BIOC:3130. Same as ACB:6220, MPB:6220.

MMED:6225 Growth Factor Receptor Signaling 1 s.h.

Mechanisms of signaling by growth factors; cytokines and related molecules that regulate cell proliferation, development, differentiation, and survival; emphasis on molecular mechanisms of signaling, relevance of these signaling processes to various human diseases. Same as ACB:6225, MPB:6225.

MMED:6226 Cell Cycle Control 1 s.h.

Cell cycle regulation, DNA damage-dependent cell cycle regulation, redox-dependent cell cycle regulation, cellular senescence. Same as ACB:6226, MPB:6226.

MMED:6227 Cell Fate Decisions 1 s.h.

Cellular fate decisions including signal integration, terminal differentiation in development, mechanisms of embryonic stem cell gene regulation/cellular reprogramming, cell death paradigms, and cell death in development and cancer. Same as ACB:6227, MPB:6227.

MMED:6230 Pathogenesis of Metabolic and Cardiovascular Disorders **3 s.h.**

Students focus on metabolic and cardiovascular diseases—the leading cause of morbidity and mortality in the United States; introduction to major subclasses of metabolic and cardiovascular diseases, definition of pathogenesis and clinical features of diseases, and exploration of methodologies used to study diseases; course format includes lecture, critical examination of literature, and demonstration of experimental models.

MMED:6250 Mechanisms of Parasitism Journal Club **1 s.h.**

Reviews of recent publications in molecular parasitology research and thesis research by training grant or journal club students. Same as MICR:6250.

MMED:6260 Methods for Molecular and Translational Medicine **1 s.h.**

Basic and advanced scientific techniques used to integrate biological questions in molecular and translational medicine; particularly useful for comprehensive exam preparation.

MMED:6270 Pathogenesis of Cardiovascular Disorders **3 s.h.**

Students focus on cardiovascular diseases—the leading cause of morbidity and mortality in the United States; introduction to major subclasses of cardiovascular diseases, definition of pathogenesis and clinical features of diseases, and exploration of methodologies used to study diseases; format includes lecture, critical examination of literature, and demonstration of experimental models.

MMED:6280 Critical Thinking in Molecular Medicine **1 s.h.**

Opportunity to work closely with participating faculty to gain skill in critical reading of research literature and facility in presenting material to an audience. Requirements: advanced graduate standing.

MMED:7290 Seminars in Molecular Medicine **1 s.h.**

Research findings in molecular biology. Requirements: molecular and cellular biology graduate standing.

MMED:7305 Molecular Medicine Research **arr.**

Requirements: molecular and cellular biology graduate standing.

MMED:7310 Translational Medicine Education Rounds **1 s.h.**

Students obtain clinical insights into their area of specialty in biomedical research through selection of a clinical mentor to complement the expertise of their research mentor; clinical mentors provide students with case studies, clinical scenarios, and physician shadowing opportunities which may allow students to gain new perspectives and insight into applications of biomedical research. Requirements: enrollment in Molecular Medicine Program, completion of rotations, and selection of a research mentor.

MMED:8115 Molecular Physiology **4 s.h.**

Principles of human physiology, organ systems, cell function. Offered fall semesters.

Neuroscience

Chair

- Daniel T. Tranel (Neurology/Psychological and Brain Sciences)

Graduate degree: Ph.D. in neuroscience

Faculty: <https://neuroscience.grad.uiowa.edu/faculty/directory>

Website: <https://neuroscience.grad.uiowa.edu>

The Neuroscience Program provides an interdisciplinary and interdepartmental approach to graduate education and research training in the structure, function, and development of the nervous system and its role in cognition and behavior. Students obtain training at all levels of the nervous system, from cellular/molecular to the behavioral/cognitive.

Programs

Graduate Program of Study

Major

- Doctor of Philosophy in Neuroscience [p. 1612]

Facilities

Training is conducted primarily in the laboratories and teaching facilities of the Carver College of Medicine graduate Departments of Anatomy and Cell Biology, Biochemistry, Internal Medicine, Molecular Physiology and Biophysics, Neurology, Pharmacology, and Psychiatry; the College of Liberal Arts and Sciences Departments of Biology, Communication Sciences and Disorders, Health and Human Physiology, and Psychological and Brain Sciences; and the Neuroscience Program.

Students use faculty laboratories and central research facilities for ultrastructural analysis; histochemistry and immunocytochemistry; electrophysiology; fluorescence-activated cell sorting; cellular and subcellular biochemistry; cell, tissue, and organ culture; operant and classical conditioning; molecular biology; behavioral genetics; neural substrates of complex behavior; brain-behavior relationships in humans; neuropsychology; and functional neuroimaging (PET, fMRI).

Courses

Neuroscience Courses

NSCI:4353 Neurophysiology: Cells and Systems 3-4 s.h.

Physiological properties of nerve cells, nervous systems; axonal conduction, synaptic transmission, sensory transduction, integrative processes, higher functions. Prerequisites: (BIOL:2753 or BIOL:3253) and (MATH:1460 or MATH:1380 or MATH:1550 or MATH:1850) and ((PHYS:1511 and PHYS:1512) or (PHYS:1611 and PHYS:1612)). Same as BIOL:4353.

NSCI:5212 Foundations in Behavioral and Cognitive Neuroscience 4 s.h.

Concepts, methods, and findings in behavioral and cognitive neurosciences. Prerequisites: BIOL:3253 or PSY:5210 or NSCI:5210. Same as PSY:5212.

NSCI:5365 Seminar: Neuropsychology and Neuroscience arr.

Clinical neuropsychology and cognitive neuroscience: cutting-edge research from scientific journals, case presentations in clinical neuropsychology, and current research. Same as NEUR:5365, PSY:5365.

NSCI:5653 Fundamental Neurobiology 3 s.h.

Neurobiology from molecular/cellular to systems levels, including cell biology of the neuron; membrane electrophysiology; synaptic transmission and plasticity, functional neuroanatomy, peripheral and CNS sensory systems, emotion, memory, sleep, language, attention and cognition, neuronal development. Same as BIOL:5653, PSY:5203.

NSCI:5658 Fundamental Neurobiology Discussion 1 s.h.

Discussion of selected papers, including classics from neurobiology literature; coordinated with BIOL:5653 lecture material. Same as BIOL:5658, PSY:5204.

NSCI:6050 Advanced Quantitative Training for Neuroscience 4 s.h.

Review of statistical inference, type-I errors, statistical power, measurement reliability issues in context of between-/within-subjects t-tests, ANOVAs, correlations, and regressions with attention to causality and generalizability; multiple linear regression, model building, model testing, confounding/mediation, interactions; mixed models with nested/crossed, fixed/random factors, and repeated measure designs. Offered spring semesters. Prerequisites: PSY:5050.

NSCI:6209 Steroid Receptor Signaling 1 s.h.

Structure-function relationship and genomic and nongenomic actions of the steroid hormone receptor family; basis for actions of novel new ligands on these receptors. Offered spring semesters of even years. Same as MPB:6209, PCOL:6209.

NSCI:6240 Topics in Cognitive Neuroscience 1-3 s.h.

Key topics in the neural basis of human cognition; research literature. Recommendations: graduate courses in basic neuroscience and cognitive psychology. Same as NEUR:6240.

NSCI:6265 Neuroscience Seminar 0-1 s.h.

Research presentations. Same as ACB:6265, BIOL:6265, MPB:6265, PSY:6265.

NSCI:7235 Neurobiology of Disease 3 s.h.

Broad, thematic understanding of disease mechanisms in neurobiological disorders. Same as NEUR:7235.

NSCI:7301 Directed Study in Neuroscience arr.

NSCI:7305 Neuroscience Research arr.

Requirements: neuroscience graduate standing.

Neuroscience, Ph.D.

For information about predoctoral training opportunities in neuroscience, contact the Neuroscience Program or visit its website.

Requirements

The Doctor of Philosophy program in neuroscience requires a minimum of 72 s.h. of graduate credit. The program's curriculum is designed around three tracks: molecular/cellular, developmental/systems, and cognitive/behavioral. Following broad-based instruction in a core curriculum, students specialize in one of the tracks.

Within a framework of core, track-specific, and elective courses, students pursue a program of study individually designed according to their undergraduate training and graduate research goals. After enrolling in the Neuroscience Program, entering students consult with the advisory committee regarding their level of preparation for the program's required courses.

The Student Advisory Committee meets with all first- and second-year graduate students once each semester, helping students explore their research interests and select faculty mentors for the required laboratory rotations. Each student is expected to complete three rotations in faculty laboratories before selecting a thesis advisor. Rotations ordinarily last 12 weeks but may last from 8 to 16 weeks. Under special circumstances, two rotations may be in the same laboratory, an arrangement that permits a student to learn a variety of techniques and approaches before settling down to work on the dissertation project. Students usually choose a dissertation lab at the end of their first year.

Background Requirements

Students are expected to demonstrate competency, through prerequisites or coursework, in each of four fields: biochemistry, general physiology, cell biology, and statistics. These requirements ordinarily should be fulfilled by the end of the first year of graduate study. Waivers of background course requirements may be requested by students who have taken equivalent courses before entering the Neuroscience Program.

Neuroscience Core

The following courses form the core of the neuroscience graduate curriculum.

Code	Title	Hours
NSCI:5653	Fundamental Neurobiology	3
ACB:6252	Functional Neuroanatomy	arr.
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
PSY:6370	Principles of Neuropsychology	3
One statistics course		3-4

In addition, students register for the following two courses each semester:

NSCI:6265	Neuroscience Seminar	0-1
NSCI:7305	Neuroscience Research	arr.

Electives

Elective requirements may be met by completing 8 s.h. from a list of courses offered by the Departments of Anatomy and Cell Biology, Biology, Molecular Physiology and Biophysics, Pharmacology, Psychological and Brain Sciences, and other departments as appropriate. With permission of the Student Advisory Committee, students may satisfy the elective requirement wholly or in part by registration in the following course.

Code	Title	Hours
NSCI:7301	Directed Study in Neuroscience	arr.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in neuroscience in a combined degree program offered by the Graduate College and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Financial Support

All students receive a financial stipend of \$30,500 plus tuition for the 2020-21 academic year. Financial support comes from training grants, research assistantships, teaching assistantships, scholarships, individual research grants, or other departmental or college funds. All students are required to teach as part of their development as future scientists and faculty members.

The Neuroscience Program is committed to supporting its graduate students for their entire training period. Students normally are supported in the first year by the program. After that, support is expected to come from a student's primary research mentor. Occasionally, advanced students are supported through teaching assistantships.

See Financial Assistance on the Interdisciplinary Graduate Program in Neuroscience website and Finances on the Graduate Admissions website for more information.

NIH Training Grant

The Neuroscience Program is supported by a training grant from the National Institutes of Health. The grant provides stipend and tuition support for a select group of first- and second-year graduate students.

Planning and Public Affairs

Director

- Charles E. Connerly

Graduate degrees: M.P.Aff.; M.S. in urban and regional planning

Faculty: <https://sppa.uiowa.edu/faculty-and-staff>

Website: <https://sppa.uiowa.edu/>

Planning and public affairs encompasses the development and implementation of public policies that improve the quality of life in cities and regions as well as protects the environment and sustains the earth. Areas of concentration include economic development, geographic information systems (GIS), land use and environmental planning, housing and community development, and transportation. Focus is on analytical urban planning, public policy, and sustainability.

The School of Planning and Public Affairs is a campus leader in community engagement and hosts the Iowa Initiative for Sustainable Communities (IISC) through which students from disciplines across campus provide key answers to important sustainability questions for communities in Iowa.

Related Certificate

Transportation Studies

The Transportation Studies Program offers the Certificate in Transportation Studies. The program focuses on the varied and complex problems of transportation and on interdisciplinary approaches to addressing them. The Departments of Civil and Environmental Engineering, Industrial and Systems Engineering, Mechanical Engineering (College of Engineering), Economics (Tippie College of Business), and the School of Planning and Public Affairs (Graduate College) participate in the program.

The certificate is coordinated by the School of Planning and Public Affairs. See the Certificate in Transportation Studies [p. 1632] (Graduate College) in the Catalog.

Programs

Graduate Programs of Study

Majors

- Master of Public Affairs [p. 1619]
- Master of Science in Urban and Regional Planning [p. 1622]

Courses

Planning and Public Affairs Courses

- Urban and Regional Planning Courses [p. 1613]
- Public Affairs Courses [p. 1616]

Urban and Regional Planning Courses

URP:2013 Introduction to Sustainability **arr.**

Introduction to sustainability knowledge, skills, and habits as a means to shape one's vision of a sustainable citizen; emphasis on basic skills of literacy, applied math, and finding information; traditional sustainability knowledge areas related to society, economy, and environment; intersecting themes (e.g., informed consumerism, eco-economics, and livable environments). Same as BUS:2013, GEOG:2013, SUST:2013.

URP:3001 Planning Livable Cities **3 s.h.**

Development of livable cities in the United States; economic, physical, environmental, and political forces that shape their growth; impact of planning, how it shapes the future of cities. Same as GEOG:3920.

URP:3134 Regional and Urban Economics **3 s.h.**

Theory of location and regional development; central place theory; why cities exist and trade with one another; models of land use patterns, rents; empirical tests of models; policy applications. Prerequisites: ECON:1100. Same as ECON:3640.

URP:3135 Environmental and Natural Resource Economics **3 s.h.**

Environmental and resource use problems; efficient mechanisms and other policies for environmental protection, management of common property resources. Prerequisites: ECON:1100. Same as ECON:3625.

URP:3217 Negotiation and Conflict Resolution **3 s.h.**

Strategies of successful negotiation across a wide range of conflict situations; keys to success in peacefully resolving conflicts; personal, professional, legal, and political negotiations; apologizing; mediation as alternative to litigation; analysis of conflict characteristics to determine optimal negotiation strategies; development of negotiation interpersonal skills; practice negotiating under real world scenarios. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as PBAF:3217, RHET:3009.

URP:3350 Transportation Economics **3 s.h.**

Overview of transportation markets—intercity, rural, urban; transportation modes—rail, highway, air, water, pipeline, transit; issues in finance, policy, planning, management, physical distribution, and environmental, economic, and safety regulation. Recommendations: ECON:1100 and ECON:1200. Same as ECON:3750, GEOG:3940.

URP:3360 Urban Transportation **arr.**

Transportation in the urban market; urban transport modes, technologies, costs, pricing, and ways to develop and analyze urban policy in order to promote city livability and sustainability; development of urban transportation and transport operations in the U.S. and worldwide; urban transport policies, plans, and policy development processes; major urban transportation issues, investigation of possible means of attacking urban transportation issues. Prerequisites: ECON:1100. Same as ECON:3770.

URP:4170 Megacities Seminar **1-3 s.h.**

Global historical, political, economic, urban, and cultural aspects of megacity development; planning methods to address contemporary and emerging issues; critical analysis of peer-reviewed literature and computational simulations; topics include urban sprawl, poverty and inequality, economies, food scarcity, population growth, governance models, environmental and health concerns, sustainability.

- URP:4262 Transportation Demand Analysis 3 s.h.**
City planning procedures and traffic engineering techniques applied to transportation problems; trip generation, distribution, assignment, mode choice models; travel surveys, data collection techniques; arterial flow, intersection performance, parking; transit system analysis. Same as CEE:4176.
- URP:4750 Environmental Impact Analysis 3 s.h.**
In-depth exposure to the history and evolution of the U.S. Environmental Impact Assessment (EIA) process; discussion of major court cases; ecological, economic, and political aspects of current environmental controversies; exposure to real-world scenarios that are crucial to understanding the EIA process in action; field trips to six or seven environmental control facilities in Iowa City and neighboring areas. Prerequisites: GEOG:1070. Same as GEOG:4750.
- URP:4752 Eight Generational Planning: Envisioning Cities for Year 2228 3 s.h.**
Star Trek tells us that Captain Kirk will be born in Iowa in 2228, what should cities look like in that year? Students envision and design great regenerative cities in the age of Anthropocene—the period we are in which features substantial human influence on climate and the environment; exploration of contemporary philosophies and urban strategies for sustainability, resilience, post-scarcity abundance, human well-being, social inclusiveness, and justice in an era of rapid changes in society, technology, climate, and environment.
- URP:4760 Sustainable Urban Development: The Hong Kong Experience 3 s.h.**
Today about 52 percent of the world's population lives in urban areas; by 2050 almost 70 percent will be living in cities and towns; how the shape, size, and form of urban areas and how people live in them have significant impact on the environment; students explore theories and practices pertaining to sustainable urban development and learn about urban environmental issues around the world and significant socioeconomic problems arising from current patterns of urban development that are, on the whole, not sustainable; introduction to many innovative approaches for making cities more sustainable.
- URP:5678 Application Simulation to Transportation 3 s.h.**
Transportation system management and traffic engineering; application of real-time simulation and visualization. Prerequisites: CEE:3763 or CEE:4763. Same as CEE:5678.
- URP:5800 Environmental Economics and Policy 3 s.h.**
Reasons why markets fail in environmental realm (e.g., externalities, common pool resources, club goods, public goods); ecosystem services and techniques used for their valuation; revealed and stated preferences; cost-benefit analysis and role in policy-making process; tools to address environmental market failures, particularly command and control, taxes and subsidies, and mitigation markets; focus on air pollution, climate change, and water-related policies. Same as GEOG:5800, PBAF:5800.
- URP:6200 Analytic Methods I 1-3 s.h.**
Methods used in planning and policy analysis; emphasis on application of statistical techniques and quantitative reasoning to planning problems; use of computers and data systems in planning analysis. Same as PBAF:6200.
- URP:6201 Analytic Methods II 3 s.h.**
Integration of methods with the planning process; application of multiple regression, population estimation and projection, survey methods, time series analysis, industrial growth and change; presentation of results to decision makers and the public. Prerequisites: URP:6200. Same as PBAF:6201.
- URP:6202 Land Use Planning: Law and Practice 4 s.h.**
Legal, social foundations of land use planning; comprehensive planning, zoning and subdivision review; legal aspects of land use, environmental planning; ordinance drafting; staff report writing; citizen participation.
- URP:6203 History and Theories of Planning 3 s.h.**
History of urban planning and policy in America as a reflection of social and economic forces; alternative planning philosophies, roles, and ethical choices open to planners and policy leaders; special attention given to ways in which urban planning has confronted issues of racism and social justice, as well as climate change and its implications for cities and social justice. Same as HIST:6203.
- URP:6205 Economics for Policy Analysis 1,3 s.h.**
Principles of economics for planners; concepts and techniques of microeconomic analysis; income inequality; the role of government in the economy; tax and pricing policy; project evaluation; externalities. Same as PBAF:6205.
- URP:6208 Program Seminar 1 s.h.**
Planning process, roles of planners, professional ethics and standards. Same as PBAF:6208.
- URP:6209 Field Problems in Planning I 3 s.h.**
Experience working on a two-semester project involving a current planning issue, usually for a client. Requirements: urban and regional planning graduate standing.
- URP:6210 Field Problems in Planning II 3 s.h.**
Continuation of URP:6209. Prerequisites: URP:6209. Requirements: urban and regional planning graduate standing.
- URP:6211 Community Outreach Practicum 1-3 s.h.**
Application of planning skills to community work by nonprofit organizations in local area; urban planners contributing to their communities; community outreach.
- URP:6225 Applied GIS for Planners 3 s.h.**
Analysis of Census of Population data using GIS software; data and analytical needs of urban planners; coverage of GIS topics to plan functions of GIS and spatial analysis, varied GIS software in a planning organization; structure of the Census.
- URP:6227 Spatial Analysis in Planning and Policy Making 3 s.h.**
Databases, GIS, planning support systems; spatial model building and use of spatial statistics; applications to substantive problems in transportation, environment, housing, economic development. Recommendations: completion of an introductory GIS course.
- URP:6228 GIS for Local Government 1 s.h.**
Development, maintenance, and operation of an enterprise-wide Geographic Information System (GIS); implementation of a parcel-based data system model common to government entities; practical experience using data for land-use planning analysis.
- URP:6229 Practicum 1-5 s.h.**
Full-time internship of at least five months with a planning-related organization. Requirements: urban and regional planning graduate standing.

- URP:6233 Public Finance and Budgeting** 3 s.h.
Local budgeting process and revenue instruments available for local governments to finance their infrastructure; local budgeting process, mechanics of property tax and other revenue sources, connection between taxation and land use, economic development, growth management, and transportation; issues regarding financing K-12 public schools. Prerequisites: URP:6205 or PBAF:6205. Same as PBAF:6233.
- URP:6235 Geodatabases and GIS** 1 s.h.
Geodatabase implementation in the management of large GIS data sets. Prerequisites: URP:6225.
- URP:6240 Public Management** 3 s.h.
Public management in a democratic society; balancing of administrative and democratic values and interests; examination of institutional, political, organizational, and ethical context of public management and policy making; students acquire important management, leadership, and decision making skills, as well as reflect on their values and behaviors with regard to administration and public service, particularly in a diverse and changing society; service in public sector contrasted with service in private and nonprofit sectors. Same as PBAF:6240.
- URP:6242 Planning and City Administration** 1 s.h.
Relationship of planners and other local government personnel; how planning fits into city management; city management view of local political process, provision of city services, finance and budgeting, human resources, intergovernmental relations, how meetings are run, dealing with the public.
- URP:6243 The Land Development Process** 3 s.h.
How land is developed; analysis of site suitability, preparation of subdivision plan, site plan review, development approval process, infrastructure and site preparation, negotiating local development politics; field trips. Prerequisites: URP:6202.
- URP:6245 Growth Management** 3 s.h.
Causes and consequences of urban sprawl, shortfalls in conventional land use planning; local and state growth management policies, techniques of policy implementation, positive and negative impacts of such policies; Smart Growth; emerging challenges. Prerequisites: URP:6202. Same as PBAF:6245.
- URP:6249 Sustainability Seminar** 1 s.h.
Focus of increasing interest for planning students and practicing planners; involves environmental effects, economy, social justice; discussion and investigation of sustainability practice applied to local and regional efforts of public and private entities; greater awareness and understanding of the effectiveness and resource requirements of local activities addressing sustainability; presentations by the instructor, local tours, guest lectures.
- URP:6253 Designing Sustainable and Healthy Cities** 1-3 s.h.
Principles and practical elements of urban design for sustainable and healthy cities; general urban design background for policy makers and planners; impacts of urban design for environmental sustainability and for community health and well-being; physical, mental, social, and environmental health as they are affected by urban form, air and water quality, green spaces and climate change impacts. Same as PBAF:6253.
- URP:6256 Environmental Policy** 3 s.h.
Environmental policy formation and politics; comparative international perspective on the United States' experience. Same as PBAF:6256.
- URP:6257 Environmental Management** 3 s.h.
Environmental best management practices for sustainable management of natural resources; open space and habitat protection, prairie and wetland restoration, water supplies management, natural hazard mitigation, farmland protection. Same as PBAF:6257.
- URP:6258 Modeling Dynamic Systems** 3 s.h.
Nonlinear dynamics in human-environment relationships; quantitative modeling of global environment processes; environment modeling for policy and land use planning; introduction to fundamentals of linked global-scale environment processes from a systems perspective, focus on historical and contemporary role of human activities in altering flows of energy and mass within the Earth system; hands-on simulation and group games to understand feedback loops in complex systems, with applications to land use, water, climate, ecosystems, and nutrient cycles across time and spatial scales; emphasis on quantifying effects of policies and planning on environmental change. Same as PBAF:6258.
- URP:6260 Transportation Policy and Planning** 3 s.h.
Institutional setting for transportation planning, evolution of domestic transportation policy, international influences, transportation modes and markets, current sources of transportation planning information, emerging policy issues. Same as PBAF:6260.
- URP:6265 Planning Sustainable Transportation** 3 s.h.
Theories and methods of exerting public control over passenger and freight transportation; social and environmental regulation; effects of changing finance, regulation, and pricing policies, including privatization, tolls, impact fees. Same as GEOG:6264, PBAF:6265.
- URP:6266 Transportation and Land Use Planning** 3 s.h.
Policies and interactions between transportation and land use; location theories and practices; transportation infrastructure, land use, travel behavior modeling; current policies that influence travel behavior and urban form. Same as PBAF:6266.
- URP:6268 Freight Transportation Planning** 3-4 s.h.
Freight transportation planning in the United States; surface modes, primarily trucking and rail, as well as trade-offs in bulk movements by inland waterways and pipelines; comparison with recent developments in policy, planning, and practice for surface transportation in other developed economies (e.g., Europe).
- URP:6269 Transportation Program Seminar** 1 s.h.
Transportation finance, safety and economic regulation, planning processes, management, government policy issues at federal, state, and local levels.
- URP:6271 Housing Policy** 3 s.h.
Recent housing policy initiatives at federal, state, and local levels. Same as PBAF:6271.
- URP:6273 Community Development in the Upper Midwest** 3 s.h.
Examination of issues, challenges, and possible solutions confronting small-to-medium sized towns, typically under 50,000 people, in Iowa and elsewhere in the Upper Midwest (Illinois, Wisconsin, Minnesota); students and faculty partner with an Iowa community to develop ideas and plans for community revitalization. Same as PBAF:6273.
- URP:6277 Affordable Housing Finance** 3 s.h.
Financing development or rehabilitation of affordable housing; low-income housing tax credits, the housing finance system and current regulatory issues, mortgage discrimination, improving financing for rental housing.

URP:6278 Nonprofit Organizational Effectiveness

I **3 s.h.**
Operational and financing aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as HMP:6360, MGMT:9150, PBAF:6278, RELS:6070, SPST:6010, SSW:6247.

URP:6279 Nonprofit Organizational Effectiveness

II **3 s.h.**
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Requirements: for HMP:6365—HMP:6360 or MGMT:9150. Same as HMP:6365, MGMT:9160, PBAF:6279, RELS:6075, SPST:6020, SSW:6248.

URP:6280 Planning for Disaster Mitigation and Recovery

2-3 s.h.
Types of disasters that communities face; what role planners play, what role should they play; importance of hazard mitigation and planning for post-disaster recovery; where planners' unique skills play the most significant roles in aiding a community to redesign a safer future. Same as PBAF:6280.

URP:6282 Grant Writing

1-2 s.h.
Same as PBAF:6282, SSW:6282.

URP:6290 Economic Impact Assessment

3 s.h.
Economic impact and growth analysis, including economic base, income expenditure, input-output analysis; use of economic impact analysis in a cost-benefit context; industrial location and mobility theory with statistics applications. Prerequisites: URP:6205.

URP:6295 Economic Development Policy

3 s.h.
Analysis of policies and programs at national, regional, state, and local levels that address problems of economic growth, development, decline. Same as PBAF:6295.

URP:6297 Economic Development Finance

3 s.h.
Business financial statements and evaluation of loan proposals; small business finance including financing working capital, fixed assets, and real estate; economic development agencies and institutions; and case studies of economic development financing. Prerequisites: URP:6205. Same as PBAF:6297.

URP:6305 Readings

arr.

URP:6315 Independent Study in Planning

1-6 s.h.
Research and analysis of a special planning problem; opportunity to apply knowledge in area of specialization.

URP:6320 Introduction to Graphic Communications

2 s.h.
Visual communication techniques through use of print and digital media; how to graphically convey concepts and information to a variety of audiences; basic design principles to build a foundation in graphic communication; relationships between various software packages; advantages and shortcomings of various digital tools; development of professional graphic media that is beautiful and effective.

URP:6325 Thesis: Urban and Regional Planning

arr.

URP:6330 Developing Graphic Content

1 s.h.
Skills necessary to develop graphic content utilized by professionals in the field of urban and regional planning; students learn to use programs such as SketchUp, LayOut, Google Earth, and Lumion; produce maps, diagrams, experiential perspectives, renderings, and other visuals; and convey a variety of ideas pertaining to the urban environment.

URP:6335 Internship

2 s.h.
Work in a planning or related agency or nonprofit organization.

URP:6340 Public Policy Analysis

3 s.h.
Rationales and goals of public policy; major steps, key methods, and tools in policy analysis; professional delivery of policy recommendations. Same as PBAF:6340.

URP:6400 Sustainable Development: The Kerala Experience

3 s.h.
Exploration of student interests in social entrepreneurship, global health, microfinance, cultural production, environmental sustainability, or other development issues in India; varied disciplinary perspectives (i.e., public health, business, social work, geography, art); student work with Indian NGOs employing a diverse variety of techniques to address social problems such as child labor, health care for the poor, illiteracy, and disability services. Winter session. Same as PBAF:6400.

Public Affairs Courses**PBAF:3217 Negotiation and Conflict Resolution**

3 s.h.
Strategies of successful negotiation across a wide range of conflict situations; keys to success in peacefully resolving conflicts; personal, professional, legal, and political negotiations; apologizing; mediation as alternative to litigation; analysis of conflict characteristics to determine optimal negotiation strategies; development of negotiation interpersonal skills; practice negotiating under real world scenarios. Prerequisites: RHET:1030 or RHET:1040 or RHET:1060. Same as RHET:3009, URP:3217.

PBAF:5111 American Public Policy

3 s.h.
Introduction to study of public policy in the United States; development of analytical skills necessary to better understand and explain contemporary policy debates and public policy decision making that takes place at the local, state, and national levels in the United States; topics include a mix of theoretical approaches and substantive policy areas to better understand how policy is made, manipulated, and maintained; examination of demands and supports, institutional, and environmental variables that drive American public policy. Same as POLI:5111.

PBAF:5117 Bureaucratic Politics and Public Administration

3 s.h.
Examination of the federal bureaucracy from political, theoretical, and practical perspectives; what we mean by "federal bureaucracy," how it developed over time, how it performs its tasks, and how it affects American policy and politics. Same as POLI:5117.

PBAF:5200 American State Politics

3 s.h.
Approaches to analysis of political behavior in American state governments; emphasis on cultures, parties, actors, processes, issues. Same as POLI:5200.

PBAF:5800 Environmental Economics and Policy

3 s.h.
Reasons why markets fail in environmental realm (e.g., externalities, common pool resources, club goods, public goods); ecosystem services and techniques used for their valuation; revealed and stated preferences; cost-benefit analysis and role in policy-making process; tools to address environmental market failures, particularly command and control, taxes and subsidies, and mitigation markets; focus on air pollution, climate change, and water-related policies. Same as GEOG:5800, URP:5800.

- PBAF:6200 Analytic Methods I** 1-3 s.h.
Methods used in planning and policy analysis; emphasis on application of statistical techniques and quantitative reasoning to planning problems; use of computers and data systems in planning analysis. Same as URP:6200.
- PBAF:6201 Analytic Methods II** 3 s.h.
Integration of methods with the planning process; application of multiple regression, population estimation and projection, survey methods, time series analysis, industrial growth and change; presentation of results to decision makers and the public. Prerequisites: URP:6200. Same as URP:6201.
- PBAF:6205 Economics for Policy Analysis** 1,3 s.h.
Principles of economics for planners; concepts and techniques of microeconomic analysis; income inequality; the role of government in the economy; tax and pricing policy; project evaluation; externalities. Same as URP:6205.
- PBAF:6208 Program Seminar** 1 s.h.
Planning process, roles of planners, professional ethics and standards. Same as URP:6208.
- PBAF:6210 Public Affairs Capstone** 3 s.h.
Students work on a community, state, federal, or nonprofit-based project with focus on research and development of policy proposals and management action steps. Requirements: M.P.Aff. graduate standing.
- PBAF:6233 Public Finance and Budgeting** 3 s.h.
Local budgeting process and revenue instruments available for local governments to finance their infrastructure; local budgeting process, mechanics of property tax and other revenue sources, connection between taxation and land use, economic development, growth management, and transportation; issues regarding financing K-12 public schools. Prerequisites: URP:6205 or PBAF:6205. Same as URP:6233.
- PBAF:6238 Public Human Resource Management** 3 s.h.
Fundamental human resource management principles; application to a variety of human resource issues in public and nonprofit organizations including recruitment, employee development and evaluation, compensation and benefits, diversity, performance management systems, health/safety systems, and employee relations.
- PBAF:6239 Organizational Dynamics and Leadership** 3 s.h.
Dynamics of public and nonprofit organizations and the role of leadership—especially in a democratic context—in shaping the direction of those organizations; major theories of public organizations as well as of leadership; examination of distinctive attributes of public organizations and the environments they occupy, including political environments; organizational goals and goal setting; organizational structure and management; leadership and teamwork; management of organizational change; reflection on the role that leadership plays in context of public organizations.
- PBAF:6240 Public Management** 3 s.h.
Public management in a democratic society; balancing of administrative and democratic values and interests; examination of institutional, political, organizational, and ethical context of public management and policy making; students acquire important management, leadership, and decision making skills, as well as reflect on their values and behaviors with regard to administration and public service, particularly in a diverse and changing society; service in public sector contrasted with service in private and nonprofit sectors. Same as URP:6240.
- PBAF:6241 Strategic Management of Public and Nonprofit Organizations** 3 s.h.
Application of well-known concepts of strategic planning and management to public and nonprofit organizations; topics include environmental assessment, mission identification, strategic issue identification, strategy formulation, strategic budgeting, strategic management and human relations, information technology and strategic management, performance measurement, strategic communication, strategic management and collaboration, strategic management and politics.
- PBAF:6245 Growth Management** 3 s.h.
Causes and consequences of urban sprawl, shortfalls in conventional land use planning; local and state growth management policies, techniques of policy implementation, positive and negative impacts of such policies; Smart Growth; emerging challenges. Prerequisites: URP:6202. Same as URP:6245.
- PBAF:6253 Designing Sustainable and Healthy Cities** 1-3 s.h.
Principles and practical elements of urban design for sustainable and healthy cities; general urban design background for policy makers and planners; impacts of urban design for environmental sustainability and for community health and well-being; physical, mental, social, and environmental health as they are affected by urban form, air and water quality, green spaces and climate change impacts. Same as URP:6253.
- PBAF:6256 Environmental Policy** 3 s.h.
Environmental policy formation and politics; comparative international perspective on the United States' experience. Same as URP:6256.
- PBAF:6257 Environmental Management** 3 s.h.
Environmental best management practices for sustainable management of natural resources; open space and habitat protection, prairie and wetland restoration, water supplies management, natural hazard mitigation, farmland protection. Same as URP:6257.
- PBAF:6258 Modeling Dynamic Systems** 3 s.h.
Nonlinear dynamics in human-environment relationships; quantitative modeling of global environment processes; environment modeling for policy and land use planning; introduction to fundamentals of linked global-scale environment processes from a systems perspective, focus on historical and contemporary role of human activities in altering flows of energy and mass within the Earth system; hands-on simulation and group games to understand feedback loops in complex systems, with applications to land use, water, climate, ecosystems, and nutrient cycles across time and spatial scales; emphasis on quantifying effects of policies and planning on environmental change. Same as URP:6258.
- PBAF:6260 Transportation Policy and Planning** 3 s.h.
Institutional setting for transportation planning, evolution of domestic transportation policy, international influences, transportation modes and markets, current sources of transportation planning information, emerging policy issues. Same as URP:6260.
- PBAF:6265 Planning Sustainable Transportation** 3 s.h.
Theories and methods of exerting public control over passenger and freight transportation; social and environmental regulation; effects of changing finance, regulation, and pricing policies, including privatization, tolls, impact fees. Same as GEOG:6264, URP:6265.

PBAF:6266 Transportation and Land Use Planning 3 s.h.

Policies and interactions between transportation and land use; location theories and practices; transportation infrastructure, land use, travel behavior modeling; current policies that influence travel behavior and urban form. Same as URP:6266.

PBAF:6271 Housing Policy 3 s.h.

Recent housing policy initiatives at federal, state, and local levels. Same as URP:6271.

PBAF:6273 Community Development in the Upper Midwest 3 s.h.

Examination of issues, challenges, and possible solutions confronting small-to-medium sized towns, typically under 50,000 people, in Iowa and elsewhere in the Upper Midwest (Illinois, Wisconsin, Minnesota); students and faculty partner with an Iowa community to develop ideas and plans for community revitalization. Same as URP:6273.

PBAF:6278 Nonprofit Organizational Effectiveness I 3 s.h.

Operational and financing aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as HMP:6360, MGMT:9150, RELS:6070, SPST:6010, SSW:6247, URP:6278.

PBAF:6279 Nonprofit Organizational Effectiveness II 3 s.h.

Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Requirements: for HMP:6365—HMP:6360 or MGMT:9150. Same as HMP:6365, MGMT:9160, RELS:6075, SPST:6020, SSW:6248, URP:6279.

PBAF:6280 Planning for Disaster Mitigation and Recovery 2-3 s.h.

Types of disasters that communities face; what role planners play, what role should they play; importance of hazard mitigation and planning for post-disaster recovery; where planners' unique skills play the most significant roles in aiding a community to redesign a safer future. Same as URP:6280.

PBAF:6282 Grant Writing 1-2 s.h.

Same as SSW:6282, URP:6282.

PBAF:6295 Economic Development Policy 3 s.h.

Analysis of policies and programs at national, regional, state, and local levels that address problems of economic growth, development, decline. Same as URP:6295.

PBAF:6297 Economic Development Finance 3 s.h.

Business financial statements and evaluation of loan proposals; small business finance including financing working capital, fixed assets, and real estate; economic development agencies and institutions; and case studies of economic development financing. Prerequisites: URP:6205. Same as URP:6297.

PBAF:6335 Internship 3 s.h.

Internship; 240 hours of public affairs work with a public or nonprofit organization.

PBAF:6340 Public Policy Analysis 3 s.h.

Rationales and goals of public policy; major steps, key methods, and tools in policy analysis; professional delivery of policy recommendations. Same as URP:6340.

PBAF:6400 Sustainable Development: The Kerala Experience 3 s.h.

Exploration of student interests in social entrepreneurship, global health, microfinance, cultural production, environmental sustainability, or other development issues in India; varied disciplinary perspectives (i.e., public health, business, social work, geography, art); student work with Indian NGOs employing a diverse variety of techniques to address social problems such as child labor, health care for the poor, illiteracy, and disability services. Winter session. Same as URP:6400.

Master of Public Affairs, M.P.Aff.

One of the enduring grand challenges is how we collectively, creatively, and democratically respond to key challenges facing our communities, nation, and the world. Among these challenges are environmental change, including an increased incidence and intensity of disasters such as flooding, sea level rise, and wildfires attributable to climate change; health care; an aging population; addiction; inadequate infrastructure; inequality; unaffordable housing; racism; transportation; immigration; economic development; and public safety.

In response, the Master of Public Affairs program will train future leaders to systematically and creatively address these and other challenges in the coming years. With its interdisciplinary public affairs infrastructure—representing colleges, departments, and centers across campus—the University of Iowa is a leader in public affairs locally and nationally. The program will educate public affairs leaders who will creatively and knowledgeably address society's most critical issues and contribute to addressing the grand challenges of the 21st century.

Requirements

The graduate Master of Public Affairs (M.P.Aff.) requires 42 s.h. of credit. Students must earn a grade of B-minus or higher in all core and concentration area courses and must maintain an overall program g.p.a. of at least 3.00.

The required curriculum includes seven core courses, an internship, five electives (including three taken within a concentration), and a one-semester capstone project. Courses are offered by the School of Planning and Public Affairs (Graduate College), the Department of Political Science and the M.A. in strategic communication program in the School of Journalism and Mass Communication (College of Liberal Arts and Sciences), as well as from the Department of Management and Entrepreneurship (Tippie College of Business), the Larned A. Waterman Iowa Nonprofit Resource Center (College of Law), the College of Public Health, and the Department of Civil and Environmental Engineering (College of Engineering).

The Master of Public Affairs requires the following work.

Core Courses

Code	Title	Hours
All of these:		
PBAF:5111	American Public Policy	3
PBAF:5117	Bureaucratic Politics and Public Administration	3
PBAF:5200	American State Politics	3
PBAF:6200	Analytic Methods I	3
PBAF:6205	Economics for Policy Analysis	3
PBAF:6233	Public Finance and Budgeting	3
PBAF:6240	Public Management	3

Concentration Area

Students complete a total of 15 s.h. in consultation with their advisor, with at least 9 s.h. of these in coursework taken

in the public and nonprofit management or public policy concentration area, and 6 s.h. in coursework taken from any of the two concentration areas or other courses as deemed appropriate. Students further develop in their concentration area by applying the concepts and skills gained in core coursework.

Public and Nonprofit Management Concentration

Nonprofit Management

Code	Title	Hours
LAW:8753	Nonprofit Organizations: Structure, Governance, and Strategy	3
LAW:8755	Nonprofit Organizations: Advocacy, Collaboration, and Fundraising	3
MGMT:3500	Nonprofit Organizational Effectiveness I	3
MGMT:3600	Nonprofit Organizational Effectiveness II	3
MGMT:4600	Nonprofit Ethics and Governance	3

Public Management

Code	Title	Hours
PBAF:6208	Program Seminar	1
PBAF:6238	Public Human Resource Management	3
PBAF:6239	Organizational Dynamics and Leadership	3
PBAF:6241	Strategic Management of Public and Nonprofit Organizations	3
URP:6282	Grant Writing	2

Strategic Communication

Code	Title	Hours
JMC:5200	Topics in Strategic Communication	3
JMC:5240	Digital Strategic Communication	3
JMC:5270	Leadership Communication	3
JMC:5300	Foundations of Strategic Communication	3
POLI:3560	Public Policy and Persuasion	3

Public Policy Concentration

Criminal Justice

Code	Title	Hours
CRIM:3600	Crime and Public Policy	3
CRIM:4470	Communities and Crime	3

Economic Development Policy

Code	Title	Hours
URP:6295	Economic Development Policy	3
URP:6297	Economic Development Finance	3

Educational Policy

Code	Title	Hours
EPLS:6222	Introduction to Educational Policy	3
EPLS:6225	Higher Education Policy	3
EPLS:6228	K-12 Education Finance and Policy	3

Environmental Policy

Code	Title	Hours
URP:5800	Environmental Economics and Policy	3
URP:6256	Environmental Policy	3
URP:6257	Environmental Management	3
URP:6258	Modeling Dynamic Systems	3
CEE:3790	Resilient Infrastructure and Emergency Response	3
CEE:5410	Politics and Economics of the Food, Energy, Water Nexus	3
LAW:8433	Environmental Law	3
LAW:8622	International Environmental Law	3
POLI:3518	Water Wars: Conflict and Cooperation	3

Health Policy

Code	Title	Hours
HMP:5610	Health Policy	3
HMP:5650	Health Policy Analysis	3
HMP:6710	Federalism and Health Policy	3

Housing and Community Development Policy

Code	Title	Hours
URP:6271	Housing Policy	3
URP:6273	Community Development in the Upper Midwest	3

Methods

Code	Title	Hours
PBAF:6340	Public Policy Analysis	3
URP:6201	Analytic Methods II	3

Politics of Public Policy Making

Code	Title	Hours
JMC:5248	Strategic Political Communication	3
POLI:3102	The U.S. Congress	3
POLI:3104	Immigration Politics	3
POLI:3118	Interest Groups	3
POLI:3123	State Politics in Iowa	3
POLI:3203	Campaigns, Elections, and Voting Behavior	3
POLI:3204	Public Opinion	3
POLI:3519	Politics of Aging	3
POLI:3560	Public Policy and Persuasion	3

Sustainable Development

Code	Title	Hours
URP:5800	Environmental Economics and Policy	3
CEE:4107	Sustainable Systems	3
CEE:5410	Politics and Economics of the Food, Energy, Water Nexus	3
GEOG:3420	Sustainable and Green Building Concepts	3
GEOG:4750	Environmental Impact Analysis	3
GEOG:4770	Environmental Justice	3

Transportation Policy

Code	Title	Hours
URP:6260	Transportation Policy and Planning	3
URP:6265	Planning Sustainable Transportation	3
URP:6266	Transportation and Land Use Planning	3

Capstone Course

Students take the public affairs capstone course, typically in their final semester. They work on a community, state, federal, or nonprofit project in which they focus their efforts on an analysis of a contemporary public policy problem, research, development of policy proposals, and recommended action steps. This is done in tandem with the University's Iowa Initiative for Sustainable Communities (IISC), that for ten years has been providing public consultation to communities in Iowa.

Code	Title	Hours
This course:		
PBAF:6210	Public Affairs Capstone	3

Internship Course

Students are required to complete an approved internship with a public agency or a nonprofit organization. They engage in 240 hours of internship work under the supervision of a public affairs professional.

Code	Title	Hours
This course:		
PBAF:6335	Internship	3

Final Examination

An oral and written exam constitutes the final exam.

Admission

Admission requires an undergraduate degree and fulfillment of the minimum requirements of the Graduate College.

For fall 2020 admission, prospective students should submit completed materials to Graduate Admissions by March 1 if funding is requested. For fall 2021 and subsequent years, the deadline for funding consideration is January 15 of that year. Funding for those who submit materials after these dates is considered only as funding permits. Applications for

admission are accepted until July 15; April 15 for international students.

To apply, follow the directions on the Graduate Admissions website. Applicants can apply online and upload all supporting materials. International students without a U.S. degree or whose first language is not English must submit official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores before admission and then funding decisions can be made. All students requesting funding also must complete and upload the Funding Application/Award Form.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Master of Public Affairs, M.P.Aff.

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. must be graduate level coursework; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Students must earn a grade of B- or higher in all core and concentration area courses and must maintain an overall program GPA of at least 3.00.		
	Hours	0
First Year		
Fall		
PBAF:5117	Bureaucratic Politics and Public Administration	3
PBAF:5200	American State Politics	3
PBAF:6200	Analytic Methods I	3
PBAF:6205	Economics for Policy Analysis	3
	Hours	12
Spring		
PBAF:5111	American Public Policy	3
PBAF:6233	Public Finance and Budgeting	3
PBAF:6240	Public Management	3
Concentration Area Elective or Other Elective ^b		3
	Hours	12
Second Year		
Fall		
PBAF:6335	Internship ^c	3
Concentration Area Elective or Other Elective ^b		3
Concentration Area Elective or Other Elective ^b		3
	Hours	9
Spring		
PBAF:6210	Public Affairs Capstone ^d	3
Concentration Area Elective or Other Elective ^b		3
Concentration Area Elective or Other Elective ^b		3
Final Exam ^e		
	Hours	9
	Total Hours	42

- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- Work with faculty advisor to select appropriate graduate level coursework. 9 s.h. must be taken in public and nonprofit management or public policy concentration area; 6 s.h. may be taken from either of the two concentration areas or may include other coursework with approval of faculty advisor.
- Work with faculty advisor to complete an approved internship with a public agency or nonprofit organization; 240 hours of internship work required under the supervision of a public affairs professional.
- Typically taken in final semester.
- Consists of both oral and written components.

Financial Support

Students receive financial support from the program primarily from teaching or research assistantships and from contract or grant-funded assistantships. Assistantships typically require 13-20 hours of work per week under the direction of a faculty member and are accompanied by a tuition scholarship.

Students initiate applications for financial support, and awards are made on the basis of merit, experience, and interests. Assistantships may be renewed for a total of up to four semesters.

Students applying for financial support are encouraged to submit application materials and requests for support by March 1. Students who apply after that date are considered as remaining funds permit. Financial support usually is not available for students who begin the program in the spring semester.

Career Advancement

Graduates land positions in professional policy analytical and/or managerial service in the public and nonprofit sectors. The degree builds knowledge and skills in a mix of topics that includes policy, economics, statistics, research, and management and prepares students for professions that influence public policy through analysis, application, or management. They have a number of career choices available, many of which lead to executive positions in federal, state, and local governments, or in nonprofit agencies.

Example positions in the local, state, federal, nonprofit, and private sectors include:

- Local: government specialist leading to a city manager, community health director, or public housing manager
- State: program manager for a state housing authority or a policy analyst/program manager for a variety of state agencies
- Federal: presidential management fellow, or starting as a GS-9 position in the federal government in a variety of federal agencies
- Nonprofit: program director leading to a nonprofit organization director
- Public, private, and nonprofit: public and government relations specialist, lobbyist, or elected official

The School of Planning and Public Affairs provides career assistance efforts for both internship and post-graduation job seekers. It offers job information access and one-on-one advising support from the school's career services coordinator.

Urban and Regional Planning, M.S.

The M.S. in urban and regional planning is a two-year degree program fully accredited by the Planning Accreditation Board. It is built on the premise that planners must be educated in methods of policy analysis and that there is a common body of knowledge, represented in the core curriculum, that provides a solid foundation for all specializations in the field.

A wide range of educational backgrounds provide good preparation for graduate study in urban and regional planning. Students with undergraduate majors such as environmental policy and planning, architecture, anthropology, ethics, public policy, geographic information science, metalsmithing, literature, computer science, economics, engineering, communication studies, finance, geography, education, marketing, political science, sociology, and sustainable development currently study in the school. With an increasingly diverse student body and a low student-faculty ratio, the School of Planning and Public Affairs is committed to creating an environment that is inclusive and welcoming of all students. Approximately 35 full-time students and some part-time students are enrolled, and about 29 percent are international students.

The common core of courses and the design of the facilities allow students to get to know each other quickly. Students interact closely with faculty members in the classroom, in informal conversation, and while working on research projects. Students and faculty also collaborate in the second year capstone courses, URP:6209 Field Problems in Planning I and URP:6210 Field Problems in Planning II, to prepare plans and reports for communities throughout Iowa. This work is supported by the University's Iowa Initiative for Sustainable Communities, which was created by the School of Planning and Public Affairs.

Graduate students working toward a master's degree in urban and regional planning may elect to pursue one of the combined degree programs offered by the school in collaboration with the College of Engineering, the College of Law, the College of Public Health, the Department of Geographical and Sustainability Sciences, the School of Social Work, and with Higher Education and Student Affairs (HESA).

Requirements

The Master of Science program in urban and regional planning requires 50 s.h. of graduate credit. The 50 s.h. required to complete the degree must include a minimum of 38 s.h. in the School of Planning and Public Affairs. Students must earn a grade of B-minus or higher in all core and concentration area courses and must maintain an overall program g.p.a. of at least 3.00.

The graduate curriculum is based on the philosophy that planners must develop the theoretical and analytic skills that will permit them to analyze social problems and evaluate public policies. Planners also must cultivate professional skills such as report writing, oral presentation, computer use, and team management in order to work effectively in various organizational and political environments.

Work for the master's degree includes core courses, an area of concentration, electives, and capstone courses. A final examination is required. A thesis is not required, although

students may petition to write one. Students are encouraged to complete an approved internship or practicum.

The M.S. with a major in urban and regional planning requires the following work.

Core Curriculum

The core curriculum helps students develop an understanding of the institutions—social, economic, political, administrative, and legal systems—that provide the context for policy analysis and that constrain public choices. It also promotes development of the ability to identify social goals and normative criteria for evaluating public policies, as well as the analytic skills to perform such investigations.

The core requires a total of 23 s.h., including at least 3 s.h. in an advanced economic methods course. The advanced economics methods course usually is taken during the first three semesters. Early core courses are drawn primarily from traditional disciplines, particularly economics and statistics, and include an introduction to land use planning and to theories and practice of planning. As students proceed through the curriculum, increasing emphasis is placed on the development of critical judgment and insight, achieved through the application of theory and methods to realistic planning problems and case studies.

The core curriculum includes the following courses; students may request a waiver of selected core courses on the basis of previous coursework.

Code	Title	Hours
All of these:		
URP:6200	Analytic Methods I	3
URP:6201	Analytic Methods II	3
URP:6202	Land Use Planning: Law and Practice	4
URP:6203	History and Theories of Planning	3
URP:6205	Economics for Policy Analysis	3
URP:6208	Program Seminar	1
URP:6258	Modeling Dynamic Systems	3
Advanced Economic Methods		
At least one of these:		
URP:6233	Public Finance and Budgeting	3
URP:6290	Economic Impact Assessment	3

Concentration Area

Beginning in the second semester, students choose a concentration area and develop it by applying the concepts and skills developed in the core. Currently, the school's faculty and course offerings support five concentration areas: transportation planning, housing and community development, economic development, land use and environmental planning, and geographic information systems.

Students complete at least 9 s.h. of courses in their concentration area. Courses offered by other University departments and programs may supplement those offered by the School of Planning and Public Affairs.

Students may combine two concentration areas. Examples of combined areas are environmental and economic development planning, and transportation and community

development planning. Students also may design other concentration areas, subject to faculty approval. For example, they may specialize in health services planning with appropriate coursework in the Department of Health Management and Policy or Occupational and Environmental Health, or in human services planning with courses in the School of Social Work.

Capstone Courses

Students complete the following two capstone courses, usually during the third and fourth semesters. Students who complete a practicum are exempt from this requirement.

Code	Title	Hours
URP:6209	Field Problems in Planning I	3
URP:6210	Field Problems in Planning II	3

Internship

Students are encouraged to complete an internship in a planning agency or related organization. To earn 2 s.h. of credit for the internship, students must submit a brief paper summarizing and evaluating their experience. Internships usually are paid staff positions and are completed during the summer between the first and second years or during the academic year.

Code	Title	Hours
This course:		
URP:6335	Internship	2

Practicum

An extended internship, consisting of at least five months of full-time employment in a planning-related organization, may qualify as a practicum. A practicum generally takes place during summer after the first year and into the fall semester of the second year. It carries 5 s.h. of credit and substitutes for the internship and the capstone courses.

Code	Title	Hours
This course:		
URP:6229	Practicum	1-5

Thesis

A thesis is not required, although students may petition to write one. Students may register for up to 6 s.h. of thesis credit. In addition, they may take up to 8 s.h. of readings to develop a thesis topic and prepare a literature review.

Code	Title	Hours
This course:		
URP:6325	Thesis: Urban and Regional Planning	arr.

Final Exam

A final examination is required for all students. An oral and written exam constitutes the final exam for students who do not write a thesis.

Combined Programs

The School of Planning and Public Affairs participates in several combined degree programs, in which students work toward an M.S. in urban and regional planning at the same time they work toward another degree. Combined degree programs enable students to earn both degrees in less

time than it would take to earn the two degrees separately (see "Two Master's Degrees" under Master's Degrees in the Manual of Rules and Regulations of the Graduate College for information on earning concurrent master's degrees). The following combined degree programs are available.

- B.A. or B.S. in environmental policy and planning/M.S.; see Environmental Policy and Planning [p. 440] (College of Liberal Arts and Sciences) in the Catalog.
- B.S.E. in civil engineering/M.S.; see the Bachelor of Science in Engineering [p. 1428] and the B.S.E. in civil engineering [p. 1471] (College of Engineering) in the Catalog.
- J.D./M.S.; see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.
- M.A. in educational policy and leadership studies (higher education and student affairs subprogram)/M.S.; see the M.A. in educational policy and leadership studies [p. 1300] with a higher education and student affairs subprogram (College of Education) in the Catalog.
- M.S. in civil and environmental engineering with a sustainable water development subprogram/M.S.; see the M.S. in civil and environmental engineering [p. 1476] (College of Engineering) in the Catalog.
- M.S. in occupational and environmental health/M.S.; see the M.S. in occupational and environmental health [p. 1943] (College of Public Health) in the Catalog.
- M.S.W./M.S.; see the Master of Social Work, M.S.W. [p. 1000] (College of Liberal Arts and Sciences) in the Catalog.

Requirements for each combined degree program can vary. The minimum requirements for the urban and regional planning part of any combined degree include completion of at least 35 s.h. in School of Planning and Public Affairs courses (prefix URP), the core and capstone courses, 9 s.h. of a concentration, and the master's degree final examination. In the case of two master's degrees, all programs require at least 60 s.h. of credit.

Students who wish to enter a combined degree program must apply to the two degree programs separately; they must be admitted to both programs before they may be admitted to the combined program. Contact the admissions coordinator at the School of Planning and Public Affairs for more information about combined degree programs.

Admission

Admission to the School of Planning and Public Affairs requires an undergraduate degree and fulfillment of the minimum requirements of the Graduate College. For fall admission, prospective students should submit complete materials to Graduate Admissions by January 15 if funding is requested. Funding for those who submit materials after these dates is considered only as funding permits. Applications for admission are accepted until July 15; April 15 for international students.

To apply, follow the directions on the Graduate Admissions website. Applicants can apply online and upload all supporting materials. International students without a U.S. degree or whose first language is not English must submit official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores before admission and then funding decisions can be made. All students requesting funding also must complete and upload the Funding Application/Award Form.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Urban and Regional Planning, M.S.

Course	Title	Hours
Academic Career		
Any Semester		

50 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website.^a

Students must earn a grade of B- or higher in all Core and Area of Concentration courses and must maintain an overall g.p.a. of at least 3.00; maximum of 8 s.h. of Readings credit.

Course	Title	Hours
First Year		
Fall		
URP:6200	Analytic Methods I	3
URP:6202	Land Use Planning: Law and Practice	4
URP:6203	History and Theories of Planning	3
URP:6205	Economics for Policy Analysis	3
URP:6208	Program Seminar	1
URP:6233 or URP:6290	Public Finance and Budgeting ^b or Economic Impact Assessment	3
Hours		17
Spring		
URP:6201	Analytic Methods II	3
URP:6233 or URP:6290	Public Finance and Budgeting ^b or Economic Impact Assessment	3
Area of Concentration course ^c		3
Elective course ^d		3
Elective course ^d		3
Hours		15
Summer		
URP:6335	Internship ^e	2
Hours		2
Second Year		
Fall		
URP:6209	Field Problems in Planning I ^f	3
URP:6258	Modeling Dynamic Systems	3
URP:6290 or URP:6233	Economic Impact Assessment ^b or Public Finance and Budgeting	3
Area of Concentration course ^c		3
Elective course ^d		3
Hours		15
Spring		
URP:6210	Field Problems in Planning II ^f	3
Area of Concentration course ^c		3
Elective course ^d		3

Exam: Final Oral Exam^g

Hours	9
Total Hours	58

- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- Advanced Economic Methods course; taken once during first three semesters.
- Complete at least 9 s.h. Students may design their program around particular career goals in Economic Development, Geographical Information Systems (GIS), Housing and Community Development, Land Use & Environmental Planning, or Transportation Planning by working with their advisor to determine graduate coursework and sequence; 3 s.h. may be Readings; grade of B- or better.
- Complete at least 12 s.h. of electives; work with faculty advisor to select appropriate graduate level coursework and determine sequencing.
- Typically done during the summer semester; credit can be taken during the summer, fall or spring. To earn 2 s.h. of credit for the internship, submit a brief paper summarizing and evaluating the experience.
- Capstone coursework; grade of B- or better required.
- If oral exam not passed, must pass written exam.

Financial Support

Students in the School of Planning and Public Affairs receive financial support from the program primarily from teaching or research assistantships and from contract or grant-funded assistantships. Assistantships typically require 13-20 hours of work per week under the direction of a faculty member and are accompanied by a tuition scholarship.

Students initiate applications for financial support, and awards are made on the basis of merit, experience, and interests. Assistantships may be renewed for a total of up to four semesters.

Students applying for financial support are encouraged to submit application materials and requests for support by January 15. Students who apply after that date are considered only as remaining funds permit. Financial support usually is not available for students beginning the program in the spring semester.

Career Advancement

Today's planners find themselves in demand for such diverse jobs as sustainability coordinator and planner, environmental analyst/planner, land use planner, transportation planner, community development planner, zoning coordinator, water resources planner, community organizer, economic development planner, recycling coordinator, planning director, neighborhood planner, state legislative analyst, planning consultant, and nonprofit project manager or director.

Recent graduates have taken positions with city, metropolitan, and regional planning agencies; state and federal government; nonprofit organizations; and private consulting firms. They work in all geographic regions of the United States and in countries around the world.

Public Digital Humanities

Director

- Deborah E. Whaley (American Studies/African American Studies)

Graduate certificate: public digital humanities

Faculty: <http://www.lib.uiowa.edu/studio/people/>

Website: <http://www.lib.uiowa.edu/studio/pdh-certificate/>

The Certificate in Public Digital Humanities welcomes students with no prior training in the digital humanities. The certificate program offers credentials to graduate students who plan to incorporate digital technology into their future research, teaching, or careers. Students learn interdisciplinary ways of conceiving of their own and other's digital work, while exploring digital tools that underlie many humanistic and social scientific research projects. Students also learn important skills such as how to manage an original project, collaborate with digital humanities scholars and practitioners across different departments, programs, units, and centers, participate in teams, and communicate technical information to a nonspecialist audience.

The certificate provides crucial training and education for the 21st-century humanist interested in the intersection between technology and research.

The Certificate in Public Digital Humanities is administered by the Graduate [p. 1536] College.

Programs

Graduate Program of Study

Certificate

- Certificate in Public Digital Humanities [p. 1626]

Public Digital Humanities, Graduate Certificate

Requirements

The graduate Certificate in Public Digital Humanities requires 12 s.h. of coursework. Students must maintain a g.p.a. of at least 3.00 in work for the certificate.

The Certificate in Public Digital Humanities requires the following coursework.

Required Course

Code	Title	Hours
This course:		
CLAS:7290/ SLIS:7290	Digital Humanities Theory and Practice	3

Electives

Students choose elective coursework to suit their disciplinary or technical needs. Since electives are updated every semester, students can view a full list of available elective courses as well as access an elective course petition form on the Public Digital Humanities Certificate website.

Code	Title	Hours
6 s.h. from these:		
AFAM:6500/ AMST:6500	Critical Readings in Cultural Studies: Stuart Hall's Legacy and Influences	3
AMST:3600/ AFAM:3600	Digitizing Blackness	3
AMST:5000	Interdisciplinary Research in American Studies	3
ARTH:3000	Digital Approaches to the Study of Art	3
CINE:4620	Topics in Film Form, Style, and Theory (when topic is film adaptation)	3
CLSL:6014	Later Empire (when topic is digital text analysis)	arr.
COMM:6336	Seminar in Rhetorical Theory (when topic is critical approaches to digital culture)	1-4
DANC:3890/ DIGA:3890/ INTM:3890/ THTR:3890	Producing and Directing Digital Video	3
EDTL:4210/ INTM:4210/ MUSM:4210	Museum Without Walls: Museum, Art Education, and Community Engagement in the Digital Age	3
ENGL:3182	Digital Cultures and Literacies	3
ENGL:6080	New Media Poetics	3
GEOG:3540/ IGPI:3540	Introduction to Geographic Visualization	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3

GWSS:3050	Topics in Gender, Women's, and Sexuality Studies (when topic is race, gender, and sexuality in the digital humanities)	1,3
HIST:6002	Introduction to Graduate Studies in History: Historiography and Methods (when topic is digital related)	3
IGPI:4580/ STAT:4580	Data Visualization and Data Technologies	3
JMC:3122	Digital and Gaming Culture	3
JMC:3425	Applied Digital and Social Media	3-4
JMC:3640	Data Journalism	3-4
JMC:6333	Seminar in Media Communication (when topic is critical media studies or digital cultures or global digital media)	3
RHET:7500	Science Communication in the Digital Age	2-3
SLIS:6100/ IGPI:6100	Database Management	3
SLIS:6120/ IGPI:6120	Natural Language Processing	3
SLIS:6140/ IGPI:6140	Digital Environments	3
SLIS:6145	Digital Preservation and Stewardship	3
SLIS:6155/ IGPI:6155	Information Visualization	3
SLIS:6350	Archives and Media	3
SLIS:6411	Topics in Library and Information Science (when topic is designing "dataviz")	1-3
UICB:4340/ ARTS:4340	Digital Design for Artists' Books	3

Capstone Course

Students should complete all certificate coursework before they enroll in the capstone course.

Code	Title	Hours
This course:		
GRAD:6590/ SLIS:6590	Digital Humanities Capstone	3

View the Public Digital Humanities Certificate website for more information.

Translational Biomedicine

Executive Associate Dean

- Patricia L. Winokur

Education Directors

- Donna A. Santillan (Obstetrics and Gynecology), Marin L. Schweizer (Epidemiology/Internal Medicine)

Graduate degree: M.S. in translational biomedicine

Website: <https://icts.uiowa.edu/>

The Translational Biomedicine Program offers training in translational biomedicine, biostatistics, ethics, and in various elective areas while providing time to conduct mentored research under the direction of an interdisciplinary team. It is specifically tailored to clinicians in medicine, nursing, pharmacy, dentistry, and psychology, as well as to Ph.D. researchers conducting translational research in the biomedical sciences.

Related Certificate

Translational and Clinical Investigation

The Department of Epidemiology and the Institute for Clinical and Translational Science offer the graduate certificate program in translational and clinical investigation; see the Certificate in Translational and Clinical Investigation [p. 1951] (College of Public Health) in the Catalog.

Programs

Graduate Program of Study

Major

- Master of Science in Translational Biomedicine [p. 1628]

Facilities

Training is conducted mainly in the laboratories and teaching facilities of the Carver College of Medicine and the College of Public Health. The University's Institute for Clinical and Translational Science is available for research training. The program also is linked with the Carver College of Medicine's graduate training program in clinical research.

Courses

Translational Biomedicine Courses

TBM:5000 Translational Biomedical Research arr.
Student research guided by mentor.

TBM:5001 Introduction to Translational Biomedicine 3 s.h.

Basis for clinical and translational research; introduction to principles of experimental design for patient- and population-oriented research; approaches available to clinical and translational investigators (e.g., statistics, questionnaires, ethics, imaging, information technology); infrastructure that supports clinical and translational investigators at the University of Iowa and nationally; for early-career clinicians/scientists and established investigators. Requirements: enrollment in translational biomedicine M.S. program.

TBM:5002 Critical Thinking and Communication: Study Design and Commercialization 1 s.h.

Various study design methodologies and process of commercialization; presentations of current projects. Requirements: candidacy for M.S. in translational biomedicine.

TBM:5003 Critical Thinking and Communication: Scientific Writing and Presentation Strategies 1 s.h.

Grant development and journal writing process; development of effective scientific presentations.

TBM:5004 Critical Thinking and Communication: Career Development and the Funding Process 1 s.h.

Introduction to a variety of career development awards and their requirements; opportunity to work on personal career development grant applications.

TBM:5005 Critical Thinking and Communication: Leadership, Team Science, and Community Engagement 1 s.h.

Leadership skills for managing and developing a research team; leading and organizing a team; managing and sharing resources with other faculty and fellows; finding, hiring, and keeping good people; leading productive meetings; delegation strategies, resources and tools for quality community engagement; information on applying and teaching leadership skills to mentees.

Translational Biomedicine, M.S.

The goals of the M.S. program in translational biomedicine are to:

- promote interaction and collaboration among researchers across the translational research spectrum;
- enrich understanding of T1 research (laboratory), T2 research (application to evidence-based practice), T3 research (implementation and dissemination), and T4 research (population studies and policy development) for basic and clinical scientists to expand the relevance of their work in these areas; and
- develop skills in ethical decision making, scientific leadership, team building, networking, and research program management.

Requirements

The Master of Science program in translational biomedicine (TBM) requires a minimum of 34 s.h. of graduate credit plus a final project. Students must maintain a cumulative graduate g.p.a. of at least 3.00 in all UI coursework. The plan of study for students in the two-year program is tailored to their scientific goals and interests.

The program is designed to teach members of scientific teams how to move biomedical discoveries into clinical applications and beyond. It is tailored for individuals who have completed doctoral-level training in one area of biomedicine and wish to apply their expertise to the translational research spectrum. The program admits individuals who hold medical or graduate degrees (e.g., M.D., D.O., D.D.S., D.N.P., Ph.D., Pharm.D., D.V.M., or the equivalent) and are employed by the University of Iowa at the faculty ranks of associate professor, assistant professor, instructor/associate, fellow physician, or postdoctoral scholar/fellow.

The M.S. with a major in translational biomedicine requires the following coursework.

Core Courses

Code	Title	Hours
All of these:		
TBM:5000	Translational Biomedical Research	9
TBM:5001	Introduction to Translational Biomedicine	3
TBM:5002	Critical Thinking and Communication: Study Design and Commercialization	1
TBM:5003	Critical Thinking and Communication: Scientific Writing and Presentation Strategies	1
TBM:5004	Critical Thinking and Communication: Career Development and the Funding Process	1

TBM:5005	Critical Thinking and Communication: Leadership, Team Science, and Community Engagement	1
BIOS:4120	Introduction to Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:6950	Clinical Research Ethics	2
Total Hours		28

Electives

Students must earn a minimum of 6 s.h. in graduate-level elective coursework pertinent to their educational goals. Electives may be selected from the lists below, or students may obtain approval for other courses with program administration approval.

Biostatistics

Code	Title	Hours
BIOS:5120	Regression Modeling and ANOVA in the Health Sciences	3
BIOS:5130	Applied Categorical Data Analysis	3
BIOS:5310	Research Data Management	3
BIOS:6210	Applied Survival Analysis	3
BIOS:6310	Introductory Longitudinal Data Analysis	3
BIOS:7600	Advanced Biostatistics Seminar	0-3

Device Development

Code	Title	Hours
BME:5101	Biomaterials and Implant Design	3
BME:5530	Design of Circulatory Implants and Artificial Organs	3
BME:5640	Ergonomics of Occupational Injuries	3

Drug Discovery

Code	Title	Hours
BME:5330	Computational Genomics	3
PCOL:4130	Drug Mechanisms and Actions	3
PCOL:5135	Principles of Pharmacology	1
PCOL:5136	Pharmacogenetics and Pharmacogenomics	1
PCOL:6203	Pharmacology for Graduate Students	6
PCOL:6250	Advanced Problem Solving in Pharmacological Sciences	1
PHAR:5512	Drug Discovery and Mechanisms	3

Epidemiology

Code	Title	Hours
EPID:5214	Meta-Analysis of Epidemiologic Studies	3

EPID:5241	Statistical Methods in Epidemiology	4
EPID:5500	Introduction to Clinical Epidemiology	3
EPID:5560	Introduction to Molecular Epidemiology	3
EPID:5610	Intermediate Epidemiology Data Analysis with SAS and R	3
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:6900	Design of Intervention and Clinical Trials	3

Genetics

Code	Title	Hours
ACB:6200	Special Topics in Genetics	1
BIOL:3713	Molecular Genetics	4
BIOL:3373	Human Population Genetics and Variation	3
BIOL:5412	Fundamental Genetics - Graduate Lecture	3
GENE:5173	Computational Genomics	3
GENE:6150	Genetic Analysis of Biological Systems	3
GENE:7191	Human Molecular Genetics	3
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6250	Mechanisms of Parasitism Journal Club	1
PCOL:5136	Pharmacogenetics and Pharmacogenomics	1

Informatics

Code	Title	Hours
BIOL:4213	Bioinformatics	2,4
BIOL:4386	Introduction to Scientific Computing for Biologists	3
CS:5110	Introduction to Informatics	3
IGPI:3314	Genomics	3

Innovation

Code	Title	Hours
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:9400	Evaluating Innovation Opportunities	2-3
LAW:9717	Iowa Medical Innovation Group Seminar	arr.
MED:8073	Biomedical Innovation	1
NURS:6553	Seminar on Innovations	4

Neuroscience

Code	Title	Hours
BIOL:2753	Introduction to Neurobiology	3
NSCI:5212	Foundations in Behavioral and Cognitive Neuroscience	4
NSCI:5653	Fundamental Neurobiology	3

NSCI:6240	Topics in Cognitive Neuroscience	1-3
PSY:6370	Principles of Neuropsychology	3

Final Project

In addition to completion of the 34 s.h. in required coursework, scholars must submit a final project. The project may be in one of the following formats.

- A complete grant application for a K01, K08, K23, K08, R01, R03, R21, a U.S. Department of Veterans Affairs career development award, or the equivalent. The R03 completed as part of the required grant writing course may not be submitted as the final project.
- An original research manuscript that is of acceptable quality for a peer-reviewed biomedical journal (the paper can be ready for submission, under review, or already published). The manuscript must contain the following components:
 - a structured abstract;
 - an introductory section that adequately frames the research question addressed; and
 - a methodology section that sufficiently describes the following elements (study design, study sample, data collection strategies and sources, data elements, and data analysis), results of the study, and a discussion including a description of the relationship of the current findings to prior relevant research and/or policy implications of the findings and methodological limitations.

Admission

The Translational Biomedicine Program welcomes applicants who have diverse educational and scientific backgrounds and varied research interests. Applicants must have a strong interest and background in a health science profession and knowledge of basic sciences and medicine.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Translational biomedicine applicants must:

- have a doctoral-level degree in a biomedical discipline (e.g., M.D., D.O., D.D.S., D.N.P., Ph.D., Pharm.D., D.V.M., or the equivalent);
- be employed by the University of Iowa as an associate professor, assistant professor, instructor/associate, a fellow physician, or a postdoctoral scholar/fellow;
- be engaged in scientific research with a University of Iowa mentor who has funding from a peer-reviewed source (e.g. National Institutes of Health, National Science Foundation, and so forth);
- hold a bachelor's degree from a regionally accredited American college or university or an equivalent degree from an international institution, as determined by the University of Iowa Office of Admissions;
- have a g.p.a. of at least 3.00 or the international equivalent, as determined by the University of Iowa Office of Admissions; and
- have a Graduate Record Exam (GRE) General Test combined verbal and quantitative score of 300 on the revised test (or 1050 on the old test) and an analytical

writing score of 4.0 or above; applicants who already hold a graduate or professional degree may seek a waiver of the GRE requirement.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL), or they must have a score of at least 7.0, with no subscore lower than 6.0, on the International English Language Testing System (IELTS).

Applicants must submit a curriculum vitae, a statement of research interest and career goals, and three letters of recommendation. One letter must be from the applicant's UI research mentor; the program recommends that the second be a letter of support from the applicant's department chair.

Students and their mentors must guarantee sufficient time for coursework and research. The program does not require a specific percent effort, but successful candidates would likely devote 50-75 percent of their time to a combination of coursework and research.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Translational Biomedicine, M.S.

Course	Title	Hours
Academic Career		
Any Semester		
34 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
In addition to completion of the required coursework, students must submit a final project. ^b		
Hours		0
First Year		
Fall		
TBM:5000	Translational Biomedical Research	3
TBM:5001	Introduction to Translational Biomedicine	3
TBM:5002	Critical Thinking and Communication: Study Design and Commercialization	1
EPID:4400	Epidemiology I: Principles	3
Hours		10
Spring		
TBM:5000	Translational Biomedical Research	3
TBM:5003	Critical Thinking and Communication: Scientific Writing and Presentation Strategies	1
BIOS:4120	Introduction to Biostatistics	3
EPID:6950	Clinical Research Ethics	2
Hours		9

Second Year

Fall

TBM:5004	Critical Thinking and Communication: Career Development and the Funding Process	1
EPID:6400	Epidemiology II: Advanced Methods	4
Elective course ^c		3
Hours		8

Spring

TBM:5000	Translational Biomedical Research	3
TBM:5005	Critical Thinking and Communication: Leadership, Team Science, and Community Engagement	1
Elective course ^c		3
Hours		7
Total Hours		34

- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- Complete one of the following formats: a complete grant application (K23, K08, K01, R01, R03, R21, or VA career award) or an original research manuscript (>2500 words) of published or in-publishable quality for a peer-reviewed journal. Additional requirements apply.
- Elective coursework pertinent to educational goals and background may be selected from specific lists in Biostatistics, Device Development, Drug Discovery, Epidemiology, Genetics, Informatics, Innovation, and Neuroscience. Program administration approval required for other courses.

Transportation Studies

Director, School of Planning and Public Affairs

- Charles E. Connerly

Coordinator, Transportation Studies

- Steven Spears (Planning and Public Affairs)

Graduate certificate: transportation studies

Faculty: <https://sppa.uiowa.edu/faculty-and-staff>

Website: <https://sppa.uiowa.edu/>

Transportation is vital to modern society. The United States, like other nations, faces many critical transportation problems and issues. The highway system is reaching an advanced stage of its life cycle, transportation finance is unsustainable, public transit operating deficits are growing, the quality of transportation available to many citizens is unacceptably low, serious inequities exist between transportation modes, and extensive changes are called for in traditional transportation institutions. New approaches to financing the nation's road system are badly needed.

Transportation engineers and planners draw on a number of skills to respond to the challenges they face. They must analyze and forecast the movement of people and goods within and between cities; identify effective and efficient means for providing desired transportation services; price these services properly; and evaluate the impact that transportation changes have on land use, environmental quality, economic activity, the local or regional economy, and various subgroups within society.

No single academic discipline can supply all of the theories, principles, or methods needed to address the varied and complex problems in transportation. Recognizing this, the Department of Civil and Environmental Engineering [p. 1462] and the School of Planning and Public Affairs [p. 1613] participate in the interdisciplinary Transportation Studies Program, through which students in the participating units can earn the Certificate in Transportation Studies along with their graduate degrees.

The Departments of Industrial and Systems Engineering [p. 1500] and Mechanical Engineering [p. 1516] also participate in the transportation certificate program, offering courses in human factors and safety issues in transportation. The Certificate in Transportation Studies is coordinated by the School of Planning and Public Affairs [p. 1613].

Programs

Graduate Program of Study Certificate

- Certificate in Transportation Studies [p. 1632]

Transportation Studies, Graduate Certificate

Requirements

The graduate Certificate in Transportation Studies requires 15 s.h. of graduate credit. Students may earn the certificate in conjunction with a M.S. or Ph.D. in civil and environmental engineering or with a M.S. in urban and regional planning.

Individuals working toward degrees in other transportation-related disciplines are encouraged to apply to the Transportation Studies Program. Depending on a student's background, additional coursework in statistics, computer programming, simulation, mathematics, and operations research may be required for the certificate. Credit earned in these courses may not be applicable to a student's degree program.

Students enrolled in the certificate program may wish to participate in faculty-led transportation research, which may explore topics such as system planning, traffic operations and engineering, spatial data systems and analysis, simulation applications, and policy issues.

Certificate/M.S. or Ph.D. in Civil and Environmental Engineering

Students working toward a Master of Science or a Doctor of Philosophy in civil and environmental engineering may earn the Certificate in Transportation Studies by completing a total of 15 s.h. from the courses listed below. Not all courses are offered every semester; view MyUI to determine when specific courses are offered.

Code	Title	Hours
Fall Semester		
Students must take at least two of these fall semester courses:		
CEE:4762	Design of Transportation Systems	3
CEE:4763	Traffic Engineering	3
CEE:5678	Application Simulation to Transportation	3
URP:6266	Transportation and Land Use Planning	3
Spring Semester		
Students must take all of these spring semester courses:		
CEE:4160	Introduction to Bridge Engineering	3
CEE:4176	Transportation Demand Analysis	3
URP:6260	Transportation Policy and Planning	3

Engineering students may apply to the certificate program through the Graduate College and the Department of Civil and Environmental Engineering. See Civil and Environmental Engineering [p. 1462] (College of Engineering) in the Catalog for information about graduate study and degree requirements in that department.

Certificate/M.S. in Urban and Regional Planning

Students working toward a Master of Science in urban and regional planning may earn the Certificate in Transportation Studies by completing a total of 15 s.h. from the courses listed below. Not all courses are offered every semester; view MyUI to determine when specific courses are offered.

Code	Title	Hours
Fall Semester		
URP:6265	Planning Sustainable Transportation	3
URP:6266	Transportation and Land Use Planning	3
URP:6290	Economic Impact Assessment	3
Spring Semester		
URP:4262	Transportation Demand Analysis	3
URP:6233	Public Finance and Budgeting	3
URP:6260	Transportation Policy and Planning	3
CPH:4220	Global Road Safety	3

Master of Science in urban and regional planning students may apply to the certificate program through the Graduate College and the School of Planning and Public Affairs. See Planning and Public Affairs [p. 1613] (Graduate College) in the Catalog for information about graduate study and degree requirements in the school.

College of Law

Dean

- Kevin K. Washburn

Associate Deans

- Carin N. Crain, Ann Laquer Estin, Thomas P. Gallanis, Emily A. Hughes, Adrien K. Wing

Assistant Deans

- Collins B. Byrd, Jill De Young, Gordon S. Tribbey

Executive Librarian

- Katherine Hall

Undergraduate certificate: human rights

Professional degrees: J.D.; LL.M.; M.S.L.; S.J.D.

Faculty: <https://law.uiowa.edu/faculty-research/meet-our-faculty>

Website: <https://law.uiowa.edu>

The University of Iowa College of Law is the oldest law school west of the Mississippi River. Founded in 1865 as the Iowa Law School, the college is a charter member of the American Association of Law Schools and an American Bar Association-approved law school.

One of 11 colleges at the University of Iowa, the College of Law is part of Iowa City's unique cultural community. Students, faculty, and staff work together in a friendly, relaxed, and productive environment that puts students' needs first.

A longstanding commitment to inclusion and diversity is a source of pride for the College of Law, which was one of the first schools in the nation to grant a law degree to a woman (1873) and to an African American (1879). Diversity is central to the college's educational philosophy and to its core mission of preparing culturally proficient graduates who are capable of intellectual inquiry, critical and reflective thinking, and engagement.

Iowa's challenging law school curriculum carefully balances substantive courses, perspective offerings, examination of ethical values and professionalism, and experiential programs, including a highly active in-house legal clinic. The college's low student-faculty ratio and the faculty's open-door policy ensure that students have opportunities for interaction and collaboration with their law professors.

The college's writing program—one of the strongest among law schools nationwide—is integral to all students' academic experience. During both semesters of their first year, students take a small-section course in legal analysis, writing, and research. During the second and third years, they complete four additional writing units. Among opportunities for completing the writing requirement is work on one of the law school's four student-run scholarly journals: *Iowa Law Review*; *Journal of Corporation Law*; *Journal of Gender, Race & Justice*; and *Transnational Law & Contemporary Problems*.

Programs

Undergraduate Program of Study

- Certificate in Human Rights (under University of Iowa Center for Human Rights [p. 1656])

Professional Programs of Study

- Juris Doctor [p. 1650]
- Master of Laws [p. 1653]
- Master of Studies in Law [p. 1654]
- Doctor of Juridical Science [p. 1655]

Facilities

Facilities and Resources

Boyd Law Building

The Willard L. Boyd Law Building, completed in 1986, exemplifies Iowa's continuing commitment to legal education and the legal profession. The building's large, circular structure reflects the special character of the Iowa law school and allows the college to operate in a physical environment in which every square foot of space is designed to promote the college's academic and professional programs.

Among the building's facilities are classrooms, the Levitt Auditorium, the Law Library, faculty and administrative offices, offices for the college's cocurricular programs, meeting rooms, and a bookstore. The first floor features the new Lauridsen Family Law Commons, a renovation project completed in 2016. This space provides ample areas for studying, including two conference rooms, two seminar rooms, and the Court Café. The third floor of the Boyd Law Building is where the college's clinical law programs are located. This suite functions as a teaching law firm, offering ease of access, usability, and visibility.

Law Library

The centerpiece of the Boyd Law Building is the University of Iowa Law Library. The Law Library has one of the most comprehensive collections of legal materials in the country, containing more than 1.4 million separately cataloged titles. A particular strength of the library is its collection of U.S. legal materials. The Law Library also holds an exceptionally strong collection of materials in foreign, comparative, and international law, including a print collection comprising more than 280,000 volumes and over 1,500 serials and subscriptions.

Research Centers and Programs

Participation in research centers and outreach programs is an important part of the College of Law's service to professional and civic communities.

Iowa Innovation, Business & Law Center

The Iowa Innovation, Business & Law Center is an interdisciplinary teaching and research venture that brings together faculty members who teach and study problems of business, technology, innovation, regulation, and legal policy from diverse perspectives. The center's purpose is twofold: first, it offers an innovative curriculum and outstanding legal training in areas pertaining to government regulation of entrepreneurship, innovation, and management of resources; second, it encourages creative individual and collaborative interdisciplinary research in these areas.

Labor Center

The University of Iowa Labor Center provides educational programs and research support to Iowa's working people and

their organizations. Since 1951, the Labor Center has acted as a bridge between the University and Iowa's labor community.

Larned A. Waterman Iowa Nonprofit Resource Center

The Larned A. Waterman Iowa Nonprofit Resource Center offers information and assistance from across the University of Iowa to help Iowa's charitable nonprofit organizations become more effective in building their communities.

Law, Health Policy & Disability Center

The Law, Health Policy & Disability Center is a leader in law, technology, education, and research focused on improving the quality of life for persons living with disabilities. Based at the University of Iowa College of Law, the center concentrates on public policy and its impact on persons with disabilities, emphasizing employment, self-determination, and self-sufficiency.

National Health Law and Policy Resource Center

The National Health Law and Policy Resource Center, founded in 1981, promotes laws and public policies that foster and facilitate accessible, affordable, and quality health services and related services for all Americans, particularly members of vulnerable and disadvantaged populations. The center provides a nonpartisan forum for informed dialogue between academics, practitioners, and public policy makers based on the best available data and information about important health law and policy issues.

University of Iowa Center for Human Rights

The University of Iowa Center for Human Rights was founded in 1999 as an outgrowth of the University's year-long commemoration celebrating the 50th anniversary of the Universal Declaration of Human Rights. Based in the College of Law, the center engages in human rights teaching, scholarship, and public engagement.

Courses

- Law Courses [p. 1634]
- Law Study Abroad Courses [p. 1649]

The following courses are those offered by the College of Law during the past four academic years and those scheduled to be offered during the coming academic year. See the Guide to Courses under Courses and Curriculum on the College of Law website for a list of College of Law courses defined by Interpretation 509-1 of the American Bar Association Standards for the Approval of Law Schools.

Law Courses

LAW:4800 Undergraduate Clinical Law Internship Program 3,5 s.h.

Students learn about the law school experience and legal careers through intensive training in a range of lawyering skills and collaboration with teams of law students on actual client matters; students enrolled in CELP work with law students representing a nonprofit or other entity using nonlitigation means to advance social or economic justice; students enrolled in the Federal Criminal Defense Clinic work as investigators with law students representing indigent criminal defendants in the Northern District of Iowa; involves weekly seminars and team supervision, biweekly undergraduate supervision meetings.

LAW:8006 Civil Procedure 4 s.h.

Procedure before trial; commencement of a suit; subject matter jurisdiction; jurisdiction over the person and venue; pleadings, motion practice, including summary judgment, simple joinder of parties and claims in determining scope and size of the lawsuit; pretrial discovery procedures, the trial, claim and issue preclusion.

LAW:8010 Constitutional Law I 3 s.h.

Constitutional allocation of governmental powers; doctrine of judicial review and nature of judicial function in constitutional cases; relationships among several branches of national government; the federal system, including powers delegated to national government, powers reserved to states, and intergovernmental immunities; role of judicial process in structuring limits within which society operates; institutional development of legal system, relationship among institutions within the system.

LAW:8017 Contracts 4 s.h.

Law that governs the otherwise unregulated sector of the economy and concerns the making and enforcement of promises, usually as part of a bargain; basics-formation of agreements, consideration, invalidating causes, parole evidence and interpretation, conditions, remedies; roles of promises and promissory exchanges in a modern economy; limitations the law places on freedom of contract.

LAW:8022 Criminal Law 3 s.h.

Basic understanding of substantive criminal law; underlying premises of and justifications for criminal law; emphasis on general doctrines that dictate the minimum elements necessary to impose criminal liability, essential requirements of culpable conduct (an *actus reus*, or guilty act), blameworthy mental state (a *mens rea* or guilty mind); rape, homicide, causation, attempt, conspiracy, accomplice liability; various defenses to criminality, such as self-defense, duress, intoxication, insanity, diminished capacity.

LAW:8026 Introduction to Law and Legal Reasoning 1 s.h.

Basic concepts and intellectual skills necessary for understanding the first-year curriculum.

LAW:8032 Legal Analysis Writing and Research I 2 s.h.

Structured development of effective skills in legal analysis, writing, and research; first of a two-semester sequence.

LAW:8033 Legal Analysis Writing and Research II 3 s.h.

Structured development of effective skills in legal analysis, writing, and research; second of a two-semester sequence. Prerequisites: LAW:8032.

LAW:8037 Property**4 s.h.**

Concept of private property as one of the legal system's basic foundations; historical development of Anglo-American property law examined in conjunction with changing currents of economic, social, and political thought; emphasis on understanding decision making by courts in the common-law tradition, and its interplay with legislative enactments intended to change the common law; fundamental notions relating to the origins of property rights; relationship of possession and ownership, with emphasis on capacity of property law to recognize a wide range of interest configurations; impetus for promoting ease and reliability in conveyance of property interests, commercially and gratuitously; function of public recording in providing stability to transfers of interest in land; role of adverse possession and prescriptive use in recognizing expectations based on long-standing property relationships; responsiveness of property law to social change as illustrated by modern reforms in landlord-tenant act.

LAW:8046 Torts**4 s.h.**

Development of tort principles; civil responsibility for harms to tangible personal and property interests; roles of legislatures, judges, juries; intentional harms, negligence, and strict liability considered from perspectives of jurisprudence, economics, and moral philosophy.

LAW:8105 Administrative Law**3 s.h.**

Formal and informal procedures, processes, and functions of state and federal administrative agencies; legislative, executive, and judicial control of their actions; nature and definition of administrative agencies; permissible delegation of authority to administrative agencies; scope of agency authority; agencies' right to obtain information from members of the public; citizens' right to obtain information in agencies' possession; definition and types of administrative rules; rule-making procedure; agency discretion to make law by rule or adjudication; right to a trial-type hearing before an agency; parties' specific rights in an administrative hearing, including notice, open or closed hearing, right to counsel, evidence, nature and exclusivity of the record; agency decision-making process, including role of hearing officers, separation of functions and bias of decision makers, nature of opinion required; judicial review of administrative action, including reviewability of agency action, primary jurisdiction of agencies, exhaustion of administrative remedies, standing, scope of judicial review, mechanics of judicial review.

LAW:8112 Advanced Civil Procedure**arr.**

Complex civil litigation; advanced civil procedure topics not taught in first year; essential aspects of civil procedure (e.g., personal and subject matter jurisdiction); joinder devices (intervention, necessary parties, interpleader, consolidation), discovery and confidentiality orders, appellate jurisdiction, mechanisms to structure the trial (e.g., bifurcation of issues); class. Prerequisites: LAW:8006.

LAW:8121 Advanced Legal Research Methods in Specialized Subjects**1 s.h.**

Legal research methods in specific legal practice and research areas; specific topic rotates each year (litigation and ADR legal research, business and tax legal research, federal legislative history legal research, legal history research); students work with real-world examples to improve research skills related to a particular legal subject.

LAW:8123 Advanced Legal Research**2 s.h.**

Builds on LAW:8032 and LAW:8033; in-depth exploration of American legal resources; current print and electronic resources that help students develop better, more efficient search techniques and select the most effective formats for their research; opportunity to review the basic sources of legal information, use varied techniques to access legal information, develop personal strategies for managing information; advanced training in LEXIS, WESTLAW, the internet; nonlegal information sources important to the legal community.

LAW:8125 State Legal Research**1 s.h.**

Legal resources available for a particular state; exploration of current print and electronic resources, particularly low-cost electronic resources such as FastCase and the internet are explored for purposes of developing better, more efficient search techniques; selection of the most effective formats for research; sources of legal information; techniques for accessing legal information.

LAW:8133 American Governance: Theory and Practice**2-3 s.h.**

Tracing the evolution of our constitutional system by examining specific events in American history; particular emphasis will be given to the role of Congress and its relationship with the Executive Branch and court system. Requirements: open only to students educated outside the United States.

LAW:8146 Antitrust Law**3 s.h.**

Laws dealing with restraints of trade, monopolization and mergers; history of these laws and their development in the courts; current doctrine and its underlying legal and economic theories; analytical tools of trade: sufficiency of economic efficiency as the measure of justice.

LAW:8153 Applied Evidence**2 s.h.**

Opportunities to apply the rules of evidence; use of mock case problems presenting evidentiary issues that attorneys in real practice would address by filing motions in limine; students are enabled to more fully comprehend the reasoning and rationale behind the rules, and appreciate the intricacies of applying the rules to a set of facts; focus on pretrial evidentiary litigation and specific rules of evidence. Prerequisites: LAW:8460.

LAW:8158 Arbitration Principles and Practice**2-3 s.h.**

Introduction to law of arbitration and essential skills and procedures involved in its practice; role of arbitration in modern conflict resolution in various settings in which it is used; conceptual framework and explanatory theories for analysis of issues frequently encountered in arbitration; statutory and contractual grounds for arbitration (e.g., labor relations, employment, consumer and commercial transactions); development of skills and understanding of procedure through use of problems and exercises simulating common arbitration scenarios in which students participate as lawyers, arbitrators, and parties.

LAW:8161 Arbitration Advocacy Competition**1-2 s.h.**

Development and application of arbitration advocacy skills in preparation for the Iowa intramural and regional competitions; addresses arbitration presentation methodology, procedure, prehearing preparation, and advocacy skills; students who advance in the intramural Iowa Arbitration Tournament are selected to represent Iowa in the ABA Arbitration Competition the following fall.

LAW:8169 The American Legal Experience 3 s.h.

Historical role of law in American social, political, and economic life from the 17th century through 1980s; legal issues involving religion and state, early national period and the Constitution, law of slavery, common law and economic development, changing legal status of women, law's engagement with the social sciences, race discrimination, crime, legal realism, and development of modern welfare and business policy.

LAW:8186 Bankruptcy 3 s.h.

Students study the rights of individuals and entities under the federal bankruptcy laws from the perspective of both debtors and creditors; there are three types of bankruptcy proceedings—liquidation bankruptcy for consumers and businesses (Chapter 7), consumer reorganization, known as "wage earner's plans" (Chapter 13), and business reorganization (Chapter 11); students survey foundational topics relevant to all these forms of bankruptcy—in general, equal weight given to both consumer and business bankruptcies; attention given to some of the intricacies of business reorganizations towards the end of the course.

LAW:8194 Basic Federal Income Taxation 3-4 s.h.

Operation, policies, principles of federal income tax, including gross income, deductions, property dispositions, tax accounting, assignment of income among family members, time value of money, leveraging.

LAW:8198 Building the State 2 s.h.

Examination of state building and deconstruction; taxing, spending, fiscal citizenship, theories about state building; topics may include statelessness, legibility and state building, utopian tax regimes, revolutionary tax systems (French, U.S.A., Confederate States of America, potential Scottish state), voluntary taxation and non-state "tax" regimes (ISIS, organized crime).

LAW:8216 Civil Procedure in Pre-Trial Theory and Practice arr.

The law of pleadings and other pretrial matters presented in LAW:8006; hypothetical case developed from interview to pleading to early pretrial stages; experience drafting relevant pleadings and motions. Prerequisites: LAW:8006.

LAW:8218 Civil Rights Law 3 s.h.

Civil rights law; constitutional litigation brought under Section 1983 to enforce the 4th, 8th, and 14th Amendments, specifically exploring prisoners' rights, police abuse, and substantive Due Process claims; examination of Reconstruction Era civil rights statutes (Sections 1981 and 1982) and modern federal statutes prohibiting discrimination such as Title VII and the Americans with Disabilities Act (ADA); cutting-edge civil rights issues such as affirmative action, sexual harassment, and racial identity; interpretive and strategic challenges that arise in civil rights litigation.

LAW:8224 Client Counseling 1-2 s.h.

Immersion in practice skills fundamental to any attorney-client relationship—interviewing and counseling; exploration of critical unseen factors which impact interviewing and counseling (e.g., self-awareness, cultural competence, bias, beliefs about the role of the lawyer in an attorney-client relationship); introduction and critique of three models of representation including traditional or regnant lawyering, client-centered lawyering, and rebellious or democratic lawyering.

LAW:8237 Comparative Corporate Governance 2 s.h.

Today's global economy has resulted in a proliferation of multi-national corporations, where frequently the parent corporation is governed by the law of one country, and one or more subsidiaries are governed by the laws of other countries; comparative assessment of advantages and disadvantages to incorporating in a particular country; focus on corporations considering mergers, acquisitions, or joint ventures with corporations outside of their own jurisdiction; and consideration of reasons why a corporation might form a subsidiary under the law of another jurisdiction.

LAW:8241 Comparative Constitutional Law 2-3 s.h.

Comparative focus on the United States Constitution with particular emphasis on the Constitution of France and the freedom of expression in areas such as libel law, hate speech, and more; suitably tailored writing component to help students master course material while also improving their own expressive abilities.

LAW:8245 Comparative Equality arr.

Affirmative action or "positive discrimination" for examining/ comparing inequality and inclusion in the countries of France, Brazil, Canada, India, South Africa, and the United States; historical context in which affirmative action or positive discrimination programs have been implemented for certain groups within Brazil, Canada, India, South Africa, and the United States as arguments in favor of and against such programs in those countries; lessons learned from these countries applied to France to answer the question, "is France in need of affirmative action?"

LAW:8263 Comparative Law 2-3 s.h.

Comparative study of origins, development, and principal features of the world's main legal systems; common and civil law traditions; historical development of the main legal systems, their sources, ideologies, techniques; subjects important to international legal practice (e.g., international judicial assistance, application of foreign law in American courts; in-depth study of modern legal systems of the United States, Britain, France, Germany, Japan, Russia; introduction to other legal traditions, including preliterate tribal law, traditional Chinese and Islamic law.

LAW:8265 English Law and Literature 2 s.h.

Exploration of relationships between English law and English literature at historical, practical, imaginative, and theoretical levels; students read novels, short stories, plays, poems, and nonfiction works—the earliest piece written by Geoffrey Chaucer in 1387 and most recent piece written by a barrister working in London in 2018; selections intended to provide a diverse cross-section of English literary writings that engage with and are shaped by English law.

LAW:8272 Conflict of Laws 2-3 s.h.

Examination of legal problems created when a transaction or relationship has associations with more than one state or nation; students examine questions of judicial jurisdiction (which state's or nation's courts should hear a case?), choice of law (which state's or nation's laws should determine the outcome of a case?), and enforcement of judgments (when will a state or nation enforce the judicial judgments of a different state or nation?).

LAW:8280 Constitutional Law II 3 s.h.

Limits on governmental power imposed by the national constitution for protection of individuals; protection of life, liberty, and property by due process and equal protection; freedom of expression and association; religious freedom and the guarantee against establishment of religion; 1st and 14th Amendments.

- LAW:8288 Consumer Finance Law** 2 s.h.
Consumer spending drives the economy; system of consumer finance—the way in which consumers consumption is financed; focus on empirical state of household finances, psychology and sociology of consumer finance, business of consumer finance, and regulation and political economy of consumer finance.
- LAW:8301 Copyrights** 3-4 s.h.
Federal law of copyrights, primarily the Copyright Act of 1976; emphasis on copyright protections affecting new technologies, such as videotape, computer hardware and software, electronic data transfer, cable television rebroadcast; ability of legal concepts to keep pace with technological developments. Recommendations: LAW:8643.
- LAW:8303 Corporate Compliance Overview** 2-3 s.h.
Areas of corporate and regulatory law that impose requirements on corporations including financial services institutions and health care provider organizations; importance of corporate compliance for these organizations and an overview of relevant regulatory authorities and their underlying theories and rationales; pertinent government regulations, guidance documents, and enforcement initiatives forming the framework for corporate compliance; focus on the process of compliance which should be established internally, regardless of the relevant regulatory authority involved; evolving role of compliance and the chief compliance officer. Corequisites: LAW:8331.
- LAW:8307 Corporate Finance** 1-3 s.h.
Introduction to fundamental principles of corporate finance, including financial statement analysis, valuation of corporate securities and of businesses, capital structure decisions, portfolio theory, and efficient capital markets hypothesis; focus on financial and accounting aspects of corporate decisions than with any particular body of law. Prerequisites: LAW:8331.
- LAW:8309 Principles of Corporate Finance** 1 s.h.
Fundamental concepts of corporate finance and accounting as accepted by the courts and applied in matters relating to securities regulation and disputes arising from mergers and acquisitions: cash versus accrual accounting; how to read and interpret schedules and disclosures contained in a company's balance sheet, income statement, and statement of cash flows; how to interpret and apply various financial ratios derived from a company's financial statements; how to understand, calculate, and apply net present value principles to evaluate investment opportunities; how to calculate equity values using the CapM equation.
- LAW:8318 Corporate Governance and Control** 1-4 s.h.
Principal issues in creation of appropriate governance and control systems for large publicly held corporations; questions of corporate structure, shareholder voting rights, duties of directors, derivative suits, indemnification and transfers of control viewed from perspective of Delaware's statutory and common law. Recommendations: LAW:8331.
- LAW:8322 Corporate Taxation** arr.
Influence of tax considerations on the structure of corporate transaction, from a merger to a restructuring to a securities offering; examination of primary Internal Revenue Code provisions that affect corporations and their shareholders; corporate formations, dividends, redemptions, liquidations, taxable asset and stock acquisitions, tax-free reorganizations; analysis of statutory and regulatory materials; tax reform proposals. Prerequisites: LAW:8194. Corequisites: LAW:8331.
- LAW:8329 Comparative Criminal Procedure** 2 s.h.
Study abroad program.
- LAW:8331 Business Associations** 3-4 s.h.
Structure, characteristics of both large publicly and closely held corporations; distribution of powers among management, directors, shareholders; fiduciary duties that limit those powers; enforcement of such duties by shareholder suits; may include basic principles of agency, partnership, and limited partnership law.
- LAW:8342 Topics in Criminal Law Practice** 1-3 s.h.
Substantive and procedural aspects of criminal law not covered in regular College of Law criminal law and criminal procedure courses; students divided into teams (prosecutors and defense attorneys); hands-on exercises designed to reflect substantive criminal law and procedure discussion; jury selection, jury instructions, pretrial motions, client and witness interviews, depositions, investigation; ethical considerations for prosecutors and defense attorneys, including prosecutorial discretion in charging decisions and conflicts of interest. Prerequisites: LAW:8022.
- LAW:8348 Criminal Procedure: Adjudication** 3-4 s.h.
Adjudicatory phases of the criminal justice system: indictments and the charging process, preliminary hearings, applications for release on bail and pretrial detention, processes of discovery, guilty pleas, jury selection, conduct of criminal trials, sentencing proceedings and post-trial motions, appellate review, collateral remedies; focus on constitutional rights, specifically the Fifth, Sixth, Eighth, and Fourteenth Amendments; statutory provisions, rules of criminal procedure.
- LAW:8350 Criminal Procedure: Investigation** 3-4 s.h.
Guarantees and rights of the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution against police and prosecutorial practices designed to investigate and prove criminal cases; protection against unreasonable searches and seizures, guarantee against extraction of involuntary confessions, privilege against self-incrimination constraints upon securing confessions (i.e., *Miranda* doctrine), due process protection against unreliably suggestive identification procedures, right to counsel, protection against inculpatory admissions and identification practices; exclusionary rules and remedies that enforce constitutional guarantees.
- LAW:8362 Critical Race Theory** arr.
Race relations and racial discrimination in America from perspectives of the Critical Race Theory movement (CRT); affirmative action, hate speech, queer theory, voting rights, postmodernism, liberalism, Asian-critical theory, Latin-critical theory, federal Indian law, critical white studies; critical race feminism—essentialism, motherhood, lawbreaking, employment law, sexual harassment, global issues.
- LAW:8373 Secured Transactions** 3 s.h.
Article 9 of the Uniform Commercial Code; establishment and perfection of security interests pursuant to credit sales contracts; problems focusing on the interface between Article 9 and federal bankruptcy law, Article 9 and real property security; priority disputes among collateral claimants; rules related to default and rights after default; emphasis on developing an understanding of and facility with a code-based statutory scheme.

- LAW:8374 Debt Transactions** 4 s.h.
Examination of laws and practices of modern lending; procedures for collection of unsecured debts including enforcement of judgments, exemptions, prejudgment remedies, fraudulent conveyances, and statutory liens; examination of secured transactions that involve both real property (mortgages) and personal property (security interests governed by Article 9 of the Uniform Commercial Code); equal weight given to consumer and commercial transactions.
- LAW:8375 Iowa Debt Collection Law** 1 s.h.
Examination of legal procedures for judicial enforcement of unsecured debts; complements secured transactions coverage of consensual liens in personal property (security interests) and Iowa real estate finance law coverage of consensual liens in real estate (mortgages). Requirements: no prior enrollment in LAW:8374.
- LAW:8376 Iowa Real Estate Finance Law** 1 s.h.
Examination of performance and enforcement of payment obligations secured by interests in real property (i.e., mortgages, land contracts); complements secured transactions coverage of consensual liens in personal property (security interests) and Iowa debt collection law coverage of legal procedures for judicial enforcement of unsecured debts. Requirements: no prior enrollment in LAW:8374.
- LAW:8399 Election Law** 3 s.h.
The Supreme Court has long declared that the right to vote is fundamental, because it is preservative of all other rights; the right to vote in theory and practice, with focus on its relationship to racial and economic justice; what has been done and what should be done to move us closer to the ideal of political equality; proper role of unelected judges in our democracy; history of the right to vote, "one person, one vote" principle, Voting Rights Act, partisan gerrymandering, voter identification, voter registration, political parties, and campaign finance.
- LAW:8415 Employment Discrimination** 2-3 s.h.
Legal prohibitions against discrimination in employment on the basis of race, sex, national origin, age; focus on Title VII of the Civil Rights Act of 1964; procedural and remedial problems, elementary issues of proof.
- LAW:8421 Employment Law** 3 s.h.
Legal rights of employers and employees in private workplaces that do not have unions—which is more than 90 percent of work settings; hiring, minimum wage, independent contractors, termination, workplace privacy, employment-related intellectual property issues, covenants not to compete, occupational safety and health, and unemployment eligibility set into a context of historical origins, new developments, and contemporary trends.
- LAW:8428 British Legal System** 1-2 s.h.
Taught in London Law Consortium.
- LAW:8433 Environmental Law** 2-3 s.h.
Role of the legal system in addressing problems of environmental disruption, with special emphasis on air, water, hazardous waste pollution.
- LAW:8452 European Union Law** 2-3 s.h.
Law of the European Union; EU legal and institutional structure; role of the European Court of Justice in elaborating constitutional and administrative law for the EU on the basis of treaties and legislation; principle of free movement; progress of European integration.
- LAW:8460 Evidence** 3 s.h.
Rules of evidence developed in common-law courts and under statutes; judicial notice; examination of witnesses; privilege and competence; remote and prejudicial evidence; hearsay; burden of proof and presumptions; roles of judge and jury.
- LAW:8467 Family Law** 3-4 s.h.
Creation, dissolution of marriage and parent-child relationships; lawyer's practical approach to family law problems combined with a broader view of how the law might treat those problems in light of findings from social and behavioral sciences.
- LAW:8481 Federal Courts** 3-4 s.h.
Role of the federal courts in our federal system of government; the federal courts' original and appellate jurisdiction; Supreme Court review of state courts' judgments; Congress' power to strip the federal courts of jurisdiction; development of federal common law; federal writ of habeas corpus; abstention doctrines; state sovereign immunity; federal remedies against state and local action; and Congress' power to create non-Article III adjudicative tribunals. Prerequisites: LAW:8006 and LAW:8010.
- LAW:8497 Federal Criminal Practice** 2 s.h.
Introduction to each step in the criminal process together with instruction in advocacy skills required for the effective practice of law; complete chronology of a typical federal criminal case, from grand jury investigation through post-trial motions; importance of strategic thinking. Prerequisites: LAW:8350.
- LAW:8504 Corporate Crimes** 1-3 s.h.
Introduction to corporate criminal law; black letter doctrines of corporate liability and sentencing; Department of Justice policies and practices that shape the course of corporate prosecutions; criminal statutes that are of frequent concern for corporations, including those that address false claims, securities fraud, bribery, and mail and wire fraud; developments occurring in this evolving area of law.
- LAW:8513 Foreign Comparative and International Legal Research** 1-2 s.h.
Treaty research, locating and identifying documents from international organizations and tribunals, legal research in selected jurisdictions outside the United States; variety of print and electronic sources; research methods in foreign and international law.
- LAW:8527 The Constitution and U.S. Foreign Relations** arr.
Introduction to law of foreign relations in the United States; impact of constitutional distribution of powers on conduct of U.S. foreign relations; influence of separation of powers doctrines on conduct of foreign relations, status of international law in U.S. legal system, role of courts in adjudicating issues affecting foreign relations, and controversy over distribution of war powers between President and Congress.
- LAW:8558 Genetics and the Law** 3 s.h.
Introduction to legal issues raised by genetic and genomic technologies; genetic privacy, uses and abuses of genetic testing, prenatal diagnosis, mandatory screening, genetic discrimination, regulation of genetic research, DNA banking, research on stored tissue samples, ownership of genetic material and information, and provision of genetic services including informed consent, disclosure, and duties to family members at risk for genetic disease.

LAW:8562 Health Law**2-3 s.h.**

Major areas of concern in health law; tension between quality, access, costs; may include malpractice, quality control, health care financing, access (insurance, Medicare, and Medicaid), licensing, bioethics (end-of-life decisions, informed consent, surrogacy, organ transplantation).

LAW:8563 Global Health Law**3 s.h.**

Examination of legal, economic, social, ethical, and political aspects of global health; emergence of global health law commencing with acknowledgment of the human right to the highest attainable standard of health; establishment of the World Health Organization; use of international treaties and other understandings to address cross-border disease threats, including bilateral and multilateral assistance to low-income countries; increasing adoption by countries, including the United States, of a standard core of public health laws.

LAW:8570 Human Rights in the World Community**1-3 s.h.**

Introduction to established and developing legal rules, procedures, and enforcement mechanisms that govern protection of international human rights; liberal western and developing world notions of human rights, recent examples of human rights controversies worldwide; international human rights of women.

LAW:8577 Immigration Law and Policy**1-3 s.h.**

Legal, historical, social, philosophical, and policy foundations of immigration control; modern debate over immigration; criteria and procedures that govern admission of non-U.S. citizens to the United States for permanent residence and temporary visits; deportation criteria and processes; national security and civil liberties implications of immigration policy; refugees and political asylum; undocumented migrants; acquisition, loss, and significance of U.S. citizenship; focus on U.S. law with introduction to perspectives from comparative and international law; experience analyzing varied fact problems that require strategic decision making and interpretation of complex statutory provisions.

LAW:8584 Insurance Law**1-3 s.h.**

State regulation of insurance, adverse selection and moral hazard, risk classification and rate regulation, and insurance contracts; emphasis on life, long-term care, and disability insurance; may include health insurance, reinsurance, and other types of insurance; focus on social and economic underpinnings of insurance; practical experience conducting research regarding insurer use of genetic information in risk classification; students contribute to and conduct research for the professor's NIH grant examining life, long-term care, and disability insurer use of genetic information.

LAW:8593 Federal Indian Law**arr.**

Specialized body of law allocating power and authority in Indian country that has grown up around native American peoples and their reservations; sovereignty, jurisdiction, federal Indian policy, tribal self-government.

LAW:8594 Interest-Based Negotiation for Lawyers**2-3 s.h.**

Theory and practice of an approach to negotiation, known as interest-based or problem-solving negotiation; focus of this negotiation model is not on positions of disputants, but interests that underlie these positions; interest-based negotiators attempts to generate options that satisfy, at least minimally, interest of all parties and can lead agreements from which all parties realize some gains; emphasis on acquisition and enhancement of skills necessary to apply this negotiation approach; in-class exercises. Requirements: no prior enrollment in LAW:8720.

LAW:8599 International and Comparative Inequality Law**3 s.h.****LAW:8600 International Business Transactions****1-3 s.h.**

Legal and practical issues in international trade and investment; typical private transactions, such as the sale of goods (documentary sales transaction, INCOTERMS, letters of credit, agency, distribution), transfer of technology (franchising, licensing), and direct investment across national borders; how private international sales, investment, and licensing transactions are structured to permit private businesses to minimize and plan for the risks associated with conducting business on a global scale.

LAW:8615 International Commercial Arbitration**arr.**

Formation and enforcement of agreements to enter arbitration in order to settle international business disputes; process of arbitrating an international business dispute; recognition and enforcement of arbitral awards.

LAW:8618 International and Comparative Family Law**1-3 s.h.**

Introduction to family law system in England; issues of international legal practice in family cases; international legal instruments for protection of children, including U.N. Convention on the Rights of the Child, Hague Convention on the Civil Aspects of International Child Abduction, and Hague Convention on Intercountry Adoption. Corequisites: LAW:8467.

LAW:8622 International Environmental Law**3 s.h.**

Laws and institutions developed by the international community to deal with international environmental problems, including those of the atmosphere (acid rain, ozone depletion, radioactive fallout, climate change), hydrosphere (land-based sea pollution, sea-based vessel pollution, transboundary groundwater diversion), lithosphere (hazardous waste disposal, toxic pollutants, decertification), biosphere (driftnet fishing, endangered elephants, loss of tropical rainforests).

LAW:8627 International Securities Regulation**1 s.h.**

In today's securities markets, cross-border transactions have become very common, and activities in one country frequently impact securities markets and regulation in other countries; to understand global issues with which securities regulators around the world have been tackling, topics include global securities markets, extraterritorial application of U.S. securities regulation, enforcement against cross-border market misconduct, and international organization and cooperative framework. Recommendations: securities regulation recommended, but not essential.

LAW:8629 Taxation of International Business Transactions**3 s.h.**

Introduction to U.S. aspects of international taxation and international tax policy issues; how the United States taxes foreign persons on income they derive from U.S. sources; taxation of U.S. persons on their worldwide income; United States bilateral tax treaty network, under which many of the statutory rules regarding the taxation of foreigners are modified or supplanted; solving problems that illustrate the operation of the Code and regulations. Prerequisites: LAW:8194. Corequisites: LAW:8331.

LAW:8631 International Trade Law: Basic Norms and Regulations**3 s.h.**

Basic norms and legal framework of international trade as expressed in the GATT/WTO regime and U.S. trade laws; issues raised by regional trade blocs such as NAFTA; controversies such as the economic and philosophical justifications for, and objections to, free trade from a variety of perspectives.

LAW:8643 Introduction to Intellectual Property**1,3-4 s.h.**

Introduction to some of the most important intellectual property rules; goals and theories underlying these rules; common ways in which ideas may be protected—from basic form of protection (secrecy and trade secrecy) to exclusive rights granted over inventions (patents) and creative works (copyright), and concluding with rights related to market-based identities (trade and service marks); brief exploration of ways in which debates over intellectual property rights have permeated modern culture.

LAW:8645 Introduction to Quantitative and Computational Legal Reasoning**3 s.h.**

Basic principles of probability, statistics, and computational reasoning (including elementary programming) for law students; emphasis on mathematically modest intuition, practical skills, and legal applications; introductory level, no mathematical background beyond high school algebra is assumed. Requirements: no substantial preexisting computer programming or statistical background.

LAW:8649 Foundations of International Law**1-3 s.h.**

Introduction to fundamentals of international law; focus on aspects of international law that concern interests in the United States; survey of sources, methodology, and major doctrines of international law within framework of understanding diverse jurisprudential approaches; international law's relationship to U.S. domestic law and institutions; procedural aspects of international law involving international institutions, including the International Court of Justice; foundation course for students interested in international trade, business, family law, human rights, environmental law, and an interest in European Union law.

LAW:8653 Juries and Jury Selection**1-2 s.h.**

The law and art regarding juries and jury selection; legal issues arising in jury selection and trial advocacy in context of jury selection; legal issues (challenges to representation of jury venires, changes of venue due to pretrial publicity, challenges for cause to prospective jurors, Batson challenges to exercise of peremptory strikes, anonymous juries, sequestered juries, attorney errors and juror misconduct during jury selection); trial advocacy (drafting and use of jury questionnaires, role and effectiveness of jury consultants, viewing jury selection as part of entire process, effective voir dire techniques, strategy in making for cause challenges, exercising peremptory strikes).

LAW:8658 Jurisprudence**2-3 s.h.**

Exploration of questions central to jurisprudence by looking at positions that have been adopted by legal positivist, natural law theory, and sociological models of jurisprudence (i.e., is there more to legal argument than the strategic battle for a favorable judicial ruling? How would one have to conceive of legal reasoning if one were a judge? Are there right answers to legal questions? Do they presuppose a necessary connection between law and morality? Is any exchange of pros and cons merely a spectacle created in order to hide from the dumbfounded public that legal reasoning does not really matter?); comparative dimension provided in readings with background in civil law.

LAW:8666 Law and Development**2-3 s.h.**

Origin of development law and institutions that were created in order to advance it, including the World Bank and International Monetary Fund.

LAW:8670 Labor Law**3-4 s.h.**

How national labor law regulates labor relations in the private sector; law relating to unionized employees and firms; right of employees to organize into unions; limits of concerted activities by employees; scope and provisions of collective bargaining; enforcement of the collective bargaining agreement; rights of individual employees in collective units and in labor organizations; lawyer's role in dealing with judicial, administrative, and arbitral tribunals involved in enforcing labor law; lawyer's role in complex interrelationships between policy, statute, judicial, and administrative decisions.

LAW:8677 Accounting, Tax, and Business Considerations for Lawyers**1-3 s.h.**

Accounting, tax, and business considerations for lawyers and why these are important considerations for lawyers; changes occurring in today's business models; discussions on choosing a legal structure for a business; financial statements basics, detailed example of a financial statement, and discussion on accounting basics expanded; advanced topics in accounting to allow some background on these topics.

LAW:8680 Law and Economics**arr.**

Introduction to economics analysis of law; how economic reasoning is used to explain and predict the effects of legal rules; fundamental areas of American law (e.g., property, contracts, torts, criminal law); use of economic efficiency as a normative criterion for evaluating legal rules; efficiency compared to various moral concepts to evaluate such rules.

LAW:8683 Law and Economics of Money and Banking**3 s.h.**

Money as a legal institution, legal structure and powers of the Federal Reserve System, multiple deposit creation, and the money supply process; tools and goals of monetary policy, and theory of interest rates; legal structure of banking industry including dual banking system, regulation by the Office of the Comptroller of the Currency of national banks under the National Bank Act (with special emphasis on capital regulation), deposit insurance and the Federal Deposit Insurance Corporation, and regulation of bank holding companies by the Federal Reserve.

LAW:8698 Law in the Muslim World**2-3 s.h.**

International and comparative law issues relevant to countries in the Muslim world; legal cultures, institutions, rules, actors, processes of several jurisdictions including Afghanistan, Saudi Arabia, Iran, Iraq, Algeria, Nigeria, Palestine, Pakistan; Islamic sharia law as practiced in Sunni and Shiite countries; the role of church versus state, fundamentalism versus secularism, as manifested in the legal system; tension between communitarianism and individualism in modern constitutionalism; intertwining of customary and religious legal practices; first, second, and third generations of human rights; international law on issues such as terrorism, self-determination; women's rights, including polygamy, divorce, child custody, inheritance. Requirements: junior or senior standing.

LAW:8709 Introduction to French Law**1-3 s.h.**

Introduction to laws of France, characteristic features, and role of main institutions; civil law, contracts, tort, family law, commercial law, criminal law, labor law; visits to a French law school, Paris Court, and Ecole of Magistrature National (ENM), the National Judge School in Bordeaux. Summer abroad program.

LAW:8712 Legislation**2-3 s.h.**

Issues related to legislation and legislative process; introduction to legislation, legislative process, legislative advocacy, statutory interpretation, and statutory drafting; students gain an understanding of the role of lawyers in legislative process and formation of public policy.

LAW:8720 Mediation: Theory and Practice**2-4 s.h.**

Essential characteristics; comparison of mediation with litigation and other alternative dispute resolution processes; stages of mediation; confidentiality; enforceability of agreement; ethical problems, particularly lawyer-mediator; student role playing; short writing assignments.

LAW:8726 Mergers and Acquisitions**3 s.h.**

Significant legal and financial aspects of business combination transactions; transaction documents (e.g., stock purchase agreements, asset purchase agreements, merger agreements); valuation of companies and pricing of deals; legal and financial considerations affecting the structuring of deals; tender offers and their regulation under the Williams Act, tender offer rules; fiduciary duties of target board, including Revlon duties and the Unocal standard; anti-takeover devices (e.g., poison pills and staggered boards, deal protection devices, freezeout transactions); state anti-takeover statutes. Prerequisites: LAW:8331.

LAW:8736 Natural Resource Law**2-3 s.h.**

Survey of federal natural resources law; emphasis on current legal issues and focus on judicial resolution of disputes; history of public land law, constitutional issues in federal control of natural resources, environmental planning, wildlife protection, public land management, fisheries and marine resources, onshore and offshore minerals; history and politics of natural resources law, aspects of practicing in this area; various resources that pose different sorts of problems, regulatory responses to these problems used to build a toolkit of regulatory models that can be helpful in solving any resource problem.

LAW:8742 Negotiations**1-3 s.h.**

Nature and theory of negotiations, diverse rhetorics (including the rhetoric of legal argument) relevant to conduct of negotiations, conflict between ethics and effectiveness; readings from game theory, social psychology, anthropology, rhetoric and ethics.

LAW:8753 Nonprofit Organizations: Structure, Governance, and Strategy**3 s.h.**

Focused examination of internal operations of nonprofit organizations; introduction to historical conditions that generated an incredible expansion of diverse and complex organizations that make up the nonprofit sector in the U.S., as well as a multitude of contemporary, real-world obstacles and opportunities leaders and managers navigate within their organizations; topics include issues of accountability, board governance, budgeting, financial management, leadership, strategic planning, taxation, and more; what is a nonprofit organization and what makes a nonprofit organization effective; development of valuable skills necessary to improve the performance of nonprofit organizations.

LAW:8755 Nonprofit Organizations: Advocacy, Collaboration, and Fundraising**3 s.h.**

Broad overview of the role nonprofit organizations play in building and enhancing communities; focused examination of the external operations of these organizations; students explore numerous threads that connect nonprofit organizations to outside individuals and entities and are presented with a multitude of contemporary, real-world obstacles and opportunities that leaders and managers navigate outside their organizations; topics focus on issues of advocacy, government relations, fundraising, leadership, marketing, partnerships, public relations, volunteerism, and more.

LAW:8763 Patent Law**2-4 s.h.**

All aspects of U.S. patent law; patent claims, adequacy of disclosure, statutory subject matter, validity, inequitable conduct, infringement, remedies, varied specialized doctrines; focus on recent pronouncements from the Court of Appeals for the Federal Circuit. Recommendations: LAW:8643.

LAW:8766 Remedies in Patent Law**1 s.h.**

Continuation of LAW:8763; in-depth coverage of issues relating to remedies for patent infringement; specific topics may include International Trade Commission (ITC) proceedings, apportionment, lost profits, reasonable royalties, enhanced damages, attorneys' fees, design patent damages, patent marking, standard-essential patents, FRAND agreements, and comparative remedies law. Prerequisites: LAW:8763.

LAW:8770 Payment Law**1-3 s.h.**

Law that governs methods by which businesses and consumers typically pay for goods and services in modern economy; legal rules applicable to traditional paper-based payment system, including negotiable instruments (checks and notes) and bank collection of checks; modern payment methods (credit cards, debit cards, wire transfers); focus on Articles 3, 4, and 4A of the Uniform Commercial Code and related federal law and regulations.

LAW:8789 Private Companies**3 s.h.**

Successful business lawyers are expected to advise clients about the business entity most suitable for their needs and then customize it to fit specific requirements of their business strategy; general focus on one entity—the corporation—and a brief introduction to agency law and general partnerships; a wide number of popular business entities receive little to no coverage and this gap is filled with an introduction to structure and substance of private company forms including limited partnership, limited liability partnership (LLP), and limited liability company (LLC). Prerequisites: LAW:8331.

LAW:8791 Professional Responsibility**2-3 s.h.**

Public and private professional responsibility of lawyers; organization of the profession; its economics, ethics, and sociology.

- LAW:8796 Property II** **3 s.h.**
Continuation of LAW:8037; limits on landowner's use of property by private agreements, judicial actions, public regulations; problem areas (servitudes, nuisance, eminent domain); constitutional limits on government activities adversely affecting private property, community planning, zoning, other forms of local land use control; discrimination related to land development, housing; effectiveness of private ordering, judicial decisions, legislative enactments, administrative processes for resolving conflicts over use of land resources; relationships between law and other disciplines in forging solutions to land use issues; law as instrument for achieving societal objectives regarding land use.
- LAW:8819 Judicial Remedies** **3 s.h.**
The law of remedies is the working tool kit for civil litigators, offering various ways to redress a given wrong; remedies to be examined include compensatory damages, injunctive orders, restitution, declaratory judgment, contempt, garnishment, asset tracing, punitive damages, and methods to preserve assets before judgment; cases are drawn from diverse substantive fields, including tort, contract, intellectual property, civil rights, administrative, antitrust, attorneys' fees, and constitutional law.
- LAW:8856 Securities Regulation** **arr.**
Examination of law regulating the issuance and sale of securities (i.e., stocks, bonds, other investment vehicles) in the United States; topics include initial public offerings (IPOs), regulation of stock exchanges, private placements of stock, securities fraud litigation, and insider trading law; relevant statutes are the Securities Act of 1933 and the Securities Exchange Act of 1934. Corequisites: LAW:8331.
- LAW:8877 Sex-Based Discrimination** **2-3 s.h.**
Survey of sex-based discrimination and legal responses in the United States and worldwide; American context—constitutional guarantees and various statutory guarantees, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972; global context—examination of various regions of the world, emphasis on France, South Africa, and countries with majority Muslim populations; issues involving customary law, affirmative action/quotas, and constitutional reform.
- LAW:8879 Sports Law** **2-3 s.h.**
Various legal issues relating to the structure and operation of amateur and professional sports industries; topics include labor law and collective bargaining in professional sports, history and status of collective bargaining efforts by college athletes, antitrust law as applied to professional and intercollegiate sports, the NCAA enforcement process, Title IX as applied to intercollegiate sports, the NCAA principle of amateurism and legal challenges, representation of professional athletes and negotiation of sports contracts.
- LAW:8880 Baseball Salary Arbitration** **1-3 s.h.**
Major league baseball salary arbitration process that sports agents, attorneys, and team executives participate in, presided over by panels of lawyer arbitrators; students develop written and oral advocacy skills while participating in mock salary arbitration hearings; three students are chosen to represent the UI College of Law at the Tulane University Law School International Baseball Arbitration Competition in mid-January.
- LAW:8891 State and Local Taxation** **3 s.h.**
Limitations on state taxing powers under the United States Constitution, including Commerce, Due Process, and Privileges and Immunities Clauses; subnational jurisdictions, particularly states with an emphasis on sales tax and corporate income taxes, gross receipts taxes, and excise taxes; issues relating to ecommerce.
- LAW:8917 Substitute Decision Making for Incapacitated Individuals** **1-2 s.h.**
Types and forms of substitute decision making for individuals whose decision making capacity is impaired due to conditions such as dementia, mental disabilities, or mental illnesses and who need a surrogate (or substitute decision maker) to make decisions about matters such as finances; health care, personal care, living arrangements; financial powers of attorney; guardianships; conservatorships; advance directives including living wills, health care powers of attorney, out-of-hospital do-not-resuscitate orders (OOH-DNR); representative payees; introduction to probate court procedures and processes.
- LAW:8919 Survey of Work Law** **2-3 s.h.**
Introductory survey of four types of legal regulation of the workplace: labor law, employment discrimination, law of private employment, and law of public employment.
- LAW:8929 Taxation of Partnerships** **2-3 s.h.**
Introduction to federal tax treatment of partnerships and limited liability companies, the most common business entities in use in the United States today; classification of entities as partnerships for federal tax purposes; formation of partnership and subsequent contributions to partnership capital; flow-through tax treatment of partnership operations; tax-sensitive allocations of items of partnership income, deduction, credit and loss; partnership distributions and related tax-sheltering strategies, liquidation or sale of partnership interests; death or retirement of partners, tax treatment of partnerships compared with S corporations. Prerequisites: LAW:8194.
- LAW:8933 Tax Practice and Procedure** **2-3 s.h.**
Issues relating to proper tax liability of a taxpayer, not necessarily how the IRS collects taxes and administers tax laws; judicial deference to agency guidance; procedural issues related to examination and filing of returns and payment of taxes; attorney-client and other privilege matters; ethical issues related to tax practice; IRS investigatory powers; IRS assessment and collection procedures; assignment of problems and discussion of current issues in tax policy. Corequisites: LAW:8194.
- LAW:8936 Estate and Gift Tax** **1-3 s.h.**
Justification for wealth taxation, effectiveness of current law, and alternative methods of wealth taxation; two key wealth transfer taxes—estate tax and gift tax; emphasis on identification of tax base and taxpaying unit; may include income tax effects which flow from an individual's death, income taxation of grantor trusts, and related income tax issues. Corequisites: LAW:8194.
- LAW:8938 Technology in Law Practice** **2 s.h.**
Introduction to selected technologies that affect modern law practice including cloud computing, document preparation tools and techniques, e-discovery tools and issues, practice management, professional responsibility concerns, legal project management, courtroom technology, and legal research analytics.

LAW:8954 Trademarks and Unfair Competition Law**3 s.h.**

Law of unfair competition with primary emphasis on trademarks; subjects include policies underlying unfair competition law, creation and establishment of trademark and trademark-like rights, enforcement of those rights, non-trademark concepts of false advertising, rights in one's persona, and the intersection of the First Amendment and trademark law; practical aspects of trademarks including mechanics of the federal registration process; for students who have an interest in trademark and unfair competition law, both specifically and as part of a broader business law practice.

LAW:8981 Trusts and Estates I**1-4 s.h.**

Law of succession and trusts; topics include policy basis of inheritance and the changing character of intergenerational wealth transfer; intestate succession; the requirements for executing and revoking wills; the rise of will substitutes; spousal protection against disinheritance; the creation, modification, and termination of trusts; the particular rules applicable to charitable trusts; the fiduciary duties of trustees; the nature of a beneficiary's interest in trust, the range of the trustee's discretion, and the rights of a beneficiary's creditors; recurring construction problems and pitfalls in drafting.

LAW:8987 Veterans Benefits Law**2-3 s.h.**

Theory of veterans' benefits law and introduction to skills necessary to represent veteran clients at every stage of the U.S. Department of Veterans Affairs (VA) adjudication process; how many veterans struggle to navigate the complex VA benefits system without assistance of counsel; law that governs administration and adjudication of these benefits; fundamental law of VA claims adjudication process; dispute resolution and federal agency litigation practice; what is required to effectively represent veterans in their appeals for much needed benefits.

LAW:8992 Water Law**arr.**

Legal schemes for securing and using water rights in surface water and groundwater for private and public uses in the United States; riparian and prior appropriation doctrines of water allocation, groundwater management regimes, federal water management and regulation, and interstate and transboundary allocation devices; evolving role of science, economics, and policy in water allocation law; does not address issues of water quality, which are covered in environmental law.

LAW:9010 Appellate Advocacy I**1 s.h.**

Experience based on an assigned fictitious case: writing an appellate brief asserting the client's position, and arguing the case before a panel of students, faculty, community attorneys. Prerequisites: LAW:8032 and LAW:8033.

LAW:9011 Client-Centered Public Defense Advocacy**1-3 s.h.**

Introduction to core elements of court-appointed representation in criminal courts.

LAW:9021 Van Oosterhout Baskerville Moot Court Competition**1 s.h.**

Single-elimination tournament culminating in the final four advocates arguing before a panel of judges; advocates write a portion of the brief, argue for and against the issue they briefed. Prerequisites: LAW:9010.

LAW:9028 Jessup Moot Court Competition Team 1-2 s.h.

Participation as team member in Jessup International Moot Court Competition; preparation of memorials in fall, travel to February regional rounds; travel to international competition in Washington, D.C., for top two teams. Prerequisites: LAW:9010.

LAW:9033 National Moot Court Competition Team 1 s.h.

Participation by third-year students as law school's representatives in the National Moot Court Competition. Requirements: placement as one of four finalists in LAW:9021.

LAW:9034 National Moot Court Tutorial**2 s.h.**

For students participating in the National Moot Court competition; provides a problem and a substantial record, which provide basis for appellate brief and oral argument competition; integrates teaching of substantive law with development of oral and written advocacy skills in preparation and application for the national competition.

LAW:9037 Advanced Moot Court Competition Team**1 s.h.**

Advanced Moot court team; members are top advocates from previous year's Van Oosterhout/Baskerville competition. Fall of third year.

LAW:9038 Jessup International Moot Court Competition**1 s.h.**

Participation by second-year students in intramural regional and national-level moot court competition in international law; intensive criticism in appellate brief writing and oral argument. Prerequisites: LAW:9010.

LAW:9041 Vis International Moot Court**1-3 s.h.**

Participation for up to four students in the Vis International Moot Court, an annual international moot competition concerning international commercial arbitration under the Vienna Convention on the International Sale of Goods (CISG); under close supervision of instructor, students prepare two briefs, one for the claimant and one for the respondent, are mooted repeatedly by instructor and practicing attorneys (often alumni of the competition), and then participate in multiple rounds of moot court competition in the United States and, ultimately, either Hong Kong or Vienna. Recommendations: one course in international arbitration or international business transactions.

LAW:9046 Moot Court Board**1-3 s.h.**

Experience as member of the Moot Court Board administering the Appellate Advocacy Program, researching appellate cases used in the program, judging appellate arguments. Requirements: membership based on performance in LAW:9010.

LAW:9051 Advanced Arbitration Advocacy Competition Team**1-2 s.h.**

Students represent the College of Law at the ABA Regional/National Arbitration Competitions held in fall of second or third year; team members prepare to argue both sides of a dispute in front of a panel of arbitrators at the competition; topics include a review of basic presentation skills, essential elements of arbitrating a dispute, and proper decorum in front of the panel as well as in-depth practice and analysis of the national case problem assigned; students spend time crafting legal arguments, practicing the effective use of exhibits and arbitration booklets, engaging in opening statements, direct examination of witnesses, cross examination, and closing arguments.

LAW:9060 Trial Advocacy 1-2 s.h.

Opportunities to develop and refine skills used in preparation and trial of civil and criminal cases; students are "on their feet" during most class sessions, practicing the arts of voir dire, opening statement, direct and cross examination, introduction of exhibits, use of expert testimony, and closing argument; the course culminates with a full-scale trial, from filing of pretrial motions to rendering of a jury verdict conducted by student co-counsel; students receive extensive criticism on the effectiveness of their classroom and final performances, and all class sessions are frequently recorded for review and critiqued by instructors and fellow students. Prerequisites: LAW:8460.

LAW:9061 Advanced Trial Advocacy - Stephenson Competition 1-2 s.h.

Review and expansion of topics presented in the initial trial advocacy course; preparation and application of these principles in the Stephenson trials; introduction to additional advanced problems such as the evidentiary issues raised in the trial problem. Corequisites: LAW:9060.

LAW:9062 Trial Advocacy Board 1-2 s.h.

Administration of Trial Advocacy Program and Stephenson Competition; research and writing in connection with trial problems and readings used in program; critique of performances of trial problems. Prerequisites: LAW:8460 and LAW:9060.

LAW:9066 Stephenson Trial Advocacy Team arr.

Student participation as College of Law representatives in Stephenson Trial Advocacy Competition. Prerequisites: LAW:9061.

LAW:9115 Law Review 1-2 s.h.

Performance of substantive tasks to produce a first-rate scholarly journal; writing a substantial note; comprehensive legal research experience; analysis of complex legal issues with enhanced critical-reasoning skills and command of the legal standard, The Bluebook citation system; selection of students that transfer to UI College of Law after their first year and rising second-year students is based on the Write-On Competition.

LAW:9118 Student Journal Editor - Law Review arr.

Experience on the *Iowa Law Review* editorial staff: managing production, overseeing business operations, administering student writing program, selecting and editing articles for publication, supervising student research and writing. Eligibility based on previous writing for the journal. Prerequisites: LAW:9115.

LAW:9124 Journal of Corporation Law 1-2 s.h.

Experience editing articles and writing commentaries for *The Journal of Corporation Law*, a student-operated scholarly publication that examines subjects of current importance to businesses and the bar.

LAW:9127 Student Journal Editor - Journal of Corporate Law arr.

Experience on *The Journal of Corporation Law* editorial staff: managing production, overseeing business operations, administering student writing program, selecting and editing articles for publication, supervising student research and writing. Eligibility based on previous writing for the journal. Prerequisites: LAW:9124.

LAW:9142 Transnational Law and Contemporary Problems Journal 1-2 s.h.

Experience researching and writing on issues in international and comparative law for the journal *Transnational Law & Contemporary Problems*. Requirements: second- or third-year law standing.

LAW:9145 Student Journal Editor - TLCP Journal arr.

Experience researching, writing, and editing on issues in international and comparative law for the journal *Transnational Law & Contemporary Problems*. Requirements: second- or third-year law standing.

LAW:9163 Journal of Gender, Race and Justice 1-2 s.h.

Academic year experience on *The Journal of Gender, Race & Justice*: writing two journal pieces, including a recent development and a note or a comment, and performing office duties. Requirements: second- or third-year law standing.

LAW:9166 Student Journal Editor - Gender, Race and Justice arr.

Experience on *The Journal of Gender, Race & Justice* editorial staff: managing student writing program, overseeing business operations and production, selecting symposium topic and participants, selecting and editing all publications pieces; eligibility based on writing and editing experience.

LAW:9251 Legal Practice Capstone 3-7 s.h.

Preparation for professional settings in which junior attorneys are expected to manage assignments from several different supervisors at once and execute projects in areas of law not formally studied in law school; variety of legal projects covering an array of doctrinal areas; identities of participating faculty members and nature of assigned projects revealed when course commences (e.g., junior attorneys in large and mid-sized law firms often discover day-to-day who their next supervisors are and what their next projects will be). Requirements: J.D. standing and in final year of study.

LAW:9302 Clinical Law Program: Internship arr.

Experience working directly with faculty members on cases and in-house program; full participation in interviewing, fact investigation, negotiation, courtroom proceedings.

LAW:9303 Advanced Clinical Law Internship arr.

Continued representation of a specific client or matter; or continued representation of clients in the practice group in which students worked their first semester, but with more ownership and greater independence; opportunity to serve as mentors to new clinical law internship students. Prerequisites: LAW:9302.

LAW:9320 Field Placement: District of Columbia Program arr.

Students work closely with attorneys and enroll in a weekly seminar with other externs in the Washington, DC, area; through seminar and field work, students examine the role of attorneys in the nation's capital, witness the function of administrative agencies and the process of federal lawmaking, and engage in self-evaluation and reflection on field work.

LAW:9322 Field Placement: Judicial arr.

Close work with a federal district court judge or state appellate judge conducting research and drafting a wide variety of legal memoranda, orders, and opinions; assist in hearings and perform other duties generally associated with a judicial clerkship; weekly meetings with a faculty supervisor to discuss student's work in chambers; participation in biweekly classroom discussions.

- LAW:9331 Field Placement: General** arr. 5 s.h.
Students earn credit working closely with attorneys in a wide range of placements; field placements designed so that students are directly involved in activities characteristically performed by attorneys in a real-world setting; some placements routinely offered and arranged by the law school, others by students and approved by faculty; some placements are local and students take them along with their other classes; other placements are full-time, located across the country and around the world; in addition to fieldwork, students are enrolled in a seminar with other externs.
- LAW:9335 Summer Legal Placement** 1-3 s.h.
Externship opportunities for direct involvement in activities characteristically performed by attorneys (e.g., research and writing, document drafting, client interviewing and counseling, fact investigation, negotiations, court appearances); in-depth exposure to as many facets of the actual practice of law as practicable in each externship.
- LAW:9346 British Legal Methods Clinical Program** 3 s.h.
British Law externship; placement in London law office under guidance of barrister or solicitor; seminar and enrollment in course on English legal system taught by faculty of King's College, University of London.
- LAW:9413 Health and Elder Law Practicum** 1-6 s.h.
Opportunity to participate in research involving current health and elder law and policy issues, in collaboration with public health agencies, legislators, professional organizations, and advocacy organizations.
- LAW:9423 Tutorial** arr.
Different types of pedagogical techniques.
- LAW:9424 Tutorial** 1-4 s.h.
Work under faculty supervision; may involve substantive area of the law of jurisprudential ideas as they appear in various intellectual spheres; tutorials.
- LAW:9429 Intellectual Property Advocacy** 1-4 s.h.
Integrates teaching of substantive intellectual property law with development of oral and written advocacy skills in intellectual property field; builds on earlier learning in preparation for practice of law.
- LAW:9444 Tutorial for Foreign-Trained Lawyers** 1 s.h.
Introduction to the legal system and legal educational system of the United States; particular emphasis on those aspects of the U.S. system that present a strong contrast with other countries' legal systems, whether from civil or common law traditions; for foreign-trained law students (LL.M., J.D., or S.J.D.) who have not earned a U.S.-based J.D. or U.S.-based LL.M. degree that includes an introduction to U.S. law and legal system.
- LAW:9445 Foreign-Trained Lawyer Orientation** 1-2 s.h.
Orientation for foreign-trained student to U.S. legal system; introduction to U.S. patterns of legal argumentation, main institutional structures of U.S. legal system, and other distinctive aspects and/or fundamental principles of U.S. law; material drawn from basic areas of law (e.g., constitutional law, civil and criminal procedure, contracts, torts, property).
- LAW:9455 Medical Tutorial for Law Students** arr.
Participation on medical and/or surgical rounds under supervision of attending physician; didactic sessions on legal, medical, and ethical issues arising from the clinical experience, and issues such as peer review, credentialing, quality assurance, cost containment, AIDS, reproductive technology; recent developments in medical technologies. Cosponsored by Carver College of Medicine. Prerequisites: LAW:8562.
- LAW:9460 S.J.D. Tutorial** 5 s.h.
Thesis work under supervision of Doctor of Juridical Science (S.J.D.) committees; dissertation committee chairs conduct an irregular series of meetings to learn about and discuss issues common to research and writing of each thesis involved; students develop full thesis proposals and draft individual chapters; forum provided for workshopping student work and development of students' abilities to discuss and critique legal scholarship; for all S.J.D. students during their two semesters of residency at the College of Law.
- LAW:9473 Writing Tutorial** arr.
Writing project on a subject or topical area specified by the supervising faculty member; group meetings; writing tutorial.
- LAW:9481 Supplementary Writing** arr.
Supplemental writing project that is related to a student's course, but goes beyond the requirements for the course, and is supervised by the faculty member who teaches the course.
- LAW:9486 Directed Research and Writing** arr.
Research and writing project unrelated to any substantive course, supervised by a faculty member.
- LAW:9490 Independent Research Project** arr.
Work under faculty supervision; research.
- LAW:9491 Independent Research and Writing** arr.
Independent research and writing under thesis advisor/committee chair. Requirements: S.J.D. enrollment.
- LAW:9503 Advanced Immigration Law and Policy** arr.
Examination of issues arising out of contemporary problems of immigration law and policy; topics vary, may include critical analysis of initiatives for national, state, and local immigration reform; traditional class-based component, experiential component, advanced legal research component, and rigorous writing requirement. Requirements: LAW:8577 or legal clinic experience.
- LAW:9509 Advanced Problems in International Environmental Law** arr.
Research and writing seminar exploring selected topics that may be encountered in practice; topics vary.
- LAW:9511 Advanced Problems in International Law and Policy** arr.
Relationships between international law and several political visions of a world order; the United Nations Charter; other visions that have historically characterized United States, Western European, Russian, Chinese, Islamic, and other perspectives; how several of these historical perspectives appear to be at work in current conflicts involving U.N. Security Council, ISIS and other terrorist organizations, Ukraine, South China Sea, European Union, Eurozone; conflicts and potential for international law to aid in their resolution.
- LAW:9518 Advanced Topics in Corporate Law** arr.
Wide range of topics; theory of the firm, fiduciary duties, corporate counseling issues, history of corporate law, and so forth. Requirements: one law or business course in corporate law.
- LAW:9528 Advanced Topics in International Law** arr.
Contemporary problems of public international law and policy; issues arising from armed conflict, use of force, pacific settlement of disputes; human rights law and policy (individual civil, political, economic, social, and cultural rights; group rights such as self-determination, development, environment, peace); trade and development; environmental law and policy (e.g., climate change, species extinction, pollution).

- LAW:9532 Agricultural Law** arr.
Agricultural law as a complex and highly integrated field with a number of unique characteristics; examination of the field's defining laws and controversies; focus on current issues of significance including environmental regulation of agriculture, financing and economic viability of small- and medium-scale operations, discrimination against minority and female farmers, labor protections for farm workers, animal welfare, food safety, and biotechnology; students critically engage with course materials and develop well-rounded arguments for and against specific policies and legal positions.
- LAW:9545 Tax Policy** 2-4 s.h.
Tools to evaluate existing and proposed changes to state and federal tax systems; evaluation of tax systems through numerous perspectives whether economic, philosophical, or comparative, depending on student interest; specific attention to tax policy proposals that command popular and congressional attention; students write a policy paper that evaluates a current tax policy proposal. Requirements: prior or concurrent enrollment in any tax course.
- LAW:9549 Capital Punishment** arr.
Overview of the death penalty as presently applied in America; moral issues; long-term trends limiting the use of the death penalty in the United States and abroad; legal issues and Eighth Amendment jurisprudence that has developed since the 1960s regarding limits on the exercise of juror discretion, jury selection, proportionality, the execution of minors, racial discrimination, *mens rea* requirements, capital appeals and collateral attacks, and death penalty lawyering; critique of death penalty bills proposed in recent years for Iowa.
- LAW:9550 Capitalism** arr.
Economic and moral aspects of capitalism as a system for organizing a society's economic activity; major topics including the beginnings of capitalist theory in Smith, Marxist critiques of capitalism in 19th century, capitalism and its critics in the Gilded Age and Progressive Era, the Great Depression and Keynesianism, modern defenses and criticisms of capitalism in Hayek, Habermas, Friedman, Rawls, and others.
- LAW:9554 Compliance, Ethics, and Risk Management** arr.
Public and private organizations—including corporations, nonprofits, universities, and government agencies—are responsible for ensuring that their personnel comply with legal and regulatory requirements; organizations must find mechanisms to develop strategies and cultures of compliance; students develop an understanding of the field of organizational compliance and issues that compliance professionals are responsible for overseeing, establish a strong foundation in behavioral and traditional legal ethics, and develop persuasive arguments regarding strengths and weaknesses of compliance efforts undertaken by organizations. Corequisites: LAW:8331.
- LAW:9558 Corporate Boards Seminar** 2 s.h.
Simulation of seven meetings of a board of directors of a hypothetical company; students act as board members facing a discrete issue of corporate governance and take turns acting as chair of the board or as general counsel, leading the board of directors through a discussion of the issues; focus on the normal functioning of United States publicly listed companies, as well as on the duties of directors in times of crisis or significant change to the corporation.
- LAW:9559 Corporate Ethics** arr.
Examination of ethical issues that businesses and their attorneys confront in multiple contexts; particular emphasis on analyzing the meaning of ethical behavior, approaches to ethical decision making, issues of sustainability, development of social enterprise business models, and attorney's role in counseling corporate clients on ethical issues. Prerequisites: LAW:8331.
- LAW:9575 Current Trends in Higher Education Law** arr.
Introduction to the practice of law in and for a complex academic institution; selected current legal issues confronting attorneys in such an environment; doctrinal issues prevalent in a university setting; focus in a substantial measure on real or hypothetical problems considered in light of background reading rather than on doctrinal analysis.
- LAW:9582 Deals** arr.
Economic structure of complex commercial transactions as memorialized in agreements including bank credit facilities, indentures, underwriting agreements, other documents governing equity financings and financings involving convertible or preferred securities, venture capital agreements, securitization documents, business combination agreements, joint venture and shareholders agreements, limited liability company operating agreements, project finance documents; commercial agreements and how sophisticated parties order their private relationships to achieve efficient results. Prerequisites: LAW:8331.
- LAW:9591 Family Law in the World Community** arr.
Family law from a global perspective; treatment of family law problems in varied legal systems; application of international treaties and conventions to issues such as child custody, adoption and foster care, education and child labor, juvenile crime and punishment, child trafficking and exploitation, migrant and refugee children, child soldiers.
- LAW:9631 Higher Education and the Law** arr.
Introduction to the most pressing legal issues facing colleges and universities today: free speech on campus; academic freedom and tenure; diversity; student discipline; student privacy, safety, and well-being; Title IX; and intercollegiate athletics; a major goal is to consider the policy questions associated with institutional responses to these legal issues.
- LAW:9639 History of Regulation of Smoking and Tobacco** arr.
Regulation of smoking and tobacco use; history, beginning with 19th and early 20th centuries; state statutes and case law; OSHA, EPA, and FDA regulations; class action litigation, involvement of law firms in formulating tobacco company strategies, use of medical studies, economic history of the tobacco industry.
- LAW:9656 Topics in 19th-Century American Legal History** arr.
Exploration of selected focus topics, may include developments in the law of the home and the law of the workplace (free labor, worker immigration, apprenticeship, indentured labor, slavery); women's legal history; land issues and various Homestead Acts; Blackstone in America; Reconstruction of the Constitution after the Civil War; The National Archives—which houses American legal historical documents—displays the phrase, "What is past is prologue;" legal history that explains how we got to the legal present and to understand what is the law, you have to know how something got to be the law.

- LAW:9681 Elder Law** arr. With the aging population, elder law has become one of the fastest growing areas of law practice; examination of legal, policy, and planning issues related to aging in America; topics include planning for incapacity, guardianship, end-of-life planning (advance medical directives), social security, Medicare and Medicaid, planning for catastrophic illness and long-term care, elder abuse and neglect; exploration of ethical issues dealing with elderly and adult children of elderly.
- LAW:9692 Innovation, Business, and Law Colloquium** arr. Varied topics; antitrust, intellectual property, corporate and securities law, and the interfaces between those disciplines; readings, discussion.
- LAW:9701 International Criminal Law** arr. Available legal responses to ISIS; topics include the law of genocide, war crimes (including gender crimes), crimes against humanity, terrorism, human trafficking, money laundering, the International Criminal Court, and alternatives to prosecution including national truth commissions; strengths and weaknesses of international criminal law as a response to mass atrocity; practical considerations that limit and permit the effective functioning of this burgeoning legal experiment.
- LAW:9708 International and Comparative Labor and Employment Law** 2-3 s.h. Survey of labor and employment laws and norms developed and promulgated by the International Labor Organization (ILO), the European Union, free trade agreements, and corporate codes; comparative focus on laws of the United States, Germany, and China—three leading world economies with vastly different labor and employment law systems; how to make informed questions, including to local counsel, when cross-border, employment-related legal issues are encountered; why countries have different systems of labor and employment protection despite the fact that they all try to solve similar problems; how the United States is, or is not, unique.
- LAW:9717 Iowa Medical Innovation Group Seminar** arr. Interdisciplinary seminar intended to simulate the experience of product development, including potential business and legal issues; over the course of a year a team of students, with at least one law student on each team, will originate an idea for a medical device, design it and produce figures or a prototype, design a business model for marketing it, and evaluate legal issues and prepare draft legal documents; law students will analyze and counsel team members on intellectual property and business law issues and prepare draft contracts, licensing agreements, and materials for procuring intellectual property rights.
- LAW:9723 Seminar on Islamic Law and Government** 3 s.h. Islamic legal and political legacy from formative period until modern time; critical analysis of logic and context of development; development of jurisprudential, legal, and political literature; overview of theories and practices of governance in Islam beginning with Caliphate system and ending with modern nation-state models. Same as RELS:6723.
- LAW:9739 Topics in the Philosophy of Law** arr. Opportunity to explore certain questions in law and philosophy at greater depth; topics vary, ranging from foundational questions to issues with strong practical implications for public policy; readings specifically selected to fit topic area.
- LAW:9761 Law and the Trump Presidency** arr. Legal issues raised by the Trump administration that have drawn unusual public attention, ranging from matters related to immigration law, national security law, constitutional law, criminal law, campaign finance law, tax law, and administrative law, among other fields; oftentimes, issues raised lack clear legal answers or even relevant case; students study a selection of these novel issues as determined by current events and participant interest; includes substantial research and writing component; students lead a class discussion around their chosen research topic.
- LAW:9811 Law of War, Peace, and Military Affairs** arr. How does the law seek to restrain use of force in armed conflict? When may sovereign states lawfully take up arms? Once war begins, what methods may states and soldiers employ? How does and should the law of war deal with non-state actors, notably terrorists and private military contractors? Must the world reassess its answers to these questions in light of geostrategic developments since 9/11? When and why is a soldier's obedience to illegal orders an acceptable excuse? Is the Nuclear Non-Proliferation Treaty a success or failure?
- LAW:9826 LL.M. Seminar** arr. Basic research and analytical methodologies for the international and comparative law fields; workshop approach to project proposals, drafts.
- LAW:9829 Media Law** 3 s.h. Overview of law that applies to mass media, citizen media, and social media; how law has attempted to define "the Media," and how it has distinguished between distribution platforms in treatment of media rights and obligations; American press and notions of press freedom at time of founding; tracking evolution of law governing injuries inflicted by speakers beginning with common-law treatment of libel and slander to constitutionalization of those torts; examination of law that applies to various journalistic tools; problems of jurisdiction and choice of law posed by online news; examining market influence on content; comparing American system with other countries approaches to media law.
- LAW:9834 Transportation Law and Policy** 3-4 s.h. Transportation plays an outsized and understudied role in day-to-day life, economy, and society; law plays a similarly vital and underappreciated role in determining transportation policy; introduction to the law and policy of transportation.
- LAW:9838 Selected Topics in Comparative Law** arr. Selected focus topics in different offerings.
- LAW:9849 Nonprofit and Philanthropic Organizations** arr. Issues in law and policy relating to philanthropic and nonprofit institutions; creation, role, nature, and history of nonprofit entities; tax exemption, tax treatment (including property and donor tax issues); political and legislative activities; roles of members, directors, officers; problems of external regulation, accreditation, ethics; special issues for religious organizations, community foundations, private foundations, universities; development of philanthropic and nonprofit activity in foreign jurisdictions.

LAW:9855 Policy Lab Seminar**arr.**

Application of legal skills to real world policy problems; work in teams to investigate a live issue, conduct necessary research, talk to stakeholders, prepare a legal work product (proposed legislation, regulation, doctrinal changes) and a policy justification for that proposal; focused instruction on a specific policy space, general instruction in tools and methods used to analyze policy and design solutions; independent research on particular issues within that space; presentations; working through challenges that arise during process.

LAW:9860 Inside-Out: Social Justice Issues and Critical Theory**2-4 s.h.**

Use of Inside-Out model; law students (outside students) co-learn with incarcerated students (inside students) at the Iowa Medical and Classification Center (IMCC), also known as Oakdale, a medium security state prison and the site for the University of Iowa Liberal Arts Beyond Bars (UI LABB) program; analysis and discussion of current social justice issues through a critical legal theory lens (i.e., critical race theory, feminist legal theory, LatCrit, ClassCrits, queer theory, critical disability theory).

LAW:9863 Patent Prosecution Seminar**3-4 s.h.**

Drafting seminar on patent application preparation and prosecution; student drafting exercises and presentations on advanced patent law topics; administrative rules and procedures governing practice before the U.S. Patent and Trademark Office; for students who plan to practice patent law. Prerequisites: LAW:8643.

LAW:9871 Privacy Law and Technology**3 s.h.**

We have become, wittingly or not, compulsive data makers; every day we shed reams of personal information that those who have an interest in empowering, monetizing, manipulating, or suppressing us are eager to acquire; this dynamic is redrawing the line between what it means for information to be private/public, personal/commercial, ours/theirs; privacy law and technology serves an interdisciplinary introduction to technologies, laws, and policies that shape how that information is collected, who has access to it, and what it can reveal about us; class sessions alternate between focusing on legal frameworks and the technologies they implicate.

LAW:9874 Principles of Contract Drafting**3 s.h.**

Principles of drafting business contracts; focus on structure of contracts, how to draft each of the parts of a business contract, and how to translate the needs of the business into clear and understandable contractual language; examination of typical business contracts (e.g., nondisclosure agreements, letters of intent, purchase agreements, and other types of agreements); students complete drafting exercises and a series of larger contract drafting projects.

LAW:9882 Public Health Law**arr.**

Introduction to scope, function, and history of governmental activities and programs encompassed by public health regimes (primarily in the United States); legal and constitutional powers and duties of states to create prerequisites for health of population as a whole; limitations on exercise of that power to restrict individuals interests (inter alia) in liberty, autonomy, privacy, and property; tensions and conflicts that arise when collective action on behalf of public/common good constrains what the state deems to be acceptable risks triggered by actions of private individuals.

LAW:9886 Reconstruction and the Constitution**arr.**

After the Civil War, during Reconstruction, Congress enacted the 13th, 14th, and 15th Amendments that changed the constitutional course of the nation and took place during the period of most progressive reform in U.S. history; students address: How do these amendments fit together? Where did the language of these amendments come from? How did these relate to the Dred Scott case? How did this constitutional change occur? What was necessary for this reform to come about? What was necessary legally? What was necessary in terms of social context for this progressive reform to occur? How do these amendments relate to the Bill of Rights and the 17th Amendment for women's suffrage? Prerequisites: LAW:8010.

LAW:9912 Selected Issues in Family Law**arr.**

In-depth look at an issue or set of issues in family law; relevant cases, statutes, scholarship; class visits or on-the-job observations with community members who play roles in the family law process being examined.

LAW:9920 Federal Criminal Sentencing**arr.**

Sentencing as a key stage of the criminal justice system; purposes of sentences, guilty pleas, and plea bargaining; procedural rights during the sentencing process; types of sentencing statutes, federal guidelines, and the federal death penalty; supervised release, probation, and revocation of supervised release and collateral; consequences and sanctions.

LAW:9936 Selected Topics in Immigration Law**arr.**

Issues arising out of contemporary problems of immigration law and practice; topics may include immigration enforcement policy, draft immigration legislation, initiating representation, bond hearings, suppression/other motions practice, defensive asylum/related claims, appellate practice, "know your rights" counseling, establishing powers of attorney/other forms of legally binding substitute decision making pertaining to family members/property/other assets, identifying and working with local resources/community organizations that can assist with or reinforce goals of individual client representation; may involve guest speakers/field trips to local nonprofits/government agencies. Recommendations: no specialized knowledge of immigration law is presupposed and no prior immigration law courses required.

LAW:9941 State Constitutional Law**arr.**

Power of state courts to independently interpret state constitutional provisions that are identical or similar to the federal counterparts; various approaches taken by state courts with respect to this issue; in-depth analysis of cases where a state court has departed from the federal interpretation. Prerequisites: LAW:8280.

LAW:9950 S.J.D. Continuous Enrollment**1 s.h.**

Intended for S.J.D. students working on their dissertation with no mandatory classes left to take; continuous registration is a College of Law policy and students should register for continuous registration only if they are not going to register for any other tuition and fee-assessing courses. Requirements: S.J.D. enrollment, completion of required coursework, and promotion to candidacy.

LAW:9959 Supreme Court Seminar**arr.**

Supreme Court practice, procedure, jurisdiction; the art of opinion writing; in-depth analysis of cases on the court's pending docket; writing briefs, conducting research, conferencing cases, assigning and preparing opinions, and persuading colleagues; preparation of an opinion.

LAW:9960 Crime and Punishment in American History 3 s.h.

As reasons behind punishment shifted, so did its methods change; sometimes these developments occurred amidst great public debate and scrutiny; at other times, they proceeded almost without notice; students are challenged to think critically about the relationship between laws on crime and punishment on one hand, and American society, politics, and culture on the other (What did it mean to be “criminal” at various points in American history? How have criminal laws both reflected and shaped their times? And what does this history mean for modern crime control and its reform?).

LAW:9989 Litigation for Decarceration 2-3 s.h.

Analysis and discussion of recent criminal-legal reforms aimed at reducing the number of individuals who are imprisoned in the federal system.

LAW:9990 Wrongful Convictions and the American Criminal Justice System arr.

Over 300 innocent persons in the United States have been exonerated through DNA evidence after being convicted of crimes they did not commit since 1989; how wrongful convictions occur, how they are remedied, how future injustices can be prevented; introduction to criminal appeals and postconviction proceedings; examination of cases of wrongful convictions; common factors that contribute to conviction of innocent; challenges of proving innocence under statutory and constitutional law; how the system can be reformed to prevent wrongful convictions.

Law Study Abroad Courses

LWAB:8230 France Summer Program: Paris and Arcachon arr.

Intensive coursework in France taught by professors from Iowa and France; program begins in Paris where students visit courts and a law school with speakers including prominent judges and lawyers; students then travel to Arcachon for remainder of stay. Five-week courses in May and June.

LWAB:8240 London Law Consortium arr.

Study abroad program for students; American and British law.

LWAB:8250 Law Study Abroad at Peking University School of Transnational Law arr.

Exchange study program at Peking University of Transnational Law in China.

LWAB:8360 Law Study Abroad at KoGuan Law School of Shanghai Jiao Tong University arr.

Exchange student study abroad program at KoGuan Law School of Shanghai Jiao Tong University.

LWAB:8825 London Law Program 2-3 s.h.

London Law Program is open to second- and third-year law students who spend ten days taking classes in the heart of London; students visit parliament, the UK supreme court, the Inns of Court, and attend a symposium at Oxford University as part of their coursework; each course offered includes a strong comparative dimension. Winter session.

LWAB:9215 Law Study Abroad at Beijing Normal University arr.

Exchange Student study abroad program at Beijing Normal University, Beijing, China.

LWAB:9223 Law Study Abroad at Catolica University arr.

Exchange student study at the University of Católica in Lisbon, Portugal.

LWAB:9226 Law Study Abroad at Radboud University Nijmegen arr.

Exchange student study at Radboud University in Nijmegen, Netherlands.

LWAB:9230 Law Study Abroad at Ewha Womens University arr.

Exchange student study at Ewha Womens University in Seoul, South Korea.

LWAB:9234 Law Study Abroad at Korea University arr.

Exchange student study at Korea University in Seoul, South Korea.

LWAB:9238 Law Study Abroad at National University Ireland arr.

Exchange student study at National University Ireland, Galway, Ireland.

LWAB:9242 Law Study Abroad at Pontifica Comillas University arr.

Exchange student study at Pontifica Comillas University, Madrid, Spain.

LWAB:9244 Law Study Abroad at the University of Vienna arr.

Exchange student study abroad program at the University of Vienna, Austria.

LWAB:9246 Law Study Abroad at the University of Pristina arr.

Exchange student study at the University of Pristina, Kosovo.

LWAB:9300 Law Study Abroad at Zhejiang University Guanghau Law School arr.

Students enroll in classes linked to Zhejiang University's LL.M. programs and earn up to 15 credits, choosing from a variety of courses taught in English; students with adequate fluency also can take law courses taught in Chinese; exchange program is for one semester, and students can make arrangements with Zhejiang University for an additional semester to complete an LL.M.

LWAB:9301 Law Study Abroad at University of Zagreb arr.

Exchange student study abroad at University of Zagreb in Croatia.

Juris Doctor, J.D.

The Juris Doctor (J.D.) is a professional degree awarded by the College of Law. The University of Iowa College of Law is approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association.

The first year of the J.D. program offers the personal connection and attention students need to develop a strong intellectual foundation for legal thinking and writing. The College of Law has one of the lowest student-faculty ratios of any law school. Professors have an open-door policy, and they serve as models for the kind of highly collaborative, rigorously professional behavior that prepares students to serve as counselor to their clients. Students get intensive, individualized instruction from legal writing faculty; the College of Law is one of the few law schools in the nation with a full-time faculty dedicated solely to a student's growth as a legal writer.

In the second and third years, students focus on the areas of law that most interest them, drawing from a rich menu of mainstream, specialized, and clinical courses. A wide array of opportunities provides experiential learning: moot court competitions, the field placement and the clinical law programs that allow students to take the lead with real clients, or allowing students to write for one of the four student-run scholarly journals. The Field Placement program, in particular, provides a wide range of placements for students still in law school. Students have worked in U.S. District Courts, legal aid centers, federal public defenders' offices, and nongovernmental organizations (NGOs) around the world. Students also may add distinction to their résumés by participating in study abroad or exchange programs.

Details about applications and admission to the program are available on the College of Law website.

Cocurricular and Extracurricular Programs

Students enrich their course of study by participating in the college's cocurricular and extracurricular programs which include Moot Court, the Trial Advocacy Program, and four student-produced journals.

Moot Court

In the Moot Court appellate advocacy programs, students draft appellate briefs, build expertise with citation form, develop research skills, and strengthen their persuasive abilities through oral arguments.

Trial Advocacy

The Trial Advocacy Program is a student-run, faculty-supervised program in which students develop and refine skills used to prepare and try civil and criminal cases. The heart of the program is LAW:9060 Trial Advocacy, a course taught by law school faculty, federal and state judges, and experienced trial attorneys. Students are on their feet during most class sessions, practicing the arts of jury selection, opening statement, direct and cross examination, introduction of exhibits, use of expert testimony, and closing argument. The course culminates with a full-scale trial—from the filing of pretrial motions to the rendering of a jury verdict—conducted by student co-counsel before a visiting judge and a jury of laypersons.

The Stephenson Competition is named after Judge Roy L. Stephenson, a U.S. District Court and Eighth Circuit Court of Appeals judge and a 1940 graduate of the College of Law. Students who demonstrate superior ability in advocacy skills during the trial advocacy courses participate in a series of mock trials judged by local members of the bench and bar. Individuals selected from the competition represent the University of Iowa in the national trial competition.

Iowa Law Review

Since its inception in 1915, the *Iowa Law Review* has served as a scholarly legal journal, noting and analyzing developments in the law and suggesting future paths for the law to follow. Students have managed the review since 1935, editing and publishing articles by professors and students. To learn more, visit the Iowa Law Review website.

Journal of Corporation Law

The *Journal of Corporation Law* is the nation's oldest and most cited student-published legal periodical specializing in corporate law. The journal's scope includes antitrust, intellectual property, labor law, securities, taxation, employment discrimination, insurance, products liability, and regulated industries, as well as traditional corporate topics. Selected articles submitted by practitioners and academics are published in each of four annual issues. See the Journal of Corporation Law website.

Journal of Gender, Race & Justice

The *Journal of Gender, Race & Justice* pushes the boundaries of legal scholarship and theory in its focus on social justice issues. The journal hosts a symposium at the College of Law every third year, bringing together nationally renowned legal scholars and practitioners to discuss the relationships among the law and race, gender, sex, sexual identity, economic class, ability, and other identity characteristics. The journal publishes an annual volume of legal works that includes symposium papers, papers from conferences outside the college, and articles written by Iowa law students. To learn more, visit the Journal of Gender, Race & Justice website.

Transnational Law & Contemporary Problems

Transnational Law & Contemporary Problems addresses issues and problems that transcend traditional political boundaries, that are of interest to the international and comparative law community, and that are not commonly found in other journals and reviews. One issue takes the form of a symposium addressing specific topics; this issue has a guest editor who is a legal scholar noted for work on the symposium topic. The second issue is submission based. Every other year the journal organizes and sponsors a symposium on a contemporary international issue; past topics include climate change, the European Union's sovereign debt crisis, and war crimes. For more information, visit the Transnational Law & Contemporary Problems website.

Requirements

The Juris Doctor (J.D.) requires a minimum of 88 s.h. to earn the degree. To be eligible for a J.D. degree, students must meet the credit hour requirements, meet the length of study requirements, achieve a cumulative g.p.a. of at least 2.1, take and complete all required courses, satisfy the writing requirements, and satisfy the experiential course requirement.

First-Year Curriculum

The first-year curriculum emphasizes development of analytical skills, a sense of the role of legal institutions in society, and essential writing skills. Each course in the first-year curriculum shares these emphases and conveys substantive knowledge about a particular area of the law.

First-year students take the following courses.

Code	Title	Hours
Fall Semester		
LAW:8017	Contracts	4
LAW:8026	Introduction to Law and Legal Reasoning	1
LAW:8032	Legal Analysis Writing and Research I	2
LAW:8037	Property	4
LAW:8046	Torts	4
Spring Semester		
LAW:8006	Civil Procedure	4
LAW:8010	Constitutional Law I	3
LAW:8022	Criminal Law	3
LAW:8033	Legal Analysis Writing and Research II	3
Elective		3

The two-semester sequence LAW:8032 and LAW:8033, Legal Analysis Writing and Research (LAWR), is designed to equip students with effective skills in legal analysis, writing and oral communication (oral advocacy), and research.

Second- and Third-Year Curriculum

Second- and third-year courses cover the range of specialties within the legal profession, allowing students to explore and follow their professional interests in a particular career specialization, to write for one of the school's four student-run scholarly journals, to pursue combined degrees in law-related graduate programs, or to simply obtain the widest possible exposure to the legal landscape.

All second- and third-year students must complete the following work.

Code	Title	Hours
LAW:8280	Constitutional Law II	3
LAW:8791	Professional Responsibility	3
Experiential course requirement		
Four writing units beyond the writing requirements of the first year		

Combined Programs

J.D./Graduate Degrees

Some students want to explore areas beyond the law, whether it is to maximize their skill sets for future careers, gain in-depth knowledge in a second subject matter, or simply to broaden their minds. Combined degree programs allow students to pursue two degrees simultaneously, taking advantage of synergies between degree requirements while gaining significant exposure to a second area of study. Juris Doctor students may pursue combined degree programs with most graduate and professional programs at the University of

Iowa. Students may earn a J.D. degree and another graduate or professional degree in a shorter amount of time than if the two degrees were pursued independently.

Admissions Qualification

To pursue a combined degree, students must apply to and be accepted separately into the J.D. program and another graduate or professional program. Students typically seek admission to the second degree-granting program after matriculation at the College of Law by applying to the graduate program of interest during their first year of law school. In some cases it is possible to apply to both programs simultaneously. Students who have already begun graduate work at the University of Iowa may apply to the College of Law. Once students have been accepted into the J.D. program and another graduate or professional program, they must obtain the permission of the associate dean for student affairs or the dean of the College of Law to be classified as a combined degree candidate. Prospective students interested in a combined degree program should contact the admissions offices of both programs to discuss the proposed program of study.

Students who wish to pursue a combined degree program and obtain admission into one college but not the other may enter the college in which they were admitted. However, they are not granted combined degree status. Likewise, combined degree students who terminate work toward one of the degree programs may typically continue to work toward the other degree.

Admissions Procedures

Prospective combined degree students must submit separate applications to the College of Law and the graduate program of interest. They must take the Law School Admission Test (LSAT) and comply with all College of Law admissions requirements. Students also must meet the admission requirements of the other graduate program by taking tests such as the Graduate Record Examination (GRE) General Test or the Graduate Management Admission Test (GMAT). Prospective students should inform the Admissions Offices of both programs that they are applying to a combined degree program to confirm the admissions requirements for the other program.

Students interested in a combined degree program at the beginning of their legal studies should indicate they are seeking a combined degree on their application. Students who are admitted to both colleges will receive separate letters of admission from those colleges as well as an official notification of being admitted to the combined degree program from the Office of Admissions.

Admission information for the Juris Doctor (J.D.) is available on the College of Law Admissions page. For information about other graduate programs of interest, visit Academics on the University of Iowa home page.

Shared Credit Policies

Students enrolled in a combined degree program must satisfy the semester hours and course requirements that all students must satisfy for each degree separately. However, they have the option of using credit for some courses toward both degrees. These courses are typically electives in each discipline. For example, students enrolled in a combined J.D./M.P.H. program may be able to count the family law and introduction to U.S. health care system courses toward the graduation requirements of both the J.D. and M.P.H. degrees.

The amount of shared credit that may be applied toward both programs of study varies by program. Generally, combined degree program students may apply up to 12 s.h. earned in their second program of study toward the J.D. provided that the courses satisfy the College of Law policy on non-law courses. The J.D./M.P.H. degree permits up to 12 s.h. of specific College of Law courses to count toward M.P.H. graduation requirements. Some degree programs allow students to count up to 6 s.h. of College of Law courses toward a non-law degree. Details on the Graduate College policy may be found in the Manual of Rules and Regulations of the Graduate College on the Graduate College website. Prospective students should check with their graduate or professional program of interest to determine the law semester hours that count for both programs as well as other rules or restrictions concerning counting of courses toward both degrees with the College of Law.

Additional details about College of Law graduation requirements and other policies may be found in the College of Law Student Handbook. Students considering a combined degree program should be aware that the first-year program in the College of Law consists of required courses and they typically may not take courses outside the College of Law.

Student Tuition Assessment Policy

Students in a J.D. and a graduate/professional degree combined program are assessed tuition at the College of Law rate if the tuition in the other college is lower than in the College of Law, except for any semester or summer session in which they are not enrolled in any law courses and none of the semester hours being earned in other colleges are applied toward their J.D. degree. All combined degree students pursuing a J.D. degree are assessed at least six semesters of law school tuition.

Master of Laws, LL.M.

The Master of Laws (LL.M.) is designed for two types of students:

Legal Practice Track: For foreign-trained jurists who seek a comparative introduction to, and specific training, in aspects of United States law and legal institutions, and a path to state bar admission. Students benefit from the College of Law's legal analysis, writing, and research course, and core courses including contracts, property, torts, and professional responsibility. An extended orientation provides an introduction to United States law.

Research Track: For foreign-trained jurists or graduates of J.D. programs in the United States who wish to deepen their understanding of law and are interested in research. The program encourages close collaboration with renowned experts in comparative law; anti-competition law; law and economics; law and society; international law, including the law pertaining to international business transactions and/or human rights; and business and innovation.

The LL.M. program admits fewer applicants so that students receive substantial attention from the faculty. Admission is competitive. All applicants must present evidence of high academic potential and strong recommendations, especially from law professors who supervised their work in classes or seminars.

Requirements

The Master of Laws program requires that students successfully complete a minimum of 24 s.h. of credit, as approved by their faculty advisor. Coursework is selected from the College of Law's general course offerings and from LL.M.-specific courses.

Legal Practice Track

This track is open to foreign-trained lawyers who do not have a J.D. earned in the United States. Students enroll in the LL.M. orientation to the U.S. legal system course in two parts (2 s.h.); a course in professional legal writing (2 s.h.); a course in professional responsibility (3 s.h.); and at least 6 s.h. of basic bar exam courses, such as contracts, torts, or constitutional law. This track is designed to qualify students to take the bar exam in states that allow graduates of LL.M. programs to complete the bar exam.

Research Track

This track is open to both foreign-trained students and students who hold a J.D. degree earned in the United States. LL.M. students without a J.D. degree must take the LL.M. orientation to the U.S. legal system course in August before the start of the fall semester (1 s.h.). Students take the LL.M. seminar, a research and writing course in which they write a research paper on a topic chosen with the approval of their advisor (for at least 1 s.h.). This track is especially suitable for those seeking to enter into an academic career or one that primarily involves policy formulation or research.

Students who earned a J.D. in the United States and international students who have been trained in another common-law jurisdiction, whose English competence is sufficiently high, and who choose the research track are required to undertake a more ambitious research project (4 s.h.) intended to lead to the production of a publishable paper.

Others suitably qualified also may attempt the longer research paper with their advisor's approval.

With the exception of the LL.M. orientation course and the LL.M. seminar, courses are taken with other J.D. students from law course offerings, especially offerings on U.S., international, and comparative law. This method of instruction ensures a very effective comparative experience through broad contact with U.S. law students and professors, and U.S.-trained students similarly benefit from close contact with foreign-trained lawyers.

Master of Studies in Law, M.S.L.

Application materials are reviewed by the M.S.L. Faculty Oversight Committee.

The Master of Studies in Law (M.S.L.) degree is primarily intended to educate students and professionals in other fields who do not wish to practice law but who need to recognize and respond effectively to legal issues arising in their work. Individuals who have completed their B.A. or B.S. degree may choose to better position themselves in the job market. Others may be on an established career path but seek to increase their skill set and enhance mobility and promotion opportunities.

The M.S.L. program provides professionals with an overview of the legal system as a whole, as well as an introduction to some of the legal issues that they are likely to confront in their fields. Students take existing courses in the College of Law alongside J.D. students.

The degree may be completed in as little as one year of full-time study or in not more than four years of part-time study. The M.S.L. program does not qualify graduates to practice law.

Requirements

The Master of Studies in Law program requires 30 s.h. of credit. With law school approval, M.S.L. students may take up to 9 s.h. in related coursework from other colleges across campus. Students complete common requirements and customize their curriculum based on interest. Students also may choose to pursue a specialty track such as the law and public policy track or the business and innovation track.

Common Requirements

All students must take the following.

Code	Title	Hours
Both of these:		
LAW:8026	Introduction to Law and Legal Reasoning	1
One or more College of Law writing seminars, independent studies, or tutorials		2
Two first-year courses required of J.D. students, including at least one of these:		
LAW:8017	Contracts	4
LAW:8037	Property	4
LAW:8046	Torts	4

Admission

Applicants must submit an application for admission; a short statement detailing their reasons for pursuing the M.S.L. degree; a current résumé; official transcripts from all institutions students have attended; two letters of recommendation; and an official ACT, SAT, Graduate Record Examination (GRE) General Test, Graduate Management Admission Test (GMAT), or Law School Admission Test (LSAT) score.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Doctor of Juridical Science, S.J.D.

The Doctor of Juridical Science (S.J.D.) program is intended for students who wish to conduct original and advanced legal research in law under faculty supervision. S.J.D. students are expected to write a dissertation.

Requirements

The Doctor of Juridical Science program includes five requirements for earning the S.J.D. degree.

Year of Residency

Doctor of Juridical Science students must spend at least one academic year (two semesters) in residence in the S.J.D. program at the College of Law.

Students must complete 18 s.h. of credit during their first year of residency. They must enroll in the S.J.D. tutorial (5 s.h. each semester; 10 s.h. total) to conduct research and writing under the supervision of their S.J.D. dissertation committee. The work in the S.J.D. tutorial focuses on formulating a detailed dissertation proposal, beginning research for and writing of portions of the dissertation, and completing one or more chapters.

Students are expected to write a dissertation of publishable quality making a significant and original contribution to legal scholarship. The dissertation should be a book-length manuscript or a series of related articles of equivalent intellectual ambition and scope.

The balance of the required 18 s.h. will be earned through research and writing related to a student's dissertation, supervised by the student's S.J.D. chair. However, at the discretion of a student's S.J.D. committee, some of the semester hours may be allocated to courses or seminars that the committee feels a student needs to strengthen the ability to write a successful dissertation.

Admission to S.J.D. Candidacy

Admission to candidacy is a formal step that must be achieved before a student has the right to continue in the S.J.D. program to complete a dissertation and is determined by the student's committee on the basis of the work done during the student's year of residency in the program.

As part of the assessment process, the S.J.D. committee holds an oral examination toward the end of a student's year of residency that focuses on the work the candidate has completed on the dissertation, the candidate's general knowledge and understanding in relation to the subject matter of the dissertation, and the candidate's further plans for completion of the dissertation. If the committee is not able to admit the student to S.J.D. candidacy at the conclusion of the first year of residency, the committee may give an extension of up to one calendar year if it finds a sufficient basis to believe that the student likely will be able to satisfy the necessary standard within that time.

Presentation of Dissertation Work

Each student is required to make at least one substantive presentation of dissertation work at a meeting of the S.J.D.

tutorial to a specially constituted group of faculty, or in a public meeting, as arranged with the student's S.J.D. committee.

Completion of the Dissertation

Students admitted to S.J.D. candidacy continue to enroll in 1 s.h. of dissertation credit, which provides access to University resources, including the Law Library. However, students admitted to S.J.D. candidacy are free to complete their dissertation wherever they wish. In any event, they must continue to coordinate with their committee and continue to register each fall and spring semester as an S.J.D. candidate in the college.

Oral Defense of the Dissertation

Before a student's S.J.D. committee decides whether to approve the student's completed dissertation, the student must successfully defend the dissertation in an oral defense led by the committee. A student must complete the dissertation and have it approved by the committee within five calendar years from the date of admission to S.J.D. candidacy.

Admission

To be admitted to the S.J.D. program, students typically first complete the LL.M. degree at the University of Iowa or a similar masters-level degree at another law school, either in the United States or at an English language law school with academic standards equivalent to those of highly ranked United States LL.M. programs. In appropriate circumstances, the admissions committee will consider applications from excellent students without an English language master's-level degree who wish to proceed directly to work on their S.J.D. degree. All applicants must show strong evidence of scholarly research and writing abilities.

For more information, visit the S.J.D. application process web page.

University of Iowa Center for Human Rights

Director, Center for Human Rights

- Adrien K. Wing

Director, Human Rights Certificate Program

- Brian R. Farrell

Undergraduate certificate: human rights

Website: <https://uicr.uiowa.edu/>

Human rights purport that all people deserve to live life with dignity; that human beings are owed the protection of these rights simply because they are human. Universal human rights apply to all equally and without discrimination. They encompass civil and political rights; economic, social, and cultural rights; and apply to both individuals and groups. The rights set forth in human rights doctrines, such as the Universal Declaration of Human Rights, are interrelated, interdependent, and indivisible.

The curriculum for the Certificate in Human Rights introduces students to human rights theory and practice by providing students with the opportunity to understand human rights law, history, and philosophy; explore specific, pressing human rights topics in-depth from interdisciplinary perspectives; identify solutions to global challenges; learn how to translate human rights theory into effective advocacy; and strengthen one's ability to communicate successfully with academic and nonacademic audiences.

The Certificate in Human Rights is administered and awarded by the College of Law [p. 1633].

Programs

Undergraduate Program of Study Certificate

- Certificate in Human Rights [p. 1657]

Courses

University of Iowa Center for Human Rights Courses

HRTS:2115 Introduction to Human Rights 3 s.h.

Analysis and evaluation of the international human rights program; relationship between human rights and international law. Same as IS:2115.

HRTS:3905 Topics in Human Rights 1-3 s.h.

Examination of emerging human rights issues from an interdisciplinary and international perspective. Same as IS:3905.

HRTS:3906 Global Crises and Human Rights 3 s.h.

Exploration of human rights in context of global challenges; multidisciplinary; topics may include military conflict, nuclear war, human trafficking, environmental disasters, and other international human rights crises.

HRTS:3910 Human Rights Advocacy 3 s.h.

Theoretical foundations and critical issues for international human rights advocacy and international humanitarian movements. Same as IS:3910.

HRTS:3920 Seminar in Human Rights Praxis: Supervised Internship 3 s.h.

Supervised internship in human rights praxis; focus on field-based advocacy and human rights frameworks.

Human Rights, Certificate

Requirements

The undergraduate Certificate in Human Rights requires 18 s.h. of credit. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor's degree and are not enrolled in a UI graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. They may count a maximum of 6 s.h. of transfer credit toward the certificate with approval from the certificate program's faculty advisory group.

Individuals must declare their intent to earn the certificate. See the Certificate in Human Rights website for details.

The Certificate in Human Rights requires the following coursework.

Foundations in Human Rights

Code	Title	Hours
All of these:		
HRTS:2115/IS:2115	Introduction to Human Rights	3
HIST:4101	History of Human Rights	3
PHIL:3430	Philosophy of Human Rights	3

Contemporary Global Issues in Human Rights

Code	Title	Hours
6 s.h. from these (if a course is repeatable, it can be taken with different topics):		
HRTS:3905/IS:3905	Topics in Human Rights	1-3
HRTS:3906	Global Crises and Human Rights	3

Human Rights in Practice

Code	Title	Hours
One of these:		
HRTS:3910/IS:3910	Human Rights Advocacy	3
HRTS:3920	Seminar in Human Rights Praxis: Supervised Internship	3

Career Advancement

The Certificate in Human Rights benefits students interested in careers in government, social services, the nonprofit sector, business, and education, as well as those pursuing professional or graduate schools.

Carver College of Medicine

Vice President for Medical Affairs and Dean

- J. Brooks Jackson

Executive Dean

- Patricia L. Winokur

Vice Dean, Clinical Affairs

- Douglas J. Van Daele

Senior Associate Dean, Medical Education

- Christopher S. Cooper

Associate Dean, Continuing and Integrated Medical Education

- Joseph F. Szot

Associate Dean, Cultural Affairs and Diversity Initiatives

- Denise A. Martinez

Associate Dean, Faculty Affairs and Development

- Lois J. Geist

Associate Dean, Graduate and Postdoctoral Studies

- Daniel T. Tranel

Associate Dean, Graduate Medical Education

- Mark C. Wilson

Associate Dean, Information Technology

- Boyd Knosp

Associate Dean, Medical Education and Professional Programs

- David P. Asprey

Associate Dean, Research

- Robert C. Piper

Assistant Deans

- James Y. Choi, Steven R. Craig, Greg Nelson, Amal Shibli-Rahhal

Undergraduate majors: medical laboratory science (B.S.); nuclear medical technology (B.S.); radiation sciences (B.S.)

Undergraduate certificate: EMT paramedic program

Professional degrees: M.C.A.; M.C.N.; M.D.; M.P.A.S.

Graduate degrees: M.A.; M.M.E.; M.S.; D.P.T.; Ph.D.

Website: <https://medicine.uiowa.edu/>

The Roy J. and Lucille A. Carver College of Medicine is an integral part of the University of Iowa. It contributes to the education of thousands of University students, is home to

ground-breaking research in a wide array of disciplines, and provides a statewide health care resource.

The Carver College of Medicine is the only college in Iowa that offers a curriculum leading to the Doctor of Medicine. It also offers a Bachelor of Science in medical laboratory science, nuclear medicine technology, and radiation sciences (see "Undergraduate Programs of Study" under Programs [p. 1659] in this section of the Catalog). It offers Master of Science and Doctor of Philosophy degrees in several disciplines, the Master in Medical Education, and the Doctor of Physical Therapy (see "Graduate Programs of Study" under Programs [p. 1659] in this section of the Catalog). In addition, the Carver College of Medicine offers professional degrees: the Doctor of Medicine, the Master of Clinical Anatomy, the Master of Clinical Nutrition, the Master of Physician Assistant Studies (see "Professional Programs of Study" under Programs [p. 1659] in this section of the Catalog).

Doctor of Medicine and other health sciences students have a number of opportunities to gain experience in medical clinics, community hospitals, and a major academic medical center. M.D. graduates may pursue further training in the specialties of family medicine, internal medicine, surgery, and pediatrics at one of 13 University of Iowa-affiliated residency programs in six Iowa cities. The college also participates in the education of students in the Colleges of Dentistry, Nursing, Pharmacy, and Public Health and in the life sciences and health-related programs of the College of Liberal Arts and Sciences, the College of Engineering, and the Graduate College.

Health professionals from throughout the Midwest take part in the college's year-round continuing medical education programming, updating their knowledge and skills through refresher courses, clinics, and conferences. The college also offers a variety of services that support Iowa physicians and community hospitals.

In addition to providing education and resources for physicians and other health care organizations, the college addresses broad public issues of distribution and organization of health care services. Its faculty members advise and serve on national, state, and regional health planning councils, health boards, and various health agencies.

Accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges, the Carver College of Medicine meets the requirements of all state licensing boards. Its M.D. diploma admits the holder to all privileges granted to graduates of all medical colleges before such boards. All other professional programs administered by the college are accredited by their respective accrediting bodies.

Doctor of Medicine (M.D.)

The Doctor of Medicine is a four-year program that prepares students to practice primary care medicine and to pursue further education and training in specialized areas of medicine. For a description of the M.D. curriculum and information about admission to the program, financial support, and academic rules and procedures, see Doctor of Medicine [p. 1692] in the Catalog.

Programs

Undergraduate Programs of Study

The Carver College of Medicine offers a Bachelor of Science with majors in medical laboratory science, nuclear medicine technology, and radiation sciences. The medical laboratory science major is offered through a partnership with Allen College, in Waterloo, Iowa. See Medical Laboratory Science [p. 1708], Nuclear Medicine Technology [p. 1730], and Radiation Sciences [p. 1772] in the Catalog. In addition, the college offers an undergraduate certificate; see the EMT Paramedic Program [p. 1662] in this section of the Catalog.

Graduate Programs of Study

The Carver College of Medicine offers graduate programs leading to the M.S. in athletic training (see the Department of Orthopedics and Rehabilitation [p. 1740]), the M.S. and Ph.D. in biochemistry (see the Department of Biochemistry [p. 1675]), the M.S. and Ph.D. in microbiology (see the Department of Microbiology and Immunology [p. 1713]), the M.S. in pathology (see the Department of Pathology [p. 1747]), the Doctor of Physical Therapy and the Ph.D. in physical rehabilitation science (see the Department of Physical Therapy and Rehabilitation Science [p. 1750]), and the Master in Medical Education (see the Medical Education Program [p. 1704]). Departmental participation and teaching leads to the Graduate College's M.S. and Ph.D. in biomedical science [p. 1549] with cell and developmental biology, free radical and radiation biology, molecular physiology and biophysics, and pharmacology subprograms.

The college also offers a combined M.D./Ph.D. degree through the Medical Scientist Training [p. 1711] Program; see Combined Programs [p. 1694] in the Doctor of Medicine section of the Catalog.

Many of the college's faculty members participate in the Graduate College's interdisciplinary programs in genetics [p. 1576], immunology [p. 1582], molecular medicine [p. 1609], and neuroscience [p. 1611].

Professional Programs of Study

The Carver College of Medicine offers the Doctor of Medicine [p. 1693] degree, the Master of Clinical Nutrition [p. 1689] (M.C.N.), the Master of Physician Assistant Studies [p. 1761] (M.P.A.S.), and the Master of Clinical Anatomy [p. 1671] (M.C.A.).

Undergraduate Rules and Procedures

Undergraduate study in the Carver College of Medicine is guided by the following academic rules and procedures.

Health Insurance, Immunizations

All health professions students are required to provide proof of health insurance coverage annually. Contact the University Benefits Office or visit its website.

All health sciences students must show proof of health examinations and screenings annually. For more information, contact Student Health and see Student Requirements and Forms on its website.

Application for Degree

Students who want to be considered for graduation must submit a Degree Application with the Office of the Registrar through MyUI before the deadline for the session in which the degree is to be conferred. Students who have fulfilled the requirements for a minor must indicate this on the degree application form filed through MyUI so that completion of the requirements for the minor can be verified and noted on their transcript.

Academic Recognition

The University of Iowa and the Carver College of Medicine recognize academic achievement every fall and spring semester.

Graduation with Distinction

Graduating students may be recognized for their scholastic achievement upon recommendation by their academic program and with the dean's approval. Graduation with distinction, high distinction, or highest distinction is determined by both the cumulative and the University of Iowa grade-point average. Highest distinction requires a g.p.a. of 3.85 or higher; high distinction requires a g.p.a. of 3.75 to 3.84; and distinction requires a g.p.a. of 3.65 to 3.74.

To graduate with distinction, students must have completed a minimum of 60 s.h. of graded coursework at the University of Iowa. Both S (satisfactory) and A-F (letter) grades are included in the total semester hour total. However, S grades are not calculated into the grade-point average. Radiologic technology certificate course grades are not included in the grade-point average and are not considered graded coursework.

Students graduating with distinction have a notation added to their transcript and diploma. To be recognized for distinction, students must have completed 45 of their final 60 s.h. and earned the required grade-point average before their final semester of graduation.

Dean's List

Undergraduate students who achieve a g.p.a. of 3.50 or higher on 12 s.h. or more of University of Iowa graded coursework during a given semester or summer session and who have no semester hours of I (incomplete) or O (no grade reported) during the same semester are recognized by inclusion on the Dean's List for that semester. Students may qualify for the Dean's List with fewer than 12 s.h. of graded credit if deemed appropriate by the college.

President's List

University of Iowa undergraduate students who achieve a g.p.a. of 4.00 on 12 s.h. or more of University of Iowa graded coursework and who have no semester hours of I (incomplete) or O (no grade reported) for two consecutive semesters (excluding summer sessions) are recognized by inclusion on the President's List.

Financial Support

Students are eligible to apply for undergraduate financial aid. Scholarships, grants, loans, and part-time job placement are administered by the University's Office of Student Financial Aid. Part-time work in related areas is sometimes available.

Registration, Credit, Grading

Registration

Information about tuition and fees, registration, and deadlines is available from the Office of the Registrar. Students who add or drop a course after registration or who register late are assessed a fee. Each course dropped after the deadline results in a W (withdrawn) on the transcript (see Changes in Registration below). Students are not allowed to register for full-semester courses after the second week of the semester or the first week of the summer session. Students must register for off-cycle courses before the first day of the course.

The maximum permitted registration for fall and spring semesters is 18 s.h. per semester. The maximum registration for summer session varies: 4 s.h. for the four-week session; 9 s.h. for the eight-week session; 9 s.h. for the six- and eight-week sessions combined; 12 s.h. for the four-week session and the eight-week session; and 12 s.h. for the four-, six-, eight-, and twelve-week sessions combined. Students may register for a maximum of 16 s.h. of fall semester or spring semester coursework during early registration. Students must obtain permission from the head of the division to register for more than the maximum semester hours allowed.

Changes in Registration

Students may change their registration on MyUI. After the start of the semester, students must first initiate an add or drop on MyUI and then contact their academic advisor for permission. Additional approvals may be necessary. Changes in registration to off-cycle courses and internships may require a Change of Registration Form.

Courses may be added with the approval of the advisor at any time during the first one-fifth of the course. They may be dropped at any time during the first two-thirds of the course. Approval is required from the dean of the Carver College of Medicine for all other changes in registration and is granted only in extraordinary circumstances. Students are assigned a mark of W (withdrawn) for any course dropped after the first one-fifth of the course. Students whose drop of one or more courses results in a registration of 0 s.h. for the semester must follow the procedure for withdrawal from the University instead of the add/drop procedure.

Students who have registered for courses offered for variable or arranged credit may change the number of semester hours with the signatures of the instructor, the advisor, and the head of the division at any time before the end of the first two-thirds of the course.

Other changes in registration (such as to audit for zero credit) may be made only during the first one-fifth of the course.

It is the student's responsibility to obtain the required permissions and to understand any consequences that may happen by processing the drop. Information regarding permissions and consequences will be posted on MyUI, but the student should contact their advisor with any questions. See Drop or Withdraw Tuition Responsibility on the Office of the Registrar website.

The Course Deadlines look-up provides course specific deadlines. The cut-off time for obtaining any permissions on deadline days is 4:30 p.m. Students have until 11:59 p.m. to process a drop in MyUI if they have obtained all required permissions by 4:30 p.m.

Withdrawal of Registration

Removing all courses from a schedule (even if only registered for one course) is considered a withdrawal of registration. Students may withdraw their registration without academic penalty at any time before the end of the first four-fifths of the course, but no credit is subsequently given. Later withdrawal results in automatic assignment of an F. Students who withdraw are not reinstated after the deadline for that session.

It is the student's responsibility to obtain the required permissions and to understand any consequences that may happen by processing the withdrawal. Information regarding permissions and consequences will be posted on MyUI, but the student should contact their advisor with any questions. See Drop or Withdraw Tuition Responsibility on the Office of the Registrar website.

Auditing Courses

Students may register to audit a course with approval of the appropriate program director and course instructor. In addition to obtaining these signatures, students must register for zero credit in the course to be audited. The mark of AUS (audit successful) is assigned if a student's attendance and performance are satisfactory; if they are unsatisfactory, the mark of AUU (audit unsuccessful) is assigned. Courses completed with a mark of AUS do not meet any college requirement and carry no credit toward graduation. Auditing may not be used as a second-grade-only option.

Courses Offered by Other University of Iowa Colleges

Students who enroll in courses offered by other University of Iowa colleges are governed by those colleges' rules in matters regarding the courses. See Cross-College Enrollment and Records Policy on the College of Liberal Arts and Sciences website.

In-Residence Requirement

The in-residence requirement may be met by earning the final consecutive 30 s.h. in residence at the University of Iowa, or 45 of the last 60 s.h. in residence, or an overall total of 90 s.h. in residence.

Nonresident instruction includes coursework and correspondence study at other colleges, universities, and institutions. Undergraduate coursework in other University of Iowa colleges counts toward in-residence requirements.

Because the Carver College of Medicine partners with Allen College for the medical laboratory science major, students are not held to the University of Iowa in-residence requirement.

Duplication and Regression

Duplication occurs when students take the same course more than once or when they take a course that duplicates the content of a course they already have completed satisfactorily. Regression occurs when students take a course that is less advanced or at a lower level than one in the same subject that they already have completed satisfactorily. Duplication and regression are assessed by the registrar. Semester hours earned by duplication or regression do not count toward graduation.

Minimum Grade Requirement

Students must earn a g.p.a. of at least 2.00 each semester in all college work attempted, all work undertaken at the

University of Iowa, and all graded work attempted after admission to the Carver College of Medicine. Students enrolled in a program that uses the pass/fail/honors grading system must pass all courses required to complete the program.

Students must earn a C or higher in professional specialty (modality) courses.

Grading Procedures

Grading procedures vary from program to program. Students should consult individual program policy statements for information.

Pass/Nonpass

Students have the option of taking elective courses pass/nonpass (P/N) with the permission of the course instructor and/or the department offering the course. Students may register for the P/N grading option from the first day of classes until the last day for undergraduates to add a course; see Academic Calendar on the Office of the Registrar website.

To register for a P/N course, the student must print the Grading Option Change Form, have it signed by the course instructor and the academic advisor, and submit the completed form to the UI Service Center before the published deadline.

Semester hours graded P/N are not used in computing a student's grade-point average. Semester hours graded P count toward graduation; those graded N do not. The college accepts a maximum of 15 s.h. of University of Iowa credit graded P toward the bachelor's degree, and it accepts a maximum of 30 s.h. of credit graded P and/or S from all sources (UI and transfer credit) toward the bachelor's degree. Students must be in good academic standing to be eligible for the pass/nonpass option.

Satisfactory/Fail or Satisfactory/Unsatisfactory

A number of courses only use satisfactory/fail (S/F) or satisfactory/unsatisfactory (S/U) grading. All students registered for these courses receive a grade of S, F, or U. Students do not need special forms or permission in order to register for S/F or S/U courses.

Semester hours graded S or U are not used in computing a student's grade-point average, but semester hours graded F are used in grade-point average computation. Semester hours graded S count toward graduation; semester hours graded F or U do not.

Students may use coursework graded S to fulfill General Education Program requirements and/or the requirements of their major, a minor, or a certificate. The college accepts a maximum of 15 s.h. of University of Iowa credit graded S toward the bachelor's degree, and it accepts a maximum of 30 s.h. of credit graded P and/or S from all sources (UI and transfer credit) toward the bachelor's degree.

Second-Grade-Only Option

Repeating courses for the second-grade-only option is allowed in extraordinary circumstances. To repeat a course for the second-grade-only option, students must obtain the permission of the course instructor, the program director, and the dean before the end of the first one-fifth of the course. Both grades remain on the permanent record, but only the second one is used to calculate grade-point average and credit earned. Students using the second-grade-only option

for courses that are not part of their major must follow the procedure for the college that offers the course.

Since clinical skills development is impacted by course sequence and many courses are prerequisites to others, it may not be possible to repeat a course. If course sequencing will have an impact on program progression, the decision will be made by the program faculty and/or the promotions committee.

On the permanent record, the second-grade-only option appears as a pound symbol (#), showing that the first grade has been replaced by the second grade in grade-point average calculations, and that only the hours from the second registration have been counted as hours earned.

Students must request the second-grade-only option before the last day of class in order for the second grade to appear on the next grade report. The request also may be made after the close of the semester. The second-grade-only option cannot be applied to coursework for which a student has already been awarded a UI degree.

Incomplete

A grade of I (incomplete) may be reported if the reasons for inability to finish the course satisfactorily are acceptable to the program director and the course instructor. There also must be evidence that the coursework will be finished within a reasonable length of time, usually by the end of the next academic session. Incompletes not removed by the deadline for submission of final grades for the next session result in the assignment of a grade of F. A student must work with the instructor so that an incomplete grade may be rectified by official action.

Reports to Students

Instructors notify any student whose work falls below the minimum acceptable level once the problem is recognized. Grades are reported on a student's transcript, following University protocol. No formal midterm reports are given.

Degrees and Minors

Two Bachelor's Degrees

Students who want to earn two bachelor's degrees, each from a different college, must communicate the request to their academic advisor, who will then contact the University's Office of Admissions. Interested students must complete the degree requirements for both majors, including the residency requirements.

Second Bachelor's Degree

Students who already hold a bachelor's degree and wish to earn an additional bachelor's degree must complete at least 30 s.h. consecutively in the Carver College of Medicine and must meet college and program degree requirements. Individuals interested in earning a second bachelor's degree must apply for admission to the degree program at the University's Office of Admissions.

Minors

Students graduating from the Carver College of Medicine may earn a minor or minors in any degree-granting department or program in the college outside of their major department or in another college of the University by meeting that department's requirements for the minor.

Academic Progress, Probation, Dismissal

Students are expected to maintain satisfactory academic and professional standards and to demonstrate reasonable progress toward the Bachelor of Science. Students who fail to maintain satisfactory academic progress or professional standards of behavior as determined by their program may be placed on probation or dismissed from the program. Probation serves as a warning that students will not graduate unless their academic performance and/or professional behavior improves.

Students on probation are restored to good standing by the program director upon evidence that the problem has been corrected. Such action is usually taken at the end of a semester or session. Entering students may be admitted on probation if they fail to meet the minimum stated standards for admission.

Continued unsatisfactory scholarship or unprofessional behavior may result in dismissal from a program. Students dismissed from a program must reapply for admission through the regular, established program admissions process, following review by a faculty committee, at least four months before the requested date of readmission.

Students placed on probation or dismissed from a program are notified by email; copies are placed in their files. An academic probation notation is placed on the transcript.

Students on academic probation are restored to good standing after they successfully complete a total of 9 s.h. either in one semester or cumulatively. Their University of Iowa cumulative and semester grade-point averages must be equal to or exceed 2.00. Students on academic probation who fail to meet the grade-point average requirement in the designated time frame for restoration to good standing are subject to dismissal.

Students are expected to attend classes regularly. Students who miss classes or examinations because of illness are expected to present evidence that they have been ill. Any other absences must be approved in advance by the course instructor.

Any offense against good order committed by a student in a classroom, clinical setting, or laboratory may be dealt with by the instructor or referred to the program director. The instructor reports in writing any disciplinary action taken against a student to the program director. Repeated or exceptional instances are reported to the dean.

Academic Misconduct

Plagiarism and Cheating

All cases of plagiarism and cheating in the Carver College of Medicine are reported to the dean with a statement of relevant facts. The program director and the instructor may submit recommendations for appropriate disciplinary action.

The individual instructor may reduce the student's grade, including assignment of the grade of F in the course. A report of this action is sent to the student, the program director, and the dean.

The dean, or a faculty committee appointed by the dean, may impose the following or other penalties, as the offense warrants: disciplinary probation, requirement of additional hours for the degree, suspension from the program for a

period of time, or recommendation of expulsion from the program.

Appeals Procedure

Students who want to appeal a decision should appeal in writing to the dean within two weeks after the date of receipt of the decision in writing.

EMT Paramedic Program

Emergency Medical Technology (EMT) Paramedic Program

Website: <https://uihc.org/paramedic-education-program>

This nationally accredited 1,160-hour full-time program leads to national and Iowa certification as a paramedic. The full-time program consists of 16 weeks of intensive classroom training at University of Iowa Hospitals & Clinics, four to five days a week. A second segment consists of 280 hours of supervised clinical experience in a hospital setting. The third segment is a minimum of 360 hours of a supervised paramedic field internship with a paramedic-level ambulance service. Field internships are available at a number of approved sites in Iowa.

Students obtain credentials in advanced cardiac life support, advanced medical life support, geriatric education for EMS, neonatal resuscitation program (NRP), pediatric advanced life support, pediatric education for pre-hospital professionals, and pre-hospital trauma life support.

The program is conducted twice each year, beginning in January and August.

Goals

The goal of the Emergency Medical Services Learning Resources Center's (EMSLRC) paramedic education program is to facilitate the student's development of cognitive and technical competencies to assume the role of an entry-level paramedic.

Upon completion of the program, students demonstrate:

- the ability to comprehend, apply, and evaluate the clinical information relative to their role as an entry-level paramedic;
- the technical proficiency in all skills necessary to fulfill the role of an entry-level paramedic; and
- personal behaviors consistent with professional and employer expectations for an entry-level paramedic.

Curriculum

The program adheres to the National Emergency Medical Services Education Standards as defined by the National Highway Traffic Safety Administration (NHTSA). Students who successfully complete the program are eligible for the National Registry paramedic examination.

All students enroll in the courses EMTP:3101 Emergency Medical Technician - Paramedic I and EMTP:3102 Emergency Medical Technician - Paramedic II.

Accreditation

The Emergency Medical Services Learning Resources Center at University of Iowa Hospitals & Clinics is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Facilities

The Carver College of Medicine consists of twelve buildings containing 1.6 million square feet of space with one building (College of Medicine Administration Building) dedicated to administrative departments only. The other eleven buildings house research activities which include research centers, programs and institutes, as well as the Core Research Facilities which are a collection of centralized laboratories dedicated to developing and providing state-of-the-art research resources to facilitate biomedical research. They are available on a fee-for-service basis to the entire health sciences community along with outside entities.

The Medical Education Research Facility houses medical education space and research laboratories, including the Holden Comprehensive Cancer Center and the Institute for Vision Research. It also contains the college's four learning communities. The communities group students who are at different stages in their medical education, encouraging peer-to-peer learning and emphasizing leadership and community service. Each learning community features small-group rooms, study and social spaces, computer workstations, a kitchen area, and staff offices. The Medical Education Research Facility also houses the Performance-Based Assessment Program, which evaluates students' clinical and communication skills by reviewing simulated physician-patient encounters recorded in mock patient examination suites.

Students acquire clinical skills experience at the 761-bed, University of Iowa Hospitals & Clinics, the Iowa City VA Health Care System, and in affiliated hospitals and ambulatory care centers throughout Iowa. University of Iowa Hospitals & Clinics serves as a tertiary care center for Iowa and portions of adjoining states. Many patients are referred to University of Iowa Hospitals & Clinics for care and treatment not available in their home communities.

Eckstein Medical Research Building is the home of the Iowa Institute of Human Genetics Genomics Division, Viral Vector Core Facility, Flow Cytometry Facility, and the Biomedical Research Store.

The five basic science departments are housed in the Bowen Science Building and include the Departments of Anatomy and Cell Biology, Biochemistry, Microbiology and Immunology, Molecular Physiology and Biophysics, and Pharmacology.

The Medical Education Building houses research and educational space for the Department of Physical Therapy and Rehabilitation Science. It also houses research space for the Department of Psychiatry and is the home of the Office of Consultation and Research in Medical Education (OCRME). OCRME is staffed by education specialists from a range of disciplines who serve the faculty, staff, and administrators in all Carver College of Medicine programs. The office provides educational consultation, initiates and cooperates in educational research endeavors, and conducts faculty development activities.

There are teaching laboratories located in the Medical Education Building, the Bowen Science Building, and the Medical Research Facility.

Other buildings that house a wide range of College of Medicine departments, administration, and research activities are the Carver Biomedical Research Building, Westlawn,

Medical Laboratories, the Medical Research Facility, the Medical Research Center, and the Multi-Tenant Facility.

The newest building, completed in 2014, is the Pappajohn Biomedical Discovery Building. The Iowa Neuroscience Institute is located on the first and second floors of the building. Third and fourth floors house the Fraternal Order of Eagles Diabetes Research Center and the Abboud Cardiovascular Research Center, on the fifth floor is the Auditory Research Group, and on the sixth floor is the Lung Biology and Cystic Fibrosis Research Center. The Iowa Institute for Biomedical Imaging is on the lower basement levels housing the 7 Tesla MRI scanner (one of few such devices in the U.S.), 3T along with several smaller devices, and a 3-D visualization lab. All researchers in this building are chosen by the Pappajohn Biomedical Institute in which scientists from across the University collaborate to explore high-risk/high-yield scientific questions in the life sciences with the goal of advancing treatments for a wide array of human diseases.

Interdisciplinary Programs and Centers

The college's interdisciplinary programs and centers draw strength from college faculty members and the facilities available to them, without regard to departmental units or to the distinction between graduate and postgraduate training. For more information, contact the vice dean for research.

The following centers are subdivisions of the Carver College of Medicine.

Alzheimer's Disease Research Center

The Alzheimer's Disease Research Center studies Alzheimer's disease and related neurological conditions from the viewpoint of neuroanatomy, neuroimaging, neuropsychology, and neurochemistry. The center's purposes are to improve the diagnosis and treatment of these conditions, to disseminate information on new research to the public, and to contribute to a better understanding of the neural basis of cognition.

Carver Genetic Testing Laboratory

The John and Marcia Carver Nonprofit Genetic Testing Laboratory provides genetic testing for rare eye diseases, especially diseases so rare that commercial tests are unavailable for them. The laboratory's test results provide information to patients and their families while keeping the tests affordable.

Holden Comprehensive Cancer Center

The Holden Comprehensive Cancer Center (HCCC) coordinates the efforts of University of Iowa faculty and staff in research, education, and clinical programs related to all aspects of cancer. The HCCC is recognized by the National Cancer Institute as an NCI-designated cancer center and has "comprehensive" status, a designation that recognizes the depth and breadth of interdisciplinary cancer research activity taking place at the University of Iowa.

Iowa Mental Health Clinical Research Center

The major emphasis of the Iowa Mental Health Clinical Research Center is the study of schizophrenia. The center provides the facilities for research linking the clinical picture of the illness with its underlying neurobiology. The center's seven research units conduct the necessary integrative and

interdisciplinary research to advance knowledge about the disease.

UI Heart and Vascular Center

The UI Heart and Vascular Center coordinates research and training programs related to cardiovascular diseases. It encompasses several programs: Program Project Grant on Integrative Neurobiology of Cardiovascular Function, Program Project Grant on Cerebral Blood Vessels, Program Project Grant on Oxidative Mechanisms in Vascular Disease, Program Project Grant on Genetic and Signaling Mechanisms in the Central Regulation of Blood Pressure, Program Project Grant on Airway Physiology and Pathophysiology in a Porcine CF Model, Program Project Grant on Gene Therapy for Cystic Fibrosis Lung Disease, a Leducq Foundation Consortium grant, and a Cystic Fibrosis Foundation research and development program. It also coordinates several training programs and a program of other interdisciplinary research supported by a number of individual project grants. The center occupies two floors of cardiovascular research laboratories and administrative offices in the Medical Research Center.

Courses

- Carver College of Medicine Courses [p. 1664]
- EMT-Paramedic Program Courses [p. 1667]
- Orthoptics Teaching Program Course [p. 1667]

Most Carver College of Medicine courses are offered by the college's departments and programs. They are listed and described in the corresponding General Catalog sections. The college also offers the following nondepartmental courses.

Carver College of Medicine Courses

MED:1100 Introduction to Health Care Professions 3 s.h.
Introduction to current U.S. health care system and changes that are likely in the near future; information about distinct health care professions grouped by discipline (e.g., nursing, pharmacy, public health), and less traditional career pathways in health care fields; how health care professionals across disciplines coordinate to deliver better health care; instruction by prominent health care faculty at the University of Iowa; for students considering a career in the health care field.

MED:3740 End-of-Life Care for Adults and Families 3 s.h.
End-of-life issues in care of adults, older adults, and their families. Same as ASP:3740, NURS:3740, PHAR:3740.

MED:5300 Health Informatics 3 s.h.
Technological tools that support health care administration, management, and decision making. Same as HMP:5370, IGPI:5200, ISE:5860, SLIS:5900.

MED:5416 Foundations in Healthcare Ethics 3 s.h.
Major ethical traditions, ideas, and frameworks that have shaped contemporary approaches to healthcare ethics in morally pluralistic Western cultures; topics include four prominent frameworks in healthcare ethics—virtue based, principle based, circumstance based, and consequence based—that emphasize four aspects of ethical decision making—agent, action, context, and outcome.

MED:8001 Medical Elective arr.

MED:8003 Clinical Clerkships arr.

MED:8005 Medical Student Research Fellowships 0 s.h.

MED:8010 Introduction to Medical Education at Iowa 0 s.h.
Introduction to first-year fall courses; advanced concepts in anatomy, biochemistry, cell biology, and clinical reasoning skills; for M.D. students.

MED:8021 Community Health Outreach I 0-1 s.h.
Presentations and practical experience working with agencies that provide health care and wellness promotion to communities; substance abuse; child, adolescent, and adult health; aging; interpersonal violence; homelessness.

MED:8022 Community Health Outreach II 1-2 s.h.
Presentations, patient-based learning groups, readings, and practical experience working with agencies that provide health care and wellness promotion to communities; substance abuse; child, adolescent, and adult health; aging; interpersonal violence; homelessness.

MED:8023 Community Health Outreach III 1-2 s.h.
Presentations, patient-based learning groups, readings, and practical experience working with agencies that provide health care and wellness promotion to communities; substance abuse; child, adolescent, and adult health; aging; interpersonal violence; homelessness.

MED:8028 Introduction to U.S. Health Care System 1 s.h.
Structure, function, and finance of U.S. health care system; access, cost, quality, finance mechanisms, reform process.

MED:8031 Women's Health Seminar 1 s.h.
Education on women's health topics, service opportunities, and mentorship. Requirements: M.D. standing.

MED:8033 Clinical Skills for Responding to Sexual Violence 1 s.h.
Training that focuses specifically on epidemiology, screening, clinical presentation, initial evaluation, and medical management of sexual violence and interpersonal violence victimization; opportunity to apply preclinical and/or concurrent coursework to true-to-reality, clinically relevant, and medically complex health problems with sexual violence as the underlying cause; development of communication and clinical skills necessary to address sexual and interpersonal violence in a clinical setting. Requirements: M.D. standing or physician assistant standing or enrollment in degree-seeking graduate or health professional program.

MED:8070 The Examined Life: Writing and Medicine 1 s.h.
Literature, essays, poetry; discussion of participants' writing; students prepare portfolios of their own writing.

MED:8071 Career Life Planning 1 s.h.
Students' individual interests, values, and decision-making processes important in selecting a specialty, engaging in the match process, and integrating oneself into the medical profession; personal career development, culture and climate in which physicians work and learn.

MED:8073 Biomedical Innovation 1 s.h.
Introduction to all phases of medical device/technology development; development of knowledge of entire medical innovation process through didactic sessions, faculty, interactions, and interdisciplinary collaboration; interdisciplinary approach; research and development of a novel medical device, therapy, or model of care. Requirements: M.D. enrollment.

- MED:8074 Research Skills Seminar** 1 s.h.
Seminar series designed to bridge gap from undergraduate and medical student experiences to research during residency and beyond; topics include identification of projects and mentors, leadership, collaboration, translation, evidence-based medicine, project development, statistical analysis, presentation, publication, and career progression.
- MED:8076 Bioethics and Humanities Seminar** 1 s.h.
Broad range of topics in bioethics and medical humanities, including philosophical principles, clinical ethics, research ethics, medical professionalism, narrative ethics, and historical and cultural aspects of medicine. Requirements: enrollment in Carver College of Medicine humanities distinction track.
- MED:8077 Personal-Professional Compass** 1 s.h.
Provides help for medical students to understand, articulate, and integrate personal and professional values and goals while making their way through medical school; promote student growth as humanistic professionals through written reflections on personal experience, readings from medicine and the humanities, and discussions with peers and mentors; preparation to write an authentic and compelling personal statement for residency applications. Requirements: M.D. enrollment.
- MED:8081 Global Health Issues I** 1 s.h.
Core issues in the current field of global health, including history of global health, health and development, social determinants of health, measuring health and disease, disparities in the American health care system, poverty and health, gender issues and reproductive health, child health, immigrant and migrant health issues, and introduction of major players in global health. Requirements: M.D. enrollment.
- MED:8082 Global Health Issues II** 1 s.h.
Core issues in the current field of global health, including health care as a human right, why the Third World is the Third World, communicable disease issues, outbreaks and pandemics, noncommunicable issues, malnutrition and obesity, cultural context of health care, violence as a health issue, and emergency response and transition to development. Prerequisites: MED:8081. Requirements: M.D. enrollment.
- MED:8083 Global Cross-Cultural Elective** arr.
Cross-cultural medical program with focus on health care problems of a domestic or international community; individually arranged.
- MED:8084 Global Health Seminar** 1 s.h.
Presentations by faculty members, University special guests, and alumni on their current work in global medicine/global health; implementation of global health concepts. Requirements: M.D. enrollment.
- MED:8121 Clinical and Professional Skills I** 3 s.h.
Introduction to concepts of clinical reasoning, communication, physical examination, and evidence-based clinical practice; principles of biomedical ethics; early clinical interactions and placement of classroom experiences into context of patient care through the Early Clinical Experiences (ECE) program; interaction with students from other health sciences colleges to explore the interprofessional approach to caring for patients. Requirements: M.D. enrollment.
- MED:8122 Medicine and Society I** 3 s.h.
Delivery of individual disease prevention/health promotion services; introduction to social determinants of health; influence and impact of culture and community on health care; community resources; application of health and risk assessment to individual patients and self. Requirements: M.D. enrollment.
- MED:8123 Foundations of Cellular Life** 5 s.h.
Genetics, embryology, molecular biology, biochemistry, cell biology and histology; molecular events required for cellular life; how cells grow and interact to form basic tissues of human body; necessary framework to explore six mechanisms of health and disease. Requirements: M.D. enrollment.
- MED:8124 Mechanisms of Health and Disease I** 8 s.h.
Normal and healthy processes within and among mechanisms of oxygenation, metabolism, and genetics/development; first in a series on multisystem mechanisms of health and disease. Requirements: M.D. enrollment.
- MED:8131 Clinical and Professional Skills II** 4 s.h.
Interpersonal skills, lifelong learning, interviewing skills, physical examination skills, ethical issues in patient care, and basic approach to patients in terms of prevention, treatment, and follow-up care. Second in a sequence during preclinical semesters of medical school and continuing as an integrated strand throughout curriculum. Requirements: M.D. enrollment.
- MED:8132 Medicine and Society II** 4 s.h.
Knowledge and skills related to health promotion and disease prevention from a medicine and society perspective, including impact of behavior, environment, culture, and socioeconomics; identification of major public health problems associated with mechanisms of health and disease. Second in a sequence during preclinical semesters of medical school and continuing as an integrated strand throughout curriculum. Requirements: M.D. enrollment.
- MED:8133 Mechanisms of Health and Disease II** 7 s.h.
Normal and healthy processes within and among mechanisms of Immunology/Inflammation, locomotion/integument, and neuropsychiatry; second in a series on mechanisms of health and disease. Requirements: M.D. enrollment.
- MED:8134 Mechanisms of Health and Disease III** 11 s.h.
Abnormalities or disruptions leading to disease within and among mechanisms of oxygenation, metabolism, and genetics/development; third in a series on multisystem mechanisms of health and disease. Requirements: M.D. enrollment.
- MED:8199 First-Year Special Study** arr.
First-year special study. Requirements: M.D. enrollment.
- MED:8221 Clinical and Professional Skills III** 4 s.h.
Advanced clinical reasoning skills through focused patient encounters and interactions with special patient populations; emphasis on integration and use of concepts for cost conscious, patient-centered, interdisciplinary care. Requirements: M.D. enrollment.
- MED:8222 Medicine and Society III** 4 s.h.
Health services organization and delivery; emphasis on community dimensions of medical practice and patient safety. Requirements: M.D. enrollment.
- MED:8223 Mechanisms of Health and Disease IV** 10 s.h.
Abnormalities or disruptions leading to disease within and among mechanisms of immunology/inflammation, locomotion/integument, and neuropsychiatry; fourth in a series on multisystem mechanisms of health and disease. Requirements: M.D. enrollment.

- MED:8224 Mechanisms of Health and Disease Keystone** 7 s.h.
Transition between classroom instruction in mechanisms of health and disease and clinical practice; foundational information from mechanisms of health and disease sequence approached from perspective of what is commonly encountered in clinics; application of information to making diagnostic and management decisions of common important clinical problems. Requirements: M.D. enrollment.
- MED:8299 Second-Year Special Study** arr.
Second-year special study. Requirements: M.D. enrollment.
- MED:8301 Community-Based Primary Care** arr.
Introduction; clinical activities, work with community agencies and resources; didactic and conferences. Requirements: M.D. enrollment.
- MED:8320 Transition to Clerkships** 1-2 s.h.
Two weeks of skills training prior to start of core clinical clerkships. Requirements: M.D. or M.P.A.S. enrollment.
- MED:8401 Medicine, Literature, and Writing** arr.
Insights, freedom, joy, responsibilities, and challenges of a life in medicine; reading, discussion, individual creative writing.
- MED:8403 Teaching Skills for Medical Students** 4 s.h.
Practical teaching techniques; opportunity for students to develop teaching skills before they become medical residents.
- MED:8404 Advanced Teaching Skills for Medical Students** 2 s.h.
Opportunity to expand knowledge and experience in medical education; investigation of medical education in students' specialty of interest through literature research and interaction with faculty; primary focus is to design and successfully complete a faculty approved project. Prerequisites: MED:8403. Requirements: fourth-year M.D. enrollment.
- MED:8405 Leadership for Future Physicians** 2 s.h.
Formal training in multiple aspects of leadership; offers future leaders in health science specialties an earlier opportunity to consider leadership abilities and perspectives; for fourth-year medical, physician assistant, nursing, pharmacy, public health, and dental students. Requirements: health science enrollment.
- MED:8410 Quality Improvement and Patient Safety** 2 s.h.
Students work with faculty and staff involved in quality improvement and patient safety (QI/PS) at University of Iowa Hospitals & Clinics (UIHC); readings, didactic sessions, and hands-on activities to advance knowledge and practice of QI/PS in health care; activities include review of ongoing QI/PS projects at UIHC, application of QI/PS methodologies to project development and analysis, individual and team-based simulations, interdisciplinary collaboration and communication, participating in conferences related to QI/PS, and reflecting on these experiences with peers. Same as NURS:3728.
- MED:8411 Foundational Science and Drug Therapy** 2 s.h.
Advanced medical students partner with advanced pharmacy students and work together to devise evidence-based treatments for patients suffering from common illnesses; foundational science concepts from each student's respective discipline—including mechanisms of health and disease and principles of pharmacokinetics and pharmacodynamics—are used to design and explain proposed treatments; two weeks, case-based.
- MED:8412 Improvisation: A Life Skill** 4 s.h.
Drawing from interpersonal communication techniques, experiences that help students communicate more empathically with their patients, patients' families, and other health care team members in order to create a safe and trusting exchange.
- MED:8413 Oaths and Ethics** 4 s.h.
History and purpose of medical oaths; medical oaths compared with professional codes; content of medical oaths in terms of ethical principles and virtues; review of ethical values communicated in ethics-related seminars at University of Iowa Hospitals & Clinics; students write a medical oath that crystallizes their own most important professional commitments.
- MED:8414 Health Policy Advocacy Des Moines** 4 s.h.
Health policy advocacy experience in Des Moines while Iowa Legislature is in session; students choose an area of interest in health policy advocacy and work with senior legislators, policy advisors, state health department representatives, or advocates of various professional organizations involved in advocacy efforts for health policy; students receive prior approval regarding which health policy issue they want to work on and which individual or professional organization they plan to work with during their onsite experience. Requirements: M.D. enrollment.
- MED:8415 Financial Management for Rising Interns** 2 s.h.
Foundational concepts of personal financial management; topics include personal budgeting, educational loan management, investing, risk management and mitigation, medical practice investment, taxation, and additional relevant areas of interest for rising resident physicians. Requirements: M.D. enrollment.
- MED:8416 Foundations in Healthcare Ethics** 3 s.h.
Major ethical traditions, ideas, and frameworks that have shaped contemporary approaches to healthcare ethics in morally pluralistic Western cultures; topics include four prominent frameworks in healthcare ethics—virtue based, principle based, circumstance based, and consequence based—that emphasize four aspects of ethical decision making—agent, action, context, and outcome.
- MED:8470 Self-Directed Learning in Advanced Clinical Topics** 0 s.h.
Online learning modules on advanced clinical topics; for students in M.D. program.
- MED:8480 Global Health Clerkship** arr.
Cross-cultural medical program at an international site; focus on health care problems of a specific community; individual educational objectives set in advance.
- MED:8499 Individually Arranged Medicine Elective** arr.
Individually arranged elective through the Office of Student Affairs and Curriculum.
- MED:9701 Instructional Design and Technology** 3 s.h.
Skills and techniques necessary for analysis, design, development, implementation, and evaluation of effective instruction.
- MED:9702 Clinical Teaching in Medical Education** 3 s.h.
Principles and methods for teaching individuals and small groups in outpatient and inpatient settings. Prerequisites: MED:9701 or PSQF:6205. Recommendations: educational psychology course.
- MED:9703 Educational Research and Evaluation** 3 s.h.
Research design and program evaluation; approaches relevant to medical education.

MED:9711 Teaching Methods in Medical Education 3 s.h.

Principles and methods for teaching in large and small classrooms. Recommendations: educational psychology course.

MED:9712 Introduction to Educational Measurement in Medical Education 3 s.h.

Classical test theory; overview of medical education assessment methods; practical information for designing and critiquing assessments.

MED:9713 Assessment in Medical Education 3 s.h.

Medical education assessment methods; research methods and literature that support current practices; research project. Prerequisites: MED:9712.

MED:9714 Current Issues in Medical Education 3 s.h.

Selected issues, policies, and research.

MED:9720 Portfolio Project 3 s.h.

Production of individual student portfolios used to integrate knowledge across courses; capstone activity.

MED:9721 Study in Faculty Development 3 s.h.

Academic credit for approved project or other assigned activities for students in the Teaching Scholars program.

MED:9722 Independent Study arr.**MED:9724 Leadership in Medicine** 3 s.h.

Introduction to basic leadership and management theories pertaining to a health care setting; focus on the history of leadership development, various components of leadership, and how these components can be used to be a successful leader/administrator. Requirements: Master in Medical Education degree program enrollment.

MED:9725 Simulation in Medical Education 3 s.h.

Appropriate use of various types of simulation in medical education; how to design, deliver, and debrief a simulation activity; literature supporting use of simulation in medical education. Requirements: Master in Medical Education degree program enrollment.

MED:9726 Curriculum Development in Medical Education 3 s.h.

Curriculum development using knowledge and experience gained from MED:9701, MED:9702, and MED:9711; identification of an area/topic for creation of curriculum; conduction of a needs assessment to identify topics and/or components of curriculum; creation of plan with curriculum goals, learning objectives, methods for evaluation; development of preliminary planning and aspects of implementation and evaluation phases of the model.

MED:9727 Teaching and Assessing Communication Skills in Medical Education 3 s.h.

Explores broad issues related to both teaching and assessing clinician-patient communication skills in medical education; review literature on best practices in clinician-patient communication and on teaching and/or assessing skills among medical learners; explore observation and feedback as key technique in addressing communication skills through observation of peers and learners; video recording of interactions with patients.

Hospital Certificate Programs of Study

The following courses are conducted by University of Iowa Hospitals & Clinics staff.

EMT-Paramedic Program Courses

EMTP:3101 Emergency Medical Technician - Paramedic I 0 s.h.

Preparation for role of entry-level paramedic: comprehension, application, and evaluation of the clinical role; demonstration of technical proficiency in all required skills; demonstration of personal behaviors consistent with professional and employer expectations. Requirements: certification as an emergency medical technician-basic.

EMTP:3102 Emergency Medical Technician - Paramedic II 0 s.h.

Preparation for role of entry-level paramedic: comprehension, application, and evaluation of the clinical role; demonstration of technical proficiency in all required skills; demonstration of personal behaviors consistent with professional and employer expectations. Prerequisites: EMTP:3101.

EMTP:3103 Emergency Medical Technician - Paramedic III 0 s.h.

Preparation for role of entry-level paramedic: comprehension, application, and evaluation of the clinical role; demonstration of technical proficiency in all required skills; demonstration of personal behaviors consistent with professional and employer expectations. Prerequisites: EMTP:3101.

Orthoptics Teaching Program Course

OTP:4902 Orthoptics Program 0 s.h.

Clinical science of binocular vision, ocular motility, and related eye disorders; practical, theoretical training in the Department of Ophthalmology and Visual Sciences two-year program; written, oral and practical national board examinations required at completion. Requirements: bachelor's degree with specific class recommendations.

Anatomy and Cell Biology

Chair

- John F. Engelhardt

Professional degree: M.C.A.

Faculty: <https://medicine.uiowa.edu/acb/people/primary-appointments>

Website: <https://medicine.uiowa.edu/acb/>

The Department of Anatomy and Cell Biology performs three major functions. It teaches human anatomy to students preparing for careers in the health care professions; provides advanced courses, teaching experience, and research training to graduate students preparing for careers in academic research and related scientific fields; and conducts original research on the biological basis of cellular functions and human disease processes.

Preclinical Study

The department contributes to the preclinical education of health care professionals by providing major courses in gross anatomy, cell biology, histology, and neuroscience.

Graduate Study

The department offers the cell and developmental biology subprogram for the Ph.D. in biomedical science. It also participates in the Carver College of Medicine's Medical Scientist Training [p. 1711] Program and the Graduate College's Molecular Medicine [p. 1609], Immunology [p. 1582], Genetics [p. 1576], and Neuroscience [p. 1611] Programs. On occasion, students are directly admitted to a Department of Anatomy and Cell Biology laboratory by arrangement with the laboratory director.

Professional Study

The Department of Anatomy and Cell Biology offers a professional degree, the Master of Clinical Anatomy (M.C.A.).

Programs

Graduate Programs of Study

Majors

- Master of Science in Anatomy and Cell Biology
- Doctor of Philosophy in Anatomy and Cell Biology

Students interested in doctoral studies in cell and developmental biology should apply under the umbrella program in Biomedical Science [p. 1549] (select cell and developmental biology subprogram). Direct applications to the M.S. and Ph.D. in anatomy and cell biology are not currently being considered.

Professional Program of Study

Major

- Master of Clinical Anatomy [p. 1671]

Facilities

The department occupies more than 35,000 square feet in the Bowen Science Building on the University of Iowa health sciences campus. The building houses modern

teaching facilities and well-equipped research laboratories. The most modern instrumentation is available, including facilities and equipment for digital microscopic imaging, confocal microscopy, molecular biological techniques, tissue culture, and protein chemistry. Other specialized equipment (e.g., electron microscopes, mass spectrophotometers) is available in other facilities. Through collaborative programs with the Holden Comprehensive Cancer Center and the Abboud Cardiovascular Research Center, faculty and students also have access to outstanding research facilities throughout the University's health sciences campus.

Courses

Anatomy and Cell Biology Courses

ACB:3110 Principles of Human Anatomy 3 s.h.

Gross and microscopic human anatomy; systemic approach to regional anatomy with emphasis on clinical relevance; optional tutorial sessions. Offered fall semesters. Requirements: pharmacy, pre-nursing, or associated medical sciences major.

ACB:3122 Independent Study in Anatomy and Cell Biology arr.

Projects arranged with department faculty members.

ACB:4156 Scanning Electron Microscopy and X-Ray Microanalysis arr.

Microscopy methods for research; all aspects of research, from sample preparation to imaging to data analysis; when to use a particular microscopy procedure; theory, operation, and application of scanning electron microscopy, scanning probe microscopy, laser scanning microscopy, X-ray microanalysis. Requirements: a physical science course. Same as CBE:4156, EES:4156.

ACB:5108 Human Anatomy 5 s.h.

Regional dissection, lectures, demonstrations; areas important to physical therapists, particularly the upper and lower extremities. Offered fall semesters. Requirements: physical therapy and rehabilitation science enrollment.

ACB:5203 Gross Human Anatomy for Graduate Students 5 s.h.

Regional dissection, lectures, demonstrations, tutorials, discussions, seminars; clinically relevant areas of anatomical radiology, surface anatomy with clinical correlations. Requirements: enrollment in master of clinical anatomy program.

ACB:5206 Graduate Research in Cell and Developmental Biology arr.

Individual laboratory research training in anatomical sciences.

ACB:5210 General Histology Online 3 s.h.

Histology of all tissues of human body starting with basic tissues and working through systems of the body; linked in sequence to the human gross anatomy for graduate students course so students will be learning about related content at the same time in anatomy and histology; online course consisting of recorded lectures, online modules, and extensive use of Virtual Microscope. Requirements: enrollment in master of clinical anatomy program.

- ACB:5218 Microscopy for Biomedical Research** arr. **1 s.h.**
Basic microscopy methods for research including optics, preparation, and analysis of biomedical specimens; light, fluorescence, confocal, transmitting electron, scanning electron, atomic force microscopes, elemental analysis; immunochemistry and stereology techniques; individualized laboratory instruction. Prerequisites: BIOL:2723. Same as BIOL:5218, MICR:5218.
- ACB:5224 Graduate Seminar in Cell and Developmental Biology** **0-1 s.h.**
Current research, literature. Requirements: cell and developmental biology graduate standing.
- ACB:6000 Human Anatomy for Advanced Practice** **3 s.h.**
Integrated study of interrelationships between anatomic structure and physiological function in health and disease at various points in the lifespan; mechanisms governing and supporting cellular, organ, and system function; internal milieu; relationship of study to clinical assessment of functional integrity of individual organ systems utilizing pertinent objective and subjective data; implications of pathophysiology for anesthesia and implications of anesthesia for pathophysiology; foundation for clinical practicums and courses in nurse anesthesia. Requirements: completion of an undergraduate human anatomy and physiology course and admission to anesthesia nursing program. Same as NURS:6000.
- ACB:6200 Special Topics in Genetics** **1 s.h.**
Current research in a selected field of genetics; different topic each year. Companion to a genetics seminar series. Same as GENE:6200.
- ACB:6220 Mechanisms of Cellular Organization** **3 s.h.**
Current understanding of basic cell biological processes; key experiments that led to guiding insights; mechanisms that cells use for compartmentalization and how those mechanisms are regulated; biogenesis of major organelles (e.g., mitochondria, peroxisomes, nucleus, secretory/endocytic membrane system); functions of cytoskeleton in cell motility, organelle motility, and cell division. Prerequisites: BIOC:3130. Same as MMED:6220, MPB:6220.
- ACB:6225 Growth Factor Receptor Signaling** **1 s.h.**
Mechanisms of signaling by growth factors; cytokines and related molecules that regulate cell proliferation, development, differentiation, and survival; emphasis on molecular mechanisms of signaling, relevance of these signaling processes to various human diseases. Same as MMED:6225, MPB:6225.
- ACB:6226 Cell Cycle Control** **1 s.h.**
Cell cycle regulation, DNA damage-dependent cell cycle regulation, redox-dependent cell cycle regulation, cellular senescence. Same as MMED:6226, MPB:6226.
- ACB:6227 Cell Fate Decisions** **1 s.h.**
Cellular fate decisions including signal integration, terminal differentiation in development, mechanisms of embryonic stem cell gene regulation/cellular reprogramming, cell death paradigms, and cell death in development and cancer. Same as MMED:6227, MPB:6227.
- ACB:6237 Critical Thinking in Biochemistry and Molecular Biology** **1 s.h.**
How nucleic acids, proteins, lipids, and carbohydrates interact to influence the function of cells and tissues; how molecules drive signaling pathways and cellular processes essential for biological functions; based on research publications.
- ACB:6238 Critical Thinking in Genetics** **1 s.h.**
Current topics in molecular and classical genetics; emphasis on genetic underpinnings of disease; based on primary research publications.
- ACB:6239 Critical Thinking in Cell Biology** **1 s.h.**
Understanding subcellular organization and intercellular communication; emphasis on critical thinking and primary research publications.
- ACB:6248 Critical Thinking in Development** **1 s.h.**
Current topics in molecular basis of vertebrate development; based on primary research publications.
- ACB:6249 Critical Thinking in Cellular Physiology** **1 s.h.**
Control of physiological systems at the cellular level; emphasis on regulation by molecular signaling pathways; literature-based.
- ACB:6250 Critical Thinking in Scientific Writing and Presentations** **1 s.h.**
Scientific grant writing, particularly specific aims development, and oral presentations. Requirements: second-year standing in cell and developmental biology graduate program.
- ACB:6252 Functional Neuroanatomy** arr. **1 s.h.**
Basic principles of neuroanatomy and neurophysiology; emphasis on human central nervous system; laboratory emphasis on anatomical study of spinal cord and brain. Offered spring semesters. Requirements: physical therapy and rehabilitation science enrollment or graduate standing. Same as PTRS:6253.
- ACB:6265 Neuroscience Seminar** **0-1 s.h.**
Research presentations. Same as BIOL:6265, MPB:6265, NSCI:6265, PSY:6265.
- ACB:7001 Teaching and Learning in the Anatomical Sciences** **2 s.h.**
Strategies involved in anatomical sciences education; these include interactive lecturing, dissection, peer teaching/learning, plastination, virtual microscopy, simulation, and case presentation, as well as assessment techniques; online course delivered through recorded lectures and online modules. Requirements: enrollment in master of clinical anatomy program.
- ACB:7002 Seminar in Anatomical Sciences** **1 s.h.**
Opportunity to discuss peer-reviewed anatomical, clinical, and education research articles as they relate to issues of teaching in the anatomical sciences; student- and/or faculty-led presentations prompt further discussion of various in-depth studies that focus on bringing current information into the classroom. Requirements: enrollment in master of clinical anatomy program.
- ACB:7010 Anatomy Through Imaging** **2 s.h.**
Exploration of anatomy through basic imaging techniques; online modules and in-class activities; focus on identification of normal structures through application of anatomical concepts. Requirements: enrollment in master of clinical anatomy program.
- ACB:7020 Human Embryology Online** **2 s.h.**
Major events of embryologic development in humans; more of a morphologic focus than a molecular focus, but includes important molecular concepts of development; students come to understand the backstory of adult human anatomy and how various birth defects occur. Offered spring semesters. Prerequisites: ACB:5203 or ACB:8101 or ACB:5108. Requirements: enrollment in master of clinical anatomy program.

ACB:7227 Anatomic Study for Teaching 2-3 s.h.

Experience completing a detailed dissection of a region of the human body; opportunity to create models depicting anatomical concepts. Requirements: enrollment in master of clinical anatomy program.

ACB:7400 Practicum in College Teaching for Master of Clinical Anatomy 1-4 s.h.

Supervised college teaching experience; teaching in collaboration with faculty, observation and critiques of teaching, participation in course planning and evaluation procedures; ethical and multicultural considerations. Recommendations: enrollment in master of clinical anatomy program.

ACB:8101 Medical Gross Human Anatomy 5 s.h.

Complete dissection of the body with regional emphasis stressing relationships to the living system; clinically relevant areas of radiologic imaging, surface anatomy, embryology, and clinical correlations; anatomical knowledge through lectures, small group work, independent activities. Offered fall semesters. Requirements: M.D. or M.P.A.S. enrollment.

ACB:8120 Human Gross Anatomy for Dental Students 6 s.h.

Exploration of gross anatomy of human body including thorax, abdomen, upper limb; extensive focus on head, neck, and neuroanatomy; regional and systemic approaches; course sequence and assessment blended with general histology for dental students; cadaveric dissections closely follow lecture sequence; emphasis on correlations to dental practice. Offered spring semesters. Requirements: D.D.S. enrollment.

ACB:8121 General Histology for Dental Students 4 s.h.

Microscopic study of cells, fundamental tissues, organ systems; emphasis on tooth-related structures. Offered spring semesters. Requirements: D.D.S. enrollment or anatomy and cell biology graduate standing.

ACB:8401 Advanced Human Anatomy arr.

Regional dissection of the body with emphasis on systems relevant to student's specialty interests; discussion, reading, clinically relevant imaging, embryology. Offered spring semesters. Requirements: fourth-year M.D. enrollment or graduate standing.

ACB:8402 Teaching Elective in Regional Anatomy 2,4 s.h.

Students expand knowledge and experience in medical education; investigation of educational pedagogy in a laboratory setting coupled with self-directed learning of anatomical content relevant to professional development; preparation, design, and implementation of four teaching interactions with M1/D1/PA1 students; designing a classroom exercise (e.g., interactive lecture, learning activity, computer-based study module) that helps bridge the basic science content with clinical procedure. Requirements: M.D. standing and enrollment in teaching distinction track.

ACB:8405 Advanced Neuroanatomy and Diagnostic Neuroimaging 2 s.h.

Focused training in interpretation of cross-sectional neuroanatomy at a level far exceeding what is currently taught in preclinical curriculum; builds on prior training in diagnostic neuroimaging of the human brain during first and second phases of the medical curriculum, producing postgraduate year one (PGY-1) level of readiness interpreting structural brain images; core knowledge and skills of neurological examination applied within context of clinical problems. Requirements: M.D. enrollment.

ACB:8498 Special Study On Campus

Anatomy research on campus; individually arranged. Requirements: M.D. enrollment.

arr.

Master of Clinical Anatomy, M.C.A.

The mission of the professional degree program, Master of Clinical Anatomy (M.C.A.), is to provide clinically relevant content knowledge coupled with experiential learning activities for developing skills in teaching, education research, and enhancing advancement to professional health care programs. Graduates will be able to:

- demonstrate knowledge of the anatomical sciences (neuroanatomy, gross anatomy, and histology) at a level necessary for instruction within a professional program;
- design and deliver effective instructional activities appropriate for a cadaveric dissection course;
- design and deliver effective instructional activities appropriate for individual, small group, large group, and laboratory settings;
- evaluate the effectiveness of educational instruction using both formative and summative methods; and
- practice effective methods of self-reflection on the nature, quality, and impact of instructional activities for learning.

Requirements

The Master of Clinical Anatomy (M.C.A.) program requires a minimum of 32 s.h. of work that is distributed between required (25 s.h.) and elective (7 s.h.) coursework. Students must maintain a g.p.a. of at least 3.25. The program is designed so that students can complete the requirements in a year and a half, and provides clinically relevant content coupled with experiential learning activities to develop skills in teaching and educational research. A portion of the curriculum is offered online to complement classroom and laboratory learning.

Students with a degree in a specific biological science (e.g., genetics) for which no formal coursework in basic gross anatomy has been completed may be required to take a prerequisite undergraduate anatomy course.

The Master of Clinical Anatomy requires the following coursework.

Required Courses

Code	Title	Hours
ACB:5203	Gross Human Anatomy for Graduate Students	5
ACB:5206	Graduate Research in Cell and Developmental Biology	2
ACB:5210	General Histology Online	3
ACB:6252	Functional Neuroanatomy	4
ACB:7001	Teaching and Learning in the Anatomical Sciences	2
ACB:7002	Seminar in Anatomical Sciences (taken twice for 1 s.h. each)	2
ACB:7020	Human Embryology Online	2
ACB:7227	Anatomic Study for Teaching	3
ACB:7400	Practicum in College Teaching for Master of Clinical Anatomy	2

Electives

Students select at least 7 s.h. in elective coursework.

Code	Title	Hours
ACB:5206	Graduate Research in Cell and Developmental Biology (may earn 1-3 s.h. in addition to required course above)	1-3
ACB:7010	Anatomy Through Imaging	2
ACB:7020	Human Embryology Online	2
ACB:7400	Practicum in College Teaching for Master of Clinical Anatomy (may earn 1-2 s.h. in addition to required course above)	1-2
ACB:8401	Advanced Human Anatomy	4
ACB:8402	Teaching Elective in Regional Anatomy	2
GRAD:7385	Teaching and Learning in Higher Education	3
MED:8403	Teaching Skills for Medical Students	4
PSQF:6205	Design of Instruction	3
Other coursework with M.C.A. program approval		1-3

Comprehensive Exam

Students successfully complete a comprehensive examination during the fall semester of their second year.

Research/Education Project

Students successfully present their research/education project during the fall semester of their second year.

Admission

Applicants must:

have a B.A. or B.S. degree with a strong science background;

have a g.p.a. of at least 3.00;

have an external performance exam from the last five years, such as MCAT (minimum score of 500 or pre-2015 exam scores greater than 27) or Graduate Record Examination (GRE) General Test (score above the 50th percentile with verbal score of at least 150 and math score of at least 150);

if an international applicant whose first language is not English, have a Test of English as a Foreign Language (TOEFL) score between 550 and 600 and be required to pass an English competency certification within the first 12 months of entry into the program;

provide three letters of reference/support;

submit a personal statement; and

be available for an interview with the M.C.A. faculty.

Application deadline is May 31.

For detailed application instructions and forms, visit the Department of Anatomy and Cell Biology.

Career Advancement

Graduates are prepared for a variety of anatomical sciences education settings that include advanced professional study, faculty/lectureship positions in medicine, and allied health care fields at community colleges. Some will want to continue their studies within a health care profession, others may want to prepare for college-level teaching, and others may want to pursue a career in anatomical sciences.

Anesthesia

Chair

- Cynthia Wong

Faculty: <https://medicine.uiowa.edu/anesthesia/people/primary-appointments>

Website: <https://medicine.uiowa.edu/anesthesia/>

Since its inception, the Department of Anesthesia at the University of Iowa has educated more than 400 anesthesiologists, and at least 18 former residents have served as heads of departments of anesthesiology at American medical colleges.

The department has been, and continues to be, well-represented on editorial boards of major anesthesia journals. It provides refresher course lectures for the annual meeting of the American Society of Anesthesiologists, has physician-researchers who are recognized by the National Institute of Health as independently funded principal investigators, provides many board examiners for the oral exams of the American Board of Anesthesiology, and has earned high national ranking because of these and other objective accomplishments.

The department coordinates the Anesthesia Nursing Program, a collaboration between the Carver College of Medicine and the College of Nursing. The program, which is open to nurses who hold a bachelor's degree, prepares nurse anesthetists to serve rural hospitals in Iowa and nationwide. The curriculum provides intensive training in didactic and clinical anesthesia and includes diverse clinical experience as well as classroom instruction, seminars, and clinical case conferences. For more information, see the Doctor of Nursing Practice [p. 1828] (College of Nursing) section of the Catalog.

M.D. Training

The Department of Anesthesia introduces second-year medical students to anesthesia as a specialty; helps third-year students develop concepts and technical skills related to resuscitation, airway management, and care of the unconscious patient; and offers fourth-year students intensive study in the specialty. It offers the following courses for medical students. For course descriptions and prerequisite information, see Courses [p. 1673] in this section of the Catalog.

Code	Title	Hours
ANES:8301	Clinical Anesthesia	2
ANES:8401	Clinical Anesthesia Senior	arr.
ANES:8402	Surgical and Neurosciences Intensive Care	arr.
ANES:8403	Chronic Pain Management	2
ANES:8495	Intensive Care Off Campus	arr.
ANES:8497	Research in Anesthesia	arr.
ANES:8498	Anesthesia On Campus	arr.
ANES:8499	Anesthesia Off Campus	arr.

Residency

Postgraduate and Residency Program

The department's postgraduate and residency program involves diverse clinical experiences, seminars and teaching conferences, and ongoing research activities that help postgraduate students and residents develop the knowledge and skills required of an anesthesia specialist.

Courses

Anesthesia Courses

ANES:6004 Scientific Principles for Anesthesia Practice 4 s.h.

Applicable chemical and physical properties of molecules important in anesthesia; technological principles and equipment used to safely deliver those molecules to patients and monitor patients during anesthesia; topics include basic chemical and physical calculations, properties of substances in solution, measurement, behavior of gases and other fluids, effects of heat transfer, and the specific chemistry of inhaled and intravenous anesthetics and adjuvant drugs. Corequisites: NURS:6006. Same as NURS:6004.

ANES:6006 Pharmacology of Anesthesia Practice 3 s.h.

Builds on content from foundational graduate pharmacology course; focus on safe prescribing, administration, and management of medications used to provide general, regional, or local anesthesia and analgesia for all patient populations across lifespan undergoing varied surgical, obstetrical, or other procedures in any health care setting. Prerequisites: PCOL:6204 with a minimum grade of B-. Requirements: enrollment in anesthesia nursing program. Same as NURS:6006.

ANES:6007 Basic Principles of Anesthesia Practice 5 s.h.

Overview and integration of anesthetic agents and techniques; patient assessment, preoperative airway evaluation, anesthetic planning, principles of fluid management, and arterial blood gas interpretation; principles of general and regional anesthesia and techniques as they pertain to each surgical specialty; Occupational, Safety and Health Administration (OSHA), The Joint Commission (TJC), and institutional regulations and requirements pertinent to anesthesia practice. Prerequisites: NURS:6004 with a minimum grade of B- and NURS:6006 with a minimum grade of B-. Same as NURS:6007.

ANES:6010 Advanced Principles of Anesthesia Practice I 4 s.h.

Special needs and intraoperative anesthetic management of complex patient populations and those with advanced pathologic states; anesthetic techniques for specific surgical subspecialties including pediatrics, obstetrics, neurosurgery, cardiac, vascular, thoracic, transplant, trauma, EENT, dental, and aesthetic or reconstructive procedures; pertinent pathophysiology and anesthetic monitoring and management techniques; clinical case conferences provide opportunities to discuss perianesthetic complications and challenges. Prerequisites: NURS:6007 with a minimum grade of B- or ANES:6007 with a minimum grade of B-. Same as NURS:6010.

ANES:6012 Advanced Principles of Anesthesia Practice II **1 s.h.**

Acute and chronic pain treatment modalities for all patients presenting for a variety of medical or surgical procedures across the lifespan. Prerequisites: NURS:6007 with a minimum grade of B- or ANES:6007 with a minimum grade of B-. Same as NURS:6012.

ANES:6050 Introductory Clinical Anesthesia **2 s.h.**

Initial mentorship in clinical anesthesia; development of basic clinical skills needed for a career as nurse anesthetist; application and integration of theoretical knowledge in clinical setting. Prerequisites: NURS:6004 and NURS:6006. Corequisites: NURS:6007. Same as NURS:6050.

ANES:6051 Clinical Anesthesia I **2 s.h.**

Mentored clinical anesthesia experience; advancement and enhancement of clinical skills in providing anesthesia for various surgical subspecialties including general, orthopedic, pediatric, geriatric, gynecologic, urologic, dental, EENT, ambulatory surgery, and invasive diagnostic procedures. Prerequisites: NURS:6050 or ANES:6050. Corequisites: NURS:6010. Same as NURS:6051.

ANES:6052 Clinical Anesthesia II **2 s.h.**

Additional mentored clinical anesthesia experience; advancement and enhancement of clinical skills in providing anesthesia for various surgical subspecialties including general, orthopedic, pediatric, geriatric, gynecologic, urologic, dental, EENT, ambulatory surgery, and invasive diagnostic procedures. Prerequisites: NURS:6051 or ANES:6051. Same as NURS:6052.

ANES:6053 Advanced Clinical Anesthesia **2 s.h.**

Mentored clinical anesthesia at selected sites; development of advanced clinical skills and critical thinking by providing anesthesia for all surgical specialties and invasive diagnostic procedures in all anesthetizing locations; providing anesthesia for all patients in all settings, including on call emergency surgeries. Prerequisites: NURS:6052. Same as NURS:6053.

ANES:6054 Obstetrical Anesthesia **2 s.h.**

Experience delivering analgesia and anesthesia for parturients during labor and delivery process. Prerequisites: NURS:6052. Same as NURS:6054.

ANES:6055 Rural Anesthesia **2 s.h.**

Opportunity to develop experience providing anesthesia and associated health care services at UI-affiliated clinical sites in rural settings. Prerequisites: NURS:6052. Same as NURS:6055.

ANES:8301 Clinical Anesthesia **2 s.h.**

Clinical instruction in perioperative care of the surgical patient; preoperative evaluation, consideration of coexisting medical problems, intraoperative care, postoperative management; basic airway management; introduction to clinical management of acute and chronic pain; case conferences, simulator training.

ANES:8401 Clinical Anesthesia Senior **arr.**

Advanced clinical experience in anesthesia management of surgical patients with coexisting medical problems; clinical experience in various forms of anesthesia; general, regional (spinal, epidural, peripheral nerve block) anesthesia; practical experience in airway management; mask ventilation, endotracheal intubation, LMA placement, other alternative airway techniques; medical management of surgical patient under anesthesia; pharmacology, cardiovascular and pulmonary physiology; case conferences.

ANES:8402 Surgical and Neurosciences Intensive Care **arr.**

Evaluation and treatment of critically ill neurological and post-surgical patients; evaluation of pulmonary function, ventilator management, monitoring and management of hemodynamics, fluid balance, acid-based problems, acute kidney injury, acute neurological events, and advanced monitoring techniques.

ANES:8403 Chronic Pain Management **2 s.h.**

How to interview and assess patients with pain, work with a multidisciplinary team to determine the type of pain and/or diagnosis, and develop a multimodal treatment plan; readings, classroom discussions, and experiential activities.

ANES:8495 Intensive Care Off Campus **arr.**

Evaluation and treatment of seriously ill patients in an intensive care unit (other than University of Iowa Hospitals and Clinics); artificial ventilation, evaluation of pulmonary function, monitoring of cardiovascular status, fluid balance and acid base problems, advance monitoring techniques. Prerequisites: ANES:8401. Requirements: 4 s.h. of ANES:8401.

ANES:8497 Research in Anesthesia **arr.**

Medical research, clinical or laboratory projects; individual study.

ANES:8498 Anesthesia On Campus **arr.**

Well defined research project relating to anesthesia; arranged by student with departmental approval.

ANES:8499 Anesthesia Off Campus **arr.**

Knowledge development in anesthesia work and monitor use; ability to identify respiratory, cardiovascular, and neurologic effects of anesthetic agents; skill in airway management; basic skills in general, spinal, epidural, and peripheral nerve block anesthesia.

Biochemistry

Chair

- Charles M. Brenner

Undergraduate major: biochemistry (B.A., B.S.)

Graduate degrees: M.S. in biochemistry; Ph.D. in biochemistry

Faculty: <https://medicine.uiowa.edu/biochemistry/people/primary-appointments>

Website: <https://medicine.uiowa.edu/biochemistry/>

Biochemistry is the study of basic chemical processes that occur in and govern all living systems. Nearly all areas of the life sciences engage in biochemical research.

The Department of Biochemistry offers undergraduate and graduate degrees, and determines the curricula for those programs. Undergraduate students majoring in biochemistry receive their degrees (Bachelor of Arts or Bachelor of Science) from the College of Liberal Arts and Sciences, and their studies are governed by that college's undergraduate academic policies. The Master of Science and the Doctor of Philosophy degrees are awarded by the Graduate College.

Faculty and Research

The department's faculty members supervise research in biochemistry; molecular, cellular, developmental, computational, and structural biology; and model system genetics. Their work is supported by grants from the National Institutes of Health, the National Science Foundation, the American Heart Association, the American Cancer Society, the Muscular Dystrophy Association, and other sources. To learn more about the department's faculty members and areas of research, visit the Department of Biochemistry website.

Programs

Undergraduate Programs of Study

Majors

- Major in Biochemistry (Bachelor of Arts) [p. 1678]
- Major in Biochemistry (Bachelor of Science) [p. 1681]

Graduate Programs of Study

Majors

- Master of Science in Biochemistry [p. 1684]
- Doctor of Philosophy in Biochemistry [p. 1685]

Facilities

The Department of Biochemistry occupies 36,700 square feet on the fourth floor of the Bowen Science Building, 3,500 square feet on the third floor of the Medical Education Research Facility, 2,000 square feet in the **Eckstein Medical Research Building**, and 2,900 square feet on the fourth floor of the Pappajohn Biomedical Discovery Building in the Fraternal Order of Eagles Diabetes Research Center on the University's health sciences campus. It has a number of well-equipped research laboratories and other departmental facilities, including the Biochemistry Stores, the Mattill Biochemistry Reading Room, and the Heath Conference Room.

The department makes available a number of shared instruments, including an Applied PhotoPhysics stopped flow spectrometer SX20; a Jasco spectropolarimeter, model J815; a Horiba fluorlog-3 spectrofluorometer; and a Beckman Coulter ultra XLI analytical centrifuge.

Faculty, staff, and students in the department have access to a variety of shared Carver College of Medicine resources, including the Protein Crystallography Facility, the Iowa Institute of Human Genetics Genomics Division (DNA Facility), the Nuclear Magnetic Resonance Facility, the Proteomics Facility, the Flow Cytometry Facility, the Viral Vector Core Facility, the Small Animal Imaging Core Facility, and the Genome Editing Facility. The University also supports resources such as the Central Microscopy Research Facilities and the High Throughput Screening Facility.

Courses

Biochemistry Courses

BIOC:2120 Life-Oriented Organic Chemistry I 3 s.h.

Rigorous treatment of organic chemistry with emphasis on reactivity of biological molecules and reactions of functionalized organic molecules; prepares students to major in any life science including biochemistry, biology, health and human physiology, microbiology, neuroscience, and psychology; satisfies the organic chemistry requirement for further study in the health professions; preparation for biochemistry coursework, conducting research, teaching and/or pursuing policy, regulatory, or legal careers in the life sciences. Requirements: Advanced Placement (AP) chemistry score of 5 or CHEM:1110 or one semester of collegiate chemistry.

BIOC:3110 Biochemistry 3 s.h.

One-semester survey of basic concepts in modern biochemistry and molecular biology; emphasis on application of biochemical concepts to human metabolism; appropriate for students who plan to pursue a career in health care or want an overview of biochemistry as a discipline. Requirements: one year each of college-level biology and chemistry. Recommendations: one semester of organic chemistry.

BIOC:3120 Biochemistry and Molecular Biology I 3 s.h.

Physical and chemical foundations of biochemistry, structure of biological molecules, catalysis, transport, and oxidative reactions in biology; first course of two-semester sequence that concludes with BIOC:3130. Requirements: two semesters of general chemistry and one of organic chemistry. Recommendations: BIOL:1411, BIOL:1412, and an additional organic chemistry course.

BIOC:3130 Biochemistry and Molecular Biology II 3 s.h.

Molecular principles of photosynthesis and biosignaling; metabolism of lipids, amino acids, and nucleic acids; DNA replication, transcription, and protein translation; team-taught, didactic lecture style; second of a two-semester comprehensive biochemistry sequence. Prerequisites: BIOC:3120 with a minimum grade of C-.

BIOC:3140 Experimental Biochemistry 2 s.h.

Use of modern instruments and techniques to fractionate, identify, and characterize constituents of biochemical systems. Prerequisites: BIOC:3120 with a minimum grade of C. Requirements: two semesters of general chemistry and one semester of organic chemistry.

- BIOC:3150 Development of Senior Research Project** 2 s.h.
Preparation for biochemistry majors pursuing a senior research project in BIOC:4999; communicating technical information through writing and speaking; presenting scientific journal articles and writing experimental protocols; developing detailed proposal for one-year senior research project. Prerequisites: BIOC:3130 or BIOC:3120 or BIOC:3140. Requirements: biochemistry major, and junior or senior standing.
- BIOC:3310 Practical Data Science and Bioinformatics** 3 s.h.
Understanding how to access large biological data sets and use them to answer biological questions is an important skill for researchers; immersive introduction to computational handling of data; how to access and analyze publicly available data; critically evaluate data quality and analysis in context of measuring gene expression; basic coding in R/RStudio, plotting and data display, fitting and regression, statistical inference, statistical models, downloading and data wrangling; basic introduction to machine learning (clustering); for students with no computational background. Prerequisites: BIOL:1411 with a minimum grade of C- and BIOL:1412 with a minimum grade of C-. Requirements: college algebra. Recommendations: BIOC:3110, or BIOC:3120 and BIOC:3130, or other upper-level life sciences courses. Same as CBIO:3310, MMED:3310.
- BIOC:3800 Biochemistry Teaching Practicum** arr.
Training for qualified junior or senior undergraduates majoring in biochemistry or a related field to contribute to undergraduate courses; interns may hold review sessions, offer regular office hours, draft questions for homework or exams, assist in proctoring exams, assist students in a laboratory setting, and help with course implementation; guidance from the faculty director and instructors in each course; interns are expected to work approximately three hours per week for each semester hour of credit earned. Requirements: completion of a course covering the same or equivalent material with a grade of B or higher, and must arrange for a short interview with the appropriate course director prior to registration.
- BIOC:3993 Undergraduate Biochemistry Research** arr.
Preparation for BIOC:4999; directed research with a biochemistry faculty member; experience in an active biochemistry research lab, learning and performing experiments relevant to current projects in that lab, including exposure to scientific literature; arranged in advance by student and biochemistry faculty member.
- BIOC:4241 Biophysical Chemistry I** 3 s.h.
Principles and experimental approaches used to study structure and function of biological macromolecules; protein structure, stability, and dynamics; macromolecular interactions; common biophysical methods. Prerequisites: BIOC:3120 with a minimum grade of C- and BIOC:3130 with a minimum grade of C-. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.
- BIOC:4242 Biophysical Chemistry II** 3 s.h.
Principles and experimental approaches used to study structure and function of biological macromolecules; ligand binding and enzyme catalysis; X-ray crystallography; NMR spectroscopy. Prerequisites: BIOC:3120 with a minimum grade of C- and BIOC:3130 with a minimum grade of C-. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.
- BIOC:4310 Computational Biochemistry** 3 s.h.
Introduction to biomolecular modeling and computer simulation techniques; biomolecular structure and molecular driving forces; principles of structural optimization and conformational sampling; applications to biomolecular phenotypes; scripting and molecular visualization in PyMol, setting up and running molecular dynamics simulations using VMD and NAMD, performing refinement of X-ray diffraction data sets using Phenix, and executing Poisson-Boltzmann electrostatic calculations using APBS. Prerequisites: (MATH:1560 or MATH:1860) and CHEM:1120. Recommendations: BIOC:3110 or BIOC:3120. Same as BME:4310.
- BIOC:4999 Advanced Undergraduate Biochemistry Research** arr.
Advanced directed research with a biochemistry faculty member; work on an individualized research project relevant to research goals of that lab; learning related scientific literature and presentation of research results; arranged in advance by student and biochemistry faculty member and taken after completion of core biochemistry curriculum. Prerequisites: BIOC:3120 with a minimum grade of B- and BIOC:3130 with a minimum grade of B- and BIOC:3140 with a minimum grade of B- and BIOC:3150 with a minimum grade of B-. Requirements: BIOC:3993 or URES:3994 or HONR:3994 or prior research experience or lab practicum.
- BIOC:5215 Directed Readings for Graduate Students** arr.
Directed readings with course content arranged with professor.
- BIOC:5241 Biophysical Chemistry I** 3 s.h.
Principles and experimental approaches used to study structure and function of biological macromolecules; protein structure, stability, and dynamics; macromolecular interactions; common biophysical methods. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.
- BIOC:5242 Biophysical Chemistry II** 3 s.h.
Principles and experimental approaches used to study structure and function of biological macromolecules; ligand binding and enzyme catalysis; X-ray crystallography; NMR spectroscopy. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.
- BIOC:5243 Biophysical Chemistry I, Module I** 1 s.h.
Overview of principles of protein structure, stability, folding, and dynamics; brief treatment of structural biology approaches to help students become critical users of models derived from X-ray crystallography and NMR; taken alone or as part of BIOC:5241. Requirements: introductory course in biochemistry.
- BIOC:5244 Biophysical Chemistry II, Module I** 1 s.h.
Enzymes as unparalleled catalysts that represent a unique class of drug targets; focus on organic chemistry of enzyme catalyzed reactions and enzyme inhibition by small molecules from a medicinal chemistry perspective; chemical and enzyme kinetics, sources of catalytic power, chemical mechanisms used in enzyme catalysis, role of coenzymes; strategies in enzyme inhibition, drug resistance, drug synergism, reversible enzyme inhibitors, transition state analogs, slow tight binding inhibitors, irreversible inhibition; taken alone or as part of BIOC:5242. Requirements: introductory course in biochemistry. Same as PHAR:5542.

- BIOC:5245 Biophysical Chemistry I, Module II** 1 s.h.
In-depth examination of statistical thermodynamics and molecular forces in biological systems as related to protein structure, stability, and folding; nucleic acid structure and stability; taken alone or as part of BIOC:5241. Requirements: introductory course in biochemistry.
- BIOC:5246 Biophysical Chemistry II, Module II** 1 s.h.
Utilization of X-ray crystallography and NMR spectroscopy in determining atomic resolution biomolecular structures; crystal geometry, X-ray diffraction, the phase problem, data collection, structure solving and refinement; basic principles of NMR spectroscopy including magnetic properties of nuclei, chemical shift, resonance assignments, determination of NOEs, scalar couplings, RDCs, and simulated annealing approaches to structure determination; for students interested in structural biology; taken alone or as part of BIOC:5242. Requirements: introductory course in biochemistry.
- BIOC:5247 Biophysical Chemistry I, Module III** 1 s.h.
In-depth examination of protein-protein interactions and protein-nucleic acid interactions; implications in biological motility, transcription, and replication; taken alone or as part of BIOC:5241. Requirements: introductory course in biochemistry.
- BIOC:5248 Biophysical Chemistry II, Module III** 1 s.h.
Methods for studying biomolecular dynamics, structure of large biomolecules and biomolecular complexes; measurement and analysis of NMR parameters for characterization of dynamics including T1, T2, hetNOE, CPMG-RD, and RDCs; introduction to computational approaches (e.g., molecular dynamics); NMR methods for studying large biomolecular systems and survey of other approaches including cryoEM and SAX; for students interested in structural biology; taken alone or as part of BIOC:5242. Requirements: one year of biochemistry. Recommendations: basic knowledge of spectroscopy and some previous exposure to NMR from basic chemistry courses.
- BIOC:5261 Research Techniques** 1-6 s.h.
Laboratory rotation for first-year graduate students in biochemistry.
- BIOC:5282 Seminar** 0-2 s.h.
How to evaluate reports of scientific investigations critically; techniques for presenting scientific information.
- BIOC:5875 Perspectives in Biocatalysis** 1-3 s.h.
Applied enzymology, protein design, structure-activity relationships, biosensor technology, microbial transformations, biodegradation of environmental pollutants. Requirements: graduate standing in a participating department supported by the Predoctoral Training Program in Biotechnology. Same as CBE:5875, CEE:5875, CHEM:5875, MICR:5875, PHAR:5875.
- BIOC:7251 Introduction to Protein Structures** 1 s.h.
Basics of protein structures and amino acids; module covers chapters 1-5 of Lehninger's *Principles of Biochemistry*. Recommendations: first-year graduate standing in biosciences or physical sciences.
- BIOC:7252 Enzymes, Carbohydrates, Nucleic Acids, and Bioenergetics** 1 s.h.
Basics of enzyme kinetics and enzyme mechanisms, carbohydrates, nucleic acids, and bioenergetics; module covers chapters 6, 7, 8, and 13 of Lehninger's *Principles of Biochemistry*. Recommendations: first-year graduate standing in biosciences or physical sciences.
- BIOC:7253 Metabolism I** 1 s.h.
Basics of carbohydrate metabolism (glycolysis, gluconeogenesis, the pentose phosphate pathway), hormonal regulation of carbohydrate metabolism, the citric acid cycle, amino acid catabolism, oxidative phosphorylation; assignment of an advanced topic related to material, typically a recent research paper, extending inquiry beyond that presented in class and presented orally at end of five-week module. Requirements: undergraduate biochemistry course or background in enzyme function.
- BIOC:7254 Cellular Biochemistry** 1 s.h.
Carbohydrate biosynthesis in plants and bacteria, lipid structure/function, biological membranes and transport, signaling, and protein turnover; can be taken alone or as part of BIOC:3130; for graduate students who wish to refresh or advance their knowledge of cellular biochemistry. Recommendations: first-year graduate standing in biosciences or physical sciences.
- BIOC:7255 Metabolism II** 1 s.h.
Fatty acid metabolism, lipid biosynthesis, synthesis of nitrogen containing compounds (amino acids, nucleotides) and principles of hormonal regulation of metabolic pathways; can be taken alone or as part of BIOC:3130; for graduate students who wish to refresh or advance their knowledge of metabolism. Recommendations: first-year graduate standing in biosciences or physical sciences.
- BIOC:7256 Molecular Biology** 1 s.h.
Chromosomal organization, DNA replication, gene expression, RNA processing, and translation; can be taken alone or as part of BIOC:3130; for graduate students who wish to refresh or advance their knowledge of the central dogma of molecular biology. Recommendations: first-year graduate standing in biosciences or physical sciences.
- BIOC:7292 Research Biochemistry** arr.
Thesis research.
- BIOC:8101 Biochemistry for Dental Students** 3 s.h.
Biochemical concepts and application to clinical problems. Requirements: CHEM:2210 and D.D.S. enrollment. Recommendations: CHEM:2220.

Biochemistry, B.A.

To maximize student flexibility, the curriculum for the B.A. with a major in biochemistry is identical to the B.S. degree in the first two years of study.

Requirements

The Bachelor of Arts with a major in biochemistry requires a minimum of 120 s.h., including 58 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

The biochemistry major for the Bachelor of Arts degree provides a rigorous education in biochemical concepts and practice in the laboratory while giving students flexibility to specialize in additional disciplines or to obtain clinical volunteer experience. The B.A. program is intended for most students majoring in biochemistry, including those with pre-medicine, pre-pharmacy, pre-dental, and other pre-health professions interests. It also is appropriate for students earning more than one major.

Qualified students may graduate with honors in the biochemistry major; see "Honors in the Major" under Honors [p. 1678] in this section of the Catalog.

The B.A. with a major in biochemistry requires the following coursework.

Code	Title	Hours
Common Requirements		49
Additional Requirements		9
Total Hours		58

Common Requirements

Students complete the following during their first two years.

Code	Title	Hours
BIOC:3120 & BIOC:3130	Biochemistry and Molecular Biology I-II	6
BIOC:3140	Experimental Biochemistry	2
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210 or CHEM:2230	Organic Chemistry I or Organic Chemistry I for Majors	3
CHEM:2220 or CHEM:2240	Organic Chemistry II or Organic Chemistry II for Majors	3
CHEM:2410 or CHEM:2420	Organic Chemistry Laboratory or Organic Chemistry Laboratory for Majors	3
MATH:1850 & MATH:1860	Calculus I-II	8
PHYS:1511 or PHYS:1611	College Physics I or Introductory Physics I	4
PHYS:1512 or PHYS:1612	College Physics II or Introductory Physics II	4

If students take PHYS:1612 Introductory Physics II, they must take the course with the lab component.

Additional Requirements

In addition to the common requirements listed above, students must complete the following.

Code	Title	Hours
One of these:		
BIOC:4241	Biophysical Chemistry I	3
BIOC:4242	Biophysical Chemistry II	3
CHEM:4430	Principles of Physical Chemistry	3
CHEM:4431	Physical Chemistry I	3
CHEM:4432	Physical Chemistry II	3
And:		
	Advanced science electives, approved by biochemistry advisor	6

Students intending to earn advanced degrees in the biological or health sciences are advised to earn at least 4 s.h. in BIOC:3993 Undergraduate Biochemistry Research or BIOC:4999 Advanced Undergraduate Biochemistry Research. There are no prerequisites for BIOC:3993. The course involves experience in an active biochemistry research lab, which must be arranged ahead of time with a supervising faculty member. Students may make arrangements directly with the faculty member, or they may request assistance from an undergraduate advisor. Credit earned in BIOC:3993 does not count toward the major, but it does count toward the minimum of 120 s.h. required to graduate.

Before students register for BIOC:4999 Advanced Undergraduate Biochemistry Research, they must have completed BIOC:3120 Biochemistry and Molecular Biology I, BIOC:3130 Biochemistry and Molecular Biology II, BIOC:3140 Experimental Biochemistry, and BIOC:3150 Development of Senior Research Project, with a grade of B-minus or higher in each course. Students also are required to have prior research experience, such as in BIOC:3993 Undergraduate Biochemistry Research, URES:3994 Undergraduate Research and Creative Projects, or HONR:3994 Honors Research Practicum, and permission of the instructor.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. They must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in work for the major. They must earn 6 s.h. in BIOC:4999 Advanced Undergraduate Biochemistry Research and present their research results in a honors thesis written in the form of a

journal article and in an oral report given at a special open departmental seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the biochemistry major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: CHEM:1110 Principles of Chemistry I, CHEM:1120 Principles of Chemistry II, MATH:1850 Calculus I, and MATH:1860 Calculus II

Before the fifth semester begins: BIOL:1411 Foundations of Biology, BIOL:1412 Diversity of Form and Function, CHEM:2210 Organic Chemistry I or CHEM:2230 Organic Chemistry I for Majors, CHEM:2220 Organic Chemistry II or CHEM:2240 Organic Chemistry II for Majors, and CHEM:2410 Organic Chemistry Laboratory or CHEM:2420 Organic Chemistry Laboratory for Majors

Before the seventh semester begins: PHYS:1611 Introductory Physics I or PHYS:1511 College Physics I, PHYS:1612 Introductory Physics II or PHYS:1512 College Physics II, BIOC:3120 Biochemistry and Molecular Biology I, BIOC:3130 Biochemistry and Molecular Biology II, BIOC:3140 Experimental Biochemistry, a science elective, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: CHEM:4430 Principles of Physical Chemistry or CHEM:4431 Physical Chemistry I or CHEM:4432 Physical Chemistry II or BIOC:4241 Biophysical Chemistry I or BIOC:4242 Biophysical Chemistry II, and a science elective

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biochemistry, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Students in good academic standing can switch from the B.A. to the B.S. degree program after completing one semester of organic chemistry (CHEM:2230 Organic Chemistry I for Majors or CHEM:2210 Organic Chemistry I).		
Hours		0
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
MATH:1850	Calculus I ^{a, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^d		1
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
CHEM:1120	Principles of Chemistry II ^a	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
MATH:1860	Calculus II	4
GE CLAS Core: Diversity and Inclusion ^e		3
Elective course ^d		1
Hours		15-16
Second Year		
Fall		
BIOL:1411	Foundations of Biology ^a	4
CHEM:2210 or CHEM:2230	Organic Chemistry I or Organic Chemistry I for Majors	3
GE CLAS Core: Historical Perspectives ^e		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^d		2
Hours		16-17
Spring		
BIOL:1412	Diversity of Form and Function ^a	4
CHEM:2240 or CHEM:2220	Organic Chemistry II for Majors or Organic Chemistry II	3
CHEM:2410 or CHEM:2420	Organic Chemistry Laboratory or Organic Chemistry Laboratory for Majors	3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		2
Hours		16-17
Third Year		
Fall		
BIOC:3120	Biochemistry and Molecular Biology I	3
PHYS:1611 or PHYS:1511	Introductory Physics I ^a or College Physics I	4
Major: research or science elective (consult with advisor) ^{g, h}		3
GE CLAS Core: Values and Culture ^e		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5
--	-------

Hours	17-18
-------	-------

Spring

BIOC:3130 Biochemistry and Molecular Biology II	3
---	---

BIOC:3140 Experimental Biochemistry	2
-------------------------------------	---

PHYS:1512 College Physics II ^a or PHYS:1612 or Introductory Physics II	4
--	---

GE CLAS Core: Literary, Visual, and Performing Arts ^e	3
--	---

GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f	4 - 5
--	-------

Hours	16-17
-------	-------

Fourth Year**Fall**

BIOC:4241 Biophysical Chemistry I or CHEM:4431 or Physical Chemistry I or CHEM:4430 or Principles of Physical Chemistry	3
---	---

Major: research, independent study, or elective (consult with advisor) ^{g, h}	3
--	---

Major: science elective (consult with advisor) ^h	3
---	---

GE CLAS Core: International and Global Issues ^e	3
--	---

Elective course ^d	3
------------------------------	---

Hours	15
-------	----

Spring

Major: research, independent study, or elective (consult with advisor) ^{g, h}	3
--	---

Major: science elective (consult with advisor) ^h	3
---	---

GE CLAS Core: Social Sciences ^e	3
--	---

Elective course ^d	3
------------------------------	---

Elective course ^d	3
------------------------------	---

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ	
---	--

Hours	15
-------	----

Total Hours	124-130
-------------	---------

a Fulfills a major requirement and may fulfill a GE requirement.

b Enrollment in chemistry courses requires completion of a placement exam.

c Enrollment in math courses requires completion of a placement exam.

d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.

e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.

f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.

g Students intending to earn advanced degrees in the biological or health sciences are advised to earn at least 4 s.h. in BIOC:3993 or BIOC:4999.

h Students are required to complete 6 s.h. in advanced science electives approved by biochemistry advisor.

i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Biochemistry graduates with bachelor's degrees often work as research assistants in industry, government, education, or health services; teach in secondary schools; or go on to advanced study in medicine, dentistry, or other areas. The program offers solid preparation for careers in medicine, biology, chemistry, dentistry, research, or related sciences. About one-third of biochemistry majors go on to study medicine; others enter graduate programs or professional degree programs.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Biochemistry, B.S.

To maximize student flexibility, the curriculum for the B.S. with a major in biochemistry is identical to the B.A. degree in the first two years of study.

Requirements

The Bachelor of Science with a major in biochemistry requires a minimum of 120 s.h., including 70 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

All students majoring in biochemistry are initially placed in the Bachelor of Arts degree program. Students in good academic standing can switch to the Bachelor of Science degree program after completing one semester of organic chemistry (CHEM:2230 Organic Chemistry I for Majors or CHEM:2210 Organic Chemistry I). Students who wish to change their degree program to the Bachelor of Science should do so by filling out a change of degree form at the College of Liberal Arts and Sciences Office of Academic Programs and Student Development.

The biochemistry major for the Bachelor of Science degree is intended primarily for students planning careers in research. The B.S. program prepares students to pursue graduate degrees, such as an M.S., Ph.D., or a combined M.D./Ph.D. program, or to work as research technicians. The B.S. program requires 12-14 s.h. more credit in science and laboratory electives than the B.A. program does.

Qualified students may graduate with honors in the biochemistry major; see "Honors in the Major" under Honors [p. 1678] in this section of the Catalog.

The B.S. with a major in biochemistry requires the following coursework.

Code	Title	Hours
Common Requirements		49
Additional Requirements		21
Total Hours		70

Common Requirements

Students complete the following during their first two years.

Code	Title	Hours
BIOC:3120 & BIOC:3130	Biochemistry and Molecular Biology I-II	6
BIOC:3140	Experimental Biochemistry	2
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210 or CHEM:2230	Organic Chemistry I or Organic Chemistry I for Majors	3
CHEM:2220 or CHEM:2240	Organic Chemistry II or Organic Chemistry II for Majors	3
CHEM:2410 or CHEM:2420	Organic Chemistry Laboratory or Organic Chemistry Laboratory for Majors	3

MATH:1850 & MATH:1860	Calculus I-II	8
PHYS:1511 or PHYS:1611	College Physics I or Introductory Physics I	4
PHYS:1512 or PHYS:1612	College Physics II or Introductory Physics II	4

If students take PHYS:1612 Introductory Physics II, they must take the course with the lab component.

Additional Requirements

In addition to the common requirements listed above, students must complete the following.

Code	Title	Hours
Two of these:		
BIOC:4241	Biophysical Chemistry I	3
BIOC:4242	Biophysical Chemistry II	3
CHEM:4430	Principles of Physical Chemistry	3
CHEM:4431	Physical Chemistry I	3
CHEM:4432	Physical Chemistry II	3
One of these options:		
BIOC:4999	Advanced Undergraduate Biochemistry Research	6
Advanced laboratory courses		6
And:		
Advanced science electives, approved by biochemistry advisor		9

Students are encouraged to begin research by taking BIOC:3993 Undergraduate Biochemistry Research, which has no prerequisites. The course involves experience in an active biochemistry research lab, which must be arranged ahead of time with a supervising faculty member. Students may make arrangements directly with the faculty member, or they may request assistance from an undergraduate advisor. Credit earned in BIOC:3993 does not count toward the major, but it does count toward the minimum of 120 s.h. required to graduate.

Before students register for BIOC:4999 Advanced Undergraduate Biochemistry Research, they must have completed BIOC:3120 Biochemistry and Molecular Biology I, BIOC:3130 Biochemistry and Molecular Biology II, BIOC:3140 Experimental Biochemistry, and BIOC:3150 Development of Senior Research Project, with a grade of B-minus or higher in each course. Students also are required to have prior research experience, such as in BIOC:3993 Undergraduate Biochemistry Research, URES:3994 Undergraduate Research and Creative Projects, or HONR:3994 Honors Research Practicum, and permission of the instructor. Students can only count 6 s.h. in BIOC:4999 toward their requirements for the degree.

Teacher Licensure

Students interested in teaching in elementary and/or secondary schools should seek admission to the Teacher Education Program (TEP) in the College of Education.

To qualify for licensure in secondary teaching, students in the TEP complete a degree in education as well as a related College of Liberal Arts and Sciences degree. See Teacher Education Program Application and Admission on the College of Education website for details on requirements and

deadlines for applying to the College of Education and about TEP choices of majors leading to licensure.

Combined Programs

B.S./Ph.D.

The combined Bachelor of Science/Doctor of Philosophy in biochemistry program permits students to transition into the Ph.D. program during their senior year and to count 12 s.h. of credit toward both the B.S. and Ph.D. requirements. The combined program provides a research-intensive experience and shortens the training time for students interested in pursuing independent biochemistry research careers. Students in the program receive financial support during the second half of their senior year and throughout their Ph.D. study.

Students must be pursuing a Bachelor of Science with a major in biochemistry, and by the beginning of their senior year they must:

- have 108 s.h. of undergraduate credit;
- have a minimum g.p.a. of 3.50;
- have completed four semesters of research experience (summer research counts as one semester); and
- have completed BIOC:3120 Biochemistry and Molecular Biology I, BIOC:3130 Biochemistry and Molecular Biology II, and BIOC:3140 Experimental Biochemistry.

Students interested in the combined program should speak with their academic advisor and the biochemistry honors advisor during their first year or at the beginning of their sophomore year. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information, contact the Department of Biochemistry.

Honors

Honors in the Major

Students have the opportunity to graduate with honors in the major. They must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in work for the major. They must earn 6 s.h. in BIOC:4999 Advanced Undergraduate Biochemistry Research and present their research results in a honors thesis written in the form of a journal article and in an oral report given at a special open departmental seminar.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the biochemistry major.

Academic Plans

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay

on the University's Four-Year Graduation Plan. Courses in the major are those required to complete the major; they may be offered by departments other than the major department.

Before the third semester begins: CHEM:1110 Principles of Chemistry I, CHEM:1120 Principles of Chemistry II, MATH:1850 Calculus I, and MATH:1860 Calculus II

Before the fifth semester begins: BIOL:1411 Foundations of Biology, BIOL:1412 Diversity of Form and Function, CHEM:2210 Organic Chemistry I or CHEM:2230 Organic Chemistry I for Majors, CHEM:2220 Organic Chemistry II or CHEM:2240 Organic Chemistry II for Majors, and CHEM:2410 Organic Chemistry Laboratory or CHEM:2420 Organic Chemistry Laboratory for Majors

Before the seventh semester begins: PHYS:1611 Introductory Physics I or PHYS:1511 College Physics I, PHYS:1612 Introductory Physics II or PHYS:1512 College Physics II, BIOC:3150 Development of Senior Research Project, one semester of BIOC:3993 Undergraduate Biochemistry Research for students planning to take BIOC:4999 Advanced Undergraduate Biochemistry Research, BIOC:3120 Biochemistry and Molecular Biology I, BIOC:3130 Biochemistry and Molecular Biology II, BIOC:3140 Experimental Biochemistry, two science electives, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: CHEM:4431 Physical Chemistry I or CHEM:4432 Physical Chemistry II or BIOC:4241 Biophysical Chemistry I or BIOC:4242 Biophysical Chemistry II, a science elective, and at least 3 s.h. of BIOC:4999 Advanced Undergraduate Biochemistry Research

During the eighth semester: enrollment in all remaining coursework in the major, all remaining GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biochemistry, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Students in good academic standing can switch from the B.A. to the B.S. degree program after completing one semester of organic chemistry (CHEM:2230 Organic Chemistry I for Majors or CHEM:2210 Organic Chemistry I).		
Hours		0
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
MATH:1850	Calculus I ^{a, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^d		1
CSI:1600	Success at Iowa	2
Hours		14-15
Spring		
CHEM:1120	Principles of Chemistry II ^a	4

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1860	Calculus II	4
GE CLAS Core: Diversity and Inclusion ^e		3
Elective course ^d		1
Hours		15-16

Second Year**Fall**

BIOL:1411	Foundations of Biology ^a	4
CHEM:2210 or CHEM:2230	Organic Chemistry I or Organic Chemistry I for Majors	3
GE CLAS Core: Historical Perspectives ^e		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^d		2
Hours		16-17

Spring

BIOL:1412	Diversity of Form and Function ^a	4
CHEM:2220 or CHEM:2240	Organic Chemistry II or Organic Chemistry II for Majors	3
CHEM:2410 or CHEM:2420	Organic Chemistry Laboratory or Organic Chemistry Laboratory for Majors	3
Major: science elective (consult with advisor) ^g		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		17-18

Third Year**Fall**

BIOC:3120	Biochemistry and Molecular Biology I	3
BIOC:3993	Undergraduate Biochemistry Research	3
PHYS:1611 or PHYS:1511	Introductory Physics I ^a or College Physics I	4
GE CLAS Core: Values and Culture ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		17-18

Spring

BIOC:3130	Biochemistry and Molecular Biology II	3
BIOC:3140	Experimental Biochemistry	2
BIOC:3150	Development of Senior Research Project	2
PHYS:1612 or PHYS:1512	Introductory Physics II ^a or College Physics II	4
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Elective course ^d		1
Hours		16-17

Fourth Year**Fall**

BIOC:4999	Advanced Undergraduate Biochemistry Research	3
CHEM:4431 or BIOC:5241	Physical Chemistry I or Biophysical Chemistry I	3

Major: science elective (consult with advisor) ^g	3
GE CLAS Core: International and Global Issues ^e	3
GE CLAS Core: Literary, Visual, and Performing Arts ^e	3

Hours	15
-------	----

Spring

BIOC:4999	Advanced Undergraduate Biochemistry Research	3
CHEM:4432 or BIOC:5242	Physical Chemistry II or Biophysical Chemistry II	3
Major: science elective (consult with advisor) ^g		3
Major: science elective (consult with advisor) ^g		3
GE CLAS Core: Social Sciences ^e		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^h		

Hours	15
-------	----

Total Hours	125-131
-------------	---------

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students are required to complete 9 s.h. in advanced science electives approved by biochemistry advisor.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Biochemistry graduates with bachelor's degrees often work as research assistants in industry, government, education, or health services; teach in secondary schools; or go on to advanced study in medicine, dentistry, or other areas. The program offers solid preparation for careers in medicine, biology, chemistry, dentistry, research, or related sciences. About one-third of biochemistry majors go on to study medicine; others enter graduate programs or professional degree programs.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Biochemistry, M.S.

Students admitted to graduate study in biochemistry usually pursue the Doctor of Philosophy.

Requirements

The Master of Science program in biochemistry requires a minimum of 32 s.h. of graduate credit, thesis research, and a thesis. See Ph.D. in biochemistry [p. 1685] for information about the graduate curriculum.

Admission

Most graduate students in biochemistry work toward a Doctor of Philosophy. Applicants who wish to earn a master's degree must contact the Department of Biochemistry before they apply.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Biochemistry, Ph.D.

Requirements

The Doctor of Philosophy in biochemistry requires a minimum of 72 s.h. of graduate credit (34 s.h. of coursework and 38 s.h. of research). Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. Qualified students interested in earning the Doctor of Medicine along with the Ph.D. may apply to the Medical Scientist Training [p. 1711] Program, which offers a combined M.D./Ph.D. program.

Students have the opportunity to tailor their curriculum with courses that enhance their educational goals. They take a combination of graduate-level courses that include a first-year laboratory research rotation course, and seminar courses.

The Ph.D. with a major in biochemistry requires the following coursework.

Core Curriculum

Code	Title	Hours
BIOC:5261	Research Techniques (first-year laboratory rotation)	1-6
BIOC:5282	Seminar	0-2
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0
Biophysical chemistry coursework (typically students take 6 s.h.)		3-6
Four molecular medicine courses		6-8
Additional courses offered by the Department of Biochemistry and other departments, as appropriate for each student		

Typical Curriculum

First Year, Fall

Code	Title	Hours
BIOC:5241	Biophysical Chemistry I	3
BIOC:5261	Research Techniques	4
BIOC:5282	Seminar (discussion section 1)	2
BMED:5207	Principles of Molecular and Cellular Biology	3

First Year, Spring

Code	Title	Hours
BIOC:5242	Biophysical Chemistry II	3
BIOC:5261	Research Techniques	4
BIOC:5282	Seminar (discussion section 1)	2
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6226/ ACB:6226/ MPB:6226	Cell Cycle Control	1

MMED:6227/ ACB:6227/ MPB:6227	Cell Fate Decisions	1
-------------------------------------	---------------------	---

Second Year, Fall

Code	Title	Hours
BIOC:5282	Seminar (discussion section 2)	1
BIOC:7292	Research Biochemistry	arr.
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0

Electives

Second Year, Spring

Code	Title	Hours
BIOC:7292	Research Biochemistry	arr.
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0

Electives

Examples of Elective Coursework

Code	Title	Hours
BME:4310/ BIOC:4310	Computational Biochemistry	3
BMED:5207	Principles of Molecular and Cellular Biology	3
MMED:6215	Transcription and Multifunctional Regulation by RNA	1
MMED:6220/ ACB:6220/ MPB:6220	Mechanisms of Cellular Organization	3
MMED:6225/ ACB:6225/ MPB:6225	Growth Factor Receptor Signaling	1
PCOL:5204	Basic Biostatistics and Experimental Design	1
PCOL:6210	Receptors and Cell Signaling	3

Additional Requirements

Laboratory Rotations

Students rotate through at least three different laboratories during their first academic year; they enroll in BIOC:5261 Research Techniques. The laboratory rotations are approximately ten weeks each. At the conclusion of each rotation, a student meets with an advisory committee of three faculty members. A student is required to present the research and training completed during that rotation. The advisory committee writes a short evaluation of the student's performance and assigns a grade for the laboratory work. The evaluation and grade becomes part of the student's departmental record.

Teaching

Students participate in the formal teaching programs of the department for at least one semester. First-year students as well as students who are within a year of receiving their Ph.D. degree are usually not asked to teach. Teaching may take a variety of forms, including tutoring, leading discussions

and laboratory groups, correcting examinations, preparing teaching materials, and lecturing.

Thesis Research Proposal

During the fall semester of the second year, a student in collaboration with the thesis advisor prepares a detailed thesis proposal that describes the proposed research to be conducted for the dissertation as part of BIOC:5282 Seminar.

The Fifth Semester Seminar

In the fall semester of the third year (the fifth semester), a student updates and revises the written Ph.D. thesis proposal prepared during the fall semester of the second year (prior to the comprehensive examination), and presents a seminar on the thesis research to the department at one of the weekly biochemistry workshops.

Comprehensive Examination

The comprehensive examination must be taken before June 30 of the second year.

Written Examination

Students receive their topic by March 1 and their written examination is submitted to their committee by April 22. The written proposal should have a cover page followed by no more than 20 pages. For more information, a detailed guide is located in the Department of Biochemistry Graduate Student Manual.

Oral Examination

Questions during the oral examination may come from the examination proposal, the Ph.D. thesis proposal, or other general areas of biochemistry. To pass the oral comprehensive examination, a student must perform satisfactorily both in defense of the examination proposal and in answering general biochemistry questions that are germane to the proposal or that are important for a full understanding of the proposed experiments and their interpretation.

Final Examination

The five-member Ph.D. thesis committee serves as an advisory body for preparation of the thesis. This committee meets with the student to review the material that is expected to be incorporated in the thesis. Although meetings of the candidate with the committee should be yearly, the candidate, thesis advisor, or the committee can request a meeting at any time. A final draft of the thesis must be given to all members of the committee two weeks before the final examination. The final examination takes the form of a seminar presented to the department. This presentation is announced according to the Graduate College policy. Questions, comments, and discussion will follow. After the seminar, the candidate meets with the committee for the final thesis defense. The Ph.D. degree is not awarded until the thesis is signed. In some cases revisions may be required.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biochemistry in a combined degree program offered by the Department Biochemistry and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined

degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants must have a baccalaureate degree from a regionally accredited U.S. college or university, or an equivalent degree from another country as determined by the Office of Admissions. Those who apply also must have an undergraduate g.p.a. of at least 3.00. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Appropriate preparation includes one-year, college-level courses in organic and physical chemistry, biology, physics, and mathematics through calculus. Students are expected to have had one or more introductory courses in biochemistry.

Financial Support

Students admitted to the Ph.D. program in biochemistry routinely receive a stipend and tuition support.

Career Advancement

Graduates have secured a variety of career positions, including in academic institutions and the government, and as scientists, physicians, lecturers, and science educators. Some go on to pursue postdoctoral or additional training, and others land jobs in business and industry.

Dermatology

Chair

- Janet A. Fairley

Faculty: <https://medicine.uiowa.edu/dermatology/people/primary-appointments>

Website: <https://medicine.uiowa.edu/dermatology/>

The Department of Dermatology instructs M.D. students and trains dermatology residents in the care of patients with skin diseases. It also provides researchers with an opportunity to develop their skills in dermatology.

M.D. Training

The Department of Dermatology rotation is one of seven selective courses offered to third- and fourth-year medical students. Students spend two weeks in the clinic and attend approximately 10 one-hour lectures. They see a good cross-section of patients, including those receiving primary or tertiary care at University of Iowa Hospitals & Clinics and Iowa River Landing as well as a large number of patients referred from Student Health. Additional patients also are seen at the nearby Iowa City VA Health Care System.

Varied electives are open to fourth-year M.D. students, including further clinical experience, dermatologic research, and special studies.

Courses

Dermatology Courses

- DERM:8301 Clinical Dermatology** **2 s.h.**
Basic dermatology; lectures, independent study, clinical experience. Requirements: third-year M.D. enrollment.
- DERM:8401 Dermatology Elective** **arr.**
Advanced clinical experience, dermatologic surgery, special assignments. Requirements: fourth-year M.D. enrollment.
- DERM:8497 Research in Dermatology** **arr.**
General principles of medical research; clinical or laboratory projects; individual study.
- DERM:8498 Dermatology On Campus** **arr.**
Clinical clerkship; individually arranged by student with departmental approval.
- DERM:8499 Dermatology Off Campus** **arr.**
Arranged by student with departmental approval.

Dietary

Executive Associate Dean

- Patricia L. Winokur

Graduate degree: M.C.N.

Graduate certificate: dietetic internship program

Website: <https://uihealthcare.org/education/university-iowa-master-clinical-nutrition-program>

The dietary program is committed to patient care through dietitian service, research, and education.

Graduate-level courses for the Master of Clinical Nutrition degree are administered by the Carver College of Medicine and the College of Public Health.

Programs

Graduate Programs of Study

Major

- Master of Clinical Nutrition [p. 1689]

Certificate

- Certificate in Dietetic Internship Program [p. 1691]

Courses

Dietary Courses

DIET:9101 Advanced Medical Nutrition Therapy I 3 s.h.

Nutritional impact on health and disease as it relates to physiology and biochemistry with an emphasis on medical nutrition therapy and the relationship to various disease states. Requirements: enrollment in Master of Clinical Nutrition program.

DIET:9102 Advanced Medical Nutrition Therapy II 3 s.h.

Continuation of DIET:9101; review of the nutritional impact on health and disease as it relates to physiology and biochemistry with an emphasis on medical nutrition therapy and the relationship to various disease states. Requirements: enrollment in Master of Clinical Nutrition program.

DIET:9200 Nutrition Assessment 3 s.h.

Study of nutrition assessment methods including dietary intake, anthropometric and biochemical measures, as well as nutrition focused physical examination; utilization of nutrition care process including nutrition assessment, diagnosis, interventions, monitoring, and evaluation with individuals, groups, or populations. Requirements: enrollment in Master of Clinical Nutrition program.

DIET:9203 Clinical Dietetics 1 s.h.

Nutritional aspects of health and disease, with emphasis on medical nutrition therapy; human nutrition in the clinical state as it relates to physiology and biochemistry.

DIET:9300 Critical Care and Nutrition Support 3 s.h.

Advanced enteral and parenteral nutrition in an acute care setting; indications, calculations, potential complications, and ethical consideration of nutrition support. Requirements: enrollment in Master of Clinical Nutrition program.

DIET:9400 Pediatric Nutrition 3 s.h.

Examination of physiological, biochemical, and nutritional aspects of disease processes relevant to infants and children up to 18 years of age; emphasis on evidence-based medical nutrition therapy for a variety of disease states. Requirements: enrollment in Master of Clinical Nutrition program.

DIET:9501 Supervised Experiential Learning I 3 s.h.

Supervised hands-on training at the bedside in inpatient units, and in outpatient clinics, communities, and food service management; completion of coursework specific to Registered Dietitian and Nutritionist (RDN) training while learning in field (e.g., ServSafe certification, diet meals, event planning, professional issues and trends). Requirements: enrollment in Master of Clinical Nutrition program.

DIET:9502 Supervised Experiential Learning II 3 s.h.

Supervised hands-on training at the bedside in inpatient units, and in outpatient clinics, communities, and food service management; completion of coursework specific to Registered Dietitian and Nutritionist (RDN) training while learning in field (e.g., legislative and regulatory issues, research seminar, clinical rounds, Commission on Dietetic Registration portfolio development, RDN licensure and credentialing). Requirements: enrollment in Master of Clinical Nutrition program.

DIET:9600 Management in Foods and Nutrition 3 s.h.

Application of the principles of health care management as it pertains to food and nutrition including budgeting, cost control, and financial analysis; clinical coding and billing; quality and performance improvement measures; human resource management; and operating plan development. Requirements: enrollment in Master of Clinical Nutrition program.

Master of Clinical Nutrition, M.C.N.

The Master of Clinical Nutrition program inspires and educates students to be leaders in clinical nutrition through innovative and interprofessional graduate education as a Registered Dietitian Nutritionist (RDN).

The program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Requirements

The graduate Master of Clinical Nutrition (M.C.N.) requires 36 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in major coursework. The degree requires no thesis.

The M.C.N. is a 20-month program of study. After successful completion of the program, students earn the degree and receive a verification statement that provides eligibility to take the Commission on Dietetic Registration (CDR) Entry-Level Registration Examination for Dietitians.

The Master of Clinical Nutrition requires the following work.

Code	Title	Hours
First Year, Fall Semester		
DIET:9101	Advanced Medical Nutrition Therapy I	3
DIET:9200	Nutrition Assessment	3
EPID:6360	Nutrition Intervention in Clinical Trials Research	2
EPID:6370	Nutrition Intervention in Research Lab	3
First Year, Spring Semester		
DIET:9102	Advanced Medical Nutrition Therapy II	3
EPID:6330	Global Nutrition Policy	2
EPID:6350	Nutritional Epidemiology	2
HHP:4310	Sport and Exercise Nutrition	3
First Year, Summer Session		
DIET:9300	Critical Care and Nutrition Support	3
Second Year, Fall Semester		
DIET:9400	Pediatric Nutrition	3
DIET:9501	Supervised Experiential Learning I	3
Second Year, Spring Semester		
DIET:9502	Supervised Experiential Learning II	3
DIET:9600	Management in Foods and Nutrition	3
Total Hours		36

Supervised Experiential Learning

All supervised experiential learning occurs on campus at University of Iowa Hospitals & Clinics, with the exception of community nutrition which occurs in the greater Iowa City community. The rotation schedule is developed according to the following guidelines.

Clinical dietetics (disordered eating, oncology, cardiology, critical care, pediatrics, and outpatient counseling): 18 weeks

Food service management (clinical management, food service, production, business and finance, patient services, and event planning): 11 weeks

Community nutrition: 6 weeks

Admission

Applicants to the M.C.N. program must either have completed a Didactic Program in Dietetic (DPD) or meet the course requirements listed below:

have a baccalaureate degree from a regionally accredited institution in the United States;

have a minimum cumulative g.p.a. of at least 3.00 on a 4.00 scale;

have a cumulative science g.p.a. of at least 3.20 or a science g.p.a. of at least 3.20 on the most recently completed 40 s.h. of biological and chemical science coursework;

submit Graduate Record Examination (GRE) General Test scores to the University of Iowa from Educational Testing Services (ETS) and have a minimum test score at the 25th percentile or higher on each section (verbal, quantitative, and analytical writing) taken within the last 10 years;

have health care or food service work experience in the field;

submit three recommendation letters (two from a collegiate academic reference and one from a health care or food service experience supervisor); and

meet education requirements (see below).

Applicants whose first language is not English must submit official test scores to verify English proficiency. They can do this by submitting official test scores for the Test of English as a Foreign Language (TOEFL) taken within the last two years. In order to review an application, official TOEFL scores must be received from Educational Testing Service. Only the iBT (internet-based test) is accepted. A minimum total score of 93 and a speaking score of 26 is necessary for entry into the program.

Education Requirements

Biological Sciences Coursework

- A complete introductory course sequence in biology (animal or human) or general zoology.
- An animal, exercise, or human physiology course.
- At least three additional upper-level biology or zoology courses. Examples of upper-level courses include cell biology, genetics, immunology, microbiology, molecular biology, pharmacology, anatomy, embryology, endocrinology, histology, or neuroscience.

Chemical Sciences Coursework

- A complete introductory course sequence in inorganic chemistry.
- At least one semester of organic chemistry.
- Introductory or general biochemistry coursework.

Statistical Sciences Coursework

- A general statistics or biostatistics course.

Professional Coursework

- At least one nutrition course such as introductory nutrition, lifespan nutrition, advanced nutrition, or medical nutrition therapy.
- At least one foods course such as foods class and lab, food science, or food chemistry.

Recency of Education Requirements

Additional courses in dietetic or a related area are required to update a degree which was completed five or more years prior to the current application deadline. The number of required credits is outlined below:

5-10 years (3 s.h. of medical nutrition therapy or clinical nutrition).

10 or more years (3 s.h. of medical nutrition therapy, 3 s.h. of physiology, 3 s.h. of biochemistry)

Application Process

Application should be made through the Master of Clinical Nutrition program. All materials for the application, including official Graduate Record Examination (GRE) scores, three recommendations, and college transcripts, must be received by June 1.

Official GRE scores, as well as Test of English as a Foreign Language (TOEFL) scores, should be sent to the University of Iowa using GRE Code 6681.

The University of Iowa online application for admission requires a nonrefundable application fee of \$60 for U.S. applicants and \$100 for international applicants.

Financial Support

The estimated tuition and expenses for the program are listed on the University of Iowa Health Care website; visit the Master of Clinical Nutrition Program Tuition and Expenses web page.

Students should contact the Office of Student Financial Aid for information concerning monetary assistance.

Career Development

The Master of Clinical Nutrition program prepares students to be competent as a registered dietitian nutritionist (RDN).

According to the Occupational Outlook Handbook released by the U.S. Department of Labor Statistics, the employment of registered dietitians and nutritionists is projected to grow 11 percent from 2018 to 2028, at a faster rate than the average for all occupations.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Dietetic Internship Program, Graduate Certificate

Requirements

The Certificate in Dietetic Internship Program is not accepting students at this time.

The graduate certificate requires at least 10 s.h. of credit.

The Certificate in Dietetic Internship Program requires the following coursework.

Code	Title	Hours
All of these:		
DIET:9203	Clinical Dietetics	1
EPID:6330	Global Nutrition Policy	2
EPID:6350	Nutritional Epidemiology	2
EPID:6360	Nutrition Intervention in Clinical Trials Research	2
EPID:6370	Nutrition Intervention in Research Lab	3

Doctor of Medicine

Professional degree: M.D.

Website: <https://medicine.uiowa.edu/md/>

The Doctor of Medicine is a professional degree awarded by the Carver College of Medicine. The college is accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges and meets the requirements of all state licensing boards. Its M.D. diploma admits the holder to all privileges granted to graduates of all medical colleges before such boards.

Programs

Professional Program of Study

Major

- Doctor of Medicine [p. 1693]

Academics Rules and Procedures

Student Promotion

The Carver College of Medicine has established promotion policies and procedures to ensure that each of its graduates has adequate skills, knowledge, judgment, ethical standards, and personal integrity to assume the responsibilities of a medical doctor. The student promotions committee, made up of seven faculty members and two students, performs these duties with the cooperation, advice, and judgment of course directors, faculty members, students, and administrators.

The committee recommends specific actions to be taken when a student's skills, knowledge, judgment, or ethical behavior is in any way considered consistently marginal or unsatisfactory. Possible recommendations include dismissal of the student from the college, suspension for a specified period of time, requiring the student to repeat all or any part of the curriculum on academic probation, and allowing the student to continue on academic probation with a full or partial course load. The committee's recommendations are forwarded for action to the executive dean of the Carver College of Medicine.

Specific information about student promotion policies and procedures is available from the Office of Student Affairs and Curriculum and is online in the Student Handbook.

Leaves of Absence, Withdrawal, Reinstatement

The Carver College of Medicine has established policies regarding leaves of absence, dropping courses, withdrawal from the college, and reinstatement to the college. Information about each of these policies is available on the college's Office of Student Affairs and Curriculum website and is published annually in the Student Handbook.

Disputes and Complaints

Student complaints concerning actions of faculty members or departments are pursued first through mechanisms established in the Carver College of Medicine. These procedures allow the greatest flexibility for all concerned in resolving a conflict. They are intended for situations such

as grading disputes, alleged academic dishonesty, alleged dishonesty during a clinical rotation, alleged unethical or unprofessional conduct, and perceived discrimination or harassment.

Complaints regarding sexual harassment are handled confidentially in accordance with University policy and procedures; see the University's Policy on Sexual Harassment.

For information about the established informal mechanisms, contact the Office of Student Affairs and Curriculum or see the Student Handbook.

Doctor of Medicine, M.D.

Requirements

The Doctor of Medicine is a four-year program that prepares students to practice primary care medicine and to pursue further education and training in specialized areas of medicine. The program admits 152 new students each year.

The M.D. curriculum is built on a triple-helix model whose three strands extend through all four years of medical school: the clinical and professional skills strand, the mechanisms of health and disease strand, and the medicine and society strand.

Clinical experiences begin during the first few weeks of medical school, and clinical clerkships start after just three semesters of preclinical instruction. By the end of the fifth semester, students have completed all of their core requirements and have the remaining three semesters to tailor their educational experience in preparation for their selected specialty.

Students complete in-depth clinical coursework and serve clinical clerkships primarily at University of Iowa Hospitals & Clinics, the Iowa City VA Health Care System, and the Des Moines Area Medical Education Consortium. Students also may have opportunities to gain experience in private medical offices and community hospitals.

At the conclusion of medical school, students will match into a residency program and complete their training in a chosen specialty.

Preclinical Curriculum (Phase I)

The first three semesters of the M.D. program present an integrated core of sciences basic to the study of medicine. They also introduce students to the foundations of clinical practice.

Coursework includes human anatomy, foundations of cellular life, clinical and professional skills (a three-course series), medicine and society (a three-course series), and mechanisms of health and disease (a five-course series). Each of these courses is described below.

Some elective courses are available to students during the first and second years, normally for 1 or 2 s.h. of credit. Topics include areas not specifically covered in the regular curriculum and areas related to medical practice and the role of the physician. Courses vary from year to year, but typical subject areas are global health issues, U.S. health care systems, and community health outreach.

The M.D. program's preclinical curriculum requires the following coursework.

First Semester

ACB:8101 Medical Gross Human Anatomy: complete dissection of the body with regional emphasis stressing relationships to the living system; clinically relevant areas of radiologic imaging, surface anatomy, embryology, and clinical correlations; anatomical knowledge through lectures, small group work, and independent activities.

MED:8121 Clinical and Professional Skills I: introduction to concepts of clinical reasoning, communication, physical examination, and evidence-based clinical practice; principles of biomedical ethics; early clinical interactions and placement

of classroom experiences into the context of patient care through the Early Clinical Experiences (ECE) program; interactions with students from other health sciences colleges to explore the interprofessional approach to caring for patients.

MED:8122 Medicine and Society I: delivery of individual disease prevention/health promotion services; introduction to social determinants of health; influence and impact of culture and community on health care; community resources; students apply health and risk assessment to individual patients and to themselves.

MED:8123 Foundations of Cellular Life: genetics, embryology, molecular biology, biochemistry, cell biology and histology; molecular events required for cellular life; how cells grow and interact to form basic tissues of the human body; framework necessary for exploring the mechanisms of health and disease.

MED:8124 Mechanisms of Health and Disease I: normal and healthy processes within and among mechanisms of oxygenation, metabolism, and genetics/development.

Second Semester

MED:8131 Clinical and Professional Skills II: reinforcement of clinical reasoning concepts introduced in MED:8121 and introduction of additional concepts; application of concepts through interactions with standardized patients and through clinical visits; varied experiences help students gain a deeper appreciation for issues in biomedical ethics; strengths and barriers involved in providing comprehensive interdisciplinary patient care.

MED:8132 Medicine and Society II: knowledge and skills related to health promotion and disease prevention from a medicine and society perspective, including impact of behavior, environment, culture, and socioeconomic; identification of major public health problems associated with mechanisms of health and disease; focus on public health and epidemiology, with attention to screening, global health, and environmental hazards.

MED:8133 Mechanisms of Health and Disease II: normal and healthy processes within and among mechanisms of immunology/inflammation, locomotion/integument, and neuropsychiatry.

MED:8134 Mechanisms of Health and Disease III: abnormalities or disruptions leading to disease within and among mechanisms of oxygenation, metabolism, and genetics/development.

Third Semester

MED:8221 Clinical and Professional Skills III: advanced clinical reasoning skills gained through focused patient encounters and interactions with special patient populations; emphasis on students' ability to integrate and use concepts from the M.D. curricular strands that are required for cost-conscious, patient-centered, interdisciplinary care.

MED:8222 Medicine and Society III: health services organization and delivery, with emphasis on community dimensions of medical practice and patient safety.

MED:8223 Mechanisms of Health and Disease IV: abnormalities or disruptions leading to disease within and among mechanisms of immunology/inflammation, locomotion/integument, and neuropsychiatry.

MED:8224 Mechanisms of Health and Disease Keystone: transition from classroom instruction in MED:8124, MED:8133,

MED:8134, and MED:8223 to clinical practice; foundational information from those courses approached from the perspective of common clinic encounters; diagnostic and management decisions about common important clinical problems using the foundational knowledge gained from those courses.

Clinical Curriculum (Phase II and III)

Students complete one week of skills training in MED:8320 Transition to Clerkships prior to the start of clinical clerkships. The two-and-a-half year clinical component of the medical curriculum is comprised of supervised hands-on clinical training at the bedside on in-patient units, in outpatient clinics, and in communities throughout the state. In contrast to the preclinical semesters, the clinical years vary according to a student's individual needs. This period of training begins in January of the second year with 44 weeks of core clerkships (Phase II). Students then enter various pathways where they complete a minimum of 10 weeks of selectives, four weeks of emergency or critical medicine, one four-week subinternship, and 32 weeks of advanced electives (Phase III).

After completing the core clerkships, students must successfully complete Step 1 of the United States Medical Licensing Examination (USMLE) before they may be promoted to the pathways component of the curriculum. Students take Step 2 of the USMLE during their fourth year of the M.D. program, and must pass both Step 2 exams in order to graduate.

Primary venues for clinical training of medical students include University of Iowa Hospitals & Clinics, the Iowa City VA Health Care System, and the Des Moines Area Medical Education Consortium. Students also participate in the family practice preceptorship and the community-based primary care clerkship, which are off-campus rotations. Other courses also may be assigned to off-campus sites.

The M.D. program's clinical curriculum requires the following clerkships and selectives.

Generalist Core (Phase II)

M.D. students complete the generalist core during the fourth and fifth semesters. It consists of the following 42-44 weeks of clerkships.

Code	Title	Hours
Ambulatory Practice Module		
MED:8301	Community-Based Primary Care (4 weeks; if taken before spring 2021 semester)	4
FAM:8301	Preceptorship in Family Medicine (4 weeks; if taken before spring 2021 semester)	4
FAM:8302	Family and Community Medicine (6 weeks; if taken spring 2021 semester or after)	6
IM:8302	Outpatient Internal Medicine (4 weeks)	4
Internal Medicine/Pediatrics Block		
IM:8301	Inpatient Internal Medicine (6 weeks)	6
PEDS:8301	Clinical Pediatrics (6 weeks)	6

Obstetrics and Gynecology/Surgery Block

OBG:8301	Clinical Obstetrics and Gynecology (6 weeks)	6
SURG:8301	Clinical Surgery (6 weeks)	6

Neurology/Psychiatry Block

NEUR:8301	Clinical Neurology (4 weeks)	4
PSYC:8301	Clinical Psychiatry (4 weeks)	4

Selectives

M.D. students complete 10 weeks of selectives chosen from the following.

Code	Title	Hours
ANES:8301	Clinical Anesthesia (2 weeks)	2
DERM:8301	Clinical Dermatology (2 weeks)	2
OPHT:8301	Clinical Ophthalmology (2 weeks)	2
ORTH:8301	Clinical Orthopedics (2 weeks)	2
OTO:8301	Clinical Otolaryngology (2 weeks)	2
RAD:8301	Clinical Radiology (2 weeks)	2
URO:8301	Clinical Urology (2 weeks)	2

Advanced Required Clerkships (Phase III)

M.D. students complete the following required clerkships and other work during the three advanced clinical-year semesters. In addition to the clerkships, students complete training modules in advanced clinical topics that includes MED:8470 Self-Directed Learning in Advanced Clinical Topics. They also are required to complete the Advanced Objective Structured Clinical Examination (OSCE), administered by the college in a student's final semester.

Code	Title	Hours
	Emergency medicine or critical care medicine (4 weeks)	
	Advanced inpatient subinternship (4 weeks)	
	Advanced electives (total of 32 weeks)	

Combined Programs

Students must be admitted to both of the individual degree programs before they may be admitted to a combined degree program. Those interested in the combined programs must make arrangements with the appropriate departments and with the Carver College of Medicine associate dean for student affairs and curriculum.

M.D./J.D.

The Carver College of Medicine and the College of Law offer the combined Doctor of Medicine/Juris Doctor program; see Juris Doctor, J.D. [p. 1650] in the Catalog.

M.D./M.B.A. (Professional Program)

The College of Medicine collaborates with the Tippie College of Business to offer the combined Doctor of Medicine/Professional Master of Business Administration Program.

For more information about the M.B.A., see the M.B.A. Professional Program in the Master of Business Administration, M.B.A. [p. 1227] section of the Catalog.

M.D./M.P.H.

The College of Medicine collaborates with the College of Public Health to offer the combined Doctor of Medicine/Master of Public Health program; see the Master of Public Health, M.P.H. [p. 1889] in the Catalog.

M.D./Ph.D. (Medical Scientist Training Program)

The Carver College of Medicine offers a combined M.D./Ph.D. program for students who are interested in a career that combines clinical and academic medicine with basic and clinical research; see the Medical Scientist Training Program [p. 1711] in the Catalog.

Admission

The Carver College of Medicine participates in the American Medical College Application Service (AMCAS), a nonprofit centralized application processing service for applicants to U.S. medical schools. AMCAS applications are available for completion in May of the year preceding the beginning of the class for which application is being made. Prospective students are urged to apply as early as possible. The deadline for AMCAS submission is November 1.

Secondary applications are forwarded to applicants whose AMCAS applications pass a review conducted by the college.

Admitted applicants must have an official transcript from each college they have attended sent to the University's Office of Admissions.

Technical Standards for Admission and Retention

The College of Medicine seeks candidates who will be able to best serve the needs of society and strives to graduate skilled and effective physicians. To achieve this goal, the following principles and technical standards will be applied to candidates for admission and continuing students. Review the current Technical Standards on the Carver College of Medicine Admissions website.

Admission Requirements

Applicants for admission to the Carver College of Medicine must have a bachelor's degree, or they must be enrolled in a bachelor's degree program with the expectation of receiving their degree before enrolling in the Carver College of Medicine. Applicants should refer to the Carver College of Medicine Admissions website for current admission requirements.

All students who enter the Carver College of Medicine are required to comply with the pre-entrance and annual health screening program developed by the University of Iowa Student Health in cooperation with University of Iowa Hospitals & Clinics; see Student Requirements and Forms on the Student Health website.

All registered Carver College of Medicine students are required to maintain health insurance (or an equivalent care plan) that satisfies minimum standards of coverage. Insurance

coverage must be maintained continuously throughout each year of attendance at the University.

Financial Support

The Carver College of Medicine's philosophy is that no student should be denied a medical education due to a lack of financial resources. The college's financial services staff actively seeks sources of aid so that every student interested in a medical education will be able to finance that education.

Financial assistance is provided by the Carver College of Medicine primarily on the basis of demonstrated financial need. Although a limited number of collegiate or institutional grants are available for the most economically disadvantaged students, most aid is in the form of loans. Examples of federal loan programs are the Federal Direct Unsubsidized Stafford/Ford Student Loan, the Federal Direct Grad PLUS loan, and the Primary Care Loan (PCL). Students also may qualify for collegiate loans or private loans to supplement their financial aid package.

In addition, the college supports scholarship and loan programs through permanent endowments and/or contributions from alumni and friends of the Carver College of Medicine. These funds are administered by the college's financial services staff and are awarded as a part of a student's total financial aid package. Funds to support short-term emergency loans are available for students with immediate financial need.

A small number of Dean's Scholarships are awarded by the college's admissions office to highly qualified candidates on the basis of their academic excellence, leadership abilities, and their potential to enrich the college. Dean's Scholarships are included in the recipient's overall financial aid package. About 15 percent of students enrolled in each class receive some level of Dean's Scholarship.

The Carver College of Medicine has a fully integrated Financial Literacy Program, CCOMmon Cents, which provides medical students the knowledge, tools, and resources to better understand the financial aid process, to manage their student loans more effectively, to make better informed decisions, and to encourage students to minimize their educational debt whenever possible. This program also strives to help students reach their personal financial goals while pursuing their medical education.

To learn more about financial aid, contact the Carver College of Medicine Financial Services office.

Career Advancement

An interest in science, the healing arts, helping people, and medical research can lead to a great number of satisfying careers. For information about career options in health care, review the Road to Becoming a Physician on the College of Medicine website and the Occupational Outlook Handbook on the United States Department of Labor Bureau of Labor Statistics website.

Emergency Medicine

Chair

- Andrew Nugent

Faculty: <https://medicine.uiowa.edu/emergencymedicine/people/primary-appointments>

Website: <https://medicine.uiowa.edu/emergencymedicine/>

The Department of Emergency Medicine prepares new physicians to recognize and treat a variety of urgent and emergent conditions. The program fosters basic science and clinical research relevant to emergency medicine and is dedicated to the education and training of Emergency Medical Services (EMS) personnel through the Emergency Medical Services Learning Resources Center (EMSLRC).

Resources

The Emergency Department, located on the first floor of Roy J. Carver Pavilion, is a Level I Adult and Pediatric Trauma Center. It serves as a referral center for communities across Iowa.

M.D. Training

Elective rotations for Doctor of Medicine students are available at University of Iowa Hospitals & Clinics and at several other sites throughout Iowa, including St. Luke's Hospital, Cedar Rapids; Great River Health, Burlington; MercyOne Waterloo Medical Center, Waterloo; Broadlawns Medical Center, Des Moines; UnityPoint Health, Des Moines; and Genesis Medical Center, Davenport. Students also may arrange an off-service elective independently with established residency programs throughout the United States.

The program offers an annual introductory month to emergency medicine; advanced life support; Wilderness Medicine, a rotation that includes scenario and didactic training in wilderness medicinal skills with travel to areas such as Colorado; and a two- or four-week toxicology elective.

Residency

The emergency medicine faculty directs the Emergency Medicine Residency, Iowa's only emergency medicine residency. The residency is a three-year program that prepares residents for careers in diverse areas of emergency medicine, from rural practice to academics. The program emphasizes critical care training and rotations in a wide variety of specialties. Part of the clinical component is spent at St. Luke's Hospital, Cedar Rapids.

Courses

Emergency Medicine Courses

EM:8401 Advanced Life Support 4 s.h.
Experience managing acute threats to life—including trauma, respiratory failure, poisoning, sepsis, stupor/coma, and acute MI—using ACLS and PALS courses and clinical manikin work with EMS staff. Requirements: completion of M.D. core clerkship year.

EM:8402 Emergency Medicine UIHC arr.
Preceptorship with residents and faculty; emphasis on principles of acute medicine; clinical shifts, case conferences, simulations, exams.

EM:8403 Wilderness Medicine 4 s.h.
Didactic and scenario training in physiology, diagnosis, and emergency treatment of heat- and cold-related illnesses, high altitude disorders, wilderness trauma, envenomations, and immersion injuries. Taught in wilderness areas. Requirements: completion of M.D. third year.

EM:8404 Emergency Medicine: St. Luke's, Cedar Rapids 4 s.h.
Preceptorship with full-time emergency department physicians; clinical shifts, case conferences, simulations, exams.

EM:8405 Rural Emergency Medicine at Burlington, Iowa 4 s.h.
In-depth clinical experience in a busy rural hospital emergency department under supervision of residency-trained emergency physicians; lectures, skill labs, projects.

EM:8406 Emergency Medicine Des Moines 4 s.h.
Participation in acute emergency care, management of acute illnesses, follow-up care when possible; Broadlawns Hospital, Des Moines.

EM:8407 Emergency Medicine Waterloo 4 s.h.
Participation in acute emergency care, management of acute illnesses, follow-up care when possible; Covenant Medical Center, Waterloo.

EM:8409 Introduction to Advanced Life Support 2 s.h.
Intensive program providing basic training in life support skills, experience in procedures common to inpatient hospital environment, and practice with simulated critical care scenarios; lectures, small group discussions, procedure labs, high-fidelity simulations, and self-directed online learning; students become certified in Advanced Cardiac Life Support (ACLS).

EM:8410 Medical Toxicology Sioux City 2,4 s.h.
Clerkship at the Iowa Poison Control Center; intense introduction to breadth and depth of medical toxicology; students work independently and concentrate on many different areas and interests; work with a multidisciplinary team of nurses, pharmacists, and physicians; activities may include reviewing and presenting active poisoned patient cases during daily rounds and opportunities to see toxicology patients at bedside; preparation and short presentation in any area of medical toxicology. Requirements: M.D. enrollment.

EM:8411 Medical Toxicology UIHC 2,4 s.h.
In-depth introduction to medical toxicology; how to recognize and treat various toxidromes and the most common toxicologic exposures; initial management steps for life-threatening toxicologic exposures; focus on basics of pathophysiology and pharmacology to understand how drugs affect patients, and critical assessment of laboratory and other data obtained on the poisoned patient.

EM:8412 Emergency Medicine Unity Point Des Moines 4 s.h.
Clinical shifts in emergency department and emergency medicine related didactics; advanced cardiovascular life support (ACLS), airway management, calling a consult/communication, chest pain, toxicology, trauma, sepsis, ultrasound, febrile infant, headache, and psychobehavioral disorders.

EM:8413 Emergency Medicine Genesis Davenport 4 s.h.

Clinical shifts in emergency department and emergency medicine related didactics; advanced cardiovascular life support (ACLS), airway management, calling a consult/communication, chest pain, toxicology, trauma, sepsis, ultrasound, febrile infant, headache, and psychobehavioral disorders.

EM:8497 Research in Emergency Medicine arr.

Medical research, clinical or laboratory projects; individual study.

EM:8498 Emergency Medicine On Campus arr.

Clinical research experience with a mentor in the Emergency Treatment Center and the Department of Emergency Medicine; principles of design, methodology, basic statistics.

EM:8499 Emergency Medicine Off Campus arr.

Preceptorship with residents and faculty; emphasis on principles of acute medicine; Liaison Committee on Medical Education (LCME) accredited off-campus site. Requirements: completion of M.D. third year and approval from UIHC Emergency Medicine clerkship director.

Family Medicine

Interim Chair

- Daniel S. Fick

Faculty: <https://medicine.uiowa.edu/familymedicine/people>

Website: <https://medicine.uiowa.edu/familymedicine/>

The Department of Family Medicine is nationally recognized for excellence in patient care, teaching, and research. The department is dedicated to providing primary care for the citizens of Iowa, educating medical students, training resident physicians, providing continuing education, and creating new knowledge to improve primary care and health care delivery systems.

M.D. Training

The Department of Family Medicine trains primary care physicians. The department offers coursework that is included throughout the four-year M.D. program. Twenty-one elective senior rotations give students opportunities for exposure to various Iowa communities through work in affiliated hospitals or connected facilities, in the department's model office on the University of Iowa campus, and in preceptorships with selected family physicians throughout the state. Students also have the opportunity for independent study during the fourth year.

Residency

Family Medicine Residency

The Department of Family Medicine directs a three-year residency program whose graduates are eligible for certification by the American Board of Family Medicine. The residency program trains physicians to provide continuous and comprehensive medical care to patients and their families. Residents are educated in all areas of family medicine—adult medicine, maternal and child health, behavioral science, surgical specialties, and community medicine. Training emphasizes the value of wellness and preventive medicine as well as curative medicine.

The program is organized as a progressive educational experience. It consists of formal teaching and clinical experiences on assigned rotations, structured conferences, and patient care in the Family Medicine Clinic. As residents develop clinical skills, medical judgment, and competence, their patient responsibilities increase. Some patients at the Family Medicine Clinic are assigned to residents, who provide medical care under faculty supervision. Residents are responsible for their patients for the duration of the residency program.

Residents also learn the principles of practice management, including organizational and administrative decision making, patient record and bookkeeping procedures, and chart auditing methodologies.

Residents are expected to take responsibility for their learning environment, to avail themselves of the department's diverse resources, and to collaborate with the faculty in order to have the best possible learning experience.

Family Medicine–Psychiatry Residency

The Department of Family Medicine and the Department of Psychiatry cosponsor the combined Family Medicine–Psychiatry Residency program. The program's residents acquire broad-based training in both disciplines, including focused training in geriatrics and geriatric psychiatry, substance and alcohol abuse, diagnosis and treatment of depression, delirium, eating disorders, panic disorders, and neurotic and somatizing behavior. Graduates are eligible for certification by the American Board of Family Medicine and the American Board of Psychiatry and Neurology.

Facilities

The Department of Family Medicine is located on the University of Iowa health sciences campus. Faculty offices are close to the Family Medicine Clinic, where patients are seen by appointment. The department also has community-based clinics in southeast Iowa City, Coralville, Muscatine, North Liberty, and Riverside, Iowa.

Courses

Family Medicine Courses

FAM:8005 Medical Education Community Orientation **0 s.h.**

Experience in a local health care delivery system away from the University setting, between first and second year of M.D. program.

FAM:8301 Preceptorship in Family Medicine **arr.**
One-on-one experience with a practicing physician; exposure to illnesses, conditions often seen in primary care; realistic background for evaluation of family medicine as a career alternative.

FAM:8302 Family and Community Medicine **6 s.h.**
One-on-one experience with a practicing physician; exposure to illnesses and conditions often seen in primary care; realistic background for evaluation of family medicine as a career alternative; clinical activities, work with community agencies and resources; didactic and conferences.

FAM:8401 Advanced Inpatient Subinternship in Family Medicine, University of Iowa **arr.**
Inpatient aspects of family medicine's key components; experience on the family medicine inpatient service.

FAM:8402 University of Iowa Family Medicine Clerkship **2,4 s.h.**
Work with family practice residents and staff in day-to-day delivery of primary medical care at Family Practice Center; experience in the Family Stress Clinic observing family-centered counseling; nursing home visits, work with departmental social worker and sports medicine specialist.

FAM:8403 Advanced Preceptorship in Family Medicine **2,4 s.h.**
Experience in community practice of family medicine.

FAM:8405 Geriatrics Elective **arr.**
Experience in monitoring and evaluating health and functional status of patients age 65 and older in the UI Geriatric Assessment Clinic and community settings.

- FAM:8406 Advanced Inpatient Subinternship in Family Medicine, Cedar Rapids** 4 s.h.
Experience as a junior resident in all areas of inpatient family medicine, including maternity care, child and adolescent health, adult medicine.
- FAM:8407 Clerkship in Family Medicine, Cedar Rapids** 4 s.h.
Experience as a junior resident in all areas of family medicine, including maternity care, child and adolescent health, adult medicine.
- FAM:8408 Family Medicine Clerkship, Broadlawns Hospital, Des Moines Family Health Center** 4 s.h.
Clinical experience in inpatient and outpatient care.
- FAM:8409 Advanced Inpatient Subinternship in Family Medicine, Iowa Lutheran** 4 s.h.
Patient-oriented interactive experience in an inpatient family practice environment. Requirements: fourth-year M.D. enrollment.
- FAM:8410 Family Medicine, Iowa Lutheran** arr.
Requirements: fourth-year M.D. enrollment.
- FAM:8411 Family Medicine Clerkship, Davenport** 4 s.h.
Assignment to problems commonly seen in family practice office; supervision by residents and faculty for history and physical evaluation and diagnostic workups and treatment of each specific problem; exposure to acutely ill patients in services of medicine, surgery, obstetrics, pediatrics.
- FAM:8412 Advanced Inpatient Subinternship in Family Medicine, Davenport** 4 s.h.
Experience in inpatient family medicine; assessing and managing hospitalized patients, evaluating and treating patients in the emergency room, participating in call coverage with family medicine residents.
- FAM:8413 Family Medicine Geriatrics, Davenport** 4 s.h.
Geriatric, palliative, and end-of-life care issues; assessment of competency in evaluation and management of patients; interdisciplinary nature of geriatric and palliative care.
- FAM:8415 Advanced Inpatient Subinternship in Family Medicine, Sioux City** 4 s.h.
Experience as a junior resident in all areas of family medicine. Requirements: fourth-year M.D. enrollment.
- FAM:8416 Family Medicine Clerkship, Sioux City** 2,4 s.h.
Methods common in family practice medicine; participation in care of patients seen by family practice physicians and residents.
- FAM:8417 Advanced Inpatient Subinternship in Family Medicine, Waterloo** 4 s.h.
Experience working as a member of family practice inpatient team at Allen Memorial Hospital and Covenant Medical Center, following patients from admission through discharge.
- FAM:8418 Family Medicine Clerkship, Waterloo** 4 s.h.
Rotation at the Northeast Iowa Family Practice Center; work with patients from outpatient care through hospitalization; basic concepts of family practice, team concept in medical care.
- FAM:8419 River Crossing Family Medicine Clerkship** 2,4 s.h.
Experience providing patient care in a rural setting; continuity of care for patients of all ages. Requirements: fourth-year M.D. enrollment.
- FAM:8420 Family Medicine, Mason City** 2,4 s.h.
Work with family physicians on staff at Mercy or other affiliated community hospitals; management of all patients admitted by the family physicians, participation in care rendered by consultants; primary care experience in family practice office.
- FAM:8421 Primary Care Sports Medicine** 4 s.h.
Comprehensive, diverse, and educational experience in the field of sports medicine; clinical competence to diagnose and manage medical illnesses and injuries related to sports and exercise in varied patients, recreational and organized athletes, and teams. Requirements: M.D. enrollment.
- FAM:8422 Family Medicine/Psychiatry Elective** 2,4 s.h.
Integration of mental and physical health care across outpatient family medicine and outpatient psychiatry arenas. Requirements: M.D. enrollment.
- FAM:8423 Family Medicine, Ames Student Health** 4 s.h.
Primary care of late adolescent and young adult patients in a student health center setting; students work with family medicine and mental health providers to address health care needs of this population.
- FAM:8424 Family Caregiving Transitions** arr.
Students enhance clinical learning from caregiving experiences and increase empathy and patient communication skills; students also enhance personal understanding of, and growth through, caregiving responsibilities in periods of family health transitions.
- FAM:8425 Advanced Inpatient Subinternship in Rural Family Medicine, Algona** 4 s.h.
Rural hospital-based subinternship; students provide family medicine service alongside board-certified family physician faculty, performing all admissions on weekdays, rounding on hospitalized patients each day, and call responsibilities including deliveries and ER coverage.
- FAM:8426 Disease Registry Management** 4 s.h.
Use of electronic medical record-based disease registries to investigate care, identify areas for improvement, and optimize management of chronic disease at individual and/or population level.
- FAM:8450 Continuity of Care - Family Medicine** 4 s.h.
Longitudinal continuity of care experience for fourth-year M.D. students in an outpatient family medicine setting.
- FAM:8496 Independent Studies** arr.
Work with departmental researcher on investigation in family medicine, community medicine, health care delivery, health maintenance, and other areas.
- FAM:8497 Research in Family Medicine** arr.
Medical research, clinical or laboratory projects; individual study.
- FAM:8498 Family Medicine On Campus** arr.
Clinical clerkship; individually arranged by student with departmental approval.
- FAM:8499 Family Medicine Off Campus** arr.
Clerkships; may include community hospitals.

Free Radical and Radiation Biology

Director

- Douglas R. Spitz (Radiation Oncology/Pathology)

Faculty: <https://frrbp.medicine.uiowa.edu/faculty-and-staff>

Website: <https://frrbp.medicine.uiowa.edu/>

The Free Radical and Radiation Biology Program provides in-depth training and research experience in the physical, chemical, and biological effects of radiation. It also focuses on the metabolic production of free radicals and their role in biology and medicine.

Free radicals are of interest to researchers and clinicians due to their role in a variety of diseases and pathological states, including degenerative diseases of aging and cancer. Manipulation of free radical reactions and redox biology holds great promise for the future development of new therapies for a variety of human diseases. The Free Radical and Radiation Biology Program stresses the importance of these areas of research to basic science, translational research, and public health.

Undergraduate Education

Three courses offered by the Free Radical and Radiation Biology Program are open to University of Iowa undergraduate students: FRRB:3130 Radiation Safety and Radiobiology; FRRB:4000 Special Topics: Advanced Undergraduates; and with instructor approval, FRRB:5000 Radiation Biology. Students looking for an overview of the biological effects of radiation, including the role of free radicals, will find FRRB:5000 especially appropriate.

Graduate Education

See Carver College of Medicine [p. 1658] and Graduate [p. 1536] College in the Catalog for general information about study in medicine and graduate study at the University.

Postgraduate Training

Postdoctoral training is available by arrangement with the program's director and individual faculty members. Contact the Free Radical and Radiation Biology Program.

Programs

Graduate Programs of Study

Majors

- Master of Science in Free Radical and Radiation Biology
- Doctor of Philosophy in Free Radical and Radiation Biology

Students interested in doctoral studies in free radical and radiation biology should apply under the umbrella program in Biomedical Science [p. 1549] (select free radical and radiation biology subprogram). Direct applications to the M.S. and Ph.D. in free radical and radiation biology are not currently being considered.

Facilities

The Free Radical and Radiation Biology Program is the home of the Radiation and Free Radical Research Core Lab (RFRRRC).

The lab operates a 300 kVp orthovoltage X-ray generator and other radiation sources, including an 8,000-Curie Cs-137 irradiator (Ionizing Radiation Services). Students and staff have access to additional core lab support through RFRRRC, with services and expertise related to analytical chemistry (Electron Paramagnetic Resonance services) and redox biology, biochemistry (Antioxidant Enzyme Services), and linear accelerators in the Department of Radiation Oncology.

The program has a number of radiation detectors and counters, including liquid scintillation counters. It also has ultraviolet/visible spectrophotometers; various types of equipment for densitometry, chromatography, and electrophoresis; modern tissue culture facilities; seahorse metabolic profiling instruments; molecular biology equipment, including thermal cyclers; an automatic cell counter and particle sizer; tissue culture facilities; Typhoon phosphorimager; high-performance liquid chromatography (HPLC); electron spin resonance spectrometers; and nitric oxide analyzers. Visit Research Core on the program's website to learn more.

Courses

Free Radical and Radiation Biology Courses

FRRB:3110 Medical Physics I **1-3 s.h.**

Introduction to radiation used in clinical setting; fundamental physical units, measurements, principles, atomic structure and types of radiation; X-ray generating equipment, X-ray production, and its interaction with matter. Requirements: admission to free radical and radiation biology program or acceptance to radiation sciences therapy program, and maxillofacial or radiation oncology resident. Same as RSTH:3110.

FRRB:3130 Radiation Safety and Radiobiology **2 s.h.**

Instruction on safe operation of radiation producing equipment and handling of radioactive materials; origin and/or derivation of certain formulae and techniques useful in radiation protection programs; regulatory agencies, regulations, and regulatory guides pertinent to student's field; emphasis on applied aspects of radiation protection; characteristics and biological effects of ionizing radiations, properties and uses of radioisotopes, medical applications, and biological basis for protection procedures. Requirements: enrollment in radiation sciences or nuclear medicine technology program. Same as RSP:3130.

FRRB:3215 Medical Physics II **0-3 s.h.**

Treatment units used in external radiation therapy; beam calculations, isodose distributions, brachytherapy, quality assurance and quality management, protection and safety. Prerequisites: RSTH:3110. Requirements: admission to free radical and radiation biology program or acceptance to radiation sciences therapy program. Same as RSTH:3215.

FRRB:4000 Special Topics: Advanced Undergraduates **arr.**

Readings and/or laboratory experience. Offered fall semesters.

FRRB:5000 Radiation Biology 4 s.h.

Comprehensive study of molecular and biological effects of ionizing radiations with an emphasis on biomedical therapeutic applications; mammalian radiobiology, contribution of metabolism to radiation effects, and therapeutic applications of radiation in cancer therapy. Offered fall semesters of odd years. Prerequisites: BIOC:3120 and CHEM:2210. Requirements: college-level physics.

FRRB:5001 Research: Special Topics arr.**FRRB:5005 Rigor and Reproducibility in Redox Biology 1 s.h.**

Experiments in redox biology are prone to artifact due to unwanted or unknown oxidations, misunderstanding of how laboratory tools work, assumptions by the investigator that do not hold, and more; faculty and students discuss common experimental approaches used in research in the field—their strengths, weakness, and current best approaches to avoid artifacts—and best approaches to present data to stand the test of time and are easily understood by readers.

FRRB:6000 Seminar: Free Radical and Radiation Biology 1 s.h.

Seminar presentations of cutting edge science in the field of free radical and radiation biology, given by experts in the field as well as trainees.

FRRB:6004 Research: Free Radical and Radiation Biology arr.

Representation of intensive laboratory-based studies in the field of free radical and radiation biology, determined by mutual agreement between faculty members sponsoring the research and consultation with graduate student.

FRRB:6006 Topics in Free Radical Biology and Medicine 1 s.h.

Discussion and presentation of new literature reports in the field of free radical biology and medicine in journal club format.

FRRB:6008 Topics in Radiation and Cancer Biology 1 s.h.

Emerging concepts in the biological effects of radiation and cancer biology; current topics in journal club format.

FRRB:7000 Redox Biology and Medicine 4 s.h.

Chemistry of free radicals, related oxidants, and antioxidants; antioxidant (redox) enzymes—their structure, biochemical function, regulation, and function in redox biology; targets of oxidants—lipids, proteins, DNA; redox biology of health (infants to healthy aging) and disease (cancer, cardiovascular disease, diabetes, neurodegenerative diseases). Offered spring semesters of even years. Prerequisites: BIOC:3120 or CHEM:2210.

FRRB:7001 Molecular and Cellular Biology of Cancer 3 s.h.

Fundamental aspects of oncology at the cellular and molecular levels; mechanisms of cancer initiation and progression, oncogene action, DNA damage and repair, carcinogenesis by radiation, chemicals, viruses; tumor immunology, anticancer therapies. Offered fall semesters. Requirements: strong basic science background. Same as PATH:7001.

Internal Medicine

Chair

- Evan Dale Abel

Faculty: <https://medicine.uiowa.edu/internalmedicine/people>

Website: <https://medicine.uiowa.edu/internalmedicine/>

Internal medicine is concerned with the diagnosis, prevention, and treatment of diseases of adults. The Department of Internal Medicine's educational, patient care, and research activities cover all facets of the discipline, including general internal medicine and primary care as well as the specialized areas of allergy and immunology, cardiology, clinical pharmacology, endocrinology and metabolism, gastroenterology and hepatology, hematology, oncology, blood and marrow transplant, infectious diseases, nephrology, pulmonary, critical care, occupational medicine, and rheumatology.

The department is committed to the complete spectrum of medical education, from didactic and clinical education of M.D. students to resident and fellowship training.

M.D. Training

Department of Internal Medicine faculty members bear a major share of teaching medical and physician assistant students in the preclinical curriculum. During the first year, faculty members participate in MED:8121 Clinical and Professional Skills I and MED:8131 Clinical and Professional Skills II, as well as MED:8122 Medicine and Society I and MED:8132 Medicine and Society II. They also participate in teaching MED:8124 Mechanisms of Health and Disease I, MED:8133 Mechanisms of Health and Disease II, and MED:8134 Mechanisms of Health and Disease III. Departmental faculty members are key contributors in the third semester, instructing MED:8221 Clinical and Professional Skills III, MED:8222 Medicine and Society III, MED:8223 Mechanisms of Health and Disease IV, and keystone courses.

During the core clinical clerkship year, the department's faculty members instruct students for six weeks in IM:8301 Inpatient Internal Medicine and for four weeks in IM:8302 Outpatient Internal Medicine at University of Iowa Hospitals & Clinics, Iowa River Landing, and the Iowa City VA Health Care System, or in hospitals of the Des Moines Area Medical Education Consortium. Students actively participate as members of an inpatient ward team and/or specialty consult services in IM:8301, and in IM:8302 they participate in the evaluation and management of patients at outpatient internal medicine clinics.

During their advanced clerkship students may select a clinical experience to fit their own career goals from courses offered in general medicine, subspecialties, intensive care, and a subinternship program IM:8401 Advanced Inpatient Subinternship in Internal Medicine.

Residency

The department offers a three-year residency training program in internal medicine. In addition, most of the department's specialty divisions offer two- and three-year clinical and research fellowships, in which fellows develop special knowledge and skills relevant to their specialties. Fellows who hold doctoral degrees may be accepted to programs whose major focus is laboratory research.

Facilities

Teaching in the Department of Internal Medicine takes place in the medical services and laboratories of University of Iowa Hospitals & Clinics, Iowa River Landing, and the Iowa City VA Health Care System, and in Des Moines at the VA Central Iowa Health Care System and Iowa Methodist Medical Center.

Courses

Internal Medicine Courses

IM:8301 Inpatient Internal Medicine **arr.**

Development of knowledge, diagnostic and management skills vital to care of hospitalized patients; clinical responsibilities, educational conferences, independent study.

IM:8302 Outpatient Internal Medicine **3-4 s.h.**

Development of knowledge, diagnostic and management skills in the outpatient clinical setting; clinical activities, discussion of problems, independent study.

IM:8401 Advanced Inpatient Subinternship in Internal Medicine **4 s.h.**

Student responsibility for evaluating, treating, and following patients admitted to inpatient general medicine services. Requirements: fourth-year M.D. enrollment.

IM:8410 Clinical Allergy Immunology **arr.**

Pathogenesis, diagnosis, and management of asthma and allergic and immunologic diseases; conducting and interpreting relevant specialized clinical and laboratory tests; emphasis on outpatients; formal and informal teaching sessions.

IM:8412 Clinical Cardiology **arr.**

Development of breadth and depth in diagnostic and therapeutic problems encountered in clinical cardiology; participation in evaluation and decisions regarding patients seen sometimes in the cardiovascular clinic, inpatient cardiology wards, and electrophysiology service.

IM:8413 Noninvasive Cardiovascular Assessment: EKG Interpretation and Experiences in Ultrasound **2 s.h.**

Develop and further the confidence to read basic EKG patterns and rhythms critical to the primary care physician; these are the same objectives and methods as are stressed within the EKG portion of the transitions to clinical clerkships course; students are expected to refamiliarize themselves with this ICD material before beginning the course; students will learn by reading actual EKG's on their own with facilitation of learning by direct instructor feedback of their interpretation. Requirements: M.D. enrollment.

IM:8414 Clinical Endocrinology **arr.**

New patient evaluation, inpatient referral; returning patients in diabetes, endocrine clinics; complete patient evaluations, charts; participation in clinical conferences.

IM:8416 Clinical Gastroenterology **arr.**

Work in consultation service at University Hospitals & Clinics or Iowa City VA Health Care System; assistance in diagnostic procedures for patients examined as part of consultation service; participation in patient follow-up through weekly return clinic.

IM:8418 Hematology Oncology **arr.**

Diagnostic skills in hematology and oncology.

- IM:8422 Clinical Infectious Disease** arr. Diagnosis, treatment, follow-up, study of patients with infectious diseases, under staff guidance; techniques of diagnostic microbiology; participation in conferences, teaching activities.
- IM:8424 Medical Intensive Care Unit** arr.
- IM:8426 Pulmonary Disease** arr. Breadth, depth in diagnostic, therapeutic problems encountered in clinical pulmonary disease; evaluation of outpatients and inpatients under staff supervision; interpretation of special studies carried out in pulmonary function laboratory, fiberoptic bronchoscopy and brush biopsy of lung; exposure to diagnosis and management of acute respiratory failure in intensive care units at University of Iowa Hospitals & Clinics, and Iowa City VA Health Care System.
- IM:8428 Nephrology** arr. Evaluation of patients from University of Iowa Hospitals & Clinics inpatient service, Iowa City VA Health Care System and clinics; emphasis on early kidney disease and all varieties of hypertension.
- IM:8434 Clinical Rheumatology** arr. Clinical features of rheumatic diseases, their differential diagnosis, and principles of management; patients from arthritis clinic, inpatient consultation service of University of Iowa Hospitals & Clinics, and Iowa City VA Health Care System.
- IM:8435 Palliative Care** 2,4 s.h. Requirements: M.D. enrollment.
- IM:8437 Multidisciplinary Cancer Care** 2 s.h. Basic concepts of cancer care; role of multidisciplinary team in care of cancer patients; development of attitudes, knowledge, and skills useful for entering a specialty that encounters patients with cancer. Requirements: M.D. enrollment.
- IM:8449 Editorial Writing for Medical Students** 4 s.h. Students understand and practice the skill of writing opinion editorials aimed at improving the public's understanding of health and health care; how to effectively engage a broad, non-medical audience through writing with the goal of producing an opinion editorial piece that could be submitted for publication to a local or national newspaper.
- IM:8450 Continuity of Care in Outpatient Internal Medicine** 4 s.h. Experience with longitudinal continuity of care for patients in the outpatient setting; clinical and didactic exposure to broad spectrum of general internal medicine problems. Requirements: fourth-year M.D. enrollment.
- IM:8451 Advanced Inpatient Subinternship in Internal Medicine, Des Moines** arr. Four-week rotation at Des Moines Medical Education Consortium; experience as a subintern in general internal medicine and the ICU. Requirements: fourth-year M.D. enrollment.
- IM:8452 Subinternship in Internal Medicine at VAMC, Des Moines** arr. Rotation at the Veterans Affairs Central Iowa Health Care System; subinternship on general internal medicine ward. Requirements: fourth-year M.D. enrollment.
- IM:8453 Critical Care Rotation, IMMC, ICU, DM** 4 s.h. Subinternship on medical critical care team, with daily rounds, teaching. Requirements: fourth-year M.D. enrollment.
- IM:8454 General Medicine Consult Service, IMMC** arr. Principles of consultative medicine provided by general internists to non-internal medicine patients; how to assess perioperative risk for patients evaluated before surgery.
- IM:8455 Public Health Medicine** arr. Participation in ongoing projects related to public health issues of acute disease; training and career opportunities in public health practice.
- IM:8456 Clinical Cardiology Coronary Care Experience, Iowa Methodist, Des Moines** arr.
- IM:8457 Clinical Nephrology, Iowa Methodist, Des Moines** 2,4 s.h. Exposure to common nephrology problems, including acute renal failure, chronic renal failure, acid-base disorders, common electrolyte disorders.
- IM:8495 Internal Medicine ICU Off Campus** arr. Experience as subintern in the ICU/MICU; daily rounds and teaching with medical critical care staff.
- IM:8497 Research in Internal Medicine** arr. Medical research, clinical or laboratory projects; individual study.
- IM:8498 Internal Medicine On Campus** arr.
- IM:8499 Internal Medicine Off Campus** arr.

Medical Education Program

Executive Associate Dean

- Patricia L. Winokur

Graduate degree: M.M.E.

Graduate certificate: medical education

Faculty: <https://medicine.uiowa.edu/ocrme/about/faculty-staff>

Website: <https://medicine.uiowa.edu/ocrme/program-goals>

The purpose of the Medical Education Program is to develop a community of academic medical faculty with formal training in education who will create and sustain a culture of educational excellence within the College of Medicine, University of Iowa Hospitals & Clinics, the University of Iowa, and in the medical education community. The program consists of the Master in Medical Education (M.M.E.) degree and the Certificate in Medical Education.

The program is coordinated through the Office of Consultation and Research in Medical Education (OCRME). Courses are taught by OCRME faculty, who also advise students in the program.

Programs

Graduate Programs of Study

Major

- Master in Medical Education [p. 1705]

Certificate

- Certificate in Medical Education [p. 1707]

Master in Medical Education, M.M.E.

The Master in Medical Education program gives health care education faculty members the opportunity to specialize in theory and practice of curriculum design, effective teaching, assessment, and other aspects of medical education.

Graduates of the program will be able to:

- design evidence-based education programs and materials with appropriate scope, sequence, and focus for intended learners;
- deliver effective instruction to individuals and small or large groups in classroom, laboratory, or clinical settings;
- evaluate the effectiveness of educational instruction, using formative and summative methods;
- understand basic principles of educational measurement and be able to apply them to medical education;
- use assessments to promote learning and to assess learning progress and status;
- understand basic principles of, and be able to interpret and use, educational research;
- apply the fundamental theories, designs, and methods of program evaluation to the medical education environment;
- identify current issues in medical education and resources available for monitoring developments in the field;
- develop skills in reflection on past experience, including skills of self-awareness, self-analysis, and self-evaluation, that results in the ability to generate a new perspective or plan of action; and
- identify the evolving role of technology in medical education and research.

Requirements

The Master in Medical Education requires a minimum of 30 s.h. of graduate credit. The program is designed to prepare medical faculty members to educate health professionals. It is intended for Carver College of Medicine faculty members and professional staff as well as for University of Iowa resident physicians and fellows.

The M.M.E. may be completed in as few as two years or as many as five. Students may begin the program in fall semester, spring semester, or summer session. Some of the required courses are offered online, and required on-campus courses have evening meeting times.

The curriculum includes 24 s.h. of required courses and 6-9 s.h. of electives. Students must register for at least one course each academic year in order to maintain satisfactory progress toward the degree. The program's faculty provides substantial student advising and consultation.

During their first semester, students file a plan of study. Each student's plan must include a description of the student's goals, intended graduation date, and a list of courses the student plans to take each semester. The study plan must incorporate all of the courses required for the degree and must include any requests for transfer credit. The plan must be approved by the director of the M.M.E. program and by the student's advisor. Subsequent revisions of the plan must have the advisor's approval.

The Master in Medical Education requires the following coursework.

Code	Title	Hours
MED:9701	Instructional Design and Technology	3
MED:9702	Clinical Teaching in Medical Education	3
MED:9703	Educational Research and Evaluation	3
MED:9711	Teaching Methods in Medical Education	3
MED:9712	Introduction to Educational Measurement in Medical Education	3
MED:9713	Assessment in Medical Education	3
MED:9714	Current Issues in Medical Education	3
MED:9720	Portfolio Project	3
Electives		6-9
Total Hours		30-33

Students who are not involved with clinical teaching may substitute another course for MED:9702 Clinical Teaching in Medical Education.

Students must have completed at least 18 s.h. before enrolling in MED:9720 Portfolio Project. In the portfolio, students integrate the materials they have developed over the course of the program into a document. Three faculty members review the project and evaluate the student's participation in the program.

Electives require approval of the student's advisor. They may include courses in the M.M.E. program as well as those offered by relevant departments and programs (e.g., College of Education, Tippie College of Business). Students should check with their advisors to determine which courses are graduate level.

Admission

Applicants should hold an M.D. degree and must have performed satisfactorily on the Medical College Admission Test (MCAT). Basic sciences applicants without an M.D. must hold an equivalent degree and must have performed satisfactorily on an admission test equivalent to the MCAT.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Application materials must include an official transcript showing medical coursework and medical degree, or equivalent for basic sciences applicants (current and former University of Iowa students do not need to request a UI transcript or transcripts previously submitted to the University); a letter of reference from the applicant's department chair and one additional letter of reference; and a 300-500 word essay describing the applicant's interest in medical education and in the Master in Medical Education program.

To apply to the M.M.E. program, see Applications and Admissions on the Office of Consultation and Research in Medical Education (OCRME) website. Application materials should be submitted to the Office of Admissions.

Application deadlines are July 15 for fall semester entry, November 15 for spring semester entry, and April 15 for summer session entry.

Medical Education, Graduate Certificate

Requirements

The graduate certificate program is designed to help health care education faculty members, professional staff, residents, and fellows in the Carver College of Medicine and University Hospitals & Clinics find new ways to enhance their scholarship and skills in teaching, curriculum design, and education assessment. The Certificate in Medical Education program involves the same courses as the Master in Medical Education (M.M.E.); however, it only requires a minimum of 12 s.h. of graduate credit. Individuals who complete the certificate and then decide to earn the master's degree may count their certificate coursework toward the M.M.E.

The Certificate in Medical Education requires the following coursework.

Code	Title	Hours
Methods		
One of these:		
MED:9701	Instructional Design and Technology	3
MED:9702	Clinical Teaching in Medical Education	3
MED:9711	Teaching Methods in Medical Education	3
Research and Measurement		
One of these:		
MED:9703	Educational Research and Evaluation	3
MED:9712	Introduction to Educational Measurement in Medical Education	3
Additional Courses		
Students choose from M.M.E. requirements		6

Admission

Applicants should hold an M.D. degree and must have performed satisfactorily on the Medical College Admission Test (MCAT). Basic sciences applicants without an M.D. must hold an equivalent degree and must have performed satisfactorily on an admission test equivalent to the MCAT.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Application materials must include an official transcript showing medical coursework and medical degree, or equivalent for basic sciences applicants (current and former University of Iowa students do not need to request a UI transcript or transcripts previously submitted to the University); a letter of reference from the applicant's department chair and one additional letter of reference; and a 300-500 word essay describing the applicant's interest in medical education and in the Certificate in Medical Education program.

To apply to the certificate program, see Applying as a Nondegree Graduate Student on the University of Iowa Office of Admissions website. Application materials should be submitted to the Office of Admissions.

Application deadlines are July 15 for fall semester entry, November 15 for spring semester entry, and April 15 for summer session entry.

Medical Laboratory Science

Coordinator, Pathology Learning Center

- Angela Briggs

Undergraduate major: medical laboratory science (B.S.)

Website: <https://medicine.uiowa.edu/pathology/education/medical-laboratory-science-program-mlsp>

Medical laboratory scientists and medical technologists perform the laboratory tests that provide health care practitioners with information vital for accurate diagnosis, proper treatment of disease, and assistance in monitoring the treatment of the disease. They are in demand in hospital, private, reference, and government laboratories; clinics; physicians' offices; and industrial, pharmaceutical, biological, veterinary, and environmental research laboratories. Medical laboratory scientists and medical technologists are highly skilled health team professionals who use complex procedures and instruments in their analysis. They possess a specialized set of knowledge and skills acquired through completion of a formal twelve-month program of academic and clinical study in laboratory medicine.

Programs

Undergraduate Program of Study Major

- Major in Medical Laboratory Science (Bachelor of Science) [p. 1709]

Medical Laboratory Science, B.S.

The Carver College of Medicine partners with Allen College in Waterloo, Iowa, to offer the major in medical laboratory science. The program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences. All graduates are eligible for national certification examinations in medical laboratory science.

Undergraduate study in medical laboratory science is guided by the academic rules and procedures [p. 1659] outlined in the Carver College of Medicine section of the Catalog. Because the Carver College of Medicine partners with Allen College for the medical laboratory science major, students are not held to the University of Iowa in-residence requirement.

Expenses

Students are responsible for buying textbooks and paying tuition and student fees. The Medical Laboratory Science Program provides laboratory coats for professional program students.

Requirements

The Bachelor of Science with a major in medical laboratory science requires a minimum of 124 s.h., including 84 s.h. of preparatory study and 40 s.h. in the professional (clinical) program, which consists of 11 months of didactic and practical instruction and clinical rotations. Students must maintain a cumulative g.p.a. of at least 2.70 in all courses for the major and in all University of Iowa courses. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Bachelor of Science students who have completed all preparatory study (years one through three) begin the fourth-year professional program in late May with online didactic lectures. They attend several days of laboratory skills instruction on the Allen College campus, and in mid-November they begin a series of clinical rotations in the laboratories of University of Iowa Hospitals & Clinics and the Iowa City VA Health Care System. The first series ends at the end of the calendar year. January through early April involve more online courses and student laboratory skills. The last series of clinical rotations begin in mid-April and the professional program concludes with exams in preparation for national certification. Students who successfully complete the 11-month professional program graduate with a Bachelor of Science in medical laboratory science from the University of Iowa and a Bachelor of Health Science from Allen College.

Professional program requirements are taken through Allen College. To learn more about the professional program, visit Medical Laboratory Science (MLS) on the Allen College website.

As part of their preparatory study, students must complete specific courses that are prerequisites for admission to the major.

Preparatory Study: Prerequisites for Admission to the Major

Students must complete the following coursework before they may be admitted to the major in medical laboratory

science. Students must earn a grade of C-minus or higher in all prerequisite courses.

Code	Title	Hours
All of these:		
BIOL:1411- BIOL:1412	Foundations of Biology - Diversity of Form and Function	8
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210	Organic Chemistry I	3
MICR:2157- MICR:2158	General Microbiology - General Microbiology Laboratory	5
PSY:1001	Elementary Psychology	3
RHET:1030	Rhetoric	4-5
SOC:1010	Introduction to Sociology	3-4
One of these options:		
HHP:1100 & HHP:1110	Human Anatomy - Human Anatomy Laboratory (both courses)	4
HHP:1150	Human Anatomy Lecture with Lab	4
HHP:1300 & HHP:1310	Fundamentals of Human Physiology - Human Physiology Laboratory (both courses)	4
HHP:1350	Fundamentals of Human Physiology with Laboratory	4
HHP:3115	Anatomy for Human Physiology with Lab	5
HHP:3550	Human Physiology with Laboratory	5
One of these:		
BIOC:3110	Biochemistry	3
CHEM:2220	Organic Chemistry II	3
One of these:		
MATH:1005	College Algebra	4
MATH:1020	Elementary Functions	4
MATH:1440	Mathematics for the Biological Sciences	4
One of these:		
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3
STAT:3510/ IGPI:3510	Biostatistics	3

Fourth Year: Professional Program

Students must successfully complete the professional program requirements through Allen College in order to graduate with the B.S. degree in medical laboratory science.

Admission

Admission to the medical laboratory science professional program (fourth year) is competitive; enrollment may be limited. The top 16 qualified students are admitted. Students must apply to Allen College. Most students apply during fall of their third year and begin the professional program in late May immediately after their third year.

Before beginning the professional program, students must complete all prerequisites, including the College of Liberal Arts and Sciences GE CLAS Core [p. 20] requirements, and must earn at least 84 s.h. of college credit. They satisfy the English and public speaking prerequisite requirements by fulfilling the GE CLAS Core Rhetoric requirement. Applicants must have a cumulative g.p.a. of at least 2.70 both overall and in science coursework. They must satisfy any English as a Second Language (ESL) requirements specified by the University of Iowa before beginning the professional program.

The priority application deadline is Nov. 1. Applications are reviewed after Nov. 1.

Students should consult with a Medical Laboratory Science Program advisor as early as possible to plan preclinical studies that meet all requirements.

Career Advancement

The demand for medical laboratory scientists (MLS) is much greater than the number of people qualified to fill the positions, so MLS graduates have numerous employment opportunities nationwide. They consistently find employment before or very soon after graduation.

Opportunities for advancement include positions such as lab manager, computer specialist, technical specialist, or sales/instrument representative. An advanced degree in basic sciences, medicine, hospital administration, or business can expand earning potential.

Graduates often enjoy diverse work environments, including labs in hospitals, research institutions, public health facilities, forensic units, pharmaceutical companies, or working in the armed forces. They have an impact in the field as integral members of health care teams, providing information essential for the treatment and prevention of disease.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Medical Scientist Training Program

Director

- Steven Lentz (Biomedical Engineering/Internal Medicine)

Administrative Director

- Linda M. Varvel

Faculty: <https://medicine.uiowa.edu/mstp/faculty>

Website: <https://medicine.uiowa.edu/mstp/>

The Iowa Medical Scientist Training Program (MSTP) prepares trainees for careers in academic medicine, with emphasis on basic and clinical research.

Combined Degree

M.D./Ph.D.

The combined Doctor of Medicine/Doctor of Philosophy program normally requires seven to eight years of continuous study. It provides an effective and efficient means to integrate graduate and clinical training, combining the scientific approach with clinical medicine.

Students register for MSTP:8515 Medical Scientist Training Program Topics every semester. The course focuses on a variety of topics relevant to training as a physician-scientist.

During the first three semesters of the program, trainees take coursework in the basic sciences fundamental to the study of medicine and complete experiences that introduce mechanisms of health and disease, and principles of clinical practice; see Doctor of Medicine [p. 1692] in the Catalog. This early training provides broad exposure to the language and organizing concepts that form the foundation for a career as a physician scientist. Trainees also begin the research component of the graduate phase of the program during this time, through summer laboratory MSTP:8511 Medical Scientist Training Program Research rotations, enrollment in MSTP:8513 Analyzing and Presenting Medical Research, research presentations by MSTP faculty and students, and a student-sponsored seminar series. Trainees participate in Conversations in Research, in which MSTP faculty members discuss their research and career interests, and they attend MSTP Grand Rounds, a forum for patient-based discussions that emphasizes how science and medicine intersect.

During the fourth semester, all trainees take Step 1 of the U.S. Medical Licensing Examination and enroll in core clinical clerkships, in which they gain broad exposure to the spectrum of human disease and experience direct patient care before they enter the graduate phase of training.

At the beginning of the third year, trainees select a Ph.D. thesis mentor and enroll in a graduate department or interdisciplinary graduate program to begin their scientific training. In the spring semester of the third year, students enroll in MSTP:8514 Grant Writing Basics: A Focus on Predoctoral Applications. This course builds critical thinking and writing skills associated with applications for individual predoctoral training fellowships.

The focus of the graduate years of study is engagement in academic and research experiences that promote the trainees' development into independent investigators. Clinical contact is maintained during this phase of training through participation in seminar programs, MSTP Grand Rounds,

and MSTP:8512 Medical Scientist Training Program Clinical Connections, a course that provides the opportunity for mentored clinical experiences.

Upon completing the Ph.D. dissertation, trainees return to the Carver College of Medicine's M.D. curriculum to complete the clinical clerkship requirements for the M.D./Ph.D. combined program. During this phase, trainees bring a sophistication in the scientific approach to problem solving that they apply to human disease. They renew and develop clinical skills acquired in their early training and reinforce their understanding of the scientific basis of disease through continued participation in MSTP Grand Rounds. Upon completion of the clinical curriculum, trainees are awarded the M.D. and Ph.D.

Most graduates of the program elect to enter residency programs in clinical medicine and embark on careers as medical school faculty members in clinical disciplines with opportunities for basic and applied research. Other graduates accept academic appointments in basic science departments and spend a major part of their professional activity in biomedical research and teaching.

Admission

Applicants must meet requirements for admission to the M.D. program in the Carver College of Medicine; see Admission [p. 1695] in the Doctor of Medicine section of the Catalog. They also must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants should have completed requirements for a bachelor's degree at an accredited academic institution. In addition to outstanding academic credentials, including strength in biological, physical, and mathematical sciences, they must demonstrate aptitude for and commitment to scientific research through productive research experience during their undergraduate years or after. Admission normally is made for entry to the first year of the program, but applicants already enrolled in the Carver College of Medicine may request admission with advanced standing.

Application

The Carver College of Medicine participates in the American Medical College Application Service (AMCAS). Program applicants should select M.D./Ph.D. Program-Type on their AMCAS application and instruct AMCAS to forward their credentials to the Carver College of Medicine (IA131). Applications should be submitted as early as possible to allow careful review by the admissions committees of the Medical Scientist Training Program and the Carver College of Medicine.

All candidates must take the Medical College Admission Test (MCAT), according to Carver College of Medicine requirements. The Graduate Record Exam (GRE) General Test is not required for admission.

Application to the Graduate College is not required before acceptance to the MSTP. Trainees admitted to the program receive assistance with Graduate College enrollment.

Financial Support

Trainees receive stipend and full tuition support from a National Institutes of Health MSTP training grant to the University of Iowa, supplemented by other institutional and individual awards. Students in the graduate phase of training receive support from their graduate departments or interdisciplinary programs and their research advisors.

The program office also helps selected trainees apply for competitive national awards for outstanding academic and research achievement.

Courses

Medical Scientist Training Program Courses

MSTP:8511 Medical Scientist Training Program Research arr.

Research experience. Requirements: Medical Scientist Training Program enrollment.

MSTP:8512 Medical Scientist Training Program Clinical Connections arr.

Experience with physician-scientist preceptor in medical interviewing, physical examination, patient presentation through direct patient interaction. Requirements: Medical Scientist Training Program graduate phase enrollment.

MSTP:8513 Analyzing and Presenting Medical Research 1 s.h.

How to read, interpret, and present medical and scientific literature; students read and present representative papers from scientific and medical literature.

MSTP:8514 Grant Writing Basics: A Focus on Predoctoral Applications 1 s.h.

Introduction to practical and conceptual aspects of grant-writing process, with the goal of completing an NIH F30-like grant; encourages critical thinking about significance, innovation, and experimental design; relate critical information and study design in concise and clear language; practical concepts of grant writing such as specific aims, experimental design, and the grant review process; trainees will present their research ideas, establishing opportunities to give and receive scientific criticism. Requirements: Medical Scientist Training Program enrollment.

MSTP:8515 Medical Scientist Training Program Topics 1 s.h.

Workshops and speakers; focus on a variety of topics including wellness, research presentations, professional development, and on-going faculty research partnerships. Requirements: Medical Scientist Training Program enrollment.

Microbiology and Immunology

Chair

- Li Wu

Director, Undergraduate Studies

- Richard J. Roller

Director, Graduate Studies

- Timothy L. Yahr

Undergraduate major: microbiology (B.S.)

Undergraduate minor: microbiology

Graduate degrees: M.S. in microbiology; Ph.D. in microbiology

Faculty: <https://medicine.uiowa.edu/microbiology/people/primary-appointments>

Website: <https://medicine.uiowa.edu/microbiology/>

Study in the Department of Microbiology and Immunology is dedicated to the branch of biological sciences that investigates the smallest living things: microbes that include bacteria, archaea, fungi, algae, protozoa, and viruses. It is coupled with immunology that includes the study of the protective responses of higher organisms to disease-causing microbes and cancers, and mistakes in immune function. Microbiology and immunology often interact in humans at the microbiome, those microbes that live with humans on their skin and mucosal surfaces, and yet must be restricted from causing disease by the immune system.

Microbiology and immunology are at the forefront of the modern biological revolution. Microbes are experimental subjects of choice for examining genetic and biological phenomena because of their small size, rapid growth rate, relative simplicity, and variety of characteristics that allow them to cause many kinds of infections and alter normal body functions. Immunology often makes use of microbes and cancer cells to study the critical and complex human responses to eliminate microbes and cancers. A significant portion of contemporary biochemical research employs microbiological and immunological methods.

Current research is making theoretical and practical advances concerning microbes that infect animals, including humans, and the immune response to those microbes; the use of comparative genomics, gene expression profiling, and recombinant DNA methods to analyze biological processes and generate valuable products, such as antibiotics and antibodies; genetics and regulation of metabolic processes; and the genetics and regulation of the immune response, including characterization of mechanisms used by microbes to signal one another and characterization of interactions between different types of immune cells and their targets.

The Department of Microbiology and Immunology offers an undergraduate major and a minor, and graduate majors leading to an M.S. and a Ph.D, and determines the curricula for those programs. Undergraduates majoring in microbiology receive their degrees (Bachelor of Science) from the College of Liberal Arts and Sciences and are governed by that college's undergraduate academic policies. The graduate degrees are awarded by the Graduate College.

Programs

Undergraduate Programs of Study

Major

- Major in Microbiology (Bachelor of Science) [p. 1716]

Minor

- Minor in Microbiology [p. 1720]

Graduate Programs of Study

Majors

- Master of Science in Microbiology [p. 1721]
- Doctor of Philosophy in Microbiology [p. 1722]

Facilities

The Department of Microbiology and Immunology is situated on the University of Iowa health sciences campus, where it shares the Bowen Science Building with the Departments of Anatomy and Cell Biology, Biochemistry, Molecular Physiology and Biophysics, and Neuroscience and Pharmacology. Laboratory space and modern equipment are available for teaching and research.

Courses

Microbiology and Immunology Courses

MICR:1000 First-Year Seminar **1 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor.

MICR:1006 Small Wonders: Microbes in Our Lives **3 s.h.**

What everyone should know about microbes; how bacteria, viruses, and fungi affect our lives and the lives of all other creatures; how microbes harm and benefit humans and animals; class discussions focus on YouTube and current news items about microbes. GE: Natural Sciences without Lab.

MICR:2157 General Microbiology **3 s.h.**

Principles of bacterial and viral diversity, structure, genetics, physiology, and metabolism in contexts of molecular biology, immunology, infectious disease, and environmental microbiology. Prerequisites: BIOL:1411.

MICR:2158 General Microbiology Laboratory **2 s.h.**

Practice of basic techniques commonly used today for study of easy-to-grow microorganisms; variety of individual and group lab activities that challenge students to apply observations about bacteria and viruses. Corequisites: MICR:2157, if not taken as a prerequisite.

MICR:3147 Immunology and Human Disease **3 s.h.**

Important principles and key concepts in immunology with a focus on the involvement of the immune system in disease pathogenesis; overview of innate and adaptive immune systems and their functions at cellular and molecular levels. Prerequisites: BIOL:1411 with a minimum grade of C and BIOL:1412 with a minimum grade of C.

- MICR:3150 Eukaryotic Pathogens and Human Disease** 2 s.h.
 Foundational understanding of the lifecycle, epidemiology, pathogenesis, diagnosis, and treatment of major eukaryotic pathogens/parasites that cause human disease. Prerequisites: MICR:2157 with a minimum grade of C. Recommendations: genetics, biochemistry, and immunology.
- MICR:3159 Bacteria and Human Disease** 3 s.h.
 Infection and replication strategies of bacteria with an emphasis on human disease; for students interested in microbiology or other biological sciences, epidemiology, and/or health-related occupations. Prerequisites: MICR:2157 with a minimum grade of C.
- MICR:3160 Bacterial Physiology and Cell Biology** 2 s.h.
 Bacterial physiology and cell biology with reference to model organisms and adaptations to extreme environments; topics include energy metabolism, growth, cell structure, macromolecular assembly, cell division, microbial development, and microbial interactions; lectures augmented with readings from primary literature to give students a strong foundation in prokaryotic biology and approaches used in modern microbiology research. Prerequisites: MICR:2157 with a minimum grade of C and (BIOC:3120 or BIOC:3110).
- MICR:3164 Microbiology and Human Health** 4 s.h.
 Microbiology for nursing, pharmacy, and pre-health professions. Prerequisites: BIOL:1411 or BIOL:1140 or BIOL:1141.
- MICR:3165 Bacteria and Human Disease Laboratory and Discussion** 3 s.h.
 Use of bacterial genetics and molecular biology techniques and methodologies to study bacteria which cause human disease; development of skills in data analysis and presentation, reading scientific literature, and writing scientific abstracts; for students interested in microbiology or other biological sciences, epidemiology, and/or health-related occupations. Prerequisites: MICR:2157 with a minimum grade of C and MICR:2158 with a minimum grade of C. Corequisites: MICR:3159 or MICR:3170, if not taken as a prerequisite.
- MICR:3166 Microbiology Literature Discussion** 1 s.h.
 Students read and discuss papers from microbiology literature that address current issues in microbiology; for students interested in microbiology or other biological sciences, epidemiology, and/or health-related occupations. Prerequisites: MICR:2157 with a minimum grade of C.
- MICR:3168 Viruses and Human Disease** 3 s.h.
 Infection and replication strategies of viruses with an emphasis on human disease; for microbiology majors as well as students interested in pre-medicine, biological sciences, epidemiology, and/or other health-related occupations. Prerequisites: BIOL:1411 with a minimum grade of C or MICR:2157 with a minimum grade of C.
- MICR:3170 Microbial Genetics** 2 s.h.
 Genetics of bacteria and bacteriophages including classical, molecular, and genome-wide approaches. Prerequisites: BIOL:2512 with a minimum grade of C or MICR:2157 with a minimum grade of C.
- MICR:3177 Virology Discussion** 1 s.h.
 Students read and discuss papers from virology literature that address current issues in virology. Prerequisites: MICR:2157 with a minimum grade of C. Corequisites: MICR:3168 (if not taken as a prerequisite).
- MICR:3178 Virology Laboratory** 2 s.h.
 Practical approaches to studying viruses; basic techniques in virology including virus detection, virus growth measurement, and virus genetics. Prerequisites: MICR:2157 with a minimum grade of C and MICR:2158 with a minimum grade of C. Corequisites: MICR:3168 (if not taken as a prerequisite).
- MICR:3190 Web-Based Nursing, Pharmacy, and Allied Health Microbiology** 4 s.h.
 Microbiology for nursing and other health sciences; principles of immunology; web-based instruction. Prerequisites: BIOL:1140 or BIOL:1411 or BIOL:1141. Recommendations: introductory biology, or pathology and general chemistry.
- MICR:4161 Undergraduate Research in Microbiology** arr.
 Experimental research under faculty supervision. Prerequisites: BIOL:1411.
- MICR:4163 Seminar: Microbiology** 2 s.h.
 Current topics in microbiology, immunology, and virology. Prerequisites: 2 of the following are required: MICR:3147 with a minimum grade of C, MICR:3159 with a minimum grade of C, MICR:3160 with a minimum grade of C, MICR:3168 with a minimum grade of C, MICR:3170 with a minimum grade of C. Requirements: senior standing.
- MICR:4171 Honors Undergraduate Research in Microbiology** arr.
 Experimental research under faculty supervision. Prerequisites: BIOL:1411. Requirements: microbiology major, junior or senior standing, 3.33 overall g.p.a., and 3.33 g.p.a. in microbiology courses.
- MICR:4175 Topics in Parasitism** 1 s.h.
 Molecular and immunologic mechanisms by which bacteria, viruses, and protozoa cause human diseases; based on manuscript readings and/or student presentations. Requirements: junior or higher standing in microbiology or related discipline, and current or prior research in a microbiology and immunology laboratory.
- MICR:5218 Microscopy for Biomedical Research** arr.
 Basic microscopy methods for research including optics, preparation, and analysis of biomedical specimens; light, fluorescence, confocal, transmitting electron, scanning electron, atomic force microscopes, elemental analysis; immunochemistry and stereology techniques; individualized laboratory instruction. Prerequisites: BIOL:2723. Same as ACB:5218, BIOL:5218.
- MICR:5264 Directed Study in Microbiology** arr.
- MICR:5875 Perspectives in Biocatalysis** 1-3 s.h.
 Applied enzymology, protein design, structure-activity relationships, biosensor technology, microbial transformations, biodegradation of environmental pollutants. Requirements: graduate standing in a participating department supported by the Predoctoral Training Program in Biotechnology. Same as BIOC:5875, CBE:5875, CEE:5875, CHEM:5875, PHAR:5875.

MICR:6201 Graduate Immunology 3 s.h.

Ontogeny, activation, and function of T lymphocytes and B lymphocytes; innate immune effector mechanisms; major histocompatibility complex; antigen presentation; thymocyte positive and negative selection; signaling of T lymphocytes, B lymphocytes; emphasis on experimental methods for analysis of these processes. Prerequisites: MICR:3147. Requirements: for IMMU:6201—college biology, general chemistry, and introductory immunology courses; for MICR:6201—courses in college biology, genetics, general chemistry, and introductory immunology. Recommendations: for IMMU:6201—courses in biochemistry and genetics; for MICR:6201—biochemistry course. Same as IMMU:6201.

MICR:6240 Graduate Eukaryotic Pathogens and Human Disease 2 s.h.

Foundational understanding of the lifecycle, epidemiology, pathogenesis, diagnosis, and treatment of major eukaryotic pathogens/parasites that cause human disease. Recommendations: genetics, biochemistry, and immunology.

MICR:6247 Graduate Immunology and Human Disease 4 s.h.

Important principles and key concepts in immunology with a focus on the involvement of the immune system in disease pathogenesis; overview of innate and adaptive immune systems and their functions at cellular and molecular levels; learning enhanced by case-based, small-group discussion and writing exercises. Same as IMMU:6247.

MICR:6250 Mechanisms of Parasitism Journal Club 1 s.h.

Reviews of recent publications in molecular parasitology research and thesis research by training grant or journal club students. Same as MMED:6250.

MICR:6255 Graduate Experimental Approaches to Molecular Microbiology 2 s.h.

Exposure to common experimental approaches through examination of primary literature and facilitated discussions on application of those approaches to advance scientific inquiry. Requirements: microbiology graduate standing.

MICR:6259 Graduate Bacteria and Human Disease 3 s.h.

Infection and replication strategies of bacteria with an emphasis on human disease; discussion focuses on experimental approaches used to study mechanisms of disease.

MICR:6260 Graduate Bacterial Physiology and Cell Biology 2 s.h.

Bacterial physiology and cell biology with reference to model organisms and adaptations to extreme environments; topics include energy metabolism, growth, cell structure, macromolecular assembly, cell division, microbial development, and microbial interactions; lectures augmented with readings from primary literature to give students a strong foundation in prokaryotic biology and approaches used in modern microbiology research.

MICR:6265 Principles of Writing a Scientific Proposal 2 s.h.

How to think and write like scientists and become familiar with the elements of a research proposal; writing a grant proposal modeled on a National Institutes of Health Exploratory/Developmental Research Grant Award (NIH R21); students critique proposals written by other students; faculty read proposals and provide constructive criticism; lectures describe elements of a grant proposal and strategies for effective writing. Requirements: enrollment in microbiology graduate program.

MICR:6267 Graduate Viruses and Human Disease 4 s.h.

Infection and replication strategies of viruses with an emphasis on human disease; discussion focuses on topics and techniques used in primary literature and development of specific aims for a mini-proposal.

MICR:6268 Biology and Pathogenesis of Viruses 2 s.h.

Molecular biology of animal DNA and RNA viruses, viral immunology and pathogenesis, and interaction of these viruses with eucaryotic cells; mechanisms of viral latency, persistence, cellular transformation, oncogenesis; virology literature. Prerequisites: MICR:3168 or MICR:6267.

MICR:6270 Graduate Microbial Genetics 2 s.h.

Genetics of bacteria and bacteriophages including classical, molecular, and genome-wide approaches.

MICR:7207 Advanced Topics in Immunology 3 s.h.

In-depth analysis of selected areas. Prerequisites: IMMU:6201 or MICR:6201. Same as IMMU:7221.

MICR:7261 Graduate Research in Microbiology arr.

Requirements: microbiology graduate standing.

MICR:7263 Graduate Student Research Seminar 1 s.h.

Presentation of thesis work in progress. Requirements: microbiology graduate standing.

MICR:7265 Topics in Virology Literature 1 s.h.

Papers of current interest in primary virology literature.

MICR:8230 Dental Microbiology 3 s.h.

Medical microbiology: bacteriology, immunology, pathogenic bacteriology, virology, mycology, parasitology. Requirements: D.D.S. enrollment.

Microbiology, B.S.

Microbiology is an excellent major for undergraduate students who want a good general education with emphasis on an important and interesting branch of biological sciences.

Requirements

The Bachelor of Science with a major in microbiology requires a minimum of 120 s.h., including 63-64 s.h. of work for the major (21-28 s.h. in the Department of Microbiology and Immunology and 35-43 s.h. in supporting coursework). Students must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major. They also must complete the College of Liberal Arts and Sciences GE CLAS Core [p. 20].

Students must complete at least 12 s.h. of the required 21-28 s.h. in Department of Microbiology and Immunology courses at the University of Iowa.

The major in microbiology can be pursued on either a pre-medicine or a scholar track.

Students in the pre-medicine track complete admission requirements for the Carver College of Medicine and for most colleges of medicine as an integral part of the completion of their major requirements. This track is recommended for pre-medical, pre-dental, and pre-pharmacy students.

Students in the scholar track pursue a curriculum with streamlined organic chemistry and physics requirements and expanded microbiology and immunology courses, including advanced laboratory and global health studies coursework. The scholar track is recommended for students interested in pursuing graduate training or in developing a career as a microbiologist.

Students may shift from one track to the other during their program of study.

The B.S. with a major in microbiology in the pre-medicine or the scholar track requires the following coursework.

Code	Title	Hours
	Microbiology and Immunology Courses	21
	Supporting Coursework	28-29
	Pre-Medicine or Scholar Track Coursework	14
	Total Hours	63-64

Microbiology and Immunology Courses

Pre-medicine and scholar track students earn 21 s.h. in Department of Microbiology and Immunology courses, as follows.

Code	Title	Hours
Both of these:		
MICR:2157	General Microbiology (with a grade of C or higher)	3
MICR:2158	General Microbiology Laboratory (with a grade of C or higher)	2

Additional microbiology and immunology courses (prefix MICR), with at least 16 s.h. in courses numbered MICR:3147 or above, excluding MICR:3164. Students select from the following:

MICR:3147	Immunology and Human Disease	3
MICR:3150	Eukaryotic Pathogens and Human Disease	2
MICR:3159	Bacteria and Human Disease	3
MICR:3160	Bacterial Physiology and Cell Biology	2
MICR:3165	Bacteria and Human Disease Laboratory and Discussion	3
MICR:3168	Viruses and Human Disease	3
MICR:3170	Microbial Genetics	2
MICR:3177	Virology Discussion	1
MICR:3178	Virology Laboratory	2
MICR:4161	Undergraduate Research in Microbiology	arr.
MICR:4171	Honors Undergraduate Research in Microbiology	arr.
MICR:5218	Microscopy for Biomedical Research	arr.

Students must earn a grade of C or higher in BIOL:1411 Foundations of Biology, or in MICR:2157 General Microbiology and MICR:2158 General Microbiology Laboratory, in order to take more advanced Department of Microbiology and Immunology courses.

A maximum of 4 s.h. earned in MICR:4161 Undergraduate Research in Microbiology may be counted toward the major. However, honors students must complete 23 s.h. of microbiology and immunology courses (prefix MICR) for the major and may count 6 s.h. earned in MICR:4171 Honors Undergraduate Research in Microbiology; see Honors [p. 1717] in this section of the Catalog.

Supporting Coursework

Pre-medicine and scholar track students must complete the supporting coursework listed below. These courses may not be taken pass/nonpass.

Code	Title	Hours
All of these:		
BIOL:1411-	Foundations of Biology	8
BIOL:1412	- Diversity of Form and Function	
CHEM:1110 & CHEM:1120	Principles of Chemistry I-II	8
CHEM:2210	Organic Chemistry I	3
BIOC:3120 & BIOC:3130	Biochemistry and Molecular Biology I-II	6
One of these:		
BIOS:4120	Introduction to Biostatistics	3
MATH:1460	Calculus for the Biological Sciences	4
MATH:1550	Engineering Mathematics I: Single Variable Calculus	4
MATH:1850	Calculus I	4
STAT:3510/IGPI:3510	Biostatistics	3
In addition, the following course may be recommended for some students:		
CNW:2680	The Art and Craft of Creative Nonfiction	3

Pre-Medicine Track

Pre-medicine track students must complete the following coursework. These courses may not be taken pass/nonpass.

Code	Title	Hours
Both of these:		
CHEM:2220	Organic Chemistry II	3
CHEM:2410	Organic Chemistry Laboratory	3
One of these sequences:		
PHYS:1511- PHYS:1512	College Physics I-II	8
PHYS:1611- PHYS:1612	Introductory Physics I-II	8

Scholar Track

Scholar track students must complete the following coursework. These courses may not be taken pass/nonpass.

Code	Title	Hours
This course:		
PHYS:1400	Basic Physics	4
One of these:		
GHS:2000/ ANTH:2103	Introduction to Global Health Studies	3
GHS:2320/ ANTH:2320	Origins of Human Infectious Disease	3

Scholar track students must earn an additional 4 s.h. of advanced coursework chosen from the following.

Code	Title	Hours
BIOL:4213/ GENE:4213/ IGPI:4213	Bioinformatics	2,4
GHS:2000/ ANTH:2103	Introduction to Global Health Studies	3
GHS:2080/ GWSS:2080	The Cultural Politics of HIV-AIDS	3
GHS:2320/ ANTH:2320	Origins of Human Infectious Disease	3

Additional work in Department of Microbiology and Immunology courses numbered MICR:3147 or above, excluding MICR:3164

Scholar track students must take at least one microbiology and immunology advanced laboratory or research course from these.

Code	Title	Hours
MICR:3165	Bacteria and Human Disease Laboratory and Discussion	3
MICR:3178	Virology Laboratory	2
MICR:4161	Undergraduate Research in Microbiology	arr.
MICR:4171	Honors Undergraduate Research in Microbiology	arr.

Combined Programs

B.S./Ph.D.

Students majoring in microbiology who are interested in earning a doctoral degree may apply to the combined

Bachelor of Science/Doctor of Philosophy in microbiology program. The combined program permits students to count 12 s.h. of credit toward both the B.S. and Ph.D. degree requirements before they have been granted the B.S. degree.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. For more information, contact the Department of Microbiology and Immunology.

Honors

Honors in the Major

Students majoring in microbiology (either track) have the opportunity to graduate with honors in the major. They must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in work for the major. To graduate with honors in the microbiology major, students must complete 23 s.h. of coursework in microbiology, including 6 s.h. in MICR:4171 Honors Undergraduate Research in Microbiology, which introduces them to experimental research. At the end of their research, they must successfully present written and oral reports.

University of Iowa Honors Program

In addition to honors in the major, students have opportunities for honors study and activities through membership in the University of Iowa Honors Program. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not required to earn honors in the microbiology major.

Academic Plans

Four-Year Graduation Plan

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

Before the third semester begins: BIOL:1411 Foundations of Biology, CHEM:1110 Principles of Chemistry I, CHEM:1120 Principles of Chemistry II, and an approved calculus or biostatistics course

Before the fifth semester begins: BIOL:1412 Diversity of Form and Function, CHEM:2210 Organic Chemistry I, MICR:2157 General Microbiology, and MICR:2158 General Microbiology Laboratory

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

Before the eighth semester begins: another 10-12 s.h. of coursework

During the eighth semester: enrollment in all remaining coursework in the major, all remaining required GE CLAS Core courses, and a sufficient number of semester hours to graduate

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Microbiology, B.S.

- Pre-Medicine Track [p. 1718]
- Scholar Track [p. 1718]

Pre-Medicine Track

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
MATH:1460	Calculus for the Biological Sciences ^{a, c}	4
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
Elective course ^d		1
CSI:1600	Success at Iowa	2
Hours		14-15

Spring

BIOL:1411	Foundations of Biology ^a	4
CHEM:1120	Principles of Chemistry II	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^e		3
Elective course ^d		1
Hours		15-16

Second Year

Fall

BIOL:1412	Diversity of Form and Function	4
CHEM:2210	Organic Chemistry I	3
GE CLAS Core: Historical Perspectives ^e		3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Elective course ^d		2
Hours		16-17

Spring

MICR:2157	General Microbiology	3
MICR:2158	General Microbiology Laboratory	2
CHEM:2220	Organic Chemistry II	3
GE CLAS Core: International and Global Issues ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		1
Hours		16-17

Third Year

Fall

BIOC:3120	Biochemistry and Molecular Biology I	3
CHEM:2410	Organic Chemistry Laboratory	3
PHYS:1511	College Physics I	4
GE CLAS Core: Values and Culture ^e		3

GE CLAS Core: World Languages Second Level Proficiency or elective course ^f	4 - 5	
Hours		17-18

Spring

BIOC:3130	Biochemistry and Molecular Biology II	3
PHYS:1512	College Physics II	4
Major: advanced microbiology course ^g		3 - 4
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f	4 - 5	
Hours		17-19

Fourth Year

Fall

Major: advanced microbiology course ^g		3
Major: advanced microbiology course ^g		3
Major: optional research		1 - 3
GE CLAS Core: Social Sciences ^e		3
Elective course ^d		3
Elective course ^d		2
Hours		15-17

Spring

Major: advanced microbiology course ^g		3
Major: advanced microbiology course ^g		5
Major: optional research		1 - 3
Elective course ^d		3
Elective course ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)		

Hours		15-17
Total Hours		125-136

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students must complete at least 16 s.h. in approved microbiology and immunology courses.
- h Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Scholar Track

Course	Title	Hours
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4

ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
MATH:1460	Calculus for the Biological Sciences ^{a, c}	4
CSI:1600	Success at Iowa	2
Elective course ^d		1
Hours		14-15

Spring

BIOL:1411	Foundations of Biology ^a	4
CHEM:1120	Principles of Chemistry II	4
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
GE CLAS Core: Diversity and Inclusion ^e		3
Elective course ^d		1
Hours		15-16

Second Year**Fall**

MICR:2157	General Microbiology	3
MICR:2158	General Microbiology Laboratory	2
BIOL:1412	Diversity of Form and Function	4
CHEM:2210	Organic Chemistry I	3
GE CLAS Core: World Languages First Level Proficiency or elective course ^f		4 - 5
Hours		16-17

Spring

GHS:2000	Introduction to Global Health Studies	3
PHYS:1400	Basic Physics	4
GE CLAS Core: International and Global Issues ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Elective course ^d		2
Hours		16-17

Third Year**Fall**

BIOC:3120	Biochemistry and Molecular Biology I	3
Major: advanced microbiology course ^g		3
Major: advanced microbiology laboratory course ^h		3
GE CLAS Core: Values and Culture ^e		3
GE CLAS Core: World Languages Second Level Proficiency or elective course ^f		4 - 5
Hours		16-17

Spring

BIOC:3130	Biochemistry and Molecular Biology II	3
Major: advanced microbiology course ^g		3
GE CLAS Core: Literary, Visual, and Performing Arts ^e		3
GE CLAS Core: World Languages Fourth Level Proficiency or elective course ^f		4 - 5
Elective course ^d		3
Hours		16-17

Fourth Year**Fall**

Major: advanced scholar track course		3
Major: advanced microbiology course ^g		3

Major: advanced microbiology course ^g		3
Major: optional research		1 - 3
GE CLAS Core: Historical Perspectives ^e		3
Elective course ^d		2
Hours		15-17

Spring

Major: advanced microbiology course ^g		5
Major: optional research		1 - 3
GE CLAS Core: Social Sciences ^e		3
Elective course ^d		3
Elective course ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ⁱ		
Hours		15-17
Total Hours		123-133

- a Fulfills a major requirement and may fulfill a GE requirement.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Enrollment in math courses requires completion of a placement exam.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e GE CLAS Core courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- f Students who have completed four years of a single language in high school have satisfied the GE CLAS Core World Languages requirement. Enrollment in world languages courses requires a placement exam, unless enrolling in a first-semester-level course.
- g Students must complete at least 16 s.h. in approved microbiology and immunology courses.
- h Students must take at least one microbiology and immunology advanced laboratory course.
- i Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>. If applicable search for "Early and Late Participation" to find this page (e.g. participate in graduation ceremony in May, degree conferral in August).

Career Advancement

Graduates find employment opportunities in government, hospitals, public health laboratories, research laboratories, and industrial laboratories (food, dairy, chemical, pharmaceutical, and biotechnology companies). Those who pursue advanced degrees have more advanced career opportunities in these same areas, with greater responsibilities and higher salaries, as well as in college and university teaching.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Microbiology, Minor

Requirements

The undergraduate minor in microbiology requires a minimum of 15 s.h. in Department of Microbiology and Immunology courses (prefix MICR), including 12 s.h. in courses considered advanced for the minor taken at the University of Iowa. Courses numbered MICR:3147 Immunology and Human Disease and above are considered advanced for the minor, excluding MICR:3164 Microbiology and Human Health. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass.

Students may count a maximum of 2 s.h. earned in MICR:4161 Undergraduate Research in Microbiology or MICR:4171 Honors Undergraduate Research in Microbiology toward the minor. They also may count MICR:5218 Microscopy for Biomedical Research toward the minor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Microbiology, Minor

Course	Title	Hours
Academic Career		
Any Semester		
Students must maintain a GPA of at least 2.00 in all courses for the microbiology minor and in all UI courses for the minor.		
Coursework in the microbiology minor may not be taken pass/nonpass.		
Hours		0
First Year		
Fall		
CHEM:1110	Principles of Chemistry I ^{a, b}	4
Hours		4
Spring		
BIOL:1411	Foundations of Biology ^c	4
Hours		4
Second Year		
Fall		
MICR:2157	General Microbiology ^d	3
MICR:2158	General Microbiology Laboratory ^e	2
Hours		5
Spring		
Minor: advanced microbiology course (prefix MICR) ^f		3
Hours		3
Third Year		
Fall		
Minor: advanced microbiology course (prefix MICR) ^f		3
Hours		3

Spring

Minor: advanced microbiology course (prefix MICR) ^f	3
Hours	3

Fourth Year

Fall

Minor: advanced microbiology course (prefix MICR) ^f	3
Hours	3

Total Hours	25
-------------	----

- a Prerequisite for BIOL:1411, which is a prerequisite for all advanced microbiology courses.
- b Enrollment in chemistry courses requires completion of a placement exam.
- c Prerequisite for all advanced microbiology courses.
- d Prerequisite with a grade of C or higher for most advanced microbiology courses.
- e Prerequisite with a grade of C or higher for advanced microbiology laboratory courses.
- f Courses numbered MICR:3147 and above are considered advanced for the minor, excluding MICR:3164.

Microbiology, M.S.

Requirements

The Master of Science program in microbiology requires a minimum of 30 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 2.80 to earn the degree. They are required to earn a minimum of 12 s.h. in microbiology courses chosen from three of the department's six subdisciplines. They may substitute a course they have already taken (at the University of Iowa or elsewhere) for a course requirement, with the M.S. advisory committee's approval.

Additional course requirements depend on students' interests and the advice of the examining committee. Students must write a thesis based on their own research and defend it satisfactorily in an oral examination. No more than 9 s.h. of credit for thesis research may be counted toward the 30 s.h. required for the degree.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. They should have a cumulative g.p.a. of at least 3.00 and must have completed courses in biology, chemistry (inorganic and organic), mathematics including calculus, and physics. Those admitted with deficiencies must complete the relevant course work during their first year of graduate study. Admission is determined through a review and formal vote by the faculty.

Preference is given to students applying to the Ph.D. program.

Microbiology, Ph.D.

Graduate study in microbiology is designed to help students become highly qualified in microbiology research and teaching. Ph.D. students develop expertise in research in a specific area of microbiology and/or immunology.

Faculty members have strengths in bacterial genetics and physiology, animal virology, pathogenic bacteriology and virology, and immunology. Areas of research include bioinformatics, cellular microbiology, molecular virology and immunology, bacterial biochemistry and physiology, bioremediation, bacterial and viral pathogenesis, and molecular parasitology. Working in the laboratory of their Ph.D. advisor, students learn to define and experimentally investigate scientific questions and to conduct original research in preparation for positions in academia, government, and industry.

Requirements

The Doctor of Philosophy in microbiology requires a minimum of 72 s.h. of graduate credit, including at least 12 s.h. of graded coursework. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree. Qualified students interested in earning the Doctor of Medicine along with the Ph.D. may apply to the Medical Scientist Training Program [p. 1711], which offers a combined M.D./Ph.D. program.

Students have the opportunity to tailor their curriculum with courses that enhance their educational goals. They take a combination of graduate-level courses that include seminar courses.

The Ph.D. with a major in microbiology requires the following coursework.

Core Curriculum

Code	Title	Hours
MICR:7263	Graduate Student Research Seminar	1
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/ Responsible Conduct of Research II	0

Additional courses offered by the Department of Microbiology and Immunology and other departments, as appropriate for each student

Typical Two-Year Curriculum

First Three Semesters

Students enroll for 12 s.h. in the first three semesters and select courses from the following.

First Year, Fall

Code	Title	Hours
MICR:6247/ IMMU:6247	Graduate Immunology and Human Disease	4
MICR:6255	Graduate Experimental Approaches to Molecular Microbiology	2

MICR:6267	Graduate Viruses and Human Disease	4
MICR:6270	Graduate Microbial Genetics	2

First Year, Spring

Code	Title	Hours
MICR:6201/ IMMU:6201	Graduate Immunology	3
MICR:6240	Graduate Eukaryotic Pathogens and Human Disease	2
MICR:6259	Graduate Bacteria and Human Disease	3
MICR:6260	Graduate Bacterial Physiology and Cell Biology	2
MICR:6268	Biology and Pathogenesis of Viruses	2
MICR:7265	Topics in Virology Literature	1

Examples of Elective Coursework

Code	Title	Hours
BIOL:4213/ GENE:4213/ IGPI:4213	Bioinformatics	2,4
BIOL:5320/ BME:5330/ ECE:5220/ GENE:5173/ IGPI:5330	Computational Genomics	3
BMED:5207	Principles of Molecular and Cellular Biology	3
MMED:6220/ ACB:6220/ MPB:6220	Mechanisms of Cellular Organization	3

Additional Requirements

Laboratory Rotations

Graduate students rotate through two to three different laboratories during their first academic year. The laboratory rotations are approximately ten weeks each. At the conclusion of each rotation, a student meets with the rotation mentor for an exit interview and an evaluation of the student's performance. This evaluation becomes part of the student's departmental record. The student also is required to present the research completed during the rotation in the graduate seminar course.

Teaching

Graduate students participate in the formal teaching activities of the department for at least two semesters. First-year students as well as students who are within a year of receiving the Ph.D. degree typically are not asked to teach. Teaching may take a variety of forms, including tutoring, leading discussions and laboratory groups, correcting examinations, preparing teaching materials, and lecturing.

Comprehensive Examination

The comprehensive examination is designed to measure a student's ability to write and defend a research proposal. The format of this proposal follows guidelines for research proposals outlined by major external funding agencies (i.e., National Institutes of Health (NIH), National Science

Foundation (NSF), and U.S. Department of Agriculture (USDA). Guidance, in the design of these proposals, is provided by the director of graduate studies and the student's comprehensive examination committee.

Written Examination

During the spring semester of the second year, a student prepares a detailed research proposal. The topic of the research proposal is determined in collaboration with the comprehensive examination committee. A detailed guide can be found in the Graduate Program in Microbiology Graduate Student Handbook on the Department of Microbiology and Immunology website.

Oral Examination

Questions during the oral examination may come from the examination proposal, coursework, or other general areas of microbiology. In order to pass the comprehensive examination, a student must satisfactorily defend the written research proposal and answer questions of general microbiology that are germane to the proposal or that are important for a full understanding of the proposed experiments and their interpretation.

Final Examination

The five-member Ph.D. thesis committee serves as an advisory body for preparation of the thesis. This committee meets with the student to review the material that is expected to be incorporated in the thesis. Although meetings of the candidate with the committee should be yearly, the candidate, thesis advisor, or the committee can request a meeting at any time. A final draft of the thesis must be given to all members of the committee two weeks before the final examination. The final examination takes the form of a seminar presented to the department. This presentation is announced according to the Graduate College policy. Questions, comments, and discussion will follow. After the seminar, the candidate meets with the committee for the final thesis defense. The Ph.D. degree is not awarded until the thesis is signed. In some cases, revisions may be required.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in microbiology in a combined degree program offered by the Department of Microbiology and Immunology and the Carver College of Medicine. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. They should have a cumulative g.p.a. of at least 3.00 and must have completed courses in biology, chemistry (inorganic and organic), mathematics including calculus, and physics. Those admitted with deficiencies must complete the relevant course work during their first year of graduate study. Admission is determined through a review and formal vote by the faculty.

Financial Support

Graduate student tuition, benefits, and a stipend are fully supported during Ph.D. training, which typically spans five years.

Career Advancement

Graduates typically pursue research or teaching positions.

Molecular Physiology and Biophysics

Chair

- Kevin P. Campbell

Executive Associate Chair

- W. Scott Moye-Rowley

Faculty: <https://medicine.uiowa.edu/physiology/people/primary-appointments>

Website: <https://medicine.uiowa.edu/physiology/>

The Department of Molecular Physiology and Biophysics participates in interdisciplinary graduate programs, including the Medical Scientist Training [p. 1711] Program, a combined M.D./Ph.D. program offered by the Graduate College and the Carver College of Medicine, and it provides instruction in molecular physiology and biophysics for M.D., D.D.S., and other health professions students. The department also conducts a co-op exchange, a vigorous training program that gives undergraduate students the opportunity to develop as independent researchers in preparation for graduate studies.

The department's principal research areas include cell biology, genetics, endocrinology, neuroscience, and membrane physiology and biophysics. The unifying theme is the understanding of signal transduction mechanisms involved in regulating function at the cellular and molecular levels.

Research

Faculty research interests in the Department of Molecular Physiology and Biophysics encompass molecular and cellular endocrinology, cellular and developmental neurophysiology, and membrane structure and function. Within these, there are multiple areas of interest, including hormone receptors, reproductive endocrinology, signal transduction, regulation of gene expression, synaptic transmission, neuronal differentiation, membrane ion channels, regulation of excitability, and cardiovascular electrophysiology and regulation. Experimental models currently being investigated include rodents, yeast, *Drosophila*, and cultured cell lines from a variety of species.

Programs

Graduate Programs of Study

Majors

- Master of Science in Molecular Physiology and Biophysics
- Doctor of Philosophy in Molecular Physiology and Biophysics

Students interested in doctoral studies in molecular physiology and biophysics should apply under the umbrella program in Biomedical Science [p. 1549] (select molecular physiology and biophysics subprogram). Direct applications to the M.S. and Ph.D. in molecular physiology and biophysics are not currently being considered.

Facilities

Two floors of the Bowen Science Building are devoted to research and teaching in the Department of Molecular Physiology and Biophysics. Department faculty members also

occupy laboratory facilities in the Medical Education Research Facility, Pappajohn Biomedical Discovery Building, and the Carver Biomedical Research Building. In addition to specialized equipment in faculty research laboratories, the department provides equipment for fluorescence microscopy, isotope analysis, cell culture, and molecular biology. It also has access to the University network and the multimedia education facilities. Additional resources are available at the Hardin Library for the Health Sciences.

Courses

Molecular Physiology and Biophysics Courses

MPB:4199 Research, Independent Study **arr.**
Recommendations: closed to molecular physiology and biophysics graduate students.

MPB:5153 Graduate Physiology **4 s.h.**
Principles of human physiology, organ systems, cell function. Offered fall semesters. Requirements: grades of C- or higher in BIOL:1411 and CHEM:2210 and CHEM:2220, and graduate standing.

MPB:5200 Medical Physiology Online **5 s.h.**
Fundamental principles of cellular membranes, muscle, sensory organs, motor neurological systems, autonomic nervous systems, cardiovascular, pulmonary, renal, gastrointestinal, endocrine, and reproductive systems; interdependence of organ systems to maintain a normal physiological state using clinical correlates as applied to humans; basic physiological principles that establish a solid foundation for future pathophysiological and pharmacological concepts. Recommendations: medical, dental, physician assistant, nurse anesthesia, physical therapy, or graduate standing.

MPB:5201 Advanced Physiology Online **3 s.h.**
Examination of cellular and organ systems of medical physiology; fundamental principles of cellular membranes including muscle, sensory organs, motor neurological systems, autonomic nervous system, cardiovascular, pulmonary, renal, gastrointestinal, endocrine, and reproductive physiology; emphasis on interdependence of organ systems to maintain a normal physiological state (homeostasis) using clinical correlates as applied to humans; basic physiological principles that establish a solid foundation for future pathophysiological and pharmacological concepts.

MPB:5241 Neuromuscular Diseases: Case-Based Seminar **1 s.h.**

MPB:6209 Steroid Receptor Signaling **1 s.h.**
Structure-function relationship and genomic and nongenomic actions of the steroid hormone receptor family; basis for actions of novel new ligands on these receptors. Offered spring semesters of even years. Same as NSCI:6209, PCOL:6209.

MPB:6220 Mechanisms of Cellular Organization **3 s.h.**
Current understanding of basic cell biological processes; key experiments that led to guiding insights; mechanisms that cells use for compartmentalization and how those mechanisms are regulated; biogenesis of major organelles (e.g., mitochondria, peroxisomes, nucleus, secretory/endocytic membrane system); functions of cytoskeleton in cell motility, organelle motility, and cell division. Prerequisites: BIOC:3130. Same as ACB:6220, MMED:6220.

MPB:6225 Growth Factor Receptor Signaling 1 s.h.

Mechanisms of signaling by growth factors; cytokines and related molecules that regulate cell proliferation, development, differentiation, and survival; emphasis on molecular mechanisms of signaling, relevance of these signaling processes to various human diseases. Same as ACB:6225, MMED:6225.

MPB:6226 Cell Cycle Control 1 s.h.

Cell cycle regulation, DNA damage-dependent cell cycle regulation, redox-dependent cell cycle regulation, cellular senescence. Same as ACB:6226, MMED:6226.

MPB:6227 Cell Fate Decisions 1 s.h.

Cellular fate decisions including signal integration, terminal differentiation in development, mechanisms of embryonic stem cell gene regulation/cellular reprogramming, cell death paradigms, and cell death in development and cancer. Same as ACB:6227, MMED:6227.

MPB:6265 Neuroscience Seminar 0-1 s.h.

Research presentations. Same as ACB:6265, BIOL:6265, NSCI:6265, PSY:6265.

MPB:6302 Research Physiology and Biophysics arr.

Requirements: molecular physiology and biophysics graduate standing.

MPB:7402 Thesis arr.

Requirements: molecular physiology and biophysics Ph.D. candidacy.

MPB:8115 Human Physiology for Dental Students 4 s.h.

Principles of human physiology, organ systems, cell function. Offered fall semesters. Requirements: grades of C- or higher in BIOL:1411, CHEM:2210, and CHEM:2220; and D.D.S. enrollment.

Neurology

Chair

- George B. Richerson

Faculty: <https://medicine.uiowa.edu/neurology/people/primary-appointments>

Website: <https://medicine.uiowa.edu/neurology/>

Neurology is the branch of medical science concerned with diagnosis and management of disorders of the brain, spinal cord, peripheral nervous system, and muscle.

The Department of Neurology's hallmark is its history of carefully integrating patient care, scientific investigation, and the education of medical, postdoctoral, and graduate students. The department also offers research opportunities in various fields of neuroscience including neuropsychology, neuroimaging, and neuroanatomy to Ph.D. students in neuroscience and psychology.

Research

The faculty's investigative interests center on cognitive neuroscience, degenerative diseases, cerebrovascular disease, neurogenetics, neuromuscular diseases, electrophysiological correlates of central and peripheral nervous system disease, growth factors in the nervous system, control and regulation of autonomic functions, neuro-ophthalmology, movement disorders, epilepsy, and pain management. For more information see the Department of Neurology website.

M.D. Training

The department provides clinical and clinical research training to second-, third-, and fourth-year M.D. students.

Residency

The Department of Neurology offers an active, four-year approved residency program that qualifies physician trainees for board certification in neurology. Experience in clinical electrophysiology, pediatric neurology, psychiatry, and neuropathology is part of this training.

Courses

Neurology Courses

NEUR:5365 Seminar: Neuropsychology and Neuroscience arr.

Clinical neuropsychology and cognitive neuroscience: cutting-edge research from scientific journals, case presentations in clinical neuropsychology, and current research. Same as NSCI:5365, PSY:5365.

NEUR:6240 Topics in Cognitive Neuroscience 1-3 s.h.

Key topics in the neural basis of human cognition; research literature. Recommendations: graduate courses in basic neuroscience and cognitive psychology. Same as NSCI:6240.

NEUR:7235 Neurobiology of Disease 3 s.h.

Broad, thematic understanding of disease mechanisms in neurobiological disorders. Same as NSCI:7235.

NEUR:7238 Introduction to Neuropsychological Assessment arr.

Standard neuropsychological and behavioral assessment procedures; selection, administration, and scoring of neuropsychological tests under staff supervision; involvement in case presentation.

NEUR:7239 Advanced Neuropsychological Assessment arr.

Continuation of NEUR:7238; preparation of integrated reports on collected data; case presentations.

NEUR:8301 Clinical Neurology 2,4 s.h.

Experience in clinical neurology through ward work and case-based conferences linked to required reading; focus on neurologic examination, diagnosis of neurologic problems.

NEUR:8401 Advanced Inpatient Neurology 2,4 s.h.

Experience and management of patients with seizure disorders, headache, cerebrovascular diseases; conferences, clinical rounds; two weeks on each inpatient service for a total of four weeks. Prerequisites: NEUR:8301.

NEUR:8402 Advanced Outpatient Neurology 2,4 s.h.

Experience in evaluation, management of patients with various neurologic diseases; four weeks in clinic patient care. Prerequisites: NEUR:8301.

NEUR:8404 Advanced Inpatient Subinternship in Neurology 4 s.h.

Care of patients with acute and serious neurological diseases, management of patients with varied cerebrovascular diseases; treatment of acute brain disease, comorbid medical diseases, medical and neurological complications that occur among patients with stroke; clinical assessments of patients, writing orders and clinical notes, contribution to rounds; close communication with patients, families, and colleagues; assignment to evening calls for emergency visits and consultations.

NEUR:8497 Research in Neurology arr.

Medical research, clinical or laboratory projects; individual study.

NEUR:8498 Neurology On Campus arr.

NEUR:8499 Neurology Off Campus arr.

Neuroscience and Pharmacology

Chair

- Edwin "Ted" G. Abel

Faculty: <https://medicine.uiowa.edu/neuroscience-and-pharmacology/people>

Website: <https://medicine.uiowa.edu/neuroscience-and-pharmacology/>

The Department of Neuroscience and Pharmacology provides professional training for health science students and participates with other departments in educational and research activities such as the Medical Scientist Training [p. 1711] Program, the Physician Scientist Training Pathway, the Molecular Medicine [p. 1609] Program, the Neuroscience [p. 1611] Program, the Holden Comprehensive Cancer Center, the Abboud Cardiovascular Research Center, and the UI Fraternal Order of Eagles Diabetes Research Center.

The department was a pioneer in offering pharmacology to undergraduate students with little or no science background. Currently, undergraduates can enroll in PCOL:2220 Drug Use and Abuse. This course emphasizes the mechanisms of drug action and give students a background for rational decisions concerning use of drugs.

Department of Neuroscience and Pharmacology graduate study includes both didactic and research experience. Students interested in doctoral studies should apply under the umbrella program in Biomedical Science [p. 1549] (pharmacology subprogram). Qualified students may pursue the combined M.D./Ph.D. in the University's Medical Scientist Training Program.

Pre- and postdoctoral students pursue research training in all areas of neuroscience and pharmacology in the department in preparation for career opportunities in academia, government, and industry.

Programs

Graduate Programs of Study

Majors

- Master of Science in Pharmacology
- Doctor of Philosophy in Pharmacology

Students interested in doctoral studies in pharmacology should apply under the umbrella program in Biomedical Science [p. 1549] (select pharmacology subprogram). Direct applications to the M.S. and Ph.D. in pharmacology are not currently being considered.

Courses

Neuroscience and Pharmacology Courses

PCOL:2220 Drug Use and Abuse 3 s.h.

Principles of drug action, toxicity, sedatives, stimulants, hallucinogens, narcotics, over-the-counter agents, antibiotics, and oral contraceptives. Offered spring semesters. Requirements: closed to students enrolled in the Pharm.D. program. GE: Natural Sciences without Lab.

PCOL:3101 Pharmacology I: A Drug's Fantastic Journey 2-3 s.h.

Introduction to basic pharmacological principles by following a drug's journey from its site of administration to its site of elimination; common mechanisms by which drugs affect the body and mechanisms underlying drug actions on two primary body systems—nervous and cardiovascular; structured learning environment bolstered by highly interactive application sessions where students apply course material via collaborative work on problem sets/activities; for students interested in medicine, pharmacy, research, and industry. Prerequisites: CHEM:1110 and BIOL:1411. Recommendations: additional higher-level biology and chemistry courses helpful.

PCOL:3102 Pharmacology II: Mechanisms of Drug Action 3 s.h.

Expansion of basic pharmacological concepts and further exploration of how they are applied to define a drug's actions on the body; students continue their exploration of the body by discussing various disorders including neuropsychiatric and immune disorders, cancer, diabetes, and microbial infections in conjunction with current treatments; structured learning environment bolstered by highly interactive discussion sessions where students learn to apply course material via collaborative work on problem sets/activities; for students interested in medicine, pharmacy, research, and industry. Prerequisites: PCOL:3101. Recommendations: additional higher-level courses in biology and chemistry helpful.

PCOL:4130 Drug Mechanisms and Actions 3 s.h.

Introduction to principles of pharmacology, pharmacologic actions of drugs. Offered spring semesters. Requirements: undergraduate biochemistry and physiology courses.

PCOL:4199 Undergraduate Research in Neuroscience and Pharmacology arr.

Experimental research under faculty supervision in department laboratories.

PCOL:5130 Fundamentals of Pharmacology 3 s.h.

Basic pharmacological principles underlying drug absorption, distribution, and metabolism; how these processes determine drug dosing; drug receptor interactions and their quantitation; impact of genetic variation on the actions and metabolism of drugs; mechanisms of neurotransmission focusing on synthesis, release, actions, and degradation; central nervous system (CNS) pathways for major neurotransmitters; disease states involving various abnormal neurotransmitter function. Offered spring semesters.

PCOL:5135 Principles of Pharmacology 1 s.h.

Basic pharmacological principles underlying drug absorption, drug distribution throughout the body, drug metabolism, and drug elimination; how these processes determine drug dosing and the means by which dosing parameters are characterized; drug receptor interactions and their quantitation. Offered spring semesters.

- PCOL:5136 Pharmacogenetics and Pharmacogenomics** 1 s.h.
Impact of genetic variation on the actions and metabolism of drugs; database search techniques to identify variants. Offered spring semesters. Prerequisites: PCOL:5135. Recommendations: undergraduate or graduate biochemistry and/or genetics.
- PCOL:5137 Neurotransmitters** 1 s.h.
Mechanisms of neurotransmission focusing on mechanisms of synthesis, regulation of release, mechanisms of action, means of degradation, and CNS pathways for major neurotransmitters; disease states involving various neurotransmitter systems. Offered spring semesters.
- PCOL:5204 Basic Biostatistics and Experimental Design** 1 s.h.
Overview of theory of experimental design and data analysis in biological sciences; types of analyses available for common types of data generated in biomedical sciences; review of statistical methods used in published studies; cursory coverage of mathematical computations involved in various analytical tests. Offered fall semesters.
- PCOL:6015 Topics in Pharmacology and Neuroscience** 1 s.h.
Recent advances in pharmacology, neuropharmacology, developmental neurobiology, neuroendocrinology, and related neurosciences.
- PCOL:6020 Topics in Pharmacogenomics** 1 s.h.
Recent advances in pharmacogenomics, pharmacogenetics, and related genetic fields. Offered fall semesters.
- PCOL:6025 Topics in Cell Signaling and Cancer** 1 s.h.
Recent advances in cell signaling mechanisms, mechanisms of cancer, cancer biology, and related sciences. Offered spring semesters.
- PCOL:6030 Topics in Cardiovascular Pharmacology** 1 s.h.
Recent advances in cardiovascular pharmacology, metabolic pharmacology, and related sciences. Offered spring semesters.
- PCOL:6080 Pharmacology Seminar** 1 s.h.
- PCOL:6090 Graduate Research in Pharmacology** arr.
- PCOL:6099 Special Topics in Pharmacology** arr.
- PCOL:6203 Pharmacology for Graduate Students** 6 s.h.
Principles of pharmacology, pharmacologic actions of drugs, correlation with therapeutic uses. Offered fall semesters. Prerequisites: BIOC:5243 and MPB:5153.
- PCOL:6204 Pharmacology for Health Sciences: Nurse Anesthetist** 5 s.h.
Principles of pharmacology; pharmacologic actions of drugs, correlation with therapeutic uses. Offered fall semesters. Prerequisites: ACB:6000 or NURS:6000. Requirements: enrollment in Anesthesia Nursing Program.
- PCOL:6207 Ion Channel Pharmacology** 1 s.h.
Heuristic, semiquantitative approach to concepts in ion channel physiology and pharmacology; up-to-date physical principles, classification, and structure/function relationships for major voltage-gated ion channels that facilitate application of abstract concepts to physiological, pharmacological, and general biological problems. Offered spring semesters.
- PCOL:6208 G Proteins and G Protein-Coupled Receptors** 1 s.h.
Structure and function of small molecular weight and G proteins; heteromeric G proteins and G protein-coupled receptors. Offered spring semesters of even years. Prerequisites: BIOC:5243. Recommendations: MMED:6225.
- PCOL:6209 Steroid Receptor Signaling** 1 s.h.
Structure-function relationship and genomic and nongenomic actions of the steroid hormone receptor family; basis for actions of novel new ligands on these receptors. Offered spring semesters of even years. Same as MPB:6209, NSCI:6209.
- PCOL:6210 Receptors and Cell Signaling** 3 s.h.
Mechanisms of signaling by growth factors, cytokines and related molecules; principles of ion channel physiology and pharmacology; structure-function relationships of small molecular weight and heteromeric G proteins; G protein-coupled receptors; genomic and nongenomic actions of intracellular receptors; basis for actions of novel new ligands on intracellular receptors. Offered spring semesters.
- PCOL:6225 Growth Factor Receptor Signaling** 1 s.h.
Mechanisms of signaling by growth factors; cytokines and related molecules that regulate cell proliferation, development, differentiation, and survival; emphasis on molecular mechanisms of signaling, relevance of these signaling processes to various human diseases. Same as ACB:6225, MMED:6225, MPB:6225.
- PCOL:6250 Advanced Problem Solving in Pharmacological Sciences** 1 s.h.
Discussion of methodologies, strategies, and approaches commonly used to solve pharmacological sciences problems; use of interpersonal problem-solving skills to develop experimental study plans for solving contemporary scientific problems in pharmacology. Offered fall and spring semesters.

Neurosurgery

NSG:8499 Neurosurgery Off Campus
Arranged by student with department approval.

arr.

Chair

- Matthew A. Howard

Faculty: <https://medicine.uiowa.edu/neurosurgery/people/primary-appointments>

Website: <https://medicine.uiowa.edu/neurosurgery/>

The Department of Neurosurgery provides an experience oriented toward patient care and basic research concerning diseases and physiology of the nervous system. Students develop awareness of neurosurgery's role in treating head and spine trauma, vascular disorders, brain and spinal cord tumors, pain and peripheral nerve abnormalities, degenerative spine pathology, and surgical treatment of epilepsy and movement disorders.

Clinical courses are designed around patient-centered discussions interwoven with operating room experiences. Lectures and conferences are scheduled on specific topics.

Faculty

Neurosurgery faculty strengths are centered in physiology of spinal cord trauma, epilepsy, auditory brain function and pain, primary brain tumor genetics, central nervous system tissue culture, spinal column biomechanics, and movement disorders. The department has expertise in clinical management across the spectrum of central nervous system diseases.

M.D. Training

The department provides third- and fourth-year M.D. students with access to special expertise in selected topics of investigation regarding the central nervous system and to a clinical course through special arrangements with the faculty.

Facilities

Multiple, fully equipped laboratory space is available to support scientific research of the central nervous system. Faculty and technical assistance is available in all laboratories.

Courses

Neurosurgery courses are open only to M.D. and qualified associated health sciences students.

Neurosurgery Courses

NSG:8401 Advanced Inpatient Subinternship in Neurosurgery **4 s.h.**

Advanced clinical clerkship in neurological surgery; emphasis on diagnosis and operative management of surgical neurological disease.

NSG:8497 Research in Neurological Surgery **arr.**

Laboratory investigation of spinal cord injury, spinal column biomechanics and instrumentation, electrophysiology of pain, epilepsy and hearing, molecular genetics and physiology of brain tumors.

NSG:8498 Neurosurgery On Campus **arr.**

Clinical clerkship; individually arranged by student with departmental approval.

Nuclear Medicine Technology

Director

- Anthony W. Knight

Director, Medical

- Yusuf Menda

Director, Technical

- Daniel Petersen

Undergraduate major: nuclear medicine technology (B.S.)

Website: <https://medicine.uiowa.edu/radsci/programs/nuclear-medicine-technology>

Nuclear medicine technologists are professionals in a medical specialty that uses radioactive tracers for diagnostic, therapeutic, and research purposes. Technologists generally are employed in hospitals and clinics. They work hand-in-hand with nuclear medicine physicians, health physicists, radiopharmacists, and radiochemists as an integral part of a highly trained specialty team.

In addition to using sophisticated detectors and computers to trace the movement and localization of radioactive tracers in the human body, nuclear medicine technologists have responsibilities that include radiation safety, quality control testing, radiopharmaceutical preparation and administration, and general patient care.

The Nuclear Medicine Technology Program is fully accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). Nuclear medicine technology is one of two undergraduate majors in the field of medical imaging offered by the Carver College of Medicine. Students interested in radiologic technology, computed tomography, magnetic resonance imaging, cardiovascular interventional radiology, diagnostic medical sonography, or radiation therapy may complete the major in radiation sciences; see Radiation Sciences [p. 1772] in the Catalog.

The Carver College of Medicine is located on the University of Iowa health sciences campus, which includes University of Iowa Hospitals & Clinics, one of the nation's largest university-owned teaching hospitals. For information about the college's academic programs and resources, see Carver College of Medicine [p. 1658] in the Catalog.

Programs

Undergraduate Program of Study

Major

- Major in Nuclear Medicine Technology (Bachelor of Science) [p. 1732]

Courses

Nuclear Medicine Technology Courses

RSNM:3120 Fundamentals of Nuclear Medicine and PET 3 s.h.

Introduction to medical specialty of nuclear medicine and molecular imaging; basic theories of radiation protection, radiation physics and nuclear medicine instrumentation, radiopharmacy, nuclear medicine and positron emission tomography (PET) clinical procedures, professional standards of nuclear medicine technologist. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:3121 Nuclear Medicine Technology Clinical Internship I 3 s.h.

Hands-on clinical experience working with patients and performing routine nuclear medicine diagnostic imaging procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:3131 Radiopharmaceuticals 3 s.h.

Introduction to radiopharmaceuticals; emphasis on physical, chemical, and biologic properties and their clinical use; fundamental aspects of radiopharmaceuticals including characteristics, preparation, quality control, and clinical use. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:3220 Nuclear Medicine and PET Clinical Procedures 3 s.h.

Proper execution of nuclear medicine and PET procedures from a technical point of view; published protocols and procedures specific to the University of Iowa Hospitals & Clinics; routine set up, common errors, artifact identification, computer processing protocols, and patient care concerns identified for each procedure; review of human anatomy, physiology, and pathology germane to understanding and proper execution of nuclear medicine procedures. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:3221 Nuclear Medicine Technology Clinical Internship II 3 s.h.

Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:3231 Nuclear Medicine Instrumentation 3 s.h.

Instruments used in medical imaging to generate and detect ionizing radiation (i.e., SPECT/CT and PET/CT scanners, dose calibrators, well counters, survey meters); focus on instrument quality control testing. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:3321 Nuclear Medicine Technology Clinical Internship III 6 s.h.

Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:4121 Nuclear Medicine Technology Clinical Internship IV **4 s.h.**

Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:4221 Nuclear Medicine Technology Clinical Internship V **4 s.h.**

Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:4222 Nuclear Medicine Technology Capstone and Certification Exam Preparation **6 s.h.**

Students in final semester of program work together to organize and deliver capstone and certification exam preparation course; review of specific topics and oral presentations by each student; preparation and distribution of detailed written outlines of exam content; series of content-specific quizzes, midterm, and final "Mock Board" exam to evaluate student learning and preparedness for taking the NMTCB and ARRT national certification exams; preparation and submission of capstone portfolios that provide evidence of scholarly and professional progress. Requirements: Nuclear Medicine Technology Program enrollment.

RSNM:4444 Independent Study in Nuclear Medicine Technology **arr.**

Topics not adequately covered by existing nuclear medicine technology or radiation science courses; students prepare a draft outline of a study plan and present it to appropriate faculty members for refinement and approval. Requirements: Nuclear Medicine Technology Program enrollment.

Nuclear Medicine Technology, B.S.

Undergraduate study in nuclear medicine technology is guided by the academic rules and procedures outlined under Undergraduate Rules and Procedures [p. 1659] in the Carver College of Medicine section of the Catalog.

Requirements

The Bachelor of Science with a major in nuclear medicine technology requires a minimum of 120 s.h. of credit. Work for the degree includes a set of courses that are prerequisite to entering the major, 60 s.h. of coursework in the major, and elective coursework sufficient to complete the minimum of 120 s.h. required for graduation. Students must maintain a cumulative g.p.a. of at least 2.00 and a grade of C or higher in each course required for the major (60 s.h.).

Students who plan to complete all requirements for the degree at the University of Iowa enter the University as students in the College of Liberal Arts and Sciences (CLAS) with a nuclear medicine technology interest. As CLAS students, they complete the coursework that is prerequisite to entering the major.

Admission to the major is competitive; the program accepts a maximum of eight students per year. Students must apply to the major by January 15 of the year in which they wish to enter the program. Personal interviews with qualified applicants are scheduled in February, and the class is selected by March 15. The program begins the following fall semester and lasts two years.

Applicants for admission to the University of Iowa whose first language is not English are strongly encouraged to complete the University of Iowa English Proficiency Evaluation and satisfy the University's English Proficiency Requirements before they apply to a professional program. Students must have permission to register for a full academic load before they may be admitted to the Nuclear Medicine Technology Program.

The nuclear medicine technology major requires students to complete a minimum of two years of a high school world language, or college-level coursework deemed by the University as equivalent, prior to admission.

Students who are admitted to the major become Carver College of Medicine students. Upon completing the program successfully, they are granted a Bachelor of Science degree. Graduates are eligible to apply for the nuclear medicine technology national certification examinations.

The program strongly advises students entering the University to pursue a course of study that is applicable to another major, most commonly biochemistry, biology, chemistry, or microbiology, so that if they are not admitted to the Nuclear Medicine Technology Program, they still may complete a major and receive a bachelor's degree.

The Bachelor of Science with a major in nuclear medicine technology requires the following work.

Prerequisites to the Nuclear Medicine Technology Major

Students must complete the following prerequisite courses and must have earned 60 s.h. of college credit with a

cumulative g.p.a. of at least 2.50 before they may enter the nuclear medicine technology major. In addition to providing a foundation for the major, the prerequisite courses are good preparation for other majors.

Rhetoric

Code	Title	Hours
RHET:1030	Rhetoric	4-5

Culture, Society, and the Arts

See GE CLAS Core [p. 20] (College of Liberal Arts and Sciences) in the Catalog for approved courses in the culture, society, and the arts areas.

Students complete two courses for 3 s.h. each in two of these areas (total of 6 s.h.):

Code	Title	Hours
	Diversity and Inclusion approved coursework	
	Historical Perspectives approved coursework	
	International and Global Issues approved coursework	
	Literary, Visual, and Performing Arts approved coursework	
	Values and Culture approved coursework	

Mathematics

Code	Title	Hours
One of these:		
MATH:1020	Elementary Functions	4
MATH:1440	Mathematics for the Biological Sciences	4

A more advanced mathematics course

Introductory Chemistry with Laboratory

Code	Title	Hours
This course:		
CHEM:1110	Principles of Chemistry I	4

Introductory Physics

Code	Title	Hours
One of these:		
PHYS:1400	Basic Physics	3-4
PHYS:1511	College Physics I	4

Psychology

Code	Title	Hours
This course:		
PSY:1001	Elementary Psychology	3

Medical Terminology

Code	Title	Hours
This course:		
CLSA:3750	Medical and Technical Terminology	2

Anatomy with Laboratory

Code	Title	Hours
One of these options:		
ACB:3110 & HHP:1110	Principles of Human Anatomy - Human Anatomy Laboratory	4
HHP:1100 & HHP:1110	Human Anatomy - Human Anatomy Laboratory	4
HHP:1150	Human Anatomy Lecture with Lab	4
HHP:3115	Anatomy for Human Physiology with Lab	5

Physiology with Laboratory

Code	Title	Hours
One of these options:		
HHP:1300 & HHP:1310	Fundamentals of Human Physiology - Human Physiology Laboratory	4
HHP:1350	Fundamentals of Human Physiology with Laboratory	4
HHP:3500 & HHP:1310	Human Physiology - Human Physiology Laboratory	4
HHP:3550	Human Physiology with Laboratory	5

Recommended Pre-Major Courses

The Nuclear Medicine Technology Program strongly recommends that students who intend to apply to the major take the following coursework in addition to the required prerequisite courses listed above.

Code	Title	Hours
Both of these:		
CHEM:1120	Principles of Chemistry II	4
RSP:1100	Introduction to the Radiation Sciences	1
One of these:		
BIOL:1140	Human Biology	4
BIOL:1411	Foundations of Biology	4
One of these:		
STAT:1020	Elementary Statistics and Inference	3
STAT:3510	Biostatistics	3
STAT:4143	Introduction to Statistical Methods	3
One of these:		
BAIS:1500	Business Computing Essentials	2
CS:1020	Principles of Computing	3

Prospective students are encouraged to consult the Nuclear Medicine Technology Program office to plan an appropriate pre-major program of study.

Coursework in the Major

Students admitted to the nuclear medicine technology major spend two years in a clinical curriculum that is organized in accordance with the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) Accreditation Standards for Nuclear Medicine Technologist Education. They complete coursework in the following areas:

radiopharmacy, radiation safety and radiobiology, patient care, nuclear medicine and positron emission tomography (PET) procedures, radiation physics and instrumentation, administration and management, medical and professional ethics, research methodology, and computed tomography (CT). Practical clinical rotations focus on nuclear medicine, PET and CT imaging, nuclear medicine therapy, clinical radiopharmacy, nuclear medicine computer applications, and quantification of radioactivity in vivo and in vitro.

Students must earn a grade of C or higher in each course required for the major.

The following coursework is required.

Code	Title	Hours
RSNM:3120	Fundamentals of Nuclear Medicine and PET	3
RSNM:3121	Nuclear Medicine Technology Clinical Internship I	3
RSNM:3131	Radiopharmaceuticals	3
RSNM:3220	Nuclear Medicine and PET Clinical Procedures	3
RSNM:3221	Nuclear Medicine Technology Clinical Internship II	3
RSNM:3231	Nuclear Medicine Instrumentation	3
RSNM:3321	Nuclear Medicine Technology Clinical Internship III	6
RSNM:4121	Nuclear Medicine Technology Clinical Internship IV	4
RSNM:4221	Nuclear Medicine Technology Clinical Internship V	4
RSNM:4222	Nuclear Medicine Technology Capstone and Certification Exam Preparation	6
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
RSCT:4120	Computed Tomography Procedures I	3
RSCT:4130	Computed Tomography Physical Principles and QC	4
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3
Total Hours		60

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Nuclear Medicine Technology, B.S.

Course	Title	Hours
Academic Career		
Any Semester		

Students apply to the Nuclear Medicine Technology B.S. program through a selective process. Acceptance is not guaranteed.^a

Students must earn a grade of C or higher in all RS** courses.

The Nuclear Medicine Technology professional program is two years in duration.

Hours	0
-------	---

First Year

Any Semester

Recommended: health care experience (e.g. CNA), job shadowing in nuclear medicine and PET

Hours	0
-------	---

Fall

RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^b	4
PSY:1001	Elementary Psychology	3
RSP:1100	Introduction to the Radiation Sciences ^c	1

GE: General Education course (DI, IGI, HP, LVPA, or VC) ^d	3
--	---

Admission Application: students may be eligible to apply for early acceptance (typically due in January)^e

Hours	15
-------	----

Spring

Human Anatomy and Lab ^f	4 - 5	
CLSA:3750	Medical and Technical Terminology	2
MATH:1020	Elementary Functions ^g	4
or MATH:1440	or Mathematics for the Biological Sciences	

GE: General Education course (DI, IGI, HP, LVPA, or VC) ^d	3
--	---

Elective course	2
-----------------	---

Hours	15-16
-------	-------

Second Year

Fall

CHEM:1110	Principles of Chemistry I ^h	4
PHYS:1400	Basic Physics	3 - 4
or PHYS:1511	or College Physics I	
BAIS:1500	Business Computing Essentials ^c	2 - 3
or CS:1020	or Principles of Computing	

Elective course	3
-----------------	---

Elective course	2
-----------------	---

Admission Application: begin preparing materials for NMT program application (typically due in January)^e

Hours	14-16
-------	-------

Spring

CHEM:1120	Principles of Chemistry II ^c	4
STAT:1020	Elementary Statistics and Inference ^c	3
or STAT:4143	or Introduction to Statistical Methods	
or STAT:3510	or Biostatistics	

Human Physiology and Lab ⁱ	4 - 5
---------------------------------------	-------

Elective course	3
-----------------	---

Elective course	2
-----------------	---

Hours	16-17
-------	-------

Third Year

Any Semester

The curriculum shown in the third and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Nuclear Medicine Technology Professional Program.

Hours	0
-------	---

Fall

RSNM:3120	Fundamentals of Nuclear Medicine and PET	3
RSNM:3121	Nuclear Medicine Technology Clinical Internship I	3
RSNM:3131	Radiopharmaceuticals	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:2120	Patient Care for the Radiation Sciences	3

Hours	14
-------	----

Spring

RSNM:3220	Nuclear Medicine and PET Clinical Procedures	3
RSNM:3221	Nuclear Medicine Technology Clinical Internship II	3
RSNM:3231	Nuclear Medicine Instrumentation	3
RSP:3210	Medical Ethics and Law	2
RSCT:4100	Sectional Anatomy for Imaging Sciences	3

Hours	14
-------	----

Summer

RSNM:3321	Nuclear Medicine Technology Clinical Internship III	6
-----------	---	---

Hours	6
-------	---

Fourth Year

Fall

RSNM:4121	Nuclear Medicine Technology Clinical Internship IV	4
RSP:4110	Research Methodology for Radiation Sciences	3
RSCT:4130	Computed Tomography Physical Principles and QC	4
RSCT:4120	Computed Tomography Procedures I	3

Hours	14
-------	----

Spring

RSNM:4221	Nuclear Medicine Technology Clinical Internship V	4
RSNM:4222	Nuclear Medicine Technology Capstone and Certification Exam Preparation	6

RSP:3220 Radiation Sciences Quality
Management and Health Care
Administration 2

Exam: Upon completion of the program students are eligible to apply to take certification exams.

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j

Hours	12
Total Hours	120-124

- a The Academic Advising Center advises Nuclear Medicine Technology Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than two years to complete.
- b This course is strongly recommended to prepare for the anatomy and physiology courses.
- c This course is recommended not required.
- d Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.
- e Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.
- f Choose from: HHP:1150, HHP:3115, HHP:1100 and HHP:1110, ACB:3110 and HHP:1110.
- g Enrollment in math courses requires completion of a placement exam.
- h Enrollment in chemistry courses requires completion of a placement exam.
- i Choose from: HHP:1350, HHP:3550, HHP:1300 and HHP:1310, HHP:3500 and HHP:1310.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The Nuclear Medicine Technology Program has a stellar record of job placement. Graduates typically work as nuclear medicine technologists, beginning as entry-level staff at hospitals or clinics. With experience, many earn advanced degrees in areas such as radiation biology, health physics, or medicine. Some work in the private sector as sales or marketing specialists in nuclear medicine.

Graduates also find career opportunities in education as instructors, coordinators, or program directors; and in administration, industry, or research and development. Those pursuing government-related jobs might find positions as regulatory agency inspectors or radiation safety officers. See the Occupational Outlook Handbook for nuclear medicine technologists on the United States Department of Labor Bureau of Labor Statistics website for career information and outlook.

The Pomerantz Career Center offers multiple resources to help students find internships and jobs.

Obstetrics and Gynecology

Chair

- Kimberly K. Leslie

Faculty: <https://medicine.uiowa.edu/obgyn/people/primary-appointments>

Website: <https://medicine.uiowa.edu/obgyn/>

Faculty in the Department of Obstetrics and Gynecology contribute to a wide spectrum of educational programs. A six-week core clerkship is taken by all Carver College of Medicine medical students. Subinternships are offered in high risk obstetrics (maternal fetal medicine) and gynecologic oncology. Advanced electives are offered in reproductive endocrinology and infertility, family planning, and night float and urogynecology. Approximately 12 physician assistant (PA) students also complete a one month rotation within the department as part of their training.

There are five Accreditation Council for Graduate Medical Education (ACGME) accredited fellowship programs—female pelvic medicine and reconstructive surgery (urogynecology), gynecologic oncology, maternal fetal medicine (high risk obstetrics), combined maternal fetal medicine/clinical genetics, and reproductive endocrinology and infertility.

M.D. Training

Courses supported by the Department of Obstetrics and Gynecology are designed to give medical students a comprehensive survey of female reproductive medicine. This is accomplished through a variety of didactic lectures, outpatient clinical assignments, inpatient rounds, and surgery.

The clerkship OBG:8301 Clinical Obstetrics and Gynecology supports students in developing the core knowledge, skills, and attitudes needed to provide basic obstetric, gynecology, and/or primary health care to female patients.

The department offers medical students a variety of advanced electives that provide training in specialty areas of obstetrics and gynecology.

Residency

The department offers a four-year obstetrics and gynecology residency. Upon completion, graduates are eligible to register and take the written and oral examinations leading to certification by the American Board of Obstetrics and Gynecology.

Residents are assigned to the various divisions and clinical services of the department. They care for hospital inpatients and outpatients with training in normal and abnormal obstetrics, gynecologic surgery, office gynecology, ultrasound, reproductive endocrinology, gynecologic oncology, urogynecology, family planning, and endoscopic procedures.

Courses

Obstetrics and Gynecology Courses

OBG:8301 Clinical Obstetrics and Gynecology arr.

Proficiency in evaluation and management of core women's health care relating to the reproductive tract; special history taking, physical examination, laboratory and imaging assessment of obstetric and/or gynecological patients, application of current concepts to well women's health care and to management of diseases and pathologies; outpatient and inpatient obstetrics and gynecology; family planning, screening and early detection of cancer and other diseases.

OBG:8401 Advanced Inpatient Subinternship High Risk Antepartum Obstetrics Subinternship arr.

Experience in evaluating new patients in a high-risk obstetric clinic; continuing antepartum care; doing work-up, ordering diagnostic studies, and following course of complicated patients admitted to obstetric ward; assisting in diagnostic, therapeutic procedures such as fetal heart rate testing, amniocentesis, ultrasonography, intrauterine fetal transfusion.

OBG:8402 Advanced Inpatient Subinternship in Gynecologic Oncology arr.

Experience on a gynecologic oncology service, including operating room, inpatient and outpatient care; team management approach to gynecologic cancer patients, treatment and follow-up of invasive gynecologic malignancies, etiology and risk factors for gynecologic neoplasias, pre- and postoperative evaluation and treatment of surgical management of gynecologic neoplasia; research project encouraged.

OBG:8403 Reproductive Endocrinology arr.

Experience evaluating new and returning patients in the Reproductive Endocrinology and Infertility Clinic; participation in preoperative, operative, and inpatient postoperative care; advanced gynecologic ultrasonography, in vitro fertilization services.

OBG:8405 Urogynecology Advanced Elective 4 s.h.

Experience as active member of urogynecology clinical team, participating in clinical care activities including outpatient clinic, outpatient procedures, inpatient surgery, hospital care; presentation to team on topic chosen by student.

OBG:8407 Family Planning 4 s.h.

Experience with the Family Planning Services team; clinical activities, including clinic and outpatient procedures. Requirements: M.D. enrollment.

OBG:8409 Obstetrics and Gynecology Night Float 4 s.h.

Four week rotation; students are paired with a night resident with responsibility for inpatients on gynecology services; when not actively engaged, students participate in resident team work on low-dynamic-range (LDR), gaining obstetrics (OB) procedural competency as well as assisting with management of inpatients and consultations as delegated by the night chief and/or staff call physician; students and night resident generally perform the initial assessment of emergency department or inpatient consults/admissions under immediate supervision of the night chief and/or faculty; students carry out plans discussed at evening sign-out for inpatient gynecology services. Requirements: M.D. enrollment.

**OBG:8450 Continuity of Care in Outpatient
Gynecology**

4 s.h.

Experience with gynecologist in longitudinal clinical experience for the academic year; students paired with faculty member to see patients in weekly clinic and provide clinical care to defined patient population.

OBG:8497 Research in Obstetrics and Gynecology arr.

Medical research, clinical or laboratory projects; individual study.

OBG:8498 Obstetrics and Gynecology On Campus arr.

OBG:8499 Obstetrics and Gynecology Off Campus arr.

Ophthalmology and Visual Sciences

Chair

- Keith D. Carter

Professional certificate: orthoptics

Faculty: <https://medicine.uiowa.edu/eye/people/>

Website: <https://medicine.uiowa.edu/eye/>

Ophthalmology is a medical and surgical specialty concerned with the diagnosis and treatment of diseases of the eye and its surrounding structures. The Department of Ophthalmology and Visual Sciences combines postgraduate training with research and patient care in all aspects of the visual sciences. Subspecialties represented in the department include cataract surgery, comprehensive ophthalmology, cornea and external diseases, contact lens and refraction services, genetics and molecular biology, glaucoma, laser refractive surgery, neuro-ophthalmology, oculoplastic surgery, ocular echography, ocular pathology, ocular vascular diseases, optometric services, pediatric ophthalmology and adult strabismus, vitreoretinal disorders, and vision rehabilitation.

Continuing Education

The department sponsors clinical conferences open to community ophthalmologists in Iowa and surrounding states where physicians can earn continuing medical education credits. The department also sponsors an annual alumni meeting with participation by nationally and internationally recognized ophthalmologists and vision scientists.

Programs

Professional Program of Study

Certificate

- Certificate in Orthoptics [p. 1739]

M.D. Training

M.D. Student Training, Graduate Education

The department offers clinical and research training to M.D. students. A three-year residency program with clinical experience in the ophthalmic subspecialties is offered to physician trainees. Graduates qualify for the written and oral examinations leading to certification by the American Board of Ophthalmology. Postgraduate fellowships of one to two years are available for qualified ophthalmologists in most subspecialty areas.

Facilities

The department maintains research laboratories for cell biology, biochemistry, morphology, tumor diagnosis, pathology, electrophysiology, pupillography, molecular biology, and vascular disease. Clinical facilities in ophthalmology are available at University of Iowa Hospitals & Clinics in the Pomerantz Family Pavilion, the University of Iowa Stead Family Children's Hospital in the Pediatric Specialty Clinic, the Iowa River Landing, the Iowa City VA Health

Care System, and the VA Central Iowa Health Care System in Des Moines. The department also manages outreach programs in other communities. The John and Marcia Carver Nonprofit Genetic Testing Laboratory, dedicated to providing affordable testing for rare eye diseases, is associated with the department.

Courses

Ophthalmology and Visual Sciences Courses

OPHT:8301 Clinical Ophthalmology	2 s.h.
All aspects of clinical ophthalmology; clinical experience, lectures, case presentations; clinical duties with staff, residents, and faculty in University of Iowa Hospitals & Clinics (UIHC) and Iowa City VA Medical Center (VAMC) ophthalmology clinics. Requirements: M.D. enrollment.	
OPHT:8401 Elective in External Eye Disease	4 s.h.
Common diseases of eyelid, conjunctiva, and cornea.	
OPHT:8402 Elective in Neuro-Ophthalmology	4 s.h.
Visual, ocular motor dysfunction due to neurologic disease; patient work-up, readings, neuro-ophthalmology rounds.	
OPHT:8403 Molecular Ophthalmology	4 s.h.
Use of recombinant DNA, tissue culture, protein electrophoresis in study of inherited eye diseases.	
OPHT:8404 Elective in Ocular Pathology	4 s.h.
Pathophysiology of eye disease.	
OPHT:8405 Advanced Ophthalmology - Veterans Affairs	4 s.h.
Opportunity for in-depth clinical experience in assessment and management of ophthalmology patients; students serve on the Iowa City VA Health Care System ophthalmology team and see outpatients and emergency room visits alongside residents and faculty.	
OPHT:8406 Plastic and Reconstructive Surgery	4 s.h.
Topics in ophthalmic plastic and reconstructive surgery.	
OPHT:8497 Research in Ophthalmology	arr.
Medical research, clinical or laboratory projects; individual study.	
OPHT:8498 Ophthalmology On Campus	arr.
OPHT:8499 Ophthalmology Off Campus	arr.

Orthoptics, Professional Certificate

Requirements

The professional Certificate in Orthoptics is a postgraduate certificate program. The orthoptic fellowship is offered by the Department of Ophthalmology and Visual Sciences. A prerequisite baccalaureate degree is required for application.

Orthoptics is an allied health profession and clinical science pertaining to the study of eye movements, visual function, and binocular cooperation. An orthoptist is an eye muscle specialist who works under the supervision of an ophthalmologist.

The majority of the 24-month training period is spent in a clinical setting. At the completion of the training period, candidates take written and practical board examinations administered by the American Orthoptic Council.

The first four to six weeks are spent reviewing general anatomy and physiology, and learning the basic anatomy, physiology, and terminology of the eye. Students are introduced to patient examination initially by observation of physicians and orthoptists, and gradually build up their exam skills as each new technique is learned. Over the first six months, optics and principles of strabismus (eye misalignment) and amblyopia (lazy eye) are taught in depth.

In the second six months of training, students expand their knowledge of basic orthoptic and ophthalmologic principles and apply them to a more complete patient examination and diagnostic skills.

The remaining months are spent examining patients in clinic, mastering examination techniques, and differential diagnosis as well as becoming proficient in the interpretation of diagnostic tests. At this stage, orthoptic students participate in the prescription of specific types of nonsurgical therapy. Each week, time is reserved for ophthalmic and orthoptic lectures, personal study time, or testing.

Contact the Department of Ophthalmology and Visual Sciences for information about the Certificate in Orthoptics.

Orthopedics and Rehabilitation

Chair

- J. Lawrence Marsh

Graduate degree: M.S. in athletic training

Faculty: <https://medicine.uiowa.edu/orthopedics/leadership>

Website: <https://medicine.uiowa.edu/orthopedics/>

The Department of Orthopedics and Rehabilitation offers a Master of Science degree in athletic training as well as a training program for residents.

Programs

Graduate Program of Study

Major

- Master of Science in Athletic Training [p. 1744]

Residency

The department offers a five-year integrated clinical program for postgraduate trainees, in which interns and residents participate simultaneously in inpatient and outpatient care, surgery, and sciences related to the neuromusculoskeletal system.

Trainees enter this program directly from medical school through the National Residency Matching Program.

During the first year, trainees gain experience not only in clinical orthopedics but also in surgical specialties, intensive care, radiology, and surgical skills.

During years two through five, residents gain experience in the diagnosis and management of adult and pediatric orthopedic disorders, including joint reconstruction; trauma, including multisystem trauma; surgery of the spine, including disk surgery, spinal trauma and deformities; hand and foot surgeries; athletic injuries and orthopedic rehabilitation; orthopedic oncology, including metastatic disease; and amputations as well as post-amputation care and nonoperative outpatient diagnosis and care, including all orthopedic anatomic areas.

Facilities

The Department of Orthopedics and Rehabilitation is housed in the John Pappajohn Pavilion of University of Iowa Hospitals & Clinics and has an active service in the Iowa City VA Health Care System. The department's facilities include 48 orthopedic beds, ten outpatient clinics, inpatient and outpatient operating rooms, a specialty library, a specialty radiology unit, and physical therapy and rehabilitation facilities. Its specialty clinics deal with virtually every orthopedic disorder known, including, but not limited to scoliosis, club feet, congenital dislocated hip, neuromuscular disease, metabolic disease, amputation, neoplasm, trauma, and neck, back, hip, foot, knee, and hand problems. Physicians in the outpatient clinic see approximately 280 patients per day and over 70,000 patients per year. Approximately 7,000 surgeries are performed each year.

The department's Sports Medicine Clinic provides MRI, X-ray, and physical therapy services, and a full range of nonoperative orthopedic ambulatory care services.

Laboratories

The orthopedics laboratories deal with problems in these major subject areas.

Biochemistry: the biochemistry of proteoglycans, collagens, and matrix proteins, both normal and altered in musculoskeletal disorders

Biomechanics: problems of the upper extremity; biomechanics of the spine, hip, and gait; total joint replacements (in conjunction with the College of Engineering [p. 1420])

Cell and molecular biology: studies of normal bone, cartilage, tendon, muscle, and tissues altered by experiment and disease

Bone healing: research toward better ways to heal bones

Courses

- Orthopedics and Rehabilitation Courses [p. 1740]
- Athletic Training Courses [p. 1741]

Orthopedics and Rehabilitation Courses

ORTH:8301 Clinical Orthopedics	arr.
ORTH:8401 Advanced Clinical Orthopedics	2,4 s.h.
Requirements: fourth-year M.D. enrollment.	
ORTH:8402 Advanced Inpatient Subinternship in Orthopedics: Trauma	4 s.h.
Requirements: fourth-year M.D. enrollment.	
ORTH:8403 Advanced Inpatient Subinternship in Orthopedics: Adult Hip/Knee Reconstruction	4 s.h.
Opportunity to enhance clinical skills by taking intern-level responsibility for management of a limited number of orthopedic patients; proficiency in perioperative patient assessment and management, including assisting in procedures and using laboratory diagnosis and radiologic studies pertinent to one faculty member's clinical practice.	
ORTH:8404 Introduction to Physical Medicine and Rehabilitation	2 s.h.
Management of a wide range of common acute and chronic neuro-musculoskeletal pain conditions (shoulder, back, knee pain) to more devastating neuromuscular injuries (spinal cord injuries, brain injury, strokes, amputations). Requirements: M.D. enrollment.	
ORTH:8405 Advanced Physical Medicine and Rehabilitation	4 s.h.
Management of a wide range of common acute and chronic neuro-musculoskeletal pain conditions (shoulder, back, or knee pain) to more devastating neuromuscular injuries (spinal cord injuries, brain injury, strokes, amputations); students work-up individual patients in outpatient clinics and perform inpatient consultations at subintern level. Prerequisites: ORTH:8404. Requirements: M.D. enrollment.	

ORTH:8406 Physical Medicine and Rehabilitation Acute Inpatient Rehab, Cedar Rapids 2 s.h.

Physical medicine and rehabilitation clerkship; participation in daily clinical activities including inpatient rounds, interdisciplinary team meetings, observing a variety of therapy sessions, and inpatient consults.

ORTH:8407 Orthopedics: Adult Hip/Knee Reconstruction 4 s.h.

Development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8408 Orthopedics: Trauma 4 s.h.

Development of in-depth skills in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8409 Orthopedics: Pediatrics 4 s.h.

Development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8410 Orthopedics: Sports Medicine 4 s.h.

Development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8411 Orthopedics: Hand/Wrist/Elbow 4 s.h.

Development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8412 Orthopedics: Spine 4 s.h.

Development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8413 Orthopedics: Pathology/Tumor 4 s.h.

Development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8414 Orthopedics: Veterans Affairs 4 s.h.

Participation in the Veterans Affairs service general orthopedics; development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8415 Orthopedics: Foot/Ankle 4 s.h.

Development of in-depth skill in physical diagnosis and approach to diseases of the musculoskeletal system; increase ability to establish a differential list of problems to recommend appropriate solutions to each problem and assist in management of problem and solution.

ORTH:8497 Research in Orthopedics arr.

Medical research, clinical or laboratory projects; individual study.

ORTH:8498 Orthopedics On Campus arr.

Requirements: fourth-year M.D. enrollment.

ORTH:8499 Orthopedics Off Campus arr.

Requirements: fourth-year M.D. enrollment.

Athletic Training Courses

AT:3060 Advanced Anatomy for Athletic Training 4 s.h.

Extremities and relevant body cavity anatomy; anatomical terminology, anatomical relationships of human body, 3-D view of anatomy, clinical relevance of anatomy; basic science lectures, radiologic imaging discussions, introduction to clinically relevant anatomy, gross anatomy dissection laboratories, small group learning and teaching, and computer-assisted resources.

AT:4000 Foundations of Athletic Training Practice 3 s.h.

Introduction to athletic training; basic components of a prevention program; injury/illness assessment process including general injury classifications, medical terminology, and patient documentation skills); anatomical basis and technical aspects of applying clinical proficiencies relating to orthopedic applications in the care and prevention of injuries relating to physically active individuals including taping, wrapping, and pad fabrication; basic evaluation skills including goniometric measurements, manual muscle testing, and anatomical palpations.

AT:4075 Medical Emergency Techniques 2 s.h.

Educational competencies and clinical proficiencies; focus on emergency medical practice in athletic training using current evidence-based interventions for medical, orthopedic, and environmental emergencies; knowledge of Emergency Medical Service (EMS) system and role athletic trainers play in the acute-care process; emergency pharmacological interventions and other advanced care skills.

AT:4125 Clinical Experience I 3 s.h.

Integration of clinical competencies through a supervised field experience in athletic training to link theory with practice; exposure of athletic training students to real-life situations relating to evaluation and management of patient injuries/illnesses; development and application of critical thinking skills; first in a four-part series.

AT:4200 Orthopedic Pathology and Clinical Examination I 4 s.h.

Pathomechanics, clinical examination, diagnosis, and appropriate basic treatment plans for orthopedic injuries to the lower extremity and spine; application of theories and skill practice through real-patient interactions and documentation; surgical observation and physician interactions; first in a two-part series.

AT:4250 Orthopedic Pathology and Clinical Examination II 4 s.h.

Pathomechanics, clinical examination, diagnosis, and appropriate basic treatment plans for orthopedic injuries to the upper extremity, head, and C-spine; application of theories and skill practice through real-patient interactions and documentation; surgical observation and physician interactions; second in a two-part series. Prerequisites: AT:4200.

AT:4300 Therapeutic Interventions 2 s.h.

Introduction to theory, application, and treatment of orthopedic conditions using common therapeutic modalities; application of evidence-based research in planning, implementation, documentation, and evaluation of the efficacy of each therapeutic modality in treatment of injuries and illnesses of patients involved in physical activity; emphasis on indications, contraindications, and precautions; integration of patient-based outcome measures to aid in appropriate clinical decision making.

AT:4375 Nutrition for Athletic Training 2 s.h.

Interaction between nutrition, exercise, and athletic performance; biomechanical and physiological aspects of nutrition and exercise; nutrition for training and competition; impact of nutrition on healing processes, nutritional supplements, and ergogenic aids; nutritional aspects of body composition and weight control; demonstration of ability to plan and implement proper sport nutrition.

AT:4400 Rehabilitation Techniques 3 s.h.

Rehabilitation for athletic trainers based on theory and principles of therapeutic exercise using current evidence-based concepts; focus on pathology and mechanics of exercise therapy in treatment of musculoskeletal injuries; use of mechanical exercise equipment, stressing safety and use of proper body mechanics during exercise, as well as indications and contraindications for different exercises.

AT:4450 Applied Rehabilitation Concepts 3 s.h.

Functional, scientific approach to designing strength and conditioning programs for various populations; testing protocols used for measuring fitness, body composition, flexibility, strength, power, speed, and endurance; evaluation of posture and workplace ergonomics; manual therapy theory and techniques for orthopedic injuries, indications and contradictions, skill development in soft tissue assessment, application of manual and tool-assisted techniques; review of resistance training and program prescription based on literature. Prerequisites: AT:4400.

AT:4525 Clinical Experience II 4 s.h.

Integration of clinical competencies through a supervised field experience in athletic training to link theory with practice; exposure of athletic training students to real-life situations relating to evaluation and management of patient injuries/illnesses; development and application of critical thinking skills; second of a four-part series. Prerequisites: AT:4125.

AT:5000 Pathology and Assessment of Non-Orthopedic Conditions 3 s.h.

Introduction to recognition, assessment, and appropriate intervention or referral strategies for non-orthopedic conditions and disabilities; pathophysiology at cellular, organ, and total body levels applied in each organ system; systems may include cardiovascular, pulmonary, renal, dermatologic, reproductive, endocrine, neurologic, and gastrointestinal; additional topics include gender and pediatric pathology, ENT/ophthalmology, abdominal evaluation, and common contagious illnesses.

AT:5075 Diagnostic Imaging and Lab Studies 1 s.h.

Common diagnostic tests and radiological techniques used commonly by medical community in assessment and diagnosis of common orthopedic and non-orthopedic conditions; students gain knowledge and skills to identify anatomy, pathology, and proper terminology used by health care professionals when discussing diagnostic tests/results; coverage of multiple biological systems and organs of the human body to understand indications, contraindications, and clinical implications for each technique.

AT:5200 Pathophysiology and Pharmacology in Sports Medicine 2 s.h.

Pharmacologic applications for injury/illness sustained by various physically active populations; therapeutic drug classifications, indications, contraindications, interactions of medications, drug testing in sport, and relevant governing regulations; emphasis on drugs commonly used for orthopedic injuries, common conditions and illnesses, mental health and their effects on sport performance, and tissue healing.

AT:6100 Research in Athletic Training 2 s.h.

Identification of an athletic training problem/issue and examination through theories and research; analysis of literature and derivation of evidence-based concepts for clinical decision making and data-informed practice; use of appropriate academic writing style; differentiation between quantitative and qualitative research; critically responding to research dilemma in a way that aligns professional ethics and values; first in a two-part series.

AT:6125 Clinical Experience III 6 s.h.

Complete professional immersive clinical experience; integration of basic and complex clinical competencies through a supervised clinical experience in athletic training to link theory with practice; exposure of athletic training students to real-life situations relating to evaluation and management of patient injuries/illnesses; development and application of critical thinking skills; third in a four-part series. Prerequisites: AT:4525.

AT:6200 Administration and Leadership 2 s.h.

Overview of organization and administration of athletic training services; topics include organizational structures, human resources, information management, budget and finance, risk management, legal and ethical considerations in health care, purchasing and maintenance of equipment and facilities, and development of policies and procedures for daily operation of athletic training services.

AT:6250 Applied Research in Athletic Training 2 s.h.

Application of research models to athletic training topics; use of appropriate academic writing style; application of basic statistical measures to address clinical problems; continuation and completion of research projects from AT:6100; culminates with dissemination of research findings; second in a two-part series. Prerequisites: AT:6100.

AT:6300 Psychosocial Recognition and Referral 2 s.h.

Psychological factors relative to injury, rehabilitation, and performance; strategies for identifying problems, intervening, and making referrals especially related to psychological disorders, decreased performance, and health/substance abuse; exploration of various theories and models of cultural competence through the lens of sports medicine; students examine and analyze roles of cultural differences including cultural attitudes, beliefs, and expectations as they pertain to effective health care in diverse settings.

AT:6400 Seminar in Athletic Training 2 s.h.

Review of knowledge, skills, and abilities for successful pursuit of athletic training Board of Certification (BOC) credential and processes to obtain employment; résumé development and interviewing skills; emphasis on regulation of practice; professional and ethical responsibilities contributing to practice of athletic training; creation of a professional development plan.

AT:6450 Advanced Topics in Athletic Training 1 s.h.

Investigation and discussion of current events and advanced topics in athletic training and related health professions; evaluation of current professional and legislative issues in athletic training; discussions vary depending on current relevant topics.

AT:6525 Clinical Experience IV 5 s.h.

Integration of clinical competencies through a supervised clinical experience in athletic training to link theory with practice; exposure of athletic training students to real-life situations relating to evaluation and management of patient injuries/illnesses; development and application of critical thinking skills; last in a four-part series. Prerequisites: AT:6125.

Athletic Training, M.S.

Athletics trainers are health care professionals who render service or treatment under the direction of, or in collaboration with, a physician in accordance with their education and training and the states' statutes, rules, and regulations. Services provided by athletic trainers include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

Students who want to become certified athletic trainers may earn the M.S. degree or pursue the combined B.A. in health and human physiology (exercise science track) and the M.S. in athletic training. See the B.A. in health and human physiology [p. 611] (College of Liberal Arts and Sciences) in the Catalog.

The University of Iowa is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Requirements

The Master of Science program in athletic training requires 62 s.h. of coursework. Students must maintain a cumulative g.p.a. of at least 3.00 and must earn a grade of C-minus or higher in all major coursework.

The program involves two full years, including summer sessions, of concentrated didactic and clinical experiences that lead to eligibility for the Board of Certification examination.

The M.S. with a major in athletic training requires the following work.

Code	Title	Hours
AT:3060	Advanced Anatomy for Athletic Training	4
AT:4000	Foundations of Athletic Training Practice	3
AT:4075	Medical Emergency Techniques	2
AT:4125	Clinical Experience I	3
AT:4200	Orthopedic Pathology and Clinical Examination I	4
AT:4250	Orthopedic Pathology and Clinical Examination II	4
AT:4300	Therapeutic Interventions	2
AT:4375	Nutrition for Athletic Training	2
AT:4400	Rehabilitation Techniques	3
AT:4450	Applied Rehabilitation Concepts	3
AT:4525	Clinical Experience II	4
AT:5000	Pathology and Assessment of Non-Orthopedic Conditions	3
AT:5075	Diagnostic Imaging and Lab Studies	1
AT:5200	Pathophysiology and Pharmacology in Sports Medicine	2
AT:6100	Research in Athletic Training	2
AT:6125	Clinical Experience III	6

AT:6200	Administration and Leadership	2
AT:6250	Applied Research in Athletic Training	2
AT:6300	Psychosocial Recognition and Referral	2
AT:6400	Seminar in Athletic Training	2
AT:6450	Advanced Topics in Athletic Training	1
AT:6525	Clinical Experience IV	5
Total Hours		62

Admission

Admission to the Master of Science program is competitive with a maximum of 26 students admitted for each cohort. Applicants are expected to meet technical standards, pass a background check, and comply with health and safety standards, including vaccination requirements.

To be considered for the Master of Science program in athletic training, applicants must:

- have completed a B.A. or B.S. degree at an accredited institution in the United States or have completed the first three years with at least 80 s.h. of undergraduate work for the 3+2 combined program at the University of Iowa;
- have completed 30 s.h. at the University of Iowa if a transfer student;
- have a cumulative undergraduate g.p.a. of at least 3.25;
- submit an application to the Graduate College through the Athletic Training Centralized Application Service (ATCAS), set up a University of Iowa account, and pay the supplemental fee;
- include two letters of recommendation—one from a medical professional and one from an academic professional;
- submit a résumé;
- include a statement of purpose and career goals;
- submit a Test of English as a Foreign Language (TOEFL) score (only the iBT—Internet-Based Test is accepted with a total score of 93 and a speaking score of 26) and the test must have been taken within the last two years, or submit a current acceptable score from the International English Language Testing System (IELTS) if an international applicant and if English is not student's first language;
- have current CPR certification obtained within one year—Basic Life Support (BLS) or professional rescuer level and consistent with Board of Certification standards;
- have current first aid certification obtained within one year;
- submit a signed copy of the program's Technical Standards for Admission form;
- have completed a minimum of 50 hours of observation under a certified athletic trainer;
- have completed required prerequisite coursework with a grade of C or higher in biology, chemistry, physics, human anatomy, human physiology, exercise physiology, general psychology, biomechanics or kinesiology, nutrition, and statistics (see list below); and
- have completed additional recommended coursework in medical terminology, introductory athletic training, public health, motor learning, or psychology courses in areas such as abnormal, adolescent, or sports psychology.

Community college coursework is accepted as well as online coursework from accredited universities. AP and CLEP coursework may satisfy course requirements if listed on a college transcript.

Students must earn a grade of C or higher in these prerequisite courses.

Code	Title	Hours
	Biology (preferred human biology; with or without lab)	3
	Biomechanics or kinesiology	3
	Chemistry (with or without lab)	3
	Exercise physiology	3
	Human anatomy (may be taken combined with human physiology; two semesters minimum, if combined)	3
	Human physiology (may be taken combined with human anatomy; two semesters minimum, if combined)	3
	Nutrition (general or sport)	3
	Physics (with or without lab)	3
	Psychology (general psychology is required; additional psychology coursework recommended)	3
	Statistics	3

All application materials are due by February 1. Following the February 1 deadline, applications will be accepted on a continuing basis until program capacity is met. A personal interview is required. Coursework begins during the summer session.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

Athletic trainers have opportunities for employment in many areas. They include career options in:

- public and private secondary schools, colleges and universities, professional and Olympic sports;

- youth leagues, municipal and independently owned youth sports facilities;

- physician offices;

- rural and urban hospitals, hospital emergency rooms, urgent and ambulatory care centers;

- clinics with specialties in sports medicine, cardiac rehabilitation, medical fitness, wellness, and physical therapy;

- occupational health departments in commercial settings, which include manufacturing, distribution, and offices to assist with ergonomics;

- police and fire departments, and academies, municipal departments, and branches of the military; and

- performing arts areas, including professional and collegiate-level dance and music settings.

Otolaryngology—Head and Neck Surgery

Chair

- Marlan R. Hansen

Faculty: <https://medicine.uiowa.edu/oto/people/primary-appointments>

Website: <https://medicine.uiowa.edu/oto/>

The Department of Otolaryngology—Head and Neck Surgery is one of the most comprehensive otolaryngology departments in the world. Founded in 1922, it is among the oldest in the United States. *U.S. News & World Report* has consistently ranked the department's program among the top 10 in the nation.

The department's chief focus areas are education and training, patient care, and research. M.D. students in the Carver College of Medicine, residents, and fellows benefit from a faculty dedicated to providing thorough training in all aspects of otolaryngology and patient care. Patients in the otolaryngology clinic enjoy access to comprehensive care in any of five subspecialties: pediatric otolaryngology, otology/neurotology, general otolaryngology and rhinology, head and neck oncology, and facial plastic and reconstructive surgery. University of Iowa faculty members from ophthalmology and visual sciences and radiation oncology hold joint appointments in otolaryngology, adding depth to the department's resources.

The department is home to prominent research programs in cleft palate and other craniofacial defects, head and neck oncology, cochlear implants, and molecular genetics. It also offers fellowships in otology/neurotology, pediatric otolaryngology, and head and neck oncology.

The department is located at University of Iowa Hospitals & Clinics.

Fellowships

The Department of Otolaryngology—Head and Neck Surgery offers a two-year fellowship in otology/neurotology and a one-year fellowship in pediatric otolaryngology, which are accredited by the Accreditation Council for Graduate Medical Education. It also offers a one-year fellowship in head and neck oncology accredited by the Advanced Training Council of the American Head and Neck Society.

The otology/neurotology fellowship program accepts one applicant every two years. Otology fellows spend a minimum of 20 months in clinical service. They attend all otology/neurotology clinics and neurotology cases in the operating room and are responsible for inpatient service. They also have one day of dedicated research time each week.

The pediatric otolaryngology fellowship program accepts one applicant each year. Fellows spend a year in clinical service, where they have the opportunity to train with all pediatric otolaryngology faculty members.

One applicant is accepted as a head and neck oncology fellow each year. Training is largely clinical, allowing fellows the opportunity to participate in a variety of procedures, ranging from skull base resection to laryngeal rehabilitation. Fellows routinely perform 35 to 45 free-tissue transfers during one year of training. They also complete a clinical and/or basic science research project relating to head and neck oncology.

Residency

The Department of Otolaryngology—Head and Neck Surgery offers a residency program accredited by the Accreditation Council for Graduate Medical Education. The program has two tracks: a five-year clinical track and a seven-year research track. Five applicants are accepted each year, three to the clinical track and two to the research track.

The clinical track provides five years of concentrated clinical study and application in all aspects of otolaryngology. Residents begin their training with a five-week intensive basic science course divided into an anatomy component and a 100-hour lecture series. The anatomy component includes a supervised cadaver dissection, and the lecture series details the study of otolaryngology and related disciplines. Residents also complete two research rotations in order to explore research areas that interest them.

The research track is a combined clinical-research program designed for residents interested in an otolaryngology research career. After an internship year, residents complete two years of research followed by four years of clinical training. The interaction of clinicians and basic scientists from several departments affords residents the opportunity for involvement in a wide spectrum of current research in areas such as electrophysiology of the auditory system, the genetics of head and neck cancer, and gene therapy.

Courses

Otolaryngology—Head and Neck Surgery Courses

OTO:8199 Basic Otolaryngologic Science	arr.
Supervised cadaver head and neck dissection, with 14 areas in detail. Two weeks.	
OTO:8301 Clinical Otolaryngology	2 s.h.
OTO:8401 Subinternship in Otolaryngology	arr.
OTO:8402 Advanced Otolaryngology	4 s.h.
Students become proficient in physical examination of the head and neck; increase their ability to diagnose, evaluate, and manage common disorders of the ears, nose, and throat; and work in outpatient clinic, on inpatient services, and in operating room.	
OTO:8497 Research in Otolaryngology	arr.
Medical research, clinical or laboratory projects; individual study.	
OTO:8498 Otolaryngology On Campus	arr.
OTO:8499 Otolaryngology Off Campus	arr.
Arranged by student with department approval.	

Pathology

Chair

- Nitin J. Karandikar

Director, Clinical Functions

- Roseanne Meyer

Graduate degree: M.S. in pathology

Faculty: <https://medicine.uiowa.edu/pathology/people>

Website: <https://medicine.uiowa.edu/pathology/>

The Department of Pathology offers education and training for a broad range of students, from undergraduates through postgraduate fellows and researchers. It provides basic pathology courses to health sciences students, a clinical training program for medical laboratory scientists, a Master of Science program in pathology, residency training programs leading to American Board of Pathology certification in anatomic pathology and clinical pathology, fellowship training in pathology subspecialties, and postdoctoral research training in cellular and molecular pathology.

Undergraduate Education

Pathology courses are a major component of the University's program in Medical Laboratory Science, a Bachelor of Science program that trains medical laboratory scientists; see Medical Laboratory Science [p. 1708] in the Catalog.

Postgraduate Training

The Department of Pathology offers postgraduate clinical fellowship programs in hematopathology, transfusion medicine, clinical microbiology, cytopathology, molecular genetic pathology, and surgical pathology for physicians who have completed residency training in pathology. These fellowships consist of one to two years of diagnostic work and research.

The department provides postdoctoral research training in immunology, neuropathology, apoptosis, cancer biology, and clinical microbiology as well as in other areas of cellular and molecular pathology. These positions are open to individuals who have earned a Ph.D. or an M.D. degree.

Programs

Graduate Program of Study

Major

- Master of Science in Pathology [p. 1749]

M.D. Training

The department provides five to seven 12-month fellowships for M.D. students (pathology externship), for students interested in careers as pathologists, and the Emory Warner Fellowship, a full-time research position in a facet of experimental pathology. It also offers clerkships for M.D. students in all areas of anatomical and clinical pathology.

Residency

The department offers 20 residency positions in pathology, which provide up to four years of training. Patients at

University of Iowa Hospitals & Clinics and the Iowa City VA Health Care System are integral to the residency programs.

Residents gain experience in systematic rotation through the varied laboratory services, including surgical pathology, autopsy pathology, neuropathology, dermatopathology, cytology, clinical chemistry, clinical microbiology, hematology, immunopathology, molecular pathology, and transfusion medicine. They also have the opportunity to pursue one or two years of additional fellowship training in many pathology subspecialties. To learn more, see Education on the Department of Pathology website.

Facilities

The Department of Pathology is well-equipped to carry out the sophisticated technology of modern cellular and molecular pathology. It administers more than 90,000 square feet of clinical laboratories at University of Iowa Hospitals & Clinics and has individual research and core facility laboratories, including histopathology and laser capture microscopy for cellular and molecular pathology research, in the Medical Research Center, Medical Laboratories, and at the Iowa City VA Health Care System. Also available are Carver College of Medicine research facilities for nucleic acid chemistry, hybridoma production, flow cytometry, ultrastructural studies, protein structure, image analysis, electron spin resonance, mass spectroscopy, nuclear magnetic resonance, and laboratory animal care.

Courses

Pathology Courses

PATH:4151 MLS Program Registration **0 s.h.**
Requirements: admission to Medical Laboratory Science Program.

PATH:5260 Translational Histopathology **3 s.h.**
Didactic sessions on human comparative histology, molecular and cellular pathology, and animal model applications; laboratory sessions on microscopy, histology, histotechnology, and immunohistochemistry, with group discussions of model papers; experience in scientific writing and oral presentation skills; for students who plan to investigate experimental models of human disease.

PATH:5270 Pathogenesis of Major Human Diseases **3 s.h.**
Critical analysis of pathogenesis models in a series of major human diseases; clinical presentation, analysis of cellular and molecular events leading to the disease, discussion of key papers. Offered spring semesters of even years. Same as IGPI:5270, MMED:5270.

PATH:6220 Seminar in Pathology **1 s.h.**
Current research and literature. Requirements: pathology graduate standing.

PATH:7001 Molecular and Cellular Biology of Cancer **3 s.h.**
Fundamental aspects of oncology at the cellular and molecular levels; mechanisms of cancer initiation and progression, oncogene action, DNA damage and repair, carcinogenesis by radiation, chemicals, viruses; tumor immunology, anticancer therapies. Offered fall semesters. Requirements: strong basic science background. Same as FRRB:7001.

PATH:7211 Research in Pathology arr.

Basic aspects of pathology or clinical patient material; emphasis on experimental design, methods, literature review, obtaining formal answers to specific questions. Requirements: M.D. enrollment or graduate standing.

PATH:8007 Medical Student Fellowships in Pathology (Externships) 0 s.h.

First-hand experience in autopsy, surgical and clinical pathology, teaching, and research to further understanding of disease mechanisms, normal and pathologic anatomy, laboratory use.

PATH:8008 Warner Fellowship in Experimental Pathology 0 s.h.

One-year, full-time membership in established research laboratory in the Department of Pathology or collaborating laboratory. Requirements: M.D. enrollment.

PATH:8133 Introduction to Human Pathology for Graduate Students 4 s.h.

Human disease; basic disease processes, organ-related and multisystem diseases; case analysis. Offered fall semesters. Same as PTRS:8133.

PATH:8301 Laboratory Medicine in Clinical Practice arr.

Issues in appropriate use of clinical laboratory and pathology resources in the primary care setting; case-based approach. Requirements: third- or fourth-year M.D. enrollment.

PATH:8401 Autopsy Pathology Clerkship arr.**PATH:8402 Hematopathology Clerkship arr.****PATH:8403 Surgical Pathology Clerkship arr.****PATH:8404 Transfusion Medicine arr.****PATH:8405 Clinical Microbiology 2,4 s.h.**

Students rotate through bacteriology, molecular microbiology, mycology, mycobacteriology, and virology while participating in clinical and technical activities.

PATH:8497 Research in Pathology arr.

Medical research, clinical or laboratory projects; individual study with department approval.

PATH:8498 Pathology On Campus arr.**PATH:8499 Pathology Off Campus arr.**

Pathology, M.S.

The M.S. with a major in pathology prepares postbaccalaureate science majors for a range of biomedical careers. Graduate-level coursework provides students with a foundation in cellular and molecular biology, as well as specialized knowledge in pathobiology. A laboratory intensive thesis project equips trainees with cutting edge research skills. Students typically complete the program in two and one-half years.

Requirements

The Master of Science program in pathology requires a minimum of 30 s.h. of graduate credit, including 21 s.h. of coursework and 9 s.h. of research leading up to the thesis.

The M.S. with a major in pathology requires the following coursework.

Required Coursework

Code	Title	Hours
All of these:		
PATH:5260	Translational Histopathology	3
PATH:5270/ IGPI:5270/ MMED:5270	Pathogenesis of Major Human Diseases	3
PATH:6220	Seminar in Pathology (taken two semesters for 1 s.h. each)	2
BIOS:4120	Introduction to Biostatistics	3
BMED:5207	Principles of Molecular and Cellular Biology	3
BMED:7270	Scholarly Integrity/ Responsible Conduct of Research I	0
Total Hours		14

Required coursework results in:

- a basic understanding of molecular and cellular biology;
- a basic understanding of biostatistics; and
- an advanced understanding of pathobiology, histology, and mechanisms of human disease.

Electives

Remaining graduate-level coursework consists of electives focused on the area or topic related to a student's thesis project. The elective courses are offered by a range of departments on the biomedical campus.

Thesis

The thesis project is carried out under the guidance of the mentor and thesis committee. The committee is composed of a student's mentor and two additional faculty members. In general, the thesis consists of four chapters with the first being a concise review of the literature; the second, materials and methods; and the last two, a scholarly description of the project results. The thesis must be defended before the committee prior to final approval.

For more information, view the Master of Science in Pathology on the Department of Pathology website.

Admission

Applicants must have a bachelor's degree in a science discipline and have a g.p.a. of at least 3.00. In addition, previous research experience is highly desired. Applicants who are available for an on-site interview are preferred.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students who are applying must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Career Advancement

The M.S. program is designed for graduates to advance into research assistant or research scientist positions in academic and private sector laboratories, or to be competitive for advanced degree programs such as the Ph.D., M.B.A., or M.D.

Physical Therapy and Rehabilitation Science

Chair

- Richard K. Shields

Graduate degrees: D.P.T.; M.A. in physical rehabilitation science; Ph.D. in physical rehabilitation science

Faculty: <https://medicine.uiowa.edu/pt/people/primary-appointments>

Website: <https://medicine.uiowa.edu/pt/>

Physical therapists provide services to patients and clients who have impairments, functional limitations, disabilities, pain, or changes in physical function resulting from injury, disease, or other causes. Physical therapists practice and collaborate with a variety of health professionals. In the area of health promotion and wellness, they provide screening examinations, prescribe fitness programs, and educate the public regarding healthy lifestyles. Research, teaching, consultation, and administration also are parts of a physical therapist's professional role.

The Department of Physical Therapy and Rehabilitation Science is located in the Carver College of Medicine on the University of Iowa health sciences campus, which includes University of Iowa Hospitals & Clinics, one of the nation's largest university-owned teaching hospitals. Students have access to faculty members in the basic sciences and medicine, basic sciences courses, clinical specialty expertise, and innovative learning experiences associated with a medical college environment.

Programs

Graduate Programs of Study

Majors

- Doctor of Physical Therapy [p. 1756]
- Master of Arts in Physical Rehabilitation Science [p. 1755]
- Doctor of Philosophy in Physical Rehabilitation Science [p. 1759]

Facilities

The department has state-of-the-art independent research laboratories and is well equipped for classroom and laboratory instruction and innovative research. The department's state-of-the-art research facilities include the Movement and Rehabilitation Laboratory and a spinal cord research laboratory at University Hospitals & Clinics; the Human Movement Control/Performance Laboratory; the Neurobiology of Pain Laboratory; the Neuromuscular Biomechanics Laboratory; the Human Integrative and Cardiovascular Physiology Laboratory; the Applied Neuroplasticity Laboratory; and the Human Performance and Clinical Outcomes Laboratory.

Courses

Physical Therapy and Rehabilitation Science Courses

PTRS:5100 Professional Issues and Ethics 1 s.h.

Contemporary issues in clinical practice and professional development; legal and ethical perspectives on human rights, ethical theory and principles for analyzing and acting on ethical problems; professional and peer relationships.

PTRS:5101 Introduction to Physical Therapy Practice 2 s.h.

Professional development of physical therapists; evolution of profession; analysis of current role in health care and public health with respect to societal health challenges; patient management terminology including medical terminology and language utilized in the *Guide to Physical Therapist Practice*; concepts of enablement models and disablement models, including World Health Organization's *International Classification of Functioning, Disability and Health* model in the biopsychosocial model of health; introduction to evidence-based practice principles.

PTRS:5102 Principles of Physical Therapy I 2 s.h.

Patient management skills: interviewing, medical history taking, vital signs, positioning, draping, transfers, body mechanics, assisted gait, wheelchairs, and negotiation of architectural barriers.

PTRS:5103 Principles of Physical Therapy II 2 s.h.

Continuation of PTRS:5102; expansion of existing skills and provides new learning experiences in documentation, assessment of joint range of motion/goniometry, manual muscle testing, preambulatory intervention strategies, gait analysis; musculoskeletal, neuromuscular, and integumentary systems review. Prerequisites: PTRS:5102.

PTRS:5131 Therapeutic Physical Agents 2 s.h.

Theoretical and practical applications for safe, effective use of physical agents (superficial and deep heat, cold, hydrotherapy), electrotherapeutic modalities (biofeedback, NMES, TENS, iontophoresis); massage and soft tissue mobilization; emphasis on problem solving, clinical decision making.

PTRS:5144 Interprofessional Education I: Team-Based Approach to Health Care 1 s.h.

Development and interaction within small group of interprofessional students from physical therapy, medicine, pharmacy, dentistry, nursing, and public health; deans and faculty from each college facilitate; three-hour initial session for all disciplines followed by informal monthly electronic scenarios, second formal meeting followed by informal monthly electronic discussions.

PTRS:5201 Musculoskeletal Therapeutics I 3 s.h.

Musculoskeletal techniques and biomechanical principles applied to assessment and evaluation of common orthopedic problems of the spine; problem solving, case-study approach to clinical methods, skill acquisition.

- PTRS:5205 Health Promotion and Wellness** 3 s.h.
Overview of health promotion, fitness, and wellness strategies, including information on levels of health promotion, risk assessment, applied physiology (skeletal muscle, energy metabolism, and physiological responses to exercise), exercise testing and training guidelines, body composition assessment, and development of individual weight management and exercise training programs; classroom and laboratory experiences.
- PTRS:5206 Cardiopulmonary Therapeutics** 3 s.h.
Cardiorespiratory anatomy, physiology, and application of basic concepts, techniques in management of patients with acute and chronic cardiac, pulmonary disorders; laboratories.
- PTRS:5209 Surface Anatomy** 1 s.h.
Laboratory teaching activities that parallel the human anatomy course; observation, palpation, and problem solving skills; upper- and lower-limb, head and neck, thorax, and abdomen.
- PTRS:5210 Kinesiology and Pathomechanics** 4 s.h.
Normal and pathological movement based on understanding of muscle mechanics, segment and joint mechanics, muscle function; instructor- and student-centered learning experiences; EMG laboratories.
- PTRS:5215 Applied Clinical Medicine** 2 s.h.
Pathological disorders frequently encountered by physical therapists in clinical practice, addressed by physicians and health professionals who are not physical therapists; physical therapy management.
- PTRS:5235 Case-Based Learning I** 1 s.h.
Small group case study seminars and simulated patient instructor learning experiences; clinical problems coordinated with concurrent courses; student-centered, problem-based learning format with emphasis on evidence-based practice objectives. First in a two-course sequence.
- PTRS:5236 Case-Based Learning II** 1 s.h.
Small-group case study seminars and simulated patient instructor learning experiences; clinical problems coordinated with concurrent courses taken in curriculum; student centered, problem-based learning format; emphasis on evidence-based practice objectives. Second in a two-part series of integrated courses. Prerequisites: PTRS:5235.
- PTRS:5790 Integrated Clinical Education in Physical Therapy I** 1 s.h.
Integrated clinical experiences in area physical therapy clinics; overview of diverse nature of practice through half-day experiences; basic skills in examination, intervention, and documentation.
- PTRS:5791 Integrated Clinical Education in Physical Therapy II** 1 s.h.
Continuation of PTRS:5790; integrated clinical experiences in area physical therapy clinics; overview of diverse nature of practice through full-day clinical experiences; basic skills in examination, intervention, and documentation. Prerequisites: PTRS:5790. Requirements: Doctor of Physical Therapy program enrollment.
- PTRS:6120 Physical Therapy Management and Administration I** 2 s.h.
The changing U.S. health care system; access to physical therapy services, reimbursement to health care providers, mechanisms for controlling costs while providing quality care; clinical vignettes, small group problem solving.
- PTRS:6121 Physical Therapy Management and Administration II** 1 s.h.
Principles of management in physical therapy practice; historical perspective, current health care environment; business principles; marketing, managing risk, medical/legal concerns, preparing for the future.
- PTRS:6122 Psychosocial Aspects of Patient Care** 1 s.h.
Emotional reactions to illness/trauma; social determinants of health; recognition of mental illness in physical therapy examination and intervention; psychosocial aspects of disability as they relate to patient-physical therapist interaction; effective communication strategies; cultural competence in professional behavior and patient care.
- PTRS:6133 Pain Mechanisms and Treatment** 1-2 s.h.
Introduction to basic science mechanisms, assessment, and management of pain; basic science mechanism involved in transmission and perception of painful stimuli after tissue injury, assessment and physical therapy management of pain; emphasis on scientific principles and published literature to support treatment techniques.
- PTRS:6134 Physical Therapy Management of Integumentary System** 2 s.h.
Overview of physical therapy examination and management of the integumentary system; wound pathology, diagnosis associated with the integumentary system, inflammation and repair, examination and reexamination techniques, documentation, clinical decision making, lecture and laboratory formats; interventions, including patient/client information, physical agents, electrotherapy, wound dressing.
- PTRS:6143 Selected Topics in Physical Therapy Practice** 2 s.h.
Specialty area of practice including wheelchair seating and prescription, pelvic health, home assessment, durable medical equipment (DME) recommendations, and geriatrics; topics dictated by changing needs of health care and the profession; emphasis on clinical decision making, synthesis and evaluation of information with respect to first-year physical therapy curriculum.
- PTRS:6145 Interprofessional Education II: Teaching Neural and Musculoskeletal Evaluation Principles** 1 s.h.
Active involvement in integrating anatomy, kinesiology, and movement control principles as applied to a select group of pathologies with the goal of being able to teach content area; preassigned student group leaders; emphasis on student as active learner; opportunity to teach academic areas previously studied in first and second years of curriculum; may include teaching several of these musculoskeletal principles in a first-year medical student anatomy course.
- PTRS:6170 Management of People with Prosthetic and Orthotic Needs** 2 s.h.
Physical therapy management and assessment of patients in need of prosthetic and orthotic devices; principles and components of prosthetic and orthotic design and use.
- PTRS:6172 Radiology/Imaging for Physical Therapists** 2 s.h.
Basic principles and procedures for acquisition and interpretation of radiology and imaging in clinical practice and research; plain film radiographs, CT, MRI, other common imaging modalities; case-based, multidisciplinary approach.

PTRS:6173 Differential Diagnosis in Physical Therapy 2 s.h.

Use of physical therapy examination and evaluation skills to diagnose physical therapy problems; focus on use of good clinical decision-making skills when analyzing a patient's history and administering physical therapy tests and measures to confirm or rule out differential diagnoses; components of the medical examination; importance of collaboration between therapists and other health professionals; interactive case studies presented by clinical experts.

PTRS:6176 Pharmacology for Physical Therapists 3 s.h.

Contemporary pharmacology; overview of basic pharmacokinetic and pharmacodynamic principles; relation of drug therapy to therapeutic interventions provided by physical therapists; small group clinical case presentations.

PTRS:6200 Pediatric Physical Therapy 2 s.h.

Preparation for physical therapy practice in pediatric settings using interdisciplinary family-centered practice; normal and abnormal development, standardized assessment, service-delivery settings, interventions, management strategies specific to pediatrics.

PTRS:6202 Musculoskeletal Therapeutics II 3 s.h.

Pathology, assessment, management of orthopedic disorders of the upper quarter; problem-solving approach to evaluation and management of patients with musculoskeletal conditions. Prerequisites: PTRS:5201.

PTRS:6203 Musculoskeletal Therapeutics III 4 s.h.

Pathology, assessment, management of orthopedic disorders of the lower quarter; problem-solving approach to evaluation and management of patients with musculoskeletal conditions. Prerequisites: PTRS:6202.

PTRS:6204 Progressive Functional Exercise 2 s.h.

Therapeutic exercise options (e.g., isometrics, isotonic, isokinetic, plyometric, endurance exercises, stretching exercises) and training principles; application to functional activities, including those of daily living, work, recreation, and sport; laboratory component.

PTRS:6224 Activity-Based Neural and Musculoskeletal Plasticity in Health Care 4 s.h.

Examination of neural, muscular, and skeletal plasticity to increased and decreased use in normal and pathological states (chronic inactivity, obesity, metabolic syndromes, orthopedic and neurological injuries); principles of genetic regulation with physical activity including underlying mechanisms contributing to acute and chronic adaptations of muscle, spinal circuitry, and supra-spinal centers; integration of movement control concepts through contemporary papers evaluating short and long latency reflexes, posture and balance control, spasticity, and motor learning in individuals with acute and chronic perturbations to the nervous system.

PTRS:6225 Neuromuscular Therapeutics 3 s.h.

Evidence-based application of clinical neuroscience, motor control, and learning principles to practice of neurological physical therapy; approaches to evaluation and therapeutic intervention for clients with adult-onset neurological conditions, with emphasis on examination, developing a diagnosis, clinical decision making, and prescribing interventions that help clients accomplish goals. Prerequisites: PTRS:6224.

PTRS:6237 Community Outreach and Engagement I 1 s.h.

Outreach and engagement activities with individuals and organizations in the community; students select service learning experiences from current community partners, or may suggest their own idea, and develop their individual learning goals for these experiences; discussion and written assignments focus on reflection of student experiences with persons who are different than themselves, and on social responsibility, advocacy, and professionalism in the field of physical therapy; first in a two-course series.

PTRS:6238 Community Outreach and Engagement II 1 s.h.

Outreach and engagement activities with individuals and organizations in the community; students select from current community partners, or may suggest their own idea, and develop their individual learning goals for these experiences; discussion and written assignments focus on reflection about student experiences with persons who are different than themselves, and on social responsibility, advocacy, and professionalism in the field of physical therapy; second in a two-course series. Prerequisites: PTRS:6237.

PTRS:6250 Critical Inquiry I: Evidence-Based Practice 2 s.h.

Topics relevant to evidence-based practice and research design; identification of appropriate questions for research and clinical applications, location and evaluation of available evidence, identification of issues that affect validity of research designs, interpretation of basic statistical analyses.

PTRS:6251 Critical Inquiry II: Rehabilitation Research 2 s.h.

Experience conducting group research projects under faculty supervision; data collection and analysis, manuscript preparation, oral defense of research findings during a formal poster presentation. Prerequisites: PTRS:6250.

PTRS:6252 Critical Inquiry III: Clinical Application 1 s.h.

Principles and procedures learned in PTRS:6250 and PTRS:6251 applied to a clinical setting; students write and present a case report with an evidence-based practice focus, using a clinical case from their final internships. Prerequisites: PTRS:6251. Requirements: Physical Therapy and Rehabilitation Science program enrollment.

PTRS:6253 Functional Neuroanatomy arr.

Basic principles of neuroanatomy and neurophysiology; emphasis on human central nervous system; laboratory emphasis on anatomical study of spinal cord and brain. Offered spring semesters. Requirements: physical therapy and rehabilitation science enrollment or graduate standing. Same as ACB:6252.

PTRS:6792 Integrated Clinical Education in Physical Therapy IV 1 s.h.

Two-week, full-time clinical experience in physical therapy clinics under guidance of physical therapists; theory and practice of physical therapy procedures, competence building in basic skills. Prerequisites: PTRS:6793. Requirements: Doctor of Physical Therapy Program enrollment.

PTRS:6793 Integrated Clinical Education in Physical Therapy III 3 s.h.

Six-week, full-time clinical education experience. Prerequisites: PTRS:5791. Requirements: Doctor of Physical Therapy program enrollment.

PTRS:6794 Terminal Clinical Education in Physical Therapy I**arr.**

Nine week, full-time clinical education experience divided among various settings; development of competence in independent examination, evaluation, and treatment of patients under supervision of clinical faculty. Prerequisites: PTRS:6792. Requirements: Doctor of Physical Therapy program enrollment.

PTRS:6795 Terminal Clinical Education in Physical Therapy II**4 s.h.**

Nine-week, full-time clinical education experience divided among various settings; development of competence in independent examination, evaluation, and treatment of patients under supervision of clinical faculty. Prerequisites: PTRS:6794. Requirements: Doctor of Physical Therapy program enrollment.

PTRS:6796 Terminal Clinical Education in Physical Therapy III**4 s.h.**

Nine-week, full-time clinical education experience divided among various settings; development of competence in independent examination, evaluation, and treatment of patients under supervision of clinical faculty. Prerequisites: PTRS:6795. Requirements: Doctor of Physical Therapy program enrollment.

PTRS:7812 Biomedical Instrumentation and Measurement**3 s.h.**

Introduction to biomedical instrumentation and measurement; understanding sources of error and noise in biomedical research applications; basic circuit analysis, calibration of measurement tools, A/D conversion, digital filtering; lab components. Offered fall semesters of even years.

PTRS:7820 Seminar in Rehabilitation Science**1 s.h.**

Exploration of research related to rehabilitation science; lectures by faculty, graduate students, and guest scholars with expertise in areas relevant to rehabilitation science (e.g., neuroscience, physiology, medicine, engineering, pharmacology, integrated physiology).

PTRS:7826 Scientific Writing in Rehabilitation Science**2 s.h.**

Knowledge of and experience related to scientific writing, critical review of scientific literature, publication in the biomedical sciences, thesis/dissertation writing, grant writing, scientific presentation, writing used in academic and scientific careers.

PTRS:7875 Analysis of Activity-Based Neural and Musculoskeletal Plasticity**3 s.h.**

Examination of neural, muscular, and skeletal plasticity to increased/decreased use in normal and pathological states (chronic inactivity, obesity, metabolic syndromes, orthopedic and neurological injuries); genetic regulation with physical activity and underlying mechanisms contributing to acute and chronic adaptations of muscle, spinal circuitry, and supra-spinal centers; integration of movement control concepts through contemporary papers evaluating short and long latency reflexes, posture and balance control, spasticity, and motor learning in individuals with acute and chronic perturbations to the nervous system; individual research projects.

PTRS:7880 Teaching Practicum**arr.**

Individual instruction, observation, experimentation in teaching, guidance, analysis of evaluation processes in Physical Therapy and Rehabilitation Science.

PTRS:7884 Practicum in Research**arr.**

Laboratory experiences connected with investigative process; individual instruction, observation, activities in methodological development, data acquisition, data analysis aspects of research.

PTRS:7895 Advanced Seminar in Rehabilitation Science**arr.**

Current status of research for biological, mechanical, psychological components pertinent to cardiopulmonary, musculoskeletal, neuromuscular areas of rehabilitation science; preparation for comprehensive exam.

PTRS:7899 Introduction to Pain: Overview of Theories, Concepts, and Mechanisms**1 s.h.**

Overview of pain concepts and mechanisms; general overview of pain, models of pain, peripheral and central mechanisms, and pain inhibition. Requirements: prior neuroscience course.

PTRS:7900 Rehabilitation Research Capstone Project**arr.**

Specific phases of the research process; development of a research question and associated hypotheses, collection and analysis of data, interpretation and discussion of the information's meaning; presentation to sponsoring mentor's laboratory/program, and written document.

PTRS:7901 Clinical Correlates of Pain: Syndromes and Management**1 s.h.**

Common pain conditions and management of pain using an interdisciplinary focus; lectures by University of Iowa Hospitals and Clinics clinicians on a variety of acute and chronic pain conditions and management approaches. Requirements: prior neuroscience course.

PTRS:7902 Molecular, Cellular, and Neural Mechanisms of Pain**2 s.h.**

Basic science mechanisms of pain and pain modulation; understanding molecular basis for pain in nociceptive afferents (peripheral sensitization), underlying molecular and neuronal mechanisms of central processing of pain (central sensitization), cortical pain processing, animal and human experimental pain models; readings from past and current literature. Prerequisites: PTRS:7899. Requirements: prior neuroscience course.

PTRS:7903 Rehabilitation Management of Pain**1 s.h.**

Basic principles of rehabilitation for pain control including education, exercise, and electrophysical modalities; evidence-based approach to rehabilitation covering mechanisms of action and clinical effectiveness; case studies. Prerequisites: PTRS:7899 and PTRS:7901.

PTRS:7925 Independent Study**arr.**

Problem-solving experience in physical therapy; commensurate with student's interest, ability.

PTRS:7927 Research in Rehabilitation Science**arr.**

Placement of physical therapy on sound scientific base; therapy; initiation, refinement, establishment of methods in physical therapy evaluation, treatment; direct clinical and laboratory approach, philosophical treatise, or research proposal.

PTRS:7930 Critical Thinking in Neuro-Mechanical Systems**arr.**

Problem solving experience in neuro-mechanical systems, commensurate with student interest, ability.

PTRS:7931 Critical Thinking in Pain**arr.**

Problem solving experience in pain, commensurate with student interest, ability.

PTRS:7932 Critical Thinking in Biomechanics and Human Performance Assessment arr.

Problem solving experience in biomechanics and human performance assessment, commensurate with student interest, ability.

PTRS:7933 Critical Thinking in Movement Control/ Human Performance arr.

Problem solving experience in movement control/human performance, commensurate with student interest, ability.

PTRS:7934 Critical Thinking in Neural Plasticity arr.

Problem solving experience in neural plasticity, commensurate with student interest, ability.

PTRS:7935 Critical Thinking in Movement Science arr.

Problem solving experience in movement science, commensurate with student interest; ability.

PTRS:7936 Critical Thinking in Cardiovascular Physiology arr.

Problem solving experience in cardiovascular physiology, commensurate with student interest, ability.

PTRS:7990 Thesis: Rehabilitation Science arr.

Investigative process: formulation of problem, literature search and analysis, procedure for collecting data, data analysis, organization and writing of thesis proposal, thesis.

PTRS:8133 Introduction to Human Pathology for Graduate Students 4 s.h.

Human disease; basic disease processes, organ-related and multisystem diseases; case analysis. Offered fall semesters. Same as PATH:8133.

Physical Rehabilitation Science, M.A.

The Master of Arts program in physical rehabilitation science is granted to students working toward the Doctor of Philosophy in physical rehabilitation science.

Requirements

The Master of Arts with a major in physical rehabilitation science is awarded to students pursuing knowledge about the underlying science of rehabilitation. The M.A. degree does not prepare students to practice physical therapy. Students often work toward the Doctor of Philosophy in physical rehabilitation science with the goal to promote scholarship in the field. See the Ph.D. in physical rehabilitation science [p. 1759] in this section of the Catalog.

Doctor of Physical Therapy, D.P.T.

The Doctor of Physical Therapy (D.P.T.) is the entry-level professional degree for physical therapists. Based on the number of outstanding applicants, approximately 45 students are annually enrolled in the D.P.T. program.

Requirements

The Doctor of Physical Therapy requires a minimum of 104 s.h. and is completed in two and a half years. The program is fully accredited by the Commission on Accreditation in Physical Therapy Education. Satisfactory completion of the professional program qualifies candidates to take the National Physical Therapy Exam for licensure to practice. The minimum passing score on the exam is the same in all jurisdictions.

Technical Standards

Physical therapy is a profession that requires physical, mental, and emotional fitness. In the program, students obtain the foundation of knowledge, skills, attitudes, and behaviors that are necessary for a successful career as a physical therapist. Technical standards reflect the abilities that a physical therapist must possess for safe and effective clinical practice. Prospective and current students must meet the following technical standards.

General Abilities

Students are expected to possess the intellectual ability to learn, integrate, analyze, and synthesize data. They must have functional use of the senses of vision, hearing, and smell, as well as unimpaired equilibrium. Their exteroceptive senses (touch, movement, stereognosis, and vibratory) must be sufficiently intact to perform activities required for a complete physical therapy education. Students must have motor function capabilities, physical endurance, and the emotional health to meet the demands of entry-level physical therapy education and the demands of total patient care, which may include extended hours of instruction and time in clinic (evenings, nights, and weekends). Students must be capable of punctual, consistent, and reliable attendance in the didactic and clinical education component of the curriculum.

Observation

The ability to observe is required for demonstrations, visual presentations in lectures, and laboratories. Observation requires the functional use of vision, hearing, smell, somatic sensations, and the use of common sense. Students must be able to observe patients accurately and completely, both at a distance and up close, attending to both verbal and nonverbal communication.

Communication

Students must be able to speak and listen to patients in order to elicit information, perceive nonverbal communication, describe changes in mood, communicate effectively and sensitively with patients and their families, as well as instruct patients and their families. Communication in oral, written, and electronic form with the health care team must be effective, efficient, and timely.

Motor/Psychomotor Function

Students are required to have sufficient motor function to ascertain information from patients by auscultation, percussion, palpation, and movement facilitation. Intervention methods may include exercising, lifting, transferring of patients, and assisting during ambulation. These methods must be completed in a manner that assures the safety of a patient as well as the safety of the student. Students must have motor function sufficient to perform the movements required to provide both nonurgent and emergent treatment. Such skills require coordination of gross and fine muscular movements, equilibrium, sensation, and muscle strength.

Intellectual—Conceptual, Integrative, and Qualitative Abilities

Problem solving is a critical skill demanded of physical therapists, and requires conceptual, integrative, and qualitative thinking abilities. Students must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, laboratory results, and physical examination to provide an explanation for intervention by recalling and retaining information in an efficient and timely manner. They must have the ability to incorporate new information from peers, teachers, and research to formulate intervention plans. Students must be able to comprehend three-dimensional relationships, the spatial and functional relationships of structures, and analyze and apply this information for problem-solving and decision-making purposes. They must be able to organize, prioritize, analyze, and evaluate detailed and complex information individually, in small groups, and in clinical settings, and do so within a limited time frame.

Behavioral/Interpersonal Skills/ Professionalism

It is necessary that students have the emotional health to maximize their intellectual ability, exercise good judgment, and complete all responsibilities required for the evaluation and treatment of patients. They must be able to self-assess, accept criticism, and assume responsibility for maintaining professional behavior. Students must be able to develop mature, sensitive, and effective relationships with patients, families, caregivers, and colleagues. They must be able to tolerate physical and emotional stress and continue to function effectively. Students must possess qualities of adaptability and flexibility and be able to function in an atmosphere of uncertainty. They must be motivated to serve and demonstrate a high level of compassion for others. Students are required to demonstrate integrity and act in a manner that demonstrates consciousness of the profession's core values. They must possess sufficient interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds, and belief systems.

Curriculum

The Doctor of Physical Therapy degree requires the following coursework.

Code	Title	Hours
First Year, Summer Session		
PTRS:5101	Introduction to Physical Therapy Practice	2
PTRS:5102	Principles of Physical Therapy I	2
PTRS:5205	Health Promotion and Wellness	3

First Year, Fall Semester

PTRS:5100	Professional Issues and Ethics	1
PTRS:5103	Principles of Physical Therapy II	2
PTRS:5144	Interprofessional Education I: Team-Based Approach to Health Care	1
PTRS:5209	Surface Anatomy	1
PTRS:5210	Kinesiology and Pathomechanics	4
PTRS:5235	Case-Based Learning I	1
PTRS:5790	Integrated Clinical Education in Physical Therapy I	1
PTRS:8133	Introduction to Human Pathology for Graduate Students	4
ACB:5108	Human Anatomy	5

First Year, Spring Semester

PTRS:5131	Therapeutic Physical Agents	2
PTRS:5201	Musculoskeletal Therapeutics I	3
PTRS:5206	Cardiopulmonary Therapeutics	3
PTRS:5215	Applied Clinical Medicine	2
PTRS:5236	Case-Based Learning II	1
PTRS:5791	Integrated Clinical Education in Physical Therapy II	1
PTRS:6253	Functional Neuroanatomy	4

Second Year, Summer Session

PTRS:6120	Physical Therapy Management and Administration I	2
PTRS:6143	Selected Topics in Physical Therapy Practice	2
PTRS:6176	Pharmacology for Physical Therapists	3
PTRS:6793	Integrated Clinical Education in Physical Therapy III	3

Second Year, Fall Semester

PTRS:6122	Psychosocial Aspects of Patient Care	1
PTRS:6134	Physical Therapy Management of Integumentary System	2
PTRS:6145	Interprofessional Education II: Teaching Neural and Musculoskeletal Evaluation Principles	1
PTRS:6170	Management of People with Prosthetic and Orthotic Needs	2
PTRS:6200	Pediatric Physical Therapy	2
PTRS:6202	Musculoskeletal Therapeutics II	3
PTRS:6224	Activity-Based Neural and Musculoskeletal Plasticity in Health Care	4
PTRS:6237	Community Outreach and Engagement I	1

PTRS:6250	Critical Inquiry I: Evidence-Based Practice	2
-----------	---	---

Second Year, Spring Semester

PTRS:6121	Physical Therapy Management and Administration II	1
PTRS:6133	Pain Mechanisms and Treatment	2
PTRS:6172	Radiology/Imaging for Physical Therapists	2
PTRS:6173	Differential Diagnosis in Physical Therapy	2
PTRS:6203	Musculoskeletal Therapeutics III	4
PTRS:6204	Progressive Functional Exercise	2
PTRS:6225	Neuromuscular Therapeutics	3
PTRS:6238	Community Outreach and Engagement II	1
PTRS:6251	Critical Inquiry II: Rehabilitation Research	2
PTRS:6792	Integrated Clinical Education in Physical Therapy IV	1

Third Year, Summer Session

PTRS:6794	Terminal Clinical Education in Physical Therapy I	4
-----------	---	---

Third Year, Fall Semester

PTRS:6252	Critical Inquiry III: Clinical Application	1
PTRS:6795	Terminal Clinical Education in Physical Therapy II	4
PTRS:6796	Terminal Clinical Education in Physical Therapy III	4

Total Hours	104
-------------	-----

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. They must have completed a baccalaureate degree and all prerequisite coursework from an accredited institution in the United States, or anticipate completing the degree before enrolling in the D.P.T. program. They must have a cumulative g.p.a. of at least 3.00 and must have completed the following prerequisite coursework, preferably with a g.p.a. of at least 3.00. All science courses must include the appropriate laboratory instruction. The prerequisite courses must have been taken for a letter grade. Credit awarded through advanced placement testing may be applied only to the mathematics requirement.

Biological sciences: a complete introductory series of courses in principles of general biology or zoology and advanced coursework in biology or zoology (for which an introductory course is prerequisite) equivalent to 12 s.h.

Anatomy: human or comparative vertebrate anatomy, preferably with a lab component, equivalent to 3 s.h.

Physiology: a systemic human physiology course equivalent to 3 s.h.

A two-course sequence of anatomy and physiology equivalent to 6 s.h., preferably with a lab component, can fulfill the physiology and anatomy prerequisites.

Physics: a complete introductory series equivalent to 8 s.h.

Chemistry: a complete introductory series equivalent to 8 s.h.

Psychology: courses equivalent to 6 s.h.

Mathematics: a college-level mathematics course, at the level of trigonometry or higher, equivalent to 3 s.h.

Statistics: a statistical methods course equivalent to 3 s.h.

All applicants must take the Graduate Record Examination (GRE) General Test. They must take the test early enough for their scores to be received prior to the application deadline.

Applications are submitted online through the Physical Therapist Centralized Application Service (PTCAS). PTCAS allows applicants to use a single application and one set of materials to apply to multiple physical therapy programs. Once the application portfolio is complete with PTCAS, they will forward it to the University of Iowa.

The physical therapy admissions committee requires personal, on-campus interviews. Since the number of students admitted into each class is limited, not all who apply for admission are invited for an interview.

Applications are accepted July 1 for entry into the D.P.T. program the following summer. Applicants who apply early and by September 15 will be given priority status in the admissions process. It is to an applicant's benefit to apply as soon as possible after July 1 as the admissions committee will begin the application review process to select those for interviews. Priority status application deadline is September 15, mid-application deadline is October 1, and final application deadline is December 1.

Background Checks

Enrollment in the Doctor of Physical Therapy program is contingent on a successful criminal background check. Drug screening may be required for some clinical rotations.

Expenses

Applicants admitted to the D.P.T. program must make an advance tuition payment which is forfeited if the applicant does not enroll. In addition to paying University of Iowa tuition and fees, students are assessed laboratory fees for the human anatomy and neuroanatomy courses and are responsible for purchasing supplies, such as lab coats, patient evaluation kits, and course packets. Students also are responsible for all costs associated with professional development and clinical experiences.

All students are required to comply with the pre-entry and periodic health screening program developed by Student Health in cooperation with University of Iowa Hospitals & Clinics. All costs incurred for the health screenings are the student's responsibility. Students also are required to have health insurance.

Financial Support

Many academic and professional development scholarship opportunities are available to D.P.T. students matriculating within the department; view the awards on the Department of Physical Therapy and Rehabilitation Science website.

Entering physical therapy students are eligible for financial aid as determined on the Free Application for Federal Student Aid (FAFSA). Students must sustain a strong academic performance in order to qualify for funds.

Career Advancement

The employment outlook for physical therapy graduates is strong. Opportunities exist for professional practice in inpatient, outpatient, and community-based organizations. These include general or specialized hospitals, programs for children with disabilities, private physical therapy clinics, extended care facilities, nursing homes, community and governmental agencies, rehabilitation centers, the armed forces, foreign service, home health agencies, school systems, fitness centers, and athletic facilities. Teaching and research positions also are available as well as options for successful self-employment.

Physical therapists report a very high level of job satisfaction, driven both by prevalent employment opportunities and social interaction.

Physical Rehabilitation Science, Ph.D.

Through coursework and participation in research, the Doctor of Philosophy program in physical rehabilitation science emphasizes the development of an individual's expertise as a researcher in rehabilitation science. Approximately 20 students are enrolled in the Ph.D. program each year.

Graduates who complete the program are prepared for academic appointments that emphasize research, scholarship, and teaching. They possess:

- theoretical and scientific knowledge to perform basic, applied, or clinical-level original research that leads to scientific presentations, publication in peer-reviewed journals, and competition for extramural funding through scientific grant writing;
- breadth of knowledge in exercise physiology, biomechanic, neuroscience, or motor control specialty areas as they relate to impairment, functional limitation, and disability; and
- theoretical and practical skills required for college or university teaching at the professional entry and advanced graduate levels.

Requirements

The Doctor of Philosophy with a major in physical rehabilitation science requires a minimum of 72 s.h. of graduate credit. The program is designed to advance a student's ability to independently develop and carry out research that establishes the scientific basis for prevention, evaluation, and treatment of impairments, functional limitations, and disability. The curriculum is flexible enough to accommodate research focusing on basic, applied, or clinical studies in the rehabilitation sciences. Students have access to the program's research laboratories (see Facilities [p. 1750] in this section of the Catalog).

Curriculum

Students and their faculty advisor develop an individualized study plan. A preliminary study plan is developed within the first 9 s.h. of graduate study; a final plan is submitted to the Graduate College when the Ph.D. comprehensive examination is scheduled.

To ensure breadth of knowledge, all students complete specific core, research, and scientific specialty area content courses. Elective courses are selected to provide in-depth study of the specialty; they are complemented by an advanced seminar course specific to a student's specialty and taken in preparation for the comprehensive examination.

Students must satisfactorily complete the comprehensive examination, which is taken after all required coursework is completed. Doctoral study culminates with 12 s.h. of thesis research and an oral examination.

General Core Requirement

Ph.D. students must complete the following core requirements. In addition to the courses below, the Collaborative Institutional Training Initiative (CITI)—online, web-based training—must be completed before a student enrolls in BMED:7270 Scholarly Integrity/Responsible Conduct

of Research I and BMED:7271 Scholarly Integrity/Responsible Conduct of Research II.

Code	Title	Hours
All of these:		
PTRS:7812	Biomedical Instrumentation and Measurement	3
PTRS:7820	Seminar in Rehabilitation Science (taken twice for 1 s.h. each)	2
PTRS:7880	Teaching Practicum	arr.
BIOS:5120/ IGPI:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3
BMED:7270	Scholarly Integrity/Responsible Conduct of Research I	0
BMED:7271	Scholarly Integrity/Responsible Conduct of Research II	0
PSQF:7385/ EDTL:7385/ EPLS:7385/ GRAD:7385/ RCE:7385	Teaching and Learning in Higher Education	3
One of these:		
BIOS:4120	Introduction to Biostatistics	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Research Requirement

Students complete at least 27 s.h. from the following. The capstone course PTRS:7900 Rehabilitation Research Capstone Project is recommended but not required for students who enter the program with a master's or doctoral-level degree; however, it is required for students who enter with a bachelor's degree.

Code	Title	Hours
PTRS:7884	Practicum in Research	arr.
PTRS:7895	Advanced Seminar in Rehabilitation Science	arr.
PTRS:7900	Rehabilitation Research Capstone Project	arr.
PTRS:7927	Research in Rehabilitation Science	arr.
PTRS:7930	Critical Thinking in Neuro-Mechanical Systems	arr.
PTRS:7931	Critical Thinking in Pain	arr.
PTRS:7932	Critical Thinking in Biomechanics and Human Performance Assessment	arr.
PTRS:7933	Critical Thinking in Movement Control/Human Performance	arr.
PTRS:7934	Critical Thinking in Neural Plasticity	arr.
PTRS:7935	Critical Thinking in Movement Science	arr.
PTRS:7936	Critical Thinking in Cardiovascular Physiology	arr.
PTRS:7990	Thesis: Rehabilitation Science	arr.

Specialty Content Requirement

Students must complete at least 9 s.h. in their scientific specialty area. Students may choose courses from the following list, but other courses suited to a student's background knowledge and interest area are considered.

Code	Title	Hours
Anatomy and Cell Biology		
ACB:8401	Advanced Human Anatomy	arr.
Epidemiology		
EPID:6900	Design of Intervention and Clinical Trials	3
Health and Human Physiology		
HHP:6130	Advanced Skeletal Muscle Physiology	1,3
HHP:6150	Advanced Clinical Exercise Physiology	1,3
HHP:6300	Motor Control Seminar	1
HHP:6410	Advanced Exercise Physiology	1,3
HHP:6460	Advanced Cardiovascular Physiology	1,3
HHP:6470	Advanced Physiology of Aging	1,3
HHP:6480	Advanced Human Pharmacology	1,3
Neuroscience		
NSCI:7235/ NEUR:7235	Neurobiology of Disease	3
Nursing		
NURS:3460	Professional Role II: Research	3
Occupational and Environmental Health		
OEH:4310	Occupational Ergonomics: Principles	3
OEH:6310	Occupational Ergonomics: Applications	3
Pharmacology		
PCOL:5137	Neurotransmitters	1
PCOL:6207	Ion Channel Pharmacology	1
PCOL:6250	Advanced Problem Solving in Pharmacological Sciences	1
Physical Therapy		
PTRS:5210	Kinesiology and Pathomechanics	4
PTRS:5206	Cardiopulmonary Therapeutics	3
PTRS:6224	Activity-Based Neural and Musculoskeletal Plasticity in Health Care	4
PTRS:6250	Critical Inquiry I: Evidence-Based Practice	2
PTRS:6251	Critical Inquiry II: Rehabilitation Research	2
PTRS:6253	Functional Neuroanatomy	arr.
PTRS:7875	Analysis of Activity-Based Neural and Musculoskeletal Plasticity	3
PTRS:7899	Introduction to Pain: Overview of Theories, Concepts, and Mechanisms	1

PTRS:7901	Clinical Correlates of Pain: Syndromes and Management	1
PTRS:7902	Molecular, Cellular, and Neural Mechanisms of Pain	2
PTRS:7903	Rehabilitation Management of Pain	1

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College. They should have a cumulative g.p.a. of at least 3.00 and scores at or above the 50th percentile for each section of the Graduate Record Exam (GRE) General Test. A minimum of two years of clinical experience may be considered highly desirable, depending on the research interest area.

Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL).

Application materials must include a complete Graduate College application form, test scores, transcripts, three letters of recommendation, and a statement of purpose.

Personal interviews are required of all applicants selected for consideration by the admissions committee. On-campus interviews are preferred, but telephone interviews may be substituted when necessary.

Application deadlines are October 15 for spring semester entry (notification by December 15); March 15 for summer entry (notification by May 15); and May 15 for fall semester entry (notification by July 15).

Financial Support

A number of assistantships are available for Ph.D. students. Faculty advisors provide guidance for students seeking external scholarship support through foundations and federal programs that support Ph.D. training.

Career Advancement

The Ph.D. program trains students to obtain positions as professors and researchers in rehabilitation science.

Physician Assistant Studies and Services

Chair

- David P. Asprey

Director

- Anthony E. Brenneman

Director, Clinical Education

- Carol S. Gorney

Director, Curriculum and Evaluation

- Theresa E. Hegmann

Medical Director

- George R. Bergus

Graduate degree: M.P.A.S.

Faculty: <https://medicine.uiowa.edu/pa/physician-assistant-program-faculty>

Website: <https://medicine.uiowa.edu/pa/>

The physician assistant profession is one of the newest and most exciting in health care. Physician assistants (PAs) are licensed to practice medicine with physician supervision. They are responsible for making medical decisions and providing a broad range of diagnostic and therapeutic services.

In the traditional office setting, PAs see patients, obtain histories, perform physical examinations, and order necessary laboratory and/or radiological studies. Based on this information, the PA establishes a diagnosis, develops an appropriate management plan, and initiates treatment that may include prescribing medications. The physician is consulted as needed and remains ultimately responsible for the care provided by the physician/PA team. PAs also are involved in both patient and community health education.

The Department of Physician Assistant Studies and Services is located on the University of Iowa health sciences campus, which includes University of Iowa Hospitals & Clinics, one of the nation's largest university-owned teaching hospitals.

Programs

Graduate Program of Study

Major

- Master of Physician Assistant Studies [p. 1764]

Courses

Physician Assistant Studies and Services Courses

PA:8212 Fundamentals of EKG and ACLS for Physician Assistant Students 2 s.h.

Theory and practice with basic analysis of EKG strips and interpretation, including rhythm disturbances; completion of American Heart Association's Advanced Cardiac Life Support (ACLS) program.

PA:8213 Fundamentals of Radiology for Physician Assistant Students 1 s.h.

Theory and practice for interpretation of radiographs including general radiology, body, chest, musculoskeletal, pediatrics, and neurology. Requirements: enrollment in physician assistant studies and services.

PA:8214 Fundamentals of Clinical Laboratory Medicine for Physician Assistant Students 1 s.h.

Theory and practice of selected clinical laboratory techniques and procedures; emphasis on effective utilization of clinical laboratory in diagnosis and management of disease states. Requirements: enrollment in physician assistant studies and services.

PA:8301 Seminar for Physician Assistant Students 1 s.h.

Professional issues that affect the physician assistant's practice of medicine.

PA:8302 Physician Assistant Professional and Clinical Skills 1 s.h.

Hands-on experience and activities; suturing, injections, prescription and order writing, medical records, patient confidentiality, Iowa Law governing physician assistant practice, motivational interviewing, toddler and disability exams.

PA:8303 Physician Assistant Senior Capstone 1 s.h.

Demonstration of strong clinical knowledge base and proficiency in basic clinical problem solving; focus on student's ability to think logically and critically, integrate and synthesize knowledge, access evidence-based medical resources, document patient care appropriately, apply clinical knowledge, and demonstrate professional behavior. Requirements: enrollment in physician assistant studies and services.

PA:8304 Emergency Medicine for Physician Assistant Students arr.

Obtaining and recording pertinent historical data, obtaining indicated laboratory studies, assessing the results, arriving at a diagnosis, formulating a treatment plan, implementing appropriate therapy.

PA:8305 Gynecology for Physician Assistant Students 4 s.h.

Opportunity to develop proficiency in history and physical exams of gynecological patients; outpatient, family planning, gynecological cancer, concepts of diagnostic techniques and therapy.

PA:8306 Family Practice I for Physician Assistant Students 4 s.h.

Obtaining and recording complete history and physical exams; formulation of differential diagnosis and problem list; ordering, obtaining, and interpreting lab and diagnostic studies; implementation of therapeutic procedures and treatment plans.

PA:8307 Family Practice II for Physician Assistant Students 4 s.h.

Opportunity to participate in delivery of ambulatory primary care; at a different site from PA:8306.

PA:8308 General Surgery for Physician Assistant Students 6 s.h.

Preparation for work as an assistant to the generalist; outpatient and inpatient surgical services, including surgical procedures and management of postoperative course.

PA:8309 Internal Medicine for Physician Assistant Students 6 s.h.

Eliciting a medical history, doing a pertinent physical exam, obtaining indicated lab studies, assessment of results, formulation of management plan and implementation of appropriate therapy for common internal medicine problems.

PA:8310 Pediatrics for Physician Assistant Students arr.

Knowledge and skills required for providing appropriate medical care to infants, children, and adolescents; initiation and promotion of interpersonal relationships.

PA:8311 Psychiatry for Physician Assistant Students 4 s.h.

Training in history and physical exams of psychiatry patients, including individual and family therapy, vocational testing and guidance, development of interviewing skills.

PA:8312 Long-Term Care for Physician Assistant Students arr.

Development of clinical knowledge and skill in diagnosing, treating, and performing procedures for patients of long-term care settings; knowledge of relevant conditions.

PA:8320 Dermatology Elective for Physician Assistant Students arr.

Recognizing dermatologic diseases and disorders, instituting appropriate management of patients with dermatologic problems.

PA:8321 Neurology Elective for Physician Assistant Students arr.

Performing general and neurological exams, establishing diagnosis, recommending lab studies, instituting appropriate management of common neurological diseases and disorders, recognizing the need for urgent treatment.

PA:8322 Obstetrics for Physician Assistant Students arr.

Proficiency in physical exam of OB patients; applying concepts of diagnostic techniques and therapy; following patients' course, including labor, delivery, and postpartum care.

PA:8323 Ophthalmology Elective for Physician Assistant Students arr.

Proficiency in recognizing ophthalmology problems; how to institute appropriate management of these conditions.

PA:8324 Otolaryngology Elective for Physician Assistant Students arr.

Proficiency in recognizing otolaryngology problems; how to institute appropriate management of these conditions; opportunity for involvement in varied surgical procedures.

PA:8325 Pediatric Elective for Physician Assistant Students arr.

Experience working with children and adolescents.

PA:8326 Radiology Elective for Physician Assistant Students arr.

Proficiency in systematic evaluation of normal and abnormal routine radiologic examinations; listing indications for special exam procedures, including details of prepping the patient.

PA:8327 Pediatric Elective (Hematology/Oncology) for Physician Assistant Students arr.

Basic clinical knowledge and skills for diagnosis, treatment, and management of pre- and post-bone marrow transplant patients.

PA:8328 Pediatric (Cardiology) Elective for Physician Assistant Students arr.

Cardiovascular assessment and problem management of pediatric patients; experience with a range of acute, chronic, common, and rare cardiology diseases.

PA:8329 Psychiatry Elective for Physician Assistant Students arr.

Training in evaluation and treatment of psychiatry patients.

PA:8330 Surgery Elective for Physician Assistant Students arr.

Experience in a wide range of surgical problems, procedures, and treatments, including diagnosis, care and treatment, and postoperative courses of surgical patients.

PA:8331 Surgery Elective (Transplant/Organ Retrieval) for Physician Assistant Students arr.

Extensive experience in care of patients with end-stage organ failure; evaluation of potential transplant candidates, participation in surgical procedures on transplant service.

PA:8332 Surgery Elective (Burn Unit) for Physician Assistant Students arr.

Involvement in care on burn unit and in operating room; skills in burn debridement, grafting techniques, skin storage techniques, dressing changes, tub baths, and physical therapy procedures.

PA:8333 Surgery Elective (Cardiac Surgery) for Physician Assistant Students arr.

Development of technical skills in operating room; essentials of preoperative evaluation and postoperative management of cardiac surgical patient.

PA:8334 Orthopedics Elective for Physician Assistant Students arr.

Recognition of varied orthopedic problems and treatments; musculoskeletal diseases and disorders, both emergencies and common conditions, and how to establish appropriate management.

PA:8335 Internal Medicine Elective for Physician Assistant Students arr.

Training in varied internal medicine problems; recognition, appropriate treatment.

PA:8336 Internal Medicine (Cardiology) Elective for Physician Assistant Students arr.

Cardiovascular assessment and problem management; experience with wide range of acute, chronic, common, and rare diseases.

PA:8337 Internal Medicine (EKG) Elective for Physician Assistant Students arr.

Experience reading electrocardiograms, interpreting cardiac arrhythmias, performing and evaluating EKG stress tests.

PA:8338 Internal Medicine (Gastroenterology) Elective for Physician Assistant Students arr.

Experience with a wide range of gastrointestinal pathology; history and physical exams of gastrointestinal diagnostic procedures, follow-up care of patients through outpatient clinics.

PA:8339 Internal Medicine (Oncology) Elective for Physician Assistant Students arr.

Experience to develop diagnostic skills in clinical oncology and gain familiarity with methods of staging common cancers; assistance in therapy and outpatient management of cancer patients.

PA:8340 Internal Medicine (Geriatrics) Elective for Physician Assistant Students arr.

Familiarity with broad spectrum of medical conditions among the elderly; experience in history and physical exams, diagnosis of geriatric patients along with follow-up visits.

PA:8341 Internal Medicine (Pulmonary) Elective for Physician Assistant Students**arr.**

Development of basic clinical knowledge and skills for diagnosis, treatment, and management of pulmonary diseases.

PA:8342 Internal Medicine (Palliative Care/Hospice) Elective for Physician Assistant Students**arr.**

Work on a hospice care team performing evaluation, treatment, and education of patients with terminal illnesses; dealing with the prospect of death.

PA:8343 Internal Medicine (Infectious Disease) Elective for Physician Assistant Students**arr.**

Development of basic clinical knowledge and skills for diagnoses, treatment, and management of infectious diseases.

PA:8345 Urology Elective for Physician Assistant Students**arr.**

Proficiency in managing patients with urologic conditions; skill in taking a urologic history, performing physical exams, interpreting laboratory studies and data.

PA:8346 Family Practice Elective for Physician Assistant Students**arr.**

Proficiency in delivering ambulatory primary care.

PA:8347 Gynecology Elective (Women's Health) for Physician Assistant Students**arr.**

Experience in annual gynecologic exams, PAP screening, gynecology problems, contraception issues, STD screening and counseling, common gynecologic procedures.

PA:8348 Migrant Health Elective for Physician Assistant Students**arr.**

Basic clinical knowledge and skills for diagnosis, treatment, and prevention of diseases, injuries, and conditions related to environmental exposure in migrant worker populations.

PA:8349 Occupational Medicine Elective for Physician Assistant Students**arr.**

Basic clinical knowledge and skills for diagnosis, treatment, and prevention of work-related diseases, injuries, and conditions related to environmental exposure.

PA:8350 Pediatrics (Neonatology) Elective for Physician Assistant Students**arr.**

Basic clinical knowledge and skill for diagnosis, treatment, and management of critically ill infants.

PA:8351 Internal Medicine (Rheumatology) for Physician Assistant Students**arr.**

Basic clinical knowledge and skills for diagnosis, treatment, and management of rheumatologic diseases.

PA:8352 Medical Intensive Care for Physician Assistant Students**arr.**

Basic clinical knowledge and skills for diagnosis, treatment, and management of critically ill patients.

PA:8353 International Medicine for Physician Assistant Students**arr.**

Basic clinical knowledge and skills for diagnosis, treatment, and prevention of diseases, injuries, and conditions relevant to international medicine.

PA:8354 Interventional Radiology for Physician Assistant Students**arr.**

Basic clinical knowledge and skills for diagnosis and treatment of conditions requiring interventional therapy.

PA:8355 Gynecologic Oncology Elective for Physician Assistant Students**arr.**

Experience developing diagnostic skills in clinical gynecologic oncology, learning methods of staging specific cancers; and assisting in therapy and outpatient management of patients with varied cancers.

PA:8356 Wilderness Medicine for Physician Assistant Students**arr.**

Four-week emergency medicine elective taken in conjunction with Carver College of Medicine; mix of didactic and experiential learning; ten-day trip to Colorado to learn about hypothermia, altitude medicine, search and rescue, field evaluation, treatment and evacuation of common back country injuries; lectures and simulations.

PA:8357 Physician Assistant Transitions to Clinical Rotations**1 s.h.**

Additional didactic and hands-on skills essential for preparation prior to core and elective clinical rotations. Requirements: enrollment in physician assistant studies and services.

PA:8358 Internal Medicine (Endocrinology) Elective for Physician Assistant Students**arr.**

Basic clinical knowledge and skills for diagnosis treatment and management for common endocrinology diseases.

PA:8359 Surgery Elective for Physician Assistant Students (Plastics and Reconstruction)**arr.**

Experience in a wide range of surgical problems, procedures, and treatments in medical reconstruction, plastics, and trauma; includes diagnosis, care and treatment, and postoperative courses for surgical patients.

PA:8360 Physician Assistant Summer Clinicals**6 s.h.**

Clinical course for physician assistant students during their second summer session.

PA:8361 Physician Assistant Remediation and Self Study**arr.**

Completion of remediation or self-study program requirements.

PA:8362 Independent Study for Physician Assistant Students**arr.**

Students work on alternative experiences to supplement coursework and/or clinical experiences throughout various areas of the physician assistant program; self-guided experiences with faculty supervision.

PA:8363 Primary Care Academic Rotation**arr.**

Additional academic opportunities that enhance previous experiences gained in a clinical setting; emphasis on student participation in direct activities to supplement primary care experiences with observation and simulation activities as needed to provide a balanced experience in meeting course objectives.

Master of Physician Assistant Studies, M.P.A.S.

The Master of Physician Assistant Studies (M.P.A.S.) program emphasizes primary care medicine, particularly family medicine. It also offers elective clinical rotations in selected medical subspecialties. Students who complete the program are eligible to take the National Certifying Examination for Primary Care Physician Assistants, which they must complete successfully in order to register as physician assistants in the United States.

The Department of Physician Assistant Studies and Services is accredited by the Accreditation Review Commission on Education for the Physician Assistant and is a member of the Physician Assistant Education Association.

Requirements

The Master of Physician Assistant Studies requires a minimum of 114 s.h. of credit. The curriculum spans 28 months and consists of a preclinical phase and a clinical phase. The program begins in August.

The Master of Physician Assistant Studies requires the following work.

Preclinical Curriculum

The M.P.A.S. program's preclinical phase is built on a triple-helix model whose three strands consist of clinical and professional skills (CAPS), mechanisms of health and disease (MOHD), and medicine and society (MAS). The strands are interwoven, assuring that their material is integrated and revisited throughout the preclinical phase, so that students' understanding and mastery of the material deepens progressively.

The preclinical curriculum consists of the following courses.

Human Anatomy and Foundations of Life

ACB:8101 Medical Gross Human Anatomy involves complete dissection of the human body. Students learn to identify the human body's components and learn how their structures and locations relate to their functions. They also learn much of the language they will need in order to communicate accurately and specifically with patients and other physicians.

MED:8123 Foundations of Cellular Life covers genetics, embryology, molecular biology, biochemistry, cell biology, and histology. Students learn the molecular events required for cellular life and how cells grow and interact to form the basic tissues of the human body. This course provides the necessary framework students will need in order to begin the mechanisms of health and disease series.

Clinical and Professional Skills

The clinical and professional skills (CAPS) strand provides students with the knowledge, skills, and attitudes required for professional development and clinical excellence, including the sense of inquiry and lifelong habits of skill acquisition, self-assessment, and reflective practice. CAPS features developmental learning through increasingly challenging

experiences across the curriculum, repeated practice opportunities, observation and feedback, and self-directed learning and reflection. CAPS requires the following three courses.

MED:8121 Clinical and Professional Skills I introduces students to concepts of clinical reasoning, communication, physical examination, and evidence-based clinical practice as well as the principles of biomedical ethics. The Longitudinal Clinical Mentor (LCM) program allows early clinical interactions and helps place classroom experiences into the context of patient care. Through interactions with students from other health sciences colleges, M.P.A.S. students begin to explore the interprofessional approach to caring for patients.

MED:8131 Clinical and Professional Skills II reinforces clinical reasoning concepts from MED:8121 and introduces additional elements of clinical reasoning, which are practiced through interactions with standardized patients and through Longitudinal Clinical Mentor clinical visits. The varied experiences help students gain a deeper appreciation for issues in biomedical ethics. As part of interprofessional education, students focus on the strengths and barriers involved in providing comprehensive interdisciplinary patient care.

MED:8221 Clinical and Professional Skills III develops advanced clinical reasoning skills through focused patient encounters and interactions with special patient populations. Emphasis is on students' ability to integrate and use concepts from the other curricular strands that are required for cost-conscious, patient-centered, interdisciplinary care.

Mechanisms of Health and Disease

The mechanisms of health and disease (MOHD) strand focuses on multisystem mechanisms. MOHD requires the following five courses.

MED:8124 Mechanisms of Health and Disease I covers normal and healthy processes within and among the mechanisms of oxygenation, metabolism, and genetics/development.

MED:8133 Mechanisms of Health and Disease II covers normal and healthy processes within and among the mechanisms of immunology/inflammation, locomotion/integument, and neuropsychiatry.

MED:8134 Mechanisms of Health and Disease III covers abnormalities or disruptions leading to disease within and among the mechanisms of oxygenation, metabolism, and genetics/development.

MED:8223 Mechanisms of Health and Disease IV covers abnormalities or disruptions leading to disease within and among the mechanisms of immunology/inflammation, locomotion/integument, and neuropsychiatry.

MED:8224 Mechanisms of Health and Disease Keystone provides a transition from classroom instruction in MED:8124, MED:8133, MED:8134, and MED:8223 to clinical practice. Foundational information from those courses is approached from the perspective of common clinic encounters. Students make diagnostic and management decisions about common important clinical problems using the foundational knowledge they gained from those courses.

Medicine and Society

The medicine and society (MAS) strand teaches students about disease prevention, health promotion services, public health, epidemiology, health services organizations and

delivery, and community dimensions of medical practice. MAS requires the following three courses.

MED:8122 Medicine and Society I introduces social determinants of health. Students investigate the influence and impact of culture and the community on health care, learn about community resources, and apply health and risk assessment to individual patients and to themselves.

MED:8132 Medicine and Society II focuses on public health and epidemiology, with attention to screening, global health, and environmental hazards.

MED:8222 Medicine and Society III focuses on health services organization and delivery, with emphasis on community dimensions of medical practice and patient safety.

Foundational Clinical Experience

The foundational clinical experience consists of a six-week summer session that includes preclinical workshop material in cardiology and radiology. Students complete a two-week introduction to clinical medicine before beginning the clinical rotations. Foundational clinical experience requires the following five courses.

Code	Title	Hours
PA:8212	Fundamentals of EKG and ACLS for Physician Assistant Students	2
PA:8213	Fundamentals of Radiology for Physician Assistant Students	1
PA:8214	Fundamentals of Clinical Laboratory Medicine for Physician Assistant Students	1
PA:8301	Seminar for Physician Assistant Students	1
PA:8302	Physician Assistant Professional and Clinical Skills	1

Clinical Curriculum

The program's second phase concentrates on clinical education. Students complete four weeks of preclinical workshops and rotations and a 36-week core of required primary care clinical rotations, including general internal medicine, surgery, family medicine, pediatrics, emergency medicine, gynecology, and psychiatry. Students then select eight weeks of electives, which may include rotations such as geriatrics, cardiology, dermatology, and orthopedics.

The primary care clinical rotations are designed to provide instruction and experience in caring for patients in a way that enables students to integrate the knowledge, skills, behaviors, and attitudes they learned in the program's didactic phase. Clinical training is provided at University of Iowa Hospitals & Clinics, the Iowa City VA Health Care System, the VA Central Iowa Health Care System and Broadlawns Medical Center in Des Moines, and other affiliated hospitals throughout Iowa. In elective rotations, students gain additional clinical experience through placement with selected preceptors involved in office-based practices, typically in medically underserved rural areas.

Students also complete a master's degree project as part of the clinical curriculum.

Required Clinical Rotation

The following clinical rotations are required.

Code	Title	Hours
PA:8304	Emergency Medicine for Physician Assistant Students	4
PA:8305	Gynecology for Physician Assistant Students	4
PA:8306	Family Practice I for Physician Assistant Students	4
PA:8307	Family Practice II for Physician Assistant Students	4
PA:8308	General Surgery for Physician Assistant Students	6
PA:8309	Internal Medicine for Physician Assistant Students	6
PA:8310	Pediatrics for Physician Assistant Students	4
PA:8311	Psychiatry for Physician Assistant Students	4

Elective Clinical Rotations

Students select elective clinical rotations from these.

Code	Title	Hours
PA:8320	Dermatology Elective for Physician Assistant Students	arr.
PA:8321	Neurology Elective for Physician Assistant Students	arr.
PA:8322	Obstetrics for Physician Assistant Students	arr.
PA:8323	Ophthalmology Elective for Physician Assistant Students	arr.
PA:8324	Otolaryngology Elective for Physician Assistant Students	arr.
PA:8325	Pediatric Elective for Physician Assistant Students	arr.
PA:8326	Radiology Elective for Physician Assistant Students	arr.
PA:8327	Pediatric Elective (Hematology/Oncology) for Physician Assistant Students	arr.
PA:8328	Pediatric (Cardiology) Elective for Physician Assistant Students	arr.
PA:8329	Psychiatry Elective for Physician Assistant Students	arr.
PA:8330	Surgery Elective for Physician Assistant Students	arr.
PA:8331	Surgery Elective (Transplant/Organ Retrieval) for Physician Assistant Students	arr.
PA:8332	Surgery Elective (Burn Unit) for Physician Assistant Students	arr.
PA:8333	Surgery Elective (Cardiac Surgery) for Physician Assistant Students	arr.
PA:8334	Orthopedics Elective for Physician Assistant Students	arr.

PA:8335	Internal Medicine Elective for Physician Assistant Students	arr.
PA:8336	Internal Medicine (Cardiology) Elective for Physician Assistant Students	arr.
PA:8337	Internal Medicine (EKG) Elective for Physician Assistant Students	arr.
PA:8338	Internal Medicine (Gastroenterology) Elective for Physician Assistant Students	arr.
PA:8339	Internal Medicine (Oncology) Elective for Physician Assistant Students	arr.
PA:8340	Internal Medicine (Geriatrics) Elective for Physician Assistant Students	arr.
PA:8341	Internal Medicine (Pulmonary) Elective for Physician Assistant Students	arr.
PA:8342	Internal Medicine (Palliative Care/Hospice) Elective for Physician Assistant Students	arr.
PA:8343	Internal Medicine (Infectious Disease) Elective for Physician Assistant Students	arr.
PA:8345	Urology Elective for Physician Assistant Students	arr.
PA:8346	Family Practice Elective for Physician Assistant Students	arr.
PA:8347	Gynecology Elective (Women's Health) for Physician Assistant Students	arr.
PA:8348	Migrant Health Elective for Physician Assistant Students	arr.
PA:8349	Occupational Medicine Elective for Physician Assistant Students	arr.
PA:8350	Pediatrics (Neonatology) Elective for Physician Assistant Students	arr.
PA:8351	Internal Medicine (Rheumatology) for Physician Assistant Students	arr.
PA:8352	Medical Intensive Care for Physician Assistant Students	arr.
PA:8353	International Medicine for Physician Assistant Students	arr.
PA:8354	Interventional Radiology for Physician Assistant Students	arr.
PA:8355	Gynecologic Oncology Elective for Physician Assistant Students	arr.

Admission

Applicants must:

- be citizens or permanent residents of the United States;
- hold a baccalaureate degree from an accredited institution in the United States (the degree does not have to be

completed at the time of admission, but must be conferred prior to the start of the program)*;

- have a minimum cumulative g.p.a. of 3.00 on a 4.00 scale;
- have a minimum overall science g.p.a. of 3.20 on a 4.00 scale or a science g.p.a. of at least 3.20 on a 4.00 scale on the most recent 40 s.h. of college-level, science-based coursework (science courses are subject to department approval);
- have completed the prerequisite courses no more than 10 years before they apply and all courses must be taken for letter grades (see "Prerequisite Science Courses" below);
- have taken the Graduate Record Examination (GRE) General Test no more than 10 years before they apply (must score at the 25th percentile or higher in each of the individual sections—quantitative, verbal, and analytical) or the Medical College Admission Test (MCAT) no more than 10 years before they apply (no minimum MCAT score is required at this time);
- have completed a minimum of 1,000 hours of direct patient health care experience by December 31 of the application year (hours subject to departmental approval and applicants can be awarded between 0-100 percent of hours completed);
- submit three letters of recommendation (one must be from a collegiate academic reference and one must be from a health care supervisor (shadowing experience does not count, but may be used for the third recommendation letter));
- meet the admission requirements of the Graduate College (see the Manual of Rules and Regulations of the Graduate College on the Graduate College website);
- have taken the Test of English as a Foreign Language (TOEFL) if English is not their native language (only the internet-based test will be accepted and applicants must have a total score of at least 93 with a speaking score of at least 26)**; and
- be able to meet the program's technical standards (see "Technical Standards" below).

*International applicants will have their credentials reviewed for degree completion and equivalency.

**International applicants who do not speak English as their native language should have TOEFL scores sent from the Educational Testing Service (ETS) to the Department of Physician Assistant Studies and Services. The TOEFL requirement may be waived for applicants with a master's or doctoral degree from an accredited U.S. institution.

Prerequisite Science Courses

Applicants must have completed preparatory science courses in biological, chemical, and statistical sciences. Prerequisite courses can be in progress at the time of admission unless stated below. Science-based courses are subject to the approval by the Physician Assistant Studies and Services Program.

Biological Science

These courses are required:

An introductory biology or zoology course sequence (minimum of a two semester sequence unless otherwise approved).

An animal, exercise, or human physiology course.

A minimum of three additional upper-level biological science courses. To qualify as upper level, the biological

science courses must require a prerequisite course to enroll. Courses that have been used to satisfy this requirement include cell biology, cell physiology, endocrinology, genetics, histology, immunology, microbiology, molecular biology, neurobiology, pharmacology, and other related disciplines.

Chemical Science

These courses are required:

An introductory chemistry course sequence (a minimum of a two-semester sequence, unless otherwise approved).

At least one semester of organic chemistry (must be at a higher level than a survey of organic chemistry course).

At least one semester of biochemistry (must be at a higher level than a survey of biochemistry course and be completed at the time of application).

Statistical Science

This course is required:

Any course with a statistical focus, such as a general, introductory, psychological, or business statistics course; or biostatistics; or a qualitative research methods course.

Satisfaction of the basic admission requirements does not ensure acceptance to the program. The admission committee selects the applicants it considers best qualified. The admission committee requests interviews with the most qualified applicants.

Technical Standards

Individuals admitted to the Department of Physician Assistant Studies and Services must possess the capability to complete the entire curriculum and earn the Master of Physician Assistant Studies degree. The curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative, and interpersonal skills. Therefore, the following abilities and expectations must be possessed by all students admitted to the program.

Observation

Students must have the functional ability to observe demonstrations and experiments in the basic sciences and have sufficient use of the senses necessary to perform history taking and a physical examination. They must be able to acquire and evaluate relevant information in multiple formats—written, electronic, and radiographic data. If students are not able to observe or acquire information through the senses, they must demonstrate abilities to acquire the necessary information through satisfactory alternative means.

Communication

Students must be able to establish sensitive and professional relationships with patients, colleagues, and staff. They are expected to communicate the results of the history and physical examination to the patient and their colleagues with accuracy, clarity, and efficiency. In any instances where students' ability to communicate is compromised, students must demonstrate comparable alternative means or abilities to communicate.

Motor Skills

Students are expected to participate in basic diagnostic and therapeutic maneuvers and procedures. In any instances

where students' ability to acquire information and perform a physical examination is compromised, they must demonstrate satisfactory alternative means or abilities to acquire information and perform a physical examination.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Students must be able to learn to analyze and synthesize available information, solve problems, and reach reasonable diagnostic and therapeutic judgments. They are expected to be able to display sound judgment in the assessment and treatment of patients. Students must be able to learn to respond with prompt and appropriate action in emergencies.

Behavioral and Social Attributes

Students are expected to be able to accept constructive criticism and respond with appropriate modification of their behavior. They are expected to possess the perseverance, diligence, and consistency necessary to complete the medical school curriculum and enter the independent practice of medicine within a reasonable time frame. Students must demonstrate professional demeanor and ethical behavior in all dealings with peers, faculty, staff, and patients.

Cultural Competency

Medical students must be able to communicate with and care for persons whose culture, sexual orientation, or religious beliefs are different from their own. They must be able to perform a complete history and physical exam on any patient regardless of the student's and patient's race, religion, ethnicity, socioeconomic status, gender, age, or sexual preference. Similarly, students must be able to interact professionally with colleagues and other health care professionals without regard to race, religion, ethnicity, socioeconomic status, gender, age, or sexual preference.

Any candidate who is admitted to the Department of Physician Assistant Studies and Services will be required to sign a statement that verifies that they have read, fully understand, and meet each of the technical standards. Applicants with additional questions about these standards should email the director of administrative and student services for the physician assistant program.

Application Timeline and Process

Applications are accepted from the end of April to October 1 for entry into the program the following August. Applicants must apply through the Central Application Service for Physician Assistants (CASPA).

The admission committee prefers that the majority of prerequisite course requirements be completed by the October 1 application deadline date.

All materials must be received and verified by CASPA, and all additional information requested by the Physician Assistant Studies and Services Program submitted by the October 1 deadline.

All final decisions related to admission deadlines, process, and decisions regarding admission are up to the department administrator, in collaboration with the admission committee.

Career Advancement

Physician assistants work in a variety of settings, including medical offices, hospital emergency rooms, nursing homes,

rural satellite clinics, health maintenance organizations, and patients' homes.

Psychiatry

Chair

- Peggy C. Nopoulos

Faculty: <https://medicine.uiowa.edu/psychiatry/people/primary-appointments>

Website: <https://medicine.uiowa.edu/psychiatry/>

The Department of Psychiatry teaches M.D. students, principally during their third year, and trains resident physicians for academic and clinical careers in psychiatry.

Research

Department of Psychiatry staff members are involved in genetic and family studies of psychiatric disorders and research in genetic and biological psychiatry, neurochemistry, neuroimaging, neurophysiology, neuropsychiatry, psychosocial aspects of behavior, and neuroinvasive brain stimulation.

The department's students and residents have many research opportunities in psychiatry and in the basic science areas of neurochemistry, neurophysiology, and electrophysiology. The clinical areas of psychology, child psychiatry, and psychotherapy also offer opportunities for research and further study to a limited number of students.

Residency

The department offers a four-year training program approved by the Residency Review Committee of the American Medical Association. Training experiences are available at University of Iowa Hospitals & Clinics and at the Iowa City VA Health Care System. Additional experiences are available at affiliated institutions: Broadlawns Medical Center in Des Moines, the Iowa Medical and Classification Center at Oakdale, the Community Mental Health Center for Mid-Eastern Iowa in Iowa City, and the Independence Mental Health Institute (Iowa Department of Human Services).

The department also offers an approved two-year residency in child psychiatry. Fellowships in consult/liaison psychiatry and addiction medicine are available after residency training.

Courses

Psychiatry Courses

- PSYC:8267 Psychiatric Epidemiology** **3 s.h.**
Population-based studies of psychiatric disorders and associated etiologic tools; diagnostic criteria used in psychiatric research, common structured interviews and rating scales; recent research relevant to common psychiatric disorders; experience writing a research idea using NIH PHS grant form. Recommendations: EPID:6400 or two years of resident training in psychiatry. Same as EPID:6670.
- PSYC:8301 Clinical Psychiatry** **4 s.h.**
Requirements: third-year M.D. enrollment.
- PSYC:8401 Adult Psychiatry, Pappajohn Pavilion** **arr.**
Requirements: M.D. enrollment.
- PSYC:8402 Child Psychiatry, Pappajohn Pavilion** **arr.**
Roles of child psychiatry as a consultation service. Requirements: M.D. enrollment.

- PSYC:8403 Adult Outpatient Psychiatry and Psychotherapy** **2,4 s.h.**
Diagnostic assessment, evaluation, treatment of psychiatric patients; exposure to both psychotherapeutic, psychopharmacologic treatments. Requirements: M.D. enrollment.

- PSYC:8404 Women's Wellness and Counseling Service** **4 s.h.**
Experience evaluating and treating women with mental illness, with some emphasis on practitioner's autonomy; four-week rotation. Requirements: psychiatry clerkship.

- PSYC:8405 Advanced Inpatient Subinternship in Medical Psychiatry** **4 s.h.**
Hands-on experience in evaluation and treatment of patients with combined medical and psychiatric disease; decisions regarding appropriate consultations, diagnostic tests, treatment; etiology and pathophysiology. Requirements: M.D. enrollment.

- PSYC:8408 Advanced Inpatient Subinternship in Mood/Psychotic Disorders** **4 s.h.**
Subinternship in adult psychiatry; experiences that maximize autonomy and responsibility; inpatient rotation focuses on one subspecialty area (psychotic disorders or mood disorders); emphasis on substantial medical comorbidity; assess and address medical and psychiatric needs of assigned patients in a collaborative and integrative fashion; assess and manage patients independently at the level of a psychiatry intern, reporting directly to the attending; call is required; didactic curriculum focuses on critical appraisal of medical literature. Prerequisites: PSYC:8301. Requirements: fourth-year M.D. enrollment.

- PSYC:8409 Eating Disorders** **2,4 s.h.**
Inpatient rotation; emphasis on co-occurring psychiatric and comorbid medical conditions associated with eating disorders; patient assessment and management at an advanced level; direct patient care and engagement in clinical decision making for complex patients with substantial comorbidity; call is required; student experience maximizes autonomy and responsibility; didactic curriculum; focus on critical appraisal of relevant medical literature. Prerequisites: PSYC:8301. Requirements: fourth-year M.D. enrollment.

- PSYC:8410 Intellectual Disability** **2,4 s.h.**
In-depth two week clinical experience in the interdisciplinary approach to assessment and management of individuals with intellectual disability. Requirements: M.D. enrollment.

- PSYC:8411 Substance Use** **2,4 s.h.**
In-depth clinical experience in assessment and management of individuals with alcohol and drug abuse. Requirements: M.D. enrollment.

- PSYC:8412 Emergency Psychiatry** **2,4 s.h.**
In-depth clinical experience in assessment and management of acute psychiatric illness under supervision of faculty with expertise in care within this setting; clinical experiences centered in emergency department at University of Iowa Hospitals & Clinics. Prerequisites: PSYC:8301. Requirements: third- or fourth-year M.D. enrollment.

PSYC:8413 The Thriving Physician 2 s.h.

Two-week elective for medical students in their clinical years; designed to promote awareness, wellbeing, compassion, and career satisfaction through contemplative practices and the integration of concepts of positive psychology into daily living; through readings, discussions, and experiential activities, physicians-in-training will learn how to engage in reflective personal and professional self-care; classes will be half-day in length with time outside of class dedicated to practicing and incorporating skills into everyday activities. Requirements: M.D. enrollment.

PSYC:8414 Consultation Psychiatry 2,4 s.h.

Opportunity for in-depth clinical experience in psychiatric assessment and management of general medical and surgical patients; elective clerks serve on consultation-liaison psychiatry teams at the University of Iowa Hospitals & Clinics and the Iowa City Veterans Affairs Health Care System; may include opportunities for outpatient work in relevant settings (e.g., emergency psychiatry, outpatient clinics providing integrated psychiatric and medical care). Requirements: M.D. enrollment.

PSYC:8415 Geriatric Inpatient Psychiatry 4 s.h.

Rotation in Department of Psychiatry specialized inpatient geriatric psychiatry unit; students work under faculty and resident supervision.

PSYC:8450 Continuity of Care in Psychiatry 4 s.h.

Experience in Psychiatry Continuity of Care Clinic; maximizes autonomy and responsibility in an outpatient continuous care setting. Requirements: fourth-year M.D. enrollment.

PSYC:8497 Research in Psychiatry arr.

Experience and training in practical application of scientific methodology; work with research project at psychiatric service or affiliated cooperating research centers.

PSYC:8498 Psychiatry On Campus arr.

Arranged by student with departmental approval. Requirements: M.D. enrollment.

PSYC:8499 Psychiatry Off Campus arr.

Requirements: M.D. enrollment.

Radiation Oncology

Chair

- John M. Buatti

Director, Medical Physics Residency Program

- Joël J. St-Aubin

Director, Physician Residency Program

- Carryn M. Anderson

Faculty: <https://medicine.uiowa.edu/radiationoncology/people/primary-appointments>

Website: <https://medicine.uiowa.edu/radiationoncology/>

Radiation oncology specializes in the delivery of radiation treatments for cancer patients. It includes treatments with linear accelerators as well as isotopes and temporary and permanent surgically implanted sources. Radiation oncologists also use these methods to treat some benign diseases, such as Graves' ophthalmopathy and trigeminal neuralgia. Treatments often employ stereotactic CT-image guided and MR-image guided techniques.

The Department of Radiation Oncology is dedicated to educating undergraduate and graduate students, M.D. and other health professions students, and residents. Its faculty members provide instruction for Doctor of Philosophy students in the Free Radical and Radiation Biology [p. 1700] Program through their participation in FRRB:3110 Medical Physics I, FRRB:3215 Medical Physics II, FRRB:5000 Radiation Biology, FRRB:7000 Redox Biology and Medicine, and FRRB:7001 Molecular and Cellular Biology of Cancer.

The department's professional staff provides training in radiation therapy technology for undergraduate students in the Radiation Sciences [p. 1772] Program by teaching courses RSTH:3120 Radiation Therapy Clinical Internship I, RSTH:3225 Radiation Therapy Clinical Internship II, RSTH:3325 Radiation Therapy Clinical Internship III, RSTH:4125 Radiation Therapy Clinical Internship IV, and RSTH:4225 Radiation Therapy Clinical Internship V.

The department also offers specialized research projects and sponsors postdoctoral students in biology, physics, and clinical disciplines by arrangement with the instructor or mentor. Frequently, students from the Departments of Biomedical Engineering and Electrical and Computer Engineering are involved.

Residency

The department provides a four-year physician residency training program in radiation oncology that includes clinical care and education. It also has a two-year residency program in medical physics.

M.D. students can elect a four-week radiation oncology rotation and/or a two-week multidisciplinary cancer care elective. Nursing students, dental residents, and fellows in gynecologic oncology, breast cancer, and in adult and pediatric hematology and oncology complete rotations in the department.

Courses

Radiation Oncology Courses

RADO:8401 Radiation Oncology for Medical Students **4 s.h.**

Integration of clinical oncology, physics, and cancer biology; clinical work with faculty mentors; experience in clinical evaluation, technical physics, biological application.

RADO:8497 Research in Radiation Oncology **arr.**
Medical research, clinical or laboratory projects; individual study.

RADO:8498 Radiation Oncology Research **arr.**
Arranged by student with department approval.

RADO:8499 Radiation Oncology Off Campus **arr.**
Arranged by student with department approval.

Radiation Sciences

Director, Undergraduate Program

- Anthony W. Knight

Director, Diagnostic Medical Sonography Program

- Stephanie Ellingson

Director, Radiation Therapy Program

- Jared L. Stiles

Director, Radiologic Technology Program

- Jean E. Wiese

Director, Student Affairs

- Jennifer J. Maiers

Undergraduate major: radiation sciences (B.S.)

Website: <https://medicine.uiowa.edu/radsci/>

Radiation sciences professionals work with physicians to gather accurate patient information for diagnosis, treatment, and/or research of disease and injury. They provide direct patient care, produce quality images, and deliver treatment using a variety of radiation sources. The radiation sciences professional must apply knowledge, skill, and mature judgment while operating complex equipment safely and efficiently. Strong communication, organizational, and patient care skills are essential for a successful career in radiation sciences.

The University of Iowa's radiation sciences educational programs are designed to provide students with opportunities for intellectual, professional, and social growth. Students learn with faculty members and instructors who are committed to radiation sciences education.

Radiation sciences is one of two undergraduate majors in the field of medical imaging offered by the Carver College of Medicine. It encompasses radiologic technology, breast imaging, computed tomography, magnetic resonance imaging, cardiovascular interventional, diagnostic medical sonography, and radiation therapy programs. The other undergraduate major in medical imaging is nuclear medicine technology; see Nuclear Medicine Technology [p. 1730] in the Catalog.

The Carver College of Medicine is located on the University of Iowa health sciences campus, which includes University of Iowa Hospitals & Clinics, one of the nation's largest university-owned teaching hospitals. For information about the college's academic programs and resources, see Carver College of Medicine [p. 1658] in the Catalog.

Programs

Undergraduate Program of Study Major

- Major in Radiation Sciences (Bachelor of Science) [p. 1780]

Courses

- Breast Imaging Courses [p. 1772]
- Cardiovascular Interventional Courses [p. 1773]

- Computed Tomography Courses [p. 1773]
- Diagnostic Medical Sonography Courses [p. 1774]
- Magnetic Resonance Courses [p. 1776]
- Radiation Sciences Courses [p. 1777]
- Radiation Therapy Courses [p. 1777]
- Radiologic Technology Courses [p. 1778]

Breast Imaging Courses

RSBI:3310 Patient Care for Breast Imaging 3 s.h.

Foundation for providing high quality patient care during breast imaging exams and procedures; patient communication, patient assessment and treatment options including surgical and nonsurgical and reconstruction. Requirements: radiation sciences major.

RSBI:3315 Breast Imaging Clinical Internship I 2 s.h.

Breast imaging clinical internship practicum at UI Health Care; rotation through department imaging rooms; competency and objective-based education with required clinical performance evaluations; participation in routine and advanced breast imaging exams; performance expectations become progressively higher as students gain experience and skills. Requirements: radiation sciences major.

RSBI:4110 Breast Imaging Procedures and Analysis 3 s.h.

Breast imaging exams including technique, image evaluation, and positioning.

RSBI:4115 Breast Imaging Clinical Internship II 4 s.h.

Breast imaging clinical internship scheduled at University of Iowa Hospital & Clinics; rotation through department imaging rooms; competency and objective-based education with required clinical performance evaluations; experience facilitated by breast imaging technologists, radiologists, residents, and clinical coordinator; participation in routine and advanced breast imaging exams; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSBI:3315. Requirements: radiation sciences major.

RSBI:4120 Anatomy and Pathology for Breast Imaging 2 s.h.

Anatomy, localization terminology, histology, and cytology; pathology including mammographic appearance and reporting terminology; benign, high risk, and malignant conditions and their mammographic appearances.

RSBI:4130 Breast Imaging Acquisitions and Principles 2 s.h.

Physics and hardware used in obtaining exams in breast imaging; equipment operations including design characteristics of mammography units, digital acquisition, display, and informatics.

RSBI:4210 Breast Imaging Advanced Procedures and Analysis 3 s.h.

Advanced breast imaging modalities including breast sonography, breast MRI, sentinel node mapping, and interventional procedures.

RSBI:4215 Breast Imaging Clinical Internship III 4 s.h.

Breast imaging clinical internship schedules at University of Iowa Hospital & Clinics; rotation through department imaging rooms; competency and objective-based education with required clinical performance evaluations; experience facilitated by breast imaging technologists, radiologists, residents, and clinical coordinator; participation in routine and advanced breast imaging exams; performance expectations become progressively higher as students gain experience and skills.

RSBI:4220 Quality Control in Breast Imaging 3 s.h.

Quality control aspects related to breast imaging; quality assurance and evaluation including accreditation, certification, and Mammography Quality Standards Act (MQSA) regulations; quality control including mammographers tests and digital quality control tests; medical physicist test including general quality control tests and quality control tests specific to digital imaging and tomosynthesis.

Cardiovascular Interventional Courses

RSCI:4110 Vascular Anatomy 3 s.h.

Normal arterial and venous anatomy of the circulatory system, illustrated through angiographic, magnetic resonance imaging (MRI), and computed tomography (CG) images; common variants. Prerequisites: ACB:3110 or HHP:1100 or HHP:1150 or HHP:3105 or HHP:3115.

RSCI:4120 CVI Principles 4 s.h.

Imaging and accessory equipment for vascular interventional and cardiac interventional procedures; imaging equipment quality control; fundamental principles of vascular and cardiac procedures; patient preparation and care, radiation safety, contrast medium, pharmacology, and sedation. Corequisites: RSCI:4110. Requirements: acceptance to B.S. radiation science RT/CVI track or ARRT primary RT certification.

RSCI:4130 Electrocardiogram and Hemodynamics 3 s.h.

ECG analysis, hemodynamic principles and waveform analysis, cardiac output, vascular resistance, calculations of stenotic valves. Prerequisites: ACB:3110 or HHP:1100 or HHP:1150.

RSCI:4140 CVI Peripheral Procedures and Pathology 3 s.h.

Angiographic and interventional procedures of the abdomen, thorax, and upper and lower extremities; associated pathologies. Prerequisites: RSCI:4110. Corequisites: RSCI:4120, if not taken as a prerequisite. Requirements: RSCI:4110 or three months CVI experience.

RSCI:4150 CVI Neurology and Nonvascular Procedures and Pathology 3 s.h.

Angiographic and interventional procedures of the head and neck; associated pathologies. Prerequisites: RSCI:4110. Corequisites: RSCI:4120, if not taken as a prerequisite. Requirements: RSCI:4110 or three months CVI experience.

RSCI:4160 CVI Cardiac Procedures and Pathology 4 s.h.

Cardiac diagnostic and interventional procedures; associated pathologies. Prerequisites: RSCI:4110. Corequisites: RSCI:4120 and RSCI:4130, if not taken as prerequisites. Requirements: RSCI:4110 or three months CVI experience.

RSCI:4170 Cardiac Interventional Clinical Internship 4 s.h.

Scheduled cardiac-interventional clinical time at University of Iowa Hospitals & Clinics and Mercy Hospital, Iowa City; rotations in adult cardiac, electrophysiology, and pediatric catheterization; competency and objective-based education provided with clinical performance evaluations and constructive feedback from CI staff and clinical coordinator; clinical coordinator facilitates schedules, rotations, learning objectives, evaluations, and competencies. Corequisites: RSCI:4130 and RSCI:4160, if not taken as prerequisites. Requirements: acceptance to B.S. radiation sciences RT/CVI track.

RSCI:4180 Vascular Interventional Clinical Internship 4 s.h.

Scheduled vascular-interventional clinical time at University of Iowa Hospitals & Clinics; labs specialize in peripheral, neuro- and non-vascular procedures; competency and objective-based education; clinical performance evaluations providing constructive feedback from VI staff and clinical coordinator; clinical coordinator facilitates schedules, rotations, learning objectives, evaluations, and competencies. Corequisites: RSCI:4140 and RSCI:4150, if not taken as prerequisites. Requirements: acceptance to B.S. radiation sciences RT/CVI track.

RSCI:4190 CVI Clinical Internship 2 s.h.

Introduction to VI and CI labs, including basic set up, equipment, and procedures; preparation to spend more concentrated time in each area for future internships; provides 192 hours of clinical experience over a 12-week period. Requirements: acceptance to radiation sciences RT/CVI degree track or CVI clinical internship.

Computed Tomography Courses

RSCT:4100 Sectional Anatomy for Imaging Sciences 3 s.h.

Sectional anatomy identifiable on computed tomography and magnetic resonance imaging, including transverse, coronal, and sagittal planes. Prerequisites: ACB:3110 or HHP:1100 or HHP:1150 or HHP:3105 or HHP:3115.

RSCT:4105 Computed Tomography Clinical Internship I 2 s.h.

Clinical internship scheduled at University of Iowa Hospitals & Clinics; rotation through CT scanners, 3-D lab, and radiation therapy departments; competency and objective-based education with required clinical performance evaluations; clinical coordinator facilitates schedules, rotations, learning objectives, evaluations, and competencies; experience facilitated by CT technologists, radiologists, residents, and coordinator; participation in routine and advanced CT scans; performance expectations become progressively higher as student gains experience and skills. Requirements: acceptance to B.S. radiation sciences RT/CT track.

RSCT:4110 CT/MRI Pathology 3 s.h.

Common pathological conditions found in CT and MRI images; protocol appearance variations; units of CNS, musculoskeletal, neck/thorax, and abdominopelvic pathology; textbook readings, in-class discussions, special projects including case studies and presentations. Requirements: concurrent enrollment in RSCT:4100, if not taken as a prerequisite, or at least 3 months fulltime CT/MRI clinical experience.

RSCT:4115 Computed Tomography Clinical Internship II 4 s.h.

CT scanners, 3-D lab, and radiation therapy department rotation at University of Iowa Hospitals & Clinics; competency and objective-based education with required clinical performance evaluations; clinical coordinator facilitates schedule, rotations, learning objectives, evaluations, and competencies; experience facilitated by CT technologists, radiologists, residents, and coordinator; participation in routine and advanced CT scans; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSCT:4105.

RSCT:4120 Computed Tomography Procedures I 3 s.h.

Computed tomography procedures of the head, neck, thorax, mediastinum, abdomen, and pelvis; positioning techniques, patient preparation, monitoring and care, indications and contraindications for procedures; contrast media usage; basic protocol information with adjustments to tailor procedures for patient's indications; brief units on patient care relevant to CT; CT parameters and equipment. Corequisites: RSCT:4100. Requirements: acceptance to B.S. radiation sciences RT/CT track or ARRT primary certification in radiologic technology, nuclear medicine, or radiation therapy.

RSCT:4125 Computed Tomography Procedures II 3 s.h.

Imaging information in musculoskeletal exams, 3-D reconstruction, CTAs; cardiac, including gating, biopsies, drains, post-myelography, radiation therapy planning, and 4-D imaging; CT arthrography, PET/CT, SPECT/CT, virtual colonoscopy; procedure indications and contraindications, patient and room preparation, positioning techniques, contrast media usage, and scan parameters; basic protocol information and how to tailor procedures to a patient's indications. Prerequisites: RSCT:4120. Corequisites: RSCI:4110, if not taken as a prerequisite.

RSCT:4130 Computed Tomography Physical Principles and QC 4 s.h.

Physical principles and instrumentation; historical development and evolution of CT; characteristics of radiation, beam attenuation, linear attenuation coefficients, tissue characteristics, Hounsfield numbers, data acquisition, image manipulation techniques, tube configuration, collimation design and function, detectors, image quality factors, functions of CT computer and array processor; image processing and display examined from data acquisition through postprocessing and archiving; radiation protection practices and QC. Requirements: acceptance to B.S. radiation sciences RT/CT degree track or ARRT primary certification in radiologic technology, nuclear medicine, or radiation therapy.

RSCT:4215 Computed Tomography Clinical Internship III 4 s.h.

CT scanners, 3-D lab, and radiation therapy department rotation at University of Iowa Hospitals & Clinics; competency and objective-based education with required clinical performance evaluations; clinical coordinator facilitates schedule, rotations, learning objectives, evaluations, and competencies; experience facilitated by CT technologists, radiologists, residents, and coordinator; participation in routine and advanced CT scans; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSCT:4115.

Diagnostic Medical Sonography Courses**RSMS:3100 Cardiac Sonography I** 3 s.h.

Anatomy and physiology of cardiovascular system imaged sonographically; proper sonographic imaging techniques, normal anatomy, exam protocol, and proper instrument settings; pathology and pathophysiology of common conditions related to adult cardiovascular system. Prerequisites: RSMS:3110 with a minimum grade of C.

RSMS:3101 Cardiac Sonography I Lab 1 s.h.

Laboratory-based learning and simulation experience involving basic sonographic adult cardiac imaging and clinical history analysis; students will perform sonographic exams utilizing scanning simulation to develop skills in sonographic anatomy recognition, scan plane orientation, transducer manipulation, instrumentation, and exam protocols. Prerequisites: RSMS:3111 with a minimum grade of C. Corequisites: RSMS:3100.

RSMS:3110 Foundations of Sonography 3 s.h.

Sonography history, ergonomics, terminology, image orientation; basic theories of sound waves, echo production, transducers, equipment operation, body imaging, Doppler, hemodynamics.

RSMS:3111 Foundations of Sonography Lab 1 s.h.

Sonography history, ergonomics, terminology, image orientation; basic theories of sound waves, echo production, transducers, equipment operation, body imaging, Doppler, and hemodynamics. Corequisites: RSMS:3110.

RSMS:3115 Diagnostic Medical Sonography Clinical Internship I 2 s.h.

Introductory clinical experience in healthcare setting developing a basic understanding of sonography clinical environment and professional practice standards; applying patient care techniques and developing professional communication skills. Prerequisites: RSP:2120.

RSMS:3120 Abdominal Sonography I 3 s.h.

Embryology, anatomy, and physiology of various abdominal structures imaged sonographically; abdominal vasculature, hepatobiliary system, pancreas, urinary system, adrenals, spleen, male anatomy; proper sonographic imaging techniques, including appearance of normal anatomy, imaging protocol, proper instrument settings. Prerequisites: RSMS:3110 with a minimum grade of C.

RSMS:3121 Abdominal Sonography I Lab 1 s.h.

Laboratory-based learning and simulation experience in sonographic abdominal imaging; students will perform exams utilizing scanning simulation to develop skills in sonographic anatomy recognition, scan plane orientation, transducer manipulation, instrumentation, and exam protocols. Prerequisites: RSMS:3111 with a minimum grade of C. Corequisites: RSMS:3120.

RSMS:3130 Obstetrical and Gynecological Sonography I 3 s.h.

Embryology, anatomy, and physiology of the female reproductive system and developing fetus; proper sonographic imaging techniques, including appearance of normal anatomy, imaging protocol, proper instrument settings. Prerequisites: RSMS:3110 with a minimum grade of C.

- RSMS:3131 Obstetrical and Gynecological Sonography I Lab** 1 s.h.
Laboratory-based learning and simulation experience involving basic sonographic obstetrical and gynecological imaging and clinical history analysis; students will perform sonographic exams utilizing scanning simulation to develop skills in sonographic anatomy recognition, scan plan orientation, transducer manipulation, instrumentation, and exam protocols. Prerequisites: RSMS:3111 with a minimum grade of C. Corequisites: RSMS:3130.
- RSMS:3140 Vascular Sonography I** 3 s.h.
Anatomy and physiology of peripheral and cerebral vascular systems; analysis of hemodynamics, Doppler waveforms, pressure measurements, plethysmography, sonographic appearance, scanning techniques; evaluation of pathology and pathophysiology common to the lower extremity arterial and venous systems, and cerebrovascular system. Prerequisites: RSMS:3110 with a minimum grade of C.
- RSMS:3141 Vascular Sonography I Lab** 1 s.h.
Laboratory-based learning and simulation experience involving basic vascular sonographic imaging and clinical history analysis; students will perform non-imaging vascular physiologic tests and sonographic exams utilizing scanning simulation to develop skills in sonographic anatomy recognition, scan plane orientation, transducer manipulation, instrumentation, and exam protocols. Prerequisites: RSMS:3111 with a minimum grade of C. Corequisites: RSMS:3140.
- RSMS:3150 Cardiac Physiology and Hemodynamics** 3 s.h.
Analysis of cardiac physiology and hemodynamics related to sonography; correlation with Doppler application in cardiovascular imaging, ECG, auscultation, cardiac catheterization; advanced and developing imaging techniques.
- RSMS:3205 Cardiac Sonography II** 3 s.h.
Sonographic evaluation of advanced pathophysiology of human heart; sonographic appearance, imaging techniques, and exam modification. Prerequisites: RSMS:3100.
- RSMS:3206 Cardiac Sonography II Lab** 1 s.h.
Laboratory-based learning and simulation experience involving the application of advanced sonographic cardiac imaging and clinical history analysis. Prerequisites: RSMS:3101. Corequisites: RSMS:3205.
- RSMS:3215 Diagnostic Medical Sonography Clinical Internship II** 3 s.h.
Application of the basic skills of sonographic imaging and physiologic vascular testing in the healthcare setting.
- RSMS:3230 Sonography Principles, Physics, and Instrumentation** 3 s.h.
Physical principles of sound waves, their applications to imaging of the human body, operation and physical characteristics of various ultrasound transducers, method by which the sound wave is converted into a visual image, instrumentation components and their functions, Doppler principles, image artifacts, advanced hemodynamics, and spectral Doppler waveform analysis. Prerequisites: RSMS:3110.
- RSMS:3231 Sonography Principles, Physics, and Instrumentation Lab** 1 s.h.
Laboratory-based learning and simulation experience in the application of sonographic imaging emphasizing physics principles, instrumentation, and quality assurance testing. Corequisites: RSMS:3230.
- RSMS:3240 Abdominal Sonography II** 3 s.h.
Pathology and pathophysiology of abdominal and superficial structures imaged sonographically; interventional sonographic procedures; post-procedure protocol; associated clinical and laboratory findings; imaging techniques, analysis of findings, and documentation of pathology. Prerequisites: RSMS:3120.
- RSMS:3250 Obstetrical and Gynecological Sonography II** 3 s.h.
Sonographically related pathological and abnormal congenital conditions of gynecology and obstetrics, infertility, assisted reproductive therapy, invasive procedures in obstetrics and gynecology, postpartum complications and maternal-fetal bonding; clinical findings, laboratory studies, and prognosis correlated with sonographic findings; appropriate image analysis and documentation of pathology. Prerequisites: RSMS:3130.
- RSMS:3260 Breast Sonography** 2 s.h.
Embryology, anatomy, physiology, and pathophysiology of the breast as it relates to sonographic imaging; proper sonographic imaging techniques, including appearance of normal anatomy, imaging protocol, proper instrument settings; sonographic findings of diseases involving the breast.
- RSMS:3270 Vascular Sonography II** 3 s.h.
Pathology and pathophysiology of complex diseases of the peripheral, cerebral, and abdominal vascular systems evaluated sonographically; associated clinical findings; techniques in physiologic, nonimaging tests, and duplex sonography; analysis of findings and documentation of pathology. Prerequisites: RSMS:3140.
- RSMS:3300 Pediatric Sonography** 3 s.h.
Anatomy, sonographic anatomy, pathophysiology, sonographic appearance and Doppler correlation of disorders affecting the pediatric population, including abdominal, musculoskeletal, peripheral vascular, and cerebrovascular systems, neonatal brain and spinal cord.
- RSMS:3305 Pediatric Cardiac Sonography** 3 s.h.
Anatomy, sonographic anatomy, pathophysiology, sonographic appearance, and Doppler correlation of disorders affecting the pediatric cardiac population; associated clinical findings; techniques in sonographic imaging, analysis of findings, and documentation of pathology. Requirements: completion of or current enrollment in a diagnostic medical sonography program.
- RSMS:3306 Pediatric Cardiac Sonography Laboratory** 1 s.h.
Laboratory-based learning and simulation experience involving basic sonographic pediatric cardiac imaging and clinical history analysis; students perform sonographic exams utilizing scanning simulation to develop skills in sonographic anatomy recognition, scan plane orientation, transducer manipulation, instrumentation, and exam protocols. Corequisites: RSMS:3305. Recommendations: completion of or current enrollment in a diagnostic medical sonography program.
- RSMS:3315 Diagnostic Medical Sonography Clinical Internship III** 4 s.h.
Application of the skills of sonographic imaging and physiologic vascular testing in the healthcare setting; students develop competency in basic exams.

RSMS:3325 Abdominal Sonography II Lab 1 s.h.

Laboratory-based learning and simulation utilizing computer-aided learning and scanning simulation to develop skills in interventional sonographic procedures with real-time ultrasound guidance; advanced abdominal and superficial structure imaging; exploring case studies; image analysis in identifying pathologies and differential diagnoses. Prerequisites: RSMS:3121.

RSMS:3376 Vascular Sonography II Lab 1 s.h.

Laboratory-based learning and simulation experience to develop skills in advanced sonographic imaging of the vascular system and performance of advanced nonimaging vascular physiologic tests; analysis of findings and documentation of pathology. Prerequisites: RSMS:3141.

RSMS:4110 Advanced Sonography 3 s.h.

Exploration of advanced sonographic imaging techniques and new technologies. Prerequisites: (RSMS:3240 with a minimum grade of C and RSMS:3250 with a minimum grade of C and RSMS:3270 with a minimum grade of C) or (RSMS:3205 with a minimum grade of C and RSMS:3270 with a minimum grade of C).

RSMS:4111 Advanced Sonography Lab 1 s.h.

Laboratory-based learning and simulated application of advanced sonographic imaging techniques and new technologies. Prerequisites: (RSMS:3325 with a minimum grade of C and RSMS:3376 with a minimum grade of C) or (RSMS:3206 with a minimum grade of C and RSMS:3376 with a minimum grade of C). Corequisites: RSMS:4110.

RSMS:4115 Diagnostic Medical Sonography Clinical Internship IV 5 s.h.

Application of the skills of sonographic imaging and physiologic vascular testing in the health care setting; students develop competency in high level procedures. Prerequisites: RSMS:3315 with a minimum grade of C and RSMS:3376 with a minimum grade of C.

RSMS:4120 Advanced Cardiac Sonography 3 s.h.

Study of advanced cardiac sonographic imaging techniques, quantifications, and new technologies; analysis of applications and limitations of imaging techniques. Prerequisites: RSMS:3205 with a minimum grade of C and RSMS:3270 with a minimum grade of C.

RSMS:4121 Advanced Cardiac Sonography Lab 1 s.h.

Laboratory-based learning and simulated application of advanced cardiac sonographic imaging techniques, quantifications, and new technologies. Prerequisites: RSMS:3206 with a minimum grade of C. Corequisites: RSMS:4120.

RSMS:4215 Diagnostic Medical Sonography Clinical Internship V 5 s.h.

Application of the skills of sonographic imaging and physiologic vascular testing in the health care setting; students develop advanced skills. Prerequisites: RSMS:4115 with a minimum grade of C and RSMS:4110 with a minimum grade of C and RSMS:4111 with a minimum grade of C.

RSMS:4220 Multidisciplinary Capstone Seminar 3 s.h.

Case-based learning course; students are expected to analyze and synthesize data, determine the proper course of action, evaluate outcomes; this course will complete the student's preparation for the professional work environment. Prerequisites: RSMS:4110.

Magnetic Resonance Imaging Courses

RSMR:4110 Fundamentals for the MRI Technologist 3 s.h.

Caregiving skills specific to patients undergoing MRI examinations, including techniques in effectively communicating for safety and comfort; maintaining patient and personnel safety; patient preparation, monitoring, and venipuncture; technologist's role in a wide variety of MRI examinations and patient conditions. Requirements: acceptance to B.S. radiation sciences RT/MRI track or ARRT primary certification in radiologic technology, nuclear medicine, sonography, or radiation therapy.

RSMR:4120 MRI Procedures I 4 s.h.

Imaging techniques related to central nervous and musculoskeletal systems; specific clinical applications; available coils and their use; considerations in imaging parameters; specific choices in protocols and positioning criteria; anatomical structures and the plane that best demonstrates anatomy; signal characteristics of normal and abnormal structures. Prerequisites: RSCT:4100 and RSMR:4110. Requirements: concurrent registration in RSMR:4110, if not taken as a prerequisite; or three months MRI experience.

RSMR:4130 MRI Procedures II 3 s.h.

MRI techniques related to neck, thorax, breast, abdomen, and pelvis; specific clinical applications; available coils and their use; considerations in imaging parameters; specific choices in protocols and positioning criteria. Prerequisites: RSMR:4120.

RSMR:4140 MRI Acquisition and Principles I 3 s.h.

Physics and hardware used in obtaining a magnetic resonance signal, including magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters and options, and special applications; exploration of skills useful in maximizing MR image quality. Prerequisites: RSMR:4110. Requirements: concurrent registration in RSMR:4110, if not taken as a prerequisite; or three months MRI experience.

RSMR:4150 MRI Acquisition and Principles II 3 s.h.

Advanced MRI techniques; MR angiography and further investigation of fast image acquisition sequences; overview of MR magnets, installation, operation, and facility design; computers and digital image acquisition as they apply to MR; outline of quality assurance procedures. Prerequisites: RSMR:4140.

RSMR:4160 MRI Clinical Internship I 2 s.h.

MRI clinical internship scheduled at University of Iowa Hospitals & Clinics; rotation through each MRI department scanning room; competency and objective-based education with required clinical performance evaluations; clinical preceptor facilitates schedules, rotations, learning objectives, evaluations, and competencies; experience facilitated by MRI technologists, radiologists, residents, and preceptor; participation in routine and advanced MRI scans; performance expectations become progressively higher as student gains experience and skills. Prerequisites: RSMR:4110. Corequisites: RSMR:4120 and RSMR:4140, if not taken as prerequisites. Requirements: acceptance to B.S. radiation sciences RT/MRI track.

RSMR:4170 MRI Clinical Internship II 4 s.h.

MRI clinical internship scheduled at University of Iowa Hospitals & Clinics; rotation through each MRI department scanning room; competency and objective-based education with required clinical performance evaluations; clinical preceptor facilitates schedules, rotations, learning objectives, evaluations, and competencies; experience facilitated by MRI technologists, radiologists, residents, and preceptor; participation in routine and advanced MRI scans; performance expectations become progressively higher as student gains experience and skills. Prerequisites: RSMR:4160. Corequisites: RSMR:4140, if not taken as a prerequisite. Requirements: acceptance to B.S. radiation sciences RT/MRI track.

RSMR:4175 MRI Clinical Internship III 4 s.h.

Rotation through MRI department scanning rooms at University of Iowa Hospitals & Clinics; competency and objective-based education with required clinical performance evaluations; clinical preceptor facilitates schedules, rotations, learning objectives, evaluations, and competencies; experience facilitated by MRI technologists, radiologists, residents, and preceptor; participation in routine and advanced MRI scans; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSMR:4170.

Radiation Sciences Courses

RSP:1100 Introduction to the Radiation Sciences 1 s.h.

Exploration of radiation sciences field (radiologic technology, nuclear medicine and PET, diagnostic medical sonography, radiation therapy, computed tomography, magnetic resonance imaging, cardiovascular interventional); introduction to basic principles and modalities associated with the field in preparation for application to radiation sciences or nuclear medicine technology major.

RSP:2110 Pathology for Radiation Sciences 2 s.h.

General pathologic processes; introduction to imaging modalities; pathological terms that describe the body's response to stress and disease; how the body responds to and forms pathological diseases (e.g., infectious and parasitic diseases, inflammation and repair, immunopathology, neoplasia, genetic disorders, dietary deficiencies and excesses, hemodynamic disorders, trauma and emergencies). Requirements: acceptance to radiation science degree track.

RSP:2120 Patient Care for the Radiation Sciences 3 s.h.

Foundation for providing care to clients during radiographic examinations; taking medical histories, basic life support, medical emergencies, vital sign assessment, body mechanics, infection control, sterile techniques, intravenous equipment, administration; advance concepts in client assessment and monitoring, including evaluation and monitoring of clients in pain, and clients in acute and chronic states of illness; communication techniques, role playing. Requirements: acceptance to radiation science degree track.

RSP:3130 Radiation Safety and Radiobiology 2 s.h.

Instruction on safe operation of radiation producing equipment and handling of radioactive materials; origin and/or derivation of certain formulae and techniques useful in radiation protection programs; regulatory agencies, regulations, and regulatory guides pertinent to student's field; emphasis on applied aspects of radiation protection; characteristics and biological effects of ionizing radiations, properties and uses of radioisotopes, medical applications, and biological basis for protection procedures. Requirements: enrollment in radiation sciences or nuclear medicine technology program. Same as FRRB:3130.

RSP:3210 Medical Ethics and Law 2 s.h.

Introduction to ethical reasoning and problem solving; integration of knowledge about patient care and ethical/legal issues which occur in process of providing care; ethical principles of autonomy, beneficence, justice, nonmaleficence, paternalism, Patient's Bill of Rights, resolving moral dilemmas; legal principles of malpractice, intentional torts, negligence. Requirements: radiation science or nuclear medicine technology major.

RSP:3220 Radiation Sciences Quality Management and Health Care Administration 2 s.h.

Introduction to health care administration; quality management, safety, and patient satisfaction concepts for the radiation sciences professional. Requirements: radiation sciences or nuclear medicine technology major.

RSP:4110 Research Methodology for Radiation Sciences 3 s.h.

Introduction to research concepts and methods for the radiation science professional. Requirements: radiation sciences or nuclear medicine technology major.

Radiation Therapy Courses

RSTH:3100 Introduction to Radiation Therapy 3 s.h.

Introduction to cancer as a disease; defining methods to treat cancer with emphasis on radiation therapy; simulation, planning, and treatment delivery of radiation therapy. Requirements: acceptance to radiation sciences therapy program.

RSTH:3110 Medical Physics I 1-3 s.h.

Introduction to radiation used in clinical setting; fundamental physical units, measurements, principles, atomic structure and types of radiation; X-ray generating equipment, X-ray production, and its interaction with matter. Requirements: admission to free radical and radiation biology program or acceptance to radiation sciences therapy program, and maxillofacial or radiation oncology resident. Same as FRRB:3110.

RSTH:3120 Radiation Therapy Clinical Internship I 3 s.h.

Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to radiation sciences therapy program.

RSTH:3205 Principles of Radiation Therapy I 3 s.h.

Didactic and laboratory work in principles of radiation therapy; historic and current aspects of cancer treatment; role of radiation therapist; patient care, treatment delivery accessories, tumor localization treatment delivery protocols. Prerequisites: RSTH:3100. Requirements: enrollment in radiation sciences therapy program.

RSTH:3215 Medical Physics II 0-3 s.h.

Treatment units used in external radiation therapy; beam calculations, isodose distributions, brachytherapy, quality assurance and quality management, protection and safety. Prerequisites: RSTH:3110. Requirements: admission to free radical and radiation biology program or acceptance to radiation sciences therapy program. Same as FRRB:3215.

RSTH:3225 Radiation Therapy Clinical Internship II 3 s.h.

Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSTH:3120. Requirements: acceptance to radiation sciences therapy program.

RSTH:3325 Radiation Therapy Clinical Internship III 4 s.h.

Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSTH:3225. Requirements: acceptance to radiation sciences therapy program.

RSTH:4105 Principles of Radiation Therapy II 2 s.h.

Evaluation and management of neoplastic disease using knowledge in arts and sciences; critical thinking and basis of ethical clinical decision making; epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease. Prerequisites: RSTH:3205. Requirements: enrollment in radiation sciences therapy program.

RSTH:4125 Radiation Therapy Clinical Internship IV 4 s.h.

Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSTH:3325. Requirements: acceptance to radiation sciences therapy program.

RSTH:4225 Radiation Therapy Clinical Internship V 5 s.h.

Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSTH:4125. Requirements: acceptance to radiation sciences therapy program.

RSTH:4230 Radiation Therapy Capstone 3 s.h.

Professional development; review of concepts. Requirements: acceptance to radiation sciences therapy program.

Radiologic Technology Courses**RSRT:2110 Radiographic Procedures and Analysis I** 4 s.h.

Introduction to radiographic positioning principles; technical, positioning, and analysis information needed to perform and evaluate images of chest and abdomen on adult and pediatric patients; emphasis on quality patient care and adaptation to a variety of client conditions; labs. Requirements: acceptance to radiation sciences RT/CT, CVI, or MRI degree track.

RSRT:2120 Radiologic Technology Clinical Internship I 1 s.h.

Student rotations through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to radiation sciences RT/CT, CVI, or MRI degree track.

RSRT:2225 Radiologic Technology Clinical Internship II 4 s.h.

Student rotation through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSRT:2120.

RSRT:2230 Radiographic Procedures II 3 s.h.

Technical and radiographic positioning information needed to perform images of upper and lower extremity; emphasis on quality patient care and adaptation to a variety of client conditions. Prerequisites: RSRT:2110.

RSRT:2240 Radiographic Analysis II 3 s.h.

Radiographic procedure and image analysis information needed to evaluate images of upper and lower extremity and shoulder; emphasis on quality patient care and adaptation to a variety of client conditions; labs. Prerequisites: RSRT:2110.

RSRT:2250 Radiographic Fluoroscopic Procedures 2 2 s.h.

Technical, radiographic positioning, and analysis information needed to perform radiographic procedures that utilize fluoroscopy; emphasis on quality patient care and adaptation to a variety of client conditions. Prerequisites: RSRT:2110.

RSRT:2325 Radiologic Technology Clinical Internship III 3 s.h.

Student rotation through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSRT:2225.

RSRT:3115 Radiographic Procedures and Analysis III 4 s.h.

Technical, positioning, and analysis information needed to perform and evaluate images of hip, pelvis, spine, thorax, skull, and GU system radiographic procedures; emphasis on quality patient care and adaptation to a variety of client conditions; labs.

RSRT:3125 Radiologic Technology Clinical Internship IV 4 s.h.

Student rotation through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSRT:2325.

RSRT:3140 Radiographic and Digital Imaging 5 s.h.

Factors that govern and influence production of radiographic image; X-ray and scatter production; patient interactions; function of kVp, mAs, and distance as applied to contrast and spatial resolution; practical issues concerning automatic exposure control and grid usage; labs to practice and apply theoretical principles associated with production of quality images. Requirements: acceptance to radiation sciences RT/CT, CVI or MRI degree track.

RSRT:3220 Emotional Intelligence for the Health Care Professional 2 s.h.

Introduction to emotional intelligence; scientific background for why emotional intelligence exists and exploring its applications to the health care setting; connection of emotional intelligence to interactions that occur between health care professional and their patients, patient families, and coworkers.

RSRT:3225 Radiologic Technology Clinical Internship V 3 s.h.

Student rotation through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSRT:3125.

RSRT:3230 Radiographic Physics and Imaging Equipment 4 s.h.

Characteristics of atomic structure, electricity, and X-ray machines; properties of X-rays and their interaction with matter; measurement of radiation exposure; construction principles and theories of operation of specialized imaging equipment, including fundamentals of acquisition for imaging intensification, geometric tomography, mobile/portable radiography, and magnification principles.

RSRT:3325 Radiologic Technology Clinical Internship VI 2 s.h.

Student rotation through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSRT:3225.

RSRT:4125 Radiologic Technology Clinical Internship VII 1 s.h.

Student rotation through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSRT:3325.

RSRT:4225 Radiologic Technology Clinical Internship VIII 1 s.h.

Student rotation through different radiography-related areas of University of Iowa Hospitals & Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: RSRT:4125.

Radiation Sciences, B.S.

The Radiation Sciences Program offers two paths toward completing the major:

- an on-campus program in radiologic technology, diagnostic medical sonography, or radiation therapy for students who have not completed a radiation sciences modality; or
- an online program for registered radiologic technologists and nuclear medicine technologists who would like to earn a Bachelor of Science degree by distance education.

Undergraduate study in radiation sciences is guided by the academic rules and procedures outlined under Undergraduate Rules and Procedures [p. 1659] in the Carver College of Medicine section of the Catalog.

Requirements

The Bachelor of Science with a major in radiation sciences requires a minimum of 120 s.h. Work for the on-campus degree includes a set of courses that are prerequisite to entering the radiation sciences major, completion of one of seven radiation sciences professional programs, and elective coursework sufficient to complete the minimum of 120 s.h. required for graduation. Students must complete the radiation sciences professional program at the University of Iowa. Registered radiologic technologists interested in earning the degree by distance education should see RT to B.S. (Online) [p. 1788] in this section of the Catalog.

Admission to the radiation sciences major is competitive and selective; acceptance into a professional program or the major is not guaranteed. Students who wish to enter the major must first be admitted to the University of Iowa as College of Liberal Arts and Sciences (CLAS) students with a radiation sciences interest. As CLAS students, they must apply to the radiation sciences professional program of their choice by January 15 of the year in which they wish to enter; see Apply on the Radiation Sciences Program website. Transfer students are encouraged to apply in early December to allow for time for transfer course articulation. Accepted students enter a professional program, the radiation sciences major, and the Carver College of Medicine the following fall semester.

Applicants for admission to the University of Iowa whose first language is not English are strongly encouraged to complete the University of Iowa English Proficiency Evaluation and satisfy the University's English Proficiency Requirements before they apply to a professional program. Students must have permission to register for a full academic load before they may be admitted to a radiation sciences professional program.

The radiation sciences major requires students to complete a minimum of two years of a high school world language prior to admission.

For additional information on UI admission requirements, contact the University's Office of Admissions.

First-year and transfer applicants admitted to the College of Liberal Arts and Sciences as radiation sciences interest students must complete all courses that are prerequisite to the radiation sciences major (including approved transfer equivalents) by June 1 before they may begin one of the radiation sciences professional programs and enter the major. The only exception to this deadline is that the physics course required for the diagnostic medical sonography program may

be completed in the summer session. Prerequisite courses vary slightly depending on which professional program a student wishes to enter.

Students who have declared a radiation sciences interest but have not yet applied and been accepted to a professional program are advised at the University's Academic Advising Center. After they have been accepted to a professional program, they are advised by the Radiation Sciences Program.

Upon successful completion of the professional program, students are eligible to apply for national certification exams for their program's specialty area(s). Once they have completed the professional program and all other requirements for graduation, they are granted a Bachelor of Science degree.

The Bachelor of Science with a major in radiation sciences requires the following work.

Prerequisites to the Radiation Sciences Major

Students must complete the following prerequisite courses (25-33 s.h.) before they may enter the program and the major. Students who wish to enter the radiation therapy professional program must complete a total of 60 s.h. of college coursework, including the following prerequisites, before they may enter the program and the major. Students are advised for success, based on academic strength, not necessarily for a four-year plan. Prerequisite courses for the radiologic technology and diagnostic medical sonography professional programs may take more than one year to complete. Prerequisite courses for the radiation therapy professional program may take more than two years to complete.

Rhetoric

Code	Title	Hours
This course:		
RHET:1030	Rhetoric	4

Anatomy

Code	Title	Hours
One of these:		
ACB:3110	Principles of Human Anatomy	3
HHP:1100	Human Anatomy	3
HHP:1150	Human Anatomy Lecture with Lab	4
HHP:3105	Anatomy for Human Physiology	3
HHP:3115	Anatomy for Human Physiology with Lab	5

Physiology

Code	Title	Hours
One of these:		
HHP:1300	Fundamentals of Human Physiology	3
HHP:1350	Fundamentals of Human Physiology with Laboratory	4
HHP:3500	Human Physiology	3
HHP:3550	Human Physiology with Laboratory	5

Physics

Code	Title	Hours
Students interested in diagnostic medical sonography or radiation therapy programs complete one of these:		
PHYS:1400	Basic Physics	3-4
PHYS:1511	College Physics I	4

Quantitative or Formal Reasoning

Code	Title	Hours
One of these:		
MATH:1020	Elementary Functions	4
MATH:1440	Mathematics for the Biological Sciences	4

Psychology

Code	Title	Hours
This course:		
PSY:1001	Elementary Psychology	3

Medical Terminology

Code	Title	Hours
This course:		
CLSA:3750	Medical and Technical Terminology	2

Culture, Society, and the Arts

Code	Title	Hours
Two courses for 3 s.h. each in two of these areas:		
Diversity and Inclusion		
Historical Perspectives		
International and Global Issues		
Literary, Visual, and Performing Arts		
Values and Culture		

See GE CLAS Core [p. 20] (College of Liberal Arts and Sciences) in the Catalog for approved courses in the culture, society, and the arts areas listed above.

Recommended Pre-Major Work

The Radiation Sciences Program recommends that before students submit an application to a radiation sciences professional program and the major, they job-shadow a professional who works in their area of interest, gain hands-on patient care experience, and complete the following additional preparatory courses.

Code	Title	Hours
These courses:		
RSP:1100	Introduction to the Radiation Sciences	1
BIOL:1140	Human Biology	4
One of these:		
CHEM:1070	General Chemistry I	3
CHEM:1110	Principles of Chemistry I	4
One of these:		
PHYS:1400	Basic Physics	3-4
PHYS:1511	College Physics I	4
One of these:		

BAIS:1500	Business Computing Essentials	2
CS:1020	Principles of Computing	3
One of these:		
STAT:1020	Elementary Statistics and Inference	3
STAT:3510	Biostatistics	3
STAT:4143	Introduction to Statistical Methods	3

Electives

In order to earn the minimum of 120 s.h. required for graduation, students may need to complete elective coursework in addition to the prerequisite coursework listed above and one of the professional programs in medical imaging. They should plan their elective courses in consultation with their advisor.

Radiation Sciences Professional Programs

Students must complete one of the following on-campus radiation sciences professional programs at University of Iowa Hospitals & Clinics:

- radiologic technology and breast imaging [p. 1783];
- radiologic technology and cardiovascular interventional [p. 1783];
- radiologic technology and computed tomography [p. 1783];
- radiologic technology and magnetic resonance imaging [p. 1783];
- diagnostic medical sonography and cardiac/vascular [p. 1781];
- diagnostic medical sonography and general/vascular [p. 1781]; or
- radiation therapy [p. 1786].

Each program offers modality-specific didactic and supervised clinical education courses. Graduates of the professional programs and associated internships are eligible to apply for one or more certification exams.

The radiologic technology programs and diagnostic medical sonography programs last three years, and the radiation therapy program lasts two years. Each program begins in the fall.

Students must apply to the program of their choice by January 15 of the year in which they intend to enter the program. Students must first apply to the College of Liberal Arts and Sciences (CLAS) as a radiation sciences interest major and complete all prerequisite coursework. Students with transfer credit are encouraged to apply to CLAS by early December to allow time for transcript course articulation.

Admission to all radiation sciences professional programs is competitive; each program accepts a limited number of students and acceptance is not guaranteed. In addition to the prerequisite courses listed above, students must have earned a cumulative college g.p.a. of at least 2.50 prior to professional program admission.

Diagnostic Medical Sonography

A diagnostic medical sonographer is a skilled professional who uses high-frequency sound wave equipment to

create diagnostic images and data that assist health care professionals in their diagnosis of patients with disease. Ultrasound imaging is used on many parts of the body, including the abdomen, heart, blood vessels, and the developing fetus of a pregnant woman. When determining normal and abnormal findings, the sonographer must demonstrate sectional anatomy through transducer manipulation. The sonographer uses independent judgment in recognizing the need to extend the scope of the study according to the diagnostic findings. The sonographer spends extended time with the patient obtaining a thorough history of symptoms, explaining the exam, answering questions, and performing the exam.

Each of the radiation sciences diagnostic medical sonography (DMS) degree tracks consist of two professional programs —DMS and cardiac and vascular sonography or DMS and general and vascular sonography. Each of these three-year programs is selective and competitive; acceptance is not guaranteed. Students must satisfy all UI admission requirements, complete all prerequisites, and be accepted into the diagnostic medical sonography professional program following an application and selection process; see Diagnostic Medical Sonography on the Radiation Sciences Program website.

Diagnostic Medical Sonography and Cardiac and Vascular Sonography

The diagnostic medical sonography program in cardiac and vascular sonography provides a multispecialty education in cardiac (echocardiography) and vascular sonography (ultrasound imaging). Students learn about sonographic imaging and evaluation, hemodynamics and Doppler evaluation, sonography equipment, sectional anatomy, pathology, patient care, medical ethics, and quality assurance methods. They become proficient in using sonographic imaging equipment and in performing cardiac and vascular sonographic procedures, including invasive procedures, emergency exams, and 3-D imaging. They also participate in supervised clinical education. Elective courses are available in pediatric cardiac sonography.

Upon completing the program, graduates are eligible to apply for the national certification exams in diagnostic medical sonography in the specialty areas of cardiac (echocardiography) and vascular technology.

Students who have completed all prerequisite courses by June 1 (except physics, which may be completed in the summer session) are eligible to apply to this three-year program. Application deadline is January 15. Six students are accepted into this track each year, which begins in the fall.

Required Courses

Code	Title	Hours
All of these:		
RSCI:4110	Vascular Anatomy (online)	3
RSCI:4130	Electrocardiogram and Hemodynamics (online)	3
RSCT:4100	Sectional Anatomy for Imaging Sciences (online)	3
RSMS:3100	Cardiac Sonography I	3
RSMS:3101	Cardiac Sonography I Lab	1
RSMS:3110	Foundations of Sonography	3

RSMS:3111	Foundations of Sonography Lab	1
RSMS:3115	Diagnostic Medical Sonography Clinical Internship I	2
RSMS:3140	Vascular Sonography I	3
RSMS:3141	Vascular Sonography I Lab	1
RSMS:3150	Cardiac Physiology and Hemodynamics	3
RSMS:3205	Cardiac Sonography II	3
RSMS:3206	Cardiac Sonography II Lab	1
RSMS:3215	Diagnostic Medical Sonography Clinical Internship II	3
RSMS:3230	Sonography Principles, Physics, and Instrumentation	3
RSMS:3231	Sonography Principles, Physics, and Instrumentation Lab	1
RSMS:3270	Vascular Sonography II	3
RSMS:3315	Diagnostic Medical Sonography Clinical Internship III	4
RSMS:3376	Vascular Sonography II Lab	1
RSMS:4110	Advanced Sonography	3
RSMS:4111	Advanced Sonography Lab	1
RSMS:4115	Diagnostic Medical Sonography Clinical Internship IV	5
RSMS:4120	Advanced Cardiac Sonography	3
RSMS:4121	Advanced Cardiac Sonography Lab	1
RSMS:4215	Diagnostic Medical Sonography Clinical Internship V	5
RSMS:4220	Multidisciplinary Capstone Seminar	3
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3
Recommended elective credit:		
RSMS:3305	Pediatric Cardiac Sonography (online elective)	3
RSMS:3306	Pediatric Cardiac Sonography Laboratory (elective)	1
STAT:1020	Elementary Statistics and Inference	3
Recommended elective credit, one of these:		
BAIS:1500	Business Computing Essentials	2
CS:1020	Principles of Computing	3

Diagnostic Medical Sonography and General and Vascular Sonography

The diagnostic medical sonography program in general and vascular sonography provides a multispecialty education in obstetrical, abdominal, and vascular sonography (ultrasound imaging). Students learn about sonographic imaging and evaluation, hemodynamics and Doppler evaluation, sonography equipment, sectional anatomy, pathology, patient care, medical ethics, and quality assurance methods. They become proficient in using sonographic imaging equipment and in performing obstetrical and gynecological, abdominal, and vascular sonographic procedures, including invasive procedures, emergency exams, and 3-D imaging. They also participate in supervised clinical education. Elective courses are available in pediatric and breast sonography.

Upon completing the program, graduates are eligible to apply for the national certification exams in diagnostic medical sonography in the specialty areas of obstetrics and gynecology, abdomen, and vascular technology.

Students who will have completed all prerequisite courses by June 1 (except physics, which may be completed in the summer session) are eligible to apply to this three-year program. Application deadline is January 15. Nine students are accepted into this track each year, which begins in the fall.

Required Courses

Code	Title	Hours
All of these:		
RSCI:4110	Vascular Anatomy (online)	3
RSCI:4130	Electrocardiogram and Hemodynamics (online)	3
RSCT:4100	Sectional Anatomy for Imaging Sciences (online)	3
RSMS:3110	Foundations of Sonography	3
RSMS:3111	Foundations of Sonography Lab	1
RSMS:3115	Diagnostic Medical Sonography Clinical Internship I	2
RSMS:3120	Abdominal Sonography I	3
RSMS:3121	Abdominal Sonography I Lab	1
RSMS:3130	Obstetrical and Gynecological Sonography I	3
RSMS:3131	Obstetrical and Gynecological Sonography I Lab	1
RSMS:3140	Vascular Sonography I	3
RSMS:3141	Vascular Sonography I Lab	1
RSMS:3215	Diagnostic Medical Sonography Clinical Internship II	3
RSMS:3230	Sonography Principles, Physics, and Instrumentation	3
RSMS:3231	Sonography Principles, Physics, and Instrumentation Lab	1
RSMS:3240	Abdominal Sonography II	3
RSMS:3250	Obstetrical and Gynecological Sonography II	3

RSMS:3270	Vascular Sonography II	3
RSMS:3315	Diagnostic Medical Sonography Clinical Internship III	4
RSMS:3325	Abdominal Sonography II Lab	1
RSMS:3376	Vascular Sonography II Lab	1
RSMS:4110	Advanced Sonography	3
RSMS:4111	Advanced Sonography Lab	1
RSMS:4115	Diagnostic Medical Sonography Clinical Internship IV	5
RSMS:4215	Diagnostic Medical Sonography Clinical Internship V	5
RSMS:4220	Multidisciplinary Capstone Seminar	3
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3

Recommended elective credit:

RSMS:3260	Breast Sonography (online elective)	2
RSMS:3300	Pediatric Sonography (online elective)	3
STAT:1020	Elementary Statistics and Inference	3

Recommended elective credit, one of these:

BAIS:1500	Business Computing Essentials	2
CS:1020	Principles of Computing	3

Radiologic Technology

A radiologic technologist is a professional, qualified by education and clinical experience, who provides radiological (x-ray) services using a variety of exams and procedures. While utilizing excellent patient care skills, the technologist operates radiological equipment so that optimum radiographic quality is achieved with the minimum radiation exposure to the patient. Radiographers are employed primarily in hospitals, clinics, and doctors' offices, where they work closely with other members of the health care team to help diagnose and treat patients.

Each of the radiation sciences radiologic technology (RT) degree tracks consist of four professional programs—RT and breast imaging (BI), RT and cardiovascular interventional (CVI), RT and computed tomography (CT), or RT and magnetic resonance imaging (MRI). Each of these three-year programs is selective and competitive; acceptance is not guaranteed. Students must satisfy all UI admission requirements, complete all prerequisites, and be accepted into the radiologic technology professional program following an application and selection process; see Radiologic Technology on the Radiation Sciences Program website.

Radiologic Technology and Breast Imaging

The radiologic technology component of this program provides education in pathology, radiation biology, radiation protection, patient care, and ethics. Students learn about radiographic procedures, imaging, and evaluation. They become acquainted with imaging equipment, study quality assurance, and participate in supervised clinical education in radiography and breast imaging (BI). The breast imaging component offers intensive study and practice in BI, including patient care procedures, pathology, anatomy, imaging procedures and analysis, mammography quality standards act (MQSA) quality control, and image acquisition principles.

Upon completion of the program, graduates are eligible to apply for the national certification exams in radiography and mammography.

Students typically apply to this three-year program during their first year and begin in the fall of their sophomore year. Application deadline is January 15. Two student are accepted into this track each year.

Required Courses

Code	Title	Hours
All of these:		
RSBI:3310	Patient Care for Breast Imaging (online)	3
RSBI:3315	Breast Imaging Clinical Internship I	2
RSBI:4110	Breast Imaging Procedures and Analysis (online)	3
RSBI:4115	Breast Imaging Clinical Internship II	4
RSBI:4120	Anatomy and Pathology for Breast Imaging (online)	2
RSBI:4130	Breast Imaging Acquisitions and Principles (online)	2
RSBI:4210	Breast Imaging Advanced Procedures and Analysis (online)	3
RSBI:4215	Breast Imaging Clinical Internship III	4
RSBI:4220	Quality Control in Breast Imaging (online)	3
RSCI:4110	Vascular Anatomy (online)	3
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3
RSRT:2110	Radiographic Procedures and Analysis I	4

RSRT:2120	Radiologic Technology Clinical Internship I	1
RSRT:2225	Radiologic Technology Clinical Internship II	4
RSRT:2230	Radiographic Procedures II	3
RSRT:2240	Radiographic Analysis II	3
RSRT:2250	Radiographic Fluoroscopic Procedures	2
RSRT:2325	Radiologic Technology Clinical Internship III	3
RSRT:3115	Radiographic Procedures and Analysis III	4
RSRT:3125	Radiologic Technology Clinical Internship IV	4
RSRT:3140	Radiographic and Digital Imaging	5
RSRT:3220	Emotional Intelligence for the Health Care Professional	2
RSRT:3225	Radiologic Technology Clinical Internship V	3
RSRT:3230	Radiographic Physics and Imaging Equipment	4
RSRT:3325	Radiologic Technology Clinical Internship VI	2
RSRT:4125	Radiologic Technology Clinical Internship VII	1
RSRT:4225	Radiologic Technology Clinical Internship VIII	1

Radiologic Technology and Cardiovascular Interventional

The radiologic technology component of this program provides education in pathology, radiation biology, radiation protection, patient care, and ethics. Students learn about radiographic procedures, imaging, and evaluation. They become acquainted with imaging equipment, study quality assurance, and participate in supervised clinical education in radiography, cardiac interventional, and peripheral/neurological interventional. The cardiovascular interventional component concentrates on imaging equipment; pharmacology; sterile techniques; cardiac monitoring; vascular anatomy and physiology; cardiovascular, peripheral, and neurological procedures and pathology; therapeutic intervention techniques; and digital angiography.

Upon completing the program, graduates are eligible to apply for the national certification exams in radiography, vascular interventional technology, and cardiac interventional technology.

Students who will have completed all prerequisite courses by June 1 are eligible to apply to this three-year program. Application deadline is January 15. Two students are accepted into this track each year, which begins in the fall.

Required Courses

Code	Title	Hours
All of these:		
RSCI:4110	Vascular Anatomy (online)	3
RSCI:4120	CVI Principles (online)	4
RSCI:4130	Electrocardiogram and Hemodynamics (online)	3

RSCI:4140	CVI Peripheral Procedures and Pathology (online)	3
RSCI:4150	CVI Neurology and Nonvascular Procedures and Pathology (online)	3
RSCI:4160	CVI Cardiac Procedures and Pathology (online)	4
RSCI:4170	Cardiac Interventional Clinical Internship	4
RSCI:4180	Vascular Interventional Clinical Internship	4
RSCI:4190	CVI Clinical Internship (online)	2
RSCT:4100	Sectional Anatomy for Imaging Sciences (online)	3
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3
RSRT:2110	Radiographic Procedures and Analysis I	4
RSRT:2120	Radiologic Technology Clinical Internship I	1
RSRT:2225	Radiologic Technology Clinical Internship II	4
RSRT:2230	Radiographic Procedures II	3
RSRT:2240	Radiographic Analysis II	3
RSRT:2250	Radiographic Fluoroscopic Procedures	2
RSRT:2325	Radiologic Technology Clinical Internship III	3
RSRT:3115	Radiographic Procedures and Analysis III	4
RSRT:3125	Radiologic Technology Clinical Internship IV	4
RSRT:3140	Radiographic and Digital Imaging	5
RSRT:3220	Emotional Intelligence for the Health Care Professional	2
RSRT:3225	Radiologic Technology Clinical Internship V	3
RSRT:3230	Radiographic Physics and Imaging Equipment	4
RSRT:3325	Radiologic Technology Clinical Internship VI	2
RSRT:4125	Radiologic Technology Clinical Internship VII	1
RSRT:4225	Radiologic Technology Clinical Internship VIII	1

Radiologic Technology and Computed Tomography

The radiologic technology component of this program provides education in pathology, radiation biology, radiation protection, patient care, and ethics. Students learn about radiographic procedures, imaging, and evaluation. They become acquainted with imaging equipment, study quality assurance, and participate in supervised clinical education in radiography and computed tomography (CT). The computed tomography component concentrates on sectional anatomy, single and multislice CT, electron beam CT, physiologic and 3-D imaging, CT simulation, physics and imaging, and procedures and pathology.

Upon completion of the program, graduates are eligible to apply for the national certification exams in radiography and computed tomography.

Students who will have completed all prerequisite courses by June 1 are eligible to apply to this three-year program. Application deadline is January 15. Six students are accepted into this track each year, which begins in the fall.

Required Courses

Code	Title	Hours
All of these:		
RSCI:4110	Vascular Anatomy (online)	3
RSCI:4130	Electrocardiogram and Hemodynamics (online)	3
RSCT:4100	Sectional Anatomy for Imaging Sciences (online)	3
RSCT:4105	Computed Tomography Clinical Internship I	2
RSCT:4110	CT/MRI Pathology (online)	3
RSCT:4115	Computed Tomography Clinical Internship II	4
RSCT:4120	Computed Tomography Procedures I (online)	3
RSCT:4125	Computed Tomography Procedures II (online)	3
RSCT:4130	Computed Tomography Physical Principles and QC (online)	4
RSCT:4215	Computed Tomography Clinical Internship III	4
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3
RSRT:2110	Radiographic Procedures and Analysis I	4
RSRT:2120	Radiologic Technology Clinical Internship I	1
RSRT:2225	Radiologic Technology Clinical Internship II	4

RSRT:2230	Radiographic Procedures II	3
RSRT:2240	Radiographic Analysis II	3
RSRT:2250	Radiographic Fluoroscopic Procedures	2
RSRT:2325	Radiologic Technology Clinical Internship III	3
RSRT:3115	Radiographic Procedures and Analysis III	4
RSRT:3125	Radiologic Technology Clinical Internship IV	4
RSRT:3140	Radiographic and Digital Imaging	5
RSRT:3220	Emotional Intelligence for the Health Care Professional	2
RSRT:3225	Radiologic Technology Clinical Internship V	3
RSRT:3230	Radiographic Physics and Imaging Equipment	4
RSRT:3325	Radiologic Technology Clinical Internship VI	2
RSRT:4125	Radiologic Technology Clinical Internship VII	1
RSRT:4225	Radiologic Technology Clinical Internship VIII	1

Radiologic Technology and Magnetic Resonance Imaging

The radiologic technology component of this program provides education in pathology, radiation biology, radiation protection, patient care, and ethics. Students learn about radiographic procedures, imaging, and evaluation. They become acquainted with imaging equipment, study quality assurance, and participate in supervised clinical education in radiography and magnetic resonance imaging (MRI). The magnetic resonance imaging component offers intensive study and practice in MRI, including patient care procedures, pathophysiology, physics, sectional anatomy, and instrumentation.

Upon completion of the program, graduates are eligible to apply for the national certification exams in radiography and magnetic resonance imaging.

Students who will have completed all prerequisite courses by June 1 are eligible to apply to this three-year program. Application deadline is January 15. Six students are accepted into this track each year, which begins in the fall.

Required Courses

Code	Title	Hours
All of these:		
RSCI:4110	Vascular Anatomy (online)	3
RSCT:4100	Sectional Anatomy for Imaging Sciences (online)	3
RSCT:4110	CT/MRI Pathology (online)	3
RSMR:4110	Fundamentals for the MRI Technologist (online)	3
RSMR:4120	MRI Procedures I (online)	4
RSMR:4130	MRI Procedures II (online)	3
RSMR:4140	MRI Acquisition and Principles I (online)	3
RSMR:4150	MRI Acquisition and Principles II (online)	3

RSMR:4160	MRI Clinical Internship I	2
RSMR:4170	MRI Clinical Internship II	4
RSMR:4175	MRI Clinical Internship III	4
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3
RSRT:2110	Radiographic Procedures and Analysis I	4
RSRT:2120	Radiologic Technology Clinical Internship I	1
RSRT:2225	Radiologic Technology Clinical Internship II	4
RSRT:2230	Radiographic Procedures II	3
RSRT:2240	Radiographic Analysis II	3
RSRT:2250	Radiographic Fluoroscopic Procedures	2
RSRT:2325	Radiologic Technology Clinical Internship III	3
RSRT:3115	Radiographic Procedures and Analysis III	4
RSRT:3125	Radiologic Technology Clinical Internship IV	4
RSRT:3140	Radiographic and Digital Imaging	5
RSRT:3220	Emotional Intelligence for the Health Care Professional	2
RSRT:3225	Radiologic Technology Clinical Internship V	3
RSRT:3230	Radiographic Physics and Imaging Equipment	4
RSRT:3325	Radiologic Technology Clinical Internship VI	2
RSRT:4125	Radiologic Technology Clinical Internship VII	1
RSRT:4225	Radiologic Technology Clinical Internship VIII	1

Radiation Therapy

A radiation therapist functions as a member of a team with physicians (radiation oncologist), physicists, dosimetrists, and nurses to provide treatment using ionizing radiation sources for patients with malignant and some benign diseases. The radiation therapist is responsible for the daily delivery of the prescribed treatment according to the treatment plan prepared by their physician in consultation with the medical physicist. The therapist works with the oncology nurse in the daily assessment of the patient's status and needs during their course of therapy. Radiation therapists are employed in radiation therapy facilities located in hospitals and freestanding centers.

Students completing the Radiation Therapy Program are trained to deliver therapeutic radiation. This two-year program

is selective and competitive; acceptance is not guaranteed. Since the program duration is two years, students must have completed a total of 60 s.h., including prerequisite courses by June 1, prior to the start of the program. Students must satisfy all UI admission requirements, complete all prerequisites, and be accepted into the Radiation Therapy professional program following an application and selection process; see Radiation Therapy on the Radiation Sciences Program website. Clinical and didactic education is provided by University of Iowa Hospitals & Clinics faculty in the Department of Radiation Oncology, with a hands-on component under the close guidance of licensed radiation therapists.

Radiation Therapy

The radiation therapy professional program teaches theory and techniques of radiation therapy technology, with emphasis on competence in areas of oncology treatment planning, treatment delivery, dosimetry, and use of megavoltage radiation-producing equipment to administer treatment. Students participate in clinical education in radiation therapy. Radiation therapy students also complete coursework in sectional anatomy and computed tomography (CT)/magnetic resonance imaging (MRI) pathology. Students have the option of completing coursework in CT procedures and physics, MRI fundamentals and acquisition, or courses in both modalities.

Upon completing the program, graduates are eligible to apply for the national certification exam in radiation therapy. Students will have completed the coursework but not the clinical component to be eligible to apply for the national certification exam in computed tomography and/or magnetic resonance imaging.

Students typically apply to this two-year program during their sophomore year and begin it in fall of their junior year. Application deadline is January 15. Seven students are accepted into this track each year.

Additional Prerequisites

The radiation therapy professional program requires two years of prerequisite coursework. The first year of coursework is listed under "Prerequisites to the Radiation Sciences Major" in the Requirements [p. 1780] section.

Code	Title	Hours
One of these:		
PHYS:1400	Basic Physics	3
PHYS:1511	College Physics I	4
Recommended:		
PHYS:1512	College Physics II	4
CHEM:1070	General Chemistry I	3-4
or CHEM:1110	Principles of Chemistry I	
CHEM:1080	General Chemistry II	3-4
or CHEM:1120	Principles of Chemistry II	
CS:1020	Principles of Computing	2-3
or BAIS:1500	Business Computing Essentials	
STAT:1020	Elementary Statistics and Inference	3
or STAT:3510	Biostatistics	
or STAT:4143	Introduction to Statistical Methods	
Electives to reach a total of 60 s.h.		6

Required Courses

Upon acceptance into the radiation therapy professional program, students will complete required courses and internships during their third and fourth years.

Code	Title	Hours
All of these:		
RSCT:4100	Sectional Anatomy for Imaging Sciences (online)	3
RSCT:4110	CT/MRI Pathology (online)	3
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:3210	Medical Ethics and Law	2
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSP:4110	Research Methodology for Radiation Sciences	3
RSTH:3100	Introduction to Radiation Therapy	3
RSTH:3110	Medical Physics I	2
RSTH:3120	Radiation Therapy Clinical Internship I	3
RSTH:3205	Principles of Radiation Therapy I	3
RSTH:3215	Medical Physics II	2
RSTH:3225	Radiation Therapy Clinical Internship II	3
RSTH:3325	Radiation Therapy Clinical Internship III	4
RSTH:4105	Principles of Radiation Therapy II	2
RSTH:4125	Radiation Therapy Clinical Internship IV	4
RSTH:4225	Radiation Therapy Clinical Internship V	5
RSTH:4230	Radiation Therapy Capstone	3

Students choose from three options for coursework in their last year of the program, starting with the summer before the fourth year.

Option 1 (MRI Coursework)

Code	Title	Hours
Both of these:		
RSMR:4110	Fundamentals for the MRI Technologist (online)	3
RSMR:4140	MRI Acquisition and Principles I (online)	3
Recommended:		
RSCI:4110	Vascular Anatomy (online elective)	3
RSMR:4120	MRI Procedures I (online elective)	4
RSMR:4130	MRI Procedures II (online elective)	3
RSMR:4150	MRI Acquisition and Principles II (online elective)	3

Option 2 (CT Coursework)

Code	Title	Hours
Both of these:		
RSCT:4120	Computed Tomography Procedures I (online)	3
RSCT:4130	Computed Tomography Physical Principles and QC (online)	4
Recommended:		
RSCI:4110	Vascular Anatomy (online elective)	3
RSCI:4130	Electrocardiogram and Hemodynamics	3
RSCT:4125	Computed Tomography Procedures II (online elective)	3

Option 3 (CT and MRI Coursework)

Code	Title	Hours
Both of these:		
RSCT:4130	Computed Tomography Physical Principles and QC (online)	4
RSMR:4110	Fundamentals for the MRI Technologist (online)	3
Recommended:		
RSCI:4110	Vascular Anatomy (online elective)	3
RSCT:4120	Computed Tomography Procedures I (online elective)	3
RSCT:4125	Computed Tomography Procedures II (online elective)	3
RSMR:4120	MRI Procedures I (online elective)	4
RSMR:4130	MRI Procedures II (online elective)	3
RSMR:4140	MRI Acquisition and Principles I (online elective)	3
RSMR:4150	MRI Acquisition and Principles II (online elective)	3

RT to B.S. (Online)

The RT to B.S. is an online program designed for registered radiologic technologists and nuclear medicine technologists who wish to earn a Bachelor of Science degree with a major in radiation sciences by distance education. The program requires a minimum of 120 s.h. Students who successfully complete a radiologic technology (RT) or a nuclear medicine technology (NMT) program are awarded 60 s.h. of credit. They also are awarded credit for equivalent coursework that is prerequisite to entering the major. Upon admission to the major, students complete an online modality, advanced courses, and electives for graduation.

Students choose one of five online modalities: breast imaging (BI), cardiovascular interventional (CVI), computed tomography (CT), magnetic resonance imaging (MRI), or a multi-modality option. The modalities do not require an internship.

In order to be admitted to the radiation sciences major, students must pass the American Registry of Radiologic Technologists (ARRT) radiography, ARRT nuclear medicine technology, or Nuclear Medicine Technology Certification Board (NMTCB) exam. They also must have completed all coursework prerequisite to entering the major with a g.p.a. of at least 2.50, not including RT or NMT program courses. Students may count approved transfer credit toward the required prerequisites; learn more by visiting Transfer Courses in MyUI.

Applicants for admission to the University of Iowa whose first language is not English are strongly encouraged to complete the University of Iowa English Proficiency Evaluation and satisfy the University's English Proficiency Requirements.

The radiation sciences major requires students to complete a minimum of two years of a high school world language prior to admission.

For additional information on UI admission requirements, contact the University's Office of Admissions.

Prerequisites to the Radiation Sciences Major

In addition to the completion of an RT or NMT program, students must complete the following prerequisite courses (25-29 s.h.) before they may enter the radiation sciences major.

Rhetoric

Code	Title	Hours
RHET:1030	Rhetoric	4

Anatomy

Code	Title	Hours
One of these:		
ACB:3110	Principles of Human Anatomy	3
HHP:1100	Human Anatomy	3
HHP:1150	Human Anatomy Lecture with Lab	4
HHP:3105	Anatomy for Human Physiology	3
HHP:3115	Anatomy for Human Physiology with Lab	5

Natural Sciences

Code	Title	Hours
One of these:		
BIOL:1140	Human Biology	4
CHEM:1070	General Chemistry I	3
CHEM:1110	Principles of Chemistry I	4
HHP:1300	Fundamentals of Human Physiology	3
HHP:1350	Fundamentals of Human Physiology with Laboratory	4
HHP:3500	Human Physiology	3
HHP:3550	Human Physiology with Laboratory	5
PHYS:1400	Basic Physics	3-4
PHYS:1511	College Physics I	4

Quantitative or Formal Reasoning

Code	Title	Hours
One of these:		
MATH:1020	Elementary Functions	4
MATH:1440	Mathematics for the Biological Sciences	4

Psychology

Code	Title	Hours
PSY:1001	Elementary Psychology	3

Medical Terminology

Code	Title	Hours
CLSA:3750	Medical and Technical Terminology	2

Culture, Society, and the Arts

Code	Title	Hours
Two courses for 3 s.h. each in two of these areas:		
	Diversity and Inclusion	
	Historical Perspectives	
	International and Global Issues	
	Literary, Visual, and Performing Arts	
	Values and Society	

See GE CLAS Core [p. 20] (College of Liberal Arts and Sciences) in the Catalog for approved courses in the culture, society, and the arts areas listed above.

Once students are admitted to the Carver College of Medicine and the radiation sciences major, they must at least complete their final consecutive 30 s.h. at the University of Iowa, including an online modality (22-25 s.h.), two advanced courses (6 s.h.), and sufficient elective coursework to complete the minimum 120 s.h. and the final consecutive 30 s.h. required for graduation.

Online Modality

Students complete one of the following online modalities.

Breast Imaging

The breast imaging online modality requires the following coursework (22 s.h.).

Code	Title	Hours
RSBI:3310	Patient Care for Breast Imaging	3
RSBI:4110	Breast Imaging Procedures and Analysis	3
RSBI:4120	Anatomy and Pathology for Breast Imaging	2
RSBI:4130	Breast Imaging Acquisitions and Principles	2
RSBI:4210	Breast Imaging Advanced Procedures and Analysis	3
RSBI:4220	Quality Control in Breast Imaging	3
RSCI:4110	Vascular Anatomy	3
RSCT:4100	Sectional Anatomy for Imaging Sciences	3

Cardiovascular Interventional

The cardiovascular interventional online modality requires the following coursework (23 s.h.).

Code	Title	Hours
RSCI:4110	Vascular Anatomy	3
RSCI:4120	CVI Principles	4
RSCI:4130	Electrocardiogram and Hemodynamics	3
RSCI:4140	CVI Peripheral Procedures and Pathology	3
RSCI:4150	CVI Neurology and Nonvascular Procedures and Pathology	3
RSCI:4160	CVI Cardiac Procedures and Pathology	4
RSCT:4100	Sectional Anatomy for Imaging Sciences	3

Computed Tomography

The computed tomography online modality requires the following coursework (22 s.h.).

Code	Title	Hours
RSCI:4110	Vascular Anatomy	3
RSCI:4130	Electrocardiogram and Hemodynamics	3
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
RSCT:4110	CT/MRI Pathology	3
RSCT:4120	Computed Tomography Procedures I	3
RSCT:4125	Computed Tomography Procedures II	3
RSCT:4130	Computed Tomography Physical Principles and QC	4

Magnetic Resonance Imaging

The magnetic resonance imaging online modality requires the following coursework (25 s.h.).

Code	Title	Hours
RSCI:4110	Vascular Anatomy	3
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
RSCT:4110	CT/MRI Pathology	3
RSMR:4110	Fundamentals for the MRI Technologist	3
RSMR:4120	MRI Procedures I	4
RSMR:4130	MRI Procedures II	3
RSMR:4140	MRI Acquisition and Principles I	3
RSMR:4150	MRI Acquisition and Principles II	3

Multi-Modality Option

The multi-modality online modality requires the following coursework (22 s.h.).

Code	Title	Hours
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
RSCI:4110	Vascular Anatomy	3

Additional 16 s.h. of breast imaging (RSBI), computed tomography (RSCT), cardiovascular interventional (RSCI), or magnetic resonance imaging (RSMR) coursework. 16

Course schedules can be found on the Online RT to BS page of the Radiation Sciences Program website.

Advanced Courses

Management and Leadership

Code	Title	Hours
One of these:		
COMM:1819	Organizational Leadership	3
MGMT:2100	Introduction to Management	3
MGMT:3500	Nonprofit Organizational Effectiveness I	3

Statistics

Code	Title	Hours
One of these:		
STAT:1020	Elementary Statistics and Inference	3
STAT:4143	Introduction to Statistical Methods	3

Electives

Students choose elective coursework to complete the minimum 120 s.h. required and the final consecutive 30 s.h. necessary to qualify for graduation.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Radiation Sciences, B.S.

- Diagnostic Medical Sonography and Cardiac/Vascular [p. 1790]
- Diagnostic Medical Sonography and General/Vascular [p. 1791]
- Radiologic Technology and Breast Imaging [p. 1793]
- Radiologic Technology and Cardiovascular Interventional [p. 1794]
- Radiologic Technology and Computed Tomography [p. 1795]
- Radiologic Technology and Magnetic Resonance Imaging [p. 1797]
- Radiation Therapy [p. 1798]

Diagnostic Medical Sonography and Cardiac/Vascular

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Radiation Sciences B.S. program through a selective process. Acceptance is not guaranteed. ^a		

Students must earn a grade of C or higher in all RS** courses.

The Diagnostic Medical Sonography and Cardiac/Vascular professional program is three years in duration.		0
Hours		0

First Year

Any Semester

Recommended: health care experience (e.g. CNA), job shadowing in diagnostic medical sonography		0
Hours		0

Fall

RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^{b, c}	3 - 5
MATH:1440	Mathematics for the Biological Sciences ^d	4
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
RSP:1100	Introduction to the Radiation Sciences ^f	1

Admission Application: begin preparing materials for Radiation Sciences application (typically due in January)^g

Hours		15-17
-------	--	-------

Spring

Human Physiology ^h		3 - 5
Human Anatomy ^c		3 - 5
PSY:1001	Elementary Psychology	3
CLSA:3750	Medical and Technical Terminology	2
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3

Hours		14-18
-------	--	-------

Summer

PHYS:1400	Basic Physics ⁱ	3
Hours		3

Second Year

Any Semester

The curriculum shown in the second, third, and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Diagnostic Medical Sonography Professional Program.

Hours		0
-------	--	---

Fall

RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
STAT:1020	Elementary Statistics and Inference ^j	3
RSCI:4110	Vascular Anatomy	3
BAIS:1500 or CS:1020	Business Computing Essentials ^f or Principles of Computing	2 - 3

Hours		13-14
-------	--	-------

Spring

RSP:3210	Medical Ethics and Law	2
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
RSCI:4130	Electrocardiogram and Hemodynamics	3
RSMS:3110	Foundations of Sonography	3

RSMS:3111	Foundations of Sonography Lab	1
RSMS:3115	Diagnostic Medical Sonography Clinical Internship I	2
Hours		14

Third Year**Fall**

RSMS:3100	Cardiac Sonography I	3
RSMS:3101	Cardiac Sonography I Lab	1
RSMS:3150	Cardiac Physiology and Hemodynamics	3
RSMS:3140	Vascular Sonography I	3
RSMS:3141	Vascular Sonography I Lab	1
Elective course ^j		1 - 3
Hours		12-14

Spring

RSMS:3230	Sonography Principles, Physics, and Instrumentation	3
RSMS:3231	Sonography Principles, Physics, and Instrumentation Lab	1
RSMS:3205	Cardiac Sonography II	3
RSMS:3206	Cardiac Sonography II Lab	1
RSMS:3270	Vascular Sonography II	3
RSMS:3215	Diagnostic Medical Sonography Clinical Internship II	3
Hours		14

Summer

RSMS:3376	Vascular Sonography II Lab	1
RSMS:3315	Diagnostic Medical Sonography Clinical Internship III	4
RSMS:3305	Pediatric Cardiac Sonography ^f	3
RSMS:3306	Pediatric Cardiac Sonography Laboratory ^f	1
Hours		9

Fourth Year**Fall**

RSMS:4110	Advanced Sonography	3
RSMS:4111	Advanced Sonography Lab	1
RSMS:4120	Advanced Cardiac Sonography	3
RSMS:4121	Advanced Cardiac Sonography Lab	1
RSMS:4115	Diagnostic Medical Sonography Clinical Internship IV	5
RSP:4110	Research Methodology for Radiation Sciences	3
Hours		16

Spring

RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSMS:4220	Multidisciplinary Capstone Seminar	3
RSMS:4215	Diagnostic Medical Sonography Clinical Internship V	5
Elective course ^j		3 - 4
Elective course ^j		3

Exam: Upon completion of the program students are eligible to apply to take certification exams.

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	16-17
Total Hours	126-136

- The Academic Advising Center advises Radiation Sciences Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than one year to complete.
- BIOL:1140 is recommended not required. Most students will need to complete BIOL:1140 prior to Human Anatomy (based on academic strength).
- Choose from: HHP:1100, HHP:1150, HHP:3105, HHP:3115, ACB:3110.
- Enrollment in math courses requires completion of a placement exam.
- Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.
- This course is recommended not required.
- Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.
- Choose from: HHP:1300, HHP:1350, HHP:3500, HHP:3550.
- PHYS:1400 may be completed in the spring or summer semester. Summer is recommended if both anatomy and physiology are taken in the spring.
- If needed for full-time status or to reach the total s.h. required for graduation.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Diagnostic Medical Sonography and General/Vascular

Course	Title	Hours
--------	-------	-------

Academic Career**Any Semester**

Students apply to the Radiation Sciences B.S. program through a selective process. Acceptance is not guaranteed.^a

Students must earn a grade of C or higher in all RS** courses.

The Diagnostic Medical Sonography and General/Vascular professional program is three years in duration.

Hours	0
-------	---

First Year**Any Semester**

Recommended: health care experience (e.g. CNA), job shadowing in diagnostic medical sonography

Hours	0
-------	---

Fall

RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^{b, c}	3 - 5
MATH:1440	Mathematics for the Biological Sciences ^d	4
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
RSP:1100	Introduction to the Radiation Sciences ^f	1

Admission Application: begin preparing materials for Radiation Sciences application (typically due in January)^g

	Hours	15-17
Spring		
Human Physiology ^h		3 - 5
Human Anatomy ^c		3 - 5
PSY:1001	Elementary Psychology	3
CLSA:3750	Medical and Technical Terminology	2
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
	Hours	14-18
Summer		
PHYS:1400	Basic Physics ⁱ	3
	Hours	3

Second Year

Any Semester

The curriculum shown in the second, third, and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Diagnostic Medical Sonography Professional Program.

	Hours	0
Fall		
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
STAT:1020	Elementary Statistics and Inference ^f	3
RSCI:4110	Vascular Anatomy	3
BAIS:1500 or CS:1020	Business Computing Essentials ^f or Principles of Computing	2 - 3
	Hours	13-14
Spring		
RSP:3210	Medical Ethics and Law	2
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
RSCI:4130	Electrocardiogram and Hemodynamics	3
RSMS:3110	Foundations of Sonography	3
RSMS:3111	Foundations of Sonography Lab	1
RSMS:3115	Diagnostic Medical Sonography Clinical Internship I	2
	Hours	14

Third Year

Fall

RSMS:3120	Abdominal Sonography I	3
RSMS:3121	Abdominal Sonography I Lab	1
RSMS:3130	Obstetrical and Gynecological Sonography I	3
RSMS:3131	Obstetrical and Gynecological Sonography I Lab	1
RSMS:3140	Vascular Sonography I	3
RSMS:3141	Vascular Sonography I Lab	1
	Hours	12

Spring

RSMS:3230	Sonography Principles, Physics, and Instrumentation	3
RSMS:3231	Sonography Principles, Physics, and Instrumentation Lab	1

RSMS:3240	Abdominal Sonography II	3
RSMS:3250	Obstetrical and Gynecological Sonography II	3
RSMS:3270	Vascular Sonography II	3
RSMS:3215	Diagnostic Medical Sonography Clinical Internship II	3

Hours 16

Summer

RSMS:3325	Abdominal Sonography II Lab	1
RSMS:3376	Vascular Sonography II Lab	1
RSMS:3260	Breast Sonography ^f	2
RSMS:3300	Pediatric Sonography ^f	3
RSMS:3315	Diagnostic Medical Sonography Clinical Internship III	4

Hours 11

Fourth Year

Fall

RSMS:4110	Advanced Sonography	3
RSMS:4111	Advanced Sonography Lab	1
RSMS:4115	Diagnostic Medical Sonography Clinical Internship IV	5
RSP:4110	Research Methodology for Radiation Sciences	3

Hours 12

Spring

RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSMS:4220	Multidisciplinary Capstone Seminar	3
RSMS:4215	Diagnostic Medical Sonography Clinical Internship V	5

Elective course^j 3 - 4

Elective course^j 3

Exam: Upon completion of the program students are eligible to apply to take certification exams.

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^k

Hours 16-17

Total Hours 126-134

a The Academic Advising Center advises Radiation Sciences Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than one year to complete.

b Choose from: HHP:1100, HHP:1150, HHP:3105, HHP:3115, ACB:3110.

c BIOL:1140 is recommended not required. Most students will need to complete BIOL:1140 prior to Human Anatomy (based on academic strength).

d Enrollment in math courses requires completion of a placement exam.

e Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.

f This course is recommended not required.

g Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.

h Choose from: HHP:1300, HHP:1350, HHP:3500, HHP:3550.

i PHYS:1400 may be completed in the spring or summer semester. Summer is recommended if both anatomy and physiology are taken in the spring.

- j If needed for full-time status or to reach the total s.h. required for graduation.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Radiologic Technology and Breast Imaging

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Radiation Sciences B.S. program through a selective process. Acceptance is not guaranteed. ^a		
Students must earn a grade of C or higher in all RS** courses.		
The Radiologic Technology and Breast Imaging professional program is four years in duration.		
Hours		0
First Year		
Any Semester		
Recommended: health care experience (e.g. CNA), job shadowing in radiologic technology, computed tomography, magnetic resonance imaging, cardiovascular interventional, and breast imaging.		
Hours		0
Fall		
RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^{b, c}	3 - 4
MATH:1440	Mathematics for the Biological Sciences ^d	4
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
RSP:1100	Introduction to the Radiation Sciences ^f	1
Admission Application: begin preparing materials for Radiation Sciences application (typically due in January) ^g		
Hours		15-16
Spring		
Human Physiology ^h		
Human Anatomy ^{b, i}		
PSY:1001	Elementary Psychology	3
CLSA:3750	Medical and Technical Terminology	2
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
Hours		14-18
Second Year		
Any Semester		
The curriculum shown in the second, third, and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Radiologic Technology Professional Program.		
Hours		0
Fall		
RSRT:2110	Radiographic Procedures and Analysis I	4
RSRT:2120	Radiologic Technology Clinical Internship I	1

Academic Career

First Year

Any Semester

Fall

RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^{b, c}	3 - 4
MATH:1440	Mathematics for the Biological Sciences ^d	4
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
RSP:1100	Introduction to the Radiation Sciences ^f	1

Spring

Human Physiology ^h		
Human Anatomy ^{b, i}		
PSY:1001	Elementary Psychology	3
CLSA:3750	Medical and Technical Terminology	2
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
Hours		14-18

Second Year

Any Semester

Fall

RSRT:2110	Radiographic Procedures and Analysis I	4
RSRT:2120	Radiologic Technology Clinical Internship I	1

RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
Hours		12

Spring

RSRT:2225	Radiologic Technology Clinical Internship II	4
RSRT:2230	Radiographic Procedures II	3
RSRT:2240	Radiographic Analysis II	3
RSRT:2250	Radiographic Fluoroscopic Procedures	2
RSP:3210	Medical Ethics and Law	2
Hours		14

Summer

RSRT:2325	Radiologic Technology Clinical Internship III	3
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
Hours		6

Third Year

Fall

RSRT:3115	Radiographic Procedures and Analysis III	4
RSRT:3125	Radiologic Technology Clinical Internship IV	4
RSRT:3140	Radiographic and Digital Imaging	5
Hours		13

Spring

RSRT:3220	Emotional Intelligence for the Health Care Professional	2
RSRT:3225	Radiologic Technology Clinical Internship V	3
RSRT:3230	Radiographic Physics and Imaging Equipment	4
RSCI:4110	Vascular Anatomy	3
Hours		12

Summer

RSRT:3325	Radiologic Technology Clinical Internship VI	2
RSBI:3310	Patient Care for Breast Imaging	3
RSBI:3315	Breast Imaging Clinical Internship I	2
Hours		7

Fourth Year

Fall

RSRT:4125	Radiologic Technology Clinical Internship VII	1
RSP:4110	Research Methodology for Radiation Sciences	3
RSBI:4110	Breast Imaging Procedures and Analysis	3
RSBI:4120	Anatomy and Pathology for Breast Imaging	2
RSBI:4130	Breast Imaging Acquisitions and Principles	2
RSBI:4115	Breast Imaging Clinical Internship II	4
Hours		15

Spring

RSRT:4225	Radiologic Technology Clinical Internship VIII	1
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
RSBI:4210	Breast Imaging Advanced Procedures and Analysis	3
RSBI:4220	Quality Control in Breast Imaging	3
RSBI:4215	Breast Imaging Clinical Internship III	4
Exam: Upon completion of the program students are eligible to apply to take certification exams.		
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		13
Total Hours		121-126

- a The Academic Advising Center advises Radiation Sciences Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than one year to complete.
- b Choose from: HHP:1100, HHP:1150, HHP:3105, HHP:3115, ACB:3110.
- c BIOL:1140 is recommended not required. Most students will need to complete BIOL:1140 prior to Human Anatomy (based on academic strength).
- d Enrollment in math courses requires completion of a placement exam.
- e Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.
- f This course is recommended not required.
- g Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.
- h Choose from: HHP:1300, HHP:1350, HHP:3500, HHP:3550.
- i If not previously completed.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Radiologic Technology and Cardiovascular Interventional

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Radiation Sciences B.S. program through a selective process. Acceptance is not guaranteed. ^a		
Students must earn a grade of C or higher in all RS** courses.		
The Radiologic Technology and Cardiovascular Interventional professional program is three years in duration.		
Hours		0

First Year**Any Semester**

Recommended: health care experience (e.g. CNA), job shadowing in radiologic technology, computed tomography, magnetic resonance imaging, cardiovascular interventional, and breast imaging.

Hours		0
Fall		
RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^{b, c}	3 - 4
MATH:1440	Mathematics for the Biological Sciences ^d	4
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
RSP:1100	Introduction to the Radiation Sciences ^f	1

Admission Application: begin preparing materials for Radiation Sciences application (typically due in January) ^g

Hours		15-16
Spring		
Human Physiology ^h		3 - 5
Human Anatomy ^{c, i}		3 - 5
PSY:1001	Elementary Psychology	3
CLSA:3750	Medical and Technical Terminology	2
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
Hours		14-18

Second Year**Any Semester**

The curriculum shown in the second, third, and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Radiologic Technology Professional Program.

Hours		0
Fall		
RSRT:2110	Radiographic Procedures and Analysis I	4
RSRT:2120	Radiologic Technology Clinical Internship I	1
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
Hours		12

Spring

RSRT:2225	Radiologic Technology Clinical Internship II	4
RSRT:2230	Radiographic Procedures II	3
RSRT:2240	Radiographic Analysis II	3
RSRT:2250	Radiographic Fluoroscopic Procedures	2
RSP:3210	Medical Ethics and Law	2
Hours		14

Summer

RSRT:2325	Radiologic Technology Clinical Internship III	3
-----------	---	---

RSCT:4100	Sectional Anatomy for Imaging Sciences	3
	Hours	6
Third Year		
Fall		
RSRT:3115	Radiographic Procedures and Analysis III	4
RSRT:3125	Radiologic Technology Clinical Internship IV	4
RSRT:3140	Radiographic and Digital Imaging	5
	Hours	13
Spring		
RSRT:3220	Emotional Intelligence for the Health Care Professional	2
RSRT:3230	Radiographic Physics and Imaging Equipment	4
RSRT:3225	Radiologic Technology Clinical Internship V	3
RSCI:4110	Vascular Anatomy	3
	Hours	12
Summer		
RSRT:3325	Radiologic Technology Clinical Internship VI	2
RSCI:4120	CVI Principles	4
RSCI:4190	CVI Clinical Internship	2
	Hours	8
Fourth Year		
Fall		
RSRT:4125	Radiologic Technology Clinical Internship VII	1
RSP:4110	Research Methodology for Radiation Sciences	3
RSCI:4140	CVI Peripheral Procedures and Pathology	3
RSCI:4150	CVI Neurology and Nonvascular Procedures and Pathology	3
RSCI:4180	Vascular Interventional Clinical Internship	4
	Hours	14
Spring		
RSRT:4225	Radiologic Technology Clinical Internship VIII	1
RSCI:4130	Electrocardiogram and Hemodynamics	3
RSCI:4160	CVI Cardiac Procedures and Pathology	4
RSCI:4170	Cardiac Interventional Clinical Internship	4
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2
Exam: Upon completion of the program students are eligible to apply to take certification exams.		
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
	Hours	14
	Total Hours	122-127

- a The Academic Advising Center advises Radiation Sciences Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than one year to complete.
- b BIOL:1140 is recommended not required. Most students will need to complete BIOL:1140 prior to Human Anatomy (based on academic strength).
- c Choose from: HHP:1100, HHP:1150, HHP:3105, HHP:3115, ACB:3110.
- d Enrollment in math courses requires completion of a placement exam.
- e Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.
- f This course is recommended not required.
- g Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.
- h Choose from: HHP:1300, HHP:1350, HHP:3500, HHP:3550.
- i If not previously completed.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Radiologic Technology and Computed Tomography

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Radiation Sciences B.S. program through a selective process. Acceptance is not guaranteed. ^a		
Students must earn a grade of C or higher in all RS** courses.		
The Radiologic Technology and Computed Tomography professional program is three years in duration.		
	Hours	0
First Year		
Any Semester		
Recommended: health care experience (e.g. CNA), job shadowing in radiologic technology, computed tomography, magnetic resonance imaging, cardiovascular interventional, and breast imaging.		
	Hours	0
Fall		
RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^{b, c}	3 - 4
MATH:1440	Mathematics for the Biological Sciences ^d	4
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		
RSP:1100	Introduction to the Radiation Sciences ^f	1
Admission Application: begin preparing materials for Radiation Sciences application (typically due in January) ^g		
	Hours	15-16
Spring		
Human Physiology ^h		
		3 - 5
Human Anatomy ^{c, i}		
		3 - 5

PSY:1001	Elementary Psychology	3
CLSA:3750	Medical and Technical Terminology	2
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
Hours		14-18

Second Year**Any Semester**

The curriculum shown in the second, third, and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Radiologic Technology Professional Program.

Hours		0
-------	--	---

Fall

RSRT:2110	Radiographic Procedures and Analysis I	4
RSRT:2120	Radiologic Technology Clinical Internship I	1
RSP:2110	Pathology for Radiation Sciences	2
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
Hours		12

Spring

RSRT:2225	Radiologic Technology Clinical Internship II	4
RSRT:2230	Radiographic Procedures II	3
RSRT:2240	Radiographic Analysis II	3
RSRT:2250	Radiographic Fluoroscopic Procedures	2
RSP:3210	Medical Ethics and Law	2
Hours		14

Summer

RSRT:2325	Radiologic Technology Clinical Internship III	3
RSCT:4100	Sectional Anatomy for Imaging Sciences	3
Hours		6

Third Year**Fall**

RSRT:3115	Radiographic Procedures and Analysis III	4
RSRT:3125	Radiologic Technology Clinical Internship IV	4
RSRT:3140	Radiographic and Digital Imaging	5
Hours		13

Spring

RSRT:3220	Emotional Intelligence for the Health Care Professional	2
RSRT:3225	Radiologic Technology Clinical Internship V	3
RSRT:3230	Radiographic Physics and Imaging Equipment	4
RSCI:4130	Electrocardiogram and Hemodynamics	3
Hours		12

Summer

RSRT:3325	Radiologic Technology Clinical Internship VI	2
-----------	--	---

RSCT:4130	Computed Tomography Physical Principles and QC	4
RSCT:4105	Computed Tomography Clinical Internship I	2
Hours		8

Fourth Year**Fall**

RSRT:4125	Radiologic Technology Clinical Internship VII	1
RSCT:4115	Computed Tomography Clinical Internship II	4
RSCT:4120	Computed Tomography Procedures I	3
RSCI:4110	Vascular Anatomy	3
RSP:4110	Research Methodology for Radiation Sciences	3
Hours		14

Spring

RSRT:4225	Radiologic Technology Clinical Internship VIII	1
RSCT:4110	CT/MRI Pathology	3
RSCT:4125	Computed Tomography Procedures II	3
RSCT:4215	Computed Tomography Clinical Internship III	4
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2

Exam: Upon completion of the program students are eligible to apply to take certification exams.

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^j

Hours		13
Total Hours		121-126

- The Academic Advising Center advises Radiation Sciences Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than one year to complete.
- BIOL:1140 is recommended not required. Most students will need to complete BIOL:1140 prior to Human Anatomy (based on academic strength).
- Choose from: HHP:1100, HHP:1150, HHP:3105, HHP:3115, ACB:3110.
- Enrollment in math courses requires completion of a placement exam.
- Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.
- This course is recommended not required.
- Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.
- Choose from: HHP:1300, HHP:1350, HHP:3500, HHP:3550.
- If not previously completed.
- Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Radiologic Technology and Magnetic Resonance Imaging

Course Title Hours

Academic Career

Any Semester
Students apply to the Radiation Sciences B.S. program through a selective process. Acceptance is not guaranteed.^a

Students must earn a grade of C or higher in all RS** courses.

The Radiologic Technology and Magnetic Resonance Imaging professional program is three years in duration.

Hours 0

First Year

Any Semester

Recommended: health care experience (e.g. CNA), job shadowing in radiologic technology, computed tomography, magnetic resonance imaging, cardiovascular interventional, and breast imaging.

Hours 0

Fall

RHET:1030 Rhetoric 4

BIOL:1140 Human Biology^{b, c} 3 - 5

MATH:1440 Mathematics for the Biological Sciences^d 4

GE: General Education course (DI, IGI, HP, LVPA, or VC)^e 3

RSP:1100 Introduction to the Radiation Sciences^f 1

Admission Application: begin preparing materials for Radiation Sciences application (typically due in January)^g

Hours 15-17

Spring

Human Physiology^h 3 - 5

Human Anatomy^{c, i} 3 - 5

PSY:1001 Elementary Psychology 3

CLSA:3750 Medical and Technical Terminology 2

GE: General Education course (DI, IGI, HP, LVPA, or VC)^e 3

Hours 14-18

Second Year

Any Semester

The curriculum shown in the second, third, and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Radiologic Technology Professional Program.

Hours 0

Fall

RSRT:2110 Radiographic Procedures and Analysis I 4

RSRT:2120 Radiologic Technology Clinical Internship I 1

RSP:2110 Pathology for Radiation Sciences 2

RSP:2120 Patient Care for the Radiation Sciences 3

RSP:3130 Radiation Safety and Radiobiology 2

Hours 12

Spring

RSRT:2225 Radiologic Technology Clinical Internship II 4

RSRT:2230 Radiographic Procedures II 3

RSRT:2240 Radiographic Analysis II 3

RSRT:2250 Radiographic Fluoroscopic Procedures 2

RSP:3210 Medical Ethics and Law 2

Hours 14

Summer

RSRT:2325 Radiologic Technology Clinical Internship III 3

RSCT:4100 Sectional Anatomy for Imaging Sciences 3

Hours 6

Third Year

Fall

RSRT:3115 Radiographic Procedures and Analysis III 4

RSRT:3125 Radiologic Technology Clinical Internship IV 4

RSRT:3140 Radiographic and Digital Imaging 5

Hours 13

Spring

RSRT:3220 Emotional Intelligence for the Health Care Professional 2

RSRT:3225 Radiologic Technology Clinical Internship V 3

RSRT:3230 Radiographic Physics and Imaging Equipment 4

RSCT:4110 CT/MRI Pathology 3

RSMR:4110 Fundamentals for the MRI Technologist 3

Hours 15

Summer

RSRT:3325 Radiologic Technology Clinical Internship VI 2

RSCI:4110 Vascular Anatomy 3

RSMR:4160 MRI Clinical Internship I 2

Hours 7

Fourth Year

Fall

RSRT:4125 Radiologic Technology Clinical Internship VII 1

RSP:4110 Research Methodology for Radiation Sciences 3

RSMR:4120 MRI Procedures I 4

RSMR:4140 MRI Acquisition and Principles I 3

RSMR:4170 MRI Clinical Internship II 4

Hours 15

Spring

RSRT:4225 Radiologic Technology Clinical Internship VIII 1

RSP:3220 Radiation Sciences Quality Management and Health Care Administration 2

RSMR:4130 MRI Procedures II 3

RSMR:4150	MRI Acquisition and Principles II	3
RSMR:4175	MRI Clinical Internship III	4
Exam: Upon completion of the program students are eligible to apply to take certification exams.		
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^j		
Hours		13
Total Hours		124-130

- a The Academic Advising Center advises Radiation Sciences Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than one year to complete.
- b BIOL:1140 is recommended not required. Most students will need to complete BIOL:1140 prior to Human Anatomy (based on academic strength).
- c Choose from: HHP:1100, HHP:1150, HHP:3105, HHP:3115, ACB:3110.
- d Enrollment in math courses requires completion of a placement exam.
- e Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.
- f This course is recommended not required.
- g Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.
- h Choose from: HHP:1300, HHP:1350, HHP:3500, HHP:3550.
 i If not previously completed.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Radiation Therapy

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Radiation Sciences B.S. program through a selective process. Acceptance is not guaranteed. ^a		
Students must earn a grade of C or higher in all RS** courses.		
The Radiation Therapy professional program is two years in duration.		
Hours		0
First Year		
Any Semester		
Recommended: health care experience (e.g. CNA), job shadowing in radiation therapy		
Hours		0
Fall		
RHET:1030	Rhetoric	4
BIOL:1140	Human Biology ^{b, c}	3 - 5
MATH:1440	Mathematics for the Biological Sciences ^d	4
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		
RSP:1100	Introduction to the Radiation Sciences ^f	1
Hours		15-17

Spring

Human Physiology ^g		3 - 5
Human Anatomy ^{c, h}		3 - 5
PSY:1001	Elementary Psychology	3
CLSA:3750	Medical and Technical Terminology	2
GE: General Education course (DI, IGI, HP, LVPA, or VC) ^e		3
Hours		14-18

Second Year

Fall

CHEM:1110	Principles of Chemistry I ^{f, i}	3 - 4
or CHEM:1070	or General Chemistry I	
PHYS:1400	Basic Physics	3 - 4
or PHYS:1511	or College Physics I	
CS:1020	Principles of Computing ^f	2 - 3
or BAIS:1500	or Business Computing Essentials	
Elective course		3 - 4
Elective course		3
Admission Application: begin preparing materials for Radiation Sciences application (typically due in January) ^j		
Hours		14-18

Spring

CHEM:1080	General Chemistry II ^f	3 - 4
or CHEM:1120	or Principles of Chemistry II	
PHYS:1512	College Physics II ^f	4
STAT:1020	Elementary Statistics and Inference	3
or STAT:3510	or Biostatistics	
or STAT:4143	or Introduction to Statistical Methods	
Elective course		3 - 4
Hours		13-15

Third Year

Any Semester

The curriculum shown in the third and fourth years on this plan begins upon acceptance into the Carver College of Medicine, Radiation Therapy Professional Program.

Hours		0
Fall		
RSP:2120	Patient Care for the Radiation Sciences	3
RSP:3130	Radiation Safety and Radiobiology	2
RSP:2110	Pathology for Radiation Sciences	2
RSTH:3110	Medical Physics I	2
RSTH:3100	Introduction to Radiation Therapy	3
RSTH:3120	Radiation Therapy Clinical Internship I	3
Hours		15
Spring		
RSP:3210	Medical Ethics and Law	2
RSTH:3205	Principles of Radiation Therapy I	3
RSTH:3215	Medical Physics II	2
RSTH:3225	Radiation Therapy Clinical Internship II	3

RSCT:4100	Sectional Anatomy for Imaging Sciences	3
Hours		13

Summer

Students select one area of interest prior to the junior summer semester: MRI, CT, or CT/MRI. The plan below is for the CT/MRI option.

RSTH:3325	Radiation Therapy Clinical Internship III	4
RSMR:4110	Fundamentals for the MRI Technologist ^k	3
Hours		7

Fourth Year**Fall**

RSCT:4130	Computed Tomography Physical Principles and QC	4
RSTH:4105	Principles of Radiation Therapy II	2
RSTH:4125	Radiation Therapy Clinical Internship IV	4
RSP:4110	Research Methodology for Radiation Sciences	3
Hours		13

Spring

RSTH:4230	Radiation Therapy Capstone	3
RSTH:4225	Radiation Therapy Clinical Internship V	5
RSCT:4110	CT/MRI Pathology	3
RSP:3220	Radiation Sciences Quality Management and Health Care Administration	2

Exam: Upon completion of the program students are eligible to apply to take certification exams.

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^m

Hours		13
Total Hours		117-129

- a The Academic Advising Center advises Radiation Sciences Interest students on prerequisite course planning. Students are advised for success, based on academic strength, not necessarily for a four year plan. Prerequisites may take more than two years to complete.
- b BIOL:1140 is recommended not required. Most students will need to complete BIOL:1140 prior to Human Anatomy (based on academic strength).
- c Choose from: HHP:1100, HHP:1150, HHP:3105, HHP:3115, ACB:3110.
- d Enrollment in math courses requires completion of a placement exam.
- e Students must complete 6 s.h. by taking 3 s.h. courses from two of the following areas: Diversity and Inclusion, Historical Perspectives, International and Global Issues, Literary, Visual, and Performing Arts, or Values and Culture.
- f This course is recommended not required.
- g Choose from: HHP:1300, HHP:1350, HHP:3500, HHP:3550.
- h If not previously completed.
- i Enrollment in chemistry courses requires completion of a placement exam.
- j Please see the Radiation Sciences Programs' website and your academic advisor for detailed application instructions and deadlines.
- k Students opting to complete only CT courses will not register for RSMR:4110.
- l Students opting to complete only MRI courses will not register for RSCT:4130.

m Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The majority of radiation sciences graduates are employed shortly after graduation. Graduates generally find jobs in hospitals, clinics, imaging centers, and physicians' offices. With experience, and sometimes additional education, they may find related jobs in management, sales, education, or as application specialists. Some students choose to continue their education in a master's, physician assistant, or other related medical program.

Most radiation sciences professionals with full-time jobs work 40 hours a week and may have holiday, weekend, evening, night, and on-call hours.

Students who complete Iowa's professional radiation sciences programs are eligible to apply for national certification exams administered by the appropriate agency in order to practice.

Licensure laws for radiographers, sonographers, and radiation therapists vary from state to state. Iowa is a licensing state, requiring radiographers to have a permit to practice. Passing the national exam is a criterion used to issue a permit to practice.

More information on radiation sciences careers and outcomes may be found on the Radiation Sciences Program website. The Pomerantz Career Center offers multiple resources to help students find jobs.

Radiology

Chair

- Colin P. Derdeyn

Faculty: <https://medicine.uiowa.edu/radiology/our-people>

Website: <https://medicine.uiowa.edu/radiology/>

The Department of Radiology has a three-fold mission of education, research, and patient care. It trains Doctor of Medicine students, residents, and fellows and offers programs for medical professionals. It is a leader in innovative research relating to diagnosis and treatment across the clinical subspecialties, including MRI, PET, breast imaging, cardiac and pulmonary imaging, and imaging informatics. Residents, fellows, medical students, and graduate students have opportunities to participate in research projects in the department. The radiology library provides varied resources and services for department faculty and staff.

The department also provides diagnostic and therapeutic radiology services for patients and families in Iowa and surrounding states through its clinical services at University of Iowa Hospitals & Clinics. Visit the Department of Radiology website to learn more about the department's activities and resources.

Undergraduate Education

The Department of Radiology offers clinical education to students in the Nuclear Medicine Technology [p. 1730] and Radiation Sciences [p. 1772] Programs.

M.D. Training

The Department of Radiology offers a clerkship for Doctor of Medicine students and provides additional courses, research experiences, and externships for students interested in learning more about radiology. Several of the department's programs are open to medical students from other institutions. See Medical Student Training and Externship Program on the Department of Radiology website.

Residency

The department offers three residency programs in diagnostic radiology, interventional radiology, and nuclear medicine; see Education on the Department of Radiology website.

Fellowships are available in these specialties: body imaging, breast imaging, endovascular surgical neuroradiology, musculoskeletal radiology, neuroradiology, pediatric radiology, PET-CT imaging, and interventional radiology. Practicing radiologists have access to several departmental traineeships that provide category 1 continuing medical education credit through the Carver College of Medicine.

Courses

Radiology Courses

RAD:8301 Clinical Radiology 2 s.h.
Two-week clerkship. Requirements: M.D. enrollment.

RAD:8401 Advanced Clinical Radiology arr.
Requirements: M.D. enrollment.

RAD:8402 Vascular and Interventional Radiology arr.
Requirements: M.D. enrollment.

RAD:8497 Research in Radiology arr.
Medical research, clinical or laboratory projects; individual study.

RAD:8498 Radiology On Campus arr.
Requirements: M.D. enrollment.

RAD:8499 Radiology Off Campus arr.
Requirements: M.D. enrollment.

Stead Family Department of Pediatrics

Interim Chair

- Eva Tsalikian

Faculty: <https://medicine.uiowa.edu/pediatrics/people>

Website: <https://medicine.uiowa.edu/pediatrics/>

The Stead Family Department of Pediatrics provides a solid foundation for M.D. students and postgraduate trainees. It offers extensive opportunities for general pediatrics and subspecialties training.

Affiliated programs add depth to the educational program in community pediatrics and primary care. The department is affiliated with the child and material health programs of the Bureau of Family Health, Iowa Department of Public Health, University of Iowa Stead Family Children's Hospital, the Center for Disabilities and Development, the Blank Children's Hospital in Des Moines, and community sites.

M.D. Training

Didactic lectures and physical examination of newborns, toddlers, and older children provide M.D. students with their initial pediatric patient contact. This experience includes taking a history, performing a physical examination, appraisal of growth and development, nutrition, and symptomatology of newborns, toddlers, and adolescents.

For core and advanced medical students, the inpatient service provides training in the complex problems of disease and critical illness. Students participate in daily rounds involving general pediatrics and all subspecialties. Challenging and interesting cases are presented for discussion of diagnosis and treatment.

Outpatient experience, available in the core clerkship and advanced electives, stresses principles and practices required for the maintenance of children's health, treatment of common general pediatric disorders, and the diagnosis and treatment of subspecialty ambulatory patients.

Residency

Residency Program, Fellowships

The department offers an accredited three-year residency program designed to prepare trainees for professional careers in general pediatrics or for further fellowship training. The program meets the eligibility requirements of the American Board of Pediatrics (ABP) and is approved for 15 residents and one child neurology resident per year by the Accreditation Council for Graduate Medical Education (ACGME).

Fellowships are available in multiple pediatrics subspecialties. Fellowship programs encourage development of knowledge and skill through research and clinical experiences in the chosen discipline. Upon satisfactory completion of the program, fellows meet the ABP eligibility requirements in their subspecialty.

Facilities

The Stead Family Department of Pediatrics has inpatient and outpatient facilities in the University of Iowa Stead Family

Children's Hospital. Additional outpatient facilities are located at Iowa River Landing in Coralville, UI Health Care—North Liberty, UI Health Care—Scott Boulevard, and Cedar Rapids Pediatrics.

The pediatric inpatient service has approximately 189 beds, and more than 60,000 patients are seen each year in the general, specialty, continuity care, and field clinics and in University of Iowa Hospitals & Clinics Emergency Medicine. The Center for Disabilities and Development provides resources for children with intellectual or developmental disabilities and cerebral palsy.

The department maintains a number of laboratories that perform both clinical and research studies.

Courses

Pediatrics (Stead Family Department of Pediatrics) Courses

PEDS:6101 Primary Care: Infants, Children, and Adolescents II

3 s.h.

Enhancement of clinical knowledge and skills for infant, child, adolescent care; development and refinement of knowledge and skills in primary health care delivery. Prerequisites: NURS:6100. Corequisites: NURS:6702. Same as NURS:6101.

PEDS:7245 Evaluation of Children with ADHD and LD

arr.

Clinical experience in conducting pediatric neuropsychology examinations in the Pediatric Attention/Learning Disorders Clinic. Requirements: course on psychological testing (including IQ) and graduate psychology standing (school, counseling, rehabilitation, clinical). Same as PSQF:7245.

PEDS:7255 Autism Spectrum Disorders

2 s.h.

Overview of autism spectrum disorders (ASDs), including autistic disorder, Asperger's disorder, other pervasive developmental disorders; ASD diagnoses and their etiology; tools used in assessing individuals with ASDs; common interventions for ASDs; resources for work with individuals who have ASDs.

PEDS:7262 Biobehavioral Assessment and Intervention

1-3 s.h.

Experience conducting brief functional assessments and behavioral treatments for children and adults with developmental disabilities; interviews with caregivers, behavioral assessments, matched treatments (e.g., functional communication training); follow-up with caregivers.

PEDS:7263 Evaluation and Treatment of Pediatric Feeding Disorders

1-3 s.h.

Experience evaluating children with varied feeding disorders, such as food overselectivity by texture or type, dependence on gastrostomy or nasogastrostomy tubes, failure to grow adequately due to inadequate caloric intake; methods to evaluate feeding behaviors, evaluate design interventions, and measure outcomes; caregiver training and follow-up.

PEDS:7264 Clinical Applications of Applied Behavior Analysis

1-3 s.h.

Experience behavioral observations, consultation, and/or conducting behavioral assessments (including preference assessments and functional analyses), matched treatments; interviews with care providers, collect behavioral data, conduct behavioral assessments, matched treatments; follow-up with care providers.

- PEDS:8301 Clinical Pediatrics** **6 s.h.**
Principles, practices of health maintenance and treatment of acute and chronic illnesses in children; emphasis on diagnosis and evaluation, nutrition, behavior problems, disorders affecting children; patient care, daily rounds, ward work. Requirements: third-year M.D. enrollment.
- PEDS:8401 Advanced Inpatient Subinternship in Pediatric Care** **arr.**
Experience on pediatric inpatient team caring for patients ranging from infants through adolescents; evaluation, formulation of differential diagnoses, diagnostic workups, appropriate therapy programs. Requirements: fourth-year M.D. enrollment.
- PEDS:8402 Advanced Inpatient Subinternship in Pediatrics: Blank Children's Hospital, Des Moines** **arr.**
Experience in the care of general pediatric inpatients; daily rounds and teaching by senior residents and faculty members; daily didactic conferences. Requirements: fourth-year M.D. enrollment.
- PEDS:8403 Neonatology (NICU)** **arr.**
Experience caring for ill neonates, proficiency in using diagnostic tests and procedures; responsibility for care of several infants; reference and literature review, conferences, teaching, clinical rounds. Requirements: fourth-year M.D. enrollment.
- PEDS:8404 Critical Care (PICU)** **4 s.h.**
Direct care of critically ill children in a multidisciplinary medical/surgical/cardiac intensive care unit, under supervision of pediatric residents and staff; participation in educational activities and formal clinical rounds. Requirements: fourth-year M.D. enrollment.
- PEDS:8405 Emergency Room Blank Children's Hospital, Des Moines** **arr.**
Pediatric emergencies and urgent care, proficiency in pediatric medicine procedures; expansion of basic knowledge. Requirements: fourth-year M.D. enrollment.
- PEDS:8406 Pediatric Allergy/Immunology and Pulmonary** **arr.**
Experience in evaluating and treating respiratory and allergic diseases in infants, children, and adolescents. Requirements: fourth-year M.D. enrollment.
- PEDS:8407 Pediatric Cardiology** **arr.**
Participation in clinical activities; observation of cardiac catheterization; experience in cardiac auscultation, ECG, radiography; emphasis on physical diagnosis, approach to heart disease and murmurs in children. Requirements: fourth-year M.D. enrollment.
- PEDS:8408 Pediatric Gastroenterology** **arr.**
Diagnosis, management, treatment of diseases of gastrointestinal tract, liver, pancreas in children; ward rounds, consultations, clinics, diagnostic procedures, conferences. Requirements: fourth-year M.D. enrollment.
- PEDS:8409 Pediatric Hematology/Oncology** **arr.**
Basic concepts of clinical approach to hematologic and oncologic problems in children and adolescents; primarily outpatient experience. Requirements: fourth-year M.D. enrollment.
- PEDS:8410 Pediatric Neurology** **arr.**
Participation in outpatient and inpatient activities, teaching, morning ward rounds. Requirements: fourth-year M.D. enrollment.
- PEDS:8411 Child Abuse and Neglect** **2,4 s.h.**
Hospital- and community-based multidisciplinary responses to child abuse and neglect; experience developing diagnostic skills to recognize, assess, and report cases of child abuse and neglect. Requirements: fourth-year M.D. enrollment.
- PEDS:8412 Developmental and Behavioral Pediatrics** **2,4 s.h.**
Normal developmental sequence of gestation and early childhood, impact of environmental influences; antecedents of developmental disabilities; methods to detect cognitive and motor delays in preschool children; long-term consequences of developmental disabilities for children, their families; advantages of interdisciplinary teamwork. Requirements: fourth-year M.D. enrollment.
- PEDS:8415 Medical Genetics for the Senior Student** **arr.**
Participation in diagnostic, therapeutic problems; techniques for evaluation, appropriate counseling in genetic cases; conferences. Requirements: fourth-year M.D. enrollment.
- PEDS:8416 Neonatal Intensive Care Unit, Blank Children's Hospital** **4 s.h.**
Experience equivalent to intern on neonatal intensive care unit teaching service at Blank Children's Hospital, Des Moines; four-week rotation.
- PEDS:8417 Community Pediatric Outpatient Elective** **2 s.h.**
Opportunity to participate as active members of a community-based general pediatric office; work directly with community-based faculty and non-physician team members; build on clinical skills developed in M3 pediatric clerkship. Requirements: M.D. enrollment.
- PEDS:8418 Pediatric Intensive Care Unit, Blank Children's Hospital** **4 s.h.**
Development of knowledge and clinical skills in recognition of critical illness in children; basic strategies of initial resuscitation and management.
- PEDS:8420 Pediatric Palliative Care** **2,4 s.h.**
Palliative medicine as a specialty which enhances quality of life, reduces suffering for patients with serious illnesses, and provides education and support for their families; interdisciplinary consult teamwork with patient's primary medical providers for inpatient or outpatient management of symptoms, goal setting, and decision making; introduction to pediatric palliative care with option to be involved in adult palliative care and local hospice services. Requirements: M.D. enrollment.
- PEDS:8421 Pediatric Endocrinology** **2,4 s.h.**
Diagnosis, management, and treatment of pediatric endocrine diseases: growth disorders (short stature, tall stature, delayed puberty, precocious puberty), thyroid disorders (hypothyroidism, hyperthyroidism, thyroid nodules), diabetes mellitus, diabetes insipidus, dysgenetic syndromes, ambiguous genitalia, adrenal insufficiency or adrenal steroid excess, and hypopituitarism. Requirements: M.D. enrollment.
- PEDS:8431 Pediatric Nephrology** **2,4 s.h.**
Introduction to general pediatric nephrology cases and management. Requirements: M.D. enrollment.

PEDS:8450 Continuity of Care in Outpatient General Pediatrics **4 s.h.**

Work with experienced general pediatrician in a longitudinal clinical experience for the academic year; paired with faculty pediatrician to see patients in a weekly clinic, provide clinical care to a defined patient population; growth and development, health supervision, and management of common acute and chronic clinical problems. Requirements: fourth-year M.D. enrollment.

PEDS:8495 Pediatric Intensive Care Off Campus **arr.**

Arranged by student and department. Requirements: fourth-year M.D. enrollment.

PEDS:8497 Research in Pediatrics **arr.**

Medical research, clinical or laboratory projects; individual study.

PEDS:8498 Pediatrics On Campus **arr.**

Requirements: fourth-year M.D. enrollment.

PEDS:8499 Pediatrics Off Campus **arr.**

Requirements: fourth-year M.D. enrollment.

Surgery

Chair

- Ronald Weigel

Interim Director, Perfusion Technology

- Shahna L. Helmick

Undergraduate certificate: perfusion technology

Faculty: <https://medicine.uiowa.edu/surgery/people/primary-appointments>

Website: <https://medicine.uiowa.edu/surgery/>

The Department of Surgery offers didactic instruction as well as clinical and other practical experiences for medical students. It also hosts a wide spectrum of clinical and scientific research. In addition, it offers the undergraduate Certificate in Perfusion Technology.

Cardiothoracic Surgery

The University of Iowa cardiothoracic surgery program is the third oldest program of its kind in the United States. Since its establishment in 1948 as a division within the Department of Surgery, the program has advanced from providing operative interventions for patients with diseases of the chest to performing a broad range of the most current and innovative surgical procedures.

Cardiothoracic surgery's facilities are located at University of Iowa Hospitals & Clinics. Each year cardiothoracic surgeons at the hospitals perform more than 500 adult and pediatric heart surgeries, including coronary bypasses, transplants, and placement of mechanical cardiac assist devices; minimally invasive procedures such as mitral valve replacement and epicardial lead placement; and more than 600 general thoracic surgeries with emphasis on esophageal and lung diseases. Preparations are under way for providing coronary artery bypass grafting using robotics.

Postbaccalaureate Training

The Department of Surgery plays a primary instructional role in University of Iowa Hospitals & Clinics' 20-month postbaccalaureate Perfusion Technology Program; see the perfusion courses listed under Courses [p. 1805] in this section of the Catalog. For more information about the Perfusion Technology Program, contact the Department of Surgery or visit the Perfusion Technology Program website.

Faculty

The faculty's strengths center in pathophysiology and problems of severe burns, trauma, organ transplantation, surgical control of morbid obesity, surgical oncology, bowel disease, biliary tract disease, pediatric surgery, endocrine disease, plastic surgery, diseases of the esophagus, artificial organs, pediatric cardiac surgery, transplantation, and vascular surgery. Research also is under way in the sequence of mutations and in localization of genes predisposed to cancer.

Programs

Undergraduate Program of Study Certificate

- Certificate in Perfusion Technology [p. 1806]

M.D. Training

Department of Surgery courses provide a unique combination of experience oriented toward patient care and understanding of surgery's place among a physician's skills. Surgery courses are open only to M.D. students and qualified students in associated health sciences.

Students develop an awareness of surgery's role in the treatment of disease. Emphasis is placed on general surgery, basic emergency surgery, trauma, oncology, burns, gastrointestinal and biliary tract disease, endocrine disease, pediatric surgery, transplantation, plastic and reconstructive surgery, and peripheral vascular surgery.

The majority of surgery courses involve patient-centered discussions and practical exercises interwoven with operating room experience. Lectures and conferences are scheduled regularly on specific topics.

The department offers independent study courses in selected surgery topics and clinical experiences; some are available to fourth-year M.D. students by arrangement with the faculty.

Residency

Iowa's cardiothoracic surgery residency program was established in 1948 and is fully accredited by the Accreditation Council for Graduate Medical Education (ACGME). It is the only cardiothoracic surgery training program in Iowa. One resident is accepted into the two-year program each year. Cardiothoracic surgery was approved by the ACGME to start a six-year integrated thoracic residency. Medical students begin the program after they graduate from medical school. A new resident enters the program each year.

Facilities

Abundant patient contact provides education in a wide variety of surgical diseases. The Department of Surgery provides training in the only burn unit in Iowa approved by the American College of Surgeons and in the Level I Trauma Center at University of Iowa Hospitals & Clinics.

Laboratories provide equipment, space, and technical expertise to support teaching and a wide spectrum of clinical and scientific research. Projects are available in gastrointestinal surgery, surgical microbiology, peripheral vascular surgery, transplantation, wound healing, organ preservation, vascular surgery, pediatric surgery, and surgical oncology.

Cardiothoracic surgery has specialty laboratories in gastric motility, analytical chemistry, transplantation, tissue culture, surgical bacteriology, shock, and cardiac bypass. These facilities permit study of experimental procedures such as heart valve replacement in large animals and heterotopic heart transplantation in mice and rats.

The laboratories also are used for supervised teaching exercises in surgical technique for medical students and junior residents, and for refinement of technique for senior residents and faculty members.

Courses

- Surgery Courses [p. 1805]
- Cardiothoracic Surgery Courses [p. 1805]
- Perfusion Technology Courses [p. 1805]

Surgery Courses

SURG:8301 Clinical Surgery 6 s.h.

Experience as active member of surgical team; work on inpatient units, in clinics and operating room; assist in elective and emergency patient care.

SURG:8401 Advanced General Surgery 4 s.h.

Opportunity to strengthen clinical skills through experiences in the operating rooms, clinics, wards, and intensive care units of University of Iowa Hospitals & Clinics.

SURG:8402 Advanced Inpatient Subinternship in General Surgery 4 s.h.

Responsibility for management of selected surgical inpatients, on a surgical service. Prerequisites: SURG:8301.

SURG:8406 General Surgery, Des Moines, IA 4 s.h.

Care of general surgery patients in private hospital setting. Prerequisites: SURG:8301.

SURG:8407 Intensive Care Unit - Trauma, Iowa Methodist 4 s.h.

Subinternship on trauma service team; evaluation and management of critically ill patients in the emergency room, operating room, intensive care unit. Prerequisites: SURG:8301. Requirements: fourth-year M.D. enrollment.

SURG:8409 General Surgery, Davenport, IA 4 s.h.

Participation in diagnosis and management of general surgical patients under supervision of attending surgeons from Davenport Surgical Group, Genesis Medical Center. Prerequisites: SURG:8301. Requirements: fourth-year M.D. enrollment.

SURG:8411 Multidisciplinary Breast Elective 2,4 s.h.

Evaluation and management of benign and malignant breast diseases; focus on multidisciplinary nature of treatment of breast disease; for students who plan to pursue residency in general surgery, obstetrics and gynecology, family practice, or other field with focus on women's health. Requirements: M.D. enrollment.

SURG:8497 Research in Surgery arr.

Medical research, clinical or laboratory projects; individual study.

SURG:8498 Surgery On Campus arr.

Surgery on campus; individually arranged. Prerequisites: SURG:8301.

SURG:8499 Surgery Off Campus arr.

Prerequisites: SURG:8301.

Cardiothoracic Surgery Courses

CTS:8401 Advanced Inpatient Subinternship in Cardiothoracic Surgery arr.

Participation in diagnosis, preoperative, operative, and postoperative care of thoracic and cardiac patients; attendance at division conferences; students assume responsibility and act as an intern; may concentrate interest in cardiac surgery or thoracic surgery; diagnosis and management of patients on an inpatient service under close supervision by an upper-level resident/fellow and faculty member.

CTS:8497 Research in Cardiothoracic Surgery arr.

Work on a short- or long-term research project arranged with instructor; may involve clinical material or laboratory; students organize and complete a project, finishing with a publishable manuscript.

CTS:8498 Cardiothoracic Surgery On Campus arr.

Clinical clerkship individually arranged by student with department approval.

CTS:8499 Cardiothoracic Surgery Off Campus 4 s.h.

Individually arranged by student with approval of department to rotate outside of University of Iowa Hospitals & Clinics. Requirements: M.D. enrollment.

Perfusion Technology Courses

PERF:4161 Instrumentation in Perfusion Technology 3 s.h.

Electrical circuitry, filters, pressure transducers, thermistors, cardiac output computers, fluid dynamics, intra-aortic balloon pumps, blood gas analyzers. Requirements: Perfusion Technology Program enrollment.

PERF:4162 Pathophysiology of Perfusion Technology 5 s.h.

Hemostasis, acid base physiology, gas transfer, heart anatomy, heart embryology, congenital cardiac defects. Requirements: Perfusion Technology Program enrollment.

PERF:4163 Clinical Experience I 2 s.h.

Perfusion in operating room: patient workup, observation, and reporting on extracorporeal setup, surgical procedure. Requirements: Perfusion Technology Program enrollment.

PERF:4164 Clinical Experience II 3 s.h.

Continuation of PERF:4163; setup of extracorporeal circuit; ancillary duties of perfusionist. Requirements: Perfusion Technology Program enrollment.

PERF:4165 Clinical Experience III 12 s.h.

Continuation of PERF:4164; management of cardiopulmonary bypass system. Requirements: Perfusion Technology Program enrollment.

PERF:4166 Clinical Experience IV 12 s.h.

Continuation of PERF:4165; emphasis on supply maintenance, perfusion department management. Requirements: Perfusion Technology Program enrollment.

PERF:4167 Perfusion Seminar 1 s.h.

Ethics in perfusion. Requirements: Perfusion Technology Program enrollment.

PERF:4168 Research in Perfusion 1 s.h.

From topic selection to manuscript. Requirements: Perfusion Technology Program enrollment.

PERF:4169 Clinical Experience V 12 s.h.

Continuation of PERF:4166. Requirements: Perfusion Technology Program enrollment.

PERF:4170 Principle and Practice of Perfusion Technology 6 s.h.

Hypothermia, hemodilution, left heart bypass, dialysis, ultrafiltration, membrane and bubbler oxygenation. Requirements: Perfusion Technology Program enrollment.

PERF:4171 Devices in Perfusion Technology 3 s.h.

Components of extracorporeal circuit; in vitro laboratory evaluation of components. Requirements: Perfusion Technology Program enrollment.

Perfusion Technology, Certificate

Requirements

The undergraduate Certificate in Perfusion Technology requires 74 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate is a 20-month program over five semesters. The program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of The Accreditation Committee for Perfusion Education. Students are awarded the certificate upon successful completion of the program making them eligible to take the American Board of Cardiovascular Perfusion certification exam.

Three to five students are accepted annually and begin the program the fall semester. During the first two semesters of the program, students pursue a core curriculum that provides a solid scientific base while the second year (three semesters) is reserved for the completion of an independent research project, clinical training in the operation of the heart-lung machine, and learning ancillary procedures such as blood salvaging, circulatory support, and artificial hearts.

The Certificate in Perfusion Technology requires the following work.

Code	Title	Hours
PERF:4161	Instrumentation in Perfusion Technology	3
PERF:4162	Pathophysiology of Perfusion Technology	5
PERF:4163	Clinical Experience I	2
PERF:4164	Clinical Experience II	3
PERF:4165	Clinical Experience III	12
PERF:4166	Clinical Experience IV	12
PERF:4167	Perfusion Seminar (taken five times for 1 s.h. each)	5
PERF:4168	Research in Perfusion (taken four times for 1 s.h. each)	4
PERF:4169	Clinical Experience V	12
PERF:4170	Principle and Practice of Perfusion Technology	6
PERF:4171	Devices in Perfusion Technology	3
PATH:8133	Introduction to Human Pathology for Graduate Students	4
PCOL:4130	Drug Mechanisms and Actions	3

Prerequisites

The following coursework is required before admission to the certificate program.

- Baccalaureate degree
- Chemistry, including biochemistry or organic chemistry (9 s.h.)
- Human anatomy and physiology (7 s.h.)
- Physics (4 s.h.)

- Precalculus (5 s.h.) or calculus
- Statistics (3 s.h.)

Admission

Admission to the program is based on the decision of the Admissions Committee. Decisions are based upon a combination of grade-point average, references, an essay, and interview scores.

For information about application materials, see Admissions on the Perfusion Technology Program website.

Applications must be submitted by December 1 for early admission consideration; applications received after this date will be processed on a space-available basis.

Urology

Chair

- Karl Kreder

Faculty: <https://medicine.uiowa.edu/urology/people/primary-appointments>

Website: <https://medicine.uiowa.edu/urology/>

Urology encompasses the subspecialty areas of urologic nephrology, oncology, and endocrinology; male reproductive physiology; erectile dysfunction; neurourology; pediatric urology; urinary tract stone and infection, including endourology; laparoscopic and robotic urology; trauma and reconstructive urology; urodynamics and female urology; diagnostic urology; and urinary tract obstruction.

The Department of Urology offers instruction in all of these areas to M.D. and graduate students and provides continuing education for the delivery of urologic care.

Continuing Education

The department offers continuing education activities throughout the year for urologic and family practitioners. These activities are conducted by the faculty, whose interests include pediatric urology, reproductive physiology and male infertility, urologic oncology, urinary tract stone (including endourology/laparoscopy), robotic surgical procedures, trauma and reconstructive urology, female urology, and prostatic diseases.

Research

The department has earned international recognition for its studies of prostatic diseases. The urological laboratories conduct research and offer instruction in experimental oncology, cellular immunology, and infertility.

M.D. Training

The Department of Urology cooperates with several University of Iowa basic science departments to educate first-year M.D. students in the relationship between urology and the basic sciences. It collaborates with the Department of Microbiology and Immunology [p. 1713] in teaching and research concerning immunology of genitourinary cancers and renal transplantation.

In the first-year M.D. course, MED:8134 Mechanisms of Health and Disease III, and the second-year courses, MED:8221 Clinical and Professional Skills III and MED:8224 Mechanisms of Health and Disease Keystone, the department presents illustrative lectures and demonstrations related to diagnosis and treatment of genitourinary tract diseases.

Second-, third-, and fourth-year M.D. students take Department of Urology courses that provide experience in all areas of urology. The department's selective two-week clerkship covers the fundamentals of these areas through experience in outpatient clinics, surgical settings, and inpatient units at University of Iowa Hospitals & Clinics, the Iowa River Landing, and the Iowa City VA Health Care System. M.D. students can take advanced elective courses of intensive study in any of the urologic subspecialties after completion of URO:8301 Clinical Urology.

Courses

Urology Courses

- URO:8301 Clinical Urology** **2 s.h.**
Work in urology unit, clinic; responsibility for patient care, working with residents.
- URO:8401 Advanced Urology** **4 s.h.**
Experience as integral member of urological staff, junior resident level. Requirements: M.D. enrollment.
- URO:8402 Pediatric Urology** **2,4 s.h.**
In-depth study of pediatric urology topics. Requirements: M.D. enrollment.
- URO:8403 Urologic Oncology** **2,4 s.h.**
Multispecialty exposure to diagnosis and treatment of patients with current and newly diagnosed urologic malignancies. Requirements: M.D. enrollment.
- URO:8404 Female Pelvic Floor Dysfunction** **2,4 s.h.**
Requirements: M.D. enrollment.
- URO:8497 Research in Urology** **arr.**
Medical research, clinical or laboratory projects; individual study.
- URO:8498 Urology On Campus** **arr.**
Clinical clerkship; individually arranged by student with departmental approval.
- URO:8499 Urology Off Campus** **arr.**
Individually arranged by students with department approval.

College of Nursing

Dean

- Julie Zerwic

Interim Executive Associate Dean

- Sandra E. Daack-Hirsch

Associate Dean for Faculty

- Keela Herr

Associate Dean for Research

- Barbara A. Rakel

Associate Dean for Undergraduate Programs

- Anita C. Nicholson

Assistant Dean for Graduate Practice Programs

- Mary S. Dirks

Director, Ph.D. Program

- Stephanie Gilbertson-White

Undergraduate degree: B.S.N.

Graduate degrees: M.S.N.; D.N.P.; Ph.D. in nursing

Graduate certificates: adult gerontology acute care nurse practitioner; adult gerontology primary care nurse practitioner; family nurse practitioner; health systems; pediatric nurse practitioner-acute care; pediatric nurse practitioner-primary care; psychiatric/mental health nurse practitioner

Faculty: <https://nursing.uiowa.edu/faculty-staff/faculty-directory>

Website: <https://nursing.uiowa.edu/>

The College of Nursing is an integral part of the University of Iowa health science campus, sharing in and contributing to teaching, research, and patient care resources that have earned international recognition. The University provides an unusually fine setting for nursing preparation because the educational and clinical resources vital to educating nurses are available on or near the campus. Faculty and students participate fully in University life and contribute their time, interests, and abilities to the many general and special activities of a major research university.

The college's Bachelor of Science in Nursing (B.S.N.), the Clinical Nurse Leader (CNL) program (in the Master of Science in Nursing), and the Doctor of Nursing Practice (D.N.P.) programs are accredited by the Commission on Collegiate Nursing Education (CCNE), an autonomous accrediting arm of the American Association of Colleges of Nursing (AACN). They also are approved by the Iowa Board of Nursing. The anesthesia nursing program (in the Doctor of Nursing Practice) is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Graduates of the prelicensure B.S.N. qualify to take the National Council Licensure Examination (NCLEX) required for practice as registered nurses (RN). Graduates of advanced practice majors in the graduate program are eligible to take certification examinations and apply for Advanced Registered Nurse Practitioner (ARNP) licensure.

Related Minor and Certificates

Aging and Longevity Studies

College of Nursing students may participate in the Aging and Longevity Studies Program, which provides undergraduate students with a multidisciplinary approach to gerontology. The program offers a certificate and a minor. Students plan their course of study with their academic advisor in close cooperation with the Aging and Longevity Studies Program coordinator. The Aging and Longevity Studies Program is administered by the School of Social Work (College of Liberal Arts and Sciences). For more information, see Aging and Longevity Studies [p. 44] in the Catalog (College of Liberal Arts and Sciences).

Informatics (Health Informatics Subprogram)

The Graduate College offers the Certificate in Informatics with a health informatics subprogram. The subprogram emphasizes the organization, management, and use of health care information; health care research, education, and practice; and information technology developments in the socioeconomic context of health care.

College of Nursing students working toward the certificate complete IGPI:5200 Health Informatics, which explores decision-making processes and technological tools to support health care administration, management, and practice; and EPID:5200 Principles of Public Health Informatics, which focuses on systematic applications of information science, computer science, and technology to public health practice, research, and learning; methods of disease surveillance, data collection, analysis, and reporting with health informatics.

Students earn additional credit in foundational informatics coursework, including one elective chosen in consultation with their major program advisor and their certificate advisor. Students who earn credit for a thesis, project, or independent study in their major program of study may apply the credit as an elective if the certificate advisor determines that the subject matter is pertinent.

To learn more, see the Certificate in Informatics [p. 1597] (Graduate College) in the Catalog. For additional information, see Health Informatics on the Graduate College website.

Professional Improvement

Registered nurses who wish to take University of Iowa coursework to fulfill professional or personal improvement objectives may request admission in the professional improvement (PI) category. This admission status allows students to take some graduate courses at the University without committing to a degree objective.

Admission as a nursing professional improvement student requires a formal application, including submission of three current written recommendations and all academic transcripts. Graduate Record Examination (GRE) General Test scores, required by the University, must be submitted before the end of first semester registration.

Application deadlines are July 15 for fall semester admission, December 1 for spring semester admission, and May 1 for summer session admission.

Since acceptance as a PI student does not influence acceptance to the college's graduate degree programs, PI students interested in earning a graduate degree in nursing must apply for admission to the degree program

(see Programs [p. 1809] and then "Admission" under each graduate program of study in this section of the Catalog). Students may count a maximum of 6 s.h. or two required nursing core courses that they complete as PI students toward M.S.N. requirements. Professional improvement students may not enroll in Ph.D. courses.

Continuing Education

The college offers nonacademic, short-term continuing education programs for nurses. Contact hours are awarded for these programs. The College of Nursing is an Iowa Board of Nursing approved provider of continuing education (Provider Number 1).

Student Organizations

All College of Nursing B.S.N. prelicensure students are members of the National Student Nurses Association and its local chapter, the Iowa Association of Nursing Students (IANS). The University of Iowa Association of Nursing Students (UIANS) provides opportunities for professional growth and development in nursing. UIANS representatives are members of the Undergraduate Student Government (USG).

The University of Iowa Multicultural Nursing Association (UIMNA) provides support, network opportunities for leadership and professional growth, and development for underrepresented students who are undergraduate nursing interest and nursing majors, graduate nursing students, and underrepresented nursing professionals in the region.

University of Iowa Men in Nursing (UIMiN) provides opportunities for nurses to meet, to recruit, to talk, and to influence the environment for men in nursing. It is open to all nursing students.

The college's Association of Graduate Nursing Students (AGNS) provides opportunities for professional growth, sharing of research, and representation on varied college and University committees.

See Nursing Student Organizations on the College of Nursing website.

Programs

Undergraduate Program of Study

Major

- Bachelor of Science in Nursing [p. 1820]

Graduate Programs of Study

Majors

- Master of Science in Nursing [p. 1826]
- Doctor of Nursing Practice [p. 1828]
- Doctor of Philosophy in Nursing [p. 1839]

Certificates

- Adult Gerontology Acute Care Nurse Practitioner [p. 1841]
- Adult Gerontology Primary Care Nurse Practitioner [p. 1842]
- Family Nurse Practitioner [p. 1843]
- Health Systems [p. 1844]
- Pediatric Nurse Practitioner-Acute Care [p. 1845]

- Pediatric Nurse Practitioner-Primary Care [p. 1846]
- Psychiatric/Mental Health Nurse Practitioner [p. 1847]

Facilities

The College of Nursing Building is centrally located on the University's main campus, in close proximity to the Carver College of Medicine, the College of Dentistry, the College of Pharmacy, the College of Public Health, University of Iowa Hospitals & Clinics, and the Hardin Library for the Health Sciences.

The newly renovated College of Nursing Building boasts collaborative spaces, flexible learning spaces, and state-of-art classroom technology. The renovated spaces include two 84-seat flexible classrooms, two 42-seat flexible classrooms, and an Instructional Technology Services (ITS) computer lab on the ground floor; collaboration rooms for quiet study and group learning, student commons, and graduate student space are on the first floor; five seminar seating classrooms on the third floor; and flexible conference room and office space on the fourth floor.

The Nursing Clinical Education Center (NCEC), located at University of Iowa Hospitals & Clinics (UIHC), provides hands-on simulation and laboratory experiences for both undergraduate and graduate nursing students. The center also is a training hub for the University's Department of Nursing Services and Patient Care. The NCEC houses state of the art health care simulation technology. It has multiple classrooms, a resource library, a lobby with ample seating, and gathering spaces for private meetings. The center is codirected by the College of Nursing and the UIHC Department of Nursing Services and Patient Care.

Courses

College of Nursing Courses

NURS:1020 First-Year Seminar **1 s.h.**

Introduces first-year undergraduate students to the intellectual life of the University of Iowa; provides an opportunity to work closely with a faculty member or senior administrator; seminars help students make the transition to college-level learning through active participation in their own learning.

NURS:1030 Human Development and Behavior **3 s.h.**

Normal developmental transitions experienced by individuals and family systems throughout the lifespan, including physical, cognitive, and social-emotional development. Requirements: nursing or nursing-interest major.

NURS:1800 Aging Matters: Introduction to Gerontology **3 s.h.**

Overview of the field of gerontology from a bio-psycho-social framework; how the human body and brain age, effects of these biological changes on physical and cognitive functions, and interaction of these individual factors with societal contexts; broad perspective to give students a foundation in gerontology, paving the way for more advanced courses in biology of aging, psychology of aging, and global aging; for students from a wide range of disciplines and levels, no prior knowledge of aging required. GE: Social Sciences. Same as ASP:1800, CSD:1800, SSW:1800, TR:1800.

NURS:3099 Leadership U**1-3 s.h.**

Development of leadership in nursing; application of leadership theory in practice by participating in activities such as attending professional organization meetings, acting as a delegate, writing legislation, holding a board position, or being part of a multidisciplinary or international team to organize events for community involvement. Requirements: nursing major.

NURS:3110 Healthcare Finance**3 s.h.**

Basic structure of U.S. health care system and how it is funded; tools for making decisions about available financial resources.

NURS:3128 Health Assessment and Communication Across the Lifespan**3 s.h.**

Assessment and communication skills; development and application of cognitive skills to perform systematic, holistic, and culturally competent health assessments; emphasis on application of clinical reasoning involving assessment, nursing diagnoses, interventions, and outcomes. Corequisites: NURS:3138 and NURS:3150 and NURS:3160 and NURS:3518. Requirements: admission to the College of Nursing.

NURS:3138 Nursing and Pharmacological Interventions I**5 s.h.**

First of a two-part series focusing on basic biophysical concepts that inform nursing and pharmacological interventions, including sleep, immobility, skin care, wound healing, infection, and human response to illness; selected disorders and/or diseases, including GI disease, disorders of bowel and urine elimination, diabetes, and cancer; introduction to health literacy and principles of health education. Prerequisites: CHEM:1070 and MATH:1440 and BIOL:1141 and ACB:3110 and MICR:3164 and (HHP:1300 or HHP:3500) and CHEM:1080. Corequisites: NURS:3128 and NURS:3150 and NURS:3160 and NURS:3518. Requirements: 64 s.h. of undergraduate coursework, including successful completion of required science courses and general education liberal arts and sciences requirements and electives.

NURS:3151 Introduction to Clinical Concepts for Nursing**2 s.h.**

Introduction to aspects of nursing care including physical exam, health assessment, and psychomotor nursing interventions; students practice strategies to promote safe care of patients, including calculation of medications prior to administration; emphasis on effective patient communication, education, and integration of medical terminology; application of nursing interventions, psychomotor skills, and medication dosages and calculation; health, physical, and psychosocial assessment; first of a three-part laboratory and simulation series. Corequisites: NURS:3128 and NURS:3138 and NURS:3160 and NURS:3518. Requirements: admission to College of Nursing.

NURS:3160 Professional Role I: Professionalism and Patient Safety**3 s.h.**

Introduction to inherent nursing values, history, theories, and scope of professional nursing; concepts of safety, risk identification, and clinical decision making; information technologies that promote quality and safety. Requirements: admission to the College of Nursing.

NURS:3198 Distance Education: Independent Study**1-3 s.h.**

Supervised study designed for individual undergraduate students.

NURS:3199 Independent Study**1-3 s.h.**

Supervised study designed for individual undergraduate students.

NURS:3438 Nursing and Pharmacological Interventions II**5 s.h.**

Second of a two-part series focusing on complex biophysical concepts that inform nursing and pharmacological interventions, including fluids and electrolytes, shock, and perioperative care; focus on selected disorders and/or diseases, including neurological, immune, musculoskeletal, cardiovascular, respiratory, renal, and endocrine disorders. Prerequisites: NURS:3518 and NURS:3138 and NURS:3128 and NURS:3150 and NURS:3160. Corequisites: NURS:3450 and NURS:3460 and NURS:3620 and NURS:3625.

NURS:3451 Basic Clinical Concepts for Nursing**1 s.h.**

Caring for the adult patient with diverse disease processes through experiential learning; emphasis on complex physical and psychosocial assessment, clinical reasoning, team building, interprofessional education and communication, and application of the nursing process to provide safe and effective nursing care; second of a three-part laboratory and simulation series. Prerequisites: NURS:3128 and NURS:3138 and NURS:3151 and NURS:3160 and NURS:3518. Corequisites: NURS:3438 and NURS:3460 and NURS:3615 and NURS:3620 and NURS:3625.

NURS:3460 Professional Role II: Research**3 s.h.**

Introduction to concepts and process of research in nursing; primary focus on understanding research and its foundation for nursing practice. Requirements: basic statistics. Recommendations: upper-level statistics.

NURS:3518 Pathology**3 s.h.**

Introduction to abnormal functioning of cells, tissues, organs, and systems over the human lifespan; focus on hematological, immune, neurological, musculoskeletal, cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive system; alterations in metabolic processes and alterations in homeostatic mechanisms impacting the internal milieu; emphasis on critical thinking. Prerequisites: (CHEM:1080 and ACB:3110 and BIOL:1141 and MICR:3164 and CHEM:1070 and (HHP:1300 or HHP:3500)) or NURS:3734. Requirements: admission to the College of Nursing.

NURS:3595 Nonprofit Organizational Effectiveness I**3 s.h.**

Operational and financial aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as ENTR:3595, MGMT:3500, MUSM:3500, RELS:3700, SSW:3500.

NURS:3600 Nonprofit Organizational Effectiveness II**3 s.h.**

Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as MGMT:3600, RELS:3701, SSW:3600.

NURS:3615 Adult Medical/Surgical Nursing Practicum**3 s.h.**

In-depth clinical experience; application of basic and complex concepts of nursing care for adults of all ages in a variety of settings, focus on older adults; development and application of critical thinking skills necessary to understand disease process, associated signs and symptoms; emphasis on interventions and outcomes. Prerequisites: NURS:3150 and NURS:3128 and NURS:3138 and NURS:3160 and NURS:3518. Corequisites: NURS:3438 and NURS:3450 and NURS:3460 and NURS:3620 and NURS:3625.

NURS:3620 Gerontological Nursing 3 s.h.

Nurse's role in promoting, maintaining, and restoring the health of aging adults; internal and external influences on older adults, application of nursing science to the care of older adults in diverse settings. Prerequisites: NURS:3128 and NURS:3138 and NURS:3518 and NURS:3160 and NURS:3150. Corequisites: NURS:3438 and NURS:3450 and NURS:3460 and NURS:3625.

NURS:3625 Gerontological Nursing Practicum 2 s.h.

In-depth clinical experience designed to apply basic and complex concepts of nursing care for adults of all ages in a variety of settings; focus on older adults; development and application of critical thinking skills necessary to understand disease process and the associated signs and symptoms, interventions, and outcomes. Prerequisites: NURS:3160 and NURS:3150 and NURS:3138 and NURS:3128 and NURS:3518. Corequisites: NURS:3438 and NURS:3450 and NURS:3460 and NURS:3615 and NURS:3620.

NURS:3631 Nursing Care of Children and Families 2 s.h.

Promoting, maintaining, and restoring the health of parents, infants, children, and adolescents in childbearing families; examination of nursing care of newborns, well children, and children with acute and chronic illness within the context of family and community. Prerequisites: NURS:3438 and NURS:3451 and NURS:3460 and NURS:3615 and NURS:3620 and NURS:3625. Corequisites: NURS:3632 and NURS:3635 and NURS:3640 and NURS:3645 and NURS:3651 and NURS:3660.

NURS:3632 Nursing Care of Childbearing Families 2 s.h.

Promoting, maintaining, and restoring health for women of reproductive age, childbearing families, and newborns; examination of nursing care for family planning, preconception health, prenatal care, childbirth, newborn care, and maternal and neonatal complications within the context of family and community. Prerequisites: NURS:3438 and NURS:3451 and NURS:3460 and NURS:3615 and NURS:3620 and NURS:3625. Corequisites: NURS:3631 and NURS:3635 and NURS:3640 and NURS:3645 and NURS:3651 and NURS:3660.

NURS:3635 Parent Child Nursing Practicum 2 s.h.

Application of nursing knowledge to promote, maintain, and restore health; vulnerable populations of interest including persons with mental health disorders, infants, children, adolescents, their families; processes of childbearing and childrearing within context of families. Prerequisites: NURS:3450 and NURS:3625 and NURS:3620 and NURS:3438 and NURS:3615 and NURS:3460. Corequisites: NURS:3630 and NURS:3640 and NURS:3645 and NURS:3660. Requirements: successful completion of two semesters in B.S.N. curriculum.

NURS:3640 Psychiatric/Mental Health Nursing 3 s.h.

General principles and practices of psychiatric/mental health nursing; psychiatric disorders, populations at risk, continuity of care, and problems in daily living; unique needs of diverse populations. Prerequisites: NURS:3438 and NURS:3620 and NURS:3615 and NURS:3625 and NURS:3460 and NURS:3450. Corequisites: NURS:3630 and NURS:3645 and NURS:3660.

NURS:3645 Mental Health Nursing Practicum 2 s.h.

Application of nursing knowledge to promote, maintain, and restore health; vulnerable populations of interest including persons with mental health disorders, infants, children, adolescents, their families; processes of childbearing and childrearing within context of families. Prerequisites: NURS:3625 and NURS:3438 and NURS:3620 and NURS:3450 and NURS:3615 and NURS:3460. Corequisites: NURS:3630 and NURS:3635 and NURS:3640 and NURS:3660. Requirements: successful completion of two semesters in B.S.N. curriculum.

NURS:3650 Community and Public Health Nursing 3 s.h.

Role of nursing in the relationship between community conditions and public health; emphasis on principles of public health combined with nursing knowledge and skills to address health needs of individuals, families, communities, and populations. Prerequisites: (NURS:3660 and NURS:3640 and NURS:3635 and NURS:3645 and NURS:3630) or NURS:3460. Corequisites: NURS:3655. Requirements: for pre-licensure B.S.N. student—successful completion of NURS:3620, NURS:3625, NURS:3630, NURS:3640, and NURS:3645, and concurrent enrollment in NURS:4155 and NURS:4160; for post-licensure RN-B.S.N. student—successful completion of NURS:4160, 6 s.h. of required nursing elective courses, and completion of general education electives.

NURS:3651 Advanced Clinical Concepts for Nursing 1 s.h.

Advanced and specialty nursing skills; focus on pediatric and obstetric simulation as well as advanced, medical-surgical skills; opportunity for ongoing development of essential clinical skills including team communication, clinical reasoning, patient safety, evidence-based practice, incorporation of the nursing process, patient education, and nursing care across the lifespan; third of a three-part laboratory and simulation series. Prerequisites: NURS:3438 and NURS:3451 and NURS:3460 and NURS:3615 and NURS:3620 and NURS:3625. Corequisites: NURS:3631 and NURS:3632 and NURS:3635 and NURS:3640 and NURS:3645 and NURS:3660.

NURS:3655 Community and Public Health Nursing Practicum 2 s.h.

Learning opportunities to apply principles of public health with nursing knowledge and skills to address health promotion, disease and injury prevention, and nursing management of infectious disease and chronic health conditions; nursing activities focus on improvement of health outcomes at individual, family, community, and global levels within the context of population-focused practice. Prerequisites: (NURS:3645 and NURS:3635 and NURS:3640 and NURS:3630 and NURS:3660) or NURS:3460. Corequisites: NURS:3650. Requirements: for pre-licensure B.S.N. student—successful completion of NURS:3625 and NURS:3645, and concurrent enrollment in NURS:4155 and NURS:4160; for post-licensure RN-B.S.N. student—successful completion of NURS:3110 and NURS:3160 and NURS:3460 and NURS:3518 and NURS:3660 and NURS:3734 and NURS:4160, 6 s.h. of required nursing electives, completion of general education electives, RN licensure in state of practicum, and concurrent enrollment in NURS:3734, if not taken as a prerequisite.

NURS:3660 Professional Role III: Improving Health Systems 2-3 s.h.

Legal and regulatory processes that impact health care, how disparities influence health care, and evidence-based approaches for improving quality of care; strategies for working effectively in intra and interdisciplinary teams; integration of a culture of safety. Prerequisites: (NURS:3450 and NURS:3615 and NURS:3625 and NURS:3620 and NURS:3460 and NURS:3438) or (NURS:3160 and NURS:3460).

NURS:3712 Human Sexuality, Diversity, and Society**1-3 s.h.**

Introduction to human sexuality from a biopsychosocial, sex-positive perspective; sexuality as a normal and essential component of human existence and expression throughout the life span; influence of gender, class, religion, race, ethnicity, sexual orientation, ability status, age, and culture on sexuality interwoven and highlighted; diversity of perspectives and experiences shared through active participation and respectful dialogue. Same as SSW:3712.

NURS:3728 Quality Improvement and Patient Safety**2 s.h.**

Students work with faculty and staff involved in quality improvement and patient safety (QI/PS) at University of Iowa Hospitals & Clinics (UIHC); readings, didactic sessions, and hands-on activities to advance knowledge and practice of QI/PS in health care; activities include review of ongoing QI/PS projects at UIHC, application of QI/PS methodologies to project development and analysis, individual and team-based simulations, interdisciplinary collaboration and communication, participating in conferences related to QI/PS, and reflecting on these experiences with peers. Same as MED:8410.

NURS:3732 Global Health Nursing**3 s.h.**

Complexity of health and nursing in a global context; overview of biological, social, epigenetic, and environmental contributors to health and diseases in populations around the world and nursing's role in improving health; includes case studies of various global organizational and educational structures and systems relative to population health, selected infectious diseases, nutritional deficiencies, and health effects of environmental change. Same as GHS:3732.

NURS:3734 Introduction to Human Genetics**3 s.h.**

Introduction to organization of the human genome and basic principles of inheritance in humans; cells and development, chromosome structure and function, gene structure and function, genes in pedigrees and populations, implications of genetic variation on health.

NURS:3736 Legal Issues for Health Care Providers**3 s.h.**

Legal issues faced by health care providers, counselors, and social services providers; administrative and regulatory requirements, civil lawsuits, issues that affect students as providers, advocates, and individuals.

NURS:3737 Care of the Patient in Pain**3 s.h.**

Foundational and advanced content in the area of pain management across populations, the lifespan, and settings of care; content and learning focus on core competencies for pain management recommended of all health care professionals; emphasis on development of interdisciplinary team, including nurses, as an advocate for quality and safe pain management; content areas include type of pain, pain therapies, assessment and measurement, treatment, self-management, evaluation/monitoring, disparities, and bioethics; no clinical component. Requirements: upper-division standing. Recommendations: pharmacology and pathophysiology.

NURS:3739 Women and Their Bodies in Health and Illness**3 s.h.**

Basic facts about structure and functioning of female body; particular attention to adjustments the body makes during normal physiological events (menstruation, sexuality, reproduction, menopause) and during illness processes; women's mental and physical health issues in relation to women's lives and roles in society; relationship of women as consumers, practitioners, and activists to health system; achievements and limitations of women's health movements; anti-oppression, intersectionalities, and cross-cultural perspectives. Same as GWSS:3177.

NURS:3740 End-of-Life Care for Adults and Families**3 s.h.**

End-of-life issues in care of adults, older adults, and their families. Same as ASP:3740, MED:3740, PHAR:3740.

NURS:3741 Nurse Residency Role Transition Seminar**3 s.h.**

New graduate nurses entering practice are enrolled in transition-to-practice programs focused on integration of knowledge, skills, and professional behaviors necessary to provide safe, quality care; associate degree nurses evaluate how they achieved mastery of core knowledge and competencies and discuss Commission on Collegiate Nursing Education (CCNE) Entry-to-Practice Competencies; students examine transition-to-practice experience and document ways in which knowledge, skills, and attitudes are impacted and improved; engage in group discussion and reflective writing assignments to evaluate professional growth during transition-to-practice. Requirements: associate degree nurse graduate currently enrolled in or recent completion of a nurse residency program accredited by Commission on Collegiate Nursing Education (CCNE) or UI online nurse residency program (nurse residency program completed within two years or current enrollment with completion in a minimum of five months).

NURS:3742 Selected Topics in Nursing**1-2 s.h.**

In-depth study of topics in professional nursing practice and health care; workshop format.

NURS:3743 Perioperative Nursing**3 s.h.**

Patient assessments, nursing interventions, and patient responses for individuals undergoing surgical procedures; emphasis on phases of perioperative care including preoperative assessment, patient education, intraoperative care, and post-anesthesia care. Prerequisites: NURS:3615. Requirements: prerequisite course or RN licensure.

NURS:3744 Critical Care Nursing**3 s.h.**

Provides nursing students with the knowledge required to safely and competently care for critically ill or injured patients; builds upon foundational courses in medical/surgical acute care. Prerequisites: NURS:3615. Requirements: prerequisite course or RN licensure.

NURS:4096 Distance Education: Honors Independent Study**3 s.h.**

Building on honors seminar, students implement the project they designed in the seminar with guidance from the student's contracted honors faculty mentor; honors project is expected to apply current professional evidence and result in a rigorous scholarly product; the specific type of product is negotiated with honors faculty mentor; while a minimum of 90 hours is required for honors project, honors faculty mentor and student work together to determine the specific schedule commitments. Prerequisites: NURS:4098.

- NURS:4098 Honors Seminar** 1 s.h.
Crafting a meaningful honors project; structured steps for development of a project idea, measurable learning objectives, GANTT chart timeline, beginning literature review related to the independent study subject; identification/ completion of organizational requirements such as approval processes, access to electronic systems, and training.
- NURS:4099 Honors Independent Study** 3 s.h.
Building on honors seminar, students implement the project they designed in the seminar with guidance from the student's contracted honors faculty mentor; honors project is expected to apply current professional evidence and result in a rigorous scholarly product; specific type of product negotiated with honors faculty mentor; while a minimum of 90 hours is required for honors project, honors faculty mentor and student work together to determine specific schedule commitments. Prerequisites: NURS:4098.
- NURS:4155 Senior Nursing Internship** 5 s.h.
Immersion capstone experience to engage in practice under direct supervision of a professional registered nurse mentor; design, provide, coordinate, and evaluate care; work with teams to deliver evidence-based care; improve quality, patient safety, and outcomes. Prerequisites: NURS:3640 and NURS:3660 and NURS:3635 and NURS:3630 and NURS:3645. Corequisites: NURS:3650 and NURS:3655 and NURS:4160.
- NURS:4160 Professional Role IV: Leadership and Professional Engagement** 3,5 s.h.
Concepts of leadership, followership, management, informatics, and professional engagement; quality improvement strategies and skills; professional development, career trajectory, and role transitions. Prerequisites: (NURS:3660 and NURS:3645 and NURS:3635 and NURS:3630 and NURS:3640) or (NURS:3460 and NURS:3160 and NURS:3660). Corequisites: NURS:3660, if not taken as a prerequisite.
- NURS:4170 Baccalaureate Seminar** 1 s.h.
Examination of didactic and clinical learning experiences; documentation of changes in knowledge, skills, and attitudes to demonstrate achievement of relevant competencies; group discussion and reflective writing assignments to evaluate professional growth that has occurred during the B.S.N. program.
- NURS:5002 Leadership and Management Essentials** 3 s.h.
Roles and strategies for leading and managing others in health care environments to influence health care delivery and provide a healthy, innovative working environment; focus on selected leadership and organizational concepts essential to leaders in health care.
- NURS:5007 Applied Epidemiology** 3 s.h.
Introduction to basic principles and methods of epidemiology and demonstration of applicability in field of nursing and nursing research; topics include historical perspectives of epidemiology, epidemiological models of health and disease, measures of disease occurrence and association, disease screening, causal inference, study design and application of epidemiological approaches to clinical practice, program planning and evaluation.
- NURS:5009 Evaluating Evidence for Practice** 3 s.h.
Opportunity for clinicians to develop proficiency in use of research- and evidence-based practice; essentials of the research process, qualitative and quantitative research, components of evidence-based practice; acquisition of knowledge and skills necessary for research (knowledge) utilization initiatives and application of evidence-based practice principles in clinical settings; identification of appropriate research questions, synthesis of knowledge base for evidence-based practice, revision of clinical practice guidelines, and evaluation of research utilization and evidence-based practice initiatives.
- NURS:5010 Clinical Data Management and Evaluation** 3 s.h.
Clinical data management essential for evaluating evidence-based practice/performance improvement projects; a high caliber data management plan will provide key stakeholders with information necessary to make decisions and includes components of identified processes and outcomes linked to variables and data sources, adequate statistical power, data cleaning and manipulation techniques, statistical methods, and a meaningful presentation of variables that addresses the concerns and questions of key stakeholders; knowledge and skills necessary to develop and execute data management plan for final project. Prerequisites: NURS:5009. Requirements: master's or doctoral standing.
- NURS:5015 Health Systems, Finance, and Economics** 3 s.h.
Global, economic, organizational, legal, political, and technological contexts in advanced nursing practice; knowledge and skills necessary for understanding the evolution of health services organizations, financing of health care, and relationships among socioeconomic systems influencing health care and nursing practice; impact of macrosystems on distribution, acquisition, and use of financial and economic principles in delivery of health care services. Prerequisites: NURS:5002.
- NURS:5016 Health Care Infrastructure and Informatics** 3 s.h.
Health care infrastructure with a focus on the United States; role of information and technology in its development and implementation; role of data sets, information technology, and emerging technologies in supporting providers in managing patient care and population health of vulnerable groups. Prerequisites: NURS:5002 and NURS:5015.
- NURS:5017 Quality and Safety** 3 s.h.
Foundation for understanding concepts of safety and quality across health care settings; focus on providing a safe environment, elevating staff performance and clinical outcomes related to safety and quality, and methods for continuous improvement.
- NURS:5018 Clinical Education in the Care Environment** 3 s.h.
Preparation to assume role of educator with individuals, groups, and communities, including staff and students; teaching/learning process for providing client education; knowledge and skills needed to effectively fill role of preceptor/mentor.

NURS:5019 Role Development: Educator in a Practice Discipline **3 s.h.**

Becoming an educator in a practice discipline; unique knowledge, skills, approaches to didactic and clinical teaching; overview of curriculum development process that affects revision/development; faculty role in curriculum development and evaluation; knowledge and skills to create a learner-centered environment for professional students; key facilitation and evaluation strategies; application of concepts during field experience working directly with experienced faculty.

NURS:5020 Application of Educator Role Competencies **1-3 s.h.**

Individually designed activities to strengthen performance as an educator in a practice discipline; meet with experienced instructor to develop specific objectives and related activities to be completed during a 45-hour field experience. Prerequisites: NURS:5019.

NURS:5021 Physiology, Pathophysiology, and Pharmacology I for the Clinical Nurse Leader **3 s.h.**

Basic scientific concepts required for B.S.N. and clinical nursing experience; matches physiology and pathophysiology with pharmacological treatments as combined core elements; focus on regulation of cellular, organ, and system functions; regulation of internal milieu; functional interrelationships among body systems; cellular and body-wide defense mechanisms; synthesis of information related to pathophysiological phenomena; pharmacokinetic and pharmacodynamics principles essential for general practice; specific drug classes used in management of clinical conditions. Two semesters.

NURS:5022 Physiology, Pathophysiology, and Pharmacology II for the Clinical Nurse Leader **3 s.h.**

Basic scientific concepts required for B.S.N. and clinical nursing experience; matches physiology and pathophysiology with pharmacological treatments as combined core elements; focus on regulation of cellular, organ, and system functions; regulation of internal milieu; functional interrelationships among body systems; cellular and body-wide defense mechanisms; synthesis of information related to pathophysiological phenomena; pharmacokinetic and pharmacodynamics principles essential for general practice; specific drug classes used in management of clinical conditions. Two semesters. Prerequisites: NURS:5021.

NURS:5023 Pathophysiology for Advanced Clinical Practice **4 s.h.**

In-depth study of pathophysiologic processes across the lifespan; emphasis on dysregulation of cellular, organ, and system functions; clinical manifestations of common disease states; resultant physiological responses to internal milieu; interrelationships among body system; cellular and body-wide defense mechanisms; synthesis of evidence-based information from a variety of sources related to selected pathophysiological phenomena. Requirements: graduate-level physiology course.

NURS:5031 Health Promotion and Assessment for Advanced Clinical Practice **3-4 s.h.**

Emphasis on health promotion and advanced health assessment; didactic and clinical laboratory instruction allows students to develop and demonstrate mastery of advanced knowledge and skills in health assessment; content related to promotion of health and prevention of disease; focus on application of content with individuals within the student's respective population-based scope of practice. Requirements: admission to post-B.S.N. D.N.P. program.

NURS:5032 Mental Disorders in Advanced Practice **3 s.h.**

Foundation for advanced practice nurse to provide care for common mental health disorders; presentation of neurophysiological, genomic, environmental/social, and developmental theories to understand etiology and presentation of common mental health conditions; psychopharmacological and nonpharmacological principles and modalities for treatment of common mental health problems.

NURS:5033 Pharmacotherapeutics for Advanced Practice Nursing **3 s.h.**

Examination of pharmacotherapeutic principles essential for advanced clinical practice nursing and prescribing; specific drug classes frequently used in management of clinical conditions experienced by various patient populations; legal considerations related to prescriptive authority and prescribing patterns. Prerequisites: NURS:5023.

NURS:5035 Graduate Pharmacology Specialty **3 s.h.**

Principles of pharmacology learned in NURS:5033; principles and practices necessary for safe prescribing and medication management of a specialty population (e.g., pediatrics, geriatrics, acute care, mental health). Prerequisites: NURS:5033.

NURS:5036 Psychopharmacology for Advanced Clinical Practice **3 s.h.**

Scientific knowledge of psychopharmacology and its application to treatment of clients with psychiatric disorders across the lifespan; advanced concepts in neuroscience, neurobiology of mental disorders, pharmacokinetics and pharmacodynamics of psychotherapeutic medications in the management of targeted symptoms of psychiatric disorders in clients across the lifespan. Prerequisites: NURS:5023 and NURS:5033.

NURS:5037 Health Promotion and Assessment for Clinical Nurse Leaders **3-4 s.h.**

Emphasis on health promotion and advanced health assessment; didactic and clinical laboratory instruction allows students to develop and demonstrate mastery of advanced knowledge and skills in health assessment; content related to promotion of health and prevention of disease; focus on application of course content with individuals across the lifespan. Requirements: admission to M.S.N.-CNL program.

NURS:5038 Advanced Diagnostic and Therapeutic Procedures for Acute Care **1 s.h.**

Introduction to use of advanced diagnostic and therapeutic techniques commonly encountered in acute and critical care; students are provided opportunities to interpret and incorporate technologically derived data; discussion of practices to protect patients, such as informed consent, risk benefit analysis, infection control, and pain management; laboratory experiences allow students to practice techniques used to perform invasive procedures. Prerequisites: NURS:5023 and NURS:5031 and NURS:5033. Requirements: graduate-level physiology course.

NURS:5039 Advanced Diagnostic and Therapeutic Procedures for Primary Care 1 s.h.

Introduction to use of advanced diagnostic and therapeutic techniques commonly encountered in primary care; selected laboratory experiences designed to enhance familiarity with use of technologies and interpretation of technologically derived data; discussion of practices used to protect patients (e.g., informed consent, risk benefit analysis, infection control, pain management). Prerequisites: NURS:5023 and NURS:5031 and NURS:5033. Requirements: graduate-level physiology course.

NURS:5040 Genetics/Genomics for Advanced Nursing Practice 2 s.h.

Essential content for understanding the role genetics/genomics plays in health and disease; focus on the core competencies of American Nurses Association (ANA), which provides a framework for advanced nursing practice preparation to incorporate genetics/genomics knowledge for development of prevention, diagnosis, and treatment options in order to optimize health outcomes relevant to clinical role and specialty. Requirements: master's or doctoral standing.

NURS:5041 Psychotherapeutics for Advanced Practice Nursing Across the Lifespan 3 s.h.

Scientific knowledge of psychotherapies and its application to treatment of clients with psychiatric disorders across the lifespan; focus on advanced concepts of effective communication and utilizing evidenced-based psychotherapy theories in the management of targeted symptoms of psychiatric disorders in clients across the lifespan. Prerequisites: NURS:5036.

NURS:5401 The Care of the Frail Elderly 3 s.h.

Clinical management of the elderly; emphasis on economic considerations, principles of gerontological care, common syndromes, ethical issues; clinical application experience in a long-term care setting. Prerequisites: NURS:5035. Corequisites: NURS:6200 and NURS:6701. Same as ASP:5401.

NURS:5636 Clinical Nurse Leader Seminar 2-3 s.h.

Evolution of clinical nurse leader (CNL) role, eight core role functions, and the process of integration of CNL role into health care system. Requirements: admission to M.S.N.-CNL program.

NURS:5666 Leadership in the Microsystem 3 s.h.

Assessment of the microsystem of practice, clinical nurse leader role as leader embedded in a microsystem, and identification of opportunities to enhance care delivery in the microsystem.

NURS:5696 Clinical Nurse Leader Capstone Clinical Immersion 6 s.h.

Intensive immersion in role and practice expectations of the clinical nurse leader (CNL); experienced leaders within the microsystem, who are experts in the provision of clinical services at the point of care/services, serve as mentors. Requirements: enrollment in final semester of M.S.N.-CNL program.

NURS:5800 Independent Study arr.

Supervised study and/or clinical practice adjusted to needs of master's degree students.

NURS:5801 Master's Project 2-3 s.h.

Opportunity for in-depth analysis and synthesis of a chosen topic that contributes to some aspect of nursing practice.

NURS:5802 Master's Portfolio 0 s.h.

Opportunity for clear and cohesive synthesis of clinical or professional experiences and competencies, including those gained in graduate study, that portray students' clinical or professional strengths and career goals.

NURS:5803 Distance Education: Master's Independent Study arr.

Supervised study and/or clinical practice adjusted to needs of master's degree students.

NURS:5804 Distance Education: Master's Portfolio 0 s.h.

Clear and cohesive synthesis of clinical or professional experiences and competencies, including those gained in graduate study; students' clinical or professional strengths and career goals.

NURS:5806 Distance Education: Master's Project 2-3 s.h.

In-depth analysis and synthesis of a chosen topic that contributes to some aspect of nursing practice.

NURS:6000 Human Anatomy for Advanced Practice 3 s.h.

Integrated study of interrelationships between anatomic structure and physiological function in health and disease at various points in the lifespan; mechanisms governing and supporting cellular, organ, and system function; internal milieu; relationship of study to clinical assessment of functional integrity of individual organ systems utilizing pertinent objective and subjective data; implications of pathophysiology for anesthesia and implications of anesthesia for pathophysiology; foundation for clinical practicums and courses in nurse anesthesia. Requirements: completion of an undergraduate human anatomy and physiology course and admission to anesthesia nursing program. Same as ACB:6000.

NURS:6004 Scientific Principles for Anesthesia Practice 4 s.h.

Applicable chemical and physical properties of molecules important in anesthesia; technological principles and equipment used to safely deliver those molecules to patients and monitor patients during anesthesia; topics include basic chemical and physical calculations, properties of substances in solution, measurement, behavior of gases and other fluids, effects of heat transfer, and the specific chemistry of inhaled and intravenous anesthetics and adjuvant drugs. Corequisites: NURS:6006. Same as ANES:6004.

NURS:6006 Pharmacology of Anesthesia Practice 3 s.h.

Builds on content from foundational graduate pharmacology course; focus on safe prescribing, administration, and management of medications used to provide general, regional, or local anesthesia and analgesia for all patient populations across lifespan undergoing varied surgical, obstetrical, or other procedures in any health care setting. Prerequisites: PCOL:6204 with a minimum grade of B-. Requirements: enrollment in anesthesia nursing program. Same as ANES:6006.

NURS:6007 Basic Principles of Anesthesia Practice**5 s.h.**

Overview and integration of anesthetic agents and techniques; patient assessment, preoperative airway evaluation, anesthetic planning, principles of fluid management, and arterial blood gas interpretation; principles of general and regional anesthesia and techniques as they pertain to each surgical specialty; Occupational, Safety and Health Administration (OSHA), The Joint Commission (TJC), and institutional regulations and requirements pertinent to anesthesia practice. Prerequisites: NURS:6004 with a minimum grade of B- and NURS:6006 with a minimum grade of B-. Same as ANES:6007.

NURS:6010 Advanced Principles of Anesthesia Practice I**4 s.h.**

Special needs and intraoperative anesthetic management of complex patient populations and those with advanced pathologic states; anesthetic techniques for specific surgical subspecialties including pediatrics, obstetrics, neurosurgery, cardiac, vascular, thoracic, transplant, trauma, EENT, dental, and aesthetic or reconstructive procedures; pertinent pathophysiology and anesthetic monitoring and management techniques; clinical case conferences provide opportunities to discuss perianesthetic complications and challenges. Prerequisites: NURS:6007 with a minimum grade of B- or ANES:6007 with a minimum grade of B-. Same as ANES:6010.

NURS:6012 Advanced Principles of Anesthesia Practice II**1 s.h.**

Acute and chronic pain treatment modalities for all patients presenting for a variety of medical or surgical procedures across the lifespan. Prerequisites: NURS:6007 with a minimum grade of B- or ANES:6007 with a minimum grade of B-. Same as ANES:6012.

NURS:6050 Introductory Clinical Anesthesia**2 s.h.**

Initial mentorship in clinical anesthesia; development of basic clinical skills needed for a career as nurse anesthetist; application and integration of theoretical knowledge in clinical setting. Prerequisites: NURS:6004 and NURS:6006. Corequisites: NURS:6007. Same as ANES:6050.

NURS:6051 Clinical Anesthesia I**2 s.h.**

Mentored clinical anesthesia experience; advancement and enhancement of clinical skills in providing anesthesia for various surgical subspecialties including general, orthopedic, pediatric, geriatric, gynecologic, urologic, dental, EENT, ambulatory surgery, and invasive diagnostic procedures. Prerequisites: NURS:6050 or ANES:6050. Corequisites: NURS:6010. Same as ANES:6051.

NURS:6052 Clinical Anesthesia II**2 s.h.**

Additional mentored clinical anesthesia experience; advancement and enhancement of clinical skills in providing anesthesia for various surgical subspecialties including general, orthopedic, pediatric, geriatric, gynecologic, urologic, dental, EENT, ambulatory surgery, and invasive diagnostic procedures. Prerequisites: NURS:6051 or ANES:6051. Same as ANES:6052.

NURS:6053 Advanced Clinical Anesthesia**2 s.h.**

Mentored clinical anesthesia at selected sites; development of advanced clinical skills and critical thinking by providing anesthesia for all surgical specialties and invasive diagnostic procedures in all anesthetizing locations; providing anesthesia for all patients in all settings, including on call emergency surgeries. Prerequisites: NURS:6052. Same as ANES:6053.

NURS:6054 Obstetrical Anesthesia**2 s.h.**

Experience delivering analgesia and anesthesia for parturients during labor and delivery process. Prerequisites: NURS:6052. Same as ANES:6054.

NURS:6055 Rural Anesthesia**2 s.h.**

Opportunity to develop experience providing anesthesia and associated health care services at UI-affiliated clinical sites in rural settings. Prerequisites: NURS:6052. Same as ANES:6055.

NURS:6100 Primary Care: Infants, Children, and Adolescents I**3 s.h.**

Enhancement of clinical knowledge and skills for infant, child, adolescent care. Prerequisites: NURS:5035. Corequisites: NURS:6701.

NURS:6101 Primary Care: Infants, Children, and Adolescents II**3 s.h.**

Enhancement of clinical knowledge and skills for infant, child, adolescent care; development and refinement of knowledge and skills in primary health care delivery. Prerequisites: NURS:6100. Corequisites: NURS:6702. Same as PEDS:6101.

NURS:6104 Essentials of Pediatric Primary Care: Infants, Children, and Adolescents**3 s.h.**

Builds on prior graduate coursework to enhance foundational knowledge and skills in infant, child, and adolescent population; application of essential concepts of pediatric primary care to identify, diagnose, and manage health issues; emphasis on concepts (e.g., growth and development, anticipatory guidance, common pediatric health concerns) managed in ambulatory health care systems. Prerequisites: NURS:5031. Corequisites: NURS:5035.

NURS:6200 Primary Care: Adults and Older Individuals I**3 s.h.**

Pathophysiologic alterations and clinical management of associated health care problems in adults, the elderly. Prerequisites: NURS:5035. Corequisites: NURS:6701.

NURS:6201 Primary Care: Adults and Older Individuals II**3 s.h.**

Continuation of NURS:6200. Prerequisites: NURS:6200. Corequisites: NURS:6702.

NURS:6400 Pediatric Acute Care I**3 s.h.**

First of two courses exploring management of complex acute, critical, and chronically ill patients with urgent and emergent conditions; focus on alterations in pathophysiology, advanced assessment, diagnosis, and collaborative management of infants, children and adolescents with selected episodic/chronic health problems in acute/critical care. Prerequisites: NURS:5035. Corequisites: NURS:6701.

NURS:6401 Pediatric Acute Care II**3 s.h.**

Second of two courses exploring management of complex acute, critical, and chronically ill patients with urgent and emergent conditions; focus on alterations in pathophysiology, advanced assessment, diagnosis, and collaborative management of infants, children and adolescents with selected episodic/chronic health problems in acute/critical care. Prerequisites: NURS:6400. Corequisites: NURS:6702.

NURS:6410 Adult-Gerontology Acute Care I**3 s.h.**

First of two courses exploring management of complex acute, critical, and chronically ill patients with urgent and emergent conditions; focus on alterations in pathophysiology, advanced assessment, diagnosis, and collaborative management of adults and older adults with selected episodic/chronic health problems in acute/critical care. Prerequisites: NURS:5035. Corequisites: NURS:6701.

NURS:6411 Adult-Gerontology Acute Care II 3 s.h.

Second of two courses building on prior acute care content and focusing on critical, complex, and end of life care; emphasis on evidence-based strategies to stabilize patient's condition, assessment of risk for and prevention of complications, restoration and maintenance of optimal health and functioning, and/or provision of palliative care in context of patient's physical and psychosocial environment. Prerequisites: NURS:6410. Corequisites: NURS:6702.

NURS:6500 Psychiatric/Mental Health Nursing for Advanced Practice Didactic I 3 s.h.

Introduction to psychological principles and theories as they relate to mental health across the lifespan, intersections between physical and mental health, and role of advanced practice nurse in psychiatric/mental health care; examination of psychological theory within a life span developmental framework from infancy to older adult; introduction to role of cultural diversity in mental health; emphasis on assessment, diagnosis, and management of mental disorders that are common in adults. Prerequisites: NURS:5032 and NURS:5036. Corequisites: NURS:6701.

NURS:6501 Psychiatric/Mental Health Nursing for Advanced Practice Didactic II 3 s.h.

Builds on prior lifespan content with specific focus on selected populations, families, and groups; students further define and expand their practice of psychiatric/mental health nursing based on the integration of theory, standardized languages, and research; exploration of a variety of approaches and issues of service delivery; emphasis on methods and skills for completing a comprehensive mental health assessment and managing common psychiatric illness in childhood/adolescence and late life. Prerequisites: NURS:6500. Corequisites: NURS:6702.

NURS:6550 Executive Leadership and Management 3-4 s.h.

Leadership and management concepts and theories; application to roles unique to executive nurse leader in health care organizations in institutional and community settings; emphasis on executive leadership roles for facilitating, integrating, and coordinating complex structures, processes, and outcomes in health care systems.

NURS:6551 Financial Management 3-4 s.h.

Preparation for nurse leaders and practitioners to use techniques for financial analysis and decision making for patient care programs across the health care continuum; focus on efficient and effective management of resources for delivery of quality health care services.

NURS:6552 Managing Care in an Organizational Environment 3-4 s.h.

Manage operations of patient care services across health care continuum within the framework of an established health care organization; focus on efficient and effective management of the structure, governance, patient care delivery system of care, and outcomes of care.

NURS:6553 Seminar on Innovations 4 s.h.

Strategizing about taking meaningful action, disrupting stable processes, diffusing innovation, and sustaining change; emerging innovations in nursing and health care systems that impact the functions and responsibilities of nurse leaders.

NURS:6554 Seminar on Healthy Work Environments 3 s.h.

Application of leadership and management knowledge specific to creating and sustaining healthy work environments in health care; current and emerging issues focused on health care work environments.

NURS:6555 Care Coordination Across Professional and Organizational Boundaries 3-4 s.h.

Structures, processes, concepts, tools and experience that leads to effective coordination of patient care, case and population health management as well as information, management and financial systems supporting care coordination; knowledge and skills for understanding structures, processes, challenges, solutions and innovations in coordinating patient care across professional disciplines and organizational boundaries; impacts of care coordination issues on patient experience, care quality and costs; evaluate interventions for informed and effective care processes in field experience.

NURS:6556 Marketing and Communications for Health Care Leaders 3 s.h.

Preparation to strategically plan, establish, and manage a customer-centric marketing strategy; focus on marketing frameworks and theories, and development of a strategic marketing approach with appropriate leadership strategy and positioning to ensure customer value; health care leaders' role in the marketing mix, mobilization of partners, crisis management, and crisis communication planning and response skills.

NURS:6557 Clinical Practice Management and Leadership for Advanced Practice Providers 3-4 s.h.

Overview of key aspects for health care provider leadership in clinical practice management and health care enterprise; advanced practice providers are expected to deliver health care services, lead to deliver value, achieve maximum reimbursement, and meet the Institute for Healthcare Improvement's quadruple aims; focus on value management, revenue cycle management, professional leadership, provider leadership, and clinical practice management; students read, discuss, explore, critique, and practice skills related to course topics.

NURS:6701 Advanced Practice Clinical Practicum I 3-4 s.h.

Application of advanced physical assessment, pathophysiology, and diagnostic reasoning in a clinical setting appropriate to a specific population. Prerequisites: NURS:5035 or NURS:5036. Corequisites: NURS:6100 or NURS:6400 or NURS:6410 or NURS:6500 or (NURS:5401 and NURS:6200) or (NURS:6100 and NURS:6200).

NURS:6702 Advanced Practice Clinical Practicum II 3-4 s.h.

Continuation of NURS:6701; emphasis on diagnostic reasoning and formulation of treatment plans. Prerequisites: NURS:6701. Corequisites: NURS:6101 or NURS:6201 or NURS:6401 or NURS:6411 or NURS:6501 or (NURS:6101 and NURS:6201).

NURS:6703 Advanced Practice Clinical Practicum III 3-4 s.h.

Synthesis of role expectations for advanced practice with focus on clinical competencies appropriate to the specialization. Prerequisites: NURS:6702.

NURS:6704 Practicum in Executive Leadership and Management 4 s.h.

Immersion experience in application of principles and methods of leadership, management, and evaluation to facilitate health care operations in various settings; student collaboration with a preceptor for mentored in-depth immersion in systems practice.

NURS:6802 Health Policy, Law, and Advocacy 3 s.h.

Issues that shape health care economics and policy development; framework for understanding work of legislators and other policy makers; emphasis on state and national level; health issues in developing countries; health care system, its economics, financing, role of government, not-for-profit entities, and nongovernmental organizations.

NURS:6808 Population Health for Advanced Practice 3 s.h.

Coordination and integration of care delivery for population health and clinical effectiveness across the continuum of care; management of optimized outcomes; emphasis on informatics infrastructure and translation of evidence-based practice to managing care provision and achieving desired outcomes as a result of care provision.

NURS:6809 Advanced Practice Role I: Introduction 2-3 s.h.

Introduction to competencies necessary for advanced nursing practice at the doctoral level; introduction to topics related to knowledge, skills, and abilities that enable doctorate of nursing practice graduates to function as leaders in a health care and nursing practice; topics may include advanced nursing practice role development, communication, collaboration, leadership, ethics, finance, organizational structure, and scope of practice and regulatory issues; first in a two-course sequence. Requirements: doctoral standing.

NURS:6810 Advanced Practice Role II: Integration 2-3 s.h.

Focus on transition to leadership roles that nurses prepared with a Doctor of Nursing Practice degree are expected to fill in practice; students are called upon to demonstrate synthesis of content from previous D.N.P. program courses; discussion of topics pertinent to advanced roles in nursing practice including challenges and opportunities, leadership in health systems and the profession, interprofessional communication and collaboration, conflict management, dissemination of evidence and expertise to improve health care, advocacy and ethical decision making. Prerequisites: NURS:6809.

NURS:6811 Social Determinants of Health and Health System Inequities 3 s.h.

Social determinants of health outcomes and inequities; social and economic forces that shape them using various perspectives and lenses; conceptualization and measurement of variables representing risk and inequities that serve as the organizing framework for course discussions, including individual and social factors; critical analysis of research studies for social bias.

NURS:6826 Doctor of Nursing Practice Project I 2 s.h.

Identification and analysis of a practice, system, or policy problem related to advanced nursing practice; development of an evidence-based proposal to improve outcomes for a group, population, or community; project will reflect student's independent scholarship and includes 370 minimum cumulative hours in the Doctor of Nursing Practice project series; first in a four-course sequence. Requirements: doctoral standing.

NURS:6827 Doctor of Nursing Practice Project II 1-2 s.h.

Students obtain project site approvals, complete human subjects review, begin implementation once approved, and prepare for project evaluation; project will reflect student's independent scholarship; Doctor of Nursing Practice project series; second in a four-course sequence. Prerequisites: NURS:6826. Requirements: doctoral standing.

NURS:6828 Doctor of Nursing Practice Project III 1-2 s.h.

Students continue implementation, begin to evaluate outcomes of their chosen project, and prepare a rough draft of documents for defense of the project; project will reflect the student's independent scholarship; Doctor of Nursing Practice project series; third in a four-course sequence. Prerequisites: NURS:6827. Requirements: doctoral standing.

NURS:6829 Doctor of Nursing Practice Project IV 1-2 s.h.

Students finish evaluation; prepare and defend their project to faculty, peers, and the community; and give a final report to the project site; project will reflect student's independent scholarship; Doctor of Nursing Practice project series; fourth in a four-course sequence. Prerequisites: NURS:6828. Requirements: doctoral standing.

NURS:6900 Computational Intelligence 3 s.h.

Concepts, models, algorithms, and tools for development of intelligent systems; data mining, expert systems, neural networks for engineering, medical and systems applications. Prerequisites: ISE:3700. Same as ISE:6350.

NURS:7000 Philosophy and Sociology of Nursing Science 3 s.h.

Introduction to philosophical, historical, and sociological underpinnings of contemporary science and traces history of nursing as scientific and applied discipline; exploration of the nature of knowledge, different ways of knowing, history of science, various philosophical approaches, goals of knowledge generation; analysis of sociology of science to identify the norms, cultural and political influences, differences among scientific disciplines; emphasis on interdisciplinary science; identification of concepts and conceptual definitions, especially as these differ across disciplines. Requirements: Ph.D. standing.

NURS:7001 Qualitative Research 4 s.h.

Provides a foundation in the design of qualitative and mixed methods research and analysis of qualitative and mixed methods data; emphasis on interactions among research purpose, question, aims, and interaction of that triad with sampling, setting, data collection, and analysis; using interpretive description as an exemplar, students design and conduct a small qualitative study relevant to their own interests; College of Nursing faculty present overviews of methods in which they have expertise, such as feminist research, ethnography, and narrative. Prerequisites: NURS:7000 and NURS:7002 and NURS:7006. Requirements: Ph.D. standing.

NURS:7002 Designing Research 3 s.h.

Introduction to designing research studies; identifying a problem and determining overall goal of the study; research goal subsequently leading to purpose, specific aims, and choice of a specific design; focus on issues related to maintaining continuity throughout the design of a study. Prerequisites: NURS:7000 and NURS:7006. Requirements: Ph.D. standing.

NURS:7003 Quantitative Research 4 s.h.

Refinement of student's understanding of the application of scientific logic; discussion of various quantitative methods; sampling theory and approaches to sample selection, recruitment, and methods to avoid bias; issues related to study validity, intervention development and evaluation, instrument selection, management of large data sets, and maintenance of data integrity; lab is designed as a workshop using guided exercises, peer sharing, and collaborative work groups to provide experiences integrated with content covered in didactic section of the course. Prerequisites: NURS:7002 and NURS:7006.

NURS:7006 Theory and Model Development 3 s.h.

Critical role of theories in science and the importance of continuous refinement of theory throughout a program of research; focus on theory construction and model building; examination of relationships linking concepts; analysis of structure, scope, and forms of theories/models; construction of micro- or mid-range theories/models using positivistic and inductive approaches; emphasis on critical analysis of literature. Prerequisites: NURS:7000. Requirements: Ph.D. standing.

NURS:7310 Measurement in Health Research 3 s.h.

How to develop and employ measures that are operationalized within the context of theories and conceptual models; sound measurement principles and practices, as well as adequate testing for reliability and validity using appropriate methods and procedures. Prerequisites: NURS:7006.

NURS:7404 Biological Markers in Health Research 3 s.h.

Use of biomarkers as surrogate clinical endpoints, measure of behavior, and measures of exposures; judicious integration of biomarkers into an overall program of health research in light of pertinent considerations, including validity and reliability, feasibility and cost. Prerequisites: NURS:6811 and NURS:7002 and NURS:7003.

NURS:7509 Research Residency 1-3 s.h.

Participation in a research project based on an individualized plan of study, under guidance of an experienced researcher; students register with the respective faculty member for a residency that takes place at the University of Iowa, or register with their advisor for a residency that takes place outside the University of Iowa. Requirements: admission to the Ph.D. in nursing.

NURS:7800 Independent Study arr.

Supervised study adjusted to needs of doctoral degree students. Requirements: doctoral enrollment.

NURS:7801 Seminar: Research Scholarship Role Development 3 s.h.

Preparation for successful completion of doctoral coursework, comprehensive examination, and dissertation; faculty-guided structure provides opportunities for students to assimilate knowledge and behavior of a scholar and activities that facilitate and optimize socialization and success as nurse scientists and academic faculty. Requirements: Ph.D. standing.

NURS:7803 Research Practicum I 2 s.h.

First of two practicums that serve as a system of apprenticeship by which students are mentored through selected aspects of scientific processes, methodologies, analysis, and dissemination of results; projects relevant to student's area of study. Requirements: Ph.D. standing.

NURS:7804 Research Practicum II 2 s.h.

Second of two practicums that serve as a system of apprenticeship by which students are mentored through selected aspects of scientific processes, methodologies, analysis, and dissemination of results; project relevant to student's area of study. Requirements: Ph.D. standing.

NURS:7805 Dissertation Research arr.

Bachelor of Science in Nursing, B.S.N.

The College of Nursing offers two paths to the Bachelor of Science in Nursing (B.S.N.): a prelicensure program for students who do not hold a nursing license (see the Bachelor of Science in Nursing [p. 1820] in this section of the Catalog) and a program for registered nurses (see RN-B.S.N. for Registered Nurses [p. 1822] in this section of the Catalog).

The B.S.N. programs prepare students for careers caring for patients in hospitals and in community agencies such as public health services, schools, homes, and industries. They also provide a base for graduate study in nursing.

In addition to combining general education with specialized career preparation, the University of Iowa programs in nursing offer the advantages of full participation in the social, cultural, and recreational activities of a highly diverse campus community. A university education enables students to prepare for a career as well as a life of thought and action informed by knowledge, introspection, and contemplation.

The B.S.N. programs provide a basis for nurses' roles in wellness and health promotion, in acute care, and in long-term care for chronic illness. The professional nurse may provide care to individuals, families, groups, and communities along a continuum of health, illness, and disability in any sector of the health care system.

In addition to providing care, the nurse serves as a coordinator of health care by organizing and facilitating the delivery of comprehensive, efficient, and appropriate service to individuals, families, groups, and communities. The nurse demonstrates the ability to conceptualize the total continuing health needs of the patient, including legal and ethical aspects of care. The University of Iowa programs' goal is to produce graduates who are competent, committed, creative, and compassionate.

Expenses and Insurance

Students pay University of Iowa student fees throughout the B.S.N. program. They must purchase uniforms, shoes, a stethoscope, and a watch with a full-sweep second hand, and they must pay the cost of computer testing, supplies, and materials for required nursing courses. All nursing students arrange and pay for their own health screening requirements, health insurance, and transportation once they are enrolled in clinical nursing courses. They also pay fees that cover the cost of criminal background checks, laboratory equipment, professional liability insurance, and simulation.

Mandatory Health Insurance

Upon admission to the College of Nursing and each August afterward, all students must provide verification that they have obtained and currently hold health insurance that satisfies the following minimal standards of coverage (or an equivalent alternative health care plan):

\$250,000 lifetime benefit;

coverage for hospitalization, including coverage for room and board, physician visits, surgeon services, X-ray, and lab services;

inpatient deductible under an individual policy not exceeding \$500 per admission and a 20 percent copayment/coinsurance requirement; and

coverage for medically necessary care, including physician services, X-ray, and lab services for treatment of emergencies, illness, accident, and injury.

Professional Liability Insurance

All students in the College of Nursing are required to carry professional liability insurance throughout the duration of their program. Agencies that provide clinical practicums for College of Nursing programs require that students have insurance coverage. The College of Nursing provides students with information about the liability insurance requirement during orientation.

B.S.N. prelicensure students and RN-B.S.N. students are covered by a group policy supported by student fees.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing prelicensure program of study requires 128 s.h., including 64 s.h. in the nursing major and 64 s.h. in supporting coursework that is prerequisite to the nursing major. The program is intended for students beginning their education in nursing. A B.S.N. program for registered nurses is described under RN-B.S.N. for Registered Nurses [p. 1822] in this section of the Catalog.

B.S.N. students may complete their entire program at Iowa, enrolling in the College of Liberal Arts and Sciences to complete courses that are prerequisite to the nursing major, or they may transfer from an institution that offers comparable prerequisite courses that are approved by the University of Iowa and the College of Nursing. They must earn competitive admission to the College of Nursing once they have completed the prerequisite coursework. Highly qualified applicants may be admitted to the College of Nursing directly from high school under the B.S.N. early admission program; see Admission [p. 1822] in this section of the Catalog.

Students who are part of the B.S.N. early admission program spend their first four semesters (two years) on prerequisite coursework and complete the requirements for the nursing major during the next four semesters (their third and fourth years), earning the B.S.N. in a total of four academic years. Students who earn competitive admission to the College of Nursing have five semesters to complete prerequisite coursework. They begin work for the nursing major in spring of their third year and complete the major in four semesters, earning the B.S.N.

University of Iowa students who have declared an interest in the prelicensure nursing program are advised at the University's Academic Advising Center until they are admitted to the College of Nursing. After admission to the college, each student is assigned a professional advisor in the college's Office of Student Services.

Nursing courses are based on concepts of health, deviations from health, and nursing intervention. Coursework progresses in complexity across the curriculum. The curriculum reflects the current trend in health care delivery toward emphasis on nursing as a service provided both inside and outside hospitals. Students have access to clinical experiences selected from a multitude of agencies in Iowa and around the country.

The following coursework is required for B.S.N. students.

Code	Title	Hours
Prerequisite Courses		
	General Education Prerequisites	13

Natural Science Prerequisites	23
Social Science Prerequisites	9-10
Other Prerequisites	19
Courses Required for the Major	64
Total Hours	128-129

The B.S.N. prelicensure program requires the following coursework. Students must complete the prerequisite coursework before beginning work required for the major in nursing.

Prerequisite Courses

Early admission students complete all of the following prerequisites during their first and second years of enrollment at the University of Iowa. Competitive admission students must complete all of the following prerequisites, with the exception of two natural science courses and two social science courses, before they may apply for admission to the College of Nursing.

Code	Title	Hours
General Education Prerequisites		
All of these:		
RHET:1030	Rhetoric	4
	International and Global Issues course	3
	Literary, Visual, and Performing Arts course	3
	Values and Culture or Diversity and Inclusion course	3
Natural Science Prerequisites		
All of these:		
ACB:3110	Principles of Human Anatomy	3
BIOL:1141	Introductory Animal Biology	4
CHEM:1070	General Chemistry I	3
CHEM:1080	General Chemistry II	3
HHP:1300	Fundamentals of Human Physiology	3
HHP:2310	Nutrition and Health	3
MICR:3164	Microbiology and Human Health	4
Social Science Prerequisites		
Both of these:		
NURS:1030	Human Development and Behavior	3
PSY:1001	Elementary Psychology	3
And one of these:		
SOC:1010	Introduction to Sociology	3-4
SOC:1030	Contemporary Social Problems	3-4
Other Prerequisites		
All of these:		
NURS:3110	Healthcare Finance	3
MATH:1440	Mathematics for the Biological Sciences	4
Electives		12

Courses Required for the Major

Early admission and competitive admission students complete the following courses for the major in nursing.

Code	Title	Hours
All of these:		
NURS:3128	Health Assessment and Communication Across the Lifespan	3
NURS:3138	Nursing and Pharmacological Interventions I	5
NURS:3151	Introduction to Clinical Concepts for Nursing	2
NURS:3160	Professional Role I: Professionalism and Patient Safety	3
NURS:3438	Nursing and Pharmacological Interventions II	5
NURS:3451	Basic Clinical Concepts for Nursing	1
NURS:3460	Professional Role II: Research	3
NURS:3518	Pathology	3
NURS:3615	Adult Medical/Surgical Nursing Practicum	3
NURS:3620	Gerontological Nursing	3
NURS:3625	Gerontological Nursing Practicum	2
NURS:3631	Nursing Care of Children and Families	2
NURS:3632	Nursing Care of Childbearing Families	2
NURS:3635	Parent Child Nursing Practicum	2
NURS:3640	Psychiatric/Mental Health Nursing	3
NURS:3645	Mental Health Nursing Practicum	2
NURS:3650	Community and Public Health Nursing	3
NURS:3651	Advanced Clinical Concepts for Nursing	1
NURS:3655	Community and Public Health Nursing Practicum	2
NURS:3660	Professional Role III: Improving Health Systems	3
NURS:4155	Senior Nursing Internship	5
NURS:4160	Professional Role IV: Leadership and Professional Engagement	3
Electives		3
Total Hours		64

See B.S.N. Plans of Study on the College of Nursing website for semester-by-semester study plans for early admission and competitive admission students.

Honors in Nursing

The College of Nursing Honors Program provides seminars and independent study experience for qualified students. In order to pursue honors studies in nursing, students must maintain a University of Iowa g.p.a. and a nursing major g.p.a. of at least 3.50.

The honors program in nursing enables students to explore subject matter based on individual interests, needs, and goals. It provides opportunities for self-initiative, research experience, scholarly writing, intellectual and personal development, and challenges students to grow and excel. Students who fulfill the requirements of the program graduate with honors in nursing.

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

RN-B.S.N. for Registered Nurses

The RN-B.S.N. program of study requires 32 s.h. of credit. RN-B.S.N. students must hold a valid Iowa nursing license (RN) and an Associate Degree in Nursing or Diploma in Nursing.

The program is designed to offer registered nurses the opportunity to build on their nursing knowledge and experience by earning a Bachelor of Science in Nursing. RN-B.S.N. students take courses that focus on professionalism and patient safety, research, improvement of health systems, leadership, professional engagement, and community and public health.

Students may transfer coursework completed at other colleges and universities to satisfy the prerequisites, general education requirements, electives, and the world language requirement for admission to the College of Nursing (see "Admission to the RN-B.S.N. Program" under Admission [p. 1822] in this section of the Catalog). Once a student is admitted to the RN-B.S.N. program, the student has the option of completing the required 32 s.h. in three semesters or in five semesters.

The RN-B.S.N. program is delivered online, with limited face-to-face meetings for the community health practicum experience and leadership project. Students must complete a practicum experience in Iowa and may be required to drive up to 100 miles to a regional practicum setting.

The College of Nursing participates as a receiving institution in the Iowa Statewide Articulation Plan for Nursing Education: RN to Baccalaureate.

The RN-B.S.N. program requires the following College of Nursing coursework.

Courses Required for the Major

Code	Title	Hours
NURS:3110	Healthcare Finance	3
NURS:3160	Professional Role I: Professionalism and Patient Safety	3
NURS:3460	Professional Role II: Research	3
NURS:3518	Pathology	3
NURS:3650	Community and Public Health Nursing	3
NURS:3655	Community and Public Health Nursing Practicum	2
NURS:3660	Professional Role III: Improving Health Systems	3
NURS:3734	Introduction to Human Genetics	3

NURS:4160	Professional Role IV: Leadership and Professional Engagement	5
NURS:4170	Baccalaureate Seminar	1
Nursing electives		3
Total Hours		32

See RN-B.S.N. Plans of Study on the College of Nursing website for semester-by-semester views of required coursework for full-time (three semesters) and part-time (five semesters) study.

Honors in Nursing

The College of Nursing Honors Program provides seminars and independent study experience for qualified students. In order to pursue honors studies in nursing, students must maintain a University of Iowa g.p.a. and a nursing major g.p.a. of at least 3.50.

The honors program in nursing enables students to explore subject matter based on individual interests, needs, and goals. It provides opportunities for self-initiative, research experience, scholarly writing, intellectual and personal development, and challenges students to grow and excel. Students who fulfill the requirements of the program graduate with honors in nursing.

Combined Programs

RN-B.S.N./D.N.P. (Adult Gerontology Primary Care Nurse Practitioner or Health Systems or Pediatric Nurse Practitioner—Primary Care Subprograms)

RN-Bachelor of Nursing students who are interested in earning a Doctor of Nursing Practice degree with an adult gerontology primary care nurse practitioner, health systems, or pediatric nurse practitioner—primary care subprogram may apply to the combined RN-B.S.N./D.N.P. program offered by the College of Nursing. For information about the D.N.P. degree, see the Doctor of Nursing Practice, D.N.P. [p. 1828] in the Catalog.

Admission

Students entering the University who are not licensed registered nurses (RN) apply to the B.S.N. prelicensure program. Registered nurses apply to the RN-B.S.N. program.

All entering first-year and undergraduate transfer students who have earned fewer than 24 s.h. when they apply for admission to the University of Iowa must complete the American College Test (ACT) or the Scholastic Aptitude Test (SAT). For information about the American College Test, visit the ACT website; for information about the Scholastic Aptitude Test, visit the College Board website.

Applicants to the B.S.N. and RN-B.S.N. programs whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). Registered nurses educated outside the United States are required to present verification of having passed the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination and specified Excelsior baccalaureate nursing examinations.

Applicants admitted to the College of Nursing are expected to be able to meet the curriculum's performance standards; see "Technical Standards" below.

A criminal background check is conducted for all prelicensure and undergraduate students before they begin the nursing major. Admission to all programs is conditional pending successful review of criminal background and abuse registry.

Admission to the B.S.N. Prelicensure Program

All applicants to the B.S.N. prelicensure program (early admission applicants and competitive admission applicants) must have satisfied the following minimum high school course requirements.

English: four years

Mathematics: three years, including algebra I, algebra II, and geometry

Science: one year of biology, one year of chemistry, and one year of physics

Social science: three years

World languages: four years (fourth-level proficiency) of the same world language; or two years (second-level proficiency) in two different world languages; or two years of the same world language plus one 3 s.h. course from the GE CLAS Core [p. 20] International and Global Issues, Values and Culture, or Diversity and Inclusion.

B.S.N. Early Admission Program: Early Decision Admission/Direct Admission

A select group of highly qualified students are admitted to the College of Nursing directly from high school through the B.S.N. Early Admission Program (EAP). To be considered for the EAP, students must meet the following requirements:

- an ACT composite score of at least 28 or SAT combined score of at least 1300,

- a g.p.a. of at least 3.80, and

- completion of all the minimum high school course requirements listed under "Admission to the B.S.N. Prelicensure Program" above.

Students who lack one of the requirements can submit an application for the early admission program. High school requirements must be satisfied prior to enrollment at the University of Iowa.

Students admitted through the Early Admission Program must maintain a cumulative g.p.a. of at least 3.00 and have clean criminal and student life records during their first four semesters in the program. Students who fail to meet these requirements may be subject to probation or dismissal from the EAP.

B.S.N. Competitive Admission

In order to apply for competitive admission to the College of Nursing, students must:

- have a cumulative g.p.a. of at least 3.00;

- have a minimum of 48 s.h. of college credit;

- have completed the minimum high school course requirements listed under "Admission to the B.S.N.

Prelicensure Program" above, with any deficiencies satisfied through college coursework;

- have completed all B.S.N. prerequisite coursework listed under the Bachelor of Science in Nursing [p. 1820] (a maximum of two natural science prerequisites and two social science prerequisites may be in progress or planned at the time of application); and

- must have a grade of C (2.00) or higher on all prerequisite coursework.

In order to enter the College of Nursing, successful competitive admission applicants must:

- maintain a cumulative g.p.a. of at least 3.00;

- have a minimum of 64 s.h. of college credit; and

- have completed any remaining prerequisite coursework listed under the Bachelor of Science in Nursing [p. 1820], including any remaining natural science and/or social science prerequisites.

Successful competitive admission students must complete any remaining natural science prerequisite no more than 10 years before they enter the College of Nursing and enroll in coursework for the nursing major.

Admission to the RN-B.S.N. Program

Applicants to the RN-B.S.N. program must hold an RN license and an Associate Degree in Nursing or Diploma in Nursing. They must have a cumulative g.p.a. of at least 3.00. Admission is highly competitive, with emphasis on the natural sciences (anatomy, biology, chemistry, microbiology, physiology), writing (composition I and II), and mathematics (statistics).

Applicants must be enrolled in or have completed prerequisite coursework at the time of application to the RN-B.S.N. program and additional elective coursework before entering the program. They may complete these requirements at a community college.

World language is not an admission requirement.

Technical Standards

Applicants to the College of Nursing are expected to be capable of completing the entire nursing curriculum and of earning a B.S.N. degree. Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. The college's technical standards provide an objective measure on which to base informed decisions about whether individual students will be able to participate in the nursing program. Technical standards also help students determine whether they will need accommodations or modifications in order to participate.

The technical standards are provided to all students before matriculation and are available online in the Bachelor of Science in Nursing Handbook; see Section VIII: Clinical Course and Health Science Student Requirements. Students with disabilities who believe that they may need assistance in meeting the core performance standards should contact Student Disability Services.

Selection

The college's admission committee recommends to the dean the applicants who appear to be best qualified. Fulfillment of minimum admission requirements does not guarantee

admission to the College of Nursing. The committee may require personal interviews. A physical examination report and specific health screening requirements must be on file at University of Iowa Student Health 10 days before the class opens for the first clinical nursing course.

Application Deadlines

B.S.N. prelicensure early admission: January 1 for fall entry

B.S.N. prelicensure competitive admission: April 1 for spring entry

RN-B.S.N. program: March 1 for fall entry; September 1 for spring entry

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Nursing, B.S.N.

Early Admission

Course	Title	Hours
Academic Career		
Any Semester		
Meeting the minimum requirements for admission does not guarantee admission. Early Admission is available only for high school students who meet the published criteria. All other students pursue Competitive Admission. ^a		
All courses (except electives) must be completed with a grade of C or higher. ^b		
	Hours	0

First Year

Fall

RHET:1030	Rhetoric	4
CHEM:1070	General Chemistry I	3
PSY:1001	Elementary Psychology	3
MATH:1440	Mathematics for the Biological Sciences ^c	4
NURS:1020	First-Year Seminar	1
CSI:1600	Success at Iowa	2

Hours 17

Spring

CHEM:1080	General Chemistry II	3
BIOL:1141	Introductory Animal Biology	4
NURS:1030	Human Development and Behavior ^d	3
SOC:1030 or SOC:1010	Contemporary Social Problems or Introduction to Sociology	3
GE: Values and Culture or Diversity and Inclusion ^{e, f}		3
Elective course		1
3.0 minimum cumulative GPA required		
	Hours	17

Second Year

Fall

ACB:3110	Principles of Human Anatomy	3
HHP:2310	Nutrition and Health	3

GE: International and Global Issues ^f		3
GE: Literary, Visual, and Performing Arts ^f		3
Elective course		3
Elective course		1
3.0 minimum cumulative GPA required		
	Hours	16

Spring

NURS:3110	Healthcare Finance ^{d, g}	3
MICR:3164	Microbiology and Human Health ^{d, h}	4
HHP:1300	Fundamentals of Human Physiology	3
Elective: (preferred upper level statistics) ⁱ		3
Elective course		3
Elective course		1
3.0 minimum cumulative GPA required		
Minimum 64 s.h. credit earned toward degree at end of second year (preferred 67 s.h. earned) within minimum 3.0 cumulative GPA.		
	Hours	17

Third Year

Fall

NURS:3138	Nursing and Pharmacological Interventions I	5
NURS:3128	Health Assessment and Communication Across the Lifespan	3
NURS:3518	Pathology ^g	3
NURS:3160	Professional Role I: Professionalism and Patient Safety ^g	3
NURS:3151	Introduction to Clinical Concepts for Nursing	2

Hours 16

Spring

NURS:3438	Nursing and Pharmacological Interventions II	5
NURS:3615	Adult Medical/Surgical Nursing Practicum	3
NURS:3620	Gerontological Nursing	3
NURS:3625	Gerontological Nursing Practicum	2
NURS:3460	Professional Role II: Research ^g	3
NURS:3451	Basic Clinical Concepts for Nursing	1

Hours 17

Fourth Year

Fall

NURS:3631	Nursing Care of Children and Families	2
NURS:3632	Nursing Care of Childbearing Families	2
NURS:3651	Advanced Clinical Concepts for Nursing	1
NURS:3635	Parent Child Nursing Practicum	2
NURS:3640	Psychiatric/Mental Health Nursing	3
NURS:3645	Mental Health Nursing Practicum	2
NURS:3660	Professional Role III: Improving Health Systems ^g	3

Hours 15

Spring

NURS:3650	Community and Public Health Nursing ^g	3
NURS:3655	Community and Public Health Nursing Practicum ^g	2
NURS:4155	Senior Nursing Internship	5
NURS:4160	Professional Role IV: Leadership and Professional Engagement ^g	3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)^j

Exam: NCLEX (upon completion of the program students are eligible to sit for this board exam)

Hours	13
Total Hours	128

- a For further details and application instructions, see the College of Nursing website.
- b A grade of C or higher is required. A grade of C-minus is not considered a passing grade for the College of Nursing.
- c Enrollment in math courses requires completion of a placement exam.
- d Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- e Choose either a course that fulfills the Diversity and Inclusion GE or a course that fulfills the Values and Culture GE.
- f GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Register for on-campus section.
- h Alternative is MICR:3190 offered in summer.
- i Recommended. If considering graduate studies please contact your desired school to learn about the statistics requirements.
- j Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Financial Support

In addition to general assistance available to University students, there are assistance programs specifically for nursing students. Information about financial aid is available from the University's Office of Student Financial Aid.

Career Advancement

The University of Iowa's B.S.N. program provides broad preparation in clinical, scientific, community health, and patient education skills, and promises outstanding career options. With a B.S.N. degree, students are eligible to work as a staff nurse; flight nurse; a nurse on medical, oncology, surgical, pediatric, emergency, or intensive care units; a nurse in outpatient or neighborhood clinics; or a home health care nurse.

The U.S. Bureau of Labor Statistics projects that employment for registered nurses will grow faster than most other occupations through 2020.

Master of Science in Nursing, M.S.N.

Requirements

The Master of Science in Nursing requires a minimum of 39 s.h. of graduate credit. The program has a clinical nurse leader focus. It is designed to build on general and professional baccalaureate study.

The M.S.N. curriculum consists of a core component of 21 s.h., which students take with College of Nursing doctoral students, and a specialization component of 18 s.h. that centers on the clinical nurse leader role.

Students must maintain a g.p.a. of at least 2.75 and must successfully complete a capstone project.

Graduate students in the College of Nursing must adhere to all Graduate College policies regarding academic standing, probation, and dismissal. Transfer credit applicable to the M.S.N. is limited and must be approved by the College of Nursing associate dean for academic affairs. Coursework taken 10 years or more before the M.S.N. final examination must be updated according to University policy.

The M.S.N. requires the following coursework every year for the clinical nurse leader focus two-year plan.

Code	Title	Hours
First Year		
NURS:5009	Evaluating Evidence for Practice	3
NURS:5017	Quality and Safety	3
NURS:5018	Clinical Education in the Care Environment	3
NURS:5021	Physiology, Pathophysiology, and Pharmacology I for the Clinical Nurse Leader	3
NURS:5022	Physiology, Pathophysiology, and Pharmacology II for the Clinical Nurse Leader	3
NURS:5636	Clinical Nurse Leader Seminar	3
NURS:5666	Leadership in the Microsystem	3
Second Year		
NURS:5007	Applied Epidemiology	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5016	Health Care Infrastructure and Informatics	3
NURS:5037	Health Promotion and Assessment for Clinical Nurse Leaders	3
NURS:5696	Clinical Nurse Leader Capstone Clinical Immersion	6
Total Hours		39

The M.S.N. requires the following coursework every year for the clinical nurse leader focus three-year plan.

Code	Title	Hours
First Year		
NURS:5009	Evaluating Evidence for Practice	3
NURS:5018	Clinical Education in the Care Environment	3
NURS:5021	Physiology, Pathophysiology, and Pharmacology I for the Clinical Nurse Leader	3
NURS:5022	Physiology, Pathophysiology, and Pharmacology II for the Clinical Nurse Leader	3
NURS:5636	Clinical Nurse Leader Seminar	3
Second Year		
NURS:5007	Applied Epidemiology	3
NURS:5017	Quality and Safety	3
NURS:5037	Health Promotion and Assessment for Clinical Nurse Leaders	3
NURS:5666	Leadership in the Microsystem	3
Third Year		
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5016	Health Care Infrastructure and Informatics	3
NURS:5696	Clinical Nurse Leader Capstone Clinical Immersion	6
Total Hours		39

See the M.S.N. course plan on the College of Nursing website for a semester-by-semester course schedule.

Admission

Applicants to College of Nursing graduate programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must have a g.p.a. of at least 3.00. A criminal background check is required for all students upon admission. The College of Nursing has additional application requirements, as follows.

Admission to the M.S.N. Program

Application requirements specific to the M.S.N. program are:

- a bachelor's degree with a major in nursing from an accredited program;
- satisfaction of the legal requirements for the practice of nursing in Iowa;
- current written recommendations from three persons knowledgeable about the applicant's competence in the practice of nursing and potential for leadership and scholarship (forms required);
- a current résumé, goal statement, and supplemental/information form;
- transcripts from all undergraduate and graduate coursework; and
- completion of an upper-level statistics course within five years of the application deadline (acceptable University

of Iowa courses include BIOS:4120 Introduction to Biostatistics, PSQF:4143 Introduction to Statistical Methods, STAT:3510 Biostatistics, and STAT:4143 Introduction to Statistical Methods).

Application deadline for the M.S.N. program is February 1.

Applications are reviewed once a year. In order to be reviewed, the application must be complete with all materials submitted.

Applicant interviews are required for the M.S.N. program; in some cases, virtual interviews such as through Zoom may be arranged.

Due to the level of web-based coursework required, international students in the M.S.N. Clinical Nurse Leader program are not eligible for F-1 or J-1 student immigration status. Questions regarding visas and immigration documentation should be directed to International Student and Scholar Services (ISSS).

Career Advancement

Students who constantly envision new ways to create change or innovate to improve health care delivery or nursing practice can thrive in a M.S.N. Clinical Nurse Leader (CNL) role. The program prepares the CNL with the necessary knowledge and skills to make a difference both in a microsystem or a changing work environment. Upon graduation, CNL students are eligible for the certification exam.

The M.S.N. Clinical Nurse Leader provides students with eight essential roles to ensure job flexibility, including clinician, educator, advocate, outcomes manager, information manager, systems analyst, a role as a member of the profession, and with outcomes-based skills.

Doctor of Nursing Practice, D.N.P.

Requirements

The Doctor of Nursing Practice requires a minimum of 72 s.h. of graduate credit. Students may complete the program in three to five years, depending on their focus area. Individuals who have been granted an M.S.N./APRN may complete the D.N.P. with a minimum of 29 s.h. of graduate credit.

Students choose from a number of specialties, including adult gerontology acute care nurse practitioner, adult gerontology primary care nurse practitioner, anesthesia nursing, family nurse practitioner, pediatric nurse practitioner—acute care, pediatric nurse practitioner—primary care, psychiatric/mental health nurse practitioner; and in health systems. For yearly plans that detail coursework in these specialty areas, see "Plans of Study" below. Visit D.N.P. Plans of Study on the College of Nursing website for a semester-by-semester view of required coursework for each D.N.P. specialty. A dual certification program also is available that allows students to combine two of the specialties, except for anesthesia nursing or health systems.

D.N.P. students complete basic graduate core courses, specialty courses, advanced core courses, and practicums. In didactic coursework, they explore clinical leadership, public policy and advocacy, specialty systems, change theory, finance and business, and entrepreneurial tools.

Students must complete a minimum of 1,000 practice experience hours. Individuals who enter the program having completed an M.S.N. may transfer approved clinical hours from their M.S.N. program to the D.N.P. program. The clinical hours requirement is evaluated for each student who has completed an M.S.N. with a specialty program. Students who completed more than 1,000 practice experience hours in an M.S.N. advanced practice program still must complete the number of D.N.P. practicum and project hours determined in consultation with their advisor and the D.N.P. program director.

Transfer credit applicable to the D.N.P. is limited and must be approved by the College of Nursing assistant dean for graduate practice programs. Transcripts for individuals who have completed an M.S.N. are evaluated individually.

Students must adhere to all Graduate College policies regarding academic standing, probation, and dismissal. Coursework taken 10 or more years before a student plans to graduate from the D.N.P. program must be updated according to University policy.

Plans of Study

- D.N.P. Adult Gerontology Acute Care Nurse Practitioner Subprogram [p. 1828]
- D.N.P. Adult Gerontology Primary Care Nurse Practitioner Subprogram [p. 1829]
- D.N.P. Anesthesia Nursing Subprogram [p. 1830]
- D.N.P. Family Nurse Practitioner Subprogram [p. 1831]
- D.N.P. Pediatric Nurse Practitioner—Acute Care Subprogram [p. 1832]
- D.N.P. Pediatric Nurse Practitioner—Primary Care Subprogram [p. 1833]

- D.N.P. Psychiatric/Mental Health Nurse Practitioner Subprogram [p. 1834]
- D.N.P. Health Systems Subprogram [p. 1835]
- D.N.P. for M.S.N. and Advanced Practice Registered Nurses [p. 1837]

D.N.P. Adult Gerontology Acute Care Nurse Practitioner Subprogram

The following coursework is required for a three-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5017	Quality and Safety	3
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:6808	Population Health for Advanced Practice	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Third Year		
NURS:5038	Advanced Diagnostic and Therapeutic Procedures for Acute Care	1
NURS:6410	Adult-Gerontology Acute Care I	3
NURS:6411	Adult-Gerontology Acute Care II	3
NURS:6701	Advanced Practice Clinical Practicum I	4
NURS:6702	Advanced Practice Clinical Practicum II	4
NURS:6703	Advanced Practice Clinical Practicum III	4

NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		76

The following coursework is required for a four-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6808	Population Health for Advanced Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5007	Applied Epidemiology	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5017	Quality and Safety	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
Third Year		
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Fourth Year		
NURS:5038	Advanced Diagnostic and Therapeutic Procedures for Acute Care	1
NURS:6410	Adult-Gerontology Acute Care I	3
NURS:6411	Adult-Gerontology Acute Care II	3
NURS:6701	Advanced Practice Clinical Practicum I	4
NURS:6702	Advanced Practice Clinical Practicum II	4

NURS:6703	Advanced Practice Clinical Practicum III	4
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		76

D.N.P. Adult Gerontology Primary Care Nurse Practitioner Subprogram

The following coursework is required for a three-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6808	Population Health for Advanced Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5017	Quality and Safety	3
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5032	Mental Disorders in Advanced Practice	3
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6811	Social Determinants of Health and Health System Inequities	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Third Year		
NURS:5401	The Care of the Frail Elderly	3
NURS:6200	Primary Care: Adults and Older Individuals I	3

NURS:6201	Primary Care: Adults and Older Individuals II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	3
NURS:6703	Advanced Practice Clinical Practicum III	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1

Total Hours		79
-------------	--	----

The following coursework is required for a four-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6808	Population Health for Advanced Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5007	Applied Epidemiology	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5017	Quality and Safety	3
NURS:5032	Mental Disorders in Advanced Practice	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
Third Year		
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1

Fourth Year

NURS:5401	The Care of the Frail Elderly	3
NURS:6200	Primary Care: Adults and Older Individuals I	3
NURS:6201	Primary Care: Adults and Older Individuals II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	3
NURS:6703	Advanced Practice Clinical Practicum III	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1

Total Hours		79
-------------	--	----

D.N.P. Anesthesia Nursing Subprogram

The following coursework is required.

Code	Title	Hours
First Year		
NURS:5009	Evaluating Evidence for Practice	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5017	Quality and Safety	3
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6000	Human Anatomy for Advanced Practice	3
NURS:6004	Scientific Principles for Anesthesia Practice	4
NURS:6006	Pharmacology of Anesthesia Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5200	Medical Physiology Online	5
PCOL:6204	Pharmacology for Health Sciences: Nurse Anesthetist	5
Second Year		
NURS:5002	Leadership and Management Essentials	3
NURS:6007	Basic Principles of Anesthesia Practice	5
NURS:6010	Advanced Principles of Anesthesia Practice I	4
NURS:6012	Advanced Principles of Anesthesia Practice II	1
NURS:6050	Introductory Clinical Anesthesia	2
NURS:6051	Clinical Anesthesia I	2
NURS:6052	Clinical Anesthesia II	2

NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Third Year		
NURS:5015	Health Systems, Finance, and Economics	3
NURS:6053	Advanced Clinical Anesthesia	2
NURS:6054	Obstetrical Anesthesia	2
NURS:6055	Rural Anesthesia	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		80

D.N.P. Family Nurse Practitioner Subprogram

The following coursework is required for a three-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5017	Quality and Safety	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6808	Population Health for Advanced Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5032	Mental Disorders in Advanced Practice	3
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3

NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Third Year		
NURS:6100	Primary Care: Infants, Children, and Adolescents I	3
NURS:6101	Primary Care: Infants, Children, and Adolescents II	3
NURS:6200	Primary Care: Adults and Older Individuals I	3
NURS:6201	Primary Care: Adults and Older Individuals II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	3
NURS:6703	Advanced Practice Clinical Practicum III	4
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		83

The following coursework is required for a four-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5017	Quality and Safety	3
NURS:6808	Population Health for Advanced Practice	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
Third Year		
NURS:5032	Mental Disorders in Advanced Practice	3
NURS:5023	Pathophysiology for Advanced Clinical Practice	4

NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Fourth Year		
NURS:6100	Primary Care: Infants, Children, and Adolescents I	3
NURS:6101	Primary Care: Infants, Children, and Adolescents II	3
NURS:6200	Primary Care: Adults and Older Individuals I	3
NURS:6201	Primary Care: Adults and Older Individuals II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	3
NURS:6703	Advanced Practice Clinical Practicum III	4
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		83

D.N.P. Pediatric Nurse Practitioner—Acute Care Subprogram

The following coursework is required for a three-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6808	Population Health for Advanced Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5017	Quality and Safety	3

NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:6104	Essentials of Pediatric Primary Care: Infants, Children, and Adolescents	3
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Third Year		
NURS:5038	Advanced Diagnostic and Therapeutic Procedures for Acute Care	1
NURS:6400	Pediatric Acute Care I	3
NURS:6401	Pediatric Acute Care II	3
NURS:6701	Advanced Practice Clinical Practicum I	4
NURS:6702	Advanced Practice Clinical Practicum II	4
NURS:6703	Advanced Practice Clinical Practicum III	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		78

The following coursework is required for a four-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6808	Population Health for Advanced Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5007	Applied Epidemiology	3
NURS:5010	Clinical Data Management and Evaluation	3

NURS:5017	Quality and Safety	3
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
Third Year		
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:6104	Essentials of Pediatric Primary Care: Infants, Children, and Adolescents	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Fourth Year		
NURS:5038	Advanced Diagnostic and Therapeutic Procedures for Acute Care	1
NURS:6400	Pediatric Acute Care I	3
NURS:6401	Pediatric Acute Care II	3
NURS:6701	Advanced Practice Clinical Practicum I	4
NURS:6702	Advanced Practice Clinical Practicum II	4
NURS:6703	Advanced Practice Clinical Practicum III	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		78

D.N.P. Pediatric Nurse Practitioner—Primary Care Subprogram

The following coursework is required for a three-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2

NURS:6808	Population Health for Advanced Practice	3
NURS:6809	Advanced Practice Role I: Introduction	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5017	Quality and Safety	3
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5032	Mental Disorders in Advanced Practice	3
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Third Year		
NURS:6100	Primary Care: Infants, Children, and Adolescents I	3
NURS:6101	Primary Care: Infants, Children, and Adolescents II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	4
NURS:6703	Advanced Practice Clinical Practicum III	3
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1

Additional electives should be discussed with advisor:

NURS:5016	Health Care Infrastructure and Informatics	
NURS:5018	Clinical Education in the Care Environment	
NURS:5019	Role Development: Educator in a Practice Discipline	
NURS:5020	Application of Educator Role Competencies	
NURS:6554	Seminar on Healthy Work Environments	
NURS:6555	Care Coordination Across Professional and Organizational Boundaries	

NURS:6556	Marketing and Communications for Health Care Leaders
NURS:6557	Clinical Practice Management and Leadership for Advanced Practice Providers

Total Hours 77

The following coursework is required for a four-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5017	Quality and Safety	3
NURS:5032	Mental Disorders in Advanced Practice	3
NURS:6808	Population Health for Advanced Practice	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
Third Year		
NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Additional electives should be discussed with advisor:		
NURS:5016	Health Care Infrastructure and Informatics	
NURS:5018	Clinical Education in the Care Environment	
NURS:5019	Role Development: Educator in a Practice Discipline	

NURS:5020	Application of Educator Role Competencies
NURS:6554	Seminar on Healthy Work Environments
NURS:6555	Care Coordination Across Professional and Organizational Boundaries
NURS:6556	Marketing and Communications for Health Care Leaders
NURS:6557	Clinical Practice Management and Leadership for Advanced Practice Providers

Code	Title	Hours
Fourth Year		
NURS:6100	Primary Care: Infants, Children, and Adolescents I	3
NURS:6101	Primary Care: Infants, Children, and Adolescents II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	4
NURS:6703	Advanced Practice Clinical Practicum III	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
Total Hours		77

D.N.P. Psychiatric/Mental Health Nurse Practitioner Subprogram

The following coursework is required for a three-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5017	Quality and Safety	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6809	Advanced Practice Role I: Introduction	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5023	Pathophysiology for Advanced Clinical Practice	4

NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4	NURS:6811	Social Determinants of Health and Health System Inequities	3
NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3	Third Year		
NURS:5036	Psychopharmacology for Advanced Clinical Practice	3	NURS:5010	Clinical Data Management and Evaluation	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1	NURS:5023	Pathophysiology for Advanced Clinical Practice	4
NURS:6826	Doctor of Nursing Practice Project I	2	NURS:5031	Health Promotion and Assessment for Advanced Clinical Practice	4
NURS:6827	Doctor of Nursing Practice Project II	1	NURS:5033	Pharmacotherapeutics for Advanced Practice Nursing	3
Third Year			NURS:5036	Psychopharmacology for Advanced Clinical Practice	3
NURS:5041	Psychotherapeutics for Advanced Practice Nursing Across the Lifespan	3	NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6500	Psychiatric/Mental Health Nursing for Advanced Practice Didactic I	3	NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6501	Psychiatric/Mental Health Nursing for Advanced Practice Didactic II	3	NURS:6827	Doctor of Nursing Practice Project II	1
NURS:6701	Advanced Practice Clinical Practicum I	3	Fourth Year		
NURS:6702	Advanced Practice Clinical Practicum II	4	NURS:5041	Psychotherapeutics for Advanced Practice Nursing Across the Lifespan	3
NURS:6703	Advanced Practice Clinical Practicum III	3	NURS:6500	Psychiatric/Mental Health Nursing for Advanced Practice Didactic I	3
NURS:6808	Population Health for Advanced Practice	3	NURS:6501	Psychiatric/Mental Health Nursing for Advanced Practice Didactic II	3
NURS:6810	Advanced Practice Role II: Integration	3	NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6828	Doctor of Nursing Practice Project III	1	NURS:6702	Advanced Practice Clinical Practicum II	4
NURS:6829	Doctor of Nursing Practice Project IV	1	NURS:6703	Advanced Practice Clinical Practicum III	3
Total Hours		77	NURS:6810	Advanced Practice Role II: Integration	3

The following coursework is required for a four-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5040	Genetics/Genomics for Advanced Nursing Practice	2
NURS:6809	Advanced Practice Role I: Introduction	3
MPB:5201	Advanced Physiology Online	3
Second Year		
NURS:5017	Quality and Safety	3
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6808	Population Health for Advanced Practice	3

Total Hours 77

D.N.P. Health Systems Subprogram

The following coursework is required for a four-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5015	Health Systems, Finance, and Economics	3
NURS:5016	Health Care Infrastructure and Informatics	3
NURS:5017	Quality and Safety	3
NURS:6809	Advanced Practice Role I: Introduction	3

NURS:6811	Social Determinants of Health and Health System Inequities	3
NURS:6556	Marketing and Communications for Health Care Leaders	3

Second Year

NURS:5007	Applied Epidemiology	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:6550	Executive Leadership and Management	4
NURS:6551	Financial Management	4
NURS:6552	Managing Care in an Organizational Environment	4
NURS:6554	Seminar on Healthy Work Environments	3
NURS:6802	Health Policy, Law, and Advocacy	3

Third Year

NURS:5019	Role Development: Educator in a Practice Discipline	3
NURS:6553	Seminar on Innovations	4
NURS:6704	Practicum in Executive Leadership and Management	4
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1

Fourth Year

NURS:6808	Population Health for Advanced Practice	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1

One of these elective courses: 3

NURS:3595	Nonprofit Organizational Effectiveness I	
NURS:3600	Nonprofit Organizational Effectiveness II	
NURS:5018	Clinical Education in the Care Environment	
NURS:5020	Application of Educator Role Competencies	
NURS:5032	Mental Disorders in Advanced Practice	
NURS:5040	Genetics/Genomics for Advanced Nursing Practice (plus an additional 1 s.h. elective course; consult advisor)	
NURS:6555	Care Coordination Across Professional and Organizational Boundaries	

NURS:6557	Clinical Practice Management and Leadership for Advanced Practice Providers	
-----------	---	--

Total Hours 73

The following coursework is required for a five-year plan.

Code	Title	Hours
First Year		
NURS:5002	Leadership and Management Essentials	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5017	Quality and Safety	3
NURS:6550	Executive Leadership and Management	4
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6809	Advanced Practice Role I: Introduction	3

Second Year

NURS:5015	Health Systems, Finance, and Economics	3
NURS:5016	Health Care Infrastructure and Informatics	3
NURS:6551	Financial Management	4
NURS:6552	Managing Care in an Organizational Environment	4

Third Year

NURS:5007	Applied Epidemiology	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5019	Role Development: Educator in a Practice Discipline	3
NURS:6554	Seminar on Healthy Work Environments	3
NURS:6811	Social Determinants of Health and Health System Inequities	3

One of these elective courses: 3

NURS:3595	Nonprofit Organizational Effectiveness I	
NURS:3600	Nonprofit Organizational Effectiveness II	
NURS:5018	Clinical Education in the Care Environment	
NURS:5020	Application of Educator Role Competencies	
NURS:5032	Mental Disorders in Advanced Practice	
NURS:5040	Genetics/Genomics for Advanced Nursing Practice (plus an additional 1 s.h. elective course; consult advisor)	
NURS:6555	Care Coordination Across Professional and Organizational Boundaries	
NURS:6557	Clinical Practice Management and Leadership for Advanced Practice Providers	

Fourth Year

NURS:6553	Seminar on Innovations	4
NURS:6704	Practicum in Executive Leadership and Management	4
NURS:6808	Population Health for Advanced Practice	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1

Fifth Year

NURS:6556	Marketing and Communications for Health Care Leaders	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1

Total Hours 73

D.N.P. for M.S.N. and Advanced Practice Registered Nurses

Master of Science in Nursing (M.S.N.) students or Advanced Practice Registered Nurses (APRN) can complete the following coursework to fulfill the D.N.P. degree requirements.

The following coursework is required for a two-year plan.

Code	Title	Hours
First Year		
NURS:5009	Evaluating Evidence for Practice	3
NURS:5010	Clinical Data Management and Evaluation	3
NURS:5017	Quality and Safety	3
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6809	Advanced Practice Role I: Introduction	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Second Year		
NURS:5007	Applied Epidemiology	3
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
One of these elective courses:		3
NURS:5018	Clinical Education in the Care Environment	
NURS:5019	Role Development: Educator in a Practice Discipline	
NURS:5020	Application of Educator Role Competencies	

NURS:5040 Genetics/Genomics for Advanced Nursing Practice (plus an additional 1 s.h. elective course; consult advisor)

NURS:6554 Seminar on Healthy Work Environments

NURS:6555 Care Coordination Across Professional and Organizational Boundaries

NURS:6556 Marketing and Communications for Health Care Leaders

NURS:6557 Clinical Practice Management and Leadership for Advanced Practice Providers

NURS:6808 Population Health for Advanced Practice

Total Hours 29

The following coursework is required for a three-year plan.

Code	Title	Hours
First Year		
NURS:5007	Applied Epidemiology	3
NURS:5009	Evaluating Evidence for Practice	3
NURS:5017	Quality and Safety	3
NURS:6809	Advanced Practice Role I: Introduction	3
Second Year		
NURS:5010	Clinical Data Management and Evaluation	3
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6826	Doctor of Nursing Practice Project I	2
NURS:6827	Doctor of Nursing Practice Project II	1
Third Year		
NURS:6810	Advanced Practice Role II: Integration	3
NURS:6828	Doctor of Nursing Practice Project III	1
NURS:6829	Doctor of Nursing Practice Project IV	1
One of these elective courses:		3
NURS:5018	Clinical Education in the Care Environment	
NURS:5019	Role Development: Educator in a Practice Discipline	
NURS:5020	Application of Educator Role Competencies	
NURS:5040	Genetics/Genomics for Advanced Nursing Practice (plus an additional 1 s.h. elective course; consult advisor)	
NURS:6554	Seminar on Healthy Work Environments	

NURS:6555	Care Coordination Across Professional and Organizational Boundaries
NURS:6556	Marketing and Communications for Health Care Leaders
NURS:6557	Clinical Practice Management and Leadership for Advanced Practice Providers
NURS:6808	Population Health for Advanced Practice
<hr/>	
Total Hours	29

Admission

Applicants to College of Nursing graduate programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Applicants must have a g.p.a. of at least 3.00. A criminal background check is required for all students upon admission. The College of Nursing has additional application requirements, as follows.

Admission to the D.N.P. Program

Application requirements specific to the D.N.P. program are:

- a bachelor's degree with a major in nursing from an accredited program;
- satisfaction of the legal requirements for the practice of nursing in Iowa;
- current written recommendations from three persons knowledgeable about the applicant's competence in the practice of nursing and potential for leadership and scholarship (forms required);
- a current résumé, goal statement, and supplemental/information form;
- transcripts from all undergraduate and graduate coursework;
- D.N.P. applicants to the direct care programs with master's degrees in nursing from other schools must provide verification of completed clinical hours from their institution's graduate director or must submit appropriate course syllabi; and
- an upper-level statistics course (undergraduate course at junior/senior level) completed within five years of application deadline; acceptable University of Iowa courses are as follows—STAT:3510 Biostatistics, PSQF:4143 Introduction to Statistical Methods, STAT:4143 Introduction to Statistical Methods, or BIOS:4120 Introduction to Biostatistics (equivalent courses from other colleges also will be accepted).*

* For statistics courses taken at another institution, please refer to that institution's catalog or registrar's office to verify course numbering scheme. Community college courses are considered to be at a lower level (first-year/sophomore) and are not acceptable as an admission prerequisite statistics course. For further questions, regarding the admission upper-level statistics course requirement contact the graduate nursing programs office.

Application deadline for the D.N.P. program is February 1 for all specialties except anesthesia nursing, which has a June 1 application deadline.

Applications are reviewed once a year. In order to be reviewed, the application must be complete, with all materials submitted.

Applicant interviews are required for the D.N.P. program; in some cases, virtual interviews such as through Zoom may be arranged.

Due to the level of web-based coursework required, international students in the D.N.P. program of study are not eligible for F-1 or J-1 student immigration status. Questions regarding visas and immigration documentation should be directed to International Student and Scholar Services (ISSS).

Career Advancement

The D.N.P. program prepares nurses for leadership and advanced practice roles within today's complex health care system. Graduates acquire the knowledge and skills to provide the highest standard of care for individuals, families, and communities.

Nursing, Ph.D.

Requirements

The Doctor of Philosophy program in nursing requires a minimum of 72 s.h. of graduate credit. The program prepares students to advance nursing science and contribute to the body of nursing knowledge. It emphasizes student participation with faculty members on research teams; focused coursework; presentation and publication of research-based knowledge; and interdisciplinary learning experiences.

Graduate students in the College of Nursing must adhere to all Graduate College policies regarding academic standing, probation, and dismissal. Coursework taken 10 or more years before a student plans to graduate from the Ph.D. program must be updated according to University policy.

The Ph.D. with a major in nursing requires the following work.

Required Courses

Code	Title	Hours
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:6811	Social Determinants of Health and Health System Inequities	3
NURS:7000	Philosophy and Sociology of Nursing Science	3
NURS:7001	Qualitative Research	4
NURS:7002	Designing Research	3
NURS:7003	Quantitative Research	4
NURS:7006	Theory and Model Development	3
NURS:7310	Measurement in Health Research	3
NURS:7404	Biological Markers in Health Research	3
NURS:7801	Seminar: Research Scholarship Role Development	3
NURS:7803	Research Practicum I	2
NURS:7804	Research Practicum II	2
CPH:7270	Principles of Scholarly Integrity: Public Health	0, 1
Specialization courses (B.S.N.-Ph.D. only)		6
Intermediate statistics		3-4
Advanced statistics		3-4

Cognate Area

Code	Title	Hours
Cognate courses (B.S.N.-Ph.D. only)		6

Comprehensive Exam and Dissertation

Students must complete a written and oral comprehensive examination before they begin work on the dissertation. They must write the dissertation and defend it orally.

Dissertation

Code	Title	Hours
A minimum of 11 s.h. in this course:		
NURS:7805	Dissertation Research	arr.

Admission

Applicants to College of Nursing graduate programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

The program is open to individuals who have earned a bachelor's degree in nursing, an associate's degree in nursing with a bachelor's or advanced degree in any field, an advanced degree in nursing, or an advanced degree in a health-related field.

A criminal background check is required for all students upon admission. The College of Nursing has additional application requirements, as follows.

Admission to the Ph.D. Program

Ph.D. applicants who have completed an accredited basic nursing program must hold a current license to practice nursing.

Applicants must have a g.p.a. of at least 3.00. They also must have successfully completed an upper-level statistics course within five years prior to the application deadline.

Applicants must submit along with their application:

- a two-to-three-page statement describing their educational objectives, career goals, and an area of research for their doctoral study;

- three recommendations from nursing professionals that speak to the applicant's potential as a scholar;

- a current résumé or curriculum vitae; and

- a complete transcript of all college programs and courses.

Applicants whose first language is not English must score at least 81 (internet-based) on the Test of English as a Foreign Language (TOEFL); or they must score at least 7.0 on the International English Language Testing System (IELTS), with no subscore less than 6.

Application deadline for the Ph.D. program is January 15. In order to be reviewed, the applicant's file must be complete, with all materials submitted.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Nursing, Ph.D.

Master's to Ph.D. Program

Course	Title	Hours
Academic Career		
Any Semester		
72 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
See General Catalog and website for list of coursework; must include 3-4 s.h. of intermediate statistics courses, 3-4 s.h. of advanced statistics courses, 6 s.h. of other coursework, and at least 11 s.h. of dissertation credit. Work with faculty advisor to determine courses and sequence.		
	Hours	0
First Year		
Fall		
CITI Training ^b		
NURS:7000	Philosophy and Sociology of Nursing Science	3
NURS:7801	Seminar: Research Scholarship Role Development	3
PSQF:6243	Intermediate Statistical Methods ^{c, d}	4
	Hours	10
Spring		
NURS:6811	Social Determinants of Health and Health System Inequities	3
NURS:7006	Theory and Model Development	3
PSQF:6244 or BIOS:5120	Correlation and Regression ^e or Regression Modeling and ANOVA in the Health Sciences	3 - 4
	Hours	9-10
Second Year		
Fall		
NURS:7002	Designing Research	3
BIOS:5130	Applied Categorical Data Analysis ^{c, f}	3
NURS:7310	Measurement in Health Research	3
CPH:7270	Principles of Scholarly Integrity: Public Health	0
	Hours	9
Spring		
NURS:7003	Quantitative Research	4
NURS:7803	Research Practicum I	2
CPH:7270	Principles of Scholarly Integrity: Public Health	1
	Hours	7
Third Year		
Fall		
Comprehensive Exam ^g		
NURS:6802	Health Policy, Law, and Advocacy	3
NURS:7001	Qualitative Research	4
NURS:7804	Research Practicum II	2
	Hours	9

Spring

NURS:7404	Biological Markers in Health Research	3
NURS:7509	Research Residency ^h	1 - 3
	Hours	4-6

Fourth Year

Fall

NURS:7805	Dissertation Research ⁱ	1 - 4
	Hours	1-4

Spring

NURS:7805	Dissertation Research ⁱ	1 - 4
	Hours	1-4

Fifth Year

Fall

NURS:7805	Dissertation Research ⁱ	1 - 4
	Hours	1-4

Spring

Final Oral Exam (Dissertation Defense)		
NURS:7805	Dissertation Research ⁱ	1 - 4
	Hours	1-4
Total Hours		52-67

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b Online training modules to be completed during first semester.

c Other coursework includes the following: electives, additional methods courses, Research Practicum, or Research Residency. Work with faculty advisor to determine courses and sequence.

d Take PSQF:6243 if doing the PSQF stats sequence or take other coursework if doing the BIOS stats sequence.

e Take PSQF:6244 if doing PSQF stats sequence or take BIOS:5120 if doing BIOS stats sequence.

f Take BIOS:5130 if doing BIOS stats sequence or take other coursework if PSQF stats sequence already completed.

g For students admitted fall 2017 or later, the Comprehensive Exam must be completed no later than the end of the fall semester of year three.

h Or take an advanced/specific methods course, third stats course, or an elective.

i Minimum of 11 s.h. Dissertation Research credits required, generally distributed over multiple semesters until degree completion.

Career Advancement

The Ph.D. program prepares scholars to move nursing and health science forward. Graduates are prepared for careers as faculty members in college and university settings as well as researchers, consultants, and leaders in military, academic or industry venues, and in other nonacademic settings.

Adult Gerontology Acute Care Nurse Practitioner, Graduate Certificate

Requirements

The graduate Certificate in Adult Gerontology Acute Care Nurse Practitioner requires 21 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in coursework for the certificate. The certificate is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty.

The curriculum includes didactic and clinical core courses as well as specialty courses, as determined by the director of the program. Coursework and clinical hours are determined by a gap analysis.

The Certificate in Adult Gerontology Acute Care Nurse Practitioner requires the following work.

Code	Title	Hours
First Year		
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5038	Advanced Diagnostic and Therapeutic Procedures for Acute Care	1
NURS:6410	Adult-Gerontology Acute Care I	3
NURS:6411	Adult-Gerontology Acute Care II	3
NURS:6701	Advanced Practice Clinical Practicum I	4
NURS:6702	Advanced Practice Clinical Practicum II	4
Second Year		
NURS:6703	Advanced Practice Clinical Practicum III	3
Total Hours		21

Visit the Post-Graduate Certificate Programs plans of study on the College of Nursing website for information about certificate program requirements.

Adult Gerontology Primary Care Nurse Practitioner, Graduate Certificate

Requirements

The graduate Certificate in Adult Gerontology Primary Care Nurse Practitioner requires 22 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in coursework for the certificate. The certificate is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty.

The curriculum includes didactic and clinical core courses as well as specialty courses, as determined by the director of the program. Coursework and clinical hours are determined by a gap analysis.

The Certificate in Adult Gerontology Primary Care Nurse Practitioner requires the following work.

Code	Title	Hours
First Year		
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:5401	The Care of the Frail Elderly	3
NURS:6200	Primary Care: Adults and Older Individuals I	3
NURS:6201	Primary Care: Adults and Older Individuals II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	3
Second Year		
NURS:6703	Advanced Practice Clinical Practicum III	3
Total Hours		22

Visit the Post-Graduate Certificate Programs plans of study on the College of Nursing website for information about certificate program requirements.

Family Nurse Practitioner, Graduate Certificate

Requirements

The graduate Certificate in Family Nurse Practitioner requires 26 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in coursework for the certificate. The certificate is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty.

The curriculum includes didactic and clinical core courses as well as specialty courses, as determined by the director of the program. Coursework and clinical hours are determined by a gap analysis.

The Certificate in Family Nurse Practitioner requires the following work.

Code	Title	Hours
First Year		
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6100	Primary Care: Infants, Children, and Adolescents I	3
NURS:6101	Primary Care: Infants, Children, and Adolescents II	3
NURS:6200	Primary Care: Adults and Older Individuals I	3
NURS:6201	Primary Care: Adults and Older Individuals II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	3
Second Year		
NURS:6703	Advanced Practice Clinical Practicum III	4
Total Hours		26

Visit the Post-Graduate Certificate Programs plans of study on the College of Nursing website for information about certificate program requirements.

Health Systems, Graduate Certificate

Requirements

The graduate Certificate in Health Systems is built on the foundational courses from the Doctor of Nursing Practice (D.N.P.) with a health systems subprogram. The certificate requires 19 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in coursework for the certificate. The certificate is available to post-master's degree students seeking additional preparation in the area of health systems with a focus in administration or health systems and in administration with practice management.

The Certificate in Health Systems with a focus in administration requires the following coursework.

Code	Title	Hours
First Year		
NURS:6550	Executive Leadership and Management	4
NURS:6551	Financial Management	4
NURS:6554	Seminar on Healthy Work Environments	3
Second Year		
NURS:6552	Managing Care in an Organizational Environment	4
NURS:6553	Seminar on Innovations	4
Total Hours		19

The Certificate in Health Systems with a focus in administration with practice management requires the following coursework.

Code	Title	Hours
First Year		
NURS:6550	Executive Leadership and Management	4
NURS:6551	Financial Management	4
NURS:6554	Seminar on Healthy Work Environments	3
Second Year		
NURS:6553	Seminar on Innovations	4
NURS:6557	Clinical Practice Management and Leadership for Advanced Practice Providers	4
Total Hours		19

Visit the Post-Graduate Certificate Programs plans of study on the College of Nursing website for a semester-by-semester view of required coursework.

Pediatric Nurse Practitioner—Acute Care, Graduate Certificate

Requirements

The graduate Certificate in Pediatric Nurse Practitioner—Acute Care requires 21 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in coursework for the certificate. The certificate is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty.

The curriculum includes didactic and clinical core courses as well as specialty courses, as determined by the director of the program. Coursework and clinical hours are determined by a gap analysis.

The Certificate in Pediatric Nurse Practitioner—Acute Care requires the following work.

Code	Title	Hours
First Year		
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5038	Advanced Diagnostic and Therapeutic Procedures for Acute Care	1
NURS:6400	Pediatric Acute Care I	3
NURS:6401	Pediatric Acute Care II	3
NURS:6701	Advanced Practice Clinical Practicum I	4
NURS:6702	Advanced Practice Clinical Practicum II	4
Second Year		
NURS:6703	Advanced Practice Clinical Practicum III	3
Total Hours		21

Visit the Post-Graduate Certificate Programs plans of study on the College of Nursing website for information about certificate program requirements.

Pediatric Nurse Practitioner—Primary Care, Graduate Certificate

Requirements

The graduate Pediatric Nurse Practitioner—Primary Care requires 20 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in coursework for the certificate. The certificate is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty.

The curriculum includes didactic and clinical core courses as well as specialty courses, as determined by the director of the program. Coursework and clinical hours are determined by a gap analysis.

The Certificate in Pediatric Nurse Practitioner—Primary Care requires the following work.

Code	Title	Hours
First Year		
NURS:5035	Graduate Pharmacology Specialty	3
NURS:5039	Advanced Diagnostic and Therapeutic Procedures for Primary Care	1
NURS:6100	Primary Care: Infants, Children, and Adolescents I	3
NURS:6101	Primary Care: Infants, Children, and Adolescents II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	4
Second Year		
NURS:6703	Advanced Practice Clinical Practicum III	3
Total Hours		20

Visit the Post-Graduate Certificate Programs plans of study on the College of Nursing website for information about certificate program requirements.

Psychiatric/Mental Health Nurse Practitioner, Graduate Certificate

Requirements

The graduate Certificate in Psychiatric/Mental Health Nurse Practitioner requires 22 s.h. of credit. Students must maintain a cumulative g.p.a. of at least 2.50 in coursework for the certificate. The certificate is available for post-master's Advanced Practice Registered Nurse (APRN) degree students who would like to pursue a second specialty.

The curriculum includes didactic and clinical core courses as well as specialty courses, as determined by the director of the program. Coursework and clinical hours are determined by a gap analysis.

The Certificate in Psychiatric/Mental Health Nurse Practitioner requires the following work.

Code	Title	Hours
First Year		
NURS:5036	Psychopharmacology for Advanced Clinical Practice	3
NURS:5041	Psychotherapeutics for Advanced Practice Nursing Across the Lifespan	3
NURS:6500	Psychiatric/Mental Health Nursing for Advanced Practice Didactic I	3
NURS:6501	Psychiatric/Mental Health Nursing for Advanced Practice Didactic II	3
NURS:6701	Advanced Practice Clinical Practicum I	3
NURS:6702	Advanced Practice Clinical Practicum II	4
Second Year		
NURS:6703	Advanced Practice Clinical Practicum III	3
Total Hours		22

Visit the Post-Graduate Certificate Programs plans of study on the College of Nursing website for information about certificate program requirements.

College of Pharmacy

Dean

- Donald E. Letendre

Executive Associate Dean

- Gary Milavetz

Associate Dean, Academic Affairs

- Mary E. Ray

Associate Dean, Research and Graduate Programs

- Michael W. Duffel

Associate Dean, Student Affairs

- Susan S. Vos

Associate Dean, University of Iowa Hospitals and Clinics Health Science Affairs

- Michael J. Brownlee

Assistant Dean, Iowa City Veterans Affairs Medical Center

- Traviss A. Tubbs

Chair, Pharmaceutical Sciences and Experimental Therapeutics

- Robert J. Kerns

Chair, Pharmacy Practice and Science

- Jay D. Currie

Head, Applied Clinical Sciences

- James D. Hoehns

Head, Health Services Research

- William R. Doucette

Head, Medicinal and Natural Products Chemistry

- Jonathan A. Doorn

Head, Pharmaceutics and Translational Therapeutics

- Aliasger K. Salem

Director, University of Iowa Pharmaceuticals

- Dennis M. Erb

Undergraduate certificates: drug delivery; drug discovery; drug disposition and metabolism

Professional degree: Pharm.D.

Professional certificate: palliative care

Graduate degrees: M.S. in pharmacy; Ph.D. in pharmacy

Faculty: <https://pharmacy.uiowa.edu/directory/faculty>

Website: <https://pharmacy.uiowa.edu/>

The hallmarks of a University of Iowa pharmacy degree are patient-centered practice, strong grounding in science and evidence-based practice, exploration of career choices

through required and elective courses, and exposure to leadership opportunities within the college, the University, and the profession. Career options may include community and/or hospital pharmacy, public service, consulting and long-term care, teaching and research in academia, managed care, pharmaceutical industry, or research careers.

The University of Iowa's Pharm.D. program synthesizes basic scientific principles and practice through caring and communication in an integrated professional program. The role of a pharmacist ranges from managing medication for individuals to shaping national health care policy. Students learn to manage aspects of practice, to solve problems, make clinical decisions, clearly communicate ideas, practice ethically, and become leaders in their communities and profession. Students study with professors who, in many cases, are pioneering the development of new drugs and defining the appropriate use of others to solve chronic health problems.

In addition to offering the Doctor of Pharmacy (Pharm.D.) degree, the professional Certificate in Palliative Care, the Master of Science in pharmacy, the Doctor of Philosophy in pharmacy, and three undergraduate certificates in drug delivery, drug discovery, and drug disposition and metabolism, the College of Pharmacy collaborates with the College of Public Health to offer the combined Doctor of Pharmacy/M.P.H. degree, and with the Graduate College to offer the Doctor of Pharmacy/M.S. in informatics degree.

College Organization

The College of Pharmacy's faculty and programs are organized in two academic units, each with two divisions. These units provide coursework for the Doctor of Pharmacy curriculum and for the college's graduate programs.

Pharmacy Practice and Science

Faculty in Pharmacy Practice and Science (PPS) provide expertise and education in the professional practice of pharmacy. They specialize in a wide variety of clinical pharmacy practices; conduct research on patient and population outcomes related to medication therapy; contribute to the scholarship of teaching and learning in pharmacy education; and provide instruction in the pharmacist's professional role and the safe, effective use of medications.

This unit offers Master of Science and Doctor of Philosophy curricula in health services research, which encompasses the behavioral, economic, social, and administrative sciences; and elements of pharmacy practice. It offers coursework through its Applied Clinical Sciences Division and its Health Services Research Division.

Applied Clinical Sciences (ACS) Division: Teaching and research in this division focus on the delivery of care and related services to patients and the education of student and resident pharmacists in practice settings. Courses are offered in pharmacotherapy, communication and practice skill development, clinical problem solving, and patient care. Professional practice mentoring and education are provided in introductory and advanced pharmacy practice experiences.

Health Services Research (HSR) Division: Teaching and research in this division involve economic, social, behavioral, and administrative components of pharmacy practice and medication use. Courses are offered on the health care system, practice management, the professional and business aspects of pharmacy practice, and on learning and applying

economic and social psychological theories to the study of health services and medication use.

To learn more about the department and its two divisions, visit Pharmacy Practice and Science on the College of Pharmacy website.

Pharmaceutical Sciences and Experimental Therapeutics

Faculty in Pharmaceutical Sciences and Experimental Therapeutics (PSET) provide expertise and education in clinical pharmaceutical sciences, medicinal and natural products chemistry, and pharmaceuticals. Their interests include dosage form development and performance, industrial and manufacturing pharmacy, pharmacokinetics and pharmacodynamics, and the chemistry of drugs and their action on human systems. This unit offers courses through its Medicinal and Natural Products Chemistry Division and its Pharmaceuticals and Translational Therapeutics Division.

Medicinal and Natural Products Chemistry (MNPC)

Division: Coursework in this division relates to understanding the chemistry of drugs and their action on human systems, principles of drug discovery and drug design, natural product chemistry, and biotechnology and genomic strategies for producing new drug molecules. The division's curricula for the M.S. and Ph.D. programs provide abundant opportunities for interface with researchers in other areas, including medicine, pharmacology, biochemistry, chemistry, and pharmaceuticals.

Pharmaceutics and Translational Therapeutics (PTT)

Division: This division prepares students to become leaders in developing and evaluating drugs, drug products, and drug delivery systems. It offers two M.S. and Ph.D. subprograms: the pharmaceutics subprogram, which focuses on characterization of pharmaceuticals and their component materials, development of delivery systems for optimal human or veterinary use, and the pharmacokinetic and pharmacodynamic evaluation of drug actions and interactions; and the clinical pharmaceutical sciences subprogram, which focuses on investigating drug therapy outcomes in patients and identifying factors responsible for specific drug actions in individual patients, related patient groups, and large patient populations. The division also offers multidisciplinary opportunities with programs in chemistry, engineering, biomedical science, dentistry, and veterinary medicine. Its national and international collaborations enhance the breadth of research activities available to students.

To learn more about the divisions, visit Medicinal and Natural Products Chemistry and Pharmaceutics and Translational Therapeutics on the College of Pharmacy website.

Programs

Undergraduate Programs of Study

Certificates

- Certificate in Drug Delivery [p. 1859]
- Certificate in Drug Discovery [p. 1860]
- Certificate in Drug Disposition and Metabolism [p. 1861]

Professional Programs of Study

Major

- Doctor of Pharmacy [p. 1862]

Certificate

- Certificate in Palliative Care [p. 1867]

Graduate Programs of Study

Majors

- Master of Science in Pharmacy [p. 1868]
- Doctor of Philosophy in Pharmacy [p. 1869]

Facilities

Pharmacy Building

A new, state-of-the-art building has set the stage for advancements in science and discovery, and for world-class pharmacy education to continue to grow and thrive. Classroom space is designed for collaborative and hands-on learning. The building boasts 16 collaborative research spaces and 23 learning spaces—centers and team rooms with aspects of universal design. In addition, the college has added 16,000 square feet of manufacturing space with a sterile products processing facility.

The original facility, now called the Pharmaceutical Sciences Research Building, continues to house classrooms, labs, offices, and a manufacturing facility.

The College of Pharmacy is located on the University's health sciences campus in close proximity to five professional schools. Students collaborate with expert health care providers at the Carver College of Medicine, and at the Colleges of Dentistry [p. 1239], Nursing [p. 1808], and Public Health [p. 1870]. The College of Pharmacy is located in close proximity to University of Iowa Hospitals & Clinics, the Bowen Science Building, and the Hardin Library for the Health Sciences.

For more than 125 years, the University of Iowa College of Pharmacy has led the way in educating pharmacists and pharmaceutical scientists. The college is well known for its high quality pharmacy education, advanced practice models, patient care, drug discovery, product development, and contract manufacturing.

University of Iowa Pharmaceuticals

University of Iowa Pharmaceuticals is a pharmaceutical manufacturing facility registered with the U.S. Food and Drug Administration that develops pharmaceutical dosage forms and has manufactured clinical supplies in compliance with Good Manufacturing Practices since 1974. University of Iowa Pharmaceuticals has clients worldwide, including pharmaceutical companies, biotechnology firms, medical departments, and government agencies. Its staff works closely with clients and pharmaceuticals faculty members to produce virtually every type of pharmaceutical dosage form, supplying new pharmaceutical agents for use in clinical trials and other research. For more information, visit the University of Iowa Pharmaceuticals website.

Courses

Students must be enrolled in the College of Pharmacy to enroll in professional-level (Pharm.D.) coursework numbered 8000-9999. Students who meet prerequisite requirements may register for the college's undergraduate- and graduate-level courses numbered 1100-7999.

College of Pharmacy Courses

PHAR:1000 First-Year Seminar **1 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

PHAR:1100 Introduction to Pharmaceutical Sciences: Drug Development **1-2 s.h.**

Introduction to drug discovery, development, and approval pathways used in the United States; specific focus on career pathways related to pharmaceutical development including the natural and biomedical sciences, clinical, regulatory and legal affairs, sales and marketing, and business development.

PHAR:1111 Need a New Drug? **1 s.h.**

Introduction to drug discovery, development, and approval process in the United States; focus on preclinical and clinical development activities and role of the FDA and other regulatory bodies in approval and oversight of available drug products.

PHAR:1200 Medicines That Changed or Will Change the World **1 s.h.**

Herbal remedies and ancient traditional medicines have led to the discovery of life-saving drug therapies; as science has evolved, how the discovery of other important medicines have come about through advances in chemistry and biology and now through advances in computer science and informatics; students learn about the discovery history of some of the most important drug therapies of the 20th and 21st centuries and how those discoveries are leading to even more important, life-saving treatments.

PHAR:1800 Introduction to Nutraceuticals: Activity and Action **2 s.h.**

Introduction to the role and actions of nutritional supplements in health and disease; evidence-based information regarding roles of common nutritional supplements available to consumers. Prerequisites: BIOL:1140 or BIOL:1141 or BIOL:1411 or BIOL:1412.

PHAR:1812 What's in My Medicine Cabinet? An Introduction to Over-the-Counter Medications and Self Care **2 s.h.**

Introduction to nonprescription medications for treatment of minor illness and health maintenance; causes, signs, and symptoms of common ailments with information about selection of appropriate over-the-counter therapies and considerations for the need for further care; self-care strategies for disease prevention and wellness.

PHAR:3740 End-of-Life Care for Adults and Families **3 s.h.**

End-of-life issues in care of adults, older adults, and their families. Same as ASP:3740, MED:3740, NURS:3740.

PHAR:3994 Undergraduate Research in Pharmaceutical Sciences **1-4 s.h.**

Individual scientific research conducted under the guidance of a faculty member.

PHAR:3995 Undergraduate Independent Study **1-4 s.h.**
Supervised study. Requirements: enrollment in College of Pharmacy undergraduate certificate program.

PHAR:4146 Drug Disposition and Pharmacokinetics **2 s.h.**

Introduction to drug absorption, distribution, and elimination processes controlling overall drug exposure in humans; basic quantitative measurements presented and used to demonstrate the influence of drug properties and physiologic action on drug disposition. Prerequisites: (MATH:1380 or MATH:1460 or MATH:1550 or MATH:1850) and (BIOL:1140 or BIOL:1141 or BIOL:1411 or BIOL:1412) and (STAT:1020 or PSQF:1020 or STAT:1030 or STAT:2010).

PHAR:4480 Introduction to Human Pharmacology **3 s.h.**

Basic overview of ligand-receptor theory and pharmacokinetics (e.g., administration, distribution, metabolism, and elimination of drugs); pharmacology of selected drug classes, pathophysiologic aspects of select diseases relevant to drug classes, how different classes of drugs modify pathophysiologic effects to restore health or reduce disease's impact; focus on mechanisms of drug actions in humans; adverse effects, pharmacokinetic considerations, and drug interactions. Prerequisites: HHP:1300 or HHP:3500 or HHP:3550. Requirements: human physiology B.S. majors must complete HHP:3550. Same as HHP:4480.

PHAR:4501 Basic Principles of Toxicology **1 s.h.**

Basic principles and mechanisms of toxicology as it relates to drugs and environmental agents. Prerequisites: BIOC:3110.

PHAR:4502 Toxic Agents **1 s.h.**

Specific toxicants and toxicity not related to organ systems including carcinogenesis and oxidative stress; clinical toxicology and antidotes. Prerequisites: BIOC:3110.

PHAR:4503 Organ and Organism Toxicity **1 s.h.**

How toxicants, such as drugs, interact with organ systems and organisms. Prerequisites: BIOC:3110.

PHAR:4512 Principles of Drug Discovery **3 s.h.**

Focus on understanding drug targets as receptors, receptor theory, drug discovery, and new drug approval processes; areas of novel drug target identification, pharmacological characterization of new drugs, G protein coupled receptors as targets, and analysis of drug-receptor interactions. Prerequisites: BIOC:3110.

PHAR:4521 High Throughput Screening in Drug Discovery **1 s.h.**

Introduction to high throughput screening (HTS) and its application in pharmaceutical and biomedical sciences; description and use of HTS in identification of biologically active small molecules for use as probes, tool compounds, and drug leads; detection systems, robotic liquid handling instruments, and compound libraries; case studies of HTS approaches used in drug discovery. Prerequisites: (CHEM:2220 or CHEM:2240) and BIOC:3110 or (BIOC:3120 and BIOC:3130). Requirements: one semester of analytical chemistry or analytical biochemistry.

PHAR:4537 Principles of Drug Metabolism **3 s.h.**

Principles of drug metabolism based on current knowledge of involved enzymes. Prerequisites: (CHEM:2220 or CHEM:2240) and (BIOC:3120 or BIOC:3110).

PHAR:4700 Pharmaceutical Chemical Analysis **4 s.h.**

Introduction to the use and selection of analytical methods used to evaluate pharmaceutical products; basic laboratory skills, data analysis, and record keeping. Prerequisites: (CHEM:2220 or CHEM:2240) and (CHEM:2410 or CHEM:2420). Requirements: no prior enrollment in PHAR:5700.

- PHAR:4736 Properties of Dosage Forms I** 3 s.h.
Introduction to principles of physical and chemical sciences important in drug product development; solubility, colligative properties, and partitioning behavior, as well as ionic equilibria, pH control, and chemical stability are evaluated in context of their importance in liquid dosage forms; emphasis on issues impacting drug product quality. Prerequisites: (CHEM:2220 or CHEM:2240) and (MATH:1460 or MATH:1380 or MATH:1550 or MATH:1850).
- PHAR:4737 Properties of Dosage Forms II** 3 s.h.
Physical and chemical properties and measurements of materials used in pharmaceuticals; introduction to material properties of drugs and excipients used in development of semi-solid and solid pharmaceuticals; emphasis on material selection, dosage form performance characteristics, and evaluation of drug product quality. Prerequisites: PHAR:4736.
- PHAR:4740 Materials in Drug and Gene Delivery** 3 s.h.
Different types of materials used in drug and gene delivery including synthetic and natural polymers (poly lactic-co-glycolic acid and chitosan respectively); different forms of delivery systems including (but not limited to) liposomes, micelles, biodegradable nanoparticles, nondegradable nanoparticles, and solid porous scaffolds; applications of these material-based delivery systems from targeted chemotherapy to bone regeneration to vaccination applications.
- PHAR:4741 Immunology and Immunotherapies** 2 s.h.
Introduction to basics of the immune system and how it protects against infection and disease; in-depth lectures on vaccines against infectious diseases and cancer in terms of their formulations and how they work; focus on past seminal findings, current treatment modalities, and cutting-edge technologies likely to impact future immunotherapeutic strategies.
- PHAR:4745 Drug Delivery I** arr.
Advanced design and development of drug delivery systems; emphasis on selection of materials and designs suitable for specific applications; comparison and evaluation of available and emerging technologies. Prerequisites: (BIOC:3110 or BIOC:3120) and (MATH:1460 or MATH:1550 or MATH:1850 or MATH:1380) and (CHEM:2220 or CHEM:2240) and PHAR:4737. Corequisites: PHAR:4146 (if not taken as a prerequisite). Requirements: one semester of human anatomy and physiology.
- PHAR:4799 Special Topics in Pharmaceutics** arr.
Current topics in pharmaceutics. Prerequisites: MATH:2560 and CHEM:4431.
- PHAR:4800 Chemical and Biophysical Properties of Drugs** 1 s.h.
Introduction to design of drug molecules based on an understanding of drug-like properties including chemical reactivity and structural optimization; minimization of potentially toxic biotransformations; optimization of absorption; screening methods for selection and classification of optimized molecules. Prerequisites: (CHEM:2220 or CHEM:2240) and BIOC:3110 or (BIOC:3120 and BIOC:3130).
- PHAR:4850 Upstream Biotechnology Processes** 2 s.h.
Introduction to fermentation, fermenter preparation, cell growth and medium requirements, inoculation, sampling, process termination, separation of cells, fermentation case study, enzyme activity, and biocatalysis. Same as CHEM:4850.
- PHAR:4851 Radiopharmaceuticals in Diagnostics and Therapy** 2 s.h.
Use of radionuclides for diagnosis and monitoring of disease and in development of new therapeutic agents; strategies for provision of effective agents, regulatory processes, and safe handling and administration. Prerequisites: CHEM:2220 or CHEM:2240. Recommendations: one semester of physics, one semester of biology, and one semester of anatomy or physiology.
- PHAR:5110 Clinical Pharmaceutical Sciences Seminar** 1-2 s.h.
Research by faculty, graduate students.
- PHAR:5310 Health Services Research Seminar** 1-2 s.h.
Recent research in pharmacy administration.
- PHAR:5350 Introduction to Research Methods** 3 s.h.
Scientific inquiry, experimental design, data collection, statistical methods used in the study of health services and clinical investigations; focus on understanding the research process and evaluating published studies. Recommendations: introductory statistics.
- PHAR:5510 Pharmaceutical Sciences and Experimental Therapeutics Seminar** 1-2 s.h.
- PHAR:5512 Drug Discovery and Mechanisms** 3 s.h.
Process of modern drug discovery, focus on high throughput screening strategies, target validation, pharmacological characterization of new compounds; mechanism of drugs targeting G protein coupled receptors, ion channels and transporters, targets in biological systems.
- PHAR:5515 Perspectives in MNPC Research** 2 s.h.
Contemporary research in medicinal chemistry and natural products.
- PHAR:5520 Medicinal and Natural Products Chemistry Research** arr.
- PHAR:5521 High Throughput Screening for Pharmaceutical and Biomedical Sciences** 1 s.h.
Broad introduction to high throughput screening (HTS) and its application in pharmaceutical and biomedical sciences; HTS as a modern technology platform integrated with robust detection systems and robotic liquid handling instruments; use of HTS platforms to identify biologically active small organic molecules to validate drug targets, screen compound libraries; identification of biologically active small molecules for use as probes, tool compounds, drug leads; systematic, unbiased, and/or focused hypothesis-based approaches for mechanistic studies in biological and medical sciences. Recommendations: bachelor degree in biochemistry, chemistry, molecular biology, pharmacology, or equivalent.
- PHAR:5525 Drug Delivery Systems for Insoluble Compounds** 3 s.h.
Specialized disperse systems (e.g., emulsions, nanoemulsions, microemulsions, micelle) used for insoluble systems; introduction to basics of lipid systems to understand behavior in aqueous media when delivered to the body.
- PHAR:5530 Pharmaceutical Sciences and Experimental Therapeutics Seminar** 1-2 s.h.
- PHAR:5537 Enzymatic Basis of Drug Metabolism** 3 s.h.
Current literature on catalytic and physical properties, distribution, and substrate specificity of enzymes involved in mammalian drug metabolism. Prerequisites: CHEM:2220.

- PHAR:5541 Total Synthesis of Biologically Active Natural Products** 3 s.h.
Total synthesis of natural products; use of strategies and tactics for synthetic maneuvering; selectivity of important and complex medicinal compounds; modern chemical methods for construction of carbon-carbon bonds.
- PHAR:5542 Biophysical Chemistry II, Module I** 1 s.h.
Enzymes as unparalleled catalysts that represent a unique class of drug targets; focus on organic chemistry of enzyme catalyzed reactions and enzyme inhibition by small molecules from a medicinal chemistry perspective; chemical and enzyme kinetics, sources of catalytic power, chemical mechanisms used in enzyme catalysis, role of coenzymes; strategies in enzyme inhibition, drug resistance, drug synergism, reversible enzyme inhibitors, transition state analogs, slow tight binding inhibitors, irreversible inhibition; taken alone or as part of BIOC:5242. Requirements: introductory course in biochemistry. Same as BIOC:5244.
- PHAR:5545 Current Medicinal Chemistry** 3 s.h.
Modern techniques used in drug discovery; important drug classes, their chemical mechanism of action.
- PHAR:5549 Analytical Biochemistry** 3 s.h.
Application of modern chromatographic and detection methods used to isolate, characterize, and quantify drugs and macromolecules.
- PHAR:5700 Quantitative Research Methods in Pharmacy I** 3-4 s.h.
Collection and interpretation of analytical data; instrumental analysis and separation techniques.
- PHAR:5702 Clinical Pharmacokinetics** 2 s.h.
Fundamental concepts in pharmacokinetics and pharmacodynamics; application in dose regimen optimization and rational drug use.
- PHAR:5745 Drug Delivery: Principles and Applications I** arr.
Advanced design and development of drug delivery systems with emphasis on selection of materials and designs suitable for specific applications; comparison and evaluation of available and emerging technologies. Prerequisites: (BIOC:3110 or BIOC:3120) and (MATH:3600 or MATH:2560) and (CHEM:2220 or CHEM:2240) and PHAR:4737. Corequisites: PHAR:4146 (if not taken as a prerequisite). Requirements: one semester of human anatomy and physiology.
- PHAR:5875 Perspectives in Biocatalysis** 1-3 s.h.
Applied enzymology, protein design, structure-activity relationships, biosensor technology, microbial transformations, biodegradation of environmental pollutants. Requirements: graduate standing in a participating department supported by the Predoctoral Training Program in Biotechnology. Same as BIOC:5875, CBE:5875, CEE:5875, CHEM:5875, MICR:5875.
- PHAR:6120 Clinical Pharmaceutical Sciences Research** arr.
- PHAR:6305 Foundation Literature in Health Services Research** arr.
Issues related to pharmacy administration, social and behavioral pharmacy, pharmacy education.
- PHAR:6320 Health Services Research** arr.
- PHAR:6330 Models of Patient Behavior and Choice** 3 s.h.
Theoretical models used to describe behavior and choice in pharmaceutical socioeconomic research; models from economics, health services research, health behavior, clinical decision making.
- PHAR:6331 Models of Provider Behavior and Choice** 3 s.h.
Theoretical background for study of provider decision making and behavior; models based on a classic economic approach, models used to study provider behavior.
- PHAR:6501 Principles and Mechanisms of Chemical Toxicology** 1 s.h.
General principles and basic mechanisms of chemical and pharmaceutical toxicology; drug/toxicant disposition, including biotransformation and bioactivation to electrophiles.
- PHAR:6502 Toxic Agents and Concepts in Toxicology** 1 s.h.
Specific classes of toxicants and non-organ directed toxicity, including chemical carcinogenesis, oxidative stress, teratogenesis; clinical toxicology, antidotes, methods and models in toxicology.
- PHAR:6503 Target-Organ Toxicity** 1 s.h.
Role of drugs/toxicants in systems toxicity (target organ); hepatotoxicity, neurotoxicity, cardiotoxicity, and toxic responses of immune system.
- PHAR:6504 Mastering Reproducible Science** 1 s.h.
Training in methods for conducting rigorous and reproducible science; features an array of faculty who provide lectures and discussions based on their areas of expertise (i.e., research with animals, synthetic chemistry, high throughput screening, etc.) to provide broad exposure and training in these areas; critical evaluation of literature outside of student's own specific field of study.
- PHAR:6700 Advanced Pharmacokinetics and Pharmacodynamics** 3 s.h.
Application of pharmacokinetics and pharmacodynamics principles in pharmaceutical research. Prerequisites: PHAR:8146 or PHAR:4146. Requirements: two semesters of calculus and one semester of statistics.
- PHAR:6701 Stability of Pharmaceuticals** 3 s.h.
Mechanisms of degradation of pharmaceuticals; prediction of shelf life of pharmaceuticals, stabilization. Prerequisites: CHEM:4432.
- PHAR:6706 Equilibria Processes** 3 s.h.
Equilibria pertaining to ionic systems, complexation, partitioning, solubility. Prerequisites: CHEM:2220 or CHEM:2240.
- PHAR:6710 Pharmaceutics Graduate Seminar** 1-2 s.h.
- PHAR:6720 Pharmaceutics Research** arr.
- PHAR:7101 Principles of Experimental Therapeutics** 3 s.h.
Introduction to key principles and concepts for research in experimental therapeutics; basic principles related to drug disposition, toxicity, and efficacy.
- PHAR:7102 Applied Clinical and Translational Science** 3 s.h.
Application of clinical and translational science in a multidisciplinary collaborative environment to develop, conduct, and report research.

- PHAR:7331 Analytic Issues in Health Services Research II** 3 s.h.
Continuation of HMP:7960; advanced applications, including panel data and qualitative response models. Prerequisites: HMP:7960. Same as HMP:7965.
- PHAR:7701 Surface Phenomena** arr.
Behavior of matter in phase boundaries, especially adsorptive processes at liquid-solid and vapor-solid interfaces. Prerequisites: CHEM:4431.
- PHAR:7703 Transport Phenomena** 3 s.h.
Diffusion and mass transport phenomena related to pharmaceutical systems.
- PHAR:8130 Foundations of Pharmacy Practice I** 4 s.h.
Introduction to contemporary pharmacy practice; small-group discussion, application of core concepts through active hands-on learning approaches; for first-year student pharmacists. Requirements: P1 standing.
- PHAR:8131 Engagement: Professional Skills and Values** 2 s.h.
Opportunity for student engagement in the College of Pharmacy prior to Professionalism Ceremony; development as a responsible partner in learning process by nurturing collaboration, leadership, service, compassion, community, self development, and social enrichment among students, faculty, and staff. Requirements: P1 standing.
- PHAR:8132 Continuing Professional Development** 1 s.h.
Engagement with profession of pharmacy and community through service and leadership activities, reflection; use of Continuous Professional Development Cycle (CPD) approach to learning. Requirements: P3 standing.
- PHAR:8133 Introductory Pharmacy Practice Experience Career Exploration** 1 s.h.
Hands-on exposure to various pharmacist career opportunities in four different pharmacy practice patient care settings; settings include practice areas and rotation types required for P4 Advanced Pharmacy Practice Experience (APPE) sites in community pharmacy, hospital pharmacy, ambulatory care/family practice, acute care medicine, and other elective practice settings; work with faculty mentor. Requirements: P1 standing.
- PHAR:8134 Foundations of Health Services** 3 s.h.
Foundation issues for pharmacist practice related to social, cultural, behavioral, economic, and organization design components of pharmacy care. Requirements: P1 standing.
- PHAR:8135 Health Information Retrieval and Informatics** 3 s.h.
Introduction and overview of health care information retrieval, organization, and dissemination; retrieval and organization of health information from pharmacy and medical primary and tertiary literature using secondary resources; knowledge and skills to manage, analyze, and legally share health information in electronic health records, pharmacy information systems, and automated systems. Requirements: P1 standing.
- PHAR:8136 Foundations of Pharmaceutical Sciences** 6 s.h.
Introduction and overview of foundations of pharmaceutical sciences. Requirements: P1 standing.
- PHAR:8140 Foundations of Pharmacy Practice II** 4 s.h.
Introduction to contemporary pharmacy practice for first-year student pharmacists; classroom methods include small group discussion-based and active hands-on learning approaches where students will apply core concepts.
- PHAR:8141 Discovery I: Introduction and Background** 3 s.h.
Create and disseminate new knowledge related to pharmacy or health care; broadly based scholarly effort with topics ranging from patient case studies, literature reviews, and analysis of pharmacy practice problems or basic research.
- PHAR:8142 Foundations of Health, Wellness, and Disease** 2 s.h.
Overview of the basic processes of good health and practices that promote wellness; emphasis on the mechanistic causes of human disease.
- PHAR:8146 Foundations of Pharmaceutical Sciences III** 2 s.h.
Continuation of PHAR:8137.
- PHAR:8147 Foundations of Pharmaceutical Sciences IV** 3 s.h.
Continuation of PHAR:8146.
- PHAR:8148 Pharmacokinetics and Dose Optimization** 2 s.h.
- PHAR:8149 Foundations of Pharmacology and Toxicology** 3 s.h.
Principles of pharmacology and toxicology.
- PHAR:8150 Foundations of Health, Wellness, and Disease** 2 s.h.
Overview of basic processes of good health and practices that promote wellness; emphasis on mechanistic causes of human disease.
- PHAR:8151 Discovery I: Introduction and Background** 3 s.h.
Creation and dissemination of new knowledge related to pharmacy or health care; broadly based scholarly effort with topics ranging from patient case studies, literature reviews, and analysis of pharmacy practice problems or basic research.
- PHAR:8152 Fundamentals of Compounding** 1 s.h.
Introduction to personalized drug delivery systems through the art of compounding.
- PHAR:8153 Integrated Pharmacotherapy: Dermatology and Sensory** 2 s.h.
Key elements of science and practice of pharmacy presented in an integrated manner and focused on particular organ systems or disease states. Requirements: P1 standing.
- PHAR:8202 Pharm.D. Learning Portfolio I** 1 s.h.
Students demonstrate and document mastery of experiential and didactic coursework and assignments, as well as self-assessment of their progress. Requirements: P2 standing.
- PHAR:8205 Student Pharmacist Professionalism** 1 s.h.
Participation in activities promoting leadership and professional learning, and service learning; required participation P1 through P3 years.
- PHAR:8207 Introductory Pharmacy Practice Experiences Community** 3 s.h.
Exposure to the provision of care in a community pharmacy setting; activities focus on those experiences related to the community pharmacy environment, medication distribution, special products and populations, and related professional activities; delivered in set time blocks over winter break and during summer session before or after the P2 year.

PHAR:8209 Introductory Pharmacy Practice Experiences Hospital 3 s.h.

Exposure to the provision of care in a hospital pharmacy setting; activities focus on those experiences related to the hospital pharmacy environment, medication distribution, special products and populations, and related professional activities.

PHAR:8250 Applications of Pharmacy Practice I 1 s.h.

Expands on skills and concepts taught in the foundations of pharmacy practice course series and includes skills relevant to the disease states in the specific aligned component courses; taught using a variety of classroom methods including small-group, discussion-based, and active hands-on learning approaches where students will apply core concepts.

PHAR:8251 Integrated Pharmacotherapy: Dermatology and Sensory 3 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8252 Integrated Pharmacotherapy: Musculoskeletal 4 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8253 Integrated Pharmacotherapy: Genitourinary and Reproductive 3 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8254 Integrated Pharmacotherapy: Endocrine 3 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8255 Discovery II: Design and Methods arr.

Create and disseminate new knowledge related to pharmacy or health care with emphasis on design methods and data collection.

PHAR:8260 Integrated Pharmacotherapy: Cardiovascular 4 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8261 Integrated Pharmacotherapy: Neurology and Psychiatry 4 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8262 Integrated Pharmacotherapy: Oncology 3 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8263 Integrated Pharmacotherapy: Infectious Diseases 4 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8264 Discovery III: Data Collection and Results 1 s.h.

Create and disseminate new knowledge related to pharmacy or health care with emphasis on data collection and results.

PHAR:8265 Applications of Pharmacy Practice II 1 s.h.

Expands on skills and concepts taught in the foundations of pharmacy practice course series and includes skills relevant to the disease states in the specific integrated pharmacotherapy courses; taught using a variety of classroom methods including small group, discussion-based, and active hands-on learning approaches where students apply core concepts.

PHAR:8300 Introduction to Clinical Pharmacy Practice 1 s.h.

Clinical practice experience observing and participating in clinical activities with P4 students, faculty, and other health care providers. Requirements: P3 standing.

PHAR:8301 Introductory Pharmacy Practice Experience Clinical 1 s.h.

This third IPPE clinical is completed as an introduction to the Advanced Pharmacy Practice Experiences (APPE) to which student pharmacists are exposed during their P4 year; the IPPE clinical involves a P3 student observing and participating with a P4 student currently on an APPE rotation.

PHAR:8303 Clinical Practice Skills III: Applied Patient Management 2 s.h.

Continuation of PHAR:8302; development of professional skills required for delivery of patient care; patient assessment, clinical decision making, communication (written and oral), teamwork. Corequisites: PHAR:8342. Requirements: P3 standing.

PHAR:8306 Pharmacy Practice Lab VI 2 s.h.

Practical application of scientific and clinical knowledge in the provision of patient-centered care; activities include medication therapy management for patients, prescription and self-care counseling, and application of drug information skills. Corequisites: PHAR:8342 and PHAR:8343, if not taken as prerequisites. Requirements: P3 standing.

PHAR:8309 Pharmacy Management and Marketing 2 s.h.

Application of management principles to pharmacy practice; marketing techniques for pharmacy practice; operations, human resources, finance, quality improvement and service marketing management.

PHAR:8342 Neurology/Psychiatry Therapeutics 2 s.h.

Pharmacotherapy for psychiatric and neurologic disorders; review of disorders, therapeutic goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P3 standing.

PHAR:8343 Infectious Disease Therapeutics 2 s.h.

Pharmacotherapy for infectious diseases; review of disease, therapeutic goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P3 standing.

PHAR:8370 Integrated Pharmacotherapy: Respiratory and Allergy 3 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8371 Integrated Pharmacotherapy: Oncology and Hematology 3 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8372 Integrated Pharmacotherapy: Gastroenterology and Nutrition 3 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8373 Integrated Pharmacotherapy: Renal, Fluids, and Electrolytes 2 s.h.

Key elements of the science and practice of pharmacy presented in an integrated manner focused on particular organ systems or disease states.

PHAR:8374 Applications of Pharmacy Practice III 1 s.h.

Expands on skills and concepts taught in the foundations of pharmacy practice course series and includes skills relevant to the disease states in the specific aligned component courses; taught using a variety of classroom methods including small group, discussion-based, and active hands-on learning approaches where students apply core concepts.

PHAR:8375 Advanced Topics in Health Services 2 s.h.

Exploration of advanced topics in health service.

PHAR:8376 Discovery IV: Presentation of Results 1 s.h.

Dissemination and presentation of new knowledge related to pharmacy or health care with emphasis on design methods and data collection.

PHAR:8377 Integrated Pharmacotherapy: Capstone 4 s.h.

Capstone serves as a culminating academic and research project for students and mentors, integrating all areas of professional discovery.

PHAR:8378 Pharmacy Law and Ethics 2 s.h.

Topics include ethical behavior for pharmacists and student of pharmacy law.

PHAR:8379 Advanced Pharmacy Practice Experiences Preparation 1 s.h.

Guidance provided for advanced pharmacy practice experiences.

PHAR:8380 Learning Portfolio 1 s.h.

Compilation of student work.

PHAR:8387 Capstone: Skills-Based Assessment 1 s.h.

Further development of assessment skills.

PHAR:8400 Introductory Pharmacy Practice Experience Transitions 1 s.h.

This final IPPE transitions is completed as an introduction to the Advanced Pharmacy Practice Experiences (APPE) to which student pharmacists are exposed during the P4 year; student pharmacists work alongside a pharmacist preceptor to assist them in making a smooth transition to the APPE curriculum; students identify, collect pertinent information, evaluate, and document a patient case or problem encountered at a pharmacy practice site.

PHAR:8402 Pharm.D. Learning Portfolio II 1 s.h.

Students continue to demonstrate and document mastery of experiential and didactic coursework and assignments, as well as self-assessment of progression. Requirements: P4 standing.

PHAR:8500 Advanced Drug Literature Evaluation and Application 2 s.h.

Critical evaluation, utilization, and clinical application of drug literature.

PHAR:8501 Introduction to Nuclear Pharmacy 2 s.h.

Nuclear pharmacy as a specialty area of pharmacy practice that involves preparation of radioactive materials for patient administration.

PHAR:8502 Advanced Pharmacopalliation of Pain 2 s.h.

Exploration of symptom management across the trajectory of serious illness through a series of longitudinal patient cases.

PHAR:8503 Advanced Pharmacopalliation of Non-Pain Symptoms 3 s.h.

Terminal extubation, terminal agitation, discontinuing life sustaining therapies, and pharmacokinetic and pharmaceutical issues in advanced illness.

PHAR:8504 Sustained Clinical Pharmacy Services 2 s.h.

Pharmacists may find themselves needing to justify their salary, the cost effectiveness of their pharmacy services, or may wish to create a new clinical service; introduction to pharmacists' role in initiating and sustaining clinical services in the ambulatory setting; writing a business plan; identifying and communicating with key stakeholders; finding billable opportunities.

PHAR:8505 Advanced Topics in Infectious Disease, HIV, and Antimicrobial Therapy 2 s.h.

Topics in antimicrobial treatment of infectious diseases beyond those in the required pharmacy curriculum, including topics covered in the infectious disease therapeutics course; lectures, case discussion, class participation, and summary presentations of an uncommon organism or antimicrobial agent.

PHAR:8506 Health Informatics Essentials 2 s.h.

Health informatics as a multidisciplinary field that uses health information technology to improve health care services for patients.

PHAR:8507 Personal and Professional Transformation 2 s.h.

How to maximize personal and professional goals; focus on what students want to achieve in their personal and professional life.

PHAR:8508 Interprofessional Case Studies 2 s.h.

Interdisciplinary collaboration to formulate pharmacologic treatments of common diseases; case-based learning utilized with peer teaching; medical and pharmacy students revisit and share foundational science concepts from their disciplines, including mechanisms of health and disease and principles of pharmacokinetics and pharmacodynamics; discussions led by students and facilitated with a Carver College of Medicine clinician and a College of Pharmacy clinical pharmacist; students formulate treatment plans using the World Health Organization's six step approach to good prescribing. Requirements: P3 standing.

PHAR:8702 Dean's Pharmacy Forum II 2 s.h.

Contemporary issues in pharmacy practice, pharmacy education, and health care.

PHAR:8706 Pharmacy Projects arr.

Basic and applied research problems of pharmaceutical interest.

PHAR:8708 Substance Abuse 2 s.h.

Themes and concepts in substance abuse and treatment; stimulants, depressants, alcohol, opiates, hallucinogenics, steroids; drug abuse prevention and treatment, including dual diagnosis, from cradle to the grave.

PHAR:8709 Pharmacist Role in Health Coaching and Nutrition 2 s.h.

Exploration of pharmacist role in health coaching and nutrition.

PHAR:8712 Nonprescription Pharmacotherapy and Self-Care 2 s.h.

Introduction to nonprescription medications; development of patient assessment and consultation skills; understanding of pharmacist's role in patient self-care. Requirements: P3 standing.

- PHAR:8717 Ambulatory Care Pharmacy** 2 s.h.
Additional experience in the practice of clinical pharmacy; focus on key therapeutic areas where ambulatory care clinical pharmacists currently have a significant impact improving patient care, including anticoagulation management, hyperlipidemia management, and diabetes management; opportunity to develop expertise in clinical decision making, improve problem solving abilities, and continued development in writing and oral presentation skills. Prerequisites: PHAR:8243. Requirements: P3 standing.
- PHAR:8718 Special Topics in Acute Care** 2 s.h.
Pharmacotherapy for common but varied inpatient medicine topics; review of disorder, therapeutic goals, treatment plans, patient education, monitoring; lecture or case-based classes; anticoagulation, hemostasis, diabetic ketoacidosis, ICU overview, hepatic failure, renal replacement therapies, ACLS, antimicrobial and antifungal selection, septic shock, cardiogenic shock, neurogenic shock and neuro/neurosurgical emergencies, burns, sedation.
- PHAR:8721 Leadership and Political Advocacy** arr.
Contemporary issues in pharmacy; role of leadership and advocacy in shaping profession; becoming effective advocates within political and policy making process; development of advocacy and leadership skills essential to improve self, profession, and community. Requirements: P1, P2, or P3 standing. Recommendations: PHAR:8702 and PHAR:8722.
- PHAR:8722 Current Topics in Health Policy** 2 s.h.
Legislative process and broad range of current issues in health policy; general- and pharmacy-specific health policy topics at state and federal levels. Requirements: P1, P2, P3, or graduate standing.
- PHAR:8723 Infectious Disease for Acute Care Practice** 1 s.h.
Contemporary issues related to infectious diseases; unusual pathogens such as Ebola, tropical medicine, bioterrorism, resistance, travel medicine, epidemiology.
- PHAR:8724 Hospital Pharmacy Practice Management Elective** 2 s.h.
Organizational structure of pharmacy departments in hospitals and health care systems; models for delivery of pharmaceutical care; pharmacy's role in drug-policy decision making; provision of drug information; clinical and distributive pharmacy services; control of pharmacy and pharmacy costs; use of information technology and automation for service delivery; supervisory management; quality improvement. Requirements: P3 standing.
- PHAR:8725 Career Pathways in Pharmacy** 1 s.h.
Career preparation through writing, speaking, reading, and listening; writing résumés, curricula vitae, cover letters; interviewing techniques; electronic portfolios; web-based career information; guest speakers from pharmacy associations, major chains; workshop approach. Requirements: P2 or P3 standing.
- PHAR:8790 Sustainable Clinical Pharmacy Services: Leadership, Management, and Implementation** 2 s.h.
Practical knowledge and understanding of how to implement and sustain clinical pharmacy services in a variety of practice settings; how to identify outcomes to evaluate the success of ongoing services; students explore the perspective of leadership and management as it pertains to clinical pharmacy services.
- PHAR:8791 Survey of Basic Pharmaceutical Sciences** 1 s.h.
Aspects of drug discovery and development; seminar with guest speakers from industry. Requirements: admission to Pharm.D. program.
- PHAR:8792 Spanish for the Pharmacy Profession** 2 s.h.
Intermediate to advanced professional Spanish communication skills for the pharmacist. Requirements: one year of college-level Spanish.
- PHAR:8793 Introduction to Global Health Studies** 1 s.h.
Overview of topics pertaining to international health and cultural diversity in relation to pharmacy and global health; preparation for student pharmacists to become health care practitioners who optimize the health of patients and society; inspires students to advance the profession by fostering collaboration, global and public health leadership, professionalism and civic engagement; introduction and discussion of important topics in global health, focusing specifically on care of the underserved in a global context.
- PHAR:8794 Emergency Medicine and Toxicology** 2 s.h.
Pharmacology in the world of emergency medicine and toxicology; students learn through lecture, case discussion, class participation, and evaluation of evidence-based medicine literature in emergency medicine and toxicology.
- PHAR:8795 Foundations of Palliative Care** 2 s.h.
Introduction to palliative care as a public health issue; exploration of the principles and practice of palliative care including interdisciplinary care of the whole person and family, communication, and self care.
- PHAR:8796 Introduction to Travel Medicine** 1 s.h.
Overview of services provided to travelers to prevent and management conditions that may arise prior to, during, and after international travel; students learn about topics pertaining to each of these areas.
- PHAR:8797 Ethics and Spirituality in Health Care** 3 s.h.
Case-based examination of ethical issues in caring for patients with serious illness; exploration of suffering, spirituality, death, and dying. Requirements: P2 or P3 standing.
- PHAR:8798 Continuing Professional Development in Palliative Care** 1 s.h.
Self-directed learning and development in palliative care; creation and implementation of a professional development plan including activities in service, scholarship and education, leadership and advocacy, and self-care and personal resilience.
- PHAR:8799 Active Residency Preparation** 2 s.h.
Students develop the best understanding of what a residency is, what programs exist, the usual qualifications for placement, and the necessary pathway and components of residency attainment; hands-on experience with preparation process; for pharmacy students interested in pursuing residency training following graduation. Requirements: P3 standing.
- PHAR:8811 New Drugs for New Therapies: Introduction to Drug Discovery, Development, and Registration** 1-2 s.h.
From "magic bullets" to "personalized medicine," the quest for new drugs to treat disease involves serendipity, science, and business success; through lectures, presentations, readings, and discussion, students will learn how potential new drug therapies are identified and what happens between finding a drug that seems to work and the launch of a commercial drug product.

- PHAR:8818 Nutritional Supplements in Health and Disease: Mechanisms and Actions** 3 s.h.
Mechanisms of action and current use of common dietary supplements including vitamins, minerals, herbals and botanicals, amino acids, and enzymes; focus on evidence-based approaches to functional use of supplements and their roles in achieving and maintaining health.
- PHAR:9401 Ambulatory Care Rotation** 6 s.h.
Clinical experience in providing pharmaceutical care in outpatient clinic settings. Requirements: P4 standing.
- PHAR:9402 Elective Ambulatory Care Rotation** 6 s.h.
Clinical experience providing pharmaceutical care in specialty outpatient settings. Requirements: P4 standing.
- PHAR:9403 Elective Nuclear Pharmacy Rotation** 6 s.h.
Practical experience in the handling and clinical use of radiopharmaceuticals. Requirements: P4 standing.
- PHAR:9404 Community Clinical Rotation** 6 s.h.
Clinical experience in the community setting; emphasis on delivery of pharmaceutical care. Requirements: P4 standing.
- PHAR:9405 Elective Hospice and Palliative Care Rotation** 6 s.h.
Clinical experience providing pharmacotherapy for end-of-life care. Requirements: P4 standing.
- PHAR:9406 Elective: Drug Information Rotation** 6 s.h.
Practice experience applying drug information knowledge to service and research projects. Requirements: P4 standing.
- PHAR:9407 Elective Family Medicine Rotation** 6 s.h.
Clinical practice experience applying primary care therapeutics in family medicine practice settings. Requirements: P4 standing.
- PHAR:9408 Elective Hematology/Oncology Rotation** 6 s.h.
Drug therapy management of oncology patients and patients with hematologic malignancies, aplastic anemia, sickle cell disease, hemophilia. Requirements: P4 standing.
- PHAR:9409 Elective Home Health Care Rotation** 6 s.h.
Clinical experience in the team approach to health care delivery, including total parenteral nutrition, chemotherapy, intravenous antibiotics, lab analysis, hospice care, and pain management. Requirements: P4 standing.
- PHAR:9410 Hospital Pharmacy Rotation** 6 s.h.
Instruction and practical experience in various components of hospital pharmacy; emphasis on hospital organization, inpatient and outpatient services, IV admixtures, unit dose, and clinical services. Requirements: P4 standing.
- PHAR:9411 Elective Long Term Care Rotation** 6 s.h.
Practice in consulting and providing services to varied long-term patient care environments. Requirements: P4 standing.
- PHAR:9412 Elective Managed Care Rotation** 6 s.h.
Practice experience in providing pharmaceutical care or pharmacy-related services in a managed care organization. Requirements: P4 standing.
- PHAR:9413 Acute Care Medicine Rotation** 6 s.h.
Clinical experience applying therapeutic skills for the pharmacotherapeutic management of patients on general medicine or specialty inpatient areas. Requirements: P4 standing.
- PHAR:9415 Elective: Pediatrics Rotation** 6 s.h.
Clinical experience in drug therapy management of general and specialty pediatric patients. Requirements: P4 standing.
- PHAR:9416 Elective: Pharmacy Rotation** 6 s.h.
Selected practice experiences in various pharmacy practice settings. Requirements: P4 standing.
- PHAR:9417 Elective Psychiatry Rotation** 6 s.h.
Clinical experience in the rational use of drugs in psychiatric disorders. Requirements: P4 standing.
- PHAR:9418 Elective Research Rotation** 6 s.h.
Practice experience in basic pharmaceutical or clinical research; proposal, study design, data collection and analysis, presentation of results. Requirements: P4 standing.
- PHAR:9419 Elective: Surgery Rotation** 6 s.h.
Clinical experience in drug therapy management on a surgery unit. Requirements: P4 standing.
- PHAR:9420 Elective Pharmacy Practice Underserved Population Rotation** 6 s.h.
Opportunity to learn the best practices for pharmaceutical management; approaches to enhance access to and appropriate use of medicines in underserved and resource-limited environments. Requirements: P4 standing.
- PHAR:9421 Elective Community Management Rotation** 6 s.h.
Practice exposure to community pharmacy operations and management at the store, district, or corporate level. Requirements: P4 standing.
- PHAR:9422 Elective: Compounding/Complementary Alternative Medicine Rotation** 6 s.h.
Clinical work in a community setting with focus on team approach; experience developing extemporaneous compounds to optimize patient care and/or integrating traditional and nontraditional medicine. Requirements: P4 standing.
- PHAR:9423 Elective: Critical Care Medicine Rotation** 6 s.h.
Practice experience providing pharmaceutical services to intensive care unit patients. Requirements: P4 standing.
- PHAR:9424 Elective Emergency Medicine Rotation** 6 s.h.
Clinical experience providing pharmaceutical care for patients treated in the emergency department. Requirements: P4 standing.
- PHAR:9425 Elective Hospital Management Rotation** 6 s.h.
Practice experience in hospital pharmacy operations and management. Requirements: P4 standing.
- PHAR:9426 Elective Infectious Disease Rotation** 6 s.h.
Clinical experience providing pharmacotherapeutic management of patients receiving antimicrobial medications. Requirements: P4 standing.
- PHAR:9427 Elective Medication Use Evaluation Rotation** 6 s.h.
Practical experience in drug use evaluation to improve patient outcomes. Requirements: P4 standing.
- PHAR:9428 Elective Pharmacy Industry Rotation** 6 s.h.
Practice experience in an area of the pharmaceutical or related industries. Requirements: P4 standing.
- PHAR:9429 Elective: Pharmacy Regulatory Rotation** 6 s.h.
Practice experience with a pharmacy regulatory body. Requirements: P4 standing.

**PHAR:9430 Elective: Professional Association
Rotation 6 s.h.**

Practice experience in professional association management environment at the state or national level. Requirements: P4 standing.

**PHAR:9431 Elective: Veterinary Pharmacy
Rotation 6 s.h.**

Practice experience in managing drug therapy for animals. Requirements: P4 standing.

PHAR:9432 Elective Community Rotation 6 s.h.

Community pharmacy experience emphasizing patient-centered care. Requirements: P4 standing.

PHAR:9433 Elective Academic Rotation 6 s.h.

Practice experience delivering pharmacy education with a College of Pharmacy faculty member. Requirements: P4 standing.

PHAR:9434 Elective International Pharmacy Non-Patient Care Rotation 6 s.h.

Practice experiences in pharmacy practice outside the United States with a focus on research, health care policy, and/or pharmacy education. Requirements: P4 standing.

PHAR:9435 Administrative Bye Rotation 6 s.h.

PHAR:9436 Elective Transitions of Care Rotation 6 s.h.

Practice experience consulting and providing services to patients transitioning through different patient care environments.

PHAR:9437 Elective Informatics Rotation 6 s.h.

Practice experience in informatics in health care setting.

PHAR:9438 Elective International Pharmacy Patient Care Rotation 6 s.h.

Practice experiences in pharmacy practice outside the United States with a patient care focus.

PHAR:9440 Elective Virtual Rotation 6 s.h.

Experience with disease state management and board preparation; students examine medical literature to answer drug information questions, reflect on current issues facing the medical community, and identify potential solutions to problems for individual patients and populations; activities are intended to guide students toward professional competency. Requirements: P4 standing.

Drug Delivery, Certificate

Requirements

The undergraduate Certificate in Drug Delivery requires a minimum of 18 s.h. of credit. Students must maintain a g.p.a. of at least 2.50 in required coursework for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students may count a maximum of 6 s.h. completed for a major, minor, or another certificate toward the Certificate in Drug Delivery.

The certificate program offers students the opportunity to become knowledgeable about techniques used to provide and administer drugs to humans and to animals. Students learn about the selection of materials for use in drug products; characteristics of delivery systems used for injectable, oral, and topical drugs; targeting strategies to limit side effects; design strategies to match drugs with biologics; product quality standards and testing; and the role of drug development in the regulatory approval process. They will be prepared for opportunities in the biopharmaceutical and pharmaceutical industries; health sciences professions; regulatory agencies; or for advanced graduate or professional education.

Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for a course. Prerequisite coursework does not count toward certificate requirements.

The Certificate in Drug Delivery requires the following coursework.

Code	Title	Hours
One of these:		
PHAR:1100	Introduction to Pharmaceutical Sciences: Drug Development	2
PHAR:1111	Need a New Drug?	1
All of these:		
PHAR:4146	Drug Disposition and Pharmacokinetics	2
PHAR:4736	Properties of Dosage Forms I	3
PHAR:4737	Properties of Dosage Forms II	3
PHAR:4740	Materials in Drug and Gene Delivery	3
PHAR:4745	Drug Delivery I	3
PHAR:4800	Chemical and Biophysical Properties of Drugs	1
One of these:		
Pharmaceutical chemical analysis course (consult advisor)		4
Bioanalytical techniques course (consult advisor)		2

Admission

Applicants must have a cumulative g.p.a. of at least 3.00, and earn a minimum grade of B-minus in all prerequisite coursework. Those who do not meet the admission requirements should contact the associate dean for

undergraduate education to discuss admission to the certificate program.

Students must submit an enrollment questionnaire to the College of Pharmacy's Office of Undergraduate Education (OUE) to request admission to the certificate program.

Drug Discovery, Certificate

Requirements

The undergraduate Certificate in Drug Discovery requires a minimum of 16 s.h. of credit. Students must maintain a g.p.a. of at least 2.50 in required coursework for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students may count a maximum of 6 s.h. completed for a major, minor, or another certificate toward the Certificate in Drug Discovery.

The certificate program provides an introduction to the properties of molecules that influence their suitability and effectiveness as drug therapies. Students learn about concepts and approaches used in successful drug design; synthetic and biological approaches to produce high-quality drug substances; common metabolic and toxicologic pathways that affect drug safety; biological targets for drug action and high throughput methods leading to the discovery of active drug molecules; chemical and material properties of active agents suitable for drug product development; and the approval process for drug candidates. They will be prepared for opportunities in the pharmaceutical and biotechnology industries, regulatory agencies or sciences, or for advanced graduate or professional education.

Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for a course. Prerequisite coursework does not count toward certificate requirements.

The Certificate in Drug Discovery requires the following coursework.

Code	Title	Hours
One of these:		
PHAR:1100	Introduction to Pharmaceutical Sciences: Drug Development	2
PHAR:1111	Need a New Drug?	1
All of these:		
PHAR:1200	Medicines That Changed or Will Change the World	1
PHAR:4501	Basic Principles of Toxicology	1
PHAR:4502	Toxic Agents	1
PHAR:4503	Organ and Organism Toxicity	1
PHAR:4512	Principles of Drug Discovery	3
PHAR:4800	Chemical and Biophysical Properties of Drugs	1
Principles and approaches to medicinal chemistry course (consult advisor)		3
Small molecule drug design course (consult advisor)		3
One of these:		
PHAR:4521	High Throughput Screening in Drug Discovery	1

Introduction to biocatalysis in drug discovery course (consult advisor)

2

Admission

Applicants must have a cumulative g.p.a. of at least 3.00, and earn a minimum grade of B-minus in all prerequisite coursework. Those who do not meet the admission requirements should contact the associate dean for undergraduate education to discuss admission to the certificate program.

Students must submit an enrollment questionnaire to the College of Pharmacy's Office of Undergraduate Education (OUE) to request admission to the certificate program.

Drug Disposition and Metabolism, Certificate

Requirements

The undergraduate Certificate in Drug Disposition and Metabolism requires a minimum of 17 s.h. of credit. Students must maintain a g.p.a. of at least 2.50 in required coursework for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students may count a maximum of 6 s.h. completed for a major, minor, or another certificate toward the Certificate in Drug Disposition and Metabolism.

The certificate program prepares students to quantitatively describe the distribution properties of drugs throughout the body in order to optimize drug action and predict and prevent toxicity. Courses focus on the molecular basis for drug action; identification of common chemical properties and biochemical transformations that result in toxic responses; and recognition of biochemical pathways affected by environmental, drug, food, and accidental exposures. Additional courses provide an understanding of the role of drug development in the regulatory approval process. Students will be prepared to play important roles in biomedical and clinical investigation with additional opportunities in the biotechnology, biopharmaceutical, and pharmaceutical industries; health sciences professions; regulatory agencies; or for advanced graduate or professional education.

Some of these courses have prerequisites; students must complete all of a course's prerequisites before they may register for a course. Prerequisite coursework does not count toward certificate requirements.

Certificate students have the option to select from two certificate subprograms—kinetic processes and modeling, or toxicology. Students take the courses required for all certificate students and the course(s) for their subprogram from the following.

Code	Title	Hours
Required Courses		
All students complete the required coursework below.		
One of these:		
PHAR:4480	Introduction to Human Pharmacology	3
PCOL:2220	Drug Use and Abuse	3
PCOL:4130	Drug Mechanisms and Actions	3
One of these:		
PHAR:1100	Introduction to Pharmaceutical Sciences: Drug Development	2
PHAR:1111	Need a New Drug?	1
All of these:		
PHAR:1200	Medicines That Changed or Will Change the World	1
PHAR:4146	Drug Disposition and Pharmacokinetics	2

PHAR:4480	Introduction to Human Pharmacology	3
PHAR:4512	Principles of Drug Discovery	3
PHAR:4537	Principles of Drug Metabolism	3
PHAR:4800	Chemical and Biophysical Properties of Drugs	1

Kinetic Processes and Modeling Subprogram

Kinetic processes and modeling students take this course:

PHAR:6700	Advanced Pharmacokinetics and Pharmacodynamics	3
-----------	--	---

Toxicology Subprogram

Toxicology students take these courses:

PHAR:4501	Basic Principles of Toxicology	1
PHAR:4502	Toxic Agents	1
PHAR:4503	Organ and Organism Toxicity	1

Admission

Applicants must have a cumulative g.p.a. of at least 3.00, and earn a minimum grade of B-minus in all prerequisite coursework. Those who do not meet the admission requirements should contact the associate dean for undergraduate education to discuss admission to the certificate program.

Students must submit an enrollment questionnaire to the College of Pharmacy's Office of Undergraduate Education (OUE) to request admission to the certificate program.

Doctor of Pharmacy, Pharm.D.

Requirements

The Doctor of Pharmacy (Pharm.D.) program provides professional education in a number of areas, including pharmaceutical technology, biopharmaceutics, medicinal chemistry and natural products, pharmaceutical socioeconomics, pharmacotherapy, patient care, clinical and hospital pharmacy, and aspects of biotechnology. Graduates of the program are qualified to take the Iowa Board of Pharmacy examination that is required for licensure as a pharmacist.

The program requires four years of full-time pharmacy study preceded by at least two years of pre-pharmacy study in the College of Liberal Arts and Sciences at the University of Iowa or at an accredited community or liberal arts college in the United States or Canada. During pre-pharmacy study, students complete the prerequisites for admission to the Pharm.D. program (see Admission [p. 1864] in this section of the Catalog for a list of prerequisite coursework). If possible, students should complete all 20 s.h. of their general education work before they enter the Pharm.D. program. Courses in moral reasoning or ethics, communication, computer science, business, behavioral and social sciences, and the humanities are recommended. Courses in physical education skills, applied music, and studio art do not count toward the general education electives requirement. Students must maintain a pharmacy and cumulative g.p.a. of at least 2.00.

For rules and regulations concerning academic probation, pass/nonpass, credit by examination, maximum schedule, second-grade-only option, waiver or substitution of courses, cancellation of registration, and drop date, see Student Resources on the College of Pharmacy website.

The College of Pharmacy provides students with the highest possible quality in the professional experiential program. Faculty and adjunct faculty serve as preceptors, providing introductory and advanced practice experience at institutions and pharmacies in Iowa, nationwide, and around the world.

Professional Curriculum

The Pharm.D. degree requires the coursework listed below, including at least 6 s.h. of professional electives. In addition, students must complete all prerequisites for admission to the Pharm.D. program, including a minimum of 12 s.h. of general education courses chosen from behavioral, social, humanistic, and business disciplines (see Admission [p. 1864] in this section of the Catalog). They also must complete an additional 8 s.h. of general education coursework either before or after admission to the Pharm.D. program.

First Year

Code	Title	Hours
Fall Semester		
PHAR:8130	Foundations of Pharmacy Practice I	4
PHAR:8131	Engagement: Professional Skills and Values	2

PHAR:8133	Introductory Pharmacy Practice Experience Career Exploration (unless taken spring semester)	1
PHAR:8134	Foundations of Health Services	3
PHAR:8135	Health Information Retrieval and Informatics	3
PHAR:8136	Foundations of Pharmaceutical Sciences	6
PHAR:8152	Fundamentals of Compounding	1

Spring Semester

PHAR:8133	Introductory Pharmacy Practice Experience Career Exploration (unless taken first semester)	1
PHAR:8140	Foundations of Pharmacy Practice II	4
PHAR:8148	Pharmacokinetics and Dose Optimization	2
PHAR:8149	Foundations of Pharmacology and Toxicology	3
PHAR:8150	Foundations of Health, Wellness, and Disease	2
PHAR:8151	Discovery I: Introduction and Background	3
PHAR:8153	Integrated Pharmacotherapy: Dermatology and Sensory	2

Second Professional Year

Code	Title	Hours
Fall Semester		
PHAR:8207	Introductory Pharmacy Practice Experiences Community (may be taken in a different session)	3
PHAR:8250	Applications of Pharmacy Practice I	1
PHAR:8252	Integrated Pharmacotherapy: Musculoskeletal	4
PHAR:8253	Integrated Pharmacotherapy: Genitourinary and Reproductive	3
PHAR:8254	Integrated Pharmacotherapy: Endocrine	3
PHAR:8255	Discovery II: Design and Methods	1
Spring Semester		
PHAR:8202	Pharm.D. Learning Portfolio I	1
PHAR:8207	Introductory Pharmacy Practice Experiences Community (may be taken in a different session)	3
PHAR:8260	Integrated Pharmacotherapy: Cardiovascular	4

PHAR:8261	Integrated Pharmacotherapy: Neurology and Psychiatry	4	PHAR:9413	Acute Care Medicine Rotation	6
PHAR:8263	Integrated Pharmacotherapy: Infectious Diseases	4	Four of these:		
PHAR:8264	Discovery III: Data Collection and Results	1	PHAR:9402	Elective Ambulatory Care Rotation	6
PHAR:8265	Applications of Pharmacy Practice II	1	PHAR:9403	Elective Nuclear Pharmacy Rotation	6
			PHAR:9406	Elective: Drug Information Rotation	6
			PHAR:9407	Elective Family Medicine Rotation	6
			PHAR:9408	Elective Hematology/Oncology Rotation	6
			PHAR:9409	Elective Home Health Care Rotation	6
			PHAR:9411	Elective Long Term Care Rotation	6
			PHAR:9412	Elective Managed Care Rotation	6
			PHAR:9415	Elective: Pediatrics Rotation	6
			PHAR:9416	Elective: Pharmacy Rotation	6
			PHAR:9417	Elective Psychiatry Rotation	6
			PHAR:9418	Elective Research Rotation	6
			PHAR:9419	Elective: Surgery Rotation	6
			PHAR:9420	Elective Pharmacy Practice Underserved Population Rotation	6
			PHAR:9422	Elective: Compounding/Complementary Alternative Medicine Rotation	6
			PHAR:9423	Elective: Critical Care Medicine Rotation	6
			PHAR:9424	Elective Emergency Medicine Rotation	6
			PHAR:9425	Elective Hospital Management Rotation	6
			PHAR:9426	Elective Infectious Disease Rotation	6
			PHAR:9427	Elective Medication Use Evaluation Rotation	6
			PHAR:9428	Elective Pharmacy Industry Rotation	6
			PHAR:9429	Elective: Pharmacy Regulatory Rotation	6
			PHAR:9430	Elective: Professional Association Rotation	6
			PHAR:9431	Elective: Veterinary Pharmacy Rotation	6
			PHAR:9432	Elective Community Rotation	6
			PHAR:9433	Elective Academic Rotation	6
			PHAR:9440	Elective Virtual Rotation	6

Third Professional Year

Code	Title	Hours
Fall Semester		
PHAR:8301	Introductory Pharmacy Practice Experience Clinical	1
PHAR:8370	Integrated Pharmacotherapy: Respiratory and Allergy	3
PHAR:8371	Integrated Pharmacotherapy: Oncology and Hematology	3
PHAR:8372	Integrated Pharmacotherapy: Gastroenterology and Nutrition	3
PHAR:8373	Integrated Pharmacotherapy: Renal, Fluids, and Electrolytes	2
PHAR:8374	Applications of Pharmacy Practice III	1
PHAR:8375	Advanced Topics in Health Services	2
PHAR:8376	Discovery IV: Presentation of Results	1
Spring Semester		
PHAR:8132	Continuing Professional Development	1
PHAR:8377	Integrated Pharmacotherapy: Capstone	4
PHAR:8378	Pharmacy Law and Ethics	2
PHAR:8379	Advanced Pharmacy Practice Experiences Preparation	1

One additional rotation numbered PHAR:9401 through PHAR:9433 may be taken

Third Year Spring Semester and Fourth Year: Advanced Pharmacy Practice Rotations

During the spring semester of the third year and the fourth year, students are required to complete nine or ten advanced pharmacy practice rotations. All students must complete the first four rotations listed below (24 s.h.); the remaining rotations may be selected by the student.

Code	Title	Hours
All of these:		
PHAR:9401	Ambulatory Care Rotation	6
PHAR:9404	Community Clinical Rotation	6
PHAR:9410	Hospital Pharmacy Rotation	6

Professional Electives

Pharm.D. students must complete at least 6 s.h. of professional electives, which they may choose from the following list.

Code	Title	Hours
PHAR:4146	Drug Disposition and Pharmacokinetics	2

PHAR:4740	Materials in Drug and Gene Delivery	3
PHAR:4741	Immunology and Immunotherapies	2
PHAR:8500	Advanced Drug Literature Evaluation and Application	2
PHAR:8501	Introduction to Nuclear Pharmacy	2
PHAR:8502	Advanced Pharmacopalliation of Pain	2
PHAR:8503	Advanced Pharmacopalliation of Non-Pain Symptoms	3
PHAR:8505	Advanced Topics in Infectious Disease, HIV, and Antimicrobial Therapy	2
PHAR:8506	Health Informatics Essentials	2
PHAR:8508	Interprofessional Case Studies	2
PHAR:8706	Pharmacy Projects	1-3
PHAR:8708	Substance Abuse	2
PHAR:8709	Pharmacist Role in Health Coaching and Nutrition	2
PHAR:8712	Nonprescription Pharmacotherapy and Self-Care	2
PHAR:8717	Ambulatory Care Pharmacy	2
PHAR:8718	Special Topics in Acute Care	2
PHAR:8721	Leadership and Political Advocacy	arr.
PHAR:8722	Current Topics in Health Policy	2
PHAR:8724	Hospital Pharmacy Practice Management Elective	2
PHAR:8725	Career Pathways in Pharmacy	1
PHAR:8790	Sustainable Clinical Pharmacy Services: Leadership, Management, and Implementation	2
PHAR:8791	Survey of Basic Pharmaceutical Sciences	1
PHAR:8793	Introduction to Global Health Studies	1
PHAR:8794	Emergency Medicine and Toxicology	2
PHAR:8795	Foundations of Palliative Care	2
PHAR:8796	Introduction to Travel Medicine	1
PHAR:8797	Ethics and Spirituality in Health Care	3
PHAR:8798	Continuing Professional Development in Palliative Care	1
PHAR:8799	Active Residency Preparation	2
PHAR:8811	New Drugs for New Therapies: Introduction to Drug Discovery, Development, and Registration	1-2

Combined Programs

Pharm.D./M.P.H.

The College of Pharmacy and the College of Public Health offer the combined Doctor of Pharmacy/Master of Public Health program. The combined program requires 42 s.h. of graduate credit in addition to the requirements of the Pharm.D. degree. Students who complete the program are granted both degrees.

The Pharm.D./M.P.H. program helps students develop expertise in public health related to pharmacotherapy, health promotion, disease prevention, and medication safety. Its graduates may work in areas of interest common to pharmacy and public health, such as spread and treatment of disease, community health, and immunology; bioterrorism, terrorism, and preparedness; genetics; insurance; managed care; family and juvenile health; and protection of special populations. Employment opportunities are available in hospitals and clinics and with health care providers; private practice; insurance and managed care organizations; local, county, state, and federal government; public health governmental agencies; and colleges and universities.

Separate admission to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program.

See the Master of Public Health, M.P.H. [p. 1889] in the Catalog to learn about curriculum and admission requirements.

Pharm.D./M.S. in Informatics (Health Informatics Subprogram)

The College of Pharmacy and the Graduate College offer the combined Doctor of Pharmacy/Master of Science in informatics with a health informatics subprogram. The combined degree program requires completion of 32 s.h. beyond the bachelor's degree. Students who complete the program are granted both degrees.

The Pharm.D./M.S. program assists students to develop special expertise in information technology, including management of electronic health records, health information exchange standards, electronic prescribing, medication management, decision support, as well as other competencies. Graduates will be prepared for employment in industry or academic institutions with skills to address pharmacotherapy issues as well as information technology management.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the combined degree program. It is recommended that students apply to the Graduate College for admission to the M.S. program before entering the spring semester of their first year in the pharmacy program.

For information about the Master of Science degree, see the M.S. in informatics [p. 1592] (Graduate College) in the Catalog.

Admission

Individuals apply to the Pharm.D. program using PharmCAS, the American Association of College of Pharmacy application service. Applicants also must submit a supplemental application, including the application fee, to the University

of Iowa College of Pharmacy; see Doctor of Pharmacy on the University of Iowa Graduate Admissions website for more information.

All application materials must be received by November 1 of the year before the applicant intends to enter the College of Pharmacy. Entry is for fall semester. All Pharm.D. applicants must take the Pharmacy College Admission Test (PCAT) before December 1 of the year before they wish to enter the College of Pharmacy in order to be considered by the admissions committee.

Applicants must complete the college-level work listed under "Prerequisites for Admission to the Pharm.D. Program" below. They also must have an overall cumulative g.p.a. of at least 2.50 and must submit two letters of recommendation and a personal statement. Applicants considered for admission must have a personal interview; the college contacts applicants to arrange interview appointments.

Fulfillment of the admission requirements listed above does not ensure admission to the College of Pharmacy. The admissions committee considers applicants who meet these requirements and selects individuals who, in their judgment, are the best qualified for the study and practice of pharmacy.

Applicants who are accepted for admission are required to submit to a criminal background check and pay an admission acceptance fee. The fee is applied to tuition for the student's first semester of enrollment in the college. The deposit is not refunded to applicants who do not enroll in the College of Pharmacy.

Entering health sciences students are required to have an annual tuberculin skin test (TST) and proof of immunization against mumps, measles and rubella (2 MMRs), tetanus, diphtheria and varicella before classes begin. The usual regimen of three doses of Hepatitis B vaccine and a Hepatitis B titre must be completed by the second semester of the first year. All students are required to have hospitalization and health insurance.

Prerequisites for Admission to the Pharm.D. Program

Applicants to the Pharm.D. program must have completed the following college-level work.

Rhetoric: 4 s.h. (RHET:1030 Rhetoric) or 6 s.h. of transfer credit in English composition and rhetoric and 3 s.h. in speech

Biochemistry: 3 s.h. (BIOC:3110 Biochemistry)

General biology: 8 s.h. (BIOL:1411 Foundations of Biology and BIOL:1412 Diversity of Form and Function)

General chemistry: 8 s.h. (CHEM:1110 Principles of Chemistry I and CHEM:1120 Principles of Chemistry II)

Human anatomy: 3 s.h. (ACB:3110 Principles of Human Anatomy)

Human physiology: 3 s.h. (HHP:3500 Human Physiology)

Organic chemistry: 6 s.h. (CHEM:2210 Organic Chemistry I and CHEM:2220 Organic Chemistry II)

Mathematics: 3-4 s.h. of a satisfactory differential and integral calculus course (MATH:1460 Calculus for the Biological Sciences)

Microeconomics: 3-4 s.h. (ECON:1100 Principles of Microeconomics)

Physics: one year of high school physics or one semester of college-level physics with a lab (PHYS:1400 Basic Physics)

Statistics: 3 s.h.

General education electives: a minimum of 12 s.h.

Courses in moral reasoning or ethics, communications, computer science, and business, behavioral and social sciences, and the humanities are accepted. Courses in physical education skills, applied music, and studio art do not count toward the general education requirement.

Financial Support

All second-, third-, and fourth-year pharmacy students are encouraged to apply for College of Pharmacy scholarships. Applications are available each April from the College of Pharmacy Graduate Program Office. Students complete a single application form in order to be considered for all scholarships. Award amounts vary. The Awards and Recognition Committee selects the best-qualified applicant for each scholarship.

Steve and Teresa Berge Scholarship: for a pharmacy student who is a U.S. citizen and has a g.p.a. of at least 3.00; experience doing volunteer work highly desirable.

Albrecht/Winckler Scholarship: for a deserving pharmacy student

Seymour M. Blaug Memorial Award: for a pharmacy student with above-average academic achievement.

Dennis and Bev Boussetol Scholarship: life insurance gift bequeath.

Ilse O. Buckner Scholarship: for a pharmacy student who maintains satisfactory academic progress; nonrenewable, financial need is considered.

Burroughs-Wellcome Scholarship Fund: for a student of the committee's choice.

David and James Carlson Scholarship: for two pharmacy students interested in clinical or hospital practice; preference is given to students from north of U.S. Interstate 80 and west of U.S. Interstate 35 who show financial need.

Class of 1970 Award: qualifications vary.

Class of 2009 Award: qualifications vary.

Jordan and Jana Cohen Doctor of Pharmacy Scholarship: for a pharmacy student in good academic standing; based on merit and need; renewable.

College of Pharmacy Executive Leadership Board Excellence Fund: for the senior class president and/or qualifications vary.

Vernon Conzemius Scholarship: for a pharmacy student who demonstrates financial need; preference is given to students in the upper half of their class.

John and Margo Daniel Scholarship: preference is given to a student from Webster County, Iowa.

Max Eggleston Scholarship: for a student who has completed one year; preference is given to students from Iowa; based on financial need.

Lori A. Grimes Memorial Scholarship: based on financial need; renewable.

Dick and Brenda Hartig Scholarship: for a student who demonstrates financial need; preference is given to students

from Dubuque, Waukon, Dyersville, and Iowa City, Iowa; and Galena and Stockton, Illinois.

Thomas D. Hill Scholarship: for a pharmacy student in good academic standing.

Janet Hinderliter Scholarship: for a P3 or P4 student with a g.p.a. of at least 3.00 and demonstrated involvement in campus and community affairs.

Frances T. and Charles Holub Memorial Award: for a third-year pharmacy student; financial need is considered; renewable once.

Iowa Pharmacy Foundation Scholarships: for selected pharmacy students who are residents of Iowa and who demonstrate outstanding academic ability; financial need is considered (Eggleston-Granberg Scholarship is awarded from this fund).

R.A. Kuever Scholarship Fund: for a pharmacy student from Iowa who is in good academic standing.

Ronald Madden Scholarship: for an Iowa high school graduate in good academic standing.

Charles J. Malecek Pharmacy Scholarship: for a student of the committee's choice.

Virgil R. McCutchan Memorial Scholarship: for a deserving pharmacy student.

J. Patrick McDonnell Scholarship: qualifications vary.

Carleton Mikkelsen Scholarship: for the top P4 student based on final P3 grade-point average; in case of a tie, the committee chooses the recipient.

Miller-Ruegnitz Scholarships: based on financial need; nonrenewable.

NACDS Scholarship: for a student interested in community pharmacy.

Petersen Linder Scholarship: for a pharmacy student in excellent academic standing who has outstanding leadership skills; based on financial need.

Pharmacists Mutual Scholarship: for a student of the committee's choice.

Pharmacy Student Aid Scholarship: for a student of the committee's choice.

Quad Cities Area Pharmacists Association Scholarships: for students who demonstrate financial need; preferably one student from Iowa and one from Illinois.

Robert E. and Barbara J. Rehal Family Scholarship: for a student who has interest in independent or community pharmacy; preferably from Sioux City, Iowa.

Sattler Family Scholarship: for a student of the committee's choice, alternates with the Carver College of Medicine.

Scherling Scholarship: for a student who demonstrates superior academic achievement in organic chemistry.

Hal Schimmelpfenning Scholarship Fund: for a pharmacy student from Sigourney, Iowa.

Schlumberger Scholarship: qualifications vary.

Chuck and Jacqueline Schwenke Scholarship: for a student of the committee's choice.

Gordon H. Sheffield Scholarship: for a P3 or P4 student from Iowa; preference is given to a student who demonstrates leadership and financial need.

Shutt Pharmacy Scholarship: preference is given to Iowa residents; based on financial need.

H. Curtis Snyder Award: for a pharmacy student in good standing.

Paul G. and Vivian Soderdahl: for a student of the committee's choice.

Wilber J. Teeters and the Teeters/Wahl Scholarships: for a pharmacy student who has completed at least one year in the college; financial need is considered.

Thompson Scholarship Fund in Memory of Rob Chabal: preference is given to a fourth-year student committed to community pharmacy practice.

John S. Thor (Nash) Scholarship Fund: for a pharmacy student in good standing; renewable.

Donald J. and Nancy L. Unash Scholarship: qualifications vary.

Colonel Thomas C. Veach Class of 1952 Scholarship Fund: preference is given to a student interested in compounding or industrial pharmacy.

Walgreens Diversity Scholarship: for a student who has made significant efforts toward raising awareness about matters of diversity that affect the pharmacy profession.

Jo H. and Robert A. Wiley Scholarship Fund: for a pharmacy student who is an Iowa native and shows financial need.

Louis C. Zopf Memorial Award: for a pharmacy student who is academically qualified; financial need is considered.

John D. Zuelke Scholarship: for a pharmacy student (preferably P3 or P4) from Wapello County, Iowa.

Career Advancement

The College of Pharmacy has had nearly a 100 percent placement rate for its graduates for many years.

Pharmacists often choose to practice in a community pharmacy or a hospital setting. They hold positions in government, independent businesses, home health care, consulting, clinical pharmacy, managed care facilities, higher education, or the pharmaceutical industry.

Palliative Care, Professional Certificate

Requirements

The professional Certificate in Palliative Care requires 17 s.h. of credit. Students must maintain a pharmacy and cumulative g.p.a. of at least 3.00 in work for the certificate.

The certificate program prepares students to practice as palliative care generalists upon graduation from the Doctor of Pharmacy (Pharm.D.) program. Students who complete the certificate will possess the knowledge, skills, and attitudes to serve patients living with serious illnesses across the trajectory of life in a variety of general pharmacy practice environments and non-palliative pharmacy specialties, including critical care, emergency medicine, geriatrics, and cardiology. The program addresses the educational needs of pharmacy students who may provide pharmaceutical care in a community pharmacy setting, a long-term care pharmacy, oncology, cardiology, infectious disease, critical care, transplant, and emergency medicine. The certificate also prepares graduates to pursue advanced postgraduate clinical training in palliative care and hospice, including palliative care residencies and fellowships.

The Certificate in Palliative Care requires the following coursework.

Code	Title	Hours
PHAR:8795	Foundations of Palliative Care	2
PHAR:8797	Ethics and Spirituality in Health Care	3
PHAR:8798	Continuing Professional Development in Palliative Care	1
PHAR:8502	Advanced Pharmacopalliation of Pain	2
PHAR:8503	Advanced Pharmacopalliation of Non-Pain Symptoms	3
PHAR:9405	Elective Hospice and Palliative Care Rotation	6

Admission

Applicants must have a cumulative g.p.a. of at least 3.00.

They should submit an application that includes:

- a letter of intent;
- one letter of recommendation from the student's College of Pharmacy faculty mentor; and
- one letter of recommendation from a professional reference outside the College of Pharmacy, such as an employer, previous professor, coach, colleague or supervisor of a volunteer experience.

Applicants are then selected for an interview with certificate committee members. Students will be notified if they are selected.

Pharmacy, M.S.

Requirements

The Master of Science in pharmacy requires at least 30 s.h. of credit, which may include 6 s.h. of research. The degree usually requires a thesis. Students must maintain an overall g.p.a. of at least 2.75. Programs are offered in four areas: clinical pharmaceutical sciences, health services research, medicinal and natural products chemistry, and pharmaceuticals.

The clinical pharmaceutical sciences area is designed for students interested in clinical research. The goal of the program is to advance the science of human pharmacology and therapeutics and to improve the safe, effective, and economical use of medications by patients. The program emphasizes the integration of clinical and basic research. It involves advanced studies of clinical pharmacology, pharmacokinetics, pharmacodynamics, pharmacogenetics, and the requirements for regulatory approval of new drugs.

The health services research area provides an innovative approach to studying the challenges facing the health care system and provides evidence to support policy-based solutions. The program combines ideas across several distinct scientific paradigms (sociology, economics, psychology, business, and anthropology) to better understand the factors leading to decisions in health care and the consequences of these decisions. Students gain broad knowledge of health and pharmaceutical care, informed by theories from economics and social psychology. The program teaches intellectual and practical skills to investigate research questions dealing with current issues.

The medicinal and natural products chemistry area educates students in the chemistry and biology of drug discovery. The program offers an interdisciplinary course of study and challenging opportunities to do fundamental drug-related research in the basic chemical and biological sciences. Contemporary research geared toward drug discovery and design is the cornerstone of graduate study in this area. Students design a course of study, including core courses in synthesis, spectroscopy, enzymology, pharmacology, analytical chemistry, toxicology, and drug design as well as elective courses to maintain breadth and achieve depth in a research area.

The pharmaceuticals area is a multidisciplinary science that examines the development, production, and characterization of dosage forms, as well as the disposition and action of drugs in the body. As pharmaceutical scientists have been engaged in the development of novel biomaterials for sophisticated drug delivery systems, they also have expanded into research with applications in the development of medical devices and tissue engineering.

For more information about graduate study, visit the College of Pharmacy website.

Admission

Applicants must meet the admission requirements of the Graduate College. They must:

- hold a bachelor's degree from a U.S. institution or an equivalent degree from another country as determined by the University of Iowa Office of Admissions;
- have a g.p.a. of at least 3.00;

- submit a Graduate Record Examination (GRE) General Test score; and
- if an international applicant, receive a minimum Test of English as a Foreign Language (TOEFL) score of 81 or a minimum International English Language Testing System (IELTS) overall score of 7.0 with no individual score below 6.0 (if an applicant has a master's degree from a U.S. institution, this requirement is waived).

Visit Apply on the College of Pharmacy website for a list of program requirements and application deadlines. Academic requirements for maintaining graduate registration are determined by the Graduate College and by the individual divisions in the College of Pharmacy.

Career Advancement

Advanced study in the pharmaceutical sciences prepares students for research, teaching, and administrative positions in the pharmaceutical industry, in colleges and universities, in government agencies, and in health-related institutions and organizations.

Pharmacy, Ph.D.

Requirements

The Doctor of Philosophy requires 72 s.h. of credit. Students must maintain an overall g.p.a. of at least 3.00. The College of Pharmacy offers programs in four areas: clinical pharmaceutical sciences, health services research, medicinal and natural products chemistry, and pharmaceuticals.

The clinical pharmaceutical sciences area is designed for students interested in clinical research. The goal of the program is to advance the science of human pharmacology and therapeutics and to improve the safe, effective, and economical use of medications by patients. The program emphasizes the integration of clinical and basic research. It involves advanced studies of clinical pharmacology, pharmacokinetics, pharmacodynamics, pharmacogenetics, and the requirements for regulatory approval of new drugs.

The health services research area provides an innovative approach to studying the challenges facing the health care system and provides evidence to support policy-based solutions. The program combines ideas across several distinct scientific paradigms (sociology, economics, psychology, business, and anthropology) to better understand the factors leading to decisions in health care and the consequences of these decisions. Students gain broad knowledge of health and pharmaceutical care, informed by theories from economics and social psychology. The program teaches intellectual and practical skills to investigate research questions dealing with current issues.

The medicinal and natural products chemistry area educates students in the chemistry and biology of drug discovery. The program offers an interdisciplinary course of study and challenging opportunities to do fundamental drug-related research in the basic chemical and biological sciences. The program spans many aspects of the subdisciplines of chemistry, biochemistry, and pharmacology with a common theme of drug discovery. This includes extensive laboratory research aimed at testing a novel hypothesis, which is written and defended as a student's thesis. Contemporary research geared toward drug discovery and design is the cornerstone of graduate study in this area. Students design a course of study, including core courses in synthesis, spectroscopy, enzymology, pharmacology, analytical chemistry, toxicology, and drug design as well as elective courses to maintain breadth and achieve depth in a research area.

The pharmaceuticals area is a multidisciplinary science that examines the development, production, and characterization of dosage forms, as well as the disposition and action of drugs in the body. As pharmaceutical scientists have been engaged in the development of novel biomaterials for sophisticated drug delivery systems, they also have expanded into research with applications in the development of medical devices and tissue engineering.

For more information about graduate study, visit the College of Pharmacy website.

Admission

Applicants must meet the admission requirements of the Graduate College. They must:

- hold a bachelor's degree from a U.S. institution or an equivalent degree from another country as determined by the University of Iowa Office of Admissions;
- have a minimum g.p.a. of at least 3.00;
- submit a Graduate Record Examination (GRE) General Test score; and
- if an international applicant, receive a minimum Test of English as a Foreign Language (TOEFL) score of 81 or a minimum International English Language Testing System (IELTS) overall score of 7.0 with no individual score below 6.0 (if an applicant has a master's degree from a U.S. institution, this requirement is waived).

Visit Apply on the College of Pharmacy website for a list of program requirements and application deadlines. Academic requirements for maintaining graduate registration are determined by the Graduate College and by the individual divisions in the College of Pharmacy.

Career Advancement

Advanced study in the pharmaceutical sciences prepares students for research, teaching, and administrative positions in the pharmaceutical industry, in colleges and universities, in government agencies, and in health-related institutions and organizations.

College of Public Health

Dean

- Edith A. Parker

Associate Dean, Faculty Affairs

- Jeffrey D. Dawson

Associate Dean, Research

- Corinne Peek-Asa

Interim Associate Dean, Academic Affairs

- Thomas E. Vaughn

Associate Dean, Administration

- Lori J. Cranston

Director, Undergraduate Programs

- Margaret L. Chorazy

Undergraduate major: public health (B.A., B.S.)

Undergraduate certificate: public health

Graduate degrees: M.H.A.; M.P.H.; M.S.; Ph.D.

Graduate certificates: agricultural safety and health; biostatistics; emerging infectious disease epidemiology; healthcare management; public health; translational and clinical investigation

Website: <https://www.public-health.uiowa.edu/>

The College of Public Health, established in 1999, is a partner with the Carver College of Medicine and the Colleges of Dentistry, Nursing, and Pharmacy in striving to improve human health and well-being. Consistent with the interdisciplinary traditions of public health, the college also collaborates with non-health science colleges across the University and with other Board of Regents, State of Iowa institutions, state and local agencies, and the private sector.

Public health is the science of protecting and improving the health of communities. Professionals in this field use specialized knowledge and skills to better understand the root causes of diseases and injuries and, whenever possible, develop strategies to prevent them.

A population-based approach to health is a distinguishing feature of public health and of the college. For public health practitioners—a wide range of professionals including physicians, nurses, dentists, pharmacists, social workers, nutritionists, environmental scientists, health educators, and health service administrators—the primary focus is on the health of entire communities rather than individual patients. Tools that public health professionals use to improve and enhance quality of life include analytical methods to identify, describe, and monitor the health of communities and populations at risk; education and prevention programs, methods of assuring access to appropriate and cost-effective care; and formulation of sound public policies.

The public health approach has led to many important health improvements over the past century. Vaccination campaigns, improved sanitation, fluoridation of drinking water, and efforts to reduce tobacco use are among the most recognizable public health initiatives. Public health programs also have led to safer workplaces, reduction of deaths from coronary heart disease and stroke, improved motor vehicle safety,

and creation of effective health systems to provide care to those who need it. Today, public health professionals play an important role worldwide in seeking better approaches to complex issues such as quality of life for the elderly, drug and alcohol abuse, teen pregnancy, new and reemerging infectious diseases, bioterrorism, health literacy, nutrition, and food safety.

The College of Public Health provides educational opportunities to students campuswide. In addition to training and educating public health students, the college welcomes students from the Tippie College of Business, the Carver College of Medicine, the Graduate College, and the Colleges of Dentistry, Education, Engineering, Law, Nursing, and Pharmacy who enroll in public health courses. Undergraduate students in the College of Liberal Arts and Sciences and graduate students from programs such as anthropology, microbiology, and statistics also register for public health courses. The college's faculty members, staff members, and graduate and postdoctoral students contribute to teaching and research activities throughout the health sciences campus and provide services to Iowa and the nation. Partnerships for teaching and research extend across the campus. This background provides a rich array of educational opportunities.

The college includes the Departments of Biostatistics [p. 1903], Community and Behavioral Health [p. 1913], Epidemiology [p. 1919], Health Management and Policy [p. 1930], and Occupational and Environmental Health [p. 1940]. It offers programs leading to two undergraduate degrees: Bachelor of Arts (B.A.) and Bachelor of Science (B.S.). It also offers programs leading to four graduate degrees: Master of Health Administration (M.H.A.), Master of Public Health (M.P.H.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.). In addition, it offers the Certificate in Agricultural Safety and Health [p. 1902], the Certificate in Biostatistics [p. 1912], the Certificate in Emerging Infectious Disease Epidemiology [p. 1918], the Certificate in Healthcare Management [p. 1939], the undergraduate Certificate in Public Health [p. 1888], the graduate Certificate in Public Health [p. 1900], and the Certificate in Translational and Clinical Investigation [p. 1951].

The undergraduate and graduate programs of the college are accredited by the Council on Education for Public Health (CEPH), the accrediting body for schools and programs of public health. Three programs in the college also are accredited: the industrial hygiene M.S. training program is accredited by the Accreditation Board for Engineering and Technology (ABET), the Master of Health Administration is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), and the Occupational Medicine Residency is accredited by the Accreditation Council for Graduate Medical Education (ACGME).

Faculty

The college's faculty includes members with single appointments in the College of Public Health as well as secondary and adjunct appointments. See the Faculty A-to-Z List on the college's website for more information.

Programs

Undergraduate Programs of Study

The College of Public Health offers the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.); see the B.A. in public health [p. 1878] and the B.S. in public health [p. 1883] in the Catalog for more information. The college also offers the undergraduate Certificate in Public Health [p. 1888].

Graduate Programs of Study

The College of Public Health offers the Master of Public Health [p. 1889] (M.P.H.); the Master of Health Administration [p. 1933] (M.H.A.), the Master of Science (M.S.), and the Doctor of Philosophy (Ph.D.); see the Biostatistics [p. 1903], Community and Behavioral Health [p. 1913], Epidemiology [p. 1919], Health Management and Policy [p. 1930], and Occupational and Environmental Health [p. 1940] departmental sections of the Catalog for more information.

The College of Public Health also offers graduate Certificates in Public Health [p. 1900], Agricultural Safety and Health [p. 1902], Biostatistics [p. 1912], Emerging Infectious Disease Epidemiology [p. 1918], Healthcare Management [p. 1939], and Translational and Clinical Investigation [p. 1951].

Undergraduate Rules and Procedures

Academic Advising

First-year students directly admitted to the College of Public Health major are advised by undergraduate program staff at the College of Public Health. First-year College of Liberal Arts and Sciences (CLAS) public health interest students are advised at the University's Academic Advising Center. CLAS public health interest students who apply and are admitted to the College of Public Health are advised at the College of Public Health by undergraduate program staff. All students are required to have a conference with their advisor before registering for classes each semester.

Application for Degree

Students who wish to be considered for graduation must submit an Application for Degree through MyUI the session before they are eligible to graduate or before the deadline date during the session in which they expect to graduate.

Students who do not graduate in the session they submitted their Application for Degree must submit another application through MyUI for the next applicable session. Students do not need to be registered to apply for a degree.

See Degree Application on the Office of the Registrar website.

Academic Recognition

Dean's List

Undergraduate students in the College of Public Health who achieve a g.p.a. of 3.50 or higher on 12 s.h. or more of University of Iowa graded coursework during a given semester or summer session and who have no semester hours of I (incomplete) or O (no grade reported) during the same semester are recognized by inclusion on the Dean's List for that semester.

President's List

Undergraduate students in the College of Public Health who achieve a g.p.a. of 4.00 on 12 s.h. or more of University of Iowa graded coursework and who have no semester hours of I (incomplete) or O (no grade reported) for two consecutive semesters (excluding summer sessions) are recognized by inclusion on the President's List.

Graduation with Distinction

Graduation with distinction recognizes high academic achievement based on grades. The college awards degrees "with highest distinction" to students in the highest two percent of their graduating class, "with high distinction" to students in the next-highest three percent, and "with distinction" to students in the next-highest five percent. Ranking is based on students' grade-point average for all college-level study taken up to their final registration.

To be eligible to be considered for graduation with distinction, students must complete their final 60 s.h. of study in residence at the college and must have completed at least 45 s.h. in the college before their final registration.

Graduation with Honors

Graduation with honors recognizes high academic achievement based on both grades and exceptional accomplishment.

Honors in the Major

Students majoring in public health have the opportunity to graduate with honors in the major. To graduate with honors in public health, students must successfully complete all college requirements with a g.p.a. of at least 3.33 in all courses for the major, in all college coursework, and in all UI coursework.

In addition, students must complete an honors thesis in CPH:4990 Mentored Independent Undergraduate Research in Public Health, where they must write a brief research proposal summarizing background and goals of honors research, defend their research proposal to a honors project faculty member and a honors advisor, conduct research, submit their honors thesis, and conclude with an oral and/or poster presentation.

Outstanding undergraduate students in the college have an opportunity to undertake independent study and to work closely with faculty members. Completion of requirements for honors in the major also will satisfy the experiential learning requirement.

Academic Standards

Maximum Schedule

Course schedules of more than 19 s.h. for a semester, 12 s.h. for a summer session, or 3 s.h. for a winter session require approval of the advising staff in the undergraduate program office.

Classification of Students

Students are classified by the number of semester hours of credit they have earned toward the bachelor's degree:

Code	Title	Hours
First year: 0-29 s.h.		
Second year: 30-59 s.h.		

Junior: 60-89 s.h.

Senior: 90 s.h. or more

Credit and Grading

Credit by Examination

Students may earn up to 30 s.h. of credit by examination by taking selected tests from the College Level Examination Program (CLEP) and the Advanced Placement Program (AP) of the College Board, the Cambridge International Examinations (CIE), or the International Baccalaureate Program (IB). For information about when and how to take the CLEP and AP examinations, contact the University's Office of Teaching, Learning & Technology.

The College of Public Health has information on scores, credit, and course duplicates for all CLEP, AP, and IB tests accepted by the college. Ordinarily, credit earned through examination is applied first to the General Education Requirements. Credit also may be applied to requirements of a major, minor, or certificate, or as elective credit.

Credit From Other Colleges

Students who have taken courses at another institution that are similar to those approved for the public health major or the General Education Requirements may request that these courses be evaluated for transfer credit. When students apply for admission to the College of Public Health, they must submit official transcripts from each college attended along with their application for admission. After the credit has been certified by the Office of Admissions as college-level work from an accredited institution and after admission has been granted, the credit is evaluated by the undergraduate program either before or during the student's first semester of enrollment in the college.

Grading System

The college uses a letter grading system. A denotes superior performance, B denotes above average, C denotes average, D denotes below average, and F denotes failure of the course. Plus and minus designate gradations of performance between letter grades. Letter grades and their numerical equivalents are as follows.

A+	4.33
A (superior)	4.00
A-	3.67
B+	3.33
B (above average)	3.00
B-	2.67
C+	2.33
C (average)	2.00
C-	1.67
D+	1.33
D (below average)	1.00
D-	0.67
F (failing)	0

Adding and Dropping Courses

Students may drop courses, except College of Law courses, any time before the deadline published in the University's academic deadline calendar. Deadlines are different for regular and off-cycle courses. See Academic Calendar on the Office of the Registrar website.

Students must obtain approval from the college that offers the course in order to request permission to add or drop a course after these deadlines.

Auditing Courses

College of Public Health students may choose to take courses without earning credit for them (audit) with the permission of the course instructor and their advisor. Students are still charged for auditing courses. The mark of AUS (audit successful) is assigned to students registered for zero credit if attendance and performance in the course are satisfactory; if unsatisfactory, the mark of AUU (audit unsuccessful) is assigned. Courses completed with a mark of AUS do not meet any requirements nor do they carry any credit toward graduation. Auditing may not be used as a second-grade-only option.

To register for a course on an audit basis, students must obtain the instructor's authorizing signature and their advisor's signature and must register for 0 s.h. To change registration from audit to credit or from credit to audit, a change in registration form is used. These changes must be made during the period when adding courses is allowed.

Pass/Nonpass Courses

Undergraduate students in the College of Public Health may not use courses taken P/N (pass/nonpass) to satisfy General Education Requirements, high school course requirements, prerequisite or major public health course requirements, or any course in the College of Public Health. Major public health requirements include any course that fulfills the major course requirements (including public health electives), regardless of the college offering the course. The College accepts a maximum of 15 s.h. of P (pass) credit from the University of Iowa toward the bachelor's degree and a maximum of 30 s.h. of P (pass) and S (satisfactory) grades from all sources (UI as well as transfer work) toward the bachelor's degree.

Pass/nonpass registration must be completed during the first 10 days of a fall or spring semester or the first one-and-one-half weeks of a summer session, and it requires the approval of the advisor and the instructor. For courses taken pass/nonpass, an earned grade of C-minus or higher is recorded as a P; an earned grade of D+ or lower is recorded as an N. Pass/nonpass credit is not included in grade-point average calculations.

Satisfactory/Fail Courses

The College of Public Health Direct Admit Seminar, Second Year Undergraduate Public Health Seminar, and Third Year Undergraduate Public Health Seminar are offered only satisfactory/fail (S/F). A grade of F (fail) earned for these seminars does not satisfy any portion of the professional development seminar requirement.

Certain other College of Public Health courses are offered satisfactory/fail (S/F). All students registered for these courses receive one of these marks.

Semester hours of S graded coursework are not used in computing grade-point averages, but hours of F graded coursework are used. Semester hours of S graded coursework are counted as semester hours earned toward graduation; semester hours of F graded coursework do not count as semester hours earned toward graduation.

College of Public Health undergraduates may not use S graded coursework to fulfill General Education Requirements.

The college accepts a maximum of 15 s.h. of S credit from the University of Iowa toward the bachelor's degree and a

maximum of 30 s.h. of S and P grades from all sources (UI as well as transfer work) toward the bachelor's degree.

Incomplete Grades

Instructors may report a mark of I (incomplete) only if the unfinished part of a student's work in a course other than research, thesis, or independent study is small; if the work is unfinished for reasons acceptable to the instructor; and if a student's standing in the course is satisfactory.

Students should not re-enroll in a course for which they have an incomplete. Incomplete grades must be removed by completing the unfinished part of the work. Faculty and students are encouraged to state clearly in a written agreement how the incomplete is to be completed and the due date for the remaining work. Both the faculty member and the student should keep a record of the written agreement.

Failure to remove the incomplete before the end of the next full semester, excluding summer and winter sessions, results in replacement of the I with a grade of F, regardless of whether a student is enrolled during that semester. A grade change may be submitted to convert a grade of F to another letter grade, with the instructor's approval.

Students cannot graduate with an I mark on their record. They must either complete the course for a passing grade, or allow the Incomplete to lapse to a grade of F.

Second-Grade-Only Option for CLAS Public Health Interest Students

Public health interest students must follow the rules established by the College of Liberal Arts and Sciences (CLAS). Contact the CLAS Academic Programs and Student Development office or consult the CLAS Academic Policies Handbook for more information.

Second-Grade-Only Option

College of Public Health students may repeat up to three courses taken at the University of Iowa regardless of the grade originally earned in the course and may only be used once per class. A course may not be repeated under the second-grade-only option once it has been used as a prerequisite for a more advanced course that the student has completed successfully. The second-grade-only option cannot be used to remove a grade of incomplete, which must be removed in the usual manner.

The second-grade-only option may be used only for University of Iowa courses. A course taken at another college or university may not be repeated at the University of Iowa under the second-grade-only option, nor may a UI course be repeated at another institution under the second-grade-only option.

Any second-grade-only options used before entry to the College of Public Health count toward the maximum of three second-grade-only options allowed.

If the course was taken for a grade the first time, it must be taken for a grade the second time.

If the course was taken satisfactory/fail the first time, a student may choose to take the course for a grade or as satisfactory/fail the second time.

Any University of Iowa course taken in any mode of delivery—during a regular semester, a summer session, an intensive session, through distance education, or through Distance and

Online Education [p. 1980]—may be repeated in the same mode of delivery or in any other mode of delivery.

Students who have been awarded a degree from the University of Iowa may not use the second-grade-only option on a course taken before the degree was awarded.

Students must register as usual for the course that is to be repeated. After the session in which the course is being repeated has begun, students must request the second-grade-only option by completing the Second-Grade-Only Option Request Form. Students must follow this procedure or both grades will be counted in their University of Iowa grade-point average.

The permanent record is adjusted by placing a pound symbol (#) next to the first grade to indicate that it is no longer being included in the grade-point-average calculation, and only the semester hours from the second registration have been counted as semester hours earned. Once placed on the record, the option may not be retracted. Graduate or professional colleges may recalculate grade-point averages using all grades visible on the permanent record.

Student Academic Misconduct

Policies regarding cases of cheating or plagiarism are outlined in the Undergraduate Student Handbook; see Examples of Academic Misconduct on the College of Public Health website.

Academic Probation and Dismissal

College of Public Health students are expected to meet academic standards set by the college and to demonstrate reasonable progress toward a degree. To be considered in good academic standing, students must earn a minimum cumulative public health major g.p.a., a minimum UI cumulative g.p.a., and a minimum cumulative g.p.a. for all college work of at least 2.00, and a required University of Iowa session g.p.a. of 1.50 or higher during any spring, summer, or fall enrollment. If a student does not meet all grade-point average conditions, then the student is placed on academic probation.

Students usually are allowed only one session to return to good academic standing. They are required to meet with an academic advisor. Students on academic probation who withdraw registration after the deadline for dropping courses may be dismissed.

The college reviews academic records for all students at the end of the fall and spring semesters. There is no review at the end of the summer session. Students are placed on probation, dismissed for unsatisfactory progress (with or without previous probationary status), or restored to good standing only at the end of the fall and spring semesters.

Students who do not make satisfactory progress may be dismissed from the college without an intervening probationary period. Students who are dismissed from the college for unsatisfactory academic progress due to circumstances beyond their control, such as a death in their immediate family or extended personal illness, may appeal for a revocation of the dismissal. A student dismissed in January must submit a written appeal by the second day of spring semester classes. A student dismissed in May must submit the written appeal by June 15.

Students dismissed from the college for poor scholarship may appeal to re-enroll after an interval of at least one calendar year following the end of the term in which they were dismissed. A written appeal for reinstatement must be submitted to the Undergraduate Program Office. Appeals

must be submitted before June 15 for reinstatement in a fall semester or before December 1 for reinstatement in a spring semester.

For details, see the Undergraduate Student Handbook on the college's website.

Reinstatement

Students dismissed for unsatisfactory scholarship for the first time are not permitted to register again for one year. Students dismissed for the second time may or may not be granted a second reinstatement. Requests for reinstatement must be made in writing and should be addressed to the Associate Dean for Academic Affairs, College of Public Health. Arrangements for a reinstatement interview must be made with the associate dean for academic affairs. The interview must take place between March 1 and July 1 for reinstatement for fall semester, or between October 1 and December 1 for reinstatement to spring semester. Late requests are deferred to the following semester.

Students who are permitted to register following dismissal are registered on academic probation and ordinarily are allowed two semesters to achieve good standing. Most reinstatements include a limit on the number of semester hours the student may take upon reinstatement. Very poor academic work in the first semester of a reinstatement, however, may result in dismissal at the close of that semester.

Facilities

The College of Public Health Building, a state-of-the-art facility that opened in early 2012 on the University's health sciences campus, houses the college's administrative, departmental, and faculty offices. The college's research centers, institutes, and specialized laboratories are located in Westlawn, on the health sciences campus; in University Capitol Centre, on the main campus east; and at the University of Iowa Research Park.

Four student computer laboratories are housed at the college. More than 55 software packages are available for student use, most without charge. Software includes Microsoft Office products, SAS, and S+. Some specialty labs are equipped with RedHat Linux and are loaded with R, Macanova, Xlipstat, Mathematica, and other software.

Students, faculty, and staff draw on extensive library resources available across campus. Hardin Library for the Health Sciences serves as a central resource for all of the health sciences colleges. Hardin Library's Information Commons, a state-of-the-art health sciences educational technology facility, provides central support and delivery for courseware development, classroom instruction, health-related research, and independent learning. It offers high-end multimedia development workstations, networked electronic classrooms, a case-based learning and conference room, and information research workstations for searching health-related databases and the internet.

Research Centers and Institutes

The College of Public Health is home to 23 centers and institutes that conduct research and provide public service. These multidisciplinary centers and institutes—most of which are supported by federal grants—focus their investigative efforts on important public health topics. They conduct an array of outreach, service, and policy activities through which the College of Public Health engages with agencies, communities, and organizations throughout Iowa, the

Midwest, the nation, and the world. Students are encouraged to explore opportunities for involvement with any of the college's centers and institutes.

For more information, see Research Centers and Programs on the college's website.

Courses

College of Public Health Courses

CPH:1000 First-Year Seminar 1 s.h.

Small discussion class taught by faculty member; topics chosen by instructor; may include outside activities (e.g., films, readings, visits to research facilities).

CPH:1050 College of Public Health Direct Admit Seminar 1 s.h.

Introduction for first-year students to student life and the public health profession; tips for student success, resources on campus, coping with adversity, advising responsibilities, curriculum choices and career objectives, and community building events.

CPH:1400 Fundamentals of Public Health 3 s.h.

Introduction to public health; emphasis on issues, challenges, achievements, careers; historical events that serve as a foundation for public health practice. GE: Social Sciences.

CPH:1600 Public Health Science: Inquiry and Investigation in Public Health 3 s.h.

Introduction to epidemiology, biostatistics, and the interdisciplinary nature of public health research and practice; how public policy and population-based interventions are subsequently shaped by public health evidence. GE: Quantitative or Formal Reasoning.

CPH:1800 Social and Psychological Determinants of Health: Changing Behavior, Improving Health 3 s.h.

Study of the social and psychological aspects of health, including understanding behavior change to improve health.

CPH:2050 Second Year Undergraduate Public Health Seminar 1 s.h.

Preparation for experiential learning opportunities, including development of interpersonal, teamwork, leadership, and communication skills; ethical decision making; understanding the cultural contexts in which professionals work; working with communities and the role of advocacy; professionalism.

CPH:2200 Climageddon: Understanding Climate Change and Associated Impacts on Health 2 s.h.

Discovery, underlying principles, and impacts of global climate change; scientific evidence, global climate models, international treaties, ethics, advocacy and denial of climate change; strategies for climate adaptation and mitigation of unsustainable practices.

CPH:2210 Introduction to Maternal and Infant Health Epidemiology 2 s.h.

Introductory overview of maternal and infant health concepts, methods, and issues, both domestic and abroad, including contraception and fertility, pregnancy complications, caesarean delivery, maternal and infant morbidity and mortality, and child survival.

CPH:2220 Building a Healthier Tomorrow: Public Health Methods to Minimize Disease and Pollutant Exposures 3 s.h.

Introduction to historical public health practices developed to prevent exposures to environmental contaminants; major sources of those contaminants that adversely affect natural waters and air are evaluated relative to methods used to provide safe drinking water and clean air; in-class exercises involve critical thinking and creativity to understand concepts and tools needed to utilize prior public health successes and application to current and future environmental health events.

CPH:2230 Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats 3 s.h.

Exploration of lay and scientific literature, pandemic infection games, and popular culture television programming to evaluate past and fictional pandemics—are these pandemics rooted in fact or fiction?

CPH:2240 Health Disparities and Intersectionality with U.S. Latina/o/x Peoples 3 s.h.

Exploration of intersectionality—related to gender, immigration status, and more—and U.S. health disparities, particularly as they impact U.S. Latina/o/x peoples; Latina/o/x as a heterogeneous group originating from a variety of countries, with families that may have mixed immigration, education, class, and/or nationality status; public health approaches and concepts; intersectionality, social determinants of health, the Social Ecological Model, Ecosocial Theory, and Critical Race Theory; examination of various levels of racism, sexism, and other forms of intersectional discrimination. Same as GWSS:2400, LATS:2400.

CPH:2400 The U.S. Health System in a Global Context 3 s.h.

Fundamental organizational structures of the U.S. health system and the difference between systems globally; basic concepts of legal, ethical, economic, and regulatory dimensions of health care and policy and roles, influences, and responsibilities of government agencies.

CPH:2600 Introduction to Public Health Methods 3 s.h.

Introductory quantitative and qualitative methods used in public health practice and research. Prerequisites: CPH:1600 with a minimum grade of C-.

CPH:3050 Third Year Undergraduate Public Health Seminar 1 s.h.

Development and preparation for post-college plans, including how to conduct a job search, write a résumé and cover letter, interview, and apply to graduate programs in public health and related fields.

CPH:3100 Health Economics 3 s.h.

Introduction to microeconomic theory and applications to health and health care, including demand for health and health services, health insurance coverage, health care markets, behavior of health care providers, and role of government.

CPH:3200 Death at Work: Case Studies of Workplace Safety and Health 3 s.h.

Case-study approach to understanding the rights of workers to a safe and healthful workplace; relevant risk factors (physical, economic, social) among several working environments.

CPH:3210 Nutrition in Public Health 3 s.h.

Concepts and methods of obtaining and using food and nutrition information from federal databases and research publications; how food and nutrition knowledge, policy, and research are used for improvement of the health of populations.

CPH:3220 Public Health as a Public Good: Economics and Decision Making in Public Health Systems 3 s.h.

Role of government in the economy from a public health perspective; emphasis on the importance of public goods, behavioral economics in public health solutions, and key methods for evaluation of public programs.

CPH:3230 Human Genetics and Public Health 3 s.h.

Introduction to human genome and its impact on public health; students learn about public health initiatives and policies that include genetics (e.g., newborn screening, birth defects surveillance, cancer screening). Prerequisites: BIOL:1140 or BIOL:1141 or BIOL:1411.

CPH:3240 Global Health Today 1 s.h.

Attendance at diverse on-campus, local, and regional global health events. Same as GHS:3030.

CPH:3300 Undergraduate Independent Study in Public Health arr.

In-depth pursuit of an area of special interest in public health.

CPH:3400 Health, Work, and the Environment 3 s.h.

Survey of environmental and occupational health hazards and the associated health risks of exposure; how public health protects society from these hazards; how public health policy can be influenced by science. Same as GEOG:3210.

CPH:3500 Global Public Health 3 s.h.

Exploration of historical, current, and forecasted trends in global public health, the factors influencing health demographics in human populations, sources of health inequalities, and appropriate policy and intervention approaches for addressing global public health challenges. Same as GHS:3500.

CPH:3600 Applied Public Health Methods 3 s.h.

Application of quantitative and qualitative methods used in public health practice and research. Prerequisites: CPH:1600 with a minimum grade of C- and CPH:2600 with a minimum grade of C-.

CPH:3700 Methods for Program Implementation and Evaluation 3 s.h.

Introduction of theory and practice of program implementation and evaluation for health care and public health interventions focusing on programs implemented at the community level, including projects in government and nonprofit organizations. Prerequisites: CPH:1600 and CPH:2600.

CPH:3750 Undergraduate Service Learning in Public Health arr.

Community service learning experience directly related to goals and objectives of a specific public health course for undergraduate students; faculty-guided planning and reflection; satisfies the experiential learning public health degree requirement for undergraduate public health majors. Recommendations: CPH:2050 strongly recommended.

CPH:3800 Public Health Theories and Society 3 s.h.

Examination of public health and social science theories as they relate to socioeconomics, policy, institutions, communities, individual decision making, behavior, and health. Prerequisites: CPH:1400 and CPH:2600.

CPH:3900 Fundamentals in Public Health Emergency Preparedness and Response 3 s.h.

Basic concepts and principles used in emergency prevention, preparedness, response, and recovery at the local, state, and national levels with emphasis on roles and responsibilities of public health that align with policies, laws, and systems. Prerequisites: CPH:1400.

CPH:3999 Undergraduate Research Experience in Public Health arr.

Hands-on involvement in scholarly public health research activities under the supervision of faculty or research staff; satisfies the experiential learning degree requirement for undergraduate public health majors. Recommendations: CPH:2050 strongly recommended.

CPH:4200 Agriculture, Food Systems, and Sustainability 3 s.h.

Identification and development of tools to measure environmental and social sustainability of global agricultural practices, including interactions with the environment, social considerations, and the ability of agriculture to support farmers' livelihoods.

CPH:4210 Making a Difference: Public Health Policy and Advocacy 3 s.h.

Important role of policy in health, including policy structures, implementation, advocacy, and evaluation; students focus their work on a policy of their specific interest.

CPH:4220 Global Road Safety 3 s.h.

Road safety problem, data sources, research methods used in field, and how intervention and prevention programs are developed and evaluated; lecture, hands-on approaches. Same as GHS:4530, OEH:4530.

CPH:4230 Injury and Violence Prevention 3 s.h.

Theory, research, and practice of injury control; unintentional and intentional injuries; local, national, international injury issues. Same as EPID:4510, OEH:4510.

CPH:4240 Special Topics arr.

Didactic material in public health; may include tutorial, seminar, or faculty-directed work; may be a special topic or experience taught one time or on a first-time basis.

CPH:4250 Field Experiences in Public Health 1 s.h.

Direct involvement in actions being taken at local community level; topics include environmental health, infectious diseases, chronic diseases, and pediatric health; practical examples and hands-on experiences during site visits for topic-specific field investigations. Offered spring semesters. Prerequisites: BIOL:1140 or BIOL:1141 or BIOL:1411. Requirements: biology or microbiology coursework. Same as EPID:4314.

CPH:4750 Undergraduate Global Learning in Public Health arr.

Global public health experience; satisfies the experiential learning public health degree requirement for undergraduate public health majors. Recommendations: CPH:2050 strongly recommended.

CPH:4755 International Perspectives: Xicotepec 2 s.h.

Interdisciplinary service-learning course to enrich understanding of Mexican culture and history; students hone teamwork, leadership, cultural sensitivity, cultural humility, and project management skills while developing and carrying out public health projects that address community-identified needs; coordinated with the support of Rotary International.

CPH:4850 Undergraduate Public Health Internship arr.

Public health internship experience; satisfies the experiential learning public health degree requirement for undergraduate public health majors. Recommendations: CPH:2050 strongly recommended.

CPH:4990 Mentored Independent Undergraduate Research in Public Health arr.

Independent student research project under the supervision of a faculty mentor; satisfies the experiential learning degree requirement for undergraduate public health majors. Corequisites: CPH:3600. Recommendations: CPH:2050 strongly recommended.

CPH:4999 Public Health Capstone: Practice of Evidence-Based Public Health 3 s.h.

Students in their final year synthesize and apply knowledge through cumulative and integrative activities that serve as a capstone to their educational experience. Prerequisites: CPH:2400 and CPH:3050 and CPH:3400 and CPH:3500 and CPH:3600 and CPH:3700.

CPH:5100 Introduction to Public Health 3 s.h.

Concepts, structures, and activities in public health practice. Offered fall semesters and summer sessions.

CPH:5201 Interprofessional Education and Practice for M.P.H. Students I 0 s.h.

Students gain knowledge and skills in interprofessional practice between health professionals including medicine, pharmacy, dentistry, physical therapy, nursing, health administration, and public health; understanding roles/responsibilities, values, and ethics across health professions; development of teamwork skills.

CPH:5202 Interprofessional Education and Practice for M.P.H. Students II 0 s.h.

Students gain knowledge and skills in interprofessional practice between health professionals including medicine, pharmacy, dentistry, physical therapy, nursing, health administration, and public health; understanding roles/responsibilities, values, and ethics across health professions; development of teamwork skills.

CPH:5203 Interprofessional Education and Practice for M.P.H. Students III 0 s.h.

Students gain knowledge and skills in interprofessional practice between health professionals including medicine, pharmacy, dentistry, physical therapy, nursing, health administration, and public health; understanding roles/responsibilities, values, and ethics across health professions; development of teamwork skills.

CPH:6100 Essentials of Public Health 2 s.h.

Introduction and overview of the scope of public health; emphasis on history, definitions, issues, achievements, and future challenges; examples of public health research and practice.

CPH:6500 Independent Study in Public Health arr.

In-depth pursuit of an area of special interest in public health. Requirements: approval from the College of Public Health.

CPH:6600 Service-Learning in Public Health arr.

Community service learning experience directly related to goals and objectives of a specific public health course; faculty-guided planning and reflection.

CPH:6700 Public Health Emergency Preparedness for Veterinarians and Other Public Health**Disciplines** 2-3 s.h.

Introduction to public health emergency preparedness from a one health perspective; emergency preparedness from federal, state, and local perspectives; important elements for preparing responders; preparedness information systems and communication techniques.

CPH:7000 M.P.H. Practicum Experience 0-6 s.h.

Comprehensive and integrated application of knowledge acquired in the M.P.H. program in a practice setting; demonstration of professional competence in public health practice. Prerequisites: CBH:4105 and (HMP:5005 or HMP:4000) and EPID:4400 and BIOS:4120 and OEH:4240 and CPH:5100. Requirements: an approved practicum proposal.

CPH:7200 M.P.H. Capstone Experience 1 s.h.

Students gain knowledge and skills in public health practice by working on an interdisciplinary team to solve a real-world public health issue; each student has the opportunity to apply classroom and practical experience received throughout their M.P.H. coursework into an integrative experience; students particularly gain skills in advocacy, communication with diverse audiences on public health issues, and the role of different public health disciplines in solving health issues in the community.

CPH:7270 Principles of Scholarly Integrity: Public Health

0-1 s.h.

Training in the responsible conduct of research and scholarly activities; discussion of student/mentor responsibilities in pursuit of scholarly work and intellectual dialogues; responsibilities to the institution/scholarly community/society; public health core discipline examples are utilized.

CPH:7500 M.P.H. Applied Practice Experience 1-2 s.h.

Comprehensive and integrated application of knowledge acquired in the M.P.H. program in a practice setting; demonstration of professional competence in public health practice.

CPH:7604 Principles of Scholarly Integrity: Public Health - Postdoc/K Awardees

0 s.h.

Training in the responsible conduct of research and scholarly activities; discussion of student/mentor responsibilities in pursuit of scholarly work and intellectual dialogues; responsibilities to institution/scholarly community/society; utilization of public health core discipline examples; for public health postdoc/K awardees.

Public Health, B.A.

The Bachelor of Arts (B.A.) degree provides students with a basic understanding of the five core public health knowledge areas: biostatistics, social and behavioral sciences, epidemiology, health policy and management, and occupational and environmental health sciences. Students will be prepared to enter the workforce or continue their education.

A public health core provides the degree with breadth in the biological, social, economic, quantitative, geographic, and educational components of health and health disparities within and across populations. Students complete a cumulative capstone experience during which they will integrate, apply, and synthesize public health knowledge. As an integral part of their education, students also will be exposed to public health professionals and agencies.

Requirements

The Bachelor of Arts with a major in public health requires a minimum of 120 s.h., including at least 61 s.h. of work for the major. Students must have a cumulative g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major; in all college coursework and in all UI coursework; and in all college coursework in public health and in all UI public health coursework, including any courses administered by the College of Public Health in the Departments of Biostatistics, Community and Behavioral Health, Epidemiology, Health Management and Policy, and Occupational and Environmental Health. Students are required to earn a minimum of 30 s.h. in public health coursework at the University of Iowa.

The B.A. with a major in public health requires the following coursework.

College Success Requirement

All students are required to complete CSI:1600 Success at Iowa during the fall semester; students complete part one before participating in an orientation program. The course is designed to help students successfully transition to college life. The course covers information about online tools that are specific to the University, such as MyUI and Iowa Courses Online (ICON), and also discusses resources for navigating life on campus. Additional content includes financial aid literacy, strategies for making healthy behavior choices, sexual assault awareness and prevention, and the comprehensive transitional survey known as MAP-Works.

General Education Requirements

Code	Title	Hours
RHET:1030	Rhetoric	4
ENGL:1200	The Interpretation of Literature	3
World Languages		0-10
Natural Sciences		7
Quantitative or Formal Reasoning		3
Social Sciences		3
Historical Perspectives		3
Diversity and Inclusion		3
International and Global Issues		3
Literary, Visual, and Performing Arts		3
Values and Culture		3

Students may complete the world languages requirement using one of the following two options. One year of high school language study is generally equivalent to one semester of college language study.

Option One: attain fourth-level proficiency in a single world language, usually by completing four years of that language in high school or four semesters in college or an equivalent combination of high school and college coursework; or pass an achievement test or evaluation at fourth-level proficiency.

Option Two: attain second-level proficiency in each of two world languages, usually by completing two years of each language in high school or two semesters of each language in college or an equivalent combination of high school and college coursework; or pass achievement tests and/or evaluations at second-level proficiency in each language. Option two does not fulfill the World Languages requirement for the College of Liberal Arts and Sciences or qualify students to earn credit under the Furthering Language Incentive Program (FLIP).

Students may count courses taken to fulfill General Education Requirements toward other requirements for the B.A.

Prerequisites for Admission to the College

Students who wish to enter the major in public health after declaring the public health interest through the College of Liberal Arts and Sciences must complete the following by the end of the semester in which they apply before they may enter the major:

- completion of at least 12 s.h. at the University of Iowa;
- completion of CPH:1400 Fundamentals of Public Health with a grade of B-minus or higher;
- completion of CPH:1600 Public Health Science: Inquiry and Investigation in Public Health with a grade of B-minus or higher; and
- a cumulative g.p.a. of at least 2.75 in all courses taken at the University of Iowa and in all college-level coursework attempted.

Public Health Core Courses

Students must complete all of the following (30 s.h.).

Code	Title	Hours
CPH:1050	College of Public Health Direct Admit Seminar	1
CPH:1400	Fundamentals of Public Health	3
CPH:1600	Public Health Science: Inquiry and Investigation in Public Health	3
CPH:1800	Social and Psychological Determinants of Health: Changing Behavior, Improving Health	3
CPH:2050	Second Year Undergraduate Public Health Seminar	1
CPH:2400	The U.S. Health System in a Global Context	3
CPH:2600	Introduction to Public Health Methods	3

CPH:3050	Third Year Undergraduate Public Health Seminar	1	CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:3400	Health, Work, and the Environment	3	CPH:3200	Death at Work: Case Studies of Workplace Safety and Health	3
CPH:3500	Global Public Health	3	CPH:3210	Nutrition in Public Health	3
CPH:3700	Methods for Program Implementation and Evaluation	3	CPH:3220	Public Health as a Public Good: Economics and Decision Making in Public Health Systems	3
CPH:4999	Public Health Capstone: Practice of Evidence-Based Public Health	3	CPH:3230	Human Genetics and Public Health	3

Requirements

Students complete 19 s.h. as indicated from the following.

Code	Title	Hours
One of these:		
BIOL:1140	Human Biology	4
BIOL:1141	Introductory Animal Biology	4
BIOL:1411	Foundations of Biology	4
All of these:		
CPH:3100	Health Economics	3
CPH:3600	Applied Public Health Methods (section 1)	3
CPH:3800	Public Health Theories and Society	3
CPH:3900	Fundamentals in Public Health Emergency Preparedness and Response	3
One of these:		
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2164	Culture and Healing for Future Health Professionals	3
COMM:1809	Social Marketing Campaigns	3
GEOG:3110	Geography of Health	3
GEOG:4770	Environmental Justice	3
IS:2000	Introduction to International Studies	3
JMC:3116	Media and Global Cultures	3
JMC:3150	Media and Health	3
PHIL:2402	Introduction to Ethics	3
POLI:3111	American Public Policy	3
SOC:1022	Social Justice and Social Welfare in the United States	3
SOC:2810	Social Inequality	3

Electives

Students complete a minimum of five College of Public Health courses from the following.

Code	Title	Hours
CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2
CPH:2220	Building a Healthier Tomorrow: Public Health Methods to Minimize Disease and Pollutant Exposures	3

CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:3200	Death at Work: Case Studies of Workplace Safety and Health	3
CPH:3210	Nutrition in Public Health	3
CPH:3220	Public Health as a Public Good: Economics and Decision Making in Public Health Systems	3
CPH:3230	Human Genetics and Public Health	3
CPH:3240	Global Health Today	1
CPH:4200	Agriculture, Food Systems, and Sustainability	3
CPH:4210	Making a Difference: Public Health Policy and Advocacy	3
CPH:4220	Global Road Safety	3
CPH:4230	Injury and Violence Prevention	3
CPH:4250	Field Experiences in Public Health	1

Experiential Learning Requirement

Students must successfully complete at least one of these experiences from the following. Second Year Undergraduate Public Health Seminar (CPH:2050) is strongly recommended prior to enrollment in any of these courses. Contact the undergraduate program office for specific details.

Code	Title	Hours
Research		
CPH:3999	Undergraduate Research Experience in Public Health	0-3
CPH:4990	Mentored Independent Undergraduate Research in Public Health	3
Internship		
CPH:4850	Undergraduate Public Health Internship	0-3
Global Learning		
CPH:4750	Undergraduate Global Learning in Public Health	0-3
Service Learning		
CPH:3750	Undergraduate Service Learning in Public Health	0

B.A./CLAS Undergraduate Degree

Students admitted to or enrolled in the B.A. in public health program may pursue an additional degree in the College of Liberal Arts and Sciences (CLAS). Students pursuing an additional degree outside the College of Public Health are:

expected to meet all degree requirements, General Education Requirements, and GE CLAS Core requirements for both degree programs;

required to satisfy the collegiate residence requirements of both colleges;

assigned two advisors, one in each college; and

assessed tuition for the primary program of study in accordance with the rules of the Registrar's Office.

Additional considerations:

- Students may be awarded degrees in the two colleges simultaneously or separately without requiring additional coursework beyond the degree requirements.
- Current students enrolled in the College of Public Health who want to add a CLAS major should use the Change of College Application found in MyUI.
- Students who wish to discontinue the additional degree program will need to file a Discontinuation of Combined Degree Program form in the collegiate office of the program of study they are dropping.

Students may change majors with either college in the college academic programs office and still remain in the additional degree program.

Combined Programs

B.A./Graduate Degree

Combined undergraduate to graduate programs provide an opportunity for students to earn both their B.A. and a master's degree in five years by beginning to earn graduate credit during their fourth year of undergraduate study.

Students in the combined programs must complete all requirements for each degree. Students apply for admission to the combined program during their third year as undergraduates and enter the program at the beginning of their fourth year.

Applicants also must apply for admission to the master's degree program and must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. For more information, see Undergrad to Grad (U2G) on the College of Public Health website.

Public health majors intending to pursue the Undergrad to Grad (U2G) combined degree program in public health must complete 120 s.h. Up to 15 s.h. may be earned in graduate credit by the end of a student's fourth year.

Public health majors must complete all of the following requirements in addition to the 15 s.h. of graduate coursework.

Public Health Major Degree Requirements

Coursework for the following requirements total approximately 60 s.h.

- public health core courses
- B.A. coursework
- public health elective coursework
- experiential learning requirement
- General Education Requirement courses

General Electives

- UI (nonmajor) coursework to total 120 s.h. by end of the fourth year; this could include up to 15 s.h. of graduate credit in public health coursework taken as an undergraduate student

Graduate courses taken during the fourth year do not count toward major requirements (including public health electives)

for the undergraduate public health major. However, these semester hours may count as general elective credits needed to complete the 120 s.h. required for a bachelor's degree.

Honors

Honors in the Major

Students majoring in public health have the opportunity to graduate with honors in the major. To graduate with honors in public health, students must successfully complete all college requirements with a g.p.a. of at least 3.33 in all courses for the major, in all college coursework, and in all UI coursework.

In addition, students must complete an honors thesis in CPH:4990 Mentored Independent Undergraduate Research in Public Health, where they must write a brief research proposal summarizing background and goals of honors research, defend their research proposal to a honors project faculty member and a honors advisor, conduct research, submit their honors thesis, and conclude with an oral and/or poster presentation.

Outstanding undergraduate students in the college have an opportunity to undertake independent study and to work closely with faculty members. Completion of requirements for honors in the major also will satisfy the experiential learning requirement. Consult the College of Public Health undergraduate program office for more information.

University of Iowa Honors Program

Public health interest students interested in honors study are encouraged to participate in the University of Iowa Honors Program until they are admitted to the College of Public Health. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not a requirement for applying to or graduating with honors in the public health major.

Admission

Admission to the Bachelor of Arts program in public health is selective. Students who meet the minimum admission requirements are not guaranteed admission.

Students may be admitted to the College of Public Health either through direct admission or standard admission.

Direct Admission

Direct admission is designed for students applying to the university as first-year students for the fall semester. Applicants who meet the high school course requirements and present an American College Testing (ACT) composite score of 26 or higher or a combined Scholastic Aptitude Test (SAT) evidence-based reading and writing, and math SAT score of at least 1230 for tests taken after March 1, 2016 or a combined Scholastic Aptitude Test (SAT) critical reading and math SAT score of at least 1170 for tests taken prior to March 1, 2016; and a high school g.p.a. of at least 3.60 are directly admitted to the college. Applicants who meet course requirements and either the test score or grade-point average requirement also will be considered. Students who are denied direct admission may file an online petition for direct admission to the College of Public Health.

Students granted direct admission to the college are eligible to apply for first-year scholarships. The scholarship application process is competitive and is based on high school record and short essay responses.

First-year students not admitted directly to the College of Public Health may be admitted to the College of Liberal Arts and Sciences as a public health interest student.

Transfer student applications are not being accepted at this time for direct admission to the College of Public Health. Transfer students may apply to the College of Liberal Arts and Sciences public health interest designation.

Standard Admission

University of Iowa students are eligible to apply for standard admission to the College of Public Health, typically after their first year, once they complete prerequisite courses and earn the required grade-point average.

Application deadline for fall admission is May 1. Application deadline for spring admission is December 1. Students should meet the following requirements by the end of the semester in which they apply:

- completion of at least 12 s.h. at the University of Iowa;
- completion of CPH:1400 Fundamentals of Public Health with a grade of B-minus or higher;
- completion of CPH:1600 Public Health Science: Inquiry and Investigation in Public Health with a grade of B-minus or higher; and
- a minimum g.p.a. of 2.75 in all University of Iowa coursework and in all college coursework.

Students who are denied standard admission may file an online appeal for denial of admission to the College of Public Health if they can provide documentation of extenuating circumstances that affected their academic performance.

Academic Plans

Four-Year Graduation Plan

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

The Four-Year Graduation Plan applies only to students who are directly admitted to the College of Public Health or students who meet the prerequisites and submit an application for standard admission before the third semester begins (including public health interest students).

Before the second semester begins: CPH:1050 College of Public Health Direct Admit Seminar (for direct admits only)

Before the third semester begins: CPH:1400 Fundamentals of Public Health, CPH:1600 Public Health Science: Inquiry and Investigation in Public Health, and at least one-quarter of the semester hours required for graduation

Before the fourth semester begins: CPH:2050 Second Year Undergraduate Public Health Seminar and CPH:2600 Introduction to Public Health Methods

Before the fifth semester begins: one-half of the semester hours required for graduation

Before the sixth semester begins: CPH:3050 Third Year Undergraduate Public Health Seminar and CPH:3600 Applied Public Health Methods

Before the seventh semester begins: CPH:3700 Methods for Program Implementation and Evaluation and at least three-quarters of the semester hours required for graduation

Before the eighth semester begins: all public health core courses, except CPH:4999 Public Health Capstone: Practice of Evidence-Based Public Health, and the experiential learning requirement

During the eighth semester: all remaining General Education Requirement courses, enrollment in all remaining coursework in the major, including CPH:4999 Public Health Capstone: Practice of Evidence-Based Public Health, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Public Health, B.A.

Course	Title	Hours
Academic Career		
Any Semester		
Direct Admission is available only for high school students who meet the published criteria. All other students pursue Standard Admission.		
All College of Public Health undergraduate students must successfully complete at least one of these for the experiential learning requirement: research, internship, global learning, or a service learning course. ^a		
	Hours	0
First Year		
Fall		
CPH:1050	College of Public Health Direct Admit Seminar	1
CPH:1400	Fundamentals of Public Health ^{b, c}	3
BIOL:1411	Foundations of Biology ^c	4
or BIOL:1140	or Human Biology	
or BIOL:1141	or Introductory Animal Biology	
ENGL:1200	The Interpretation of Literature	3 - 4
or RHET:1030	or Rhetoric	
CSI:1600	Success at Iowa	2
	Hours	13-14
Spring		
CPH:1600	Public Health Science: Inquiry and Investigation in Public Health ^{b, c}	3
CPH:1800	Social and Psychological Determinants of Health: Changing Behavior, Improving Health	3
GE: Natural Sciences without Lab ^d		3
RHET:1030	Rhetoric	3 - 4
or ENGL:1200	or The Interpretation of Literature	
Elective course ^e		3
	Hours	15-16

Second Year**Fall**

CPH:2050	Second Year Undergraduate Public Health Seminar	1
CPH:2600	Introduction to Public Health Methods	3
Major: "choose one" course ^f		3
GE: World Languages First Level Proficiency or elective course ^g		4 - 5
Elective course ^e		3
Hours		14-15

Spring

CPH:2400	The U.S. Health System in a Global Context	3
Major: public health elective course ^h		2 - 3
GE: World Languages Second Level Proficiency or elective course ^g		4 - 5
GE: International and Global Issues ^d		3
GE: Values and Culture ^d		3
Hours		15-17

Third Year**Fall**

CPH:3050	Third Year Undergraduate Public Health Seminar	1
CPH:3100	Health Economics	3
CPH:3500	Global Public Health	3
CPH:3600	Applied Public Health Methods	3
GE: Historical Perspectives ^d		3
Elective course ^e		3
Hours		16

Spring

CPH:3400	Health, Work, and the Environment	3
CPH:3700	Methods for Program Implementation and Evaluation	3
CPH:3800	Public Health Theories and Society	3
CPH:3900	Fundamentals in Public Health Emergency Preparedness and Response	3
GE: Literary, Visual, and Performing Arts ^d		3
Hours		15

Fourth Year**Fall**

Major: public health elective course ^h		3
Major: public health elective course ^h		2 - 3
Experiential Learning course ^{a, i}		0 - 3
GE: Diversity and Inclusion ^d		3
Elective course ^e		3
Hours		11-15

Spring

CPH:4999	Public Health Capstone: Practice of Evidence-Based Public Health ^j	3
Major: public health elective course ^h		3
Major: public health elective course ^h		3
Elective course ^e		3
Elective course ^e		3

Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall)

Hours	15
Total Hours	114-123

- a Students complete the experiential learning requirement by choosing an approved option. CPH:2050 is strongly recommended prior to enrollment in experiential learning.
- b Prerequisite for admission to the College of Public Health.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- e Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- f Choose from: ANTH:2100, ANTH:2164, COMM:1809, GEOG:3110, GEOG:4770, IS:2000, JMC:3116, JMC:3150, PHIL:2402, POLI:3111, SOC:1022, SOC:2810.
- g Students are required to have completed the fourth-level proficiency in a single world language or the second-level proficiency in two different world languages.
- h Students must complete at least five electives by choosing from approved CPH courses.
- i Choose from: CPH:3999, CPH:4990, CPH:4850, CPH:4750, CPH:3750. A completed application and approval by the College of Public Health undergraduate program office are required.
- j All core courses must be complete prior to enrollment in CPH:4999.
- k Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The B.A. program provides knowledge of the community and behavioral aspects of public health for students interested in working in health education, health communication, public health program development, or public health policy in local, federal, or international governmental or nongovernmental agencies. Students will be prepared for advanced education in the social sciences, communication studies, social and community health, health policy and management, and other fields.

Public Health, B.S.

The Bachelor of Science (B.S.) degree provides students with a basic understanding of the five core public health knowledge areas: biostatistics, social and behavioral sciences, epidemiology, health policy and management, and occupational and environmental health sciences. Students will be prepared to enter the workforce or continue their education.

A public health core provides the degree with breadth in the biological, social, economic, quantitative, geographic, and educational components of health and health disparities within and across populations. Students complete a cumulative capstone experience during which they will integrate, apply, and synthesize public health knowledge. As an integral part of their education, students also will be exposed to public health professionals and agencies.

Requirements

The Bachelor of Science with a major in public health requires a minimum of 120 s.h., including at least 62 s.h. of work for the major. Students must have a cumulative g.p.a. of at least 2.00 in all courses for the major and in all UI courses for the major; in all college coursework and in all UI coursework; and in all college coursework in public health and in all UI public health coursework, including any courses administered by the College of Public Health in the Departments of Biostatistics, Community and Behavioral Health, Epidemiology, Health Management and Policy, and Occupational and Environmental Health. Students are required to earn a minimum of 30 s.h. in public health coursework at the University of Iowa.

The B.S. with a major in public health requires the following coursework.

College Success Requirement

All students are required to complete CSI:1600 Success at Iowa during the fall semester; students complete part one before participating in an orientation program. The course is designed to help students successfully transition to college life. The course covers information about online tools that are specific to the University, such as MyUI and Iowa Courses Online (ICON), and also discusses resources for navigating life on campus. Additional content includes financial aid literacy, strategies for making healthy behavior choices, sexual assault awareness and prevention, and the comprehensive transitional survey known as MAP-Works.

General Education Requirements

Code	Title	Hours
RHET:1030	Rhetoric	4
ENGL:1200	The Interpretation of Literature	3
World Languages		0-10
Natural Sciences		7
Quantitative or Formal Reasoning		3
Social Sciences		3
Historical Perspectives		3
Diversity and Inclusion		3
International and Global Issues		3
Literary, Visual, and Performing Arts		3
Values and Culture		3

Students may complete the world languages requirement using one of the following two options. One year of high school language study is generally equivalent to one semester of college language study.

Option One: attain fourth-level proficiency in a single world language, usually by completing four years of that language in high school or four semesters in college or an equivalent combination of high school and college coursework; or pass an achievement test or evaluation at fourth-level proficiency.

Option Two: attain second-level proficiency in each of two world languages, usually by completing two years of each language in high school or two semesters of each language in college or an equivalent combination of high school and college coursework; or pass achievement tests and/or evaluations at second-level proficiency in each language. Option two does not fulfill the World Languages requirement for the College of Liberal Arts and Sciences or qualify students to earn credit under the Furthering Language Incentive Program (FLIP).

Students may count courses taken to fulfill General Education Requirements toward other requirements for the B.S.

Prerequisites for Admission to the College

Students who wish to enter the major in public health after declaring the public health interest through the College of Liberal Arts and Sciences must complete the following by the end of the semester in which they apply before they may enter the major:

- completion of at least 12 s.h. at the University of Iowa;
- completion of CPH:1400 Fundamentals of Public Health with a grade of B-minus or higher;
- completion of CPH:1600 Public Health Science: Inquiry and Investigation in Public Health with a grade of B-minus or higher; and
- a cumulative g.p.a. of at least 2.75 in all courses taken at the University of Iowa and in all college-level coursework attempted.

Public Health Core Courses

Students must complete all of the following (30 s.h.).

Code	Title	Hours
CPH:1050	College of Public Health Direct Admit Seminar	1
CPH:1400	Fundamentals of Public Health	3
CPH:1600	Public Health Science: Inquiry and Investigation in Public Health	3
CPH:1800	Social and Psychological Determinants of Health: Changing Behavior, Improving Health	3
CPH:2050	Second Year Undergraduate Public Health Seminar	1
CPH:2400	The U.S. Health System in a Global Context	3
CPH:2600	Introduction to Public Health Methods	3

CPH:3050	Third Year Undergraduate Public Health Seminar	1
CPH:3400	Health, Work, and the Environment	3
CPH:3500	Global Public Health	3
CPH:3700	Methods for Program Implementation and Evaluation	3
CPH:4999	Public Health Capstone: Practice of Evidence-Based Public Health	3

Requirements

Students complete 22-23 s.h. as indicated from the following.

Code	Title	Hours
All of these:		
BIOL:1411	Foundations of Biology	4
BIOL:1412	Diversity of Form and Function	4
CHEM:1110	Principles of Chemistry I	4
CPH:3600	Applied Public Health Methods	3
One of these:		
MATH:1460	Calculus for the Biological Sciences	4
MATH:1850	Calculus I	4
One of these:		
CS:1110	Introduction to Computer Science	3
CS:1210	Computer Science I: Fundamentals	4

Electives

Students complete a minimum of four College of Public Health courses from the following.

Code	Title	Hours
CPH:2200	Climageddon: Understanding Climate Change and Associated Impacts on Health	2
CPH:2220	Building a Healthier Tomorrow: Public Health Methods to Minimize Disease and Pollutant Exposures	3
CPH:2230	Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats	3
CPH:3200	Death at Work: Case Studies of Workplace Safety and Health	3
CPH:3210	Nutrition in Public Health	3
CPH:3220	Public Health as a Public Good: Economics and Decision Making in Public Health Systems	3
CPH:3230	Human Genetics and Public Health	3
CPH:3240	Global Health Today	1

CPH:4200	Agriculture, Food Systems, and Sustainability	3
CPH:4210	Making a Difference: Public Health Policy and Advocacy	3
CPH:4220	Global Road Safety	3
CPH:4230	Injury and Violence Prevention	3
CPH:4250	Field Experiences in Public Health	1

Experiential Learning Requirement

Students must successfully complete at least one of these experiences from the following. Second Year Undergraduate Public Health Seminar (CPH:2050) is strongly recommended prior to enrollment in any of these courses. Contact the undergraduate program office for specific details.

Code	Title	Hours
Research		
CPH:3999	Undergraduate Research Experience in Public Health	0-3
CPH:4990	Mentored Independent Undergraduate Research in Public Health	3
Internship		
CPH:4850	Undergraduate Public Health Internship	0-3
Global Learning		
CPH:4750	Undergraduate Global Learning in Public Health	0-3
Service Learning		
CPH:3750	Undergraduate Service Learning in Public Health	0

B.S./CLAS Undergraduate Degree

Students admitted to or enrolled in the B.S. in public health program may pursue an additional degree in the College of Liberal Arts and Sciences (CLAS). Students pursuing an additional degree outside the College of Public Health are:

expected to meet all degree requirements, General Education Requirements, and GE CLAS Core requirements for both degree programs;

required to satisfy the collegiate residence requirements of both colleges;

assigned two advisors, one in each college; and

assessed tuition for the primary program of study in accordance with the rules of the Registrar's Office.

Additional considerations:

- Students may be awarded degrees in the two colleges simultaneously or separately without requiring additional coursework beyond the degree requirements.
- Current students enrolled in the College of Public Health who want to add a CLAS major should use the Change of College Application found in MyUI.
- Students who wish to discontinue the additional degree program will need to file a Discontinuation of Combined Degree Program form in the collegiate office of the program of study they are dropping.

Students may change majors with either college in the college academic programs office and still remain in the additional degree program.

Combined Programs

B.S./Graduate Degree

Combined undergraduate to graduate programs provide an opportunity for students to earn both their B.S. and a master's degree in five years by beginning to earn graduate credit during their fourth year of undergraduate study.

Students in the combined programs must complete all requirements for each degree. Students apply for admission to the combined program during their third year as undergraduates and enter the program at the beginning of their fourth year.

Applicants also must apply for admission to the master's degree program and must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website. For more information, visit Undergrad to Grad (U2G) on the College of Public Health website.

Public health majors intending to pursue the Undergrad to Grad (U2G) combined degree program in public health must complete 120 s.h. Up to 15 s.h. may be earned in graduate credit by the end of a student's fourth year.

Public health majors must complete all of the following requirements in addition to the 15 s.h. of graduate coursework.

Public Health Major Degree Requirements

- public health core courses
- B.S. coursework
- public health elective coursework
- experiential learning requirement
- General Education Requirement courses

General Electives

- UI (nonmajor) coursework to total 120 s.h. by end of the fourth year; this could include up to 15 s.h. of graduate credit in public health coursework taken as an undergraduate student

Graduate courses taken during the fourth year do not count toward major requirements (including public health electives) for the undergraduate public health major. However, these semester hours may count as general elective credits needed to complete the 120 s.h. required for a bachelor's degree.

Honors

Honors in the Major

Students majoring in public health have the opportunity to graduate with honors in the major. To graduate with honors in public health, students must successfully complete all college requirements with a g.p.a. of at least 3.33 in all courses for the major, in all college coursework, and in all UI coursework.

In addition, students must complete an honors thesis in CPH:4990 Mentored Independent Undergraduate Research in Public Health, where they must write a brief research proposal summarizing background and goals of honors research,

defend their research proposal to a honors project faculty member and a honors advisor, conduct research, submit their honors thesis, and conclude with an oral and/or poster presentation.

Outstanding undergraduate students in the college have an opportunity to undertake independent study and to work closely with faculty members. Completion of requirements for honors in the major also will satisfy the experiential learning requirement. Consult the College of Public Health undergraduate program office for more information.

University of Iowa Honors Program

Public health interest students interested in honors study are encouraged to participate in the University of Iowa Honors Program until they are admitted to the College of Public Health. Visit Honors at Iowa to learn about the University's honors program.

Membership in the UI Honors Program is not a requirement for applying to or graduating with honors in the public health major.

Admission

Admission to the Bachelor of Science program in public health is selective. Students who meet the minimum admission requirements are not guaranteed admission.

Students may be admitted to the College of Public Health either through direct admission or standard admission.

Direct Admission

Direct admission is designed for students applying to the university as first-year students for the fall semester. Applicants who meet the high school course requirements and present an American College Testing (ACT) composite score of 26 or higher or a combined Scholastic Aptitude Test (SAT) evidence-based reading and writing, and math SAT score of at least 1230 for tests taken after March 1, 2016 or a combined Scholastic Aptitude Test (SAT) critical reading and math SAT score of at least 1170 for tests taken prior to March 1, 2016; and a high school g.p.a. of at least 3.60 are directly admitted to the college. Applicants who meet course requirements and either the test score or grade-point average requirement also will be considered. Students who are denied direct admission may file an online petition for direct admission to the College of Public Health.

Students granted direct admission to the college are eligible to apply for first-year scholarships. The scholarship application process is competitive and is based on high school record and short essay responses.

First-year students not admitted directly to the College of Public Health may be admitted to the College of Liberal Arts and Sciences as a public health interest student.

Transfer student applications are not being accepted at this time for direct admission to the College of Public Health. Transfer students may apply to the College of Liberal Arts and Sciences public health interest designation.

Standard Admission

University of Iowa students are eligible to apply for standard admission to the College of Public Health, typically after their

first year, once they complete prerequisite courses and earn the required grade-point average.

Application deadline for fall admission is May 1. Application deadline for spring admission is December 1. Students should meet the following requirements by the end of the semester in which they apply:

- completion of at least 12 s.h. at the University of Iowa;
- completion of CPH:1400 Fundamentals of Public Health with a grade of B-minus or higher;
- completion of CPH:1600 Public Health Science: Inquiry and Investigation in Public Health with a grade of B-minus or higher; and
- a minimum g.p.a. of 2.75 in all University of Iowa coursework and in all college coursework.

Students who are denied standard admission may file an online appeal for denial of admission to the College of Public Health if they can provide documentation of extenuating circumstances that affected their academic performance.

Academic Plans

Four-Year Graduation Plan

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

The Four-Year Graduation Plan applies only to students who are directly admitted to the College of Public Health or students who meet the prerequisites and submit an application for standard admission before the third semester begins (including public health interest students).

Before the second semester begins: CPH:1050 College of Public Health Direct Admit Seminar (for direct admits only)

Before the third semester begins: CPH:1400 Fundamentals of Public Health, CPH:1600 Public Health Science: Inquiry and Investigation in Public Health, and at least one-quarter of the semester hours required for graduation

Before the fourth semester begins: CPH:2050 Second Year Undergraduate Public Health Seminar and CPH:2600 Introduction to Public Health Methods

Before the fifth semester begins: one-half of the semester hours required for graduation

Before the sixth semester begins: CPH:3050 Third Year Undergraduate Public Health Seminar and CPH:3600 Applied Public Health Methods

Before the seventh semester begins: CPH:3700 Methods for Program Implementation and Evaluation and at least three-quarters of the semester hours required for graduation

Before the eighth semester begins: all public health core courses, except CPH:4999 Public Health Capstone: Practice of Evidence-Based Public Health, and the experiential learning requirement

During the eighth semester: all remaining General Education Requirement courses, enrollment in all remaining coursework in the major, including CPH:4999 Public Health Capstone: Practice of Evidence-Based Public Health, and a sufficient number of semester hours to graduate

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Public Health, B.S.

Course	Title	Hours
Academic Career		
Any Semester		
Direct Admission is available only for high school students who meet the published criteria. All other students pursue Standard Admission.		
All College of Public Health undergraduate students must successfully complete at least one of these for the experiential learning requirement: research, internship, global learning, or a service learning course. ^a		
Hours		0
First Year		
Fall		
CPH:1050	College of Public Health Direct Admit Seminar	1
CPH:1400	Fundamentals of Public Health ^{b, c}	3
CHEM:1070	General Chemistry I ^c	3
Elective course ^d		3
RHET:1030 or ENGL:1200	Rhetoric or The Interpretation of Literature	3 - 4
CSI:1600	Success at Iowa	2
Hours		15-16
Spring		
CPH:1600	Public Health Science: Inquiry and Investigation in Public Health ^{b, c}	3
CHEM:1110	Principles of Chemistry I ^{c, e}	4
GE: Values and Culture ^f		3
ENGL:1200 or RHET:1030	The Interpretation of Literature or Rhetoric	3 - 4
CPH:1800	Social and Psychological Determinants of Health: Changing Behavior, Improving Health	3
Hours		16-17
Second Year		
Fall		
CPH:2050	Second Year Undergraduate Public Health Seminar	1
CPH:2600	Introduction to Public Health Methods	3
BIOL:1411	Foundations of Biology ^c	4
MATH:1850 or MATH:1460	Calculus I ^{c, g} or Calculus for the Biological Sciences	4
GE: World Languages First Level Proficiency or elective course ^h		4 - 5
Hours		16-17
Spring		
CPH:2400	The U.S. Health System in a Global Context	3
BIOL:1412	Diversity of Form and Function	4

CS:1210 or CS:1110	Computer Science I: Fundamentals or Introduction to Computer Science	3 - 4
GE: World Languages Second Level Proficiency or elective course ^h		4 - 5
Hours		14-16

Third Year**Fall**

CPH:3050	Third Year Undergraduate Public Health Seminar	1
CPH:3500	Global Public Health	3
CPH:3600	Applied Public Health Methods	3
GE: Historical Perspectives ^f		3
Elective course ^d		3
Hours		13

Spring

CPH:3400	Health, Work, and the Environment	3
CPH:3700	Methods for Program Implementation and Evaluation	3
Major: public health elective course ⁱ		2 - 3
Elective course ^d		3
GE: Literary, Visual, and Performing Arts ^f		3
Hours		14-15

Fourth Year**Fall**

Major: public health elective course ⁱ		3
Major: public health elective course ⁱ		2 - 3
Experiential Learning course ^{a, j}		0 - 3
GE: Diversity and Inclusion ^f		3
GE: International and Global Issues ^f		3
Hours		11-15

Spring

CPH:4999	Public Health Capstone: Practice of Evidence-Based Public Health ^k	3
Major: public health elective course ⁱ		3
Elective course ^d		3
Elective course ^d		3
Degree Application: apply on MyUI before deadline (typically in February for spring, September for fall) ^l		
Hours		12
Total Hours		111-121

- a Students complete the experiential learning requirement by choosing an approved option. CPH:2050 is strongly recommended prior to enrollment in experiential learning.
- b Prerequisite for admission to the College of Public Health.
- c Fulfills a major requirement and may fulfill a GE requirement.
- d Students may use elective courses to earn credit towards the total s.h. required for graduation or to complete a double major, minors, or certificates.
- e Enrollment in chemistry courses requires completion of a placement exam.
- f GE courses may be completed in any order unless used as a prerequisite for another course. Students should consult with an advisor about the best sequencing of courses.
- g Enrollment in math courses requires completion of a placement exam.
- h Students are required to have completed the fourth-level proficiency in a single world language or the second-level proficiency in two different world languages.
- i Students must complete at least four electives by choosing from approved CPH courses.

j Choose from: CPH:3999, CPH:4990, CPH:4850, CPH:4750, CPH:3750. A completed application and approval by the College of Public Health undergraduate program office are required.

k All core courses must be complete prior to enrollment in CPH:4999.

l Please see Academic Calendar, Office of the Registrar website for current degree application deadlines. Students should apply for a degree for the session in which all requirements will be met. For any questions on appropriate timing, contact your academic advisor. For more information visit <http://commencement.uiowa.edu/>

Career Advancement

The B.S. program provides knowledge of the natural sciences for students interested in working in a research setting or preparing for advanced study in programs such as biostatistics, dentistry, environmental health, epidemiology, medicine, nursing, occupational health, pharmacy, or veterinary medicine.

Public Health, Undergraduate Certificate

For more information about the program, visit the Undergraduate Certificate in Public Health web page.

Requirements

The undergraduate Certificate in Public Health requires 18 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. They should contact the certificate coordinator to complete a plan of study before they begin certificate coursework.

The certificate is intended for non-public health majors and anyone interested in obtaining knowledge about public health concepts to enhance their ability to succeed in their chosen field. Students completing the certificate will have an understanding of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, and the changing health care system in the United States.

The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a graduate or professional degree program, except for those students who are earning a B.A. or B.S. with a major in public health or by those who have received one of those degrees.

The undergraduate Certificate in Public Health requires the following coursework. Fundamentals of Public Health (CPH:1400) must be taken prior to or concurrent with other certificate courses.

Core Courses

Code	Title	Hours
Both of these:		
CPH:1400	Fundamentals of Public Health	3
CPH:1600	Public Health Science: Inquiry and Investigation in Public Health	3

Required Courses

Code	Title	Hours
9 s.h. from these:		
CPH:1800	Social and Psychological Determinants of Health: Changing Behavior, Improving Health	3
CPH:2400	The U.S. Health System in a Global Context	3
CPH:3400	Health, Work, and the Environment	3
CPH:3500	Global Public Health	3

Elective

Code	Title	Hours
3 s.h. from these:		
One of the courses not taken from the "Required Courses" list above		
Any College of Public Health course (prefix CPH) numbered 2200-2399 or 3200-3399 or 4200-4399		

Master of Public Health, M.P.H.

The Master of Public Health (M.P.H.) is recognized as the primary professional degree in public health. The objective of Iowa's M.P.H. program is to provide education and practical training in public health to students who will be leaders in their respective communities. The program is appropriate for individuals who already have professional experience and/or training in public health as well as for those whose expertise lies outside of public health.

Students may earn the Master of Public Health (M.P.H.) as a single degree, or they may pursue one of several combined degree programs. The College of Public Health offers combined M.P.H./professional degree programs with the Carver College of Medicine and the Colleges of Law and Pharmacy. It also offers two programs in collaboration with the College of Veterinary Medicine at Iowa State University. See "M.P.H./D.V.M. (Iowa State University)" and descriptions of the combined degree programs under Combined Programs [p. 1893] in this section of the Catalog.

Undergraduate students can pursue a M.P.H. degree in the following subprograms: biostatistics, community and behavioral health, epidemiology, occupational and environmental health, or policy. Undergraduate students work with their undergraduate advisor and the College of Public Health Undergrad to Grad (U2G) coordinator to determine eligibility. In addition, the College of Public Health collaborates with Grinnell College, Cornell College, and Coe College to offer bachelor's degrees and Master of Public Health programs for undergraduate students who would like to earn an M.P.H. degree.

The Master of Public Health program is offered by the College of Public Health; the degree is awarded by the Graduate College.

Requirements

The Master of Public Health requires 42 s.h. of graduate credit. Students must choose one of the following subprograms: biostatistics, community and behavioral health, epidemiology, occupational and environmental health, policy, or practicing veterinarians.

Degree requirements include a core course in public health practice and in each of the five core disciplines of public health (biostatistics, epidemiology, environmental health, health policy and management, and social and behavioral sciences), a set of content-specific required courses and electives, one interprofessional education course, an applied practice experience, and a capstone experience. Students in the epidemiology subprogram must complete a bioscience course.

All M.P.H. students complete the coursework listed under "Common Requirements." In addition, students complete the coursework listed for their chosen subprogram.

Common Requirements

The following coursework is required for all M.P.H. students. Students must earn a B-minus or higher in each core course. Students may repeat courses to achieve this standard.

Core Courses

Code	Title	Hours
All of these (18 s.h.):		
CPH:5100	Introduction to Public Health	3
BIOS:4120	Introduction to Biostatistics (students in the quantitative methods subprogram may substitute BIOS:5710)	3
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
EPID:4400	Epidemiology I: Principles	3
HMP:4000	Introduction to the U.S. Health Care System	3
OEH:4240	Global Environmental Health	3

Interprofessional Education Course

The interprofessional education and practice course is required for all M.P.H. students. Those students in the combined degree programs, M.D./M.P.H. and Pharm.D./M.P.H., with the appropriate M.P.H. subprograms, will have this requirement waived since the content is covered in pharmacy or medicine courses prior to enrollment in the M.P.H. program.

Code	Title	Hours
This course:		
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0

Applied Practice Experience

This requirement is a fieldwork experience in which students show proficiency in applying academic principles in community settings. There are many applied practice opportunities for M.P.H. students locally, nationally, and internationally.

Before they register for and begin the applied practice experience, students choose an approved topic. A final written report with an oral presentation or a poster presentation is required.

Code	Title	Hours
This course:		
CPH:7500	M.P.H. Applied Practice Experience	2

Capstone Experience

Students are required to complete the capstone experience in their final semester.

Code	Title	Hours
This course:		
CPH:7200	M.P.H. Capstone Experience	1

Biostatistics Subprogram

The Master of Public Health with the biostatistics subprogram requires 42 s.h. of graduate credit. The subprogram is offered by the Department of Biostatistics [p. 1903].

The subprogram is designed to train public health professionals who can provide leadership in the analysis of public health data and the design of studies for public health investigations. It is intended for individuals who are interested

in public health and who have quantitative ability but not advanced mathematics training.

Applicants to the subprogram must meet all M.P.H. admission requirements; see Admission [p. 1895] in this section of the Catalog. They also should have a cumulative g.p.a. of at least 3.00 and should have completed the following math and computer science coursework: single variable calculus and matrix algebra, satisfied by one semester of calculus equivalent to AP Calculus AB and a high school algebra course involving matrices; and elementary computer programming instruction in any commonly used modern programming language (e.g., Python, Java, C++). Individuals who are admitted to the subprogram without having met all of these requirements must satisfy unmet requirements during their first semester of enrollment in the program.

In addition to the M.P.H. coursework listed under "Common Requirements" above, the biostatistics subprogram requires the following courses.

Biostatistics Subprogram Core

Code	Title	Hours
All of these (10 s.h.):		
BIOS:5120	Regression Modeling and ANOVA in the Health Sciences	3
BIOS:5130	Applied Categorical Data Analysis	3
BIOS:5510	Biostatistical Computing (when topic is programming with R)	2
BIOS:5510	Biostatistical Computing (when topic is programming with SAS)	2

Students with sufficient mathematical background can substitute BIOS:5710 Biostatistical Methods I, BIOS:5720 Biostatistical Methods II, and BIOS:5730 Biostatistical Methods in Categorical Data in place of BIOS:4120 Introduction to Biostatistics, BIOS:5120 Regression Modeling and ANOVA in the Health Sciences, and BIOS:5130 Applied Categorical Data Analysis. The advanced sequence requires 2 s.h. of fewer elective credits.

Biostatistics Electives

Electives (12 s.h.) may be chosen from the following list, and may include any related course approved by the student's advisor.

Code	Title	Hours
BIOL:4213	Bioinformatics	4
BIOS:6210	Applied Survival Analysis	3
BIOS:6310	Introductory Longitudinal Data Analysis	3
BIOS:6610	Statistical Methods in Clinical Trials	3
BIOS:6810	Bayesian Methods and Design	3
BIOS:7600	Advanced Biostatistics Seminar	0-3
ISE:4172	Big Data Analytics	3
STAT:3100	Introduction to Mathematical Statistics I	3
STAT:3101	Introduction to Mathematical Statistics II	3

STAT:3210	Experimental Design and Analysis	3
STAT:4100	Mathematical Statistics I	3
STAT:4101	Mathematical Statistics II	3
STAT:4200	Statistical Methods and Computing	3
STAT:4520	Bayesian Statistics	3
STAT:5100	Statistical Inference I	3
STAT:5101	Statistical Inference II	3
STAT:6540	Applied Multivariate Analysis	3
STAT:6560	Applied Time Series Analysis	3

Community and Behavioral Health Subprogram

The Master of Public Health with the community and behavioral health subprogram requires 42 s.h. of graduate credit. The subprogram is offered by the Department of Community and Behavioral Health [p. 1913].

The subprogram prepares public health practitioners for a variety of positions related to community development, health program implementation, and health education. Students learn how to design, implement, and evaluate evidence-based interventions directed toward identified public health problems in populations.

A bachelor's degree in the social and behavioral sciences is good preparation for this program, but students come from a variety of educational backgrounds. Preference is given to applicants who have professional experience.

In addition to the M.P.H. coursework listed under "Common Requirements" above, the community and behavioral health subprogram requires the following courses.

Community and Behavioral Health Subprogram Core

Students earn 15 s.h. in the required subprogram core.

Code	Title	Hours
Theory		
This course:		
CBH:5220	Health Behavior and Health Education	3
Community and Society		
One of these:		
CBH:5235	Community-Based Participatory Research	3
CBH:6230	Health Equity, Disparities, and Social Justice	3
Intervention		
One of these:		
CBH:6205	Designing and Implementing Interventions	3
CBH:6220	Health Communication Campaigns	3
Methods		
Two of these:		
CBH:5305	Evaluation: Approaches and Applications	3
CBH:5310	Qualitative Research for Public Health	3

CBH:6335	Research Methods in Community and Behavioral Health	3
----------	---	---

Community and Behavioral Health Electives

Students must take an additional 6 s.h. of elective community and behavioral health coursework or, with the approval of their advisor, they can select coursework in another area. In addition, once the 15 s.h. of required community and behavioral health credit is met, students may take any of the other courses as electives.

The following is a list of suggested elective courses.

Code	Title	Hours
CBH:4140	Feminist Activism and Global Health	3
CBH:5350	Foundations of Maternal and Child Health	3
CBH:5435	Substance Abuse Prevention and Early Intervention	3
CBH:5440	Prevention and Early Intervention of Mental Health Disorders	3
CBH:6115	Ethnographic Field Methods	3
CBH:6405	Global Maternal, Newborn, and Child Health	3
CBH:6415	Independent Study in Community and Behavioral Health	arr.
HMP:6360	Nonprofit Organizational Effectiveness I	3
SOC:6420	Seminar: Selected Topics in Deviance and Control	3
URP:6253	Designing Sustainable and Healthy Cities	1-3
URP:6260	Transportation Policy and Planning	3

Epidemiology Subprogram

The Master of Public Health with the epidemiology subprogram requires 42 s.h. of graduate credit. The subprogram is offered by the Department of Epidemiology [p. 1919].

The subprogram focuses on fundamental epidemiological concepts and methods and provides training in the use of public health data and methods for disease assessment and in methods for evaluating the need and outcome of programs and interventions. Graduates of the program work in public health departments and other health care settings.

Epidemiology subprogram students are required to attend departmental seminars and journal club. They also must present one scientific poster at an international, national, regional, state, university, or departmental poster session.

In addition to the M.P.H. coursework listed under "Common Requirements" above, the epidemiology subprogram requires the following courses.

Epidemiology Subprogram Core

Students take EPID:5925 Epidemiology Journal Club: Evaluating the Literature three times.

Code	Title	Hours
All of these (15 s.h.):		
EPID:5241	Statistical Methods in Epidemiology	4
EPID:5925	Epidemiology Journal Club: Evaluating the Literature (taken three times)	0
EPID:5540	Public Health Surveillance Mechanisms, Applications, and Data	3
EPID:5580	Public Health Laboratory Techniques	1
EPID:5600	Introduction to Epidemiology Data Management and Analysis	3
EPID:6400	Epidemiology II: Advanced Methods	4
Bioscience—one of these (3-4 s.h.):		
PATH:5270	Pathogenesis of Major Human Diseases	3
PATH:8133	Introduction to Human Pathology for Graduate Students	4

Students who already have completed a course equivalent to one of the bioscience courses, PATH:5270 Pathogenesis of Major Human Diseases or PATH:8133 Introduction to Human Pathology for Graduate Students, may substitute an additional elective.

Epidemiology Electives

Additional approved elective coursework must be taken to complete the 42 s.h. total required for the M.P.H. At least 3 s.h. of elective credit must be earned in courses offered by the Department of Epidemiology (prefix EPID) or in one of the following biostatistics courses.

Code	Title	Hours
BIOS:6210	Applied Survival Analysis	3
BIOS:6310	Introductory Longitudinal Data Analysis	3

Occupational and Environmental Health Subprogram

The Master of Public Health with the occupational and environmental health subprogram requires 42 s.h. of graduate credit. The subprogram is offered by the Department of Occupational and Environmental Health [p. 1940].

The subprogram provides students with a broad perspective on public health and career preparation for a variety of professional positions in occupational and environmental health. Public health experience provides desirable background for this subprogram.

In addition to the M.P.H. coursework listed under "Common Requirements" above, the occupational and environmental health subprogram requires the following courses.

Occupational and Environmental Health Subprogram Core

Students earn 13 s.h. in the required subprogram core.

Students take OEH:5010 Occupational and Environmental Health Seminar three times: twice for 0 s.h. and once for 1

s.h. If completing the M.P.H. in a one-year course of study, OEH:5010 is taken two times: once for 0 s.h. and once for 1 s.h.

Code	Title	Hours
All of these (4 s.h.):		
OEH:5010	Occupational and Environmental Health Seminar	0-1
OEH:5620	Occupational Health	3
Three of these (9 s.h.):		
OEH:4260	Global Water and Health	3
OEH:4510	Injury and Violence Prevention	3
OEH:5410	Occupational Safety	3
OEH:6110	Rural Health and Agricultural Medicine	3
OEH:6510	Environmental and Occupational Epidemiology	3
OEH:6710	Human Toxicology and Risk Assessment	3

Occupational and Environmental Health Electives

Students can earn the remainder of credit for their degree in elective courses (8 s.h.) offered by a department in the College of Public Health.

The following is a list of suggested elective courses.

Code	Title	Hours
EPID:6400	Epidemiology II: Advanced Methods	4
OEH:4260	Global Water and Health	3
OEH:4310	Occupational Ergonomics: Principles	3
OEH:4510	Injury and Violence Prevention	3
OEH:4530	Global Road Safety	3
OEH:5410	Occupational Safety	3
OEH:5530	Interpreting Occupational and Environmental Health Research	2
OEH:6110	Rural Health and Agricultural Medicine	3
OEH:6120	Current Topics in Agriculture and Rural Health	0-1
OEH:6431	Assessing Noise Hazards	1
OEH:6432	Assessing Nonionizing Radiation Hazards	1
OEH:6433	Assessing Ionizing Radiation Hazards	1
OEH:6510	Environmental and Occupational Epidemiology	3
OEH:6520	Injury Epidemiology	3
OEH:6710	Human Toxicology and Risk Assessment	3

Policy Subprogram

The Master of Public Health with the policy subprogram requires 42 s.h. of graduate credit. The subprogram is

offered by the Department of Health Management and Policy [p. 1930].

The subprogram offers coursework and applied learning experiences that prepare students for careers in health policy analysis, system and organizational planning, and program evaluation. Graduates of the program find positions in federal, state, and local government; professional associations; and private agencies. Varied academic backgrounds are appropriate preparation for this program, including business, liberal arts and sciences, and the health professions.

In addition to the M.P.H. coursework listed under "Common Requirements" above, the policy and administration subprogram requires the following courses.

Policy Subprogram Core

Code	Title	Hours
All of these:		
HMP:5610	Health Policy	3
HMP:5650	Health Policy Analysis	3
HMP:6610	Legal Aspects of Healthcare	3
HMP:6750	Seminar in Health Policy	3

Policy Electives

Code	Title	Hours
At least 9 s.h. chosen from these:		
HMP:5310	Healthcare Quality Management	2-3
HMP:5410	Health Economics I	3
HMP:5450	Health Insurance and Managed Care	3
HMP:5750	Medicare and Medicaid Policy	3
HMP:6710	Federalism and Health Policy	3
LAW:8562	Health Law	3
HMP:6850	Independent Study and Research	arr.
POLI:3100	American State Politics	3

Practicing Veterinarians Subprogram

The Master of Public Health with the practicing veterinarians subprogram requires a minimum of 42 s.h. of graduate credit. The program is presented through a collaboration between the University of Iowa College of Public Health and the College of Veterinary Medicine at Iowa State University and is offered primarily by distance learning. It enables students to prepare for new career opportunities and equips them to respond to public health challenges such as zoonotic diseases, food security and foodborne illnesses, bioterrorism, and environmental health.

Students participate in two summer institutes, one on each campus during consecutive summers (two weeks in May and June); the rest of the program is internet-based, so students may complete requirements at times that fit their schedules. Specific courses are required each semester of the program.

In addition to the M.P.H. coursework listed under "Common Requirements" above, the practicing veterinarians subprogram requires the following courses.

Practicing Veterinarians Subprogram Core

Code	Title	Hours
All of these (21 s.h.):		
CPH:6700	Public Health Emergency Preparedness for Veterinarians and Other Public Health Disciplines	3
EPID:5200	Principles of Public Health Informatics	3
EPID:5300	Food Safety	3
EPID:5470	Applied Veterinary Epidemiology/Biostatistics	3
EPID:5550	Diagnostic Microbiology for Epidemiology	3
EPID:5570	Zoonotic Diseases	3
OEH:6110	Rural Health and Agricultural Medicine	3

Professional M.P.H. Option

Individuals who have already earned a professional degree can choose to complete the professional M.P.H. degree option allowing greater flexibility in elective course selection. Typically, students who pick this option are fellows, medical residents, practicing nurses, or physicians. Completion of the program can enhance physicians ability to receive primary certification from the American Board of Preventive Medicine. Physicians who are considering this certification should review the Become Certified requirements on the American Board of Preventive Medicine website. Students can take core courses on campus or asynchronously online, accommodating a variety of schedules. Students work closely with their advisor to develop a plan of study that is tailored to their specific background and goals.

A typical student completes the M.P.H. in two years. The following is a sample plan based on a full-time student starting in the fall. Students work with their advisor to choose a plan that works best for them.

In addition to the M.P.H. coursework listed under "Common Requirements" above, the professional program requires the following courses.

Professional Program Core

Students earn 9 s.h. in the required core.

Code	Title	Hours
Both of these:		
OEH:6110	Rural Health and Agricultural Medicine	3
CPH:6700	Public Health Emergency Preparedness for Veterinarians and Other Public Health Disciplines	3
One of these:		
EPID:5500	Introduction to Clinical Epidemiology	3
EPID:6910	Pharmacoepidemiology and Comparative Effectiveness Research	3

Professional Program Electives

Code	Title	Hours
At least 12 s.h. chosen from these:		
BIOS:5120	Regression Modeling and ANOVA in the Health Sciences	3
BIOS:5130	Applied Categorical Data Analysis	3
CBH:5220	Health Behavior and Health Education	3
CBH:5435	Substance Abuse Prevention and Early Intervention	3
CBH:5440	Prevention and Early Intervention of Mental Health Disorders	3
CBH:6220	Health Communication Campaigns	3
CBH:6230	Health Equity, Disparities, and Social Justice	3
EPID:5200	Principles of Public Health Informatics	3
EPID:5570	Zoonotic Diseases	3
HMP:5610	Health Policy	1-3
HMP:6360	Nonprofit Organizational Effectiveness I	3
HMP:6365	Nonprofit Organizational Effectiveness II	3
OEH:4260	Global Water and Health	3
OEH:4510	Injury and Violence Prevention	3
OEH:5410	Occupational Safety	3
OEH:6510	Environmental and Occupational Epidemiology	3

Combined Programs

M.P.H. (Policy Subprogram)/J.D.

The combined Master of Public Health with a policy subprogram/Juris Doctor requires a minimum of 30 s.h. of graduate credit in addition to the requirements for the J.D. degree. A total of 6 s.h. from the J.D. degree will count toward the 42 s.h. required to earn the M.P.H. degree. The program helps students develop special expertise in public health legal issues. It is designed to train qualified students for leadership roles in both the public and private sectors.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the combined degree program.

The combined M.P.H. (policy subprogram)/J.D. requires the following coursework.

Code	Title	Hours
HMP:5610	Health Policy	1-3
HMP:5650	Health Policy Analysis	3
HMP:6610	Legal Aspects of Healthcare	3
HMP:6750	Seminar in Health Policy	2-3

These courses count toward both degrees.

Code	Title	Hours
LAW:8467	Family Law	3
LAW:8562	Health Law	3

M.P.H. Common Requirements

Students must complete courses listed under "Common Requirements" (core courses and practicum) under Master of Public Health Requirements [p. 1889] in this section of the Catalog.

M.P.H. Electives

Students earn 9 s.h. in elective courses chosen from one of the following public health areas: biostatistics, community and behavioral health, epidemiology, health policy, or occupational and environmental health. Students choose electives in consultation with their advisors in the College of Law and the College of Public Health.

J.D. Requirements

Students in the combined M.P.H. (policy subprogram)/J.D. degree program must complete the curriculum of the J.D. program; see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog. Students must be enrolled in the College of Law to take College of Law courses.

M.P.H./M.D.

The combined Master of Public Health/Doctor of Medicine requires a minimum of 30 s.h. of graduate credit in addition to the requirements for the M.D. degree. A total of 12 s.h. from the M.D. degree will count toward the 42 s.h. required to earn the M.P.H. degree. Students who complete the program enjoy expanded career opportunities and are well prepared to apply the principles of medicine and public health in their work.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the combined program.

The combined M.P.H./M.D. requires the following coursework.

Code	Title	Hours
Both of these:		
OEH:6110	Rural Health and Agricultural Medicine	3
CPH:6700	Public Health Emergency Preparedness for Veterinarians and Other Public Health Disciplines	2-3
One of these:		
EPID:5500	Introduction to Clinical Epidemiology	3
EPID:6910	Pharmacoepidemiology and Comparative Effectiveness Research	3

All of the following courses count toward the M.D. degree; 12 s.h. from these count toward the M.P.H. degree.

Code	Title	Hours
MED:8121	Clinical and Professional Skills I	3
MED:8122	Medicine and Society I	3
MED:8132	Medicine and Society II	4
MED:8222	Medicine and Society III	4

M.P.H. Common Requirements

Students must complete courses listed as "Common Requirements" (core courses and practicum) under Master of Public Health Requirements [p. 1889] in this section of the Catalog.

M.P.H. Electives

Students earn 9 s.h. in elective courses chosen from one of the following public health areas: biostatistics, community and behavioral health, epidemiology, health communication, health policy, occupational and environmental health.

Students choose electives in consultation with their advisors in the Carver College of Medicine and the College of Public Health.

M.D. Requirements

Students in the combined M.P.H./M.D. program must complete the curriculum of the M.D. program; see Doctor of Medicine, M.D. [p. 1693] (Carver College of Medicine) in the Catalog.

M.P.H./Pharm.D.

The combined Master of Public Health/Doctor of Pharmacy requires 42 s.h. of graduate credit in addition to the requirements of the Pharm.D. degree. The program helps students develop expertise in public health related to pharmacotherapy, health promotion, disease prevention, and medication safety.

Graduates of the program may work in areas of interest common to pharmacy and public health, such as spread and treatment of disease, community health, and immunology; bioterrorism, terrorism, and preparedness; genetics; insurance; managed care; family and juvenile health; and protection of special populations. Employment opportunities are available in hospitals and clinics and with health care providers; private practice; insurance and managed care organizations; local, county, state, and federal government; public health governmental agencies; and colleges and universities.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the combined degree program.

The combined M.P.H./Pharm.D. requires the following coursework.

Code	Title	Hours
Both of these:		
CPH:6700	Public Health Emergency Preparedness for Veterinarians and Other Public Health Disciplines	2-3
OEH:6110	Rural Health and Agricultural Medicine	3
One of these:		
EPID:5500	Introduction to Clinical Epidemiology	3
EPID:6910	Pharmacoepidemiology and Comparative Effectiveness Research	3

All of the following courses count toward the Pharm.D. degree; 12 s.h. from these count toward the M.P.H. degree.

Code	Title	Hours
PHAR:8250	Applications of Pharmacy Practice I	1
PHAR:8263	Integrated Pharmacotherapy: Infectious Diseases	4
PHAR:8265	Applications of Pharmacy Practice II	1
PHAR:8374	Applications of Pharmacy Practice III	1
PHAR:8375	Advanced Topics in Health Services	2
PHAR:8377	Integrated Pharmacotherapy: Capstone	4
PHAR:8378	Pharmacy Law and Ethics	2

M.P.H. Common Requirements

Students must complete courses listed as "Common Requirements" (core courses and practicum) under Master of Public Health Requirements [p. 1889] in this section of the Catalog.

M.P.H. Electives

Students select electives totaling 9 s.h. from one of the following public health areas: biostatistics, community and behavioral health, epidemiology, policy, or occupational and environmental health. Electives are chosen in consultation with the student's advisors in the Colleges of Pharmacy and Public Health.

Pharm.D. Requirements

Students in the combined M.P.H./Pharm.D. program must complete the curriculum of the Pharm.D. program; see Doctor of Pharmacy, Pharm.D. [p. 1862] (College of Pharmacy) in the Catalog. Students must be enrolled in the College of Pharmacy in order to take College of Pharmacy courses.

M.P.H./D.V.M. (Iowa State University)

The Master of Public Health/Doctor of Veterinary Medicine is offered by the University of Iowa College of Public Health and the College of Veterinary Medicine at Iowa State University. It requires a minimum of 30 s.h. in addition to the requirements for the D.V.M. degree (see College of Veterinary Medicine in the Iowa State University Catalog). A total of 12 s.h. from the D.V.M. degree will count toward the 42 s.h. required to earn the M.P.H. degree. The program prepares students for work as state veterinarians, as college and university faculty members, in local and state departments of public health, in the Public Health Service Commissioned Corps, in state agricultural departments, and for public health positions in the military.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the M.P.H./D.V.M. degree program. For M.P.H. admission requirements, see Admission [p. 1895] in this section of the Catalog.

The M.P.H./D.V.M. requires the following coursework.

Code	Title	Hours
All of these:		
EPID:5300	Food Safety	3

EPID:5470	Applied Veterinary Epidemiology/Biostatistics	3
EPID:5570	Zoonotic Diseases	3

M.P.H. Common Requirements

Students must complete courses listed as "Common Requirements" (core courses and practicum) under Master of Public Health Requirements [p. 1889] in this section of the Catalog.

M.P.H. Electives

Code	Title	Hours
At least 9 s.h. from these:		
CPH:6700	Public Health Emergency Preparedness for Veterinarians and Other Public Health Disciplines	2-3
EPID:5200	Principles of Public Health Informatics	3
EPID:5550	Diagnostic Microbiology for Epidemiology (distance education course)	3
OEH:6110	Rural Health and Agricultural Medicine	3

Admission

Applicants to the M.P.H. program must apply through the Schools of Public Health Application Service (SOPHAS) and then set up a University of Iowa account and pay the UI supplemental fee. Applicants must submit scores on the Graduate Record Exam (GRE) General Test, Law School Admission Test (LSAT), Dental Admission Test (DAT), Medical School Admission Test (MCAT), Veterinary College Admission Test (VCAT), Graduate Management Admission Test (GMAT), or another professional placement exam; scores must be at or above the median scores for test takers applying to similar programs. For detailed application information, visit Prospective Graduate Students on the Master of Public Health website.

Applicants to the M.P.H. program must have successfully completed one semester each of college algebra and biology.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students may enter the M.P.H. program in fall and summer. Application deadline for fall or summer entrance to the M.P.H. program is April 15.

Application deadline for the M.P.H. for practicing veterinarians is March 1.

Application deadline for the Undergrad to Grad (U2G) program is February 1.

Students may enter the M.P.H. combined programs in fall, spring, and summer. Contact the individual combined programs for deadline information.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Master of Public Health, M.P.H.

- Biostatistics Subprogram [p. 1896]
- Community and Behavioral Health Subprogram [p. 1896]
- Epidemiology Subprogram [p. 1897]
- Occupational and Environmental Health Subprogram [p. 1897]
- Policy Subprogram [p. 1898]
- Practicing Veterinarians Subprogram [p. 1898]
- Professional M.P.H. Option [p. 1899]

Biostatistics Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
A cumulative GPA of 3.00 is required.		
Hours		0
First Year		
Fall		
BIOS:5710 or BIOS:4120	Biostatistical Methods I or Introduction to Biostatistics	3 - 4
BIOS:5510	Biostatistical Computing	2
BIOS:5510	Biostatistical Computing	2
CPH:5100	Introduction to Public Health	3
EPID:4400	Epidemiology I: Principles	3
Hours		13-14
Spring		
BIOS:5720 or BIOS:5120	Biostatistical Methods II or Regression Modeling and ANOVA in the Health Sciences	3 - 4
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
HMP:4000	Introduction to the U.S. Health Care System	3
BIOS Elective ^b		2 - 3
Hours		11-13
Second Year		
Fall		
BIOS:5130 or BIOS:5730	Applied Categorical Data Analysis or Biostatistical Methods in Categorical Data	3
OEH:4240	Global Environmental Health	3
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0
BIOS Elective ^b		3
Hours		9

Spring

BIOS Elective ^b		3
BIOS Elective ^b		2 - 3
CPH:7200	M.P.H. Capstone Experience	1
CPH:7500	M.P.H. Applied Practice Experience	2
Hours		8-9
Total Hours		41-45

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b Work with faculty advisor for approval of appropriate graduate level coursework.

Community and Behavioral Health Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
A cumulative GPA of 3.00 is required.		
Hours		0
First Year		
Fall		
CBH:5220	Health Behavior and Health Education	3
CPH:5100	Introduction to Public Health	3
BIOS:4120	Introduction to Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
Hours		12
Spring		
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
HMP:4000	Introduction to the U.S. Health Care System	3
CBH Elective ^b		3
CBH:6220 or CBH:6205	Health Communication Campaigns ^c or Designing and Implementing Interventions	3
Hours		12
Second Year		
Fall		
OEH:4240	Global Environmental Health	3
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0
CBH Elective ^b		3
CBH Methods Course #1 ^d		3
CBH:6230 or CBH:5235	Health Equity, Disparities, and Social Justice ^e or Community-Based Participatory Research	3
Hours		12
Spring		
CBH Methods Course #2 ^d		3
CPH:7500	M.P.H. Applied Practice Experience	2

CPH:7200	M.P.H. Capstone Experience	1
	Hours	6
	Total Hours	42

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Work with faculty advisor for approval of appropriate graduate level coursework.
- c CBH Intervention Requirement.
- d CBH Methods Requirement: complete two courses from CBH:5305, CBH:5310, CBH:6335.
- e CBH Community and Society Requirement.

Epidemiology Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
A cumulative GPA of 3.00 is required.		
	Hours	0
First Year		
Fall		
BIOS:4120	Introduction to Biostatistics	3
CPH:5100	Introduction to Public Health	3
EPID:4400	Epidemiology I: Principles	3
EPID:5600	Introduction to Epidemiology Data Management and Analysis	3
EPID:5925	Epidemiology Journal Club: Evaluating the Literature ^b	0
	Hours	12
Spring		
HMP:4000	Introduction to the U.S. Health Care System	3
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
EPID:5241	Statistical Methods in Epidemiology	4
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:5925	Epidemiology Journal Club: Evaluating the Literature ^b	0
	Hours	14
Second Year		
Fall		
EPID:5540	Public Health Surveillance Mechanisms, Applications, and Data	3
OEH:4240	Global Environmental Health	3
PATH:5270 or PATH:8133	Pathogenesis of Major Human Diseases or Introduction to Human Pathology for Graduate Students	3 - 4
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0
EPID:5925	Epidemiology Journal Club: Evaluating the Literature ^b	0
	Hours	9-10

Spring

EPID:5580	Public Health Laboratory Techniques	1
EPID Elective ^{c, d}		3
CPH:7200	M.P.H. Capstone Experience	1
CPH:7500	M.P.H. Applied Practice Experience	2
	Hours	7
	Total Hours	42-43

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Must be taken three times.
- c Elective must have EPID prefix or may be either BIOS:6210 or BIOS:6310.
- d Work with faculty advisor for approval of appropriate graduate level coursework.

Occupational and Environmental Health Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
A cumulative GPA of 3.00 is required.		
	Hours	0
First Year		
Fall		
OEH:4240	Global Environmental Health	3
EPID:4400	Epidemiology I: Principles	3
CPH:5100	Introduction to Public Health	3
OEH:5620	Occupational Health	3
OEH:5010	Occupational and Environmental Health Seminar ^b	0
	Hours	12
Spring		
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
HMP:4000	Introduction to the U.S. Health Care System	3
OEH Required Core Course ^c		3
OEH Required Core Course ^c		3
OEH:5010	Occupational and Environmental Health Seminar ^b	0
	Hours	12
Second Year		
Fall		
BIOS:4120	Introduction to Biostatistics	3
OEH Required Core Course ^c		3
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0
OEH Elective ^d		3
	Hours	9
Spring		
OEH:5010	Occupational and Environmental Health Seminar ^b	1
OEH Elective ^d		3

OEH Elective ^d		2 - 3
CPH:7500	M.P.H. Applied Practice Experience	2
CPH:7200	M.P.H. Capstone Experience	1
	Hours	9-10
	Total Hours	42-43

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Students take OEH:5010 Occupational and Environmental Health Seminar three times: twice for 0 s.h. and once for 1 s.h.
- c Take three courses from OEH:4260, OEH:4510, OEH:5410, OEH:6110, OEH:6510, OEH:6710.
- d Work with faculty advisor for approval of appropriate graduate level coursework.

Policy Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
A cumulative GPA of 3.00 is required.		
	Hours	0
First Year		
Fall		
HMP:4000	Introduction to the U.S. Health Care System ^b	3
HMP:5610	Health Policy	3
CPH:5100	Introduction to Public Health	3
OEH:4240	Global Environmental Health	3
	Hours	12
Spring		
BIOS:4120	Introduction to Biostatistics	3
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
HMP:5650	Health Policy Analysis	3
	Hours	9
Second Year		
Fall		
EPID:4400	Epidemiology I: Principles	3
HMP:6750	Seminar in Health Policy	3
HMP:6610	Legal Aspects of Healthcare	3
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0
	Hours	9
Spring		
Policy Elective ^{c, d}		3
Policy Elective ^{c, d}		3
Policy Elective ^{c, d}		3
CPH:7200	M.P.H. Capstone Experience	1
CPH:7500	M.P.H. Applied Practice Experience	2
	Hours	12
	Total Hours	42

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b HMP:5005 will also satisfy this requirement.

c Choose from HMP:5310, HMP:5410, HMP:5450, HMP:5750, HMP:6710, HMP:6850, LAW:8562, POLI:3100; HMP:5750 and HMP:6710 are recommended.

d Work with faculty advisor for approval of appropriate graduate level coursework.

Practicing Veterinarians Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
A cumulative GPA of 3.00 is required.		
All courses are online unless otherwise noted.		
	Hours	0
First Year		
Fall		
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
BIOS:4120	Introduction to Biostatistics	3
	Hours	6
Spring		
EPID:4400	Epidemiology I: Principles	3
OEH:4240	Global Environmental Health	3
	Hours	6
Summer		
EPID:5570	Zoonotic Diseases ^b	3
OEH:6110	Rural Health and Agricultural Medicine ^b	3
CPH:5100	Introduction to Public Health	3
	Hours	9
Second Year		
Fall		
EPID:5200	Principles of Public Health Informatics	3
CPH:6700	Public Health Emergency Preparedness for Veterinarians and Other Public Health Disciplines	3
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0
	Hours	6
Spring		
EPID:5550	Diagnostic Microbiology for Epidemiology	3
CPH:7500	M.P.H. Applied Practice Experience	2
CPH:7200	M.P.H. Capstone Experience	1
	Hours	6
Summer		
EPID:5300	Food Safety ^c	3
EPID:5470	Applied Veterinary Epidemiology/ Biostatistics ^c	3
HMP:4000	Introduction to the U.S. Health Care System	3
	Hours	9
	Total Hours	42

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b UI Summer Institute
- c ISU Summer Institute

Professional M.P.H. Option

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
A cumulative GPA of 3.00 is required.		
Hours		0
First Year		
Fall		
EPID:4400	Epidemiology I: Principles	3
OEH:4240	Global Environmental Health	3
BIOS:4120	Introduction to Biostatistics	3
Hours		9
Spring		
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
OEH:6110	Rural Health and Agricultural Medicine	3
MPH Elective ^b		3
Hours		9
Summer		
CPH:5100	Introduction to Public Health	3
HMP:4000	Introduction to the U.S. Health Care System	3
Hours		6
Second Year		
Fall		
CPH:6700	Public Health Emergency Preparedness for Veterinarians and Other Public Health Disciplines	3
EPID:5500 or EPID:6910	Introduction to Clinical Epidemiology or Pharmacoepidemiology and Comparative Effectiveness Research	3
MPH Elective ^b		3
CPH:5203	Interprofessional Education and Practice for M.P.H. Students III	0
Hours		9
Spring		
MPH Elective ^b		3
MPH Elective ^b		3
CPH:7200	M.P.H. Capstone Experience	1
CPH:7500	M.P.H. Applied Practice Experience	2
Hours		9
Total Hours		42

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Work with faculty advisor for approval of appropriate graduate level coursework.

Financial Support

A limited number of tuition scholarship awards are available each year for M.P.H. students. For information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Career Advancement

For more information about careers in public health, visit This is Public Health online.

Public Health, Graduate Certificate

Requirements

The graduate Certificate in Public Health requires 18 s.h. of credit. Students must complete the certificate's required coursework within five years of entering the program and must maintain a g.p.a. of at least 2.75 in work for the certificate. All certificate courses are offered online at least once a year, and all courses are offered on campus. Students who are only enrolled in the Certificate in Public Health program may not register for courses other than those required for the certificate.

The certificate program is designed to improve public health practice and public health workforce capacity in Iowa and the upper Midwest. It is intended primarily for individuals in public health practice, those in the workforce, and those interested in strengthening their knowledge and skills in basic public health competencies.

The graduate Certificate in Public Health requires the following coursework.

Code	Title	Hours
All of these:		
CPH:5100	Introduction to Public Health	3
BIOS:4120	Introduction to Biostatistics	3
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
EPID:4400	Epidemiology I: Principles	3
HMP:4000	Introduction to the U.S. Health Care System	3
OEH:4240	Global Environmental Health	3

For more information about the program, visit the Graduate Certificate in Public Health web page.

Admission

Applicants to the certificate program must hold a bachelor's degree and must have a cumulative g.p.a. of at least 2.75. They must submit official transcript(s), a statement of purpose, two reference letters, a résumé, and an online application.

For more information about how to apply, visit the Graduate Certificate in Public Health web page.

Agricultural Safety and Health

Head, Department of Occupational and Environmental Health

- Peter S. Thorne

Director

- Diane Rohlman (Occupational and Environmental Health)

Graduate certificate: agricultural safety and health

Website: <https://www.public-health.uiowa.edu/certificate-ash/>

The certificate program in agricultural safety and health trains students to detect safety and illness hazards, and treat and prevent farm-related illnesses and injuries. The program is available for students in related health science, environmental science, or occupational health and safety programs who want to supplement other training with agricultural health information.

The certificate may enhance employment opportunities in health care delivery, government, and the private sector.

The Certificate in Agricultural Safety and Health is administered by the Department of Occupational and Environmental Health [p. 1940]. The Graduate College grants the certificate.

Programs

Graduate Program of Study Certificate

- Certificate in Agricultural Safety and Health [p. 1902]

Agricultural Safety and Health, Graduate Certificate

Requirements

The graduate Certificate in Agricultural Safety and Health requires 12 s.h. of credit.

The Certificate in Agricultural Safety and Health requires the following coursework.

Code	Title	Hours
OEH:5410	Occupational Safety	3
OEH:5620	Occupational Health	3
OEH:6110	Rural Health and Agricultural Medicine	3
OEH:6120	Current Topics in Agriculture and Rural Health (taken three times for 1 s.h. each)	3
Total Hours		12

For more information, visit the Graduate Certificate in Agricultural Safety and Health web page.

Admission

Applicants to the certificate program should hold a bachelor's degree from an accredited university with a g.p.a. of at least 2.50, or they should have equivalent experience and education. Application materials must include the program's application form, a résumé, and a letter of interest explaining the applicant's current position and education objectives.

For more information, and how to apply, visit the Graduate Certificate in Agricultural Safety and Health web page.

Biostatistics

Head

- Joseph E. Cavanaugh

Graduate degrees: M.S. in biostatistics; Ph.D. in biostatistics

Graduate certificate: biostatistics

Faculty: <https://www.public-health.uiowa.edu/biostatistics-faculty-list/>

Website: <https://www.public-health.uiowa.edu/biostat/>

The Department of Biostatistics prepares students for professional and academic careers in biostatistics. Graduates find positions in pharmaceutical, health care, and research companies and institutions; in universities and government agencies; and as consultants. The department also provides training for non-biostatistics students.

Biostatistics faculty members work closely with both clinical and basic science investigators on the University of Iowa health sciences campus in the design and analysis of research projects. The department has research expertise representing a broad array of methodological areas of statistics and biostatistics, including clinical trials, computational statistics, Bayesian modeling and inference, high-dimensional data analysis, statistical genetics and genomics, bioinformatics, informatics, statistical and machine learning, spatial and spatio-temporal modeling, time series analysis, survival data analysis, longitudinal data analysis, network analysis, causal inference, comparative effectiveness studies, model selection, epidemic modeling, and syndromic surveillance. Many of these areas represent current, cutting-edge areas of disciplinary focus in a rapidly evolving field.

In addition to the M.S. and the Ph.D. degrees in biostatistics, the department offers a subprogram for the Master of Public Health (M.P.H.) degree in biostatistics. See "M.P.H. Subprogram" below.

M.P.H. Subprogram

The Department of Biostatistics offers the biostatistics subprogram for the Master of Public Health degree. The subprogram is designed to train public health professionals for leadership in the analysis of public health data and the design of studies for public health investigations. See the Master of Public Health, M.P.H. [p. 1889] in the Catalog.

Programs

Graduate Programs of Study

Majors

- Biostatistics subprogram for the Master of Public Health [p. 1889] degree
- Master of Science in Biostatistics [p. 1906]
- Doctor of Philosophy in Biostatistics [p. 1909]

Certificate

- Certificate in Biostatistics [p. 1912]

Facilities

Department of Biostatistics resources and activities include three centers. The Biostatistics Consulting Center provides opportunities for students to gain valuable experience working with faculty and staff in the health sciences at the University

of Iowa. The Clinical Trials Statistical and Data Management Center serves the statistical design, data management, and analysis needs of a variety of multicenter clinical trials, and among those are Clinical Islet Transplantation (CIT) Consortium, Network of Excellence in Neuroscience Clinical Trials (NeuroNEXT), and the Parkinson's Progression Markers Initiative (PPMI). The Center for Public Health Statistics facilitates the collection, statistical analyses, and dissemination of health data in support of the University's research, teaching, and service missions and in partnership with the Iowa Department of Public Health.

Courses

Biostatistics Courses

BIOS:4110 General Biostatistics **3 s.h.**

Biostatistics and biostatistical computation; biostatistical aspects of health-related problems; clinical trials; statistical issues in big data problems; disease modeling; disease mapping; genetics and epidemiology; brief introduction to survival and longitudinal analyses.

BIOS:4120 Introduction to Biostatistics **3 s.h.**

Application of statistical techniques to biological data including descriptive statistics, probability and distributions, sampling distributions, nonparametric methods, hypothesis tests, confidence intervals, analysis of categorical data, and simple linear regression; designed for non-biostatistics majors and M.P.H. students. Requirements: college algebra or ALEKS score of 65% or higher.

BIOS:5120 Regression Modeling and ANOVA in the Health Sciences **3 s.h.**

Continuation of BIOS:4120; correlation, simple and multiple linear regression, confounding, interactions, model selection, single and multiple factor ANOVA (analysis of variance) models, contrasts, multiple comparisons, nested and block designs, and an introduction to mixed models; designed for non-biostatistics majors. Offered spring semesters and summer sessions. Prerequisites: BIOS:4120. Same as IGPI:5120, STAT:5610.

BIOS:5130 Applied Categorical Data Analysis **3 s.h.**

Analysis of proportions, risk measures, and measures of association; Mantel-Haenszel method; logistic regression for binary responses and for matched data; logistic regression for multi-category responses; analysis of count data (Poisson regression and negative binomial regression); analysis of clustered data (generalized estimating equations and generalized linear mixed effects model); special topics include the application of propensity score methods; designed for non-biostatistics majors. Offered fall semesters. Prerequisites: BIOS:5120. Same as IGPI:5130.

BIOS:5310 Research Data Management **3 s.h.**

Introduction to data management techniques and problems encountered in gathering and processing data from biomedical investigations; introduction to SAS, techniques taught in SAS; designed for non-biostatistics majors. Offered fall and spring semesters. Recommendations: prior programming experience with C, C++, Python, Java, or other. Same as IGPI:5310, STAT:5810.

- BIOS:5510 Biostatistical Computing** 2 s.h.
Introduction to computer programming using SAS and R statistical software packages; programming language syntax, constructs, procedures, and techniques for data management, data analysis, and statistical programming commonly encountered in biostatistics; designed for first-year biostatistics majors. Offered fall semesters. Corequisites: BIOS:5710. Same as IGPI:5510.
- BIOS:5710 Biostatistical Methods I** 4 s.h.
Probability distributions, moments, estimation, parametric and nonparametric inference for one-sample and two-sample problems, analysis of frequency data; emphasis on use of computers; designed for first-year biostatistics majors. Offered fall semesters. Requirements: two semesters of calculus. Same as IGPI:5710.
- BIOS:5720 Biostatistical Methods II** 4 s.h.
Continuation of BIOS:5710; multi-factor ANOVA (analysis of variance), multiple comparisons, orthogonal contrasts, linear regression and correlation, regression diagnostics and remedial measures, model selection, and mixed models; designed for first-year biostatistics majors. Offered spring semesters. Prerequisites: BIOS:5710. Requirements: one semester of linear algebra. Same as IGPI:5720.
- BIOS:5730 Biostatistical Methods in Categorical Data** 3 s.h.
Estimation of proportions, rates, risks, relative risks, and odds ratios; Mantel-Haenszel method; logistic regression (including ordinal logistic regression and multi-category nominal logistic regression); Poisson regression and negative binomial regression; methods for correlated or clustered data (conditional logistic regression, generalized estimating equations, and mixed effects models); special topics include an introduction to generalized linear models and likelihood-based inferential techniques in this framework; designed for first-year biostatistics majors. Offered spring semesters. Prerequisites: BIOS:5510 and BIOS:5710. Corequisites: BIOS:5720. Same as IGPI:5730.
- BIOS:6210 Applied Survival Analysis** 3 s.h.
Nonparametric, parametric, and semi-parametric methods for time-to-event data; types of censoring; Kaplan-Meier estimation; Cox proportional hazards models, including methods for assessing adequacy of the proportional hazards assumption; time varying covariates; sample size calculations for comparison of two or more groups; focus on analysis of real data sets and examples using statistical software. Offered spring semesters. Prerequisites: BIOS:5120 or BIOS:5720. Same as IGPI:6210.
- BIOS:6310 Introductory Longitudinal Data Analysis** 3 s.h.
Introduction to statistical models and estimation methods for outcome variables (normal and non-normal) clustered or measured repeatedly in time or space; focus on applications and computer software methods for ANOVA based methods, hierarchical linear models, linear mixed models, correlated regression models, generalized estimating equations, and generalized linear mixed models. Offered fall semesters. Prerequisites: BIOS:5120 or STAT:3200. Same as IGPI:6310, STAT:6550.
- BIOS:6420 Survey Design and Analysis** 3 s.h.
Methodological issues regarding design, sampling approach, implementation, analysis, and interpretation of surveys and questionnaires in public health research. Offered spring semesters of even years. Prerequisites: EPID:4400 and BIOS:5120. Same as EPID:6420.
- BIOS:6610 Statistical Methods in Clinical Trials** 3 s.h.
Survey of statistical methods commonly used in clinical trials; primary focus on methodologic perspective for the design, conduct, analysis, and interpretation of all phases of clinical trials; logistical and operational aspects of conducting multisite clinical trials; designed for biostatistics majors. Offered spring semesters. Prerequisites: BIOS:5720. Requirements: familiarity with SAS and R programming. Same as IGPI:6610.
- BIOS:6650 Causal Inference** 3 s.h.
Concepts of causal inference, counterfactuals, confounding, causal graphs, internal/external validity, heterogeneity of treatment effect; methods covered include propensity score matching (optimal pair, multiple control and full matching; near-exact, fine-balance, and risk set matching) and stratification; covariate balance checks; sensitivity analysis; inverse probability of treatment weighted estimation; doubly robust estimators; mediation analysis; marginal structural models. Offered fall semesters of odd years. Prerequisites: BIOS:5720 and BIOS:5730 and ((STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101)). Same as IGPI:6650.
- BIOS:6720 Statistical Machine Learning for Biomedical and Public Health Data** 3 s.h.
Statistical machine learning techniques for analysis of biomedical and public health data; methodology and application of unsupervised learning, supervised learning for regression and classification, ensemble learning, model assessment, feature selection, and high-dimensional inference. Prerequisites: BIOS:5510 and BIOS:5720 and (STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101). Requirements: BIOS:5510 with topic of programming with R.
- BIOS:6810 Bayesian Methods and Design** 3 s.h.
Theory and application of Bayesian methods in biomedical research; foundations of Bayesian statistics including decision theory, study design, model development, inference and implementation of computational algorithms; designed for biostatistics majors. Offered fall semesters of even years. Prerequisites: BIOS:5510 and BIOS:5720 and BIOS:5730 and STAT:4100 and STAT:4101.
- BIOS:7110 Likelihood Theory and Extensions** 4 s.h.
Theoretical foundations of inferential methods based on likelihood and its extensions (e.g., profile, conditional, partial, marginal, pseudo likelihood). Prerequisites: (BIOS:5720 and STAT:5100 and STAT:5101) or (STAT:4100 and STAT:4101).
- BIOS:7120 Advanced Topics in Biostatistics** 4 s.h.
Classical likelihood-based inference, numerical optimization, model and data deficiencies, expectation-maximization (EM) algorithm, M-estimation, nonparametrics and marginal likelihood, and the bootstrap. Prerequisites: BIOS:7110.
- BIOS:7210 Survival Data Analysis** 3 s.h.
Types of censoring and truncation; survival function estimation; parametric inference using exponential, Weibull, and accelerated failure time models; nonparametric tests; sample size calculation; Cox regression with stratification and time-dependent covariates; regression diagnostics; competing risks; topics may include analysis of correlated survival data and/or recurrent events; designed for biostatistics and statistics majors. Offered fall semesters. Prerequisites: BIOS:5720 and ((STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101)). Same as IGPI:7210, STAT:7570.

- BIOS:7230 Advanced Clinical Trials** 3 s.h.
Modules that address advanced topics and issues encountered when conducting a clinical trial; discussions of recent publications and FDA guidance documents dealing with current topics in clinical trials. Prerequisites: (STAT:4101 or STAT:5101) and BIOS:6610. Requirements: familiarity with SAS and R programming.
- BIOS:7240 High-Dimensional Data Analysis** 3 s.h.
Analysis of high-dimensional data with emphasis on use of penalized regression models such as lasso, elastic net, minimax concave penalty (MCP), smoothly clipped absolute deviation (SCAD), and group lasso; large-scale hypothesis testing and false discovery rate estimation; inference for penalized likelihoods. Prerequisites: (STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101) and BIOS:5510 and BIOS:5720. Requirements: BIOS:5510 with section subtitle of programming with R.
- BIOS:7250 Theory of Linear and Generalized Linear Models** 4 s.h.
Theoretical foundations of traditional linear models and generalized linear models; emphasis on modeling structures, estimability and identifiability, estimation and testing. Prerequisites: STAT:5100 and STAT:5101 and BIOS:5720.
- BIOS:7270 Scholarly Integrity in Biostatistics** 1 s.h.
Responsible conduct of research training; emphasis on issues of particular relevance to biostatisticians including authorship, communication, student/mentor relationships, plagiarism, fabrication and falsification of data, bias, Type I/II errors, reproducible research, data confidentiality and security, conflicts of interest, and human/animal subjects. Requirements: graduate standing in biostatistics.
- BIOS:7310 Longitudinal Data Analysis** 3 s.h.
Statistical models and estimation methods for outcome variables (normal and non-normal) clustered or measured repeatedly in time or space; includes ANOVA based methods, hierarchical linear models, linear mixed models, error structures, generalized estimating equations, and generalized linear mixed models; may include Bayesian approaches; designed for biostatistics and statistics majors. Offered spring semesters of odd years. Prerequisites: (BIOS:5720 and STAT:4100 and STAT:4101) or (STAT:5100 and STAT:5101). Same as IGPI:7310.
- BIOS:7330 Advanced Biostatistical Computing** 3 s.h.
Advanced topics in biostatistical computing and large or complicated data/models; matrix decomposition, optimization, Bayesian computing, parallel programming, working with campus high performance computing (HPC) resources; topics are explored in R, including package development and efficient R code. Prerequisites: MATH:2700 and BIOS:5510 and STAT:4101. Requirements: BIOS:5510 with section subtitle of programming with R.
- BIOS:7410 Analysis of Categorical Data** 3 s.h.
Models for discrete data, distribution theory, maximum likelihood and weighted least squares estimation for categorical data, tests of fit, models selection. Offered spring semesters. Prerequisites: (BIOS:5720 or STAT:5200) and (STAT:5101 or STAT:4101). Same as STAT:7510.
- BIOS:7500 Preceptorship in Biostatistics** arr.
Work experience using knowledge and skill acquired in classroom; arranged in conjunction with ongoing departmental or collegiate activities or with governmental agencies or private industry; preparation of prospectus and presentation of research results in a department seminar.
- BIOS:7600 Advanced Biostatistics Seminar** 0-3 s.h.
Current topics; supervised experience in reading and interpreting biostatistical literature. Same as IGPI:7600.
- BIOS:7604 Scholarly Integrity in Biostatistics for Postdocs** 0 s.h.
Responsible conduct of research training; emphasis on issues of particular relevance to biostatisticians and statisticians including authorship, communication, student/mentor relationships, plagiarism, fabrication and falsification of data, bias, Type I/II errors, reproducible research, data confidentiality and security, conflicts of interest, human/animal subjects. Requirements: postdoctoral research scholar/fellow standing in biostatistics or statistics.
- BIOS:7700 Problems/Special Topics in Biostatistics** arr.
Didactic material in biostatistics; may include tutorials, seminars, faculty-directed independent work (e.g. literature search, project, short research project).
- BIOS:7800 Independent Study in Biostatistics** arr.
In-depth pursuit of an area of special interest in biostatistics requiring substantial creativity and independence.
- BIOS:7850 Research in Biostatistics** arr.
Research that may lead to a dissertation.
- BIOS:7900 Thesis/Dissertation** arr.

Biostatistics, M.S.

Requirements

The Master of Science program in biostatistics requires a minimum of 38 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00. Those who receive a grade of C on 7 s.h. of coursework may be dismissed from the program.

The program provides training in the design of experiments and in analysis of data related to biomedical or public health problems. It emphasizes mathematical, statistical, and computer methods for dealing with quantitative information and provides opportunities for students to gain statistical consulting experience with a variety of problems.

M.S. students are required to complete an in-depth preceptorship under the direction of a departmental faculty member and a final comprehensive-style examination.

The M.S. with a major in biostatistics requires the following coursework.

Core Courses

Code	Title	Hours
All of these:		
BIOS:5510	Biostatistical Computing (taken twice for 2 s.h. each; topics should be programming with R and programming with SAS)	4
BIOS:5710 & BIOS:5720	Biostatistical Methods I-II	8
BIOS:5730	Biostatistical Methods in Categorical Data	3
BIOS:6610	Statistical Methods in Clinical Trials	3
BIOS:7500	Preceptorship in Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
One of these sequences:		
STAT:4100-STAT:4101	Mathematical Statistics I-II	6
STAT:5100-STAT:5101	Statistical Inference I-II (required for students who intend to earn a Ph.D.)	6
Public Health Requirement		
This course:		
CPH:6100	Essentials of Public Health	2
Responsible Conduct of Research Training		
This course:		
BIOS:7270	Scholarly Integrity in Biostatistics	1

Electives

Students complete a minimum of 5-6 s.h. of electives with at least 3 s.h. in quantitative coursework (statistics or biostatistics). It is recommended that students consider a biology/public health course as the other elective, particularly for those who have not had prior exposure to these areas. Electives must be approved by the advisor and the director of graduate studies.

Code	Title	Hours
BIOS:6210	Applied Survival Analysis	3
BIOS:6310/STAT:6550	Introductory Longitudinal Data Analysis	3
BIOS:6420	Survey Design and Analysis	3
BIOS:6650	Causal Inference	3
BIOS:6720	Statistical Machine Learning for Biomedical and Public Health Data	3
BIOS:6810	Bayesian Methods and Design	3
BIOS:7110	Likelihood Theory and Extensions	4
BIOS:7120	Advanced Topics in Biostatistics	4
BIOS:7210/STAT:7570	Survival Data Analysis	3
BIOS:7230	Advanced Clinical Trials	3
BIOS:7240	High-Dimensional Data Analysis	3
BIOS:7250	Theory of Linear and Generalized Linear Models	4
BIOS:7310	Longitudinal Data Analysis	3
BIOS:7330	Advanced Biostatistical Computing	3
BIOS:7410/STAT:7510	Analysis of Categorical Data	3
BIOS:7600	Advanced Biostatistics Seminar (topics include statistical methods in bioinformatics, model selection, spatial modeling, statistical analysis of network data)	1-3
BIOS:7700	Problems/Special Topics in Biostatistics	1
BIOL:4213	Bioinformatics	4
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
CPH:5100	Introduction to Public Health	3
CS:5110	Introduction to Informatics	3
ECE:5220	Computational Genomics	3
GENE:7191	Human Molecular Genetics	3
HMP:4000	Introduction to the U.S. Health Care System	3
ISE:4172	Big Data Analytics	3
OEH:4240	Global Environmental Health	3
PATH:5270	Pathogenesis of Major Human Diseases	3
PATH:8133	Introduction to Human Pathology for Graduate Students	4
STAT:4520	Bayesian Statistics	3
STAT:6540	Applied Multivariate Analysis	3
STAT:6560	Applied Time Series Analysis	3
STAT:7200	Linear Models	4
STAT:7400	Computer Intensive Statistics	3
STAT:7520	Bayesian Analysis	3

Admission

Applicants to the M.S. program in biostatistics must apply through the Schools of Public Health Application Service (SOPHAS). After the SOPHAS application is verified, the applicant pays a supplemental Graduate College admission fee to the University of Iowa Office of Admissions. For detailed application information, visit Requirements and How to Apply to Biostatistics on the Department of Biostatistics website.

The biostatistics faculty considers several factors when evaluating applications for admission, including Graduate Record Examination (GRE) General Test scores, grade-point averages, letters of recommendation, intent and motivation for graduate study, and research interests.

All applicants must hold a bachelor's degree, have a cumulative g.p.a. of at least 3.00, and have taken the Graduate Record Examination (GRE) General Test. Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). They must score at least 100 (internet-based) on the TOEFL. Applicants with lower scores are not considered for admission. In place of TOEFL scores, the department accepts IELTS scores of 7.0 or higher, with no subscore below 6.0.

All biostatistics applicants are required to have strong written and oral communication skills.

All applicants must be competent in at least one computer programming language. They also must have mathematical sciences training in methods and techniques of single variable and multivariable differential and integral calculus, and in linear algebra. Previous coursework or experience in statistical methods or data analysis is preferred.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students may enter in the fall; the priority application deadline is December 1.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biostatistics, M.S.

Course	Title	Hours
Academic Career		
Any Semester		
38 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Maintain at least a 3.00 cumulative GPA.		

Exam: (substitutes for the Final Exam) Written Master's Core Exam focused on required biostatistics and statistics coursework; taken in summer of Year 1 after completion of BIOS:5710 Biostatistical Methods I, BIOS:5720 Biostatistical Methods II, BIOS:5730 Biostatistical Methods Categorical Data and STAT:4100 Mathematical Statistics I, STAT:4101 Mathematical Statistics II

Hours 0

First Year

Fall

STAT:4100 or STAT:5100	Mathematical Statistics I ^b or Statistical Inference I	3
BIOS:5710	Biostatistical Methods I	4
BIOS:5510	Biostatistical Computing ^c	2
BIOS:5510	Biostatistical Computing ^c	2
CPH:6100	Essentials of Public Health	2
Hours		13

Spring

STAT:4101 or STAT:5101	Mathematical Statistics II ^d or Statistical Inference II	3
BIOS:5720	Biostatistical Methods II	4
BIOS:5730	Biostatistical Methods in Categorical Data	3
BIOS:7270	Scholarly Integrity in Biostatistics ^e	1
Hours		11

Summer

Exam: Master's Core Exam

Hours 0

Second Year

Fall

EPID:4400	Epidemiology I: Principles	3
BIOS:7500	Preceptorship in Biostatistics	3
Approved biostatistics elective ^f		3
Hours		9

Spring

BIOS:6610	Statistical Methods in Clinical Trials	3
Approved biostatistics elective ^f		3
Approved biostatistics elective ^f		2 - 3
Final Exam - verify results from Master's Core Exam		
Hours		8-9

Total Hours 41-42

- Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- STAT:5100 is required if pursuing a PhD.
- Complete two sections of BIOS:5510, Programming in R and Programming in SAS.
- STAT:5101 is required if pursuing a PhD.
- Required for Graduate Research Assistants (GRA) or potential GRAs.
- Work with faculty advisor to select appropriate graduate elective coursework. More information can be found in the General Catalog and department website.

Financial Support

A limited number of teaching and research assistantships are available. Assistantships offer financial support and tuition assessed at the resident tuition rate along with a tuition

scholarship. They also provide valuable on-the-job training experience.

For information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Career Advancement

Graduates find career opportunities in many areas, including pharmaceuticals, health care, research companies and institutions, consulting firms, universities, and government agencies.

Biostatistics, Ph.D.

Requirements

The Doctor of Philosophy program in biostatistics requires a minimum of 79 s.h. of graduate credit, including credit from a master's degree. Students must maintain a g.p.a. of at least 3.00. Those who receive a grade of C on 7 s.h. of coursework may be dismissed from the program.

All students must successfully complete a comprehensive examination and a dissertation. The research topic and content, which vary depending on the program of study, must be approved by a student's dissertation committee. Other degree requirements include approved electives chosen from Department of Biostatistics and other University of Iowa courses.

The Ph.D. with a major in biostatistics requires the following work.

Master of Science Background

Ph.D. students must take the following courses required for the Master of Science in biostatistics. Students who have completed equivalent coursework at other institutions may request waivers and/or transfers of credit. Students who earned a Master of Science with a major in biostatistics at the University of Iowa automatically receive credit for these courses.

Code	Title	Hours
This sequence:		
STAT:5100- STAT:5101	Statistical Inference I-II	6
All of these:		
BIOS:5510	Biostatistical Computing (taken twice for 2 s.h. each; topics should be programming with R and programming with SAS)	4
BIOS:5710 & BIOS:5720	Biostatistical Methods I-II	8
BIOS:5730	Biostatistical Methods in Categorical Data	3
BIOS:6610	Statistical Methods in Clinical Trials	3
BIOS:7500	Preceptorship in Biostatistics	3
EPID:4400	Epidemiology I: Principles	3

Public Health Requirement

This course:

CPH:6100	Essentials of Public Health	2
----------	-----------------------------	---

Responsible Conduct of Research Training

This course:

BIOS:7270	Scholarly Integrity in Biostatistics	1
-----------	--------------------------------------	---

Core Courses

Code	Title	Hours
All of these:		
BIOS:6810	Bayesian Methods and Design	3
BIOS:7110	Likelihood Theory and Extensions	4

BIOS:7120	Advanced Topics in Biostatistics	4
BIOS:7210/ STAT:7570	Survival Data Analysis	3
BIOS:7250	Theory of Linear and Generalized Linear Models	4
BIOS:7310	Longitudinal Data Analysis	3

Electives

With approval of their advisor, students choose 12-19 s.h. of courses according to their interest in biostatistics, statistics, genetics, computing, public health, or in other areas. No more than 5 s.h. in nonquantitative courses (e.g., epidemiology, environmental health) may count toward the electives requirement. Courses required for the M.S. degree that are not listed above also may be used to satisfy the electives requirement, although BIOS:7800 Independent Study in Biostatistics does not generally count as an elective. At least 6 s.h. of elective coursework must be taken with grades awarded.

These courses are recommended, but other coursework may be selected; students should consult their advisor.

Code	Title	Hours
BIOS:6650	Causal Inference	3
BIOS:6720	Statistical Machine Learning for Biomedical and Public Health Data	3
BIOS:7230	Advanced Clinical Trials	3
BIOS:7240	High-Dimensional Data Analysis	3
BIOS:7330	Advanced Biostatistical Computing	3
BIOS:7410/ STAT:7510	Analysis of Categorical Data	3
BIOS:7600	Advanced Biostatistics Seminar (topics include model selection, spatial biostatistics, statistical methods in genetics/genomics, analysis of network data)	1-3
STAT:6560	Applied Time Series Analysis	3
STAT:7400	Computer Intensive Statistics	3

Dissertation

Students must enroll in the following dissertation course for at least two semesters in residence.

Code	Title	Hours
BIOS:7900	Thesis/Dissertation	6-13

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in biostatistics in a combined degree program offered by the Carver College of Medicine and the College of Public Health. Applicants must be admitted to both programs before they may be admitted to the combined degree program.

See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants to the Ph.D. program in biostatistics must apply through the Schools of Public Health Application Service (SOPHAS). After the SOPHAS application is verified, the applicant pays a supplemental Graduate College admission fee to the University of Iowa Office of Admissions. For detailed application information, visit Requirements and How to Apply to Biostatistics on the Department of Biostatistics website.

The biostatistics faculty considers several factors when evaluating applications for admission, including Graduate Record Examination (GRE) General Test scores, grade-point averages, letters of recommendation, intent and motivation for graduate study, and research interests.

All applicants must hold a bachelor's degree, have a cumulative g.p.a. of at least 3.00, and have taken the Graduate Record Examination (GRE) General Test. Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). They must score at least 100 (internet-based) on the TOEFL. Applicants with lower scores are not considered for admission. In place of TOEFL scores, the department accepts IELTS scores of 7.0 or higher, with no subscore below 6.0.

All biostatistics applicants are required to have strong written and oral communication skills.

Completion of an M.S. program in statistics or biostatistics generally is required for admission to the Ph.D. program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Ph.D. application deadlines are posted on the Department of Biostatistics website. The priority application deadline is December 1. Visit Requirements and How to Apply to Biostatistics on the department's website.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Biostatistics, Ph.D.

Course	Title	Hours
Academic Career		
Any Semester		
79 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Hours		0
First Year		
Fall		
STAT:5100	Statistical Inference I	3

BIOS:5710	Biostatistical Methods I	4
BIOS:5510	Biostatistical Computing ^b	2
BIOS:5510	Biostatistical Computing ^b	2
CPH:6100	Essentials of Public Health	2
Hours		13

Spring

STAT:5101	Statistical Inference II	3
BIOS:5720	Biostatistical Methods II	4
BIOS:5730	Biostatistical Methods in Categorical Data	3
BIOS:7270	Scholarly Integrity in Biostatistics	1
Hours		11

Summer

Exam: Master's Core Exam if entering the program without a MS in statistics or biostatistics

Hours 0

Second Year

Fall

EPID:4400	Epidemiology I: Principles	3
BIOS:7500	Preceptorship in Biostatistics ^c	3
BIOS:7110	Likelihood Theory and Extensions ^d	4
BIOS:7210	Survival Data Analysis ^d	3
Hours		13

Spring

BIOS:6610	Statistical Methods in Clinical Trials	3
BIOS:7120	Advanced Topics in Biostatistics ^d	4
BIOS:7250 or BIOS:7310	Theory of Linear and Generalized Linear Models ^{d, e} or Longitudinal Data Analysis	3 - 4
Hours		10-11

Summer

Comprehensive Exam

Hours 0

Third Year

Fall

BIOS:6810	Bayesian Methods and Design ^d	3
PhD Elective Course ^f		2 - 3
PhD Elective Course ^f		2 - 3
Hours		7-9

Spring

BIOS:7250 or BIOS:7310	Theory of Linear and Generalized Linear Models ^{d, e} or Longitudinal Data Analysis	3 - 4
PhD Elective Course ^f		2 - 3
PhD Elective Course ^f		2 - 3
Hours		7-10

Fourth Year

Fall

PhD Elective Course ^f		1 - 3
BIOS:7900	Thesis/Dissertation ^g	3
Hours		4-6

Spring

PhD Elective Course ^f		1 - 3
BIOS:7900	Thesis/Dissertation ^g	3
Hours		4-6

Fifth Year**Fall**

BIOS:7900	Thesis/Dissertation ^g	1 - 4
Dissertation prospectus presentation		
Hours		1-4

Spring

BIOS:7900	Thesis/Dissertation ^g	1 - 4
Final Exam: Dissertation defense		
Hours		1-4
Total Hours		71-87

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Complete two sections of BIOS:5510, Programming in R and Programming in SAS.
- c Course may also be completed in spring of second year.
- d Required BIOS PhD Core Course. Additional information can be found in the General Catalog and department website.
- e Typically this course is offered in spring semesters only. Check MyUI for course availability since offerings are subject to change.
- f 12-19 s.h. of biostatistics, statistics, genetics, computing, public health, etc. courses; no more than 5 s.h. of credit in non-quantitative courses; 6 s.h. of electives must be taken for a letter grade; work with faculty advisor to determine appropriate graduate level electives and sequence.
- g Must register for at least two semesters; minimum of 6 s.h. required overall.

Financial Support

A limited number of teaching and research assistantships are available. Assistantships offer financial support and tuition assessed at the resident tuition rate along with a tuition scholarship. They also provide valuable on-the-job training experience.

For information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Career Advancement

The program prepares students for professional and academic careers in biostatistics, especially for positions that emphasize developing and applying statistical methodology to solve important biological and public health problems.

Biostatistics, Graduate Certificate

admission. Visit the Certificate in Biostatistics web page for an application form.

Requirements

The graduate Certificate in Biostatistics requires a minimum of 15 s.h. of graduate credit. Students must earn a grade of at least B-minus in each certificate course and must maintain a cumulative g.p.a. of at least 3.00 in order to earn the certificate. The certificate is designed for students who would like to add a formal biostatistics emphasis to their graduate programs.

The program is open to students enrolled in a University of Iowa graduate degree program outside the Department of Biostatistics. It is also open to individuals who hold graduate degrees in science disciplines or professional degrees in the health sciences and are admitted to the Graduate College as nondegree students.

The certificate requires two core courses (6 s.h.) and three electives (9 s.h.). Students should work with an advisor to plan their coursework carefully, since some certificate courses have prerequisites, require permission for enrollment, or are not offered every year. They must complete at least 6 s.h. of the required coursework after being admitted to the certificate program, and they may count a maximum of 6 s.h. of certificate credit toward a degree or another certificate earned at the University. At least 6 s.h. of the certificate plan of study must be exclusively applied to the certificate.

The Certificate in Biostatistics requires the following coursework.

Core Courses

Code	Title	Hours
Both of these:		
BIOS:4120	Introduction to Biostatistics	3
BIOS:5120/ STAT:5610	Regression Modeling and ANOVA in the Health Sciences	3

Electives

Code	Title	Hours
Three of these (total of 9 s.h.):		
BIOS:5130	Applied Categorical Data Analysis	3
BIOS:5310/ STAT:5810	Research Data Management	3
BIOS:6210	Applied Survival Analysis	3
BIOS:6310/ STAT:6550	Introductory Longitudinal Data Analysis	3
BIOS:6420	Survey Design and Analysis	3

Other courses may be approved as electives by the Department of Biostatistics director of graduate studies. Contact the Department of Biostatistics for more information.

Admission

Enrollment is limited; applicants who have completed at least one of the certificate's required courses and whose research will be advanced by biostatistics training are given priority for

Community and Behavioral Health

Head

- Mark W. Vander Weg

Graduate degree: Ph.D. in community and behavioral health
Faculty: <https://www.public-health.uiowa.edu/cbh-faculty-list/>
Website: <https://www.public-health.uiowa.edu/cbh/>

The Department of Community and Behavioral Health examines the relationship between human behavior and community health and focuses on creating effective strategies for change. Community and behavioral health students learn how to design, implement, and evaluate interventions directed toward identified public health problems in communities.

The Department of Community and Behavioral Health advances teaching, research, and practice in four strategic areas: rural health; community engagement and participatory approaches; theory-based culturally informed intervention development, implementation, and evaluation; and social justice, health equity, and health disparities.

Department faculty members come from a variety of disciplines within the social and health sciences, drawn together by an interest in health behavior and promoting healthy communities.

In addition to the Ph.D. degree in community and behavioral health, the department offers a subprogram for the Master of Public Health (M.P.H.) degree. see "M.P.H. Subprogram" below.

M.P.H. Subprogram

The Department of Community and Behavioral Health offers a subprogram for the Master of Public Health degree.

The M.P.H. subprogram in community and behavioral health prepares public health practitioners for a variety of positions related to intervention development, implementation, and evaluation using community participatory approaches with a focus on decreasing health disparities and inequities.

For detailed information about the M.P.H. degree, see the Master of Public Health, M.P.H. [p. 1889] in the Catalog.

Programs

Graduate Programs of Study

Majors

- Community and behavioral health subprogram for the Master of Public Health [p. 1889] degree
- Doctor of Philosophy in Community and Behavioral Health [p. 1915]

Facilities

The department houses two centers. The Prevention Research Center for Rural Health focuses on improving the health of rural Iowans. The National American Indian and Alaska Native Addiction Technology Transfer Center disseminates culturally legitimate evidence-based practice in substance abuse and behavioral health, and provides technical assistance, training,

and systems change assistance to urban as well as tribal providers across the country.

Graduate students may have opportunities to work with ongoing research projects in the centers.

Courses

Community and Behavioral Health Courses

CBH:3102 Medical Anthropology 3 s.h.

Major theoretical, methodological approaches; international health and development; biomedicine as a cultural system; ethnomedicine; anthropology and AIDS, human reproduction, epidemiology, ethnopsychiatry. Prerequisites: ANTH:1101 or ANTH:2100 or ANTH:2164 or GHS:2000. Same as ANTH:3102, GHS:3102.

CBH:3150 Media and Health 3 s.h.

Potential and limits of mass media's ability to educate the public about health; research and theory on the influence of information and entertainment media; theories, models, assumptions of mass communication in relation to public health issues. Same as GHS:3150, JMC:3150.

CBH:4105 Introduction to Health Promotion and Disease Prevention 3 s.h.

Basic concepts, strategies, and methods of health promotion and disease prevention; health promotion in the context of public health, theories and principles that underpin health promotion; overview of policy formation and health promotion planning, implementation, evaluation.

CBH:4140 Feminist Activism and Global Health 3 s.h.

How female gender intersects with culture, environment, and political economy to shape health and illness; reproductive health, violence, drug use, cancer; readings in anthropology, public health. Prerequisites: ANTH:1101. Same as ANTH:4140, GHS:4140, GWSS:4140.

CBH:4350 Maternal and Child Health Seminar 1 s.h.

Historical and applied perspective on maternal and child health problems and programs aimed at reducing morbidity, mortality, and health disparities across the life span. Same as EPID:4350.

CBH:5220 Health Behavior and Health Education 3 s.h.

Common theories of health behavior and health education and their application to varied public health problems and settings.

CBH:5230 Public Health Issues in Overweight Management 3 s.h.

Overview of overweight and obesity from a public health perspective, including epidemiology, measurement issues, and intervention approaches at individual, community, and policy levels. Prerequisites: CPH:5100 or CBH:4105.

CBH:5235 Community-Based Participatory Research 3 s.h.

How community-based participatory research (CBPR) has emerged as a critical approach to conduct research and produce scholarship; opportunities, challenges, needed skills, and methods by which researchers and community members partner to conduct research that leads to community well-being and health; students share their experiences, explore, and learn through case studies, guest lectures, and interactive activities; application of research methods through a CBPR approach.

- CBH:5305 Evaluation: Approaches and Applications** 3 s.h.
Focus on program evaluation methods for use in public health and related educational and social service programs; exploration of methods and approaches, as well as planning strategies for conducting program evaluations; exposure to all components of evaluation from planning to dissemination of findings. Prerequisites: CBH:5220 and BIOS:4120 and EPID:4400. Requirements: enrollment in College of Public Health.
- CBH:5310 Qualitative Research for Public Health** 3 s.h.
Introduction to methods and theories of qualitative research that facilitate description and explanation of social phenomena related to health behavior, illness, prevention, and treatment in the public health domain.
- CBH:5350 Foundations of Maternal and Child Health** 3 s.h.
Life course approach to understanding determinants, mechanisms, and systems that promote and maintain health, safety, and well-being of mothers and their children. Same as EPID:5350.
- CBH:5420 Communicating with the Community** 3 s.h.
Communication skills for research and practice settings, taught from a cultural perspective with reference to gender, age, ethnicity; individual and constructive interviewing, public speaking, conducting focus groups.
- CBH:5435 Substance Abuse Prevention and Early Intervention** 3 s.h.
Prevalence and characteristics of several substance use disorders and the impact of such disorders on the individual, the community, and public health workers; how prevalence of substance use disorders varies among different ethnic and cultural groups, between men and women, across the life span, and through different socio-economic levels; how outcomes of substance abuse disorders vary at both the individual and community level as a function of these factors.
- CBH:5440 Prevention and Early Intervention of Mental Health Disorders** 3 s.h.
Prevalence and characteristics of mental health disorders; differences between ethnicity and culture, gender, age, and socioeconomic background; primary and secondary prevention; assessment and tertiary treatment approaches to mental health disorders.
- CBH:6115 Ethnographic Field Methods** 3 s.h.
Basic data-gathering techniques for field research in sociocultural anthropology. Same as ANTH:6115.
- CBH:6205 Designing and Implementing Interventions** 3 s.h.
Theoretical foundations, phases, and skills necessary to plan, design, and implement a public health intervention program; techniques and strategies for designing and implementing public health interventions; emphasis on community engagement; evidence-based, culturally and contextually situated methods and skills to plan, design, and implement public health intervention program; analysis of case studies, individual and small group work on assignments and development of a data-driven program. Prerequisites: CBH:5220. Requirements: admission to College of Public Health.
- CBH:6210 Health Communication** 3 s.h.
Theories, concepts, research associated with health communication; interpersonal and mass communication approaches. Same as COMM:6210.
- CBH:6220 Health Communication Campaigns** 3 s.h.
Intervention design and analysis of health campaigns; theory, practice, methods; mass media, community, organization, and interpersonal approaches. Same as COMM:6220.
- CBH:6230 Health Equity, Disparities, and Social Justice** 3 s.h.
Introduction to the concept of health equity and an overview of U.S. health disparities; students gain a better understanding of research and interventions through readings, lectures, reflection papers, in-class exercises, and research assignments. Same as EPID:6075.
- CBH:6335 Research Methods in Community and Behavioral Health** 3 s.h.
Overview of quantitative research methods relevant to community and behavioral health; topics include major elements of behavioral and social science research, critical evaluation of research, and application of research methods in public health practice; opportunities for students to build skills for evaluation of research and application of quantitative research methods.
- CBH:6405 Global Maternal, Newborn, and Child Health** 3 s.h.
Overview of global demographic trends in maternal, newborn, and child health; focus on low- and middle-income countries as well as programs, interventions, and policies that have successfully improved the health of women and children around the globe.
- CBH:6410 Special Topics** arr.
Didactic material in community and behavioral health that may include tutorial, seminar, or faculty-directed independent work (e.g., literature search, project, short research project).
- CBH:6415 Independent Study in Community and Behavioral Health** arr.
Pursuit of an interest in community and behavioral health requiring substantial creativity and independence.
- CBH:7100 Community and Behavioral Health Doctoral Seminar** 1 s.h.
Introduction to the Department of Community and Behavioral Health; essential skills for success in academia, individual faculty member's work, and doctoral program requirements; for incoming Ph.D. students.
- CBH:7200 Advanced Intervention Research** 3 s.h.
Intervention research development and implementation including conceptualization, design, development of research team and intervention approaches, statistical power, and research ethics. Prerequisites: CBH:6205.
- CBH:7300 Advanced Behavioral Theories** 3 s.h.
Seminar on behavioral theory in public health; builds on student's previous training in theory with an emphasis on applications to guide research and thereby ensuring skills necessary to function as an independent scientist; examination of general principles of behavioral theory and several behavioral theories at different ecological levels; current state of theory development (i.e., gaps, future directions for research); emphasis on critical analysis and application of theory; students gain a better understanding of the role of behavioral theory in population health research. Prerequisites: CBH:5220. Requirements: doctoral standing.
- CBH:7505 CBH Thesis/Dissertation** arr.
Work on M.S. thesis or Ph.D. dissertation in community and behavioral health, with thesis/dissertation advisor.

Community and Behavioral Health, Ph.D.

Graduates of the Doctor of Philosophy program in community and behavioral health will be able to:

- apply social and behavioral science theories in public health research;
- produce effective scientific writing;
- demonstrate grant-writing skills;
- participate in interdisciplinary research;
- communicate research findings to various audiences, including policy makers and community members;
- design a research study that incorporates knowledge of pertinent cultural, social, behavioral, and biological factors;
- design a theory-informed, community-based intervention research project;
- design an implementation and evaluation plan for a theory-informed, community-based intervention;
- formulate focused research questions to address gaps in community and behavioral health knowledge;
- evaluate social and behavioral science research design, methodology, and analysis related to public health; and
- evaluate how structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Requirements

The Ph.D. program in community and behavioral health requires at least 75 s.h. of graduate credit, including approved credit earned from a master's degree.

Students must successfully complete a qualifying exam, a comprehensive exam, and a dissertation. The research topic must be approved by a student's dissertation committee.

During the first semester, students work with their academic advisor to develop a plan of study that satisfies their interests and professional goals as well as the program's requirements.

College of Public Health Core

Students complete the following (13 s.h.).

Code	Title	Hours
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
CBH:7100	Community and Behavioral Health Doctoral Seminar	1
BIOS:4120	Introduction to Biostatistics	3
CPH:6100	Essentials of Public Health	2
CPH:7270	Principles of Scholarly Integrity: Public Health	1
EPID:4400	Epidemiology I: Principles	3

Behavioral and Social Sciences Core

Students complete the following (21 s.h.).

Code	Title	Hours
All of these:		
CBH:5220	Health Behavior and Health Education	3
CBH:6205	Designing and Implementing Interventions	3
CBH:6230	Health Equity, Disparities, and Social Justice	3
CBH:7200	Advanced Intervention Research	3
CBH:7300	Advanced Behavioral Theories	3
6 s.h. from these:		
CBH:5235	Community-Based Participatory Research	3
CBH:5420	Communicating with the Community	3
CBH:6210	Health Communication	3
CBH:6220	Health Communication Campaigns	3

Research Methods Core

Students complete the following (15 s.h.).

Code	Title	Hours
Both of these:		
CBH:5305	Evaluation: Approaches and Applications	3
CBH:5310	Qualitative Research for Public Health	3
9 s.h. from these:		
CBH:6115	Ethnographic Field Methods	3
CBH:6335	Research Methods in Community and Behavioral Health	3
BIOS:5120	Regression Modeling and ANOVA in the Health Sciences	3
BIOS:5130	Applied Categorical Data Analysis	3
EPLS:6209	Survey Research and Design	3
EPLS:6370	Quantitative Methods for Policy Analysis	3
HMP:7940	Primary Data and Mixed Methods	3
PSQF:6243	Intermediate Statistical Methods	4
PSQF:6244	Correlation and Regression	4
PSQF:6249	Factor Analysis and Structural Equation Models	3
PSQF:6252	Introduction to Multivariate Statistical Methods	3
PSQF:7375	Topics in Educational Measurement and Statistics	1-3
SOC:5160	Research Design and Methods	3
SOC:6170	Introduction to Sociological Data Analysis	3
SOC:6180	Linear Models in Sociological Research	3

SOC:7170	Advanced Statistical Modeling of Data	3
SOC:7180	Structural Equation Modeling	3

Content Area Electives

Students complete 14 s.h. of elective coursework in consultation with their advisor. The following is a list of suggested coursework; however, other courses may be approved with consent of the advisor.

Code	Title	Hours
CBH:4140	Feminist Activism and Global Health	3
CBH:5230	Public Health Issues in Overweight Management	3
CBH:5350	Foundations of Maternal and Child Health	3
CBH:5435	Substance Abuse Prevention and Early Intervention	3
CBH:5440	Prevention and Early Intervention of Mental Health Disorders	3
CBH:6405	Global Maternal, Newborn, and Child Health	3
CBH:6410	Special Topics	arr.
CBH:6415	Independent Study in Community and Behavioral Health	arr.
GEOG:4150	Health and Environment: GIS Applications	3
HMP:5005	Introduction to Healthcare Organization and Policy	3
HMP:7940	Primary Data and Mixed Methods	3
HMP:7950	Design Issues in Health Service Research	3
HMP:7960	Analytic Issues in Health Services Research I	3
HMP:7965	Analytic Issues in Health Services Research II	3

Dissertation

Students complete 12 s.h. in the following.

Code	Title	Hours
CBH:7505	CBH Thesis/Dissertation	12

Admission

Ph.D. applicants must apply through the Schools of Public Health Application Service (SOPHAS). Applications must include academic transcripts, Graduate Record Exam (GRE) General Test scores, three letters of recommendation, statement of purpose, and a writing sample. International transcripts should be evaluated by the World Education Service (WES) and submitted to SOPHAS. For detailed application information, visit How to Apply to Community and Behavioral Health on the Department of Community and Behavioral Health website.

The community and behavioral health admission committee considers several factors when evaluating applications for admission, including scores on the GRE, grade-point averages, letters of recommendation, intent and motivation for graduate

study, and research interests. Students with deficiencies in one area may be admitted if all other components of their application are very strong.

Applicants must have a graduate g.p.a. of at least 3.40 and have earned a graduate degree from an accredited college or university in a related public health, social science, or clinical health field. Applicants who do not hold a graduate degree should apply to a master's program prior to application for the Ph.D. program. Preference is given to applicants with Graduate Record Exam (GRE) General Test verbal scores of at least 154, quantitative scores of at least 150, and analytical writing scores of at least 4.0 (GRE scores must be less than five years old). Ph.D. program applicants also must submit their master's thesis, or if no thesis is available, a sample of their scholarly writing.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). An acceptable TOEFL score is a minimum of 600 (250 computer-based test or 100 internet-based test) or a minimum IELTS score of 7.0 (with no subscore lower than 6.0). Automatic waivers of this requirement are granted for persons who have, or will have, completed a bachelor's degree or more advanced degree at an accredited university in the United States, United Kingdom, Canada (excluding French Quebec), Africa (English speaking), Australia, or New Zealand.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

The application deadline is January 15 for the fall semester. Applications are not accepted for spring or summer semesters.

Financial Support

The graduate program coordinator and advisor works with admitted students to explore funding opportunities. A limited number of teaching and research assistantships are available. Assistantships offer financial support and tuition assessed at the resident tuition rate along with a tuition scholarship. They also provide valuable on the job training experience.

For more information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Career Advancement

The program prepares individuals for academic, research, and policymaking work in the social and behavioral health sciences. This academic specialty offers many career opportunities in academic and research institutions.

Emerging Infectious Disease Epidemiology

Head, Department of Epidemiology

- Elizabeth A. Chrischilles

Graduate certificate: emerging infectious disease epidemiology

Website: <https://www.public-health.uiowa.edu/certificate-in-emerging-infectious-disease-epidemiology/>

Emerging infectious diseases increasingly are recognized as global and regional issues. Some infectious diseases are controlled effectively with the help of modern technology. But new diseases—such as SARS, West Nile, and avian influenza virus infections—appear frequently, and older ones, including malaria, tuberculosis, and bacterial pneumonia, are now appearing in forms that are resistant to drug treatments. All of them have the potential to seriously affect human and animal health as well as economies locally and worldwide. They pose novel and unceasing challenges for professionals in health care, government, and private agencies.

The Certificate in Emerging Infectious Disease Epidemiology is administered by the Department of Epidemiology [p. 1919]. The Graduate College grants the certificate.

Programs

Graduate Program of Study Certificate

- Certificate in Emerging Infectious Disease Epidemiology

Emerging Infectious Disease Epidemiology, Graduate Certificate

Requirements

The graduate Certificate in Emerging Infectious Disease Epidemiology requires 12-13 s.h. of graduate credit. Students must complete the certificate's required coursework within five years of entering the program and must maintain a g.p.a. of at least 2.75 in work toward the certificate. Three of the required courses must be completed on campus: EPID:5570 Zoonotic Diseases, EPID:5580 Public Health Laboratory Techniques, and EPID:5590 Applied Infectious Disease Epidemiology or EPID:6550 Epidemiology of Infectious Diseases. The remaining courses may be completed on campus or by distance education.

The certificate program provides basic information and training related to infectious diseases. It is designed for a broad range of individuals, including graduate students, international public health professionals, laboratory professionals, physicians, nurses, veterinarians, and medical technologists.

The Certificate in Emerging Infectious Disease Epidemiology requires the following coursework.

Code	Title	Hours
Both of these:		
EPID:5570	Zoonotic Diseases	3
EPID:5580	Public Health Laboratory Techniques	1
One of these:		
EPID:5590	Applied Infectious Disease Epidemiology	2
EPID:6550	Epidemiology of Infectious Diseases	3
Two of these:		
BIOS:4120	Introduction to Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
EPID:5550	Diagnostic Microbiology for Epidemiology	3
OEH:4240	Global Environmental Health	3

For more information about the program, visit the Certificate in Emerging Infectious Disease Epidemiology web page.

Admission

At this time, applications are only being accepted from current University of Iowa degree-seeking graduate students.

Applicants to the certificate program must hold a baccalaureate degree from an accredited college or university and must have a g.p.a. of at least 2.75 (or international equivalent). For more information about how to apply, visit the Certificate in Emerging Infectious Disease Epidemiology web page.

Epidemiology

Head

- Elizabeth A. Chrischilles

Graduate degrees: M.S. in clinical investigation; M.S. in epidemiology; Ph.D. in epidemiology

Faculty: <https://www.public-health.uiowa.edu/epi-faculty-list/>

Website: <https://www.public-health.uiowa.edu/epi/>

The Department of Epidemiology focuses on surveillance for disease, risk factors for disease in the general population, behavioral factors in disease, use and outcome of health interventions and care, and the establishment and evaluation of disease control measures in the community. Students are guided by faculty members whose research interests include epidemiology of communication disorders, pharmacoepidemiology, cancer epidemiology, infectious disease epidemiology, adverse reproductive outcome epidemiology, anatomic pathology, genetics, cardiovascular disease, nutrition, smoking cessation, epidemiology of reproduction, dental epidemiology, clinical epidemiology, neuroepidemiology, meta-analysis, intervention trials, international health, and effects of aging.

In addition to the M.S. in epidemiology, the M.S. in clinical investigation, and the Ph.D. in epidemiology, the department offers the epidemiology subprogram for the Master of Public Health degree; see Master of Public Health, M.P.H. [p. 1889] in the Catalog. The subprogram focuses on fundamental concepts and methods, and provides training in the use of data and methods for disease assessment and for evaluation of programs and interventions. It also participates in a combined degree program with the Department of Biology (College of Liberal Arts and Sciences); see "B.A./M.P.H. (Epidemiology Subprogram) or M.S. in Epidemiology" under Combined Programs [p. 183] in the B.A. in biology section of the Catalog.

Certificates

Emerging Infectious Disease Epidemiology

The Department of Epidemiology offers the graduate Certificate in Emerging Infectious Disease Epidemiology. The certificate program provides basic information and training related to infectious diseases. It is designed for a broad range of individuals, including graduate students, international public health professionals, laboratory professionals, physicians, nurses, veterinarians, and medical technologists. To learn more, see the Certificate in Emerging Infectious Disease Epidemiology [p. 1918] in the Catalog.

Translational and Clinical Investigation

The Department of Epidemiology and the Institute for Clinical and Translational Science offer the graduate certificate program in translational and clinical investigation; see the Certificate in Translational and Clinical Investigation [p. 1951] in the Catalog.

Programs

Graduate Programs of Study

Majors

- Epidemiology subprogram for the Master of Public Health [p. 1889] degree
- Master of Science in Clinical Investigation [p. 1923]
- Master of Science in Epidemiology [p. 1926]
- Doctor of Philosophy in Epidemiology [p. 1928]

Facilities and Resources

The State Health Registries of Iowa, which encompasses the Iowa Cancer Registry and the Iowa Registry for Congenital and Inherited Disorders, works in cooperation with the Iowa Department of Public Health to collect medical data on Iowans. The Iowa Cancer Registry is one of 18 registries nationwide that report data to the National Cancer Institute.

The Preventive Intervention Center conducts population-based intervention trials to prevent occurrence and recurrence of disease and to promote wellness, with a focus on the elderly. It also specializes in research promoting prevention of cardiovascular disease and provides an interdisciplinary approach to risk factor interventions. The Health Effectiveness Research Center is a collaborative research enterprise with the College of Pharmacy that studies whether particular health care treatments or services are over- or underutilized. The Center for Emerging Infectious Diseases employs epidemiological methods, laboratory technologies, and clinical evaluations to achieve a better understanding of emerging infectious diseases. The Nutrition Center provides expertise in nutrition and dietary assessment, dietary interventions, and nutrition lifestyle change strategies.

Courses

Epidemiology Courses

EPID:3099 Evidence-Based Public Health Methods 3 s.h.

How to choose, conduct, and evaluate evidence-based programs and policies in public health; finding and using scientific evidence, implementing and evaluating interventions that produce new evidence. Offered summer sessions. Requirements: Certificate in Public Health enrollment.

EPID:4314 Field Experiences in Public Health 1 s.h.

Direct involvement in actions being taken at local community level; topics include environmental health, infectious diseases, chronic diseases, and pediatric health; practical examples and hands-on experiences during site visits for topic-specific field investigations. Offered spring semesters. Prerequisites: BIOL:1140 or BIOL:1141 or BIOL:1411. Requirements: biology or microbiology coursework. Same as CPH:4250.

EPID:4350 Maternal and Child Health Seminar 1 s.h.

Historical and applied perspective on maternal and child health problems and programs aimed at reducing morbidity, mortality, and health disparities across the life span. Same as CBH:4350.

EPID:4400 Epidemiology I: Principles 3 s.h.

Epidemiological concepts and methods; design of descriptive and analytic studies, such as aggregate, case series, cross-sectional, case-control, cohort studies, clinical trials; application of epidemiology to public health practice; communication and dissemination of epidemiological findings.

EPID:4450 Public Health Data 2 s.h.

Concepts and methods of obtaining and using public health data in community settings; how public health data are used for epidemiologic investigations and prevention programs. Corequisites: EPID:4400.

EPID:4510 Injury and Violence Prevention 3 s.h.

Theory, research, and practice of injury control; unintentional and intentional injuries; local, national, international injury issues. Same as CPH:4230, OEH:4510.

EPID:4990 Practicing Evidence-Based Public Health 3 s.h.

How epidemiologic and other scientific studies underlie public health practice; relationship between evidence and action; controversies at interface of science and policy.

EPID:5200 Principles of Public Health Informatics 3 s.h.

Systematic applications of information science, computer science, and technology to public health practice, research, and learning; methods of disease surveillance, data collection, analysis, and reporting with health informatics. Offered fall semesters. Same as IGPI:5220.

EPID:5214 Meta-Analysis of Epidemiologic Studies 3 s.h.

Methods for quantitative pooling of analytic study associations (cohort and case-control) between exposure and a dichotomous outcome; literature searches, data abstraction, test of homogeneity, publication bias and consideration of adjusted risk ratios (effects of confounding). Offered spring semesters of odd years. Prerequisites: BIOS:5120 and EPID:4400.

EPID:5241 Statistical Methods in Epidemiology 4 s.h.

Overview of methods to analyze data from epidemiologic investigations; estimation of relative measures of risk, attributable risk, stratified analysis; model-fitting approaches using linear, logistic, and Poisson regression analysis; confounding and effect modification; analysis of epidemiologic data sets. Offered spring semesters.

EPID:5300 Food Safety 3 s.h.

Current issues and concepts of food safety in the United States, from plant to table; foodborne illness from microbial agents, food toxins, adulterants; disease investigation, risk analysis, risk mitigation, prevention. Offered summer sessions.

EPID:5320 Exotic and Emerging Diseases of Animals 1 s.h.

Major exotic and emerging animal diseases; veterinarian's role in recognizing and diagnosing such diseases; how outbreaks affect economies and veterinary medicine; public health concerns; responding agencies and their roles in control and eradication.

EPID:5350 Foundations of Maternal and Child Health 3 s.h.

Life course approach to understanding determinants, mechanisms, and systems that promote and maintain health, safety, and well-being of mothers and their children. Same as CBH:5350.

EPID:5470 Applied Veterinary Epidemiology/ Biostatistics 3 s.h.

Epidemiology and biostatistics applied to veterinary public health; outbreak investigations, surveillance, analyzing and evaluating diagnostic tests, translation methodology, risk assessment, data analysis software programs. Offered summer sessions. Prerequisites: EPID:4400.

EPID:5500 Introduction to Clinical Epidemiology 3 s.h.

Epidemiologic applications and methods used in clinical settings to evaluate clinical medicine and other health profession disciplines including health measurement, health outcome determination, diagnostic process, risk assessment and communication, prognosis, study design, patient surveys, clinical trials, decision analysis and meta-analysis, health services research. Offered fall semesters. Corequisites: EPID:4400, if not taken as a prerequisite.

EPID:5540 Public Health Surveillance Mechanisms, Applications, and Data 3 s.h.

Introduction to fundamentals of public health surveillance with emphasis on cancer registration; use of resulting surveillance-based databases and information systems available to public health practitioners and researchers. Offered fall semesters. Prerequisites: EPID:4400.

EPID:5550 Diagnostic Microbiology for Epidemiology 3 s.h.

Introduction to microbiological culture, antigen detection, immunological and molecular amplification laboratory techniques for bacteria, viruses, parasites, fungi. Offered spring semesters. Prerequisites: MICR:2157 or MICR:3164.

EPID:5560 Introduction to Molecular Epidemiology 3 s.h.

Introduction to basic techniques of molecular biology (DNA, RNA, protein techniques) and their use in epidemiological research (e.g., diagnosis of disease, biomarker discovery, validation). Offered spring semesters. Corequisites: EPID:4400, if not taken as a prerequisite.

EPID:5570 Zoonotic Diseases 3 s.h.

Introduction to epidemiology and control of zoonotic diseases; zoonoses endemic to the midwestern United States. Offered summer sessions. Prerequisites: EPID:5550 or EPID:6550 or MICR:2157 or MICR:3164.

EPID:5580 Public Health Laboratory Techniques 1 s.h.

Common laboratory techniques in emerging infectious respiratory disease research and epidemiologic surveillance laboratories; emphasis on techniques for culturing, characterization, and serological surveillance of exposure to influenza viruses. Offered spring semesters. Requirements: completion of online Basic Biological Safety and Blood-Borne Pathogens courses; completed certificates must be brought to class.

EPID:5590 Applied Infectious Disease Epidemiology 2 s.h.

Introduction to infectious disease surveillance, outbreak investigations, interventions, biodefense, emerging infectious diseases, subject recruitment, mathematical modeling, and analytic approaches pertaining to infectious disease prevention and control; emphasis on practical knowledge and how to apply basic infectious disease epidemiology to real-life scenarios and research projects.

- EPID:5600 Introduction to Epidemiology Data Management and Analysis** 3 s.h.
Organization, collection, management, and analysis of epidemiological data using computer programs. Offered fall semesters. Corequisites: EPID:4400, if not taken as a prerequisite.
- EPID:5610 Intermediate Epidemiology Data Analysis with SAS and R** 3 s.h.
Basic principles of data analysis and collaborative research; SAS fundamentals; data manipulation and interpretation techniques. Offered spring semesters.
- EPID:5900 Problems and Special Topics in Epidemiology** arr.
Didactic material in epidemiology; may include tutorial, seminar, faculty-directed independent work (e.g. literature search, project, short research project); topics may include comparative effectiveness and patient-centered outcomes, neuroepidemiology, and epidemiology of aging.
- EPID:5925 Epidemiology Journal Club: Evaluating the Literature** 0-1 s.h.
Critical evaluation of primary epidemiologic methods and research papers; informative, challenging, and current topics from scientific literature. Requirements: epidemiology M.S., M.P.H., or Ph.D. standing.
- EPID:5950 Preceptorship in Epidemiology** arr.
Quantitative research-oriented project performed with a preceptor; preparation of prospectus, presentation of research results in a publication-quality report and a scientific poster session.
- EPID:6000 Independent Study in Epidemiology** arr.
In-depth pursuit of an area of special interest in epidemiology requiring substantial creativity and independence.
- EPID:6050 Research in Epidemiology** arr.
Research that may lead to a dissertation.
- EPID:6070 Social Epidemiology** 3 s.h.
Introduction with global focus and emphasis on methodological issues, including definition/measurement of social constructs, appropriate research designs, analytic approaches. Prerequisites: EPID:4400.
- EPID:6075 Health Equity, Disparities, and Social Justice** 3 s.h.
Introduction to the concept of health equity and an overview of U.S. health disparities; students gain a better understanding of research and interventions through readings, lectures, reflection papers, in-class exercises, and research assignments. Same as CBH:6230.
- EPID:6100 Writing a Grant Proposal** 3 s.h.
Small group projects to develop grant proposals using epidemiological study designs; presentation and defense of proposals before faculty site visitors. Offered fall semesters.
- EPID:6150 Writing for Medical Journals** 1 s.h.
Skill development in writing medical journal articles for publication. Offered spring semesters.
- EPID:6200 Environmental and Occupational Epidemiology** 3 s.h.
Overview of methods to interpret and perform environmental and occupational epidemiologic studies with focus on exposure assessment; valuable insights into identifying regional, national, global environmental, and occupational health-related issues. Prerequisites: EPID:4400. Same as OEH:6510.
- EPID:6250 Genetics and Epidemiology** 3 s.h.
Basic human molecular genetics and population genetics principles; methods of integrating genetic principles into epidemiological studies; advancing genomic technologies, hot topics in genetics research. Offered fall semesters of odd years. Prerequisites: EPID:4400.
- EPID:6330 Global Nutrition Policy** 2-3 s.h.
Concepts and methods used in setting public health nutrition policy; evidence-based aspects of nutrition policy formation in public health settings; evaluation of nutritional public health policy implementation and ways of changing policy in China, Korea, Micronesia, Hawaii, Italy, and the United States. Offered spring semesters.
- EPID:6350 Nutritional Epidemiology** 2 s.h.
Application of epidemiology study designs to nutrition variables and chronic disease; analysis of nutrition epidemiology studies; research protocol design. Offered spring semesters. Recommendations: a basic nutrition course.
- EPID:6360 Nutrition Intervention in Clinical Trials Research** 2 s.h.
Nutrition interventions in clinical trials; disease related to nutrition variables; research that links effects of diet on chronic diseases. Offered fall semesters. Recommendations: a basic nutrition course.
- EPID:6370 Nutrition Intervention in Research Lab** 3 s.h.
Development and demonstration of group counseling skills in ongoing nutrition research projects at the University of Iowa. Offered fall semesters. Corequisites: EPID:6360, if not taken as a prerequisite.
- EPID:6400 Epidemiology II: Advanced Methods** 4 s.h.
Epidemiologic study design and analysis; bias, confounding, and effect modification; case-control studies; cohort studies; field methods; measurement principles; exposure and disease classification; acute and chronic disease examples. Offered spring semesters. Prerequisites: EPID:4400 and EPID:5600.
- EPID:6420 Survey Design and Analysis** 3 s.h.
Methodological issues regarding design, sampling approach, implementation, analysis, and interpretation of surveys and questionnaires in public health research. Offered spring semesters of even years. Prerequisites: EPID:4400 and BIOS:5120. Same as BIOS:6420.
- EPID:6510 Injury Epidemiology** 3 s.h.
How epidemiology can be applied to injury prevention and control: epidemiology literature, specific methodological problems involved in the epidemiology of injuries, critical evaluation of research articles. Offered spring semesters of odd years. Prerequisites: EPID:4400. Same as OEH:6520.
- EPID:6550 Epidemiology of Infectious Diseases** 3 s.h.
Underlying epidemiological concepts of infection disease, including causation and surveillance; prevention and control; case studies. Offered fall semesters. Prerequisites: EPID:4400. Same as GHS:6550.
- EPID:6560 Hospital Epidemiology** 2 s.h.
Health care associated infections; surveillance, investigative methods, resistant organisms, and molecular epidemiology; methods for preventing spread of pathogens, including isolation precautions; environmental issues, construction, and sterilization; interactive exercises. Offered spring semesters of odd years. Prerequisites: EPID:4400.
- EPID:6570 Infectious Causes of Chronic Disease** 3 s.h.
Evidence linking various infectious agents with the development of different types of chronic disease. Offered spring semesters of even years. Corequisites: EPID:4400, if not taken as a prerequisite.

- EPID:6600 Epidemiology of Chronic Diseases** 3 s.h.
Chronic disease epidemiology; survey of leading chronic diseases including measurement of disease, lifestyle, nutrition, occupation, and family history. Offered fall semesters. Prerequisites: EPID:4400.
- EPID:6620 Neuroepidemiology** 2 s.h.
Basic epidemiologic concepts of neurologic disease; concepts, methods, examples of neuroepidemiology; varied diseases, methods. Prerequisites: EPID:4400 and EPID:5600.
- EPID:6640 Epidemiology of Maternal and Infant Health** 2 s.h.
Overview of maternal and infant epidemiologic and methodologic issues; prevalence and trends; risk factors; data sources, including limitations and availability; relevant measurement issues; directions for future research. Prerequisites: EPID:4400.
- EPID:6650 Cardiovascular Disease Epidemiology** 3 s.h.
Natural history of atherosclerotic disease in humans and risk factors affecting its development; atherosclerotic disease by age, sex, and in varied populations worldwide; recent guidelines and clinical trials to delay onset, reduce incidence, improve outcome of cardiovascular disease. Prerequisites: EPID:4400.
- EPID:6670 Psychiatric Epidemiology** 3 s.h.
Population-based studies of psychiatric disorders and associated etiologic tools; diagnostic criteria used in psychiatric research, common structured interviews and rating scales; recent research relevant to common psychiatric disorders; experience writing a research idea using NIH PHS grant form. Recommendations: EPID:6400 or two years of resident training in psychiatry. Same as PSYC:8267.
- EPID:6700 Cancer Epidemiology and Control** 3 s.h.
Incidence, mortality, and survival; risk factors for major cancer sites; comprehensive cancer control; introduction to SEER*Stat and its application. Offered spring semesters of odd years. Prerequisites: EPID:4400 and PATH:8133.
- EPID:6900 Design of Intervention and Clinical Trials** 3 s.h.
Methodologic introduction to rationale and design of clinical trials; basics of clinical trial design, variety of designs, and examples from clinical trials. Offered fall semesters.
- EPID:6910 Pharmacoepidemiology and Comparative Effectiveness Research** 3 s.h.
Drug approval process, methods for identification and attribution of adverse drug events, and current understanding of the epidemiology of adverse drug events; study designs and data sources for pharmacoepidemiology and pharmacoconomics. Offered fall semesters of even years. Prerequisites: EPID:4400.
- EPID:6920 Applied Administrative Data Analysis** 2 s.h.
Concepts and methods for analysis of administrative health insurance claims data; focus on understanding types and sources of data, useful resources for classifying data, and applying SAS programming skills and common analytic approaches to studies using such data. Offered fall semesters. Prerequisites: EPID:5610 or BIOS:5310 or BIOS:5510. Requirements: EPID:5610 or BIOS:5310 or BIOS:5510 or SAS programming experience; and (concurrent or prior enrollment in BIOS:5120 and BIOS:5730) or (EPID:5241 and EPID:5610) or prior equivalent biostatistical coursework or experience.
- EPID:6950 Clinical Research Ethics** 2-3 s.h.
Ethical and regulatory aspects of clinical research; historical background, current regulations, and Institutional Review Board (IRB) requirements related to human subjects protection issues. Offered spring semesters. Requirements: K30 training grant or enrollment in degree program with clinical research project.
- EPID:7000 Thesis/Dissertation** arr.
- EPID:7200 Teaching in Epidemiology** 3 s.h.
Teaching methods in epidemiology; guided practicum experience in teaching epidemiology, in preparation for academic careers. Prerequisites: EPID:4400 and EPID:5600 and EPID:6400.
- EPID:7400 Epidemiology III: Theories** 3 s.h.
How epidemiology fits into the wider context of scientific inquiry. Offered fall semesters of odd years. Prerequisites: EPID:4400 and BIOS:5130 and EPID:6400.

Clinical Investigation, M.S.

Requirements

The Master of Science program in clinical investigation requires 37 s.h. of graduate credit. In addition to completing the program's required coursework, students must write a thesis in the form of a manuscript, or a grant proposal for a National Institutes of Health (NIH) career award or its equivalent, with oral defense. Graduate students must maintain a g.p.a. of at least 3.00. Those who receive a grade of C in 7 s.h. of coursework may be dismissed from the program.

The program, which is offered in collaboration with the University's Institute for Clinical and Translational Science, is designed for clinicians interested in pursuing careers in clinical research. It includes in-depth training in biostatistics, epidemiology, research ethics, and academic survival skills as well as didactic training applicable to clinical research careers. Graduates of the program are able to critically evaluate clinical literature, write competitive grant proposals, design and conduct clinical research projects, work effectively with other researchers and support staff, and disseminate research results through manuscripts and presentations.

Prerequisites

The M.S. program requires at least 6 s.h. of prerequisite coursework in the disciplines of pathology, physiology, and/or pharmacology. Students accepted into the degree program who have not completed at least 6 s.h. from those disciplines may meet the requirement while they are enrolled.

The M.S. with a major in clinical investigation requires the following coursework.

Core Courses

Students must take CPH:7270 Principles of Scholarly Integrity: Public Health during their first year in the fall semester (enroll for 0 s.h.) and in the spring semester (enroll for 1 s.h.). They must retake CPH:7270 if they completed the course more than four years ago or if they have changed degree programs.

Code	Title	Hours
All of these:		
BIOS:4120	Introduction to Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
EPID:5241	Statistical Methods in Epidemiology	4
EPID:5500	Introduction to Clinical Epidemiology	3
EPID:5610	Intermediate Epidemiology Data Analysis with SAS and R	3
EPID:6150	Writing for Medical Journals	1
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:6950	Clinical Research Ethics	2
CPH:6100	Essentials of Public Health	2

CPH:7270	Principles of Scholarly Integrity: Public Health (taken first year in the fall and spring semesters for 0 s.h. and 1 s.h. respectively)	1
----------	---	---

Total Hours 26

Capstone Requirement

While a student does not take a final examination of courses, the evaluation of the student for graduation is based upon a positive review of a mentored K or R grant or a mentored publishable research paper. The grant or paper is completed in the second year of the program and based on the area of focus. The capstone is a mentored activity which requires approval by a clinical mentor and a Department of Epidemiology primary faculty member. Successful completion of the course is denoted with a satisfactory (S) grade. The complete grant or paper will be due no later than one month prior to graduation for review.

Code	Title	Hours
EPID:6000	Independent Study in Epidemiology	2

Electives

Students must earn a minimum of 9 s.h. in elective coursework, which must include at least 6 s.h. in a research interest area. The following elective courses are recommended.

Code	Title	Hours
EPID:5214	Meta-Analysis of Epidemiologic Studies	3
EPID:6100	Writing a Grant Proposal	3
EPID:6900	Design of Intervention and Clinical Trials	3
EPID:6910	Pharmacoepidemiology and Comparative Effectiveness Research	3

Research Interest Areas

Community Studies

Code	Title	Hours
CBH:5235	Community-Based Participatory Research	3
CBH:5305	Evaluation: Approaches and Applications	3
CBH:6205	Designing and Implementing Interventions	3
EPLS:5165	Introduction to Program and Project Evaluation	3

Epidemiology

Code	Title	Hours
EPID:5560	Introduction to Molecular Epidemiology	3
EPID:5570	Zoonotic Diseases	3
EPID:6250	Genetics and Epidemiology	3
EPID:6510	Injury Epidemiology	3
EPID:6550	Epidemiology of Infectious Diseases	3
EPID:6560	Hospital Epidemiology	2

EPID:6600	Epidemiology of Chronic Diseases	3
EPID:6640	Epidemiology of Maternal and Infant Health	2
EPID:6650	Cardiovascular Disease Epidemiology	3
EPID:6670	Psychiatric Epidemiology	3
EPID:6700	Cancer Epidemiology and Control	3
DPH:6004	Principles of Oral Epidemiology	3
GEOG:3110	Geography of Health	3

Health Services Epidemiology

Code	Title	Hours
EPID:4990	Practicing Evidence-Based Public Health	3
EPID:6360	Nutrition Intervention in Clinical Trials Research	2
EPID:6900	Design of Intervention and Clinical Trials	3
EPID:6910	Pharmacoepidemiology and Comparative Effectiveness Research	3
EPID:6920	Applied Administrative Data Analysis	2
BIOS:6610	Statistical Methods in Clinical Trials	3
BIOS:7600	Advanced Biostatistics Seminar	3
CBH:6205	Designing and Implementing Interventions	3
PCOL:5136	Pharmacogenetics and Pharmacogenomics	1

Informatics

Code	Title	Hours
EPID:4450	Public Health Data	2
EPID:5200	Principles of Public Health Informatics	3
EPID:5600	Introduction to Epidemiology Data Management and Analysis	3
HMP:5315	Health Information Systems	3
HMP:5370	Health Informatics	3

Nutrition Science

Code	Title	Hours
EPID:6330	Global Nutrition Policy	2-3
EPID:6350	Nutritional Epidemiology	2
EPID:6360	Nutrition Intervention in Clinical Trials Research	2
EPID:6370	Nutrition Intervention in Research Lab	3

Outcomes and Health Services Research

Code	Title	Hours
HMP:5410	Health Economics I	3
HMP:7550	Cost Effectiveness and Decision Analysis	3

HMP:7960	Analytic Issues in Health Services Research I	3
HMP:7965	Analytic Issues in Health Services Research II	3

Pharmacy Science

Code	Title	Hours
PHAR:5310	Health Services Research Seminar	1
PHAR:5350	Introduction to Research Methods	3
PHAR:6305	Foundation Literature in Health Services Research	3

Statistical Methods

Code	Title	Hours
BIOS:6210	Applied Survival Analysis	3
BIOS:6310	Introductory Longitudinal Data Analysis	3

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS); they also must pay the required application fee to the Graduate College through the University of Iowa Office of Admissions when prompted. For detailed application information, visit [How to Apply to the Department of Epidemiology](#) web page.

Applicants must hold a doctoral-level degree in a clinical discipline (e.g., M.D., D.O., D.D.S., Ph.D., Pharm.D., D.V.M.) or be enrolled in the Medical Scientist Training Program [p. 1711] (Carver College of Medicine). They must hold a baccalaureate degree with a cumulative g.p.a. of at least 3.00; foreign-trained applicants must have an outstanding doctoral training record evidenced by research publications.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants are considered based on their credentials, prior training, and research training plans. Applicants with deficiencies in one area may be admitted if all other components of their application are strong. Individuals must have a sponsoring department.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Application deadlines for fall admission are June 1 for U.S. citizens, April 15 for international applicants. For summer admission, the deadline is April 1; for spring admission, December 1.

Financial Support

A limited number of graduate research assistantships are available for advanced students; for information, consult the department. For information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Opportunities for funded predoctoral fellowships are available. Funded positions sponsored by federal agencies are available only to U.S. citizens.

Epidemiology, M.S.

Requirements

The Master of Science program in epidemiology requires at least 39 s.h. of graduate credit and is offered with or without thesis. Students who choose to complete the degree without thesis are required to pass a comprehensive examination. All students must maintain a g.p.a. of at least 3.00. Those who receive a grade of C in 7 s.h. of coursework may be dismissed from the program.

Students are required to attend 80 percent of all Department of Epidemiology seminar meetings and journal club meetings for three semesters. They must present one scientific poster at the departmental level before they may graduate, and the department recommends that they present at the international, national, regional, state, or University level before graduating.

The Master of Science with a major in epidemiology requires the following coursework.

Core Courses

Students must take CPH:7270 Principles of Scholarly Integrity: Public Health during their first year in the fall semester (enroll for 0 s.h.) and in the spring semester (enroll for 1 s.h.). They must retake CPH:7270 if they completed the course more than four years ago or if they have changed degree programs.

Students enrolled part-time (less than 9 s.h.) who have a graduate research assistantship appointment may choose to register in EPID:5925 Epidemiology Journal Club: Evaluating the Literature for 1 s.h.; however, the credit earned for this course will not be applied toward the minimum semester hours required for the M.S. in epidemiology.

Students with a strong biosciences background may choose to substitute PATH:5270 Pathogenesis of Major Human Diseases in place of PATH:8133 Introduction to Human Pathology for Graduate Students if it better complements their training plan. This is an advanced course that requires a strong foundation in molecular biology and related disciplines, but may be suitable for some students.

Code	Title	Hours
All of these:		
BIOS:4120	Introduction to Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
EPID:5241	Statistical Methods in Epidemiology	4
EPID:5600	Introduction to Epidemiology Data Management and Analysis	3
EPID:5610	Intermediate Epidemiology Data Analysis with SAS and R	3
EPID:5925	Epidemiology Journal Club: Evaluating the Literature	0-1
EPID:6400	Epidemiology II: Advanced Methods	4
CPH:6100	Essentials of Public Health	2

CPH:7270	Principles of Scholarly Integrity: Public Health (taken first year in the fall semester for 0 s.h. and in the spring semester for 1 s.h.)	0-1
----------	---	-----

One of these:		
PATH:5270	Pathogenesis of Major Human Diseases	3
PATH:8133	Introduction to Human Pathology for Graduate Students	4
One of these:		
EPID:6550	Epidemiology of Infectious Diseases	3
EPID:6600	Epidemiology of Chronic Diseases	3
One of these:		
EPID:5950	Preceptorship in Epidemiology (for nonthesis students)	3
EPID:7000	Thesis/Dissertation (for thesis students; may be taken twice)	3

Electives

Students must earn a minimum of 5 s.h. in elective coursework from Department of Epidemiology courses (prefix EPID) and 2 s.h. in additional graduate coursework pertinent to a student's educational goals and background (the additional 2 s.h. may be earned in an epidemiology course or in another graduate course, with the advisor's approval). The following courses are recommended.

Code	Title	Hours
BIOS:6210	Applied Survival Analysis	3
BIOS:6310	Introductory Longitudinal Data Analysis	3
CBH:5220	Health Behavior and Health Education	3
HMP:4000	Introduction to the U.S. Health Care System	3
OEH:4240	Global Environmental Health	3

Students may need additional elective coursework in order to complete the minimum 39 s.h. required for the degree.

Other Requirements

Department of Epidemiology Seminar

Every week during the academic year, the Department of Epidemiology seminar provides a forum for speakers to present information or research pertaining to diverse topics in epidemiology. Contact information for the seminar coordinators is located on the Department of Epidemiology website under Preceptorship, Journal Club, and Seminar Contacts. Information about the schedule is distributed each semester and also is available on the University of Iowa Events Calendar. Students are expected to achieve at least 80 percent attendance at the seminar during each semester of enrollment.

Journal Club for First-Year Students

Journal Club for first-year students is for those who are new to the department and is offered in the fall semester. The focus

is for students to gain experience reading, in interpretation, and in critically evaluating recently published journal articles. Students should register in EPID:5925 Epidemiology Journal Club: Evaluating the Literature, section 1.

Journal Club

Every other week during the academic year, the Journal Club meets to discuss articles of interest in the field. Contact information for the Journal Club coordinators can be found on the Department of Epidemiology website under Preceptorship, Journal Club, and Seminar Contacts. Information about the schedule is distributed to students each semester. Students are required to achieve at least 80 percent attendance at Journal Club for three semesters during their time in the program.

Scientific Poster Requirement

Every student is required to present at least one scientific poster at the department level, and is encouraged to present at the international, national, regional, state, or university level at some point prior to graduation. A student's advisor or thesis/preceptorship mentor can help determine the suitability and timeline for the poster presentation.

For nonthesis students, this poster requirement takes the place of an oral seminar presentation as part of the preceptorship requirement. Nonthesis students would typically formulate preceptorship research into a poster presentation, though the requirement may be met by a poster presentation of other research, such as from an independent study or research related to employment.

For thesis students, the poster requirement is in addition to the oral seminar presentation requirement for the thesis. Thesis students would typically formulate thesis research into a poster presentation, though the requirement may be met by a poster presentation of other research, such as from an independent study or research related to employment. The poster must be submitted for review to the student's advisor or thesis/preceptorship mentor a minimum of 10 days before the poster session. A Department of Epidemiology poster session is held at the end of the fall and spring semesters.

Master's Final Examination for the M.S. Without Thesis

The master's examination is a written in-class exam that measures learning of epidemiological concepts and knowledge of epidemiological thoughts as presented in required courses. This exam is offered twice per year.

Master's Thesis Defense for the M.S. With Thesis

The master's thesis defense is an oral presentation of the purpose, methods, and results of the thesis research. A specially formed committee thoroughly examines a student's area of knowledge associated with the context of the work. The goal of the thesis is a document that is publishable in a peer-reviewed journal.

Undergraduate Degree/M.S.

The Undergrad to Grad Program provides an opportunity for University of Iowa students interested in health science to earn their undergraduate degree and a M.S. degree in epidemiology in five years. Undergraduate students should apply to the program by February 1 of their junior year.

For additional information, visit M.S. in Epidemiology—Undergrad to Grad on the College of Public Health website.

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS); they also must pay the required application fee to the Graduate College through the University of Iowa Office of Admissions when prompted. For detailed application information, visit How to Apply to the Department of Epidemiology web page.

The epidemiology faculty considers several factors when evaluating applications for admission, including Graduate Record Exam (GRE) General Test scores, grade-point average, letters of recommendation, intent and motivation for graduate study, and research interests. Students with deficiencies in one area may be admitted if all other components of their application are very strong.

All applicants must hold a baccalaureate degree and have a cumulative g.p.a. of at least 3.00. Undergraduate preparation must include two semesters of biological sciences and mathematics through algebra. Coursework in statistics is highly recommended.

Applicants must have taken the Graduate Record Examination (GRE) General Test, the Medical College Admission Test (MCAT), or the Dental Admission Test (DAT), scoring above the 50th percentile, within four years before applying to the epidemiology program. The department prefers recent test scores, particularly for applicants who completed educational programs and/or courses after taking one of these tests.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

All applicants and students are required to have strong written and oral communication skills.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Application deadlines for fall admission are June 1 for U.S. citizens, April 15 for international applicants.

Financial Support

A limited number of graduate research assistantships are available for advanced students; for information, consult the department. For information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Opportunities for funded predoctoral fellowships are available. Funded positions sponsored by federal agencies are available only to U.S. citizens.

Career Advancement

The program prepares graduate students for professional careers in which specialized knowledge of epidemiological methods and analytic techniques are essential. Graduates find employment in local, state, and federal health agencies; academic institutions; and private enterprise, such as hospitals, pharmaceutical and device companies, insurance companies, and foundations.

Epidemiology, Ph.D.

Requirements

The Doctor of Philosophy program in epidemiology requires a minimum of 78 s.h. of graduate credit. Graduate students in epidemiology must maintain a g.p.a. of at least 3.00. Those who receive a grade of C in 7 s.h. of coursework may be dismissed from the program.

The Doctor of Philosophy with a major in epidemiology requires the following coursework.

Core Courses

Students must take CPH:7270 Principles of Scholarly Integrity: Public Health during their first year in the fall semester (enroll for 0 s.h.) and in the spring semester (enroll for 1 s.h.). They must retake CPH:7270 if they completed the course more than four years ago or if they have changed degree programs.

Students enrolled part-time (less than 9 s.h.) who have a graduate research assistantship appointment may choose to register in EPID:5925 Epidemiology Journal Club: Evaluating the Literature for 1 s.h.; however, the credit earned for this course will not be applied toward the minimum semester hours required for the Ph.D. in epidemiology.

Students with a strong biosciences background may choose to substitute PATH:5270 Pathogenesis of Major Human Diseases in place of PATH:8133 Introduction to Human Pathology for Graduate Students if it better complements their training plan. This is an advanced course that requires a strong foundation in molecular biology and related disciplines, but may be suitable for some students.

Code	Title	Hours
All of these:		
BIOS:4120	Introduction to Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
EPID:5241	Statistical Methods in Epidemiology	4
EPID:5600	Introduction to Epidemiology Data Management and Analysis	3
EPID:5610	Intermediate Epidemiology Data Analysis with SAS and R	3
EPID:5925	Epidemiology Journal Club: Evaluating the Literature	0-1
EPID:6050	Research in Epidemiology	3
EPID:6100	Writing a Grant Proposal	3
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:7400	Epidemiology III: Theories	3
CPH:6100	Essentials of Public Health	2
CPH:7270	Principles of Scholarly Integrity: Public Health (taken first year in the fall semester for 0 s.h. and in the spring semester for 1 s.h.)	0-1
One of these:		
PATH:5270	Pathogenesis of Major Human Diseases	3

PATH:8133	Introduction to Human Pathology for Graduate Students	4
-----------	---	---

One of these:		
BIOS:6210	Applied Survival Analysis	3
BIOS:6310	Introductory Longitudinal Data Analysis	3

One of these:		
HHP:3500	Human Physiology	3
MPB:5153	Graduate Physiology	4

Electives

Research Interest Area Electives

Students are encouraged to choose a recommended Research Interest Area Plan of Study. In consultation with their advisor, a student may propose a modified research interest area of the same name. If there is not a good fit with one of the recommended plans, students may propose a new Research Interest Area Plan of Study in consultation with their advisor. Students must prepare a proposed name for the new plan and a brief rationale. Modified and new research interest areas will be reviewed and approved by a majority decision by the Plan of Study committee.

Additional Epidemiology Electives

In addition, students must select at least 3 s.h. from Department of Epidemiology courses (prefix EPID) outside their research interest area.

Dissertation

Students must successfully complete a Ph.D. thesis.

Code	Title	Hours
EPID:7000	Thesis/Dissertation	10-18

Other Requirements

Preceptorship Requirement

Doctoral students who did not complete the M.S. program in epidemiology at the University of Iowa are required to take EPID:5950 Preceptorship in Epidemiology or demonstrate that an equivalent course has been completed, such as a completed master's thesis at another institution. This requirement must be fulfilled within one year of admission to the Ph.D. program.

Department of Epidemiology Seminar

Every week during fall and spring semesters, the Department of Epidemiology seminar provides a forum for speakers to present information or research pertaining to diverse topics in epidemiology. Students are expected to achieve at least 80 percent attendance at the seminar during each semester of enrollment.

Journal Club for First-Year Students

Journal Club for first-year students is for those who are new to the department. The focus is for students to gain experience reading, in interpretation, and in critically evaluating recently published journal articles. Students should register in EPID:5925 Epidemiology Journal Club: Evaluating the Literature. Ph.D. students who have experience with journal reviews may ask to participate in the regular Journal Club.

Journal Club

Every other week during the academic year, the Journal Club meets to discuss articles of interest in the field. Contact information for the Journal Club coordinators can be found on the Department of Epidemiology website under Preceptorship, Journal Club, and Seminar Contacts. Information about the schedule is distributed to students each semester. Students are required to achieve at least 80 percent attendance at Journal Club for five semesters during their time in the program. Attendance earned while enrolled as a M.S. student does not count towards the required five semesters.

Scientific Poster Requirement

Every student is required to present at least one scientific poster at the department level and one poster at the international, national, regional, state, or University level, at some point prior to graduation. A student's advisor or dissertation mentor can help determine the suitability and timeline for the poster presentation.

Seminar Presentation

In addition to the dissertation defense, students are required to make a presentation at a Department of Epidemiology seminar. It is recommended that students complete the seminar presentation and dissertation defense in the same semester, with the seminar presentation scheduled before the defense so the seminar can serve as preparation for the defense.

Human Subjects Protections (IRB) Certification

Students are required to provide evidence that they have completed an approved education program in human subjects protections. This should be done at the time of appointment to a graduate research assistantship position, at the start of the preceptorship, or at the start of thesis/dissertation research. More information is available about the human subjects protections certification on the University of Iowa's Human Subjects Office website.

Examinations

All doctoral students must successfully complete a qualifying examination, a comprehensive examination, a dissertation prospectus, and a dissertation. The research topic and content, which vary depending on the program of study, must be approved by a student's dissertation committee.

Combined Programs

Ph.D./M.D.

Students may work toward the Doctor of Medicine degree and a Ph.D. in epidemiology in a combined degree program offered by the Carver College of Medicine and the College of Public Health. Applicants must be admitted to both programs before they may be admitted to the combined degree program. See the Medical Scientist Training Program [p. 1711] (Carver College of Medicine) in the Catalog.

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS); they also must pay the required application fee to the Graduate College through the University of Iowa Office of Admissions when prompted. For detailed

application information, visit How to Apply to the Department of Epidemiology web page.

The epidemiology faculty considers several factors when evaluating applications for admission, including Graduate Record Exam (GRE) General Test scores, grade-point average, letters of recommendation, intent and motivation for graduate study, and research interests. Students with deficiencies in one area may be admitted if all other components of their application are very strong.

All applicants must hold a baccalaureate degree (an M.S. or M.P.H. usually is required) and must have a cumulative g.p.a. of at least 3.00. Courses in the biological, physical, and mathematical sciences provide important background; one semester of calculus, one semester of statistics or biostatistics, and two semesters of biological sciences are highly recommended. Computing skills also are desirable.

Applicants must have taken the Graduate Record Examination (GRE) General Test, the Medical College Admission Test (MCAT), or the Dental Admission Test (DAT), scoring above the 50th percentile, within four years before applying to the epidemiology program. The department prefers recent test scores, particularly for applicants who completed educational programs and/or courses after taking one of these tests.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

All applicants and students are required to have strong written and oral communication skills.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

The application deadline for fall admission is April 1.

Financial Support

A limited number of graduate research assistantships are available for advanced students; for information, consult the department. For information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Scholarships for incoming students are available; for information, visit the Department of Epidemiology website.

Opportunities for funded predoctoral fellowships are available. Funded positions sponsored by federal agencies are available only to U.S. citizens.

Career Advancement

The program prepares graduate students for careers as scientists, teachers, and practitioners of epidemiologic methods. Employment opportunities exist in academic institutions; local, state, and federal health agencies; and in private enterprises.

Health Management and Policy

Head

- Keith Mueller

Graduate degrees: M.H.A.; M.S. in health policy; Ph.D. in health services and policy

Faculty: <https://www.public-health.uiowa.edu/hmp-faculty-list/>

Website: <https://www.public-health.uiowa.edu/hmp/>

The Department of Health Management and Policy educates health care professionals for leadership roles in an increasingly complex and dynamic health care system. Graduates hold key executive, academic, research, government, and consulting positions in all areas of health management and policy, both in the United States and abroad.

The department offers the M.H.A. in a traditional program track and an executive track. It also collaborates with the Tippie College of Business and the College of Law to provide concurrent and combined M.H.A./graduate and professional degree programs. In addition, the M.S. in health policy, the policy subprogram for the Master of Public Health (M.P.H.), the Ph.D. in health services and policy, and the graduate Certificate in Healthcare Management [p. 1939] are offered.

The department's degree programs rank among the foremost in the field. The M.H.A. is accredited by the Commission on Accreditation of Healthcare Management Education. The Ph.D. program, established in 1950, was the nation's first doctoral program in health care management.

M.P.H. Subprogram

The subprogram prepares individuals for careers in health policy analysis, system and organizational planning, and program evaluation. Graduates find positions in federal, state, and local government as well as in professional associations and private agencies. See the Master of Public Health, M.P.H. [p. 1889] in the Catalog.

Alumni Relations

An active alumni association with more than 1,000 members supports the M.H.A. program in a number of ways including scholarships, consultation on curriculum, continuing education, research, and fund development. Alumni serve as visiting faculty, consultants, mentors, and preceptors for summer internships, residencies, and fellowships. The alumni association also provides a network for graduates entering the profession.

Graduates maintain their Iowa connection and learn about news of their classmates, the department, and faculty members and students through the website and social media.

Samuel Levey Healthcare Leadership Symposium

The Department of Health Management and Policy and its alumni association jointly sponsor the annual Samuel Levey Healthcare Leadership Symposium, which is held in the spring. Renowned speakers from across the country present a variety of symposium topics. Health care leaders, alumni, educators, students, and friends of the department attend the

symposium, which offers students a high quality educational experience in addition to the opportunity to network with faculty and alumni.

Programs

Graduate Programs of Study

Majors

- Master of Health Administration [p. 1933]
- Master of Science in Health Policy [p. 1935]
- Doctor of Philosophy in Health Services and Policy [p. 1936]

Facilities

The Center for Health Policy and Research, the research arm of the Department of Health Management and Policy, is a University-wide interdisciplinary research facility. Faculty members from the Carver College of Medicine, the Tippie College of Business, and the Colleges of Dentistry, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health serve as investigators in a variety of studies at the center. Graduate students assist with ongoing research projects.

Primary project funding for the center comes from the National Institutes of Health, the State of Iowa, the Agency for Healthcare Research and Quality, and the Patient-Centered Outcomes Research Initiative, as well as from foundations and private organizations.

The center also sponsors educational activities and promotes collaboration among health organizations through frequent exchanges with professional and provider associations, policy and planning groups, insurance organizations, health delivery institutions, and other members of the health services research community.

Courses

Health Management and Policy Courses

HMP:3055 International Development: India

Winterim

2-3 s.h.

Exploration of issues in India through varied disciplinary lenses. Winter session.

HMP:4000 Introduction to the U.S. Health Care System

3 s.h.

The U.S. health care system; socioeconomic, political, and environmental forces that influence the organization, financing, and delivery of personal and public health services; health services, policy, concepts, terminology.

HMP:5000 Professional Development Seminar

0-1 s.h.

Development of critical foundational management skills: business writing, personal presentation, teamwork, providing feedback, self-assessment, engaging other professionals, and organizational ethics.

HMP:5001 Interprofessional Health Care Administration I

3 s.h.

Concepts and methods related to developing and leading interprofessional teams; emphasis on roles and responsibilities in health care teams, communication, and conflict management; team development.

- HMP:5002 Interprofessional Health Care Administration II** **3 s.h.**
Concepts and methods related to developing and leading interprofessional teams with an emphasis on values and ethics, including human resources concepts and skills, and building an organizational culture that supports interprofessional collaborative practice. Prerequisites: HMP:5001.
- HMP:5005 Introduction to Healthcare Organization and Policy** **3 s.h.**
Organization of U.S. healthcare system, health policies that shape its development; historical, socioeconomic, political, environmental forces that influence the organization, financing, and delivery of personal and public health services; health services, policy concepts, and terminology, including health determinants, access to care, system integration, policy development, federalism.
- HMP:5200 Healthcare Management** **3 s.h.**
Application of basic management principles such as leadership, goal setting, decision making, and human resource management to healthcare organizations.
- HMP:5230 Managerial Epidemiology** **1-2 s.h.**
Relationship between health care needs and utilization; emphasis on epidemiological concepts related to presence of disease and health care needs in a community; approaches to forecasting need and utilization of services.
- HMP:5291 Performance Improvement in Healthcare** **1-3 s.h.**
General lean and six sigma principles; application to healthcare solutions; examples from University of Iowa Hospitals and Clinics, other institutions.
- HMP:5310 Healthcare Quality Management** **2-3 s.h.**
Fundamentals of patient safety, quality improvement techniques, performance measurement approaches, and analytical tools including data collection methodologies used by managers in healthcare and public health settings.
- HMP:5315 Health Information Systems** **2-3 s.h.**
Conceptual, practical aspects of analysis, development, and use of computer-based information systems; emphasis on application to the health sciences environment.
- HMP:5320 Analytics for Healthcare Management** **3 s.h.**
Introduction to analytical techniques for making business decisions with emphasis on health care; using Excel and associated tools in practical problem solving; probability and statistical concepts and applications in strategic settings.
- HMP:5342 Lean Six Sigma in Health Care** **2-3 s.h.**
Managerial approach combining Six Sigma methods and tools with lean manufacturing enterprise philosophy; eliminating waste of physical resources, time, effort, and talent while assuring quality in production and organizational processes; provides basic understanding of Six Sigma and Lean and DMAIC process (Six Sigma structure); application of basic tools to reduce waste while augmenting satisfaction among health care customers.
- HMP:5350 Hospital Organization and Management** **2-3 s.h.**
Role of hospitals, governance, organizational structure, medical staff organization, departmental operations. Prerequisites: HMP:5005 and HMP:5200.
- HMP:5370 Health Informatics** **3 s.h.**
Technological tools that support health care administration, management, and decision making. Same as IGPI:5200, ISE:5860, MED:5300, SLIS:5900.
- HMP:5402 Corporate Financial Reporting** **arr.**
Introduction to accounting concepts, principles, and analyses; contemporary financial reporting practices with emphasis on preparation, analysis, and use of financial statement information for management decisions; fundamentals of accounting measurement and disclosure.
- HMP:5410 Health Economics I** **3 s.h.**
Microeconomic principles applied to health care, health insurance, information and uncertainty, models of physician and hospital behavior, theory of the firm, market structure, regulation, competitive reform, managed care.
- HMP:5450 Health Insurance and Managed Care** **3 s.h.**
History and theory of insurance, comparative health systems, health systems and networks, HMOs, public health insurance, care for uninsured; emphasis on public policy. Prerequisites: HMP:5005. Corequisites: PHAR:6330 or HMP:5410. Same as GHS:5455.
- HMP:5610 Health Policy** **1-3 s.h.**
Policy process, policies and programs that shape provision of health care in the United States; health policies such as Medicare, Medicaid, Older Americans Act.
- HMP:5611 Contemporary Issues in Health Policy 0-1 s.h.**
Current content, ethical perspectives, empirical research, and professional development in health policy; evaluation of health policy issues from a variety of theoretical perspectives; students assist with identification and recruitment of individual experts. Prerequisites: HMP:5610 and HMP:5650.
- HMP:5650 Health Policy Analysis** **3 s.h.**
Introduction to analysis of contemporary health policy issues; frameworks for conducting analysis of health policy process and content; qualitative and quantitative methods for policy analysis; how to present policy-relevant information effectively. Prerequisites: HMP:5005.
- HMP:5750 Medicare and Medicaid Policy** **3 s.h.**
Health policies most pertinent to Americans over age of 65. Same as ASP:5750.
- HMP:5810 M.H.A. Internship** **arr.**
- HMP:6055 Topics in Health Administration** **1-3 s.h.**
Topics related to contemporary problems that concern health care students, administrators.
- HMP:6110 Strategic Planning and Marketing** **3-4 s.h.**
Strategy in health care including role of mission, vision, values, environmental analysis, strategic alternatives, organizational design, and evaluation of strategic decisions. Prerequisites: HMP:5200.
- HMP:6150 M.H.A. Integrative Capstone** **2-3 s.h.**
Integration and application of theories, concepts, principles; case studies. Prerequisites: HMP:5200 and HMP:6110.
- HMP:6310 Human Resources Management in Healthcare** **1-3 s.h.**
Overview of human resource management theories and practices for health care organizations; strategic human resource management, equal employment, staffing, training and development, appraisal, compensation. Prerequisites: HMP:5200.
- HMP:6315 Healthcare Ethics** **1-2 s.h.**
Biomedical and organization ethics in the contemporary healthcare environment; ethical concepts and principles, ethical issues that confront executive, clinical, and governance leaders in context of complex health organizations.

- HMP:6350 Medical Practice Administration** 3 s.h.
Survey of medical practice culture, operations, governance, financials, role(s) in health care system, and future. Prerequisites: HMP:5005 and HMP:5200.
- HMP:6355 Leadership of Healthcare Organizations** 2-3 s.h.
Management and leadership concepts and their application in healthcare organizations. Prerequisites: HMP:5200.
- HMP:6360 Nonprofit Organizational Effectiveness I** 3 s.h.
Operational and financing aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as MGMT:9150, PBAF:6278, RELS:6070, SPST:6010, SSW:6247, URP:6278.
- HMP:6365 Nonprofit Organizational Effectiveness II** 3 s.h.
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Requirements: for HMP:6365—HMP:6360 or MGMT:9150. Same as MGMT:9160, PBAF:6279, RELS:6075, SPST:6020, SSW:6248, URP:6279.
- HMP:6410 Healthcare Financial Management** 3 s.h.
Issues in working capital management, capital financing, cost analysis and rate setting, budgeting, reimbursement, managed care contracting and health reform initiatives; emphasis on use of information from accounting, financial management systems.
- HMP:6610 Legal Aspects of Healthcare** 3 s.h.
Statutory and common law frameworks applicable to healthcare system; court decisions that illustrate applications of general legal doctrines in hospital and health settings.
- HMP:6710 Federalism and Health Policy** 3 s.h.
How American government's organization shapes development and implementation of health policy, programs, services.
- HMP:6750 Seminar in Health Policy** 2-3 s.h.
Contemporary health policy issues; theoretical and applied perspectives; social justice and health care for vulnerable populations (e.g., mental health, nursing homes); readings, discussion. Prerequisites: HMP:5610.
- HMP:6850 Independent Study and Research** arr.
Supervised tutorial.
- HMP:6855 Administrative Practicum** 2-3 s.h.
Experience with operational and planning matters in a health care setting. Requirements: second-year standing and g.p.a. of at least 3.00 for two consecutive semesters.
- HMP:6860 Administrative Residency/Fellowship** arr.
- HMP:7250 Organizational Behavior and Theory in Health Care** 3 s.h.
Key concepts of organizational behavior and organizational theory and their application to health care organizations and health services; perspectives from theoretical writings and empirical studies. Requirements: Ph.D. standing and knowledge of human services organizations.
- HMP:7550 Cost Effectiveness and Decision Analysis** 3 s.h.
Methods of cost-effectiveness analysis and decision analysis; applications to resource allocation decisions in public health and medicine.
- HMP:7910 Seminar in Contemporary Health Issues** 0 s.h.
Review of relevant literature on methodological substantive issues in health care, presentations by researchers on health services and policy research.
- HMP:7920 Ph.D. Guided Research** 1-3 s.h.
Experience with empirical research, guided by a faculty mentor; structured and supervised research activities.
- HMP:7930 Ph.D. Independent Research** 1-3 s.h.
Experience in empirical research through one or more substantive research experiences, with faculty mentor; authorship or coauthorship of at least one manuscript suitable for publication in peer review journal. Requirements: Ph.D. in health services and policy and satisfactory completion of Ph.D. preliminary exams.
- HMP:7940 Primary Data and Mixed Methods** 3 s.h.
Overview of research design and methods used to address health services research questions; collection of primary data and use of qualitative and mixed methods approaches.
- HMP:7950 Design Issues in Health Service Research** 3 s.h.
Design and causal inference reliability and validity in measurement; rules of evidence; research design for randomized-control trials, observational studies, meta-analysis.
- HMP:7960 Analytic Issues in Health Services Research I** 3 s.h.
Analytic tools used in health services research; focus on applications in nonexperimental research settings, such as analyses using administrative claims data or preexisting public use data sets.
- HMP:7965 Analytic Issues in Health Services Research II** 3 s.h.
Continuation of HMP:7960; advanced applications, including panel data and qualitative response models. Prerequisites: HMP:7960. Same as PHAR:7331.
- HMP:7970 Seminar in Instruction and Professional Development** 1-3 s.h.
Opportunity for Ph.D. students to develop research and teaching skills through presentations, readings, and workshops on professional development topics. Requirements: satisfactory completion of Ph.D. preliminary exams.
- HMP:7990 Thesis/Dissertation** arr.
Research for preparation of dissertation; seminar presentation.

Master of Health Administration, M.H.A.

Requirements

The Master of Health Administration (M.H.A.) requires 60 s.h. of graduate credit earned in two academic years of full-time study. Transfer credit and course waivers may be accepted, but all students are expected to complete a minimum of 54 s.h. at the University of Iowa during their course of study. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

The program prepares students for a wide variety of positions in health care management. It is designed to provide a comprehensive understanding of issues encountered by health care delivery organizations and strong business skills. Graduates are well prepared to advance to senior executive roles in a variety of health care organizations.

Students work with their advisors to create a plan of study that incorporates required and elective coursework that supports their career goals in areas such as operations management, managed care, or financial management. Required courses in management, economics, law, managerial finance, and financial accounting focus on health care applications. Students also may take coursework in other University of Iowa departments and programs, such as business, planning and public affairs, and aging and longevity studies.

During the first year, students are introduced to the social, political, economic, and financial environments of health care organizations. The concepts, tools, and techniques necessary for effective management also are presented. During the second year, courses focus on in-depth health care applications of management concepts that integrate prior coursework and develop skills in areas relating to students' special interests and career objectives.

The Master of Health Administration requires the following coursework.

Core Courses

Code	Title	Hours
All of these:		
HMP:5000	Professional Development Seminar (taken four times for 1 s.h. each)	4
HMP:5005	Introduction to Healthcare Organization and Policy	3
HMP:5200	Healthcare Management	3
HMP:5230	Managerial Epidemiology	2
HMP:5291	Performance Improvement in Healthcare	2
HMP:5310	Healthcare Quality Management	2
HMP:5315	Health Information Systems	2
HMP:5320	Analytics for Healthcare Management	3
HMP:5402	Corporate Financial Reporting	3
HMP:5410	Health Economics I	3
HMP:5610	Health Policy	3

HMP:5810	M.H.A. Internship	1
HMP:6055	Topics in Health Administration (when topic is health care payment methods)	1
HMP:6110	Strategic Planning and Marketing	3
HMP:6150	M.H.A. Integrative Capstone	3
HMP:6310	Human Resources Management in Healthcare	2
HMP:6315	Healthcare Ethics	1
HMP:6355	Leadership of Healthcare Organizations	2
HMP:6410	Healthcare Financial Management	3
HMP:6610	Legal Aspects of Healthcare	3
CPH:6100	Essentials of Public Health	2
Total Hours		51

Electives

Students choose 9 s.h. of elective coursework; they may count a maximum of 6 s.h. of elective credit earned outside the Department of Health Management and Policy toward the M.H.A. degree.

Summer Internships, Fellowships, Residencies

The department facilitates placement of M.H.A. students in required summer internships between the first and second years of study. Internships offer opportunities for practical experience interacting with executives in a health care setting. Internships are full-time positions that usually last 10-12 weeks. Students normally receive a salary or stipend, and in some cases, assistance with living arrangements.

Most M.H.A. students complement their academic training with a postgraduate fellowship or residency. Such experiences provide opportunities to observe, develop, and demonstrate management skills and to develop connections with colleagues. The department takes an active role in helping students identify and secure fellowship and residency positions.

Executive M.H.A. Subprogram

The executive Master of Health Administration subprogram (EMHA) requires 45 s.h. of graduate credit and typically is completed in two years. The plan of study is designed for working professionals who wish to advance their knowledge and skills in order to become effective health care administrators. The EMHA objectives are to:

- provide working professionals with advanced knowledge and skills in health care management;
- position experienced professionals to become effective health care administrators; and
- meet the need for leadership in transforming health care financing and delivery in dynamic environments.

The EMHA's curricular emphases are basic administrative skills, administrative skills specific to health care, population health administration, and interprofessional health care administration.

Students complete three courses each fall and spring semester and one course in each of two summer sessions.

Courses are taught face-to-face on Iowa City and Des Moines campuses by combinations of expert executives and faculty. Instruction is case- and team-focused.

The Master of Health Administration (executive M.H.A. subprogram) requires the following coursework.

Code	Title	Hours
All of these:		
HMP:5001	Interprofessional Health Care Administration I	3
HMP:5002	Interprofessional Health Care Administration II	3
HMP:5200	Healthcare Management	3
HMP:5230	Managerial Epidemiology	1
HMP:5310	Healthcare Quality Management	2
HMP:5315	Health Information Systems	2
HMP:5320	Analytics for Healthcare Management	3
HMP:5342	Lean Six Sigma in Health Care	3
HMP:5402	Corporate Financial Reporting	3
HMP:5410	Health Economics I	3
HMP:5610	Health Policy	3
HMP:6110	Strategic Planning and Marketing	3
HMP:6150	M.H.A. Integrative Capstone	2
HMP:6355	Leadership of Healthcare Organizations	3
HMP:6410	Healthcare Financial Management	3
HMP:6610	Legal Aspects of Healthcare	3
CPH:6100	Essentials of Public Health	2
Total Hours		45

For more information, visit Executive M.H.A. Track on the College of Public Health website.

Combined Programs

Students interested in combining an M.H.A. with a master's or professional degree in another field should discuss their plans with both academic units and indicate their interest when they apply to the M.H.A. program.

M.H.A. (Law Subprogram)/J.D.

The combined Master of Health Administration with a law subprogram/Juris Doctor requires 123 s.h. of postbaccalaureate credit. The program allows students to gain training in both health care management and law. Students typically complete the program in four years; they enroll only in law courses during the first year.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the combined degree program. For information about the J.D., see Juris Doctor, J.D. [p. 1650] (College of Law) in the Catalog.

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS) or the Health Administration,

Management & Policy Centralized Application Service (HAMPCAS). All applicants also must submit the supplemental University of Iowa application fee. For detailed application information, visit HMP Degree Programs on the Department of Health Management and Policy website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students begin the program in fall semester. Personal interviews are required before admission; the admissions committee conducts Skype interviews with applicants unable to visit campus.

Financial Support

A variety of financial assistance is available, including scholarships and awards, student loans, and graduate research assistantships. Every effort is made to provide financial support to students who demonstrate need and maintain satisfactory academic standards. Some awards are offered in recognition of outstanding academic performance and experience, regardless of need.

Graduate research assistantships generally are awarded on the basis of student merit and the department's need. Assistantships afford valuable experience in health services research and management projects. Graduate research assistants work 10 hours per week and must apply for reappointment each year. Assistantships provide a stipend, some tuition assistance, and entitle students to the resident tuition rate.

Opportunities also exist for part-time employment both on and off campus. For information and financial aid application forms, contact the University's Office of Student Financial Aid.

Health Policy, M.S.

Requirements

The Master of Science program in health policy requires 48 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 to earn the degree.

Students learn how to quickly identify, evaluate, and formulate policies, and conduct quantitative and qualitative health policy research. These skills are developed through a combination of coursework and applied learning opportunities, including special lectures and conferences.

The M.S. with a major in health policy requires the following coursework.

Core Courses

Code	Title	Hours
All of these (39 s.h.):		
HMP:5005	Introduction to Healthcare Organization and Policy	3
HMP:5410	Health Economics I	3
HMP:5610	Health Policy	3
HMP:5650	Health Policy Analysis	3
HMP:6610	Legal Aspects of Healthcare	3
HMP:6710	Federalism and Health Policy	3
HMP:6750	Seminar in Health Policy	3
HMP:7550	Cost Effectiveness and Decision Analysis	3
HMP:7950	Design Issues in Health Service Research	3
BIOS:4120	Introduction to Biostatistics	3
BIOS:5120	Regression Modeling and ANOVA in the Health Sciences	3
CPH:6100	Essentials of Public Health	2
CPH:7270	Principles of Scholarly Integrity: Public Health (taken twice.; once for 0 s.h. and once for 1 s.h.)	1
EPID:4400	Epidemiology I: Principles	3

Electives

Students choose 6 s.h. of elective coursework.

Thesis

Students complete 3 s.h. of thesis work in the following course.

Code	Title	Hours
HMP:7990	Thesis/Dissertation	3

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS). All applicants also must submit the supplemental University of Iowa application fee. For detailed application information, visit HMP Degree Programs on the Department of Health Management and Policy website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students begin the program in fall semester. Campus visits are encouraged.

Financial Support

A variety of financial assistance is available, including scholarships and awards, student loans, and graduate research assistantships. Every effort is made to provide financial support to students who demonstrate need and maintain satisfactory academic standards. Some awards are offered in recognition of outstanding academic performance and experience, regardless of need.

Graduate research assistantships generally are awarded on the basis of student merit and the department's need. Assistantships afford valuable experience in health policy research and management projects. Graduate research assistants work 10 hours per week and must apply for reappointment each year. Assistantships provide a stipend, some tuition assistance, and entitle students to the resident tuition rate.

Opportunities also exist for part-time employment both on and off campus. For information and financial aid application forms, contact the University's Office of Student Financial Aid.

Career Advancement

Graduates will have acquired the subject matter expertise and methodological skills sought by academic institutions, government agencies, and private and nonprofit organizations engaged in health policy analysis, development, and implementation. Additionally, graduates will be prepared to pursue doctoral studies in health policy, health services research, and other closely related fields.

Health Services and Policy, Ph.D.

Requirements

The Doctor of Philosophy program in health services and policy requires a minimum of 72 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.25 to earn the degree. Those who enter with a master's degree can apply to use transfer credit toward their doctorate degree with approval of the health services and policy program.

The Ph.D. program is oriented toward applied, interdisciplinary research and scholarly inquiry. Students develop mastery of theories and research methodologies necessary to study the complex American health system. They work closely with faculty mentors on research projects and develop research design and methodology skills through coursework and an apprenticeship model of training.

Individual plans of study allow students to prepare for specific careers, and small class size encourages frequent student-faculty interaction, including participation in research projects as well as scholarly publications.

The Ph.D. program has three focus areas: health economics, health management and organization, or health policy. Students work with a faculty advisor and a mentorship team of faculty members from their focus area; the advisor and mentorship team participate in initial planning with a student during orientation and in annual professional development reviews. Students conduct required independent study and thesis research in their focus area; their comprehensive exam and dissertation committees include faculty members from their focus area.

Focus Areas

The health economics focus area provides students with in-depth training in economic theory and its applications to health and health care. Students in this area acquire advanced theoretical knowledge and state-of-the-art analytical and econometric skills that enable them to build careers as health economists in academic departments, research organizations, and health care industries. The health economics focus area provides comprehensive coursework covering all main areas in health and health care economics, including demand for health and health care, economic determinants and consequences of health behaviors, health insurance, economic organization of health care markets, impact of government policy and regulation, econometric methods, and economic evaluation methods.

The health management and organization focus area prepares students to conduct research on organizational, strategic, and operational issues that confront health institutions and systems. Emphasis is placed on health care applications of theories, concepts, and models from the fields of organizational theory (macro), organizational behavior (micro), strategic management, and operations management. Students in this area may conduct research on topics such as effectiveness of health care organizations; improving the organization and management of health delivery processes; measuring performance and productivity of health care organizations; examining the relative influence of mission, culture, and financial incentives in hospitals and health organizations; and management of professional groups.

Graduates of the health management and organization focus area should find employment in academic and research organizations, integrated delivery systems, and governmental units that are interested in the impact of organizational structures and managerial practices on performance.

The health policy focus area prepares students to undertake health services and policy research aimed at improving care and management of illness and disability and enhancing individual and community health outcomes. Students develop the skills necessary to conduct health services and policy research. They take courses in the basic disciplines that contribute to the fields of public and social policy (e.g., law, political science, public affairs) and courses that focus on the structure and organization of health policy making in the United States. They study the formation and implementation of health policies; the effect of health policies on the organization, financing, and delivery of health services; the effect of health policies on access to, use of, and costs of health services; and approaches to improve access and effectiveness of care for vulnerable populations. Students who complete the health policy focus area are prepared for employment in academic research institutions, policy organizations, and governmental agencies and departments.

The Ph.D. with a major in health services and policy requires the following.

Coursework

Students take coursework in core content areas covering health care systems, health economics, health management and organizations, and health policy and courses in research design and statistical analysis. Credit may be awarded for guided and independent research project work. Students may waive specific courses, depending on their background. For more detailed information about Ph.D. and focus area curricula, see the Ph.D. in Health Services and Policy on the Department of Health Management and Policy website.

Core Courses

Code	Title	Hours
All of these:		
HMP:5450	Health Insurance and Managed Care	3
CPH:6100	Essentials of Public Health	2

Foundation Courses in Focus Areas

Code	Title	Hours
All of these:		
HMP:5005	Introduction to Healthcare Organization and Policy	3
HMP:5410	Health Economics I	3
HMP:5610	Health Policy	3
HMP:5750	Medicare and Medicaid Policy	3
HMP:7250	Organizational Behavior and Theory in Health Care	3
HMP:7550	Cost Effectiveness and Decision Analysis	3
HMP:7930	Ph.D. Independent Research	3

Design and Analysis Courses

Code	Title	Hours
All of these:		
HMP:7940	Primary Data and Mixed Methods	3
HMP:7950	Design Issues in Health Service Research	3
HMP:7960	Analytic Issues in Health Services Research I	3
HMP:7965	Analytic Issues in Health Services Research II	3
HMP:7990	Thesis/Dissertation	8-15
BIOS:4120	Introduction to Biostatistics	3
BIOS:5120	Regression Modeling and ANOVA in the Health Sciences	3
CPH:7270	Principles of Scholarly Integrity: Public Health (must be taken twice; in the first semester for 0 s.h., in the second semester for 1 s.h.)	0-1

Advanced Focus Area Courses

Health Economics

Code	Title	Hours
At least three of these:		
ECON:4140	Labor Economics	3
ECON:5100	Microeconomics I	3
ECON:5115	Fundamentals of Microeconomics	3
ECON:5800	Econometrics	3
ECON:5810	Applied Econometrics	3
ECON:6310	Industrial Organization	3
ECON:6900	Contemporary Topics in Economics	3

Health Management and Organization

Code	Title	Hours
At least three of these:		
MGMT:7340	Group Processes (Ph.D.)	3
MGMT:7350	Leadership (Ph.D.)	3
MGMT:7360	Motivation and Attitudes (Ph.D.)	3
SOC:6610	Complex Organizations	3

Health Policy

Code	Title	Hours
Both of these:		
HMP:5650	Health Policy Analysis	3
HMP:6750	Seminar in Health Policy	3
At least one of these:		
HMP:6710	Federalism and Health Policy	3
POLI:5100	American Politics	4
POLI:7202	Public Opinion and Electoral Behavior	4
SOC:6810	Social Stratification	3

Electives

Students take elective coursework so that they are exposed to other areas or to gain greater depth within their area of focus.

Examinations

Students must pass a preliminary examination that tests mastery of core material covered during the first year in the department, including American health systems, health services research methods, and foundation courses in their focus area.

Students take the comprehensive examination at or near the end of their formal coursework. The comprehensive exam focuses on a student's specific area of research and theoretical interest.

Dissertation

Doctoral candidates prepare dissertations based on original research that tests, extends, or applies concepts or principles to a health care problem related to their chosen focus area. Students may complete a traditional dissertation or a dissertation based on three publishable papers.

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS). All applicants also must submit the supplement University of Iowa application fee. For detailed application information, visit HMP Degree Programs on the Department of Health Management and Policy website.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College on the Graduate College website.

Students begin the program in fall semester. Personal interviews are required before admission; the admissions committee conducts Skype interviews with applicants.

Financial Support

A variety of financial assistance is available, including scholarships and awards, student loans, and graduate research assistantships. Every effort is made to provide financial support to students who demonstrate need and maintain satisfactory academic standards. Some awards are offered in recognition of outstanding academic performance and experience, regardless of need.

Graduate research assistantships generally are awarded on the basis of student merit and the department's need. Assistantships afford valuable experience in health services research and management projects. Graduate research assistants work 10-20 hours per week and must apply for reappointment each year. Assistantships provide a stipend, some tuition assistance, and entitle students to the resident tuition rate.

Opportunities also exist for part-time employment both on and off campus. For information and financial aid application forms, contact the University's Office of Student Financial Aid.

Career Advancement

The program prepares students for careers in health services research, education, and policy leadership in universities, government agencies, and health organizations.

Healthcare Management

Head, Department of Health Management and Policy

- Keith Mueller

Director

- Ian Montgomery (Health Management and Policy)

Graduate certificate: healthcare management

Website: <https://www.public-health.uiowa.edu/healthcare-management-certificate/>

The graduate certificate program in healthcare management provides physicians, nurses, other clinicians, and managers the foundational business and leadership skills specific to health care. The Graduate Certificate in Healthcare Management is administered by the Department of Health Management and Policy [p. 1930]. The Graduate College grants the certificate.

Programs

Graduate Program of Study Certificate

- Certificate in Healthcare Management [p. 1939]

Healthcare Management, Graduate Certificate

Requirements

The graduate Certificate in Healthcare Management requires a minimum of 15 s.h. of graduate credit. Students must maintain a cumulative g.p.a. of at least 3.00 in order to earn the certificate. The required courses provide foundational business and leadership skills specific to health care.

Students complete five health care courses from the Master of Health Administration (M.H.A.) curriculum over a period of 15 months. Courses are offered in five-week blocks at University of Iowa campuses in Iowa City and Des Moines. Enrollment is limited to 10 students. All semester hours earned in the certificate program can be used toward required hours for the M.H.A.'s executive track (EMHA); the certificate covers one-third of the EMHA required semester hours.

The Certificate in Healthcare Management requires the following coursework.

Code	Title	Hours
HMP:5200	Healthcare Management	3
HMP:5402	Corporate Financial Reporting	3
HMP:5610	Health Policy	3
HMP:6355	Leadership of Healthcare Organizations	3
HMP:6410	Healthcare Financial Management	3

For more information, visit Graduate Certificate in Healthcare Management on the Department of Health Management and Policy website.

Occupational and Environmental Health

Head

- Peter S. Thorne

Graduate degrees: M.S. in occupational and environmental health; Ph.D. in occupational and environmental health

Faculty: <https://www.public-health.uiowa.edu/oeh-faculty-list/>

Website: <https://www.public-health.uiowa.edu/oeh/>

The Department of Occupational and Environmental Health focuses on assessment of risk factors in the physical environment and their relationship to disease—particularly health problems of agricultural and industrial workers. Students are guided by faculty members whose research interests include rural health care delivery, agricultural health, environmental health, occupational medicine, occupational lung disease, mammalian toxicology, inhalation toxicology, ergonomics, indoor air quality, occupational injury, injury epidemiology, injury prevention programs, aerosol physics, air and water quality, environmental chemistry, analytical toxicology, and environmental health in developing countries.

In addition to the M.S. and Ph.D. degrees in occupational and environmental health, the department offers a subprogram for the Master of Public Health (M.P.H.) degree in occupational and environmental health. The subprogram provides students with a broad perspective on public health and career preparation for a variety of professional positions in occupational and environmental health. Students have the option of selecting focused coursework in the following areas: global environmental health, occupational health, rural health and safety, injury and violence prevention, and environmental and occupational epidemiology. For more information, see the Master of Public Health [p. 1889] in the Catalog.

The department also offers the College of Public Health's graduate Certificate in Agricultural Safety and Health; see Agricultural Safety and Health [p. 1901] in the Catalog.

Programs

Graduate Programs of Study

Majors

- Occupational and environmental health subprogram for the Master of Public Health [p. 1889] degree
- Master of Science in Occupational and Environmental Health [p. 1943]
- Doctor of Philosophy in Occupational and Environmental Health [p. 1948]

Facilities

The Department of Occupational and Environmental Health is housed in the College of Public Health Building, on the University's health sciences campus, and at the Institute for Rural and Environmental Health, at the University of Iowa Research Park. College of Public Health-based laboratory facilities give researchers and students access to cutting-edge technologies for the study of occupational and environmental health.

Pulmonary Toxicology Facility

The Pulmonary Toxicology Facility provides a full array of inhalation toxicology, aerosol science, and bioaerosol assay services. A primary focus of the facility is the study of toxicants found in the agricultural environment and related exposure situations. The facility is particularly well-equipped for studying organic dusts and bioaerosols.

Industrial Hygiene Laboratory

The Industrial Hygiene Laboratory provides expertise and equipment for exposure assessment in occupational settings. The laboratory offers a range of sample collection capabilities and an extensive inventory of sampling equipment. Field and laboratory services are available through laboratory support exposure-response studies and control technology development studies in a variety of occupational arenas, including agriculture, construction, and indoor environments (home and office).

A computer laboratory is available for student use, and a library collection is located at the Institute for Rural and Environmental Health.

Heartland Center for Occupational Health and Safety

The Heartland Center for Occupational Health and Safety, one of 18 education and research centers funded by the National Institute of Occupational Safety and Health, provides training, education, and outreach. Its program areas are industrial hygiene, occupational safety, ergonomics, agricultural safety and health, occupational injury prevention, occupational epidemiology, and continuing education.

Courses

Occupational and Environmental Health Courses

OEH:4240 Global Environmental Health 3 s.h.

Environmental health comprised of aspects of human health determined by interactions with physical, chemical, biological, and social factors in global environment; worldview and survey; focus on issues most relevant today; sustainability; air, water, and soil pollution and remediation; occupational health; injury prevention; food safety and security; risk assessment; environmental health policy.

OEH:4260 Global Water and Health 3 s.h.

Overview of global water and health; microbial and toxicant identification, water-related adverse health effects, risk assessment, approaches to reduce water-related disease, distal water-related influences (e.g., global warming), and historic cases. Same as GHS:4260.

OEH:4310 Occupational Ergonomics: Principles 3 s.h.

Fundamentals of ergonomics in context of occupational safety and health practice; topics include work-related musculoskeletal disorders (MSDs), physical risk factors for MSDs, basic occupational biomechanics, office ergonomics and sedentary work, work organization, and task design; emphasis on exposure assessment, with particular attention to methods used commonly in the field; laboratory exercises are used to reinforce key concepts, and students work in teams on an applied project with an area employer.

- OEH:4510 Injury and Violence Prevention** 3 s.h.
Theory, research, and practice of injury control; unintentional and intentional injuries; local, national, international injury issues. Same as CPH:4230, EPID:4510.
- OEH:4530 Global Road Safety** 3 s.h.
Road safety problem, data sources, research methods used in field, and how intervention and prevention programs are developed and evaluated; lecture, hands-on approaches. Same as CPH:4220, GHS:4530.
- OEH:4540 Statistics for Experimenters** 3 s.h.
Application of statistical techniques to evaluate data derived from experimental samples designs; use of spreadsheets, statistical software; design and analysis of experiments; regression analysis; model building; practical applications. Same as CEE:4187.
- OEH:4920 Solid and Hazardous Wastes** 3 s.h.
Sources, characteristics, collection, disposal of solid and hazardous wastes; environmental impacts of hazardous waste management; resource recovery systems. Requirements: for OEH:4920—OEH:4240. Same as CEE:4158.
- OEH:5010 Occupational and Environmental Health Seminar** 0-1 s.h.
Contemporary topics in occupational health, agricultural and comparative medicine, environmental health.
- OEH:5410 Occupational Safety** 3 s.h.
Principles and practices of occupational safety; applications in industrial and other occupational settings; interactions with other disciplines.
- OEH:5530 Interpreting Occupational and Environmental Health Research** 2 s.h.
Tools necessary for making critical assessment of published scientific research reports from a methodological perspective; examples from recently published research studies in occupational and environmental health. Corequisites: EPID:4400.
- OEH:5620 Occupational Health** 3 s.h.
Introduction to occupational health and safety; for graduate students in agricultural health and safety, environmental health, ergonomics, industrial hygiene, injury prevention, occupational epidemiology, and occupational medicine.
- OEH:6110 Rural Health and Agricultural Medicine** 3 s.h.
Clinical orientation of specific health problems of rural residents, agricultural workers; rural health care delivery, socioeconomic issues in agriculture and their effects on health and safety of the agricultural population; occupational health problems, environmental health hazards in rural areas.
- OEH:6120 Current Topics in Agriculture and Rural Health** 0-1 s.h.
Issues that affect the health of agricultural populations, such as agro-terrorism, antibiotic resistance, genetically modified organisms; current scientific literature.
- OEH:6130 Agricultural Safety and Health: Practice, Research Methods, and Policy** 3 s.h.
Comprehensive overview of regional, national, and global agricultural production and associated public health hazards; solutions to identified hazards. Corequisites: OEH:6110, if not taken as a prerequisite.
- OEH:6310 Occupational Ergonomics: Applications** 3 s.h.
Advanced course in occupational ergonomics, with emphasis on laboratory measurement and field-based assessment of physical risk factors for work-related musculoskeletal disorders; laboratory exercises build skills in use of surface electromyography to assess muscular load; electrogoniometry, inertial sensors, and optical motion capture to assess human motion; accelerometers to assess whole-body and hand-arm vibration; instruction in data collection methods and digital signal processing; students complete a field-based measurement project in collaboration with an area employer. Prerequisites: ISE:3450 or OEH:4310 or BME:5640.
- OEH:6420 Methods in Exposure Science** 3 s.h.
Principles, with emphasis on recognition of chemical health hazards, physical health hazards at work. Corequisites: OEH:5620, if not taken as a prerequisite.
- OEH:6431 Assessing Noise Hazards** 1 s.h.
Scientific methods to measure noise, assess human noise exposure, and implement technology to control noise exposure.
- OEH:6432 Assessing Nonionizing Radiation Hazards** 1 s.h.
Scientific methods to measure nonionizing, assess human nonionizing exposure, and implement technology to control nonionizing exposure.
- OEH:6433 Assessing Ionizing Radiation Hazards** 1 s.h.
Scientific methods to measure ionizing radiation, assess human ionizing radiation exposure, and implement technology to control ionizing radiation exposure.
- OEH:6440 Control of Occupational Hazards** 3 s.h.
Physical science concepts applied to control of occupational hazards ranging from dusts to mists to vapors; strategies, management issues, personal protective equipment, implementation skills; in-depth instruction on local exhaust ventilation system design.
- OEH:6450 Aerosol Technology** 3 s.h.
Particle statistics and physics of aerosols, including inertia, diffusion, nucleation, evaporation, condensation, optics, electrical properties; relationship to fields such as agriculture, nanotechnology, environmental and occupational health, atmospheric chemistry, drug delivery.
- OEH:6460 Quantitative Exposure Assessment: Study Design and Evaluation** 3 s.h.
Principles of designing occupational and environmental exposure assessment studies, analyzing exposure data, and conducting exposure-response evaluations. Prerequisites: OEH:4540.
- OEH:6510 Environmental and Occupational Epidemiology** 3 s.h.
Overview of methods to interpret and perform environmental and occupational epidemiologic studies with focus on exposure assessment; valuable insights into identifying regional, national, global environmental, and occupational health-related issues. Prerequisites: EPID:4400. Same as EPID:6200.
- OEH:6520 Injury Epidemiology** 3 s.h.
How epidemiology can be applied to injury prevention and control: epidemiology literature, specific methodological problems involved in the epidemiology of injuries, critical evaluation of research articles. Offered spring semesters of odd years. Prerequisites: EPID:4400. Same as EPID:6510.

OE:6610 Advanced Topics in Occupational Medicine **2 s.h.**

Skills and knowledge for evaluating and treating patients with work-related illness.

OE:6710 Human Toxicology and Risk Assessment **3 s.h.**

Sources, routes of absorption, effects of environmental toxicants affecting man; pathophysiology of toxicant actions, including those of air and water pollutants, metals, pesticides, solvents, food toxicants, chemicals. Requirements: college chemistry and biology.

OE:6720 Advanced Toxicology **4 s.h.**

Hepatic metabolism and toxification mechanisms, pulmonary and immunotoxicology, nervous system poisons and their mechanisms of action, general and molecular concepts of chemical carcinogenesis. Prerequisites: OE:6710 or (PHAR:6501 and PHAR:6502 and PHAR:6503).

OE:7000 Thesis/Dissertation **arr.****OE:7010 Problems in Occupational and Environmental Health** **arr.**

Didactic material in occupational and environmental health; may include tutorial, seminar, faculty-directed independent work (e.g., literature search, project, short research project).

OE:7020 Independent Study in Occupational and Environmental Health **arr.**

In-depth pursuit of an area in occupational and environmental health requiring substantial creativity and independence.

OE:7040 Preceptorship in Occupational and Environmental Health **arr.**

Work experience using knowledge and skills acquired in the classroom; arranged in conjunction with departmental or collegiate activities or with governmental agencies or private industry.

OE:7050 Occupational and Environmental Health Internship **0,3 s.h.**

Comprehensive and integrated application of knowledge acquired in a workplace setting; structured approach to demonstrate skills and knowledge obtained through a workplace experience. Corequisites: OE:5620 or OE:4240, if not taken as a prerequisite.

OE:7060 Research Design in Occupational and Environmental Health **3 s.h.**

Development of a research grant proposal based on student's independent research aims and hypotheses, preparation of accompanying documents for a grant proposal submission, and development of a comprehensive dissemination plan that articulates how academic and lay audiences will be reached with research findings.

OE:7070 Interpreting Occupational and Environmental Health Research **3 s.h.**

Systematic evaluation of methodological strengths and weaknesses of published research studies in occupational and environmental health. Prerequisites: (OE:5620 or OE:4240) and (BIOS:4120 or OE:4540) and EPID:4400.

OE:8610 Occupational Medicine **2,4 s.h.**

In-depth study of an area in occupational and environmental medicine, with clinical experience in an outpatient community setting. Requirements: M.D. enrollment.

Occupational and Environmental Health, M.S.

An M.S. degree in occupational and environmental health is offered with optional subprograms in:

- agricultural safety and health
- industrial hygiene

Requirements

The Master of Science program in occupational and environmental health requires a minimum of 38 s.h. of graduate credit. It is offered with two optional subprograms: agricultural safety and health, and industrial hygiene. The M.S. with an agricultural safety and health subprogram requires a minimum of 42 s.h. of graduate credit; the M.S. with industrial hygiene subprogram requires a minimum of 43 s.h. of graduate credit.

M.S. Without Subprogram

The Master of Science with a major in occupational and environmental health without a subprogram requires a minimum of 38 s.h. and includes the following coursework.

Core Courses

Code	Title	Hours
All of these (23 s.h.):		
OEH:4240	Global Environmental Health	3
OEH:5620	Occupational Health	3
OEH:6710	Human Toxicology and Risk Assessment	3
OEH:5010	Occupational and Environmental Health Seminar	1
EPID:4400	Epidemiology I: Principles	3
BIOS:4120	Introduction to Biostatistics	3
PATH:8133	Introduction to Human Pathology for Graduate Students	4
CPH:6100	Essentials of Public Health	2
CPH:7270	Principles of Scholarly Integrity: Public Health	1

Electives

Credit earned in elective coursework and the thesis completes the 38 s.h. required for the degree. Students work with their advisor to select electives appropriate for their professional goals.

Thesis

A thesis is required. Students may earn a maximum of 6 s.h. for the thesis. Additional thesis credit may be allowed for students who earn more than 38 s.h.

Code	Title	Hours
OEH:7000	Thesis/Dissertation	arr.

M.S. with Agricultural Safety and Health Subprogram

The program prepares students for careers in education, health care, insurance, and agribusiness as specialists in agricultural safety and health.

The Master of Science with a major in occupational and environmental health with an agricultural safety and health subprogram requires a minimum of 42 s.h. and includes the following coursework.

Core Courses

Code	Title	Hours
All of these (29 s.h.):		
OEH:6110	Rural Health and Agricultural Medicine	3
OEH:6120	Current Topics in Agriculture and Rural Health (taken three times for 1 s.h. each)	3
OEH:4240	Global Environmental Health	3
OEH:5620	Occupational Health	3
OEH:5410	Occupational Safety	3
OEH:6710	Human Toxicology and Risk Assessment	3
OEH:7040	Preceptorship in Occupational and Environmental Health	1
OEH:5010	Occupational and Environmental Health Seminar	1
EPID:4400	Epidemiology I: Principles	3
CPH:6100	Essentials of Public Health	2
CPH:7270	Principles of Scholarly Integrity: Public Health	1
One of these:		
OEH:4540	Statistics for Experimenters	3
BIOS:4120	Introduction to Biostatistics	3

Electives

Students should complete at least 9 s.h. of electives; it is recommended that students work with their advisor to identify appropriate areas of emphasis (e.g., industrial hygiene, injury prevention, environmental health, or communication).

Recommended Elective Courses

This is a recommended list of elective coursework; however, any occupational and environmental health course (prefix OEH) may be taken as an elective.

Code	Title	Hours
OEH:4260	Global Water and Health	3
OEH:4310	Occupational Ergonomics: Principles	3
OEH:4510	Injury and Violence Prevention	3
OEH:6420	Methods in Exposure Science	3
OEH:6431	Assessing Noise Hazards	1
OEH:6432	Assessing Nonionizing Radiation Hazards	1
OEH:6433	Assessing Ionizing Radiation Hazards	1

OEH:6440	Control of Occupational Hazards	3
OEH:6510	Environmental and Occupational Epidemiology	3
OEH:6520	Injury Epidemiology	3
OEH:6720	Advanced Toxicology	4
CPH:4200	Agriculture, Food Systems, and Sustainability	3

Approved Elective Courses From Other Departments

Courses not on this list may be used as elective credit with advisor approval.

Code	Title	Hours
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
CBH:5235	Community-Based Participatory Research	3
CBH:5305	Evaluation: Approaches and Applications	3
CBH:6220	Health Communication Campaigns	3
EPID:5600	Introduction to Epidemiology Data Management and Analysis	3
EPID:6400	Epidemiology II: Advanced Methods	4
ISE:3400	Human Factors	3

Thesis

A thesis is required. Students may earn a maximum of 4 s.h. for the thesis.

Code	Title	Hours
OEH:7000	Thesis/Dissertation	arr.

M.S. with Industrial Hygiene Subprogram

The program prepares students for careers in industrial hygiene as well as the broad field of occupational and environmental health. Career opportunities are available in health and safety departments of industries; in consulting firms; in academic institutions; and in local, state, and federal public health agencies.

Students choose either the thesis (research option) or nonthesis (internship option). Those that select the thesis option conduct a research project and write a thesis. Those that select the nonthesis option complete an internship.

The Master of Science with a major in occupational and environmental health with an industrial hygiene subprogram requires a minimum of 43 s.h. and includes the following coursework.

Required Courses

All M.S. students take the following courses.

Code	Title	Hours
All of these (22 s.h.):		
OEH:6420	Methods in Exposure Science	3

OEH:6440	Control of Occupational Hazards	3
OEH:5620	Occupational Health	3
OEH:4540	Statistics for Experimenters	3
EPID:4400	Epidemiology I: Principles	3
OEH:6710	Human Toxicology and Risk Assessment	3
OEH:5010	Occupational and Environmental Health Seminar	1
CPH:6100	Essentials of Public Health	2
CPH:7270	Principles of Scholarly Integrity: Public Health	1

Electives

All M.S. students select electives from the following.

Code	Title	Hours
At least 12 s.h. from these:		
OEH:4240	Global Environmental Health	3
OEH:4310	Occupational Ergonomics: Principles	3
OEH:4510	Injury and Violence Prevention	3
OEH:5410	Occupational Safety	3
OEH:6431	Assessing Noise Hazards	1
OEH:6432	Assessing Nonionizing Radiation Hazards	1
OEH:6433	Assessing Ionizing Radiation Hazards	1
OEH:6450	Aerosol Technology	3
OEH:6510	Environmental and Occupational Epidemiology	3
OEH:6520	Injury Epidemiology	3

Thesis and Research Option

Completion of a research project and thesis is required. A maximum of 6 s.h. is allowed for thesis credit in OEH:7000.

Code	Title	Hours
OEH:7000	Thesis/Dissertation	arr.

Electives

Thesis option students complete additional elective coursework to earn at least 43 s.h. required for the major. Students meet with their advisor to select courses most appropriate to their professional goals.

Nonthesis Internship Option

Completion of an internship and an internship report is required. A maximum of 3 s.h. is allowed for internship credit in OEH:7050. Students are required to complete a minimum 150-hour internship.

Code	Title	Hours
OEH:7050	Occupational and Environmental Health Internship	0,3

Electives

Nonthesis option students complete additional elective coursework to earn at least 43 s.h. required for the major.

Students meet with their advisor to select courses most appropriate to their professional goals.

Combined Programs

M.S./M.S. in Urban and Regional Planning

The combined Master of Science in occupational and environmental health/Master of Science in urban and regional planning program requires 65 s.h. of graduate credit. For information about the graduate program in urban and regional planning, see the M.S. in urban and regional planning [p. 1622] (Graduate College) in the Catalog.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the combined degree program.

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS); they also must apply for admission to the Graduate College through the University of Iowa Office of Admissions. For detailed application information and admission requirements, visit the How to Apply to Occupational and Environmental Health web page.

The occupational and environmental health faculty takes several factors into consideration when evaluating applications for admission, including Graduate Record Exam (GRE) General Test scores, grade-point averages, letters of recommendation, intent and motivation for graduate study, and research interests. Students with deficiencies in one area may be admitted if all other components of their application are very strong.

M.S. applicants must hold a bachelor's degree and have a cumulative g.p.a. of at least 3.00. They must have taken the Graduate Record Exam (GRE) General Test; a verbal score of at least 151 and a quantitative score of at least 153 are recommended. For applicants who have not taken the GRE, the department may consider scores from other standardized tests, such as the Medical College Admission Test (MCAT).

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Undergraduate preparation for applicants must include coursework in mathematics, biology, chemistry, and either physical sciences or engineering, depending on the applicant's chosen specialty area.

Students may enter in the fall. May 1 is the final application deadline.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Occupational and Environmental Health, M.S.

- Agricultural Safety and Health Subprogram [p. 1945]
- Industrial Hygiene Subprogram [p. 1946]
- Industrial Hygiene Subprogram (Nonthesis) [p. 1946]

Agricultural Safety and Health Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
42 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. ^a		
Maintain at least a 2.75 cumulative GPA.		
Hours		0
First Year		
Fall		
OEH:4240	Global Environmental Health	3
EPID:4400	Epidemiology I: Principles	3
OEH:6120	Current Topics in Agriculture and Rural Health ^b	1
OEH:5620	Occupational Health	3
OEH:5010	Occupational and Environmental Health Seminar ^c	0
CPH:6100	Essentials of Public Health ^d	2
CPH:7270	Principles of Scholarly Integrity: Public Health ^e	0
Hours		12
Spring		
OEH:6110	Rural Health and Agricultural Medicine	3
OEH:6120	Current Topics in Agriculture and Rural Health ^b	1
OEH:6710	Human Toxicology and Risk Assessment	3
OEH:5010	Occupational and Environmental Health Seminar ^c	0
Elective course ^f		3
OEH:7010	Problems in Occupational and Environmental Health	0
CPH:7270	Principles of Scholarly Integrity: Public Health ^e	1
Hours		11
Second Year		
Fall		
Elective course ^f		3
BIOS:4120 or OEH:4540	Introduction to Biostatistics or Statistics for Experimenters	3
OEH:7040	Preceptorship in Occupational and Environmental Health	1
Elective course ^f		3
Hours		10
Spring		
OEH:5410	Occupational Safety ^g	3
OEH:5010	Occupational and Environmental Health Seminar ^c	1

OEH:6120	Current Topics in Agriculture and Rural Health ^b	1
OEH:7000	Thesis/Dissertation ^h	4
Exam: Thesis Oral Defense		
Hours		9
Total Hours		42

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Complete OEH:6120 three times, each for 1 s.h.
- c Complete OEH:5010 three times, twice for 0 s.h. and once for 1 s.h.
- d Course must be completed in the first semester of the program.
- e Complete CPH:7270 twice, first for 0 s.h. and then for 1 s.h.
- f Must complete at least 9 s.h. of electives. Work with department and faculty advisor for approval of appropriate graduate level coursework and sequence.
- g Typically this course is offered in spring semesters of even years only. Check MyUI for course availability since offerings are subject to change.
- h Maximum of 4 s.h. allowed.

Industrial Hygiene Subprogram

Course	Title	Hours
Academic Career		
Any Semester		

43 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website.^a

Maintain at least a 2.75 cumulative GPA.

Hours	0
-------	---

First Year

Fall		
OEH:6420	Methods in Exposure Science	3
OEH:5620	Occupational Health	3
OEH:5010	Occupational and Environmental Health Seminar ^b	0
EPID:4400 or OEH:4540	Epidemiology I: Principles or Statistics for Experimenters	3
CPH:6100	Essentials of Public Health ^c	2
CPH:7270	Principles of Scholarly Integrity: Public Health ^d	0
Hours		11

Spring

OEH:6710	Human Toxicology and Risk Assessment	3
OEH:5010	Occupational and Environmental Health Seminar ^b	0
Elective course ^e		3
Elective course ^e		3
OEH:7010	Problems in Occupational and Environmental Health	0
CPH:7270	Principles of Scholarly Integrity: Public Health ^d	1
Hours		10

Second Year

Fall		
EPID:4400 or OEH:4540	Epidemiology I: Principles or Statistics for Experimenters	3
Elective course ^e		3

Elective course ^e		3
Hours		9

Spring

OEH:6440	Control of Occupational Hazards ^f	3
OEH:5010	Occupational and Environmental Health Seminar ^b	1
Elective course ^e		3
OEH:7000	Thesis/Dissertation ^g	6
Exam: Thesis Oral Defense		
Hours		13
Total Hours		43

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Complete OEH:5010 three times, twice for 0 s.h. and once for 1 s.h.
- c Course must be completed in the first semester of the program.
- d Complete CPH:7270 twice, first for 0 s.h. and then for 1 s.h.
- e Must complete at least 12 s.h. of electives. Work with department and faculty advisor for approval of appropriate graduate level coursework and sequence.
- f Typically this course is offered in spring semesters of even years only. Check MyUI for course availability since offerings are subject to change.
- g Maximum of 6 s.h. allowed.

Industrial Hygiene Subprogram (Nonthesis)

Course	Title	Hours
Academic Career		
Any Semester		

43 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website.^a

Maintain at least a 2.75 cumulative GPA.

Students pursuing the nonthesis option are required to complete a minimum 150-hour internship.

Hours	0
-------	---

First Year

Fall		
OEH:6420	Methods in Exposure Science	3
OEH:5620	Occupational Health	3
OEH:5010	Occupational and Environmental Health Seminar ^b	0
EPID:4400 or OEH:4540	Epidemiology I: Principles or Statistics for Experimenters	3
CPH:7270	Principles of Scholarly Integrity: Public Health ^c	0
CPH:6100	Essentials of Public Health ^d	2
Hours		11

Spring

OEH:6710	Human Toxicology and Risk Assessment	3
OEH:5010	Occupational and Environmental Health Seminar ^b	0
OEH:7050	Occupational and Environmental Health Internship ^e	0
Elective course ^f		3
Elective course ^f		3

OEH:7010	Problems in Occupational and Environmental Health	0
CPH:7270	Principles of Scholarly Integrity: Public Health ^c	1
Hours		10
Second Year		
Fall		
OEH:4540 or EPID:4400	Statistics for Experimenters or Epidemiology I: Principles	3
Elective course ^f		3
Elective course ^f		3
Elective course ^f		3
Hours		12
Spring		
Exam: Final Exam		
OEH:6440	Control of Occupational Hazards ^g	3
OEH:5010	Occupational and Environmental Health Seminar ^b	1
OEH:7050	Occupational and Environmental Health Internship ^e	3
Elective course ^f		3
Hours		10
Total Hours		43

consumer products areas; pharmaceutical industries; and universities.

- a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- b Complete OEH:5010 three times, twice for 0 s.h. and once for 1 s.h.
- c Complete CPH:7270 twice, first for 0 s.h. and then for 1 s.h.
- d Course must be completed in the first semester of the program.
- e Complete OEH:7050 twice, first for 0 s.h. and then for 3 s.h.
- f Must complete at least 12 s.h. of electives. Work with department and faculty advisor for approval of appropriate graduate level coursework and sequence.
- g Typically this course is offered in spring semesters of even years only. Check MyUI for course availability since offerings are subject to change.

Financial Support

Most students receive financial support through traineeships or graduate research assistantships.

Students accepted to programs with a focus on occupational health and safety, including agricultural safety and health, ergonomics, industrial hygiene, and occupational injury prevention, may receive traineeships and financial support in the form of fully paid tuition and a monthly stipend. These traineeships are sponsored by the National Institute for Occupational Safety and Health (NIOSH), and are only available for U.S. citizens and U.S. permanent residents.

Students with a focus on environmental health, global health, or environmental toxicology are generally funded by graduate research assistantships.

Career Advancement

The program prepares students for professional and academic careers in environmental and occupational health. Graduates will be qualified for a career in a range of private, public, and academic positions; consulting firms; state and federal occupational and environmental agencies; chemical and

Occupational and Environmental Health, Ph.D.

A Ph.D. degree in occupational and environmental health (OEH) is an advanced research degree that emphasizes depth of knowledge and original research skills. The degree is designed to develop leaders in environmental and occupational health research and practice.

Students work with their faculty advisor to design a specialized curriculum of coursework and research projects in the following areas:

- agricultural safety and health
- environmental health
- environmental toxicology
- ergonomics
- industrial hygiene
- occupational epidemiology
- occupational injury prevention

Requirements

The Doctor of Philosophy program in occupational and environmental health requires 72 s.h. of graduate credit. All students must complete a dissertation.

The Doctor of Philosophy with a major in occupational and environmental health requires the following work.

Required Courses

Students may use a course only once to fulfill a requirement.

Code	Title	Hours
All of these:		
OEH:4240	Global Environmental Health	3
OEH:5620	Occupational Health	3
OEH:7060	Research Design in Occupational and Environmental Health	3
OEH:7070	Interpreting Occupational and Environmental Health Research	3
OEH:5010	Occupational and Environmental Health Seminar	1
BIOS:4120	Introduction to Biostatistics	3
CPH:6100	Essentials of Public Health	2
CPH:7270	Principles of Scholarly Integrity: Public Health	1
EPID:4400	Epidemiology I: Principles	3
One of these:		
OEH:6460	Quantitative Exposure Assessment: Study Design and Evaluation	3
OEH:6520	Injury Epidemiology	3
At least 9 s.h. from these:		
OEH:6110	Rural Health and Agricultural Medicine	3

OEH:6130	Agricultural Safety and Health: Practice, Research Methods, and Policy	3
OEH:6420	Methods in Exposure Science	3
OEH:6431	Assessing Noise Hazards	1
OEH:6432	Assessing Nonionizing Radiation Hazards	1
OEH:6433	Assessing Ionizing Radiation Hazards	1
OEH:6440	Control of Occupational Hazards	3
OEH:6450	Aerosol Technology	3
OEH:6460	Quantitative Exposure Assessment: Study Design and Evaluation	3
OEH:6510	Environmental and Occupational Epidemiology	3
OEH:6520	Injury Epidemiology	3
OEH:6710	Human Toxicology and Risk Assessment	3
OEH:6720	Advanced Toxicology	4
BIOS:5120	Regression Modeling and ANOVA in the Health Sciences	3
BIOS:5130	Applied Categorical Data Analysis	3
BIOS:6310	Introductory Longitudinal Data Analysis	3
EPID:6400	Epidemiology II: Advanced Methods	4
STAT:6516	Design of Experiments	4

Electives

Students must earn a minimum of 18 s.h. in non-research-related courses, including classroom courses or equivalent web-based courses. Students work with their advisor to select courses appropriate for their professional goals.

Research Credit

Students earn the remaining credit for the Ph.D. by completing any combination of the following courses or other classroom courses. All students must complete a dissertation.

Code	Title	Hours
OEH:7000	Thesis/Dissertation	arr.
OEH:7020	Independent Study in Occupational and Environmental Health	arr.

Admission

Applicants must apply through the Schools of Public Health Application Service (SOPHAS); they also must apply for admission to the Graduate College through the University of Iowa Office of Admissions. For detailed application information and admission requirements, visit the How to Apply to Occupational and Environmental Health web page.

The occupational and environmental health faculty takes several factors into consideration when evaluating applications for admission, including Graduate Record Exam (GRE) General Test scores, grade-point averages, letters of recommendation, intent and motivation for graduate study,

and research interests. Students with deficiencies in one area may be admitted if all other components of their application are very strong.

Ph.D. applicants must hold a bachelor's degree and have a cumulative g.p.a. of at least 3.25. Applicants must have taken the Graduate Record Exam (GRE) General Test; a verbal score of at least 151 and a quantitative score of at least 153 are recommended. For applicants who have not taken the GRE, the department considers scores from other standardized tests, such as the Medical College Admission Test (MCAT).

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Completion of a master's program before beginning Ph.D. study is recommended.

Students may enter in the fall. May 1 is the final application deadline.

Financial Support

Most students receive financial support via traineeships or graduate research assistantships.

Students accepted to programs with a focus on occupational health and safety, including agricultural safety and health, ergonomics, industrial hygiene, occupational epidemiology, and occupational injury prevention, receive traineeships and financial support in the form of fully paid tuition and a monthly stipend. These traineeships are sponsored by the National Institute for Occupational Safety and Health (NIOSH), and are only available for U.S. citizens and U.S. permanent residents.

Students with a focus on environmental health, global health, or environmental toxicology are generally funded by graduate research assistantships.

Postdoctoral Positions

The College of Public Health's Environmental Health Sciences Training Program offers postdoctoral positions in environmental health/toxicology. Appointments are for two years with the possibility of an additional year. Applicants must be U.S. citizens or permanent residents.

Career Advancement

The program prepares students for professional and academic careers in environmental and occupational health. Graduates will be qualified for a career in a range of private, public, and academic positions; consulting firms; state and federal occupational and environmental agencies; chemical and consumer products areas; pharmaceutical industries; and universities.

Translational and Clinical Investigation

Head, Department of Epidemiology

- Elizabeth A. Chrischilles

Graduate certificate: translational and clinical investigation

Website: <https://www.public-health.uiowa.edu/certificate-in-translational-and-clinical-investigation/>

The Department of Epidemiology [p. 1919] and the Institute for Clinical and Translational Science (ICTS) offer the Certificate in Translational and Clinical Investigation for clinicians who seek advanced training in clinical methodology and applied patient-oriented research skills.

Programs

Graduate Program of Study

Certificate

- Certificate in Translational and Clinical Investigation [p. 1951]

Translational and Clinical Investigation, Graduate Certificate

Requirements

The graduate Certificate in Translational and Clinical Investigation requires 17 s.h. of graduate credit and may be completed in one year. Certificate requirements include didactic coursework, clinical research preceptorships, and clinical research seminar participation.

The certificate program is open to individuals who hold a doctoral-level degree in a clinical discipline (e.g., M.D., D.O., D.D.S., Ph.D., Pharm.D., D.V.M.), are practicing academic clinicians, and are admitted as graduate students to the College of Public Health or are enrolled in a basic or health science doctoral program at the University of Iowa. Other admission requirements are similar to those for the M.S. program in epidemiology.

The Certificate in Translational and Clinical Investigation requires the following work.

Required Courses

Code	Title	Hours
All of these:		
BIOS:4120	Introduction to Biostatistics	3
EPID:4400	Epidemiology I: Principles	3
EPID:5500	Introduction to Clinical Epidemiology	3
EPID:6950	Clinical Research Ethics	2

Electives

Code	Title	Hours
6 s.h. from these:		
BIOS:6210/ IGPI:6210	Applied Survival Analysis	3
BIOS:6310/ IGPI:6310/ STAT:6550	Introductory Longitudinal Data Analysis	3
BIOS:6610/ IGPI:6610	Statistical Methods in Clinical Trials	3
BIOS:7600/ IGPI:7600	Advanced Biostatistics Seminar	0-3
CBH:5235	Community-Based Participatory Research	3
CBH:5305	Evaluation: Approaches and Applications	3
CBH:6205	Designing and Implementing Interventions	3
DPH:6004	Principles of Oral Epidemiology	0-3
EPID:4450	Public Health Data	2
EPID:4990	Practicing Evidence-Based Public Health	3
EPID:5200/ IGPI:5220	Principles of Public Health Informatics	3

EPID:5214	Meta-Analysis of Epidemiologic Studies	3
EPID:5241	Statistical Methods in Epidemiology	4
EPID:5560	Introduction to Molecular Epidemiology	3
EPID:5610	Intermediate Epidemiology Data Analysis with SAS and R	3
EPID:5570	Zoonotic Diseases	3
EPID:5600	Introduction to Epidemiology Data Management and Analysis	3
EPID:6000	Independent Study in Epidemiology	arr.
EPID:6100	Writing a Grant Proposal	3
EPID:6150	Writing for Medical Journals	1
EPID:6250	Genetics and Epidemiology	3
EPID:6330	Global Nutrition Policy	2-3
EPID:6350	Nutritional Epidemiology	2
EPID:6360	Nutrition Intervention in Clinical Trials Research	2
EPID:6370	Nutrition Intervention in Research Lab	3
EPID:6400	Epidemiology II: Advanced Methods	4
EPID:6510/ OEH:6520	Injury Epidemiology	3
EPID:6550/ GHS:6550	Epidemiology of Infectious Diseases	3
EPID:6560	Hospital Epidemiology	2
EPID:6600	Epidemiology of Chronic Diseases	3
EPID:6640	Epidemiology of Maternal and Infant Health	2
EPID:6650	Cardiovascular Disease Epidemiology	3
EPID:6670/ PSYC:8267	Psychiatric Epidemiology	3
EPID:6700	Cancer Epidemiology and Control	3
EPID:6900	Design of Intervention and Clinical Trials	3
EPID:6910	Pharmacoepidemiology and Comparative Effectiveness Research	3
EPID:6950	Clinical Research Ethics	2
EPLS:5165/ PSQF:5165	Introduction to Program and Project Evaluation	3
GEOG:3110/ GHS:3111	Geography of Health	3
HMP:5315	Health Information Systems	2-3
HMP:5370/ IGPI:5200/ISE:5860/ MED:5300/ SLIS:5900	Health Informatics	3
HMP:5410	Health Economics I	3
HMP:7550	Cost Effectiveness and Decision Analysis	3
HMP:7960	Analytic Issues in Health Services Research I	3

HMP:7965/ PHAR:7331	Analytic Issues in Health Services Research II	3
PCOL:5136	Pharmacogenetics and Pharmacogenomics	1
PHAR:5310	Health Services Research Seminar	1-2
PHAR:5350	Introduction to Research Methods	3
PHAR:6305	Foundation Literature in Health Services Research	arr.

University College

Dean

- Tanya M. Uden-Holman

Associate Deans

- Andrew Beckett, Anne W. Zalenski

Website: <https://uc.uiowa.edu>

University College (UC) is home to a wide range of programs for University of Iowa students and precollege students. An overview of the many programs that are housed in University College is provided below.

Undergraduate Degrees

Two online degree programs, the Bachelor of Applied Studies (B.A.S.) [p. 1958] and the Bachelor of Liberal Studies (B.L.S.) [p. 1961], are administered through University College. Both programs enable students to complete a bachelor's degree through Distance and Online Education [p. 1980]. The B.A.S., designed for graduates of community college technical programs, provides alternatives to traditional academic majors, permitting students to plan their own emphasis areas in consultation with their advisors. The B.L.S. is an interdisciplinary undergraduate degree program without a traditional academic major; students work with their advisors to plan study programs that meet their individual objectives.

Undergraduate Certificates, Training, and Coursework

The college offers undergraduate certificates in Clinical and Translational Science [p. 1974], Leadership Studies [p. 1987], Nonprofit Leadership and Philanthropy [p. 1998], and Sustainability [p. 2020]. University College also is home to many undergraduate research opportunities in the science, technology, engineering, and mathematics (STEM) fields as well as in microbiology and medical scientist training.

An affiliated program, Lifetime Leisure Skills [p. 1992]—offers a broad range of sports and fitness activities, while the Reserve Officer Training Corps programs, Aerospace Studies (Air Force ROTC) [p. 1955] and Military Science (Army ROTC) [p. 1995] prepare undergraduate students for commissions as officers. In addition, there are major college-level programs such as the University of Iowa Honors Program [p. 2027], Study Abroad, [p. 2001] and Career Center Programs [p. 1971].

Students from the University of Iowa, Iowa State University, and the University of Northern Iowa may take courses at Iowa Lakeside Laboratory [p. 1985].

University College offers courses in several K-12 programs as well: the Belin-Blank Center for Gifted Education [p. 1969], the Center for Diversity and Enrichment [p. 1973], the Secondary Student Training Program [p. 2000], and University of Iowa Upward Bound [p. 2032].

Student Success and Outreach

Associate Dean: Andrew Beckett

Many University College programs serve the entire undergraduate population (particularly first-year students) and are designed to smooth entering students' transition to college life. Students begin their connection to the University

College when they take their first online course, CSI:1600 Success at Iowa, at around the same time they attend Orientation. When they arrive on campus, they experience campus life for the first time with the On Iowa! program.

Other programs that promote success include Excelling@Iowa, Hawkeye Talent Initiative, Tutor Iowa, and the Academic Resource Center (ARC). These direct service programs support students when they need support in their college career.

Academic Support and Retention

Director: Mirra L. Anson

Website: <https://uc.uiowa.edu/student-success>

On Iowa!

Website: <https://oniowa.uiowa.edu/>

Orientation

Director: Tina M. Arthur

Website: <https://newstudents.uiowa.edu/orientation>

Success at Iowa

Coordinator: Suzette Blanchard

Website: <https://newstudents.uiowa.edu/success-iowa-online-course>

Distance and Online Education

Associate Dean: Anne W. Zalenski

Website: <https://distance.uiowa.edu>

Distance and Online Education [p. 1980] combines leading-edge technology and support with nationally recognized faculty to provide the best educational experience possible—online and on location. In partnership with University of Iowa colleges and departments, online and on location coursework provides degree and certificate opportunities for students looking to complete their degree from a highly ranked public institution. Courses offered through University College are taught by University of Iowa faculty and staff members.

Center for Conferences

Director: Kelly Flinn

Website: <https://centerforconferences.uiowa.edu>

The Center for Conferences (UICC) is the University's principal agency for initiating, coordinating, conducting, and supporting noncredit continuing education programs. It also serves as the University of Iowa's general continuing education unit (CEU) provider.

UICC coordinates national and international conferences for University faculty, departments, colleges, administrative units, academic societies, professional associations, and other groups sponsored by the University. Services include initial planning, site location, budget development, supervision of all logistical details, income and expense management, payment processing, and online conference registration.

The Center for Conferences uses facilities on the University of Iowa campus as well as those located in Iowa City and Coralville, throughout Iowa and nationwide. For more information, visit the Center for Conferences website.

Programs

College-Level Degree Programs

- Bachelor of Applied Studies [p. 1958]
- Bachelor of Liberal Studies [p. 1961]

College-Level Certificate Programs

- Clinical and Translational Science [p. 1974]
- Leadership Studies [p. 1987]
- Nonprofit Leadership and Philanthropy [p. 1998]
- Sustainability [p. 2020]

Other College-Level Programs

- Aerospace Studies (Air Force ROTC) [p. 1955]
- Career Center Programs [p. 1971]
- College Success Initiatives [p. 1977]
- Hawkeye Talent Initiative [p. 1982]
- Intercollegiate Athletic Participation [p. 1983]
- Iowa Biosciences Academy [p. 1984]
- Iowa Lakeside Laboratory [p. 1985]
- Lifetime Leisure Skills [p. 1992]
- Military Science (Army ROTC) [p. 1995]
- Study Abroad [p. 2001]
- Undergraduate Research Experiences [p. 2024]
- University Libraries [p. 2026]
- University of Iowa Honors Program [p. 2027]

Precollege Programs

- Belin-Blank Center for Gifted Education [p. 1969]
- Center for Diversity and Enrichment [p. 1973]
- Secondary Student Training Program [p. 2000]
- University of Iowa Upward Bound [p. 2032]

Aerospace Studies (Air Force ROTC)

Director

- Lt. Col. Nicole L. Capozzi

Undergraduate minor: aerospace studies

Website: <https://veterans.uiowa.edu/air-force-rotc>

The Aerospace Studies Program administers the Air Force Reserve Officer Training Corps (AFROTC) at the University of Iowa. AFROTC prepares highly qualified undergraduate students for commissions as officers in the United States Air Force.

While AFROTC is structured primarily for students pursuing active-duty Air Force commissions, any undergraduate or graduate student may take aerospace studies courses for academic credit, with the exception of the leadership laboratories. The amount of credit that may be applied toward a degree varies from college to college at the University. The College of Liberal Arts and Sciences, for example, accepts a maximum of 20 s.h. of aerospace studies credit. Additionally, any undergraduate student may apply the courses toward the minor in aerospace studies.

In order to receive a commission, AFROTC cadets must satisfactorily complete all University of Iowa degree requirements as well as courses specified by the U.S. Air Force.

Undergraduate and Graduate Programs

AFROTC offers programs lasting two, three, or four years. Joining early gives students the opportunity to try AFROTC without obligation. It also can give them an advantage in the scholarship selection process.

The AFROTC program's three main components are the general military course (GMC), the professional officer course (POC), and the Field Training (FT) program.

General Military Course

The general military course (GMC) consists of one AFROTC course (1 s.h.) and a leadership laboratory taken each semester for two years. Any student who meets AFROTC qualifications and is in good academic standing is eligible to participate in the GMC. Students normally apply for the GMC up to the time they earn 60 s.h. Students who have earned more than 60 s.h. may enroll in the GMC if they are willing to extend their academic plan by a semester or more.

Professional Officer Course

The professional officer course (POC) consists of one AFROTC course (3 s.h.) and a leadership laboratory taken each semester for two years. Students accepted into the POC make a commitment to serve a minimum of four years as U.S. Air Force officers. To enter the POC, students must be selected to attend and must successfully complete field training. Students generally take the POC during their last 60 s.h.

Field Training

All POC applicants must successfully complete Field Training (FT) at a U.S. Air Force base. Selection to attend FT is competitive; if selected to attend, students experience

an intensive, two-week program generally completed the summer after the sophomore year. It provides a first-hand look at the active duty Air Force and develops military leadership and discipline. Students participate in junior officer education, marksmanship, hand-to-hand combat training, physical fitness training, and expeditionary skills training in a simulated environment. After completing FT, cadets are ready to return to school and assume leadership positions in the AFROTC program.

Activities

Students have the option to compete for acceptance to a variety of optional AFROTC summer training programs. If selected, a student may return to Field Training as a cadet training assistant (CTA), travel to another country for a cultural immersion program, or compete for other Air Force immersion programs as available. The Air Force provides transportation, meals, lodging, and a daily expense allowance for all summer programs.

The AFROTC cadet corps also sponsors community service projects, intramural athletics, and social events, including formal and informal dinners.

Educational Delay

Cadets may request an educational delay to postpone entry to active duty until after completion of an advanced degree or professional training program. Selection for an educational delay is highly competitive.

Financial Aid

Merit scholarships are available on a competitive basis for two and three years of study. They provide varying awards for tuition and fees, a stipend for books, and a monthly tax-free subsistence allowance. Applicants are selected based on objective and subjective factors. Students should apply to the director of the Aerospace Studies Program.

Nonscholarship cadets in the professional officer course receive some financial assistance. Junior-level cadets receive a \$450 tax-free subsistence allowance per month and senior-level cadets receive a \$500 tax-free subsistence allowance per month.

All uniforms and required AFROTC textbooks are furnished free of charge.

Programs

Undergraduate Program of Study Minor

- Minor in Aerospace Studies [p. 1957]

Courses

Aerospace Studies Courses

AERO:1100 Air Force Heritage and Values I **1 s.h.**

Introduction to the United States Air Force and Air Force Reserve Officer Training Corps (AFROTC); featured topics include structure of the U.S. Air Force, the Air Force's capabilities, career opportunities, benefits, Air Force installations, core values, leadership, teambuilding, and communication skills. Requirements: first-year or sophomore standing.

AERO:1119 Crosstown Air Force Mentoring 0 s.h.
Mentoring opportunity from an Air Force Officer as needed to provide guidance on the Air Force way of life; for crosstown enrolled Air Force ROTC students. Requirements: crosstown enrollment as AFROTC cadet.

AERO:1150 AFROTC Leadership Laboratory (LLAB) AS 100-FA 1 s.h.
A progression of experiences designed to develop leadership ability; military customs and courtesies, drill and ceremonies, military professional development, the life and work of a junior officer; leadership skills in a practical, supervised military lab setting. Offered fall semesters. Corequisites: AERO:1100. Requirements: first-year or sophomore standing.

AERO:1159 Crosstown Air Force Lab 0 s.h.
A progression of experiences designed to develop leadership ability; military customs and courtesies, drill and ceremonies, and military professional development. Requirements: crosstown enrollment as AFROTC cadet.

AERO:1200 Air Force Heritage and Values II 1 s.h.
Introduction to the United States Air Force (USAF) and Air Force Reserve Officer Training Corps (AFROTC); featured topics include evolution of the U.S. Air Force/Air Force history, principles of war/tenets of air power, what the Air Force brings to the joint fight, Department of the Air Force, and Air Force major commands; leadership concepts including ethical decision making, communication, and professional speaking opportunities. Requirements: first-year or sophomore standing.

AERO:1250 AFROTC Leadership Laboratory (LLAB) AS 100-SP 1 s.h.
A progression of experiences designed to develop leadership ability; military customs and courtesies, drill and ceremonies, military professional development, the life and work of a junior officer; leadership skills in a practical, supervised military lab setting. Offered spring semesters. Corequisites: AERO:1200. Requirements: first-year or sophomore standing.

AERO:2100 Team and Leadership Fundamentals I 1 s.h.
Foundation for leadership and team building; concepts applied in team-building activities and class discussion, including demonstration of basic verbal and written communication; featured topics include listening, followership, and problem solving efficiently.

AERO:2150 AFROTC Leadership Laboratory (LLAB) AS 200-FA 1 s.h.
See AERO:1150. Offered fall semesters. Corequisites: AERO:2100.

AERO:2200 Team and Leadership Fundamentals II 1 s.h.
Foundation for leadership and team building; concepts applied in team building activities and class discussion, including demonstration of basic verbal and written communication; featured topics include conflict management, comprehensive airman fitness, and a leadership capstone.

AERO:2250 AFROTC Leadership Laboratory (LLAB) AS 200-SP 1 s.h.
See AERO:1150. Offered spring semesters. Corequisites: AERO:2200.

AERO:2500 Readings in Contemporary Military Issues 1-4 s.h.
Independent research on the U.S. Air Force; historical topics, current missions, future technologies, comparisons to other nations.

AERO:3100 Leadership Studies: Leading People and Effective Communication I 3 s.h.
Builds on leadership fundamentals taught in AERO:2100 and AERO:2200; students study leadership and leadership skills to use in their future Air Force environment; profession of arms, communications skills, and ethics; case studies used to examine Air Force leadership situations and demonstrate and exercise practical application of the concepts studied. Requirements: junior or higher standing.

AERO:3150 AFROTC Leadership Laboratory (LLAB) AS 300-FA 1 s.h.
See AERO:1150. Offered fall semesters. Corequisites: AERO:3100.

AERO:3200 Leadership Studies: Leading People and Effective Communication II 3 s.h.
Leadership and leadership skills used in the Air Force environment; continued study of the profession of arms, communication skills, and ethics taught in AERO:3100; creating a vision, mentoring, and other leadership fundamentals; students continue to hone their reading, writing, and speaking skills via several communication studies applications; case studies used to examine Air Force leadership situations, and to demonstrate and exercise practical application of the concepts studied; goal is to instill a more in-depth understanding of how to effectively lead people and organizations. Requirements: junior or higher standing.

AERO:3250 AFROTC Leadership Laboratory (LLAB) AS 300-SP 1 s.h.
See AERO:1150. Offered spring semesters. Corequisites: AERO:3200.

AERO:4100 National Security/Leadership Responsibilities and Commissioning Preparation I 3 s.h.
Introduction to the national security process, regional studies, advanced leadership ethics, and Air Force doctrine; focus specifically on current Air Force organization, leadership, and practical knowledge needed for a student's future as an Air Force officer; students improve oral and written communication skills and delve into military professionalism and ethics. Requirements: junior or higher standing.

AERO:4150 AFROTC Leadership Laboratory (LLAB) AS 400-FA 1 s.h.
See AERO:1150. Offered fall semesters. Corequisites: AERO:4100.

AERO:4200 National Security/Leadership Responsibilities and Commissioning Preparation II 3 s.h.
Continuation of AERO:4100 which introduced the national security process, regional studies, advanced leadership ethics, and Air Force doctrine; students expand their knowledge to comprehend the responsibility, authority, and functions of an Air Force commander and selected provisions of the military justice system; designed to prepare cadets for life as a second lieutenant; students continue to improve oral and written communication skills. Requirements: junior or higher standing.

AERO:4250 AFROTC Leadership Laboratory (LLAB) AS 400-SP 1 s.h.
See AERO:1150. Offered spring semesters. Corequisites: AERO:4200.

Aerospace Studies, Minor

Requirements

The undergraduate minor in aerospace studies requires a minimum of 16 s.h. in aerospace studies program courses. Students must maintain a g.p.a. of at least 2.50 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. In order to count transfer coursework taken at other institutions toward the minor, students must have approval from the director of the Aerospace Studies Program.

The minor in aerospace studies requires the following coursework.

Code	Title	Hours
AERO:1100	Air Force Heritage and Values I	1
AERO:1200	Air Force Heritage and Values II	1
AERO:2100	Team and Leadership Fundamentals I	1
AERO:2200	Team and Leadership Fundamentals II	1
AERO:3100	Leadership Studies: Leading People and Effective Communication I	3
AERO:3200	Leadership Studies: Leading People and Effective Communication II	3
AERO:4100	National Security/Leadership Responsibilities and Commissioning Preparation I	3
AERO:4200	National Security/Leadership Responsibilities and Commissioning Preparation II	3
Total Hours		16

Bachelor of Applied Studies

Associate Dean

- Anne W. Zalenski

Program Director

- Dawn Freerks

Undergraduate major: B.A.S.

Website: <https://basbls.uc.uiowa.edu/degrees/bas>

The Bachelor of Applied Studies (B.A.S.) is designed for graduates of community colleges who wish to complete a bachelor's degree by distance education. The degree may be completed completely online or through a combination of on-site and online coursework. Students may earn credit toward the degree with a selection of several types of courses, including semester-based online courses, on-site courses at off-campus locations throughout Iowa, and regular session on-campus courses.

The B.A.S. is a general undergraduate degree without a traditional academic major. Students can design an individual program or select from four optional emphasis areas: creative writing, human relations, justice studies, and political science. B.A.S. students may complete multiple emphasis areas and earn undergraduate certificates offered by the University of Iowa. They may not earn minors or enroll in a second college at the University of Iowa while completing the B.A.S. degree.

Working with their academic advisors, B.A.S. students may plan programs designed to advance their careers, begin new careers, or prepare for graduate or professional study. Students who have specific career goals or advanced degree programs in mind should determine what educational background they will need in order to achieve their goals, and they should include appropriate coursework in their B.A.S. programs.

Applicants to the B.A.S. program must hold an associate degree; see Admission [p. 1960] in this section of the Catalog for more detailed admission requirements.

The B.A.S. is awarded by University College [p. 1953] and is administered by Distance and Online Education [p. 1980].

Programs

Undergraduate Program of Study Major

- Bachelor of Applied Studies [p. 1959]

Bachelor of Applied Studies, B.A.S.

Requirements

The Bachelor of Applied Studies requires a minimum of 120 s.h. and is intended to be completed entirely by distance education. Students must maintain a cumulative g.p.a. of 2.00 or higher in all coursework attempted, all coursework taken at the University of Iowa, and all upper-level coursework.

After admission to the University of Iowa, one of the following residence requirements must be met—at least 90 s.h. completed at the University of Iowa, or 45 of the final 60 s.h. completed at the University of Iowa, or the final 30 s.h. completed at the University of Iowa.

Students must earn at least 60 s.h. of the minimum 120 s.h. required for the degree at four-year colleges, including 45 s.h. in upper-level coursework. University of Iowa upper-level courses are numbered from 3000 to 4999. Some courses numbered below 3000 may be considered upper level for the B.A.S.; for details, see B.A.S. Upper-level Coursework on the Bachelor of Applied Studies website.

Students also must complete the following core requirements and a set of distribution areas; see B.A.S. Core Requirements and Distribution Areas on the Bachelor of Applied Studies website for more information.

Core Requirements

Rhetoric coursework equivalent to composition II and speech

Quantitative or formal reasoning—3 s.h.

Social sciences—3 s.h.

Values, society, and diversity—3 s.h.

Business/management—6 s.h.

Distribution Areas

Students must complete 12 s.h. in three of the following five distribution areas (total of 36 s.h.). In each distribution area, 6 of the required 12 s.h. must be earned in upper-level courses.

Communication and arts (e.g., journalism, communication studies, creative writing, art, music)

Humanities (e.g., literature, history, philosophy, religion)

Natural sciences and mathematics (e.g., mathematics, biology, statistics, computer science)

Professional fields (e.g., business, education, nursing, social work, aging and longevity studies)

Social sciences (e.g., sociology, psychology, economics, political science, anthropology)

All University College policies regarding grading, course drops, withdrawals, academic standards, and so forth apply to B.A.S. students. For more information, see Taking University College Courses on the University College website.

Optional Emphasis Area

Students may include an emphasis area in their B.A.S. program.

Creative Writing Emphasis Area

The creative writing emphasis area requires 18 s.h. It provides students with an understanding of the multiple facets of written communication. The emphasis area requires the following coursework.

Code	Title	Hours
All of these:		
CLSA:3742/ WRIT:3742	Word Power: Building English Vocabulary	3
CW:2100	Creative Writing	3
CW:4897	Novel Writing	3
At least three of these:		
CW:2870	Fiction Writing	3
CW:2875	Poetry Writing	3
CW:3005/ INTD:3005/ WRIT:3005	Professional and Creative Business Communication	3
CW:3870	Advanced Fiction Writing	3
CW:3875	Advanced Poetry Writing	3
CW:4745/ WRIT:4745	The Sentence: Strategies for Writing	3
CW:4760/ WRIT:4760	The Art of Revision: Rewriting Prose for Clarity and Impact	3
THTR:2301	Playwriting I	3
THTR:3301	Playwriting II	3
WRIT:1500	Writing Commons: A Community of Writers	3

For additional details about the emphasis area and related careers, see Creative Writing Emphasis Area on the Bachelor of Applied Studies website.

Human Relations Emphasis Area

The human relations emphasis area requires 18 s.h. It focuses on human development, personality theory, interpersonal and group communication, multiculturalism, professional ethics, and the development of helping skills. The emphasis area requires the following coursework.

Code	Title	Hours
All of these:		
RCE:4194	Interpersonal Effectiveness	3
RCE:4197	Citizenship in a Multicultural Society	3
RCE:4199	Counseling for Related Professions	3
At least three of these:		
EDTL:3114	Parent-Child Relationships	3
RCE:4131	Loss, Death, and Bereavement	3
RCE:4162/ PSQF:4162	Introduction to Couple and Family Therapy	3
RCE:4174	Positive Psychology	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
RCE:4178	Microcounseling	3
RCE:4179	Sexuality Within the Helping Professions	3
RCE:4185	Introduction to Substance Abuse	3

RCE:4191	Advocacy: Awareness, Assertiveness, and Activism	3
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	3

For additional details about the emphasis area and related careers, see Human Relations Emphasis Area on the Bachelor of Applied Studies website.

Justice Studies Emphasis Area

The justice studies emphasis area requires 18 s.h. It is a good choice for students who hold associate degrees in disciplines such as community service, corrections, criminal justice, law enforcement, police science, or public safety. The emphasis area requires the following coursework.

Code	Title	Hours
Two of these:		
CRIM:1410	Introduction to Criminology	3
POLI:3111	American Public Policy	3
PSY:2501	Introduction to Social Psychology	3
RCE:4197	Citizenship in a Multicultural Society	3
SOC:1030	Contemporary Social Problems	3-4
SOC:4225	The Social Psychology of Leadership	3

At least four of these:

CRIM:2430	Comparative Criminal Justice Systems	3
CRIM:4410	Treatment Interventions in Corrections	3
CRIM:4420	Criminal Punishment	3
HRTS:2115/IS:2115	Introduction to Human Rights	3
MGMT:2000	Introduction to Law	3
POLI:3503	Politics of Terrorism	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
RCE:4185	Introduction to Substance Abuse	3
RCE:4194	Interpersonal Effectiveness	3
SOC:2810	Social Inequality	3
SSW:3797	Child Welfare Policy and Practice	3
SSW:4100	Social Work in the Criminal Justice System	3

For additional details about the emphasis area and related careers, see Justice Studies Emphasis Area on the Bachelor of Applied Studies website.

Political Science Emphasis Area

The political science emphasis area requires 18 s.h. It focuses on the political role of the United States in shaping social and public policy worldwide and on the interplay between foreign and domestic politics. The emphasis area requires the following coursework.

Code	Title	Hours
Two of these:		
POLI:1100	Introduction to American Politics	3

POLI:1200	Introduction to Political Behavior	3
POLI:1400	Introduction to Comparative Politics	3
POLI:1500	Introduction to International Relations	3
POLI:1501	Introduction to American Foreign Policy	3

At least four of these:

POLI:3100	American State Politics	3
POLI:3102	The U.S. Congress	3
POLI:3110	Local Politics	3
POLI:3111	American Public Policy	3
POLI:3116	The Presidency	3
POLI:3123	State Politics in Iowa	3
POLI:3202	Political Psychology	3
POLI:3204/ SOC:3525	Public Opinion	3
POLI:3405	Authoritarian Politics	3
POLI:3503	Politics of Terrorism	3
POLI:3519/ ASP:3519	Politics of Aging	3

For additional details about the emphasis area and related careers, see Political Science Emphasis Area on the Bachelor of Applied Studies website.

Admission

Individuals who wish to earn a B.A.S. must apply for admission to the program by completing an application through the Office of Admissions. Additional information on the B.A.S. program may be found on the Bachelor of Applied Studies website.

Applicants to the B.A.S. program must have earned an associate degree from a regionally accredited institution. They must have a minimum of 60 s.h. of approved transfer credit, which includes career-technical credit.

Students who have an A.A. degree from a two-year institution participating in articulation agreements with the University of Iowa are considered to have satisfied the B.A.S. core requirements, except for the business/management courses. Additional information on articulation agreements can be found on the Office of Admissions website.

Applicants who graduated from an Iowa community college or Waldorf College must have a cumulative g.p.a. of at least 2.00; those who graduated from Black Hawk College in Illinois must have a cumulative g.p.a. of at least 2.25; those who graduated from other institutions outside Iowa must have a cumulative g.p.a. of at least 2.50.

Bachelor of Liberal Studies

Associate Dean

- Anne W. Zalenski

Program Director

- Dawn Freerks

Undergraduate major: B.L.S.

Website: <https://basbls.uc.uiowa.edu/degrees/bls>

The Bachelor of Liberal Studies (B.L.S.) is designed for students who have earned college credit at a regionally accredited institution and would like to complete a bachelor's degree by distance education. The degree may be completed completely online or through a combination of on-site and online coursework. Students may earn credit toward the degree with a selection of several types of courses, including semester-based online courses, extension courses at sites throughout Iowa, and regular session on-campus courses.

The B.L.S. emphasizes workplace and leadership skills. Students must select at least one track from the following six options: expression in writing and arts; family, community, and social support; global studies; health and human studies; justice and ethics; and organizational studies. B.L.S. students may complete multiple tracks and earn undergraduate certificates offered by the University of Iowa. They may not earn minors or enroll in a second college at the University of Iowa while completing the B.L.S. degree.

Applicants to the B.L.S. program must have at least 24 s.h. of graded college-level transfer credit with a g.p.a. of 2.00 or higher; see Admission [p. 1968] in this section of the Catalog for more detailed admission requirements.

The B.L.S. is awarded by University College and is administered by Distance and Online Education [p. 1980].

Programs

Undergraduate Program of Study Major

- Bachelor of Liberal Studies [p. 1962]

Bachelor of Liberal Studies, B.L.S.

Requirements

The Bachelor of Liberal Studies (B.L.S.) requires a minimum of 120 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in all coursework for the degree, all University of Iowa coursework, and all coursework for the B.L.S. track.

After admission to the University of Iowa, one of the following residence requirements must be met—at least 90 s.h. completed at the University of Iowa, or 45 of the final 60 s.h. completed at the University of Iowa, or the final 30 s.h. completed at the University of Iowa.

Students must earn at least 60 s.h. of the minimum 120 s.h. required for the degree at four-year colleges, including 30 s.h. in upper-level coursework. University of Iowa upper-level courses are numbered from 3000 to 4999.

B.L.S. students must complete a required set of common core courses and a B.L.S. track, as part of the total number of semester hours required for the degree. Students select at least one track from six options: expression in writing and arts; family, community, and social support; global studies; health and human studies; justice and ethics; and organizational studies. Students may complete more than one track.

All University College policies regarding grading, course drops, withdrawals, academic standards, and so forth apply to B.L.S. students. For more information, see the For Students section on the University College website.

The following coursework is required for all B.L.S. students.

B.L.S. Common Core

Common core courses develop fundamental skills in writing, critical thinking, information literacy, and leadership and give students the opportunity to explore ideas from multiple perspectives.

Some courses in the common core are part of the College of Liberal Arts and Sciences (CLAS) General Education Program Two, as indicated below. Students should contact the B.L.S. advisor for information about additional courses that will fulfill their common core requirements.

Rhetoric

Rhetoric courses help students develop speaking, writing, listening, and critical reading skills. Courses approved for the Rhetoric area of the CLAS General Education Program satisfy the B.L.S. Rhetoric requirement.

Code	Title	Hours
RHET:1030	Rhetoric	4-5

Students who have transfer credit in composition, speech, and argumentation may instead be held to one of the following.

Code	Title	Hours
RHET:1040	Writing and Reading	3
RHET:1060	Speaking and Reading	3

Students should contact a B.L.S. advisor about which rhetoric course they may need to fulfill the rhetoric requirement.

See Rhetoric courses offered by distance education on the MyUI website.

Interpretation of Literature

This area, which focuses on the major genres of literature, improves students' abilities to read and analyze a variety of texts. Students must complete one approved course (3 s.h.) in this area. They may use any 3 s.h. course approved for the Interpretation of Literature area of the CLAS General Education Program Two.

See Interpretation of Literature courses offered by distance education on the MyUI website.

Natural Sciences

Natural sciences courses explore the scope and major concepts of a scientific discipline. Students must complete one approved course (3 s.h.) in this area. They may use any 3 s.h. course approved for the Natural Sciences area of the CLAS General Education Program Two.

See Natural Sciences courses offered by distance education on the MyUI website.

Global Perspectives

Global perspectives courses encourage students to understand issues from an international perspective. Students must complete one approved course (3 s.h.) in this area. They may use any 3 s.h. course approved for the International and Global Issues area of the CLAS General Education Program Two.

See International and Global Issues courses offered by distance education on the MyUI website.

Domestic Diversity

Students must complete one approved course (3 s.h.) that addresses diversity and domestic perspectives on current issues. They may use any 3 s.h. course approved for the Values, Society, and Diversity area of the CLAS General Education Program Two.

See Values, Society, and Diversity courses offered by distance education on the MyUI website.

Students also may use one of these distance education courses, which are not part of the CLAS General Education Program, to satisfy the B.L.S. Domestic Diversity requirement.

Code	Title	Hours
AMST:1075	American Popular Music: Rock and Roll to 1980	3
CRIM:2430	Comparative Criminal Justice Systems	3
GWSS:3154	Sexuality in the United States	3
RCE:4187/ EDTL:4987	Introduction to Assistive Technology	3
RCE:4197	Citizenship in a Multicultural Society	3
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	3
TR:3174	Cultural Perspectives in Health Care	3

Statistics

Students must complete one approved statistics course (3-4 s.h.). They may use any 3-4 s.h. course offered by the

Department of Statistics and Actuarial Science (prefix STAT) except STAT:1000 First-Year Seminar.

See statistics courses (prefix STAT) offered through distance education on the MyUI website.

Students also may use any 3 s.h. course approved for the Quantitative or Formal Reasoning area of the CLAS General Education Program Two.

See Quantitative or Formal Reasoning courses offered through distance education on the MyUI website.

Information Literacy

Students must complete one approved course (2-3 s.h.) focusing on information literacy. The following courses are offered by distance education.

Code	Title	Hours
BAIS:1500	Business Computing Essentials	2
CCP:3106	Career Computing Skills	2

Students also may use one of these courses, which are not offered by distance education, to satisfy the B.L.S. Information Literacy requirement.

Code	Title	Hours
CS:1020	Principles of Computing	3
CS:1110	Introduction to Computer Science	3

Critical Thinking

Students must complete one approved course (3 s.h.) focusing on critical thinking. The following courses are offered by distance education.

Code	Title	Hours
PHIL:1033	The Meaning of Life	3
PHIL:1401	Matters of Life and Death	3
RELS:2260/ GHS:2260	Hard Cases in Healthcare at the Beginning of Life	3
RELS:2775	The Bible and the Holocaust	3
SRM:2065	The Experience Economy	3

Students also may use one of these courses, which are not offered by distance education, to satisfy the B.L.S. Critical Thinking requirement.

Code	Title	Hours
LING:1050	Language and Formal Reasoning	3
PHIL:1034	Liberty and the Pursuit of Happiness	3
PHIL:1636	Principles of Reasoning: Argument and Debate	3

Leadership and Career Development

Students must complete two or more approved courses (total of 6 s.h.) focusing on leadership and career development, chosen from the following list of distance education courses.

Code	Title	Hours
CCP:2001	Graduate Admissions 101	1
CCP:3102	Job Search Essentials	1-3
CCP:3104	Defining Your Career Path	2
CCP:3107	Social Media for Your Job Search	1

COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
CSI:1410	Life Design	2
CW:3005/ INTD:3005/ WRIT:3005	Professional and Creative Business Communication	3
EDTL:4081/ EALL:4081/ EPLS:4081/ PSQF:4081/ RCE:4081	ePortfolio Design and Production	1-2
ENTR:1350	Foundations in Entrepreneurship	3
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
RCE:2081	Making a Vocational-Educational Choice	2-3
RCE:4111	Building Leadership and Success at Work	3
RCE:4194	Interpersonal Effectiveness	3
RCE:4197	Citizenship in a Multicultural Society	3
SOC:4225	The Social Psychology of Leadership	3

B.L.S. Tracks

B.L.S. students must complete one of the following tracks.

- Expression in Writing and Arts Track [p. 1963]
- Family, Community, and Social Support Track [p. 1964]
- Global Studies Track [p. 1965]
- Health and Human Studies Track [p. 1966]
- Justice and Ethics Track [p. 1966]
- Organizational Studies Track [p. 1967]

Expression in Writing and Arts Track

This track embraces interconnections between literature, writing, visual arts, and creative expression. The track requires 12 s.h. of foundation coursework and 18 s.h. of upper-level coursework (courses numbered 3000 or above) offered by distance education.

Foundation Coursework

Code	Title	Hours
12 s.h. from these offered by distance education:		
AMST:1075	American Popular Music: Rock and Roll to 1980	3
AMST:1076	Rock and Roll 1980 to the Present	3
ARTH:1030	Themes in Global Art	3
ARTH:1040	Arts of Africa	3
ARTH:1070/ CHIN:1070	Asian Art and Culture	3
CINE:1150	Introduction to Screenwriting for Nonmajors	3
CLSA:1805	Legends and Heroes of Ancient Rome	1
CLSA:2016	Classical Mythology	3
CNW:1620	Introduction to Creative Nonfiction	3

COMM:1816	Business and Professional Communication	3
COMM:2048	Transforming Media: From Telegraph to Internet	3
CW:2100	Creative Writing	3
CW:2870	Fiction Writing	3
CW:2875	Poetry Writing	3
LING:2900	Language, Gender, and Sexuality	3
RHET:2135	Rhetorics of Diversity and Inclusion	3
THTR:2301	Playwriting I	3
WRIT:1003/ LING:1003	English Grammar	3
WRIT:1500	Writing Commons: A Community of Writers	1-3

Upper-Level Coursework

Code	Title	Hours
18 s.h. from these offered by distance education:		
ANTH:3275/ CLSA:3596	The Archaeology of Ancient Egypt	3
CLSA:3235/ ANTH:3276	Greek Archaeology and Ethnohistory	3
CLSA:3742/ WRIT:3742	Word Power: Building English Vocabulary	3
CLSA:3750	Medical and Technical Terminology	2
CW:3870	Advanced Fiction Writing	3
CW:3875	Advanced Poetry Writing	3
CW:4745/ WRIT:4745	The Sentence: Strategies for Writing	3
CW:4760/ WRIT:4760	The Art of Revision: Rewriting Prose for Clarity and Impact	3
CW:4897	Novel Writing	3
EALL:4130/ MUSM:4150	Introduction to Grant Writing	3
EDTL:3212	Tasting Art: How the Senses Enhance Our Experience of Art	3
EDTL:3393/ ENGL:3191	Reading and Teaching Adolescent Literature	3
EDTL:4081/ EALL:4081/ EPLS:4081/ PSQF:4081/ RCE:4081	ePortfolio Design and Production	1-2
EDTL:4630/ MUS:4630	Psychology of Music	2-3
INTD:3005/ CW:3005/ WRIT:3005	Professional and Creative Business Communication	3
MUSM:3001/ ANTH:3001/ EDTL:3001/ SIED:3001	Introduction to Museum Studies	3
MUSM:3100	Historic House Management and Preservation	3
MUSM:3105	Engaging Museum Audiences	3
MUSM:3120	Museum Origins	3

MUSM:3125	Museums in a Digital World	3
POLI:3603	War and Film	3
SRM:3178	Communications and Public Relations in Sports	3
THTR:3301	Playwriting II	3

Family, Community, and Social Support Track

This track focuses on human relations effectiveness in the social service sector. It explores mechanisms for the exchange of assistance through social relationships, especially as they relate to home, school, and community improvement. The track requires 12 s.h. of foundation coursework and 18 s.h. of upper-level coursework (courses numbered 3000 or above) offered by distance education.

Foundation Coursework

Code	Title	Hours
12 s.h. from these offered by distance education:		
AFAM:2500	Black Culture and Experience: Contemporary Issues	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
GWSS:1001	Introduction to Gender, Women's, and Sexuality Studies	3
GWSS:1310/ SOC:1310	Gender and Society	3
GWSS:2052/ RELS:2852	Women in Islam and the Middle East	3
LING:2900	Language, Gender, and Sexuality	3
NAIS:2165/ AMST:2165/ ANTH:2165	Native Peoples of North America	3
PSQF:1075	Educational Psychology and Measurement	3
SOC:1010	Introduction to Sociology	3-4
SRM:1045	Diversity and Inclusion in Healthy Living	3
SSW:2222	Introduction to Social Work	4
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3

Upper-Level Coursework

Code	Title	Hours
18 s.h. from these offered by distance education:		
EALL:4130/ MUSM:4150	Introduction to Grant Writing	3
EDTL:3114	Parent-Child Relationships	3
EDTL:4900	Foundations of Special Education	3
EDTL:4934/ PSQF:4134	Parent-Teacher Communication	1-3
EDTL:4936/ PSQF:4136	Home/School/Community Partnerships	3

EDTL:4940	Characteristics of Disabilities	3	EES:1040	Evolution and the History of Life	3-4
GWSS:3154	Sexuality in the United States	3	FREN:1006	Global Sports and National Cultures	3
PHIL:3920	Philosophy in Public	1-3	HIST:1403	The West and the World: Modern	3-4
PSQF:3104	Multicultural Issues in Counseling and Psychology	3	HRTS:2115/IS:2115	Introduction to Human Rights	3
RCE:4132	Introduction to Addictions and Impulse Control Disorders	3	IS:2020	World Events Today!	3
RCE:4162/ PSQF:4162	Introduction to Couple and Family Therapy	3	POLI:1400	Introduction to Comparative Politics	3
RCE:4173	Trauma Across the Lifespan	3	POLI:1500	Introduction to International Relations	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3	POLI:1501	Introduction to American Foreign Policy	3
RCE:4179	Sexuality Within the Helping Professions	3	RELS:1015	Global Religious Conflict and Diversity	3
RCE:4191	Advocacy: Awareness, Assertiveness, and Activism	arr.	RELS:1130/ HIST:1030	Introduction to Islamic Civilization	3
RCE:4194	Interpersonal Effectiveness	3	RELS:2852/ GWSS:2052	Women in Islam and the Middle East	3
SSW:3500/ ENR:3595/ MGMT:3500/ MUSM:3500/ NURS:3595/ RELS:3700	Nonprofit Organizational Effectiveness I	3	STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3-4
SSW:3712/ NURS:3712	Human Sexuality, Diversity, and Society	1-3	or STAT:1030	Statistics for Business	
SSW:3729	Substance Use and Abuse	2-3	World Languages General Education courses (maximum of two courses and 6 s.h.)		6
SSW:3797	Child Welfare Policy and Practice	3	Upper-Level Coursework		
SSW:4700	Motivational Interviewing in Diverse Application	3	Code	Title	Hours
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3	18 s.h. from these offered by distance education:		

Global Studies Track

This track enables students to understand global issues and perspectives. The track requires 12 s.h. of foundation coursework and 18 s.h. of upper-level coursework (courses numbered 3000 or above) offered by distance education.

Foundation Coursework

Code	Title	Hours
12 s.h. from these offered by distance education:		
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2261	Human Impacts on the Environment	3
ARTH:1040	Arts of Africa	3
ARTH:1070/ CHIN:1070	Asian Art and Culture	3
CBE:2040	Environment, Energy, and Climate Change	3
CLSA:1181/ GHS:1181	Ancient Medicine	3
CLSA:1840	Roman Civilization	3
CRIM:2430	Comparative Criminal Justice Systems	3
ECON:1200	Principles of Macroeconomics	4

ANTH:3275/ CLSA:3596	The Archaeology of Ancient Egypt	3
ANTH:3276/ CLSA:3235	Greek Archaeology and Ethnohistory	3
ANTH:3277/ CLSA:3240	Roman Archaeology	3
ANTH:3278	Archaeology of Ancient Cities	3
EES:3210	Principles of Paleontology	3
ENR:4460	Entrepreneurship and Global Trade	3
GEOG:3420	Sustainable and Green Building Concepts	3
GHS:3050/ ASP:3135/ SSW:3135	Global Aging	3
GHS:3560	Global Garbage and Global Health	3
GHS:3850/ HHP:3850	Promoting Health Globally	3
GHS:4002	Working in Global Health	3
OEH:4240	Global Environmental Health	3
POLI:3405	Authoritarian Politics	3
POLI:3503	Politics of Terrorism	3
POLI:3505	Civil Wars	3
POLI:3512	International Conflict	3
POLI:3516	The Politics of International Economics	3
RCE:4194	Interpersonal Effectiveness	3
RCE:4197	Citizenship in a Multicultural Society	3

SOC:3510	Medical Sociology	3
SOC:4225	The Social Psychology of Leadership	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3
TR:3174	Cultural Perspectives in Health Care	3

Health and Human Studies Track

This track provides a foundation in the health sciences with a focus on social aspects of health care. It draws from courses in psychological and brain sciences and rehabilitation and counselor education. The track requires 12 s.h. of foundation coursework and 18 s.h. of upper-level coursework (courses numbered 3000 or above) offered by distance education.

Foundation Coursework

Code	Title	Hours
12 s.h. from these offered by distance education:		
ASP:1800/ CSD:1800/ NURS:1800/ SSW:1800/TR:1800	Aging Matters: Introduction to Gerontology	3
CLSA:1181/ GHS:1181	Ancient Medicine	3
HHP:1100	Human Anatomy	3
HHP:2130	Human Development Through the Life Span	3
HHP:2200	Physical Activity and Health	3
HHP:2280	Cultural Competency in Health Promotion	3
HHP:2310	Nutrition and Health	3
MED:1100	Introduction to Health Care Professions	3
PSY:1001	Elementary Psychology	3
PSY:2501	Introduction to Social Psychology	3
PSY:2930	Abnormal Psychology: Health Professions	3
RELS:2260/ GHS:2260	Hard Cases in Healthcare at the Beginning of Life	3
RELS:2265/ GHS:2265	Hard Cases in Healthcare at the End of Life	3
SRM:1045	Diversity and Inclusion in Healthy Living	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3-4
or STAT:1030	Statistics for Business	

Upper-Level Coursework

Code	Title	Hours
18 s.h. from these offered by distance education:		
ASP:3150	Psychology of Aging	3
ASP:3160	Biology of Aging	3
ASP:3170	Health and Aging	3
BIOC:3110	Biochemistry	3
CLSA:3750	Medical and Technical Terminology	2
DST:3103	Eugenics	3

HHP:3050	Obesity: Causes, Consequences, Prevention, and Treatment	3
HHP:3105	Anatomy for Human Physiology	3
HHP:3300	Human Growth and Motor Development	3
HHP:4440	Physiology of Nutrition	3
NURS:3736	Legal Issues for Health Care Providers	3
NURS:3740/ ASP:3740/ MED:3740/ PHAR:3740	End-of-Life Care for Adults and Families	3
PSY:3010	Health Psychology	3
PSY:3330	Childhood Psychopathology	3
PSY:3620	Human Memory	3
RCE:4131	Loss, Death, and Bereavement	3
RCE:4173	Trauma Across the Lifespan	3
RCE:4174	Positive Psychology	3
RCE:4179	Sexuality Within the Helping Professions	3
RCE:4185	Introduction to Substance Abuse	3
RCE:4187/ EDTL:4987	Introduction to Assistive Technology	3
RSCI:4110	Vascular Anatomy	3
SOC:4225	The Social Psychology of Leadership	3
SRM:3020/ INTD:3027	Nutrition in Health and Performance	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3
TR:3171	Child Life Practical Application	3
TR:3174	Cultural Perspectives in Health Care	3

Justice and Ethics Track

This track explores ethical and moral solutions for contemporary social issues related to criminal, justice, and political systems. The track requires 12 s.h. of foundation coursework and 18 s.h. of upper-level coursework (courses numbered 3000 or above) offered by distance education.

Foundation Coursework

Code	Title	Hours
12 s.h. from these offered by distance education:		
CRIM:1410	Introduction to Criminology	3
CRIM:2430	Comparative Criminal Justice Systems	3
GHS:2260/ RELS:2260	Hard Cases in Healthcare at the Beginning of Life	3
HRTS:2115/IS:2115	Introduction to Human Rights	3
MGMT:2000	Introduction to Law	3
PHIL:1033	The Meaning of Life	3
PHIL:1401	Matters of Life and Death	3
POLI:1100	Introduction to American Politics	3

POLI:1601	Introduction to Social Media and Politics	3
POLI:1900	Introduction to the Politics of Race	3
SOC:2810	Social Inequality	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3

Upper-Level Coursework

Code	Title	Hours
18 s.h. from these offered by distance education:		
ASP:3519/ POLI:3519	Politics of Aging	3
CRIM:3250	Drugs, Deviance, and Social Control	3
CRIM:4400	Internship in Criminal Justice and Corrections	3
CRIM:4410	Treatment Interventions in Corrections	3
POLI:3100	American State Politics	3
POLI:3102	The U.S. Congress	3
POLI:3111	American Public Policy	3
POLI:3202	Political Psychology	3
POLI:3204/ SOC:3525	Public Opinion	3
POLI:3405	Authoritarian Politics	3
POLI:3503	Politics of Terrorism	3
RCE:4176	Child Abuse: Assessment, Intervention, and Advocacy	3
RCE:4185	Introduction to Substance Abuse	3
RCE:4195	Ethics in Human Relations and Counseling	3
RCE:4197	Citizenship in a Multicultural Society	3
SRM:3151	Liability in Sport and Recreation	3
SRM:3700	Ethics in Sport	3
SSW:3797	Child Welfare Policy and Practice	3
SSW:4100	Social Work in the Criminal Justice System	3

Organizational Studies Track

This track focuses on management skills used in business enterprises. The track requires 12 s.h. of foundation coursework and 18 s.h. of upper-level coursework (courses numbered 3000 or above) offered by distance education.

Foundation Coursework

Code	Title	Hours
12 s.h. from these offered by distance education:		
ACCT:2100	Introduction to Financial Accounting	3
ACCT:2200	Managerial Accounting	3
BAIS:2800	Foundations of Business Analytics	3
BUS:2300	Searching for Business Information	1
COMM:1816	Business and Professional Communication	3

COMM:1819	Organizational Leadership	3
COMM:2010	Communication and Organizational Culture	3
ECON:1100	Principles of Microeconomics	4
ECON:1200	Principles of Macroeconomics	4
ENTR:2000	Entrepreneurship and Innovation	3
MGMT:2000	Introduction to Law	3
MGMT:2100	Introduction to Management	3
STAT:1020/ PSQF:1020	Elementary Statistics and Inference	3-4
or STAT:1030	Statistics for Business	

Upper-Level Coursework

Code	Title	Hours
18 s.h. from these offered by distance education:		
BAIS:3000	Operations Management	2
BAIS:3005	Information Systems	2
EALL:4130/ MUSM:4150	Introduction to Grant Writing	3
ECON:3100	Intermediate Microeconomics	3
ECON:3150	Intermediate Macroeconomics	3
ENTR:3100	Entrepreneurial Finance	3
ENTR:3200	Entrepreneurial Marketing	3
ENTR:4400	Managing the Growth Business	3
FIN:3000	Introductory Financial Management	3
INTD:3005/ CW:3005/ WRIT:3005	Professional and Creative Business Communication	3
JMC:3530	Social Media Marketing	3
MKTG:3000	Introduction to Marketing Strategy	3
POLI:3516	The Politics of International Economics	3
RCE:4140	Foundations of Leadership for Community Agencies	3
RCE:4187/ EDTL:4987	Introduction to Assistive Technology	3
RCE:4197	Citizenship in a Multicultural Society	3
SOC:4225	The Social Psychology of Leadership	3
SRM:3153	Sport Business Practices	3
SRM:3154	Foundations of Event Management	3
SRM:3158	Sport and Recreation Promotion	3
SSW:3600/ MGMT:3600/ NURS:3600/ RELS:3701	Nonprofit Organizational Effectiveness II	3
STAT:4143/ PSQF:4143	Introduction to Statistical Methods	3

Admission

Individuals who would like to earn the Bachelor of Liberal Studies degree must apply for admission to the program.

Applicants to the B.L.S. program must meet one of the following sets of requirements:

they must have at least 24 s.h. of graded college-level transfer credit with a g.p.a. of 2.00 or higher and must have been granted a high school diploma at least three years before being admitted to the B.L.S. program; or

they must hold an associate degree with a g.p.a. of 2.00 or higher in all college-level transfer credit.

Belin-Blank Center for Gifted Education

Director

- Susan G. Assouline

Website: <https://belinblank.education.uiowa.edu>

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development is dedicated to serving the needs of the gifted community at local, national, and international levels. It offers programs for preservice and inservice educators, including the State of Iowa Talented and Gifted Endorsement. Its online and on-campus courses about the nature and needs of gifted learners, as well as about ways to facilitate talent development, support the professional development of educators worldwide.

The center is home to the Assessment and Counseling Clinic and the Acceleration Institute.

Precollege Program Offerings

The Belin-Blank Center offers a wide variety of programs for precollege students.

Belin-Blank Exceptional Student Talent Search

The Belin-Blank Exceptional Student Talent Search (BESTS) (grades 4-9) helps determine talented students' academic abilities and needs.

Invent Iowa

As one of the state's original science, technology, engineering, and math (STEM) programs, Invent Iowa (grades K-12) is a comprehensive statewide program developed to support educators in promoting the invention process. Since 1999, the Invent Iowa program has been a part of the Belin-Blank Center.

Junior Science and Humanities Symposium

The Junior Science and Humanities Symposium (grades 9-12) engages students in original research and experimentation in the STEM fields (science, technology, engineering, and math). Students present the results of their research to a panel of judges and an audience of their peers at the Iowa Regional Junior Science and Humanities Symposium. The top two presenters are invited to present at the national symposium.

Scholastic Art & Writing Awards

The Belin-Blank Center is proud to serve as the Iowa and Midwest region at-large affiliate for the Scholastic Art & Writing Awards (grades 7-12), which recognizes achievement in the literary and visual arts. The Scholastic Art & Writing Awards program is the nation's longest-running, largest, and most prestigious recognition program for creative teens. Over the past 90 years, the Awards have recognized and encouraged artists and writers such as Sylvia Plath, Andy Warhol, Truman Capote, Robert Redford, Tom Otterness, Zac Posen, among countless others.

Weekend Enrichment Program

The Weekend Enrichment program (grades 2-8) consists of half-day enrichment opportunities for elementary and junior high students that take place on the University of Iowa campus. Classes in STEM, arts, and the humanities cultivate students' interest and enliven their curiosity.

Summer Programs

The Belin-Blank Center also offers the following summer programs, many of which are residential programs held on the University of Iowa campus during the summer. Students in each program participate in cultural and recreational activities and have access to the University's libraries, computer facilities, and study areas. For residential programs, housing and meals are provided at the University's residence halls. Junior Scholars Academy students do not stay on campus.

Blank Summer Institute

The Blank Summer Institute for the Arts & Sciences (BSI) is a one-week program that provides an intensive, advanced educational experience designed to enhance exceptionally talented students' intellectual and social growth. The BSI plan of study complements the regular school curriculum. Students are nominated for one of eight courses.

To be eligible for BSI, students must be Iowa residents, must be completing grade 7 or 8, and must be nominated by their schools. Students selected for BSI receive a scholarship to cover part of the institute's cost.

Junior Scholars Academy

The Junior Scholars Academy (JSA), formerly known as Blast and the Junior Scholars Institute, hosts students (grades 2-8) with a deep curiosity, a love of learning, or a great deal of talent in a particular area. It is a summer program designed specifically for bright elementary and middle school students who want to thoroughly explore a topic while having fun with other kids who share their enthusiasm for learning. Students choose one class to focus on all day, for a full week.

Perry Research Scholars Institute

Students completing grade 9 or 10 may apply for the **Perry Research Scholars Institute** (PRSI), a two-week residential summer academic program. PRSI students experience first-hand the wide variety of research that takes place at a research intensive university. Students earn 1 s.h. of academic credit. Visit the PRSI website to learn more about the program, including eligibility and application.

Secondary Student Training Program

Students completing grade 10 or 11 may apply for the **Secondary Student Training Program** (SSTP), a five and one-half-week residential summer research program. SSTP students conduct research in university research groups under the guidance of a faculty mentor. Students earn 3 s.h. of academic credit. Visit the SSTP website to learn more about the program, including eligibility and application. See the Secondary Student Training [p. 2000] Program (University College) in the Catalog.

Summer Art or Writing Residency

The Summer Art Residency or Summer Writing Residency offers a three-week residential program for students completing grade 9, 10, or 11. The two programs immerse students in the creative environments of the University of Iowa's world-class faculty in art or writing. Out of

class opportunities include evening tours, lectures, and events that are designed to stretch the developing artist or writer. Students earn 2 s.h. of academic credit. For more information about the center and its programs, contact the Belin-Blank Center or visit its website.

College Early Entrance Program

Bucksbaum Early Entrance Academy

The Bucksbaum Early Entrance Academy (grades 10-11) gives high-achieving students the opportunity to enroll at the University of Iowa before they finish high school. The academy provides top students with high-level curriculum and research opportunities while supporting them through the transition from high school to the university. To enter the program, students must have completed grade 10 or the equivalent. The program is open to high-ability students worldwide.

Courses

Belin-Blank Center for Gifted Education Courses

BBC:1000 Bucksbaum Academy Second-Year Seminar 1 s.h.

Unites self-efficacy skills attained in first-year seminar experience with exploration of how to foster more fulfilling and productive lives; understanding and development of high potential; for Bucksbaum Academy second-year students and early-entrance program supported by the Belin-Blank Center.

BBC:1001 Summer Art Residency 2 s.h.

Partnership between Belin-Blank Center and the UI School of Art and Art History; designed for talented high school artists from across the country; taught by faculty, staff, and graduate students from the School of Art and Art History and special visiting artists.

BBC:1002 Summer Writing Residency 2 s.h.

Partnership between Belin-Blank Center and the UI undergraduate creative writing program; designed for talented high school writers from across the country; taught by faculty, staff, and graduate students from the English department, Iowa Writers' Workshop, and special visiting authors.

BBC:1003 Perry Research Scholars Institute 1 s.h.

Perry Research Scholars Institute is an introductory-level, research-preparatory program that grants behind-the-scenes access to ways and places to discover new knowledge on many different topics—spend days with a backstage pass to cutting-edge facilities and spaces at a major research institution, hear from University of Iowa faculty researchers and their teams on how the research process works, the many different ways that research can look, and even the ways one can pursue a research career. Requirements: acceptance to Perry Research Scholars Institute.

Career Center Programs

Director

- Angi McKie

Website: <https://careers.uiowa.edu/>

The University of Iowa Marvin A. and Rose Lee Pomerantz Career Center administers the University's Career Center Programs. Students may use the Pomerantz Career Center's services at any time during their academic careers. The center encourages entering first-year and transfer students to visit after they arrive on campus and to make use of all of the center's services throughout their study at Iowa.

The center offers tailored professional career advising to students who are deciding on majors that connect with career interests, résumé and cover letter help, job and internship strategies, ways to gain hands-on experience, interview strategies, and other career-related topics. Students also can drop in daily for assistance from career peer advisors. Workshops and programs are presented to students across campus on career and professional development-related topics each semester.

Academic courses in career-related topics, such as career exploration and job search skills, are available each semester for academic credit ranging from 1-3 s.h. per course. See "Professional Development Courses" below for more information. Other courses are offered through the Leadership Studies [p. 1987] Program.

The center hosts several career fairs each fall and spring, offering students the opportunity to talk with and learn about prospective employers.

The Pomerantz Career Center facilitates job and internship interviewing with a wide range of employers: regional, national, and international; profit and nonprofit; state and federal government. Employers conduct on-campus interviews at specific times during the year, and many post immediate openings year-round for internships and for full-time positions. On-campus recruiting and job, internship, and student employment postings are available online; visit Handshake on the Pomerantz Career Center website.

The center helps students find internships in Iowa, the Midwest, nationwide, and sometimes in other countries. For discipline-related internships (all require course registration), see Courses [p. 1971] in this section of the Catalog.

For more information about the center's services and facilities, contact the Pomerantz Career Center.

Professional Development Courses

Professional development courses give students the opportunity to engage in practical, hands-on, skills-based instruction relevant to careers and leadership development. The topics and curricula for the following courses incorporate input from employers, who were surveyed about their experiences, real-world examples, guidance, and the skills they most often seek when hiring new graduates.

Code	Title	Hours
CCP:1301	Communication for the Workplace	1
CCP:1302	Office Etiquette for the Workplace	1

CCP:1303	Successful Teamwork for the Workplace	1
----------	---------------------------------------	---

Courses

Career Center Programs Courses

CCP:1005 Internship in Liberal Arts and Sciences 0 s.h.
Recognition of practical work experience and internships.

CCP:1006 Internship in Business 0 s.h.
Recognition of practical work experience and internships.

CCP:1007 Internship in Education 0 s.h.
Recognition of practical work experience and internships.
Requirements: admission to Teacher Education Program for undergraduates.

CCP:1010 Internship in Nursing 0 s.h.
Recognition of practical work experience and internships.
Requirements: admission to College of Nursing.

CCP:1015 Internship 0 s.h.
Recognition of practical work experience and internships.

CCP:1017 Winterim Externship 0 s.h.
Recognition of practical work experience for career exploration; externships are shorter in duration and can include job shadowing, small projects, and informational meetings under the mentorship of a supervising professional; experiential education course that provides students with an opportunity to expand on their externship by reflecting on their experience through a self-assessment and evaluation; does not meet the Tippie RISE requirement for business students or CPT/Academic Training requirements for students on an F-1 or J-1 visa.

CCP:1069 Military-to-Civilian Career Exploration arr.
Increase service and veteran members' awareness of skills for employment and of personal qualities when hired; improve student's ability to choose career that is right for them through self-discovery and research; focus on role of personal interest, skills, and aptitudes in attaining and succeeding in given career pursuits; use and interpretation of career-related assessment inventories, how this information can lead to job and career satisfaction.

CCP:1091 Internship in Law 0 s.h.
Recognition of practical work experience and internships.

CCP:1170 Internship in Public Health 0 s.h.
Recognition of practical work experience and internships.
Requirements: admission to the College of Public Health.

CCP:1201 Academic Internship 1-3 s.h.
Opportunity for students to expand on internship experiences by developing learning objectives and reflecting on experience; how internship experience relates to academic coursework and future career goals. Prerequisites: a minimum g.p.a. of 2.00. Requirements: secured internship, cumulative g.p.a. of at least 2.00, and completion of 24 s.h. of UI coursework (12 s.h. for transfer students).

CCP:1300 Major and Career Explorations 1 s.h.
Helps students identify their interests, skills, and values relative to majors and careers; self-assessment, informational interviews, research on majors and careers.

- CCP:1301 Communication for the Workplace** 1 s.h.
How effective verbal and written communication is utilized in the workplace; how email and social media communication is used at work; appropriate ways to utilize assertiveness skills; development of refined presentation skills necessary for the workplace; hands-on, skills-based learning environment. Requirements: sophomore or higher standing.
- CCP:1302 Office Etiquette for the Workplace** 1 s.h.
How professionalism and work ethic is demonstrated in the workplace; time management and organization skills relevant to full-time employment; succeeding in multigenerational workplaces; hands-on, skills-based learning environment. Requirements: sophomore or higher standing.
- CCP:1303 Successful Teamwork for the Workplace** 1 s.h.
Demonstration of problem solving and self-awareness skills relevant to the workplace; application of listening and critical thinking skills; how to perform with a global mindset in the workplace; hands-on, skills-based learning environment. Requirements: sophomore or higher standing.
- CCP:1306 UI STEP - Student to Employed Professional** 2 s.h.
Current employment trends, changes in employer recruitment, and career preparation procedures as undergraduate students; analysis of current employment and University experiences through self-assessment activities; development of a personal action plan to minimize experience gaps; expectations of entry-level employees in résumé, interview, and on-the-job performance; small-group discussion, online discussion boards, assigned readings, education workshops, and action activities. Requirements: student hourly or work-study employment. Recommendations: sophomore or junior standing.
- CCP:2001 Graduate Admissions 101** 1 s.h.
Preparation for graduate school application and admissions process; graduate entrance examinations, how to select a graduate program, graduate school applications and personal statements, securing a graduate assistantship, and graduate school interviews. Recommendations: junior standing or one-to-two years before start of graduate school for an intentional and less stressful application process.
- CCP:2004 Internships: Search, Secure, and Succeed** 1 s.h.
Types of internships; how to find and succeed at an internship; identifying internship priorities; creating résumés; interviewing skills; successful networking; tips for professionalism.
- CCP:2020 Washington Center Internship Program** arr.
Internship placements for all UI majors; sample internships include United Way Worldwide, U.S. Department of Education, Federal Trade Commission, Financial Services Roundtable, Congressional offices, Urban Institute, Pan American Health Organization, U.S. Department of the Interior, Peace Corps, C-SPAN, Voice of America, U.S. Marshals Service, Federal courts, and law offices; in addition to the internship, program includes the LEAD Colloquium (Leadership, Civic Engagement, Achievement, and Career Development), an academic course with professional networking, participation in Presidential Lecture Series, and Congressional Breakfast Series.
- CCP:2021 Washington Center Seminar** arr.
Combined classroom instruction, faculty-led discussions, and experiential work opportunities; usually offered in Washington, D.C., occasionally at other locations tied to an event (e.g., political convention); one or two weeks.
- CCP:2202 International Student Full-Time Academic Internship** 9 s.h.
Academic credit for full time internship (minimum of 40 hours per week) that relates to student's major field. Requirements: occupies an academic term (fall or spring) and must participate in the internship and the course during the same semester, F-1 or J-1 visa international student, undergraduate standing in the Tippie College of Business, minimum 3.00 g.p.a., must be approved by International Student and Scholar Services (ISSS) for F-1 Curricular Practical Training (CPT) or J-1 Academic Training (AT), and concurrent registration in approved singular 3 s.h. distance education course to reach full-time (12 s.h.) student standing.
- CCP:3102 Job Search Essentials** 1-3 s.h.
Essential skills for finding full-time employment; creating and polishing a résumé, techniques for interviewing and networking, and developing a personal job search plan; for students thinking about graduation and wanting to get serious about a job search. Recommendations: junior or higher standing.
- CCP:3103 MoneyWise** 1-2 s.h.
Basics of personal finance for success at work and in life; savings, debt, mortgages, loans, employer benefits, insurance and student loans; may include investment basics (e.g., stocks, bonds, mutual funds, 401Ks, IRAs).
- CCP:3104 Defining Your Career Path** 2 s.h.
Transitioning between career fields; understanding personal interests, values, and abilities; methods of researching information on careers; career development models and student preferences in making career-related decisions; preparation for making career-related decisions through participation in class and individual activities; balancing current responsibilities such as finances and family during a career transition. Requirements: 60 s.h. completed.
- CCP:3105 Transitioning from Campus to the Workplace** 1 s.h.
Essential skills for transitioning from college life to successful career; tools for professional and personal success—networking, professionalism, workplace communication, managing personal image, and financial planning. Recommendations: junior or higher standing.
- CCP:3106 Career Computing Skills** 2 s.h.
Students learn to use a variety of software to complete projects that will be relevant in advancing their careers (i.e., improving résumés, creating job search documents, utilizing various tools for meetings, developing professional presentations); email etiquette and efficiency; effective file storage.
- CCP:3107 Social Media for Your Job Search** 1 s.h.
Effective use of social media for networking as part of preparing for a job search; efficient identification and utilization of online tools (e.g., LinkedIn, Twitter); building a professional online presence; creating a plan for utilizing social networks for an entry-level job search.
- CCP:3169 Internship in Graduate Studies** 0 s.h.
Recognition of practical work experience and internships. Requirements: admission to Graduate College.
- CCP:3203 Investment Wise: Personal Investment Basics** 2 s.h.
Basic understanding of general principles of personal investing; topics may include compounding, stocks, bonds, mutual funds, 401K/403B, IRAs, diversification, and asset allocation.

Center for Diversity and Enrichment

Interim Director

- Tabitha N. Wiggins

Website: <https://diversity.uiowa.edu/cde>

The Center for Diversity and Enrichment offers the Iowa First Nations summer program for high school students and the Iowa Edge program for students entering the University of Iowa.

Precollege Program of Study

Iowa First Nations

The Iowa First Nations program enables high school students to explore the educational opportunities offered on the University of Iowa campus and by the higher education field. Iowa First Nations students live on campus for a week (Monday through Friday), spending five nights in one of the University's residence halls. They go on structured field trips to campus departments, participate in hands-on classroom experiences, and take part in activities on campus and in the community.

Undergraduate Program

The Iowa Edge

The Iowa Edge program is a retention program that supports incoming students as they make their transition to the University of Iowa. The program is held on Sunday through Wednesday, the week before fall semester classes begin. Iowa Edge students move into the residence halls early, learn about campus resources, become familiar with the campus setting, engage in academic sessions with faculty, explore identity, and build community with other students. Current UI students serve as Iowa Edge peer leaders, facilitating the program.

Courses

Center for Diversity and Enrichment Courses

CDE:0023 Iowa First Nations **0 s.h.**

CDE:2013 Iowa Edge Peer Leader Training **1 s.h.**

Preparation for role of Iowa Edge Peer Leader; working with African American, Alaskan Native, American Indian, Asian American, Pacific Islander, Latino/a, and first generation college students; development of leadership, group facilitation, presentation, and peer mentoring skills.

Clinical and Translational Science

Coordinator

- Donna A. Santillan (Obstetrics and Gynecology)

Committee Members

- Lori Adams (Biology), Vincent G. Rodgers (Physics and Astronomy)

Undergraduate certificate: clinical and translational science

Website: <https://icts.uiowa.edu/workforce-development/early-scholars-certificate-clinical-and-translational-science>

Translational science focuses on applying biomedical discoveries to health care. It requires team-based interdisciplinary approaches to move research-generated discoveries into clinical trials and to facilitate the adoption of best practices in clinical and community settings. Investigators in translational science understand principles involved in foundational research and how such research relates to epidemiology, behavioral medicine, and patient-oriented research.

Opportunities for training in translational science are available through graduate and professional study in medicine, public health, nursing, dentistry, pharmacy, and other allied health professions, including biostatistics, behavioral medicine, clinical pharmacology, and epidemiology.

The certificate program in clinical and translational science provides undergraduates with opportunities to connect their research activities to translational science and to begin training in the discipline.

The Certificate in Clinical and Translational Science is presented by the Institute for Clinical and Translational Science and Iowa Biosciences Academy; it is administered by University College.

Programs

Undergraduate Program of Study Certificate

- Certificate in Clinical and Translational Science [p. 1975]

Clinical and Translational Science, Certificate

Requirements

The undergraduate Certificate in Clinical and Translational Science requires 16 s.h. of credit. Students must maintain a g.p.a. of at least 3.00 in the certificate's core courses. Work for the certificate includes core courses and electives. Students must complete all coursework for the certificate within three years of entering the program.

The Certificate in Clinical and Translational Science requires the following coursework.

Core Courses

Code	Title	Hours
All of these (10 s.h.):		
EPID:4400	Epidemiology I: Principles	3
STAT:3510/ IGPI:3510	Biostatistics (or an equivalent course)	3
URES:3001	Introduction to Translational Research (must take EPID:4400 before or at the same time as this course)	2
URES:3002	Practicum in Clinical and Translational Science (capstone course; must take URES:3001 before this course)	2

Electives

Students must earn a total of 6 s.h. in courses chosen from the following lists.

Creative Writing

Code	Title	Hours
CNW:3664	Writing About Science	3

Life Sciences

Code	Title	Hours
BIOC:3110	Biochemistry	3
BIOC:3120	Biochemistry and Molecular Biology I	3
BIOC:3130	Biochemistry and Molecular Biology II	3
BIOL:2254	Endocrinology	3
BIOL:2723	Cell Biology	3
BIOL:2753	Introduction to Neurobiology	3
BIOL:3233	Introduction to Developmental Biology	3
BIOL:3253	Neurobiology	4
BIOL:3713	Molecular Genetics	4
BIOL:3753	Developmental Neurobiology	3
BIOL:4213/ GENE:4213/ IGPI:4213	Bioinformatics	2,4
BIOL:4333	Genes and Development	3

MICR:2157	General Microbiology	3
MICR:3147	Immunology and Human Disease	3

Global Health

Code	Title	Hours
GHS:3010/ IGPI:3011	Identifying and Developing a Global Health Project (when topic is research design in global health)	2-3
GHS:3102/ ANTH:3102/ CBH:3102	Medical Anthropology	3
GHS:3111/ GEOG:3110	Geography of Health	3
GHS:3720	Contemporary Issues in Global Health	3
GHS:4600	Global Health and Human Rights	2-3

Health and Human Physiology

Code	Title	Hours
ACB:3110	Principles of Human Anatomy	3
HHP:1100	Human Anatomy	3
HHP:1300	Fundamentals of Human Physiology	3
HHP:2130	Human Development Through the Life Span	3
HHP:2200	Physical Activity and Health	3
HHP:2310	Nutrition and Health	3
HHP:3500	Human Physiology	3
HHP:3850/ GHS:3850	Promoting Health Globally	3
NURS:1030	Human Development and Behavior	3
SRM:3020/ INTD:3027	Nutrition in Health and Performance	3

Psychological and Brain Sciences

Code	Title	Hours
PSY:2301	Introduction to Clinical Psychology	3
PSY:2401	Introduction to Developmental Science	3
PSY:2501	Introduction to Social Psychology	3
PSY:2601	Introduction to Cognitive Psychology	3
PSY:2701	Introduction to Behavioral Neuroscience	4
PSY:3010	Health Psychology	3

Public Health

Code	Title	Hours
CBH:4105	Introduction to Health Promotion and Disease Prevention	3
CPH:1400	Fundamentals of Public Health	3

CPH:3400/ GEOG:3210	Health, Work, and the Environment	3
CPH:3500/ GHS:3500	Global Public Health	3
HMP:4000	Introduction to the U.S. Health Care System	3
OEH:4240	Global Environmental Health	3

Admission

Admission to the certificate program is selective. Applicants must fulfill the following requirements by the end of the semester in which they apply:

- have a cumulative g.p.a. of at least 3.00;
- have earned a minimum of 45 s.h. of college-level credit;
- have been engaged in mentored scientific research at the University of Iowa;
- have completed one of these: BIOL:1411 Foundations of Biology or BIOL:1141 Introductory Animal Biology; and
- have completed one of these: MATH:1380 Calculus and Matrix Algebra for Business or MATH:1460 Calculus for the Biological Sciences or MATH:1550 Engineering Mathematics I: Single Variable Calculus or MATH:1850 Calculus I.

Application

Interested students should apply on the certificate program's student application system. Applications are accepted on a rolling basis and are reviewed by the Certificate in Clinical and Translational Science Steering Committee. Students will receive an email after an admissions decision has been made. Consult the Early Scholars Certificate in Clinical and Translational Science website for more information.

Applications should include the following:

- a description of the student's undergraduate research (maximum of 1,000 words), including the approximate number of hours per week the student spends conducting the research and the name and email address of the student's research mentor;
- a personal statement outlining the student's professional and career goals;
- a copy of the student's grade report from MyUI; and
- a letter of recommendation from the student's research mentor.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Clinical and Translational Science, Certificate

Course	Title	Hours
Academic Career		
Any Semester		
Students apply to the Clinical and Translational Science certificate program through a selective process. Acceptance is not guaranteed.		
Hours		0
First Year		
Any Semester		
BIOL:1141 or BIOL:1411	Introductory Animal Biology or Foundations of Biology	4
Certificate: calculus requirement (prerequisite for admission to Clinical and Translational Science certificate) ^{a, b}		4
Research: search for mentored scientific research opportunities ^c		
Hours		8
Second Year		
Any Semester		
Certificate: clinical and translational science elective course ^d		3
Admission Application: apply to the Clinical and Translational Science certificate program on the Early Scholars Certificate in Clinical and Translational Science website ^e		
Hours		3
Third Year		
Any Semester		
URES:3001	Introduction to Translational Research ^f	2
URES:3002	Practicum in Clinical and Translational Science ^f	2
Certificate: clinical and translational science elective course ^d		3
Hours		7
Fourth Year		
Any Semester		
EPID:4400	Epidemiology I: Principles ^f	3
STAT:3510	Biostatistics ^f	3
Certificate: clinical and translational science elective course ^d		3
Hours		9
Total Hours		27

- a Choose from MATH:1380, MATH:1460, MATH:1550, or MATH:1850.
- b Enrollment in math courses requires completion of a placement exam.
- c The Iowa Center for Research by Undergraduates (ICRU) maintains resources and position listings on their website.
- d Students must earn a total of 6 s.h. in elective courses for the certificate. See General Catalog for a list of approved courses.
- e Applicants must fulfill the following requirements by the end of the semester in which they apply: have a cumulative GPA of at least 3.00, have earned a minimum of 45 s.h. of college-level credit, have been engaged in mentored scientific research at the University of Iowa, have completed the necessary prerequisite courses.
- f Students must maintain a GPA of at least 3.00 in the certificate's core courses.

College Success Initiatives

Coordinator

- Lisa Ingram

College Success Initiatives (CSI) courses are designed to support new first year and transfer students in their transition to the University of Iowa. In addition, CSI courses enrich students' experiences, develop their academic skills, and prepare them for college-level learning.

College Success Initiatives courses are administered by the associate provost for undergraduate education through the Academic Advising Center and University College.

Courses

College Success Initiatives Courses

- CSI:1020 Academic Seminar I** **3 s.h.**
Development of knowledge and skills essential for academic success at college level; reading, writing, and communication skills; focus on reading comprehension, class discussion, and development of writing process; various narratives including published collections of essays and peers' texts; writing process and techniques, and components that bring each piece together. Requirements: IowaLink participant.
- CSI:1021 Academic Seminar II** **3 s.h.**
Continued development of knowledge and skills necessary for academic success; reading, writing, and communication skills; experimentation with ethnographic research methods, exploration of cultures and subcultures; writing about findings in various experimental forms, using as a model, short ethnographic essays, excerpts from a graphic novel; focus on reading comprehension strategies, class discussion, and development of writing process. Requirements: IowaLink participant. Recommendations: CSI:1020.
- CSI:1100 College Transition Seminar** **1 s.h.**
College culture, University of Iowa resources, refinement of study skills, test taking, identification of personal values, self-motivation, goal setting; taught in small sections with emphasis on classroom discussion. Requirements: entering first-year student.
- CSI:1150 College Transition Workshop** **1 s.h.**
Preparation for affiliated lecture course; practical context to apply, evaluate, and refine study skills strategies explored in CSI:1100; expand study strategies, enhance grasp of affiliated course material, and apply study skills to future coursework. Corequisites: CSI:1100. Requirements: concurrent enrollment in a CIC affiliated lecture course.
- CSI:1200 First-Year Seminar** **1 s.h.**
Introduction to the intellectual life of the University; opportunity to work closely with a faculty member or senior administrator; active participation that eases the transition to college-level learning.
- CSI:1210 Peer Led Undergraduate Study (PLUS)** **0 s.h.**
Peer guided and facilitated academic support focusing on quantitative problem-solving skills; students discuss course material, address multiple course concepts, and develop tools and skills for effective study habits. Corequisites: CHEM:1070 and MATH:1005.
- CSI:1213 Special Topics I** **0-6 s.h.**
Special topics offered through University College.
- CSI:1214 Special Topics II** **0-6 s.h.**
Special topics offered through University College.
- CSI:1215 Exploring Liberal Arts** **2 s.h.**
Introduction to the benefits of exposure to opportunities made available through higher education, particularly in liberal arts/humanities fields; focus on literacies practiced in a liberal arts curriculum—reading, writing, speaking, and listening; students gain a basic understanding of how their development in these practices support their self-efficacy in academic success, obtaining employment, being a productive citizen, and living a fulfilling life.
- CSI:1217 Singing, Reflecting, and Writing in a Choir** **2 s.h.**
Students explore musical, social, and civic learning opportunities through group singing—practicing solfège, improvising, reading traditional music notation, developing rhythmic competencies (e.g., performing a steady beat, understanding meter, practicing vocal techniques)—and writing reflectively and critically on choral singing in prisons.
- CSI:1230 Exploring Social Justice** **1 s.h.**
Definition of social justice; current issues involving social justice at local level and larger macro level; for students in the Justice for All Living Learning Community (LLC).
- CSI:1250 Introduction to Law Study and Legal Careers** **1 s.h.**
Introduction to legal education and careers; exploration of role of law in society, nature of legal education, careers in law, and current legal issues; opportunity for students to begin reflecting on their own interest in this field.
- CSI:1270 Strategies for Veteran Success** **2 s.h.**
Promotion of academic success, improve retention of student veterans, and assist in cultivating a systematic approach to career planning and decision making; primary focus on available resources, identification of individual goals and strengths, development and application of study skills and time management strategies, and problem solving related to personal issues or barriers that could impede student transition and academic performance; for student veterans and service members in academic transition from active duty military or guard/reserve status to the University of Iowa. Requirements: veteran status.
- CSI:1280 Steps to Success for TRIO: Step I** **1 s.h.**
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; first in a series of courses.
- CSI:1281 Steps to Success for TRIO: Step I** **0-1 s.h.**
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; second in a series of courses.
- CSI:1290 Steps to Success for TRIO: Step II** **1 s.h.**
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; third in a series of courses.
- CSI:1291 Steps to Success for TRIO: Step II** **0-1 s.h.**
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; fourth in a series of courses.
- CSI:1380 Steps to Success for TRIO: Step III** **1 s.h.**
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; fifth in a series of courses.

- CSI:1381 Steps to Success for TRIO: Step III** 0-1 s.h.
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; sixth in a series of courses.
- CSI:1390 Steps to Success for TRIO: Step IV** 0-1 s.h.
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; seventh in a series of courses.
- CSI:1391 Steps to Success for TRIO: Step IV** 0-1 s.h.
Learning about and adjusting to the University of Iowa for TRIO Student Support Services (SSS) students; eighth in a series of courses.
- CSI:1400 Explore Iowa: Your Passport to the University and Beyond** 2 s.h.
Attendance and discussion at eight events of student's choice, selected from the University and Iowa City's rich event offerings.
- CSI:1410 Life Design** 2 s.h.
Students discover what they are innately drawn to do through stories, lectures, assigned readings, guest speakers, and reflective writing; integration of worldview and professional life; practical skills and exercises for investigating different career paths; cultivating mentors; relationship between ambition, drive, and success; role of happiness in achieving excellence and success.
- CSI:1450 Exploring Iowa and Iowa City: Passport Project Colloquium** 3 s.h.
Opportunities for peer mentors involved in CSI:1400; activities include short readings and media screenings related to innovative and best practices in learning and teaching; emphasis on multimodal writing online for peers; informal presentations and reflections; may include work with Passport Projects students, collaboration on development of guidelines and handouts for best practices in writing, and supplemental writing reflections.
- CSI:1460 Athletic Transition Seminar** 1 s.h.
Overview of the Hawkeye Life Program for new student athletes; foundational pillars for all student athletes at the UI; application of skills in leadership, community engagement, academic success, career development, health and well-being, diversity and inclusion through exploration and application of these pillars; students further examine their academic, personal, and career goals.
- CSI:1470 The Hawkeye Life Experience** 1 s.h.
Experiential seminar for student athletes; students select events that focus on leadership, community engagement, academic success, career development, health and well-being, and diversity and inclusion from the Hawkeye Life Program; students post written reflections of their experiences online and reflect on their experiences during seminar-style class discussions.
- CSI:1490 Flip the Script** 1 s.h.
Sexual assault resistance education designed specifically for university women; theory, research evidence, and best practices for helping women resist acquaintance sexual assault; consists of four core units in which information is provided and skills are taught and practiced with the goal of being able to assess risk from acquaintances, overcome emotional barriers in acknowledging danger, and engage in effective verbal and physical self-defense.
- CSI:1500 College Success Seminar** 1 s.h.
Skills, habits, and mindsets essential for college success: goal setting, motivation, resiliency, time management, preparing for exams, working with instructors, and using campus resources including academic advisors, the Pomerantz Career Center, and University Counseling Service; emphasis on class participation and completion of assignments related to course topics. Requirements: selected students with first-year standing in the College of Liberal Arts and Sciences.
- CSI:1550 Strategies for Academic Success** 1 s.h.
Designed for second-year students; focus on academic strategies to help students improve their academic performance; topics include organization, goal setting, motivation, time management, study skills, test preparation, and campus resources; requires class participation and completion of assignments related to course topics. Requirements: second-year standing in the College of Liberal Arts and Sciences and no prior credit earned for CSI:1500.
- CSI:1600 Success at Iowa** 0-2 s.h.
Online course designed to help students transition successfully to the University of Iowa; required of all new undergraduate first-year and transfer students.
- CSI:1650 College Success for International Students** 1 s.h.
Skills and resources to help international students achieve academic success; reflection on academic habits and experiences; exploration of study skills and strategies; cultural expectations in U.S. academic settings including academic integrity; culture shock and immigration issues that can impact international students at the UI; development of techniques for time management and goal setting; techniques to stay motivated and manage stress; overcoming barriers to student success; discussions and assignments emphasize self-reflection on class topics including time management, study skills, and cultural identity. Same as CLAS:1650, ESL:1650.
- CSI:2020 Learning Assistants Training** 0-2 s.h.
Enhancement of skills that lead to success in facilitating collaborative learning; helping skills, knowledge, and peer support to promote deeper reflection, learning, and application of content; use of collaborative activities and discussions to highlight concepts and skills, and individual reflection assignments to promote metacognition; led by UI Academic Support and Retention; for learning assistants in first semester of role.
- CSI:2021 First Gen Hawks Seminar** 1 s.h.
Opportunity to be part of a class planned specifically for First Gen Hawks; students connect with the UI in a meaningful way through one of three learning track areas—civic engagement and leadership, on-campus student employment, or undergraduate research; classes focus on one of the experiential track areas and skill development for collegiate learning; course format includes small class size with lots of classroom discussion; assignments emphasize self-reflection and track areas to equip students with the information and skills they need to thrive at the University of Iowa. Requirements: participation in First Gen Hawks program.
- CSI:2100 The Transfer Transition** 1 s.h.
Adjustment to university life and academics; strategies for academic success including study and test-taking skills, time management, utilization of campus resources for success in courses; planning a major and learning about Career Center services; exposure to university culture; opportunities to reflect on adjustment to the University. Requirements: entering transfer student standing.

CSI:2210 Iowa Criminal Justice Policy and Reform 3 s.h.

Introduction to contemporary discussions of policy and reform across all stages of criminal justice system including policing, pretrial detention, sentencing, incarceration, and reentry; current practices and policies; development of applied skills in policy analysis and communication; course material extends beyond policies for crime reduction and considers policies geared towards other outcomes (i.e., reducing inequalities and racial disparities in the criminal justice system); exploration of criminal justice policies through an Iowa lens at state and local levels. Prerequisites: CRIM:1447 or CRIM:1410.

CSI:2600 UNI Regents Online Course Exchange 1-4 s.h.

University of Northern Iowa Online Course Sharing course; offered by the University of Northern Iowa (UNI) to University of Iowa students as part of an Iowa Board of Regents online course sharing project between the University of Iowa (SUI), Iowa State University (ISU), and the University of Northern Iowa (UNI).

CSI:2610 ISU Regents Online Course Exchange 1-4 s.h.

Iowa State University Online Course Sharing Course; offered by Iowa State University (ISU) to University of Iowa students as part of an Iowa Board of Regents online course sharing project between the University of Iowa (SUI), Iowa State University (ISU), and the University of Northern Iowa (UNI).

Distance and Online Education

Associate Dean

- Anne W. Zalenski

Website: <https://distance.uiowa.edu/>

Distance and Online Education (DOE) increases access to the services and resources at the University of Iowa to students and other constituents across the state. In partnership with the University's colleges and departments, DOE provides high-quality credit coursework, degrees, and certificate programs to traditional and nontraditional learners. Using a variety of locations, schedules, and technologies, DOE helps provide a University of Iowa learning environment beyond the physical borders of the Iowa City campus. In addition, many on campus students enjoy the flexibility that online coursework affords them. Courses offered through University College are taught by University of Iowa faculty and staff members.

There are over 30 undergraduate, graduate, and professional degrees and certificates available either online or on location in Iowa. DOE consistently offers over 600 online or on location courses during the academic year.

A list of all degrees and certificate programs is provided below. For additional information on a particular program, see the program finder on the DOE website.

Programs of Study Online or on Location in Iowa

Undergraduate Degrees

- Bachelor of Applied Studies [p. 1959]
- B.A. in enterprise leadership [p. 435]
- B.A. in political science [p. 917]
- B.A. in social work [p. 995]
- Bachelor of Liberal Studies [p. 1962]
- Bachelor of Science in Nursing [p. 1822] (RN-B.S.N. for registered nurses)
- B.S. in radiation sciences [p. 1786] (radiation therapy)
- B.S. in sport and recreation management [p. 620]

Undergraduate Certificates

- Aging and longevity studies [p. 47]
- Entrepreneurial management [p. 1182]
- Event management [p. 479]
- Interscholastic athletic/activities administration [p. 634]
- Leadership studies [p. 1989]
- Museum studies [p. 815]
- Nonprofit leadership and philanthropy [p. 1999]
- Writing [p. 777]

Graduate Degrees

- Doctor of Nursing Practice [p. 1828]
- M.A. in educational policy and leadership studies [p. 1300] (educational leadership)
- M.A. in psychological and quantitative foundations [p. 1326] (educational measurement and statistics)
- M.A. in strategic communication [p. 742]

- M.A. in teaching and learning [p. 1402] (teaching, leadership, and cultural competency)
- Master of Business Administration [p. 1227] (executive, professional, Hong Kong)
- Master of Health Administration [p. 1933] (executive)
- M.S. in business analytics [p. 1151] (professional)
- Master of Science in Nursing [p. 1826]
- M.S. in teaching and learning [p. 1410] (STEM education)
- Master of Social Work [p. 1000]

Graduate Certificates

- Aging and longevity studies [p. 49]
- Business analytics [p. 1154]
- Health systems [p. 1844] (administration)
- Healthcare management [p. 1939]
- Online teaching [p. 1316]
- Public health [p. 1900]

Professional Certificates

- Business fundamentals [p. 1232]
- Finance [p. 1233]
- Leadership [p. 1234]
- Marketing [p. 1235]

Resource Centers

Distance and Online Education partners with resource centers across the state of Iowa. The primary goal of the centers is to increase access to high-quality undergraduate and graduate educational opportunities to students in the region where they live. These opportunities are delivered in a variety of formats including online and on location. Community partnerships also have been created through the centers which further benefit Iowans.

Western Iowa Regents Resource Center

Director: Steve Warnstadt

Website: <https://wirrc.org>

Western Iowa Regents Resource Center (WIRRC) works with community colleges in their service areas to provide access to quality education to students in western Iowa. Offices are located in Council Bluffs, Sioux City, and Sheldon. Coursework and degree programs are provided by the three state universities.

Iowa Lakeside Laboratory and Regents Resource Center

Executive Director: Mary P. Skopec

Website: <https://iowalakesidelab.org>

This center is located near Milford, Iowa, on scenic West Okoboji Lake on Little Miller's Bay. Iowa Lakeside Laboratory is a field station run cooperatively by the University of Iowa, Iowa State University, and the University of Northern Iowa, and administered by the University of Iowa. The laboratory offers summer courses and research opportunities for undergraduate and graduate students. Courses focus on the ecology, taxonomy, and conservation of northern plains animals, plants, microorganisms, and ecosystems.

Des Moines Programs

Contact: Anne W. Zalenski

Website: <https://desmoines.uiowa.edu>

Social work programs, graduate degrees, and certificates are offered at the John and Mary Pappajohn Education Center (JMPEC), located in downtown Des Moines, Iowa. Close to many corporate businesses and government offices, JMPEC is an ideal location for a variety of students who want to further their education.

Hawkeye Talent Initiative

Coordinator

- Mirra L. Anson

The Hawkeye Talent Initiative is a program that seeks to expand access to higher education at the University of Iowa. It provides talented low- and moderate-income students assistance in the achievement of academic success through academic coaching, peer mentoring, and student employment options. Students participate in activities that enhance their college experience inside and outside the classroom.

Entrance to the program is based on high school grade-point average, standardized test scores, and family income.

Intercollegiate Athletic Participation

Director

- Elizabeth A. Tovar

Website: <https://academics.hawkeyesports.com/>

Students who are members of University of Iowa intercollegiate athletics teams and are certified to participate in their sport may register for CSI:1460 Athletic Transition Seminar and CSI:1470 The Hawkeye Life Experience.

First year student-athletes may enroll in CSI:1460 Athletic Transition Seminar and receive 1 s.h. of graded credit. The course provides new student athletes with an overview of the Hawkeye Life Program through Athletics, the student development program for all student athletes at the University of Iowa. Through the exploration and application of leadership, community engagement, academic success, health and well-being, career development, and diversity and inclusion, students are able to apply these pillars to further examine their academic, personal, and career goals.

Student-athletes who have previously received credit for CSI:1460 Athletic Transition Seminar may enroll in CSI:1470 The Hawkeye Life Experience and receive 1 s.h. of graded credit. The course is an experiential seminar for student athletes. Students select events that focus on leadership, community engagement, academic success, career development, health and well-being, and diversity and inclusion from the Hawkeye Life Program through Athletics, and then post written reflections of their experiences on the class site and reflect on their experiences when the seminar meets. The Hawkeye Life Experience course may be repeated for up to 4 s.h. of graded credit.

Registration for CSI:1460 Athletic Transition Seminar and CSI:1470 The Hawkeye Life Experience requires permission from the Office of Student-Athlete Academic Services. Members of University of Iowa sport clubs are not eligible to enroll in CSI:1460 or CSI:1470.

Iowa Biosciences Academy

Director

- Lori Adams (Biology)

Faculty: <https://iba.biology.uiowa.edu/people>

Website: <https://iba.biology.uiowa.edu>

Iowa Biosciences Academy (IBA) is a competitive undergraduate research and academic enrichment program funded by the National Institutes of Health (NIH). The program identifies academically talented underrepresented junior and senior college students who aspire to research careers and gives them first-rate training that facilitates entry into doctoral programs in biomedical, behavioral, and biophysical sciences.

Students have opportunities to work in research laboratories with faculty mentors during the course of their undergraduate careers. The program's faculty represents a broad range of disciplines in the basic and biomedical sciences. IBA students also benefit from specialized coursework, career counseling, and academic advising for biomedical and bioscience careers.

Undergraduate Program

Students selected for the Iowa Biosciences Academy must maintain good standing in academics and research. Good academic standing requires a g.p.a. of at least 3.00 and is evaluated at the end of each semester. Good research standing is determined by each student's research mentor. Students work with their mentors throughout the academic year and summer.

Each semester, IBA students enroll in IBA:1041 IBA Student Development Seminar (1 s.h.), which is a professional development course designed to help them navigate their laboratory work, mentor/mentee relationships, apply to graduate school, and distill scientific research. They also enroll in IBA:3992 IBA Research in Biomedical Science (0 s.h.) to denote research done in a laboratory.

Students may choose to remain on campus for the eight-week summer session. They earn pay for laboratory work with their research mentors and may participate in IBA events.

Application Process

Applications are accepted from current University of Iowa undergraduate students majoring in the sciences as well as students transferring to the University of Iowa. Students interested in research and graduate school are encouraged to apply. Those who are accepted into the program and maintain good academic standing earn pay for their laboratory work during the summer and academic year.

Admission Requirements

Applicants must:

- be a junior or senior;
- have a strong interest in pursuing a research career;
- have a qualifying academic major;
- be in good academic standing;
- submit an IBA application, including short essays; and
- submit one letter of recommendation from a science/math instructor or research mentor.

Admission requires an interview. Admission decisions are generally made in March, July, and October. For more information, including an online application form, see the Iowa Biosciences Academy website.

Faculty

Faculty members from the University's broad range of basic and biomedical science disciplines serve as teachers and mentors to IBA students. They represent many departments, including anatomy and cell biology, biochemistry, biology, biomedical engineering, chemistry, health and human physiology, microbiology and immunology, molecular physiology and biophysics, neuroscience, nursing, physics, and psychological and brain sciences.

Courses

Iowa Biosciences Academy Courses

IBA:1041 IBA Student Development Seminar 1 s.h.

Academic and professional development; presentations by faculty researchers, admissions representatives, or students in graduate bioscience programs; discussions about succeeding at the University; talks by professional educators on topics such as effective study skills.

IBA:3992 IBA Research in Biomedical Science 0 s.h.

Registration in a section taught by student's research mentor. Requirements: enrollment in IBA.

Iowa Lakeside Laboratory

Director

- Mary P. Skopec (Geographical and Sustainability Sciences)

Iowa State University participating faculty

- Lori Biederman (Ecology, Evolution, and Organismal Biology), James Colbert (Ecology, Evolution, and Organismal Biology), Mary Harris (Natural Resource Ecology Management), Elizabeth Swanner (Geological and Atmospheric Sciences)

University of Iowa participating faculty

- John F. Doershuk (Anthropology), Andrew A. Forbes (Biology), Marc A. Linderman (Geographical and Sustainability Sciences), Silvia Secchi (Geographical and Sustainability Sciences), Adam Skibbe (University College)

University of Northern Iowa participating faculty

- Laura Jackson (Biology), Mark Meyers (Biology), Patrick Pease (Geography/Social Science and History Education), Daryl D. Smith (Biology)

Website: <https://iowalakesidelab.org/>

Iowa Lakeside Laboratory is a field station run cooperatively by the University of Iowa, Iowa State University, and the University of Northern Iowa. Students at all three institutions, as well as visiting students, nationally and internationally, may take Iowa Lakeside Laboratory courses for credit through their home institution.

Iowa Lakeside Laboratory was established in 1909 for the conservation and study of the rich flora and fauna of northwest Iowa, especially the numerous lakes, wetlands, and prairies of the Iowa Great Lakes region. The campus is located on approximately 140 acres of restored prairie, wetland, and gallery forest along the west shore of West Okoboji Lake. Teaching and research facilities include eight laboratory buildings, a library, and a lecture hall. Living accommodations include cottages, motel-style units, and a large mess hall. All students are encouraged to stay at Lakeside while they are taking courses to derive full advantage of its educational, professional, and social life.

Mission

Lakeside's mission is to provide undergraduate and graduate students an opportunity for hands-on experience in a variety of natural and human environments through its field-oriented courses, and to provide research facilities and support for graduate students and faculty members working on research projects in northwestern Iowa.

Summer Session

Each summer Iowa Lakeside Laboratory offers students a unique educational experience—small, inquiry-based, full-immersion, field-oriented courses in the natural sciences (archaeology, botany, ecology, hydrology, soils, zoology) and related areas, such as the health sciences. Courses are taught at the sophomore/junior level and the senior/graduate level. Enrollment usually is limited to 10 or fewer students per course. Most courses meet all day Monday through Friday, last four weeks, and offer 1 s.h. of credit for each week (40 clock hours) in class. One- and two-week courses also are available, including courses designed especially for teachers.

Not all courses are offered every year; visit the Course Catalog on the Iowa Lakeside Laboratory website or consult summer course offerings at the University of Iowa or the other Regent institutions to learn which courses will be offered during a particular summer session. Students should check with their advisors to determine whether specific courses count toward requirements for their majors or minors or toward other requirements.

Research

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

Registration

Students may enroll in Iowa Lakeside Laboratory courses by submitting an Iowa Lakeside Laboratory registration and housing form to the Iowa Lakeside Laboratory administrative office. Information about current courses, registration, and housing is available on the Iowa Lakeside Laboratory website.

Registration usually opens in early January. Enrollment is limited, so students should register early. When they register, they must apply for housing or indicate that they plan to live off campus.

Financial Support

Financial support is available for undergraduate and graduate students. The Friends of Lakeside Lab organization provides a merit scholarship that is equivalent to the cost of room and board. Additional financial support may be available from Iowa Lakeside Laboratory and from other sources. Consult the Office of Student Financial Aid for information about support, including work-study and loan programs.

Courses

Iowa Lakeside Laboratory Courses

IALL:1010 Earth, Air, and Sky **1-4 s.h.**

Essentials of earth science, including astronomy, meteorology, geology, and paleontology; includes laboratory and fieldwork.

IALL:1030 Natural History Workshop **1-2 s.h.**

A specific aspect of the upper Midwest's natural history, or techniques for studying natural history; amphibians and reptiles, birds and birding, nature photography, mushrooms and other fungi, Iowa's trees and forests, fish biology, prairies, common algae, common insects, aquatic plants, life in rivers, life in lakes, mosses and liverworts, natural history of Iowa Great Lakes region, field archaeology, scuba diving, astronomy, nature sketching; five-day, nontechnical introductions.

IALL:1040 Field Archaeology **4 s.h.**

Nature of cultural and environmental evidence in archaeology, how such evidence is used to model past human behavior and land use; emphasis on Iowa prehistory; basic reconnaissance surveying, excavation techniques.

- IALL:1045 Illustrating Nature: Photography** 1-2 s.h.
Beginning/intermediate technique and composition in color photography of natural areas, their plants and animals.
- IALL:3034 Topics in Ecology and Sustainability** 1-4 s.h.
Scientific introduction at intermediate level to ecology and evolution of important groups of organisms: algae to vertebrates, different ecological phenomena (e.g., fire and climate change), varying landforms, different ecosystems (e.g., prairies and aquatic systems); emphasis on sustainability with introduction to concepts, issues, and practices; ability to communicate environmental information through a variety of means. Requirements: one general biology course.
- IALL:3101 Science Teaching Methods** 1-3 s.h.
Development and implementation of laboratory exercises suitable for inclusion in elementary, middle, high school, and community college biology, geology, and environmental courses; exercises built around common organisms and ecosystems in Iowa; animal biology, plant biology, fungi and lichens, aquatic ecology, prairie ecology, wetland ecology, limnology, animal behavior, insect ecology, biology of invertebrates, noninvasive use of living organisms, Project WET; field trips.
- IALL:3103 Aquatic Ecology** 4 s.h.
Analysis of aquatic ecosystems; emphasis on basic ecological principles; ecological theories tested in the field; identification of common plants and animals. Requirements: ecology, chemistry, and physics courses.
- IALL:3104 Nature Based, Early Childhood Teaching Methods Using "The Project Approach"** 3-4 s.h.
Examination of the value of young children's direct experiences in nature through inquiry-based learning; "The Project Approach" builds on children's natural curiosity and enables them to interact, question, connect, problem solve, communicate, and reflect; students follow steps for implementing a nature-based project within their own classroom setting as they insure the needs of diverse learners are met for both social and academic learning; designed for early childhood teachers.
- IALL:3109 Ecology and Systematics of Algae** 2,4 s.h.
Ecology, morphological structure, phylogeny, and taxonomy of freshwater algae based on field material collected; emphasis on genus-level identifications, biodiversity, ecology; habitat visits to lakes, fens, streams, rivers; algal ecology.
- IALL:3113 Undergraduate Independent Study** 1-4 s.h.
Requirements: junior or senior standing.
- IALL:3114 Field Mycology** 2 s.h.
Identification and classification of common fungi; techniques for identification, preservation, and culture practiced with members of various fungi groups.
- IALL:3117 Ecology and Systematics of Diatoms** 4 s.h.
Field and laboratory study of freshwater diatoms; techniques in collection, preparation, and identification of diatom samples; study of environmental factors affecting growth, distribution, taxonomic characters; project design and execution, including construction of reference and voucher collections; data organization and analysis.
- IALL:3122 Prairie Ecology** 4 s.h.
Basic patterns, underlying physical and biotic causes of regional and local distributions of North American prairie plants and animals; field and laboratory analysis and projects. Requirements: familiarity with basic principles of biology and ecology.
- IALL:3126 Ornithology** 2-4 s.h.
Biology, ecology, and behavior of birds; emphasis on field studies of local avifauna; group projects with focus on techniques of population analysis and methodology for population studies.
- IALL:3131 Ecology** 4 s.h.
Introduction to the principles of ecology at the population, community, ecosystem levels; field studies of local lakes, wetlands, and prairies used to examine factors that control distributions, interactions, and roles of plants and animals in native ecosystems. Requirements: two semesters of introductory biology.
- IALL:3141 Environmental Policy** 3 s.h.
Theory and practice of environmental policies, including the study of U.S. federal environmental policies with direct and indirect bearings on water issues; focus on policy history, implementation, and effectiveness; how policies interact with each other, how local stakeholders perceive their pros and cons, and linkages between local implementation efforts and regional and large-scale impacts.
- IALL:3162 Restoration Ecology** 2 s.h.
Ecological principles for restoration of native ecosystems; establishment (site preparation, selection of seed mixes, planting techniques) and management (fire, mowing, weed control) of native vegetation; evaluation of restorations; emphasis on prairie restoration and wetland vegetation. Requirements: ecology course.
- IALL:3164 Animal Behavior** 2 s.h.
Examination of ecological and evolutionary theories of animal behavior through field studies of animal coloniality, courtship, territoriality, predator defense, habitat selection, foraging, mating systems, and parental care. Requirements: two biology courses.
- IALL:3175 Soil Formation and Landscape Relationships** 2-4 s.h.
Relationships between soil formation, geomorphology, environment; soil description, classification, geography, mapping, interpretation for land use.
- IALL:3176 Glacial Geomorphology** 2,4 s.h.
Field-based introduction to glacial environments and processes including the origin of sediments, landforms, and landscapes produced in glacial and associated environments; aeolian (wind) processes, river and lacustrine systems, and mechanisms and chronologies of climate change.
- IALL:5213 Graduate Independent Study** 1-4 s.h.
- IALL:5217 Ecology and Systematics of Diatoms** 4 s.h.

Leadership Studies

Codirectors

- Amanda McFadden, William Nelson

Undergraduate certificate: leadership studies

Website: <https://careers.uiowa.edu/students/leadership-certificate>

Leadership studies is a multidisciplinary academic field that draws upon theories and applications from a wide variety of related disciplines, such as the social sciences (e.g., psychology, sociology, political science, and anthropology) and the humanities (e.g., philosophy and history), as well as professional fields, including management and education. The Leadership Studies Program examines ethical issues, principles, theories, and styles of leadership; the dynamics of interactions between leaders, followers, and group members; leaders' impact on organizations and communities; and leadership skills such as goal setting, communicating effectively, creating a vision, and empowering others.

The Leadership Studies Program offers the undergraduate Certificate in Leadership Studies as well as the Career Leadership Academy, a two-course sequence designed to help undergraduate students develop leadership and employment skills. The program also offers professional development courses.

Certificate in Leadership Studies

The Certificate in Leadership Studies is an interdisciplinary program coordinated by the Pomerantz Career Center and supported by the Tippie College of Business, the College of Education, the College of Liberal Arts and Sciences, and the Office of Leadership, Service, and Civic Engagement.

Career Leadership Academy

The Career Leadership Academy is a two-semester sequence of courses designed to help undergraduate students develop vital skills for leadership and career development: communication, interpersonal, and presentation skills and the ability to work well with others. This highly interactive program consists of weekly seminars, activities, and events. Participants also engage in career exploration opportunities, professional networking, and leadership development experiences.

Code	Title	Hours
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3

For more information, see Career Leadership Academy on the Pomerantz Career Center website.

Professional Development

Professional development courses provide students with opportunities to engage in practical, hands-on, skills-based instruction relevant to careers and leadership development. The topics and curricula for the following courses incorporate input from employers, who were surveyed about their experiences, real-world examples, guidance, and which skills they most often seek when hiring new graduates.

Code	Title	Hours
LS:2013	Strengths-Based Leadership	1
LS:3003	Culturally Intelligent Leadership	1

Programs

Undergraduate Program of Study Certificate

- Certificate in Leadership Studies [p. 1989]

Courses

Leadership Studies Courses

LS:1009 Mock Trial 2 s.h.

Opportunity to learn legal analysis and argumentation, public performance; participation in University of Iowa Mock Trial Club; mock trial role preparation, tournament competition, and staging an annual club tournament.

LS:1017 Orientation and Transition Leader Training 0-3 s.h.

Preparation for a leadership role in the Office of Orientation Services.

LS:1018 Issues in College Residence Halls I 0-1 s.h.

Development of knowledge and skills required for work as a resident assistant; creating community, handling crises and emergencies; leadership.

LS:1020 Introduction to Leadership 3 s.h.

Overview of leadership theory and skills for effective leadership; historical perspective, development of a personal philosophy of leadership, self-assessments, leadership models; study of groups, culture, and communities; application of experiential learning settings; community service project; geared toward emerging student leaders.

LS:1021 Current Issues and Leadership in Fraternity and Sorority Life 3 s.h.

Current issues facing leaders (alcohol and hazing education, conflict management, lasting impact of organizations on members); lifetime membership and values-based decision making; for leaders of fraternity and sorority community.

LS:1022 President's Leadership Class (PLC) 3 s.h.

Class activities, events, and interactive discussions with the University of Iowa president on topics including leadership theories, current UI issues, how a university president makes decisions, and students' philosophy on leadership; students work on a comprehensive project reflecting their leadership. Requirements: sophomore standing and application.

LS:1024 Hawkeye Service Breaks arr.

Introduction to theoretical approaches to service learning and shared experiential learning; concepts of intersectionality of varied social and community issues, reflection and reciprocity, active citizenship and community building, practical implementation of skills from student's academic disciplines, leadership development; includes overnight service immersion experience during spring break in a designated team location where students complete approximately 24 total hours of direct service with nonprofit partners and participate in critical reflection; emphasis on stretch and serve components of the IOWA Challenge.

LS:1025 Leadership for Social Justice 3 s.h.

Social justice as a process and a goal; students build a brave community that empowers all members when faced with social justice related dilemmas; skills that bring about positive social change on campus, within local communities, and on global scale; for students who are committed to study and practice of social justice in their personal and professional lives and student organization leaders directly advised or supported by UI cultural and resource centers—Afro-American Cultural Center (AACC), Asian Pacific American Cultural Center (APACC), Latino Native American Cultural Center (LNACC), and the Pride Alliance Center.

LS:2002 Career Leadership Academy Part 1: Leadership in Practice 3 s.h.

How to become a successful leader; opportunity to increase understanding of self, others, and the skills sought by employers; work and lead effectively in teams; creation of a group presentation focused on community needs; career components of résumé writing, LinkedIn profile development, and networking; first in a two-course series.

LS:2013 Strengths-Based Leadership 1 s.h.

Examination and evaluation of personal unique talents, be more engaged, and gain better understanding of leadership from a "Strengths" perspective; how to maximize strengths to stand out from the crowd; how society encourages people to be well-rounded (according to Gallup Organization's Strengths research) and how this pursuit of many goals can actually result in mediocrity.

LS:2024 Hawkeye Service Breaks Leadership 0,2 s.h.

Focus on techniques for planning trip logistics, education on social issues, and facilitation of critical reflection; development in theoretical approaches to service learning specifically connected to service immersion leadership; varied concepts including intersectionality of varied social and community issues, reflection and reciprocity, active citizenship and community building, practical implementation of skills from student's academic disciplines, leadership development, and other related areas. Requirements: LS:1024, and application and acceptance to leadership position.

LS:3002 Career Leadership Academy Part 2: Leadership in Action 3 s.h.

Leadership development and career readiness; application of strengths, building effective teams, motivation, and delegation skills to a service-learning project designed by the class through engagement with a community partner; explore interviewing, personal branding, job searching, professional etiquette, salary negotiation, and transitioning successfully into the workplace; second in a two-course series. Prerequisites: LS:2002.

LS:3003 Culturally Intelligent Leadership 1 s.h.

Knowledge and skills for leadership in an increasingly diverse and global workplace; highly interactive and relational experience; students gain a greater understanding of their leadership in various environments and learn how to develop tools for establishing and maintaining interpersonal relationships for professional success.

LS:3004 Perspectives on Leadership: Principles and Practices 3 s.h.

Broad foundation of leadership knowledge representing diverse approaches to studying and practicing leadership; core course for students pursuing the leadership certificate. Requirements: sophomore or higher standing.

LS:3009 Global Leadership Initiative in Xicotepec 0-2 s.h.

Culture, history, and values of Mexico; leadership skills and work on civil and humanitarian projects; reflection of learning and experiences; spring break week in Xicotepec, Mexico. Requirements: participation in Career Leadership Academy and concurrent enrollment in ABRD:3352.

LS:3011 Leadership Certificate Capstone 0,2 s.h.

Registration of practical work experience (internship or career position) with leadership components, or meaningful and educational cocurricular experience in on-campus leadership position (i.e., student organization leader, student government leader, residence assistant, student orientation advisor, peer educator, fraternity/sorority leader) with active leadership roles and responsibilities (i.e., executive leadership position, initiating and organizing a major event); application of leadership models and theories to practical experiences; for students completing the leadership certificate. Prerequisites: LS:3004 and LS:3012. Requirements: an additional 6 s.h. of approved leadership coursework and meet with instructor prior to enrollment.

LS:3012 Leadership Theory to Practice 3 s.h.

How the world is changing at an accelerating rate; leadership effectiveness and demand of a high-level ability to work with others and respond to change; foundational concepts of major theories and behaviors of leadership models; practical challenges of leadership analyzed through use of experiential projects, discussion, presentations, exercises; development of self-awareness through use of behavioral instruments, group exercises, individual reflection; major approaches to leadership, authentic leadership, team leadership, gender issues in leadership, emotional intelligence, virtual leadership.

Leadership Studies, Certificate

Requirements

The undergraduate Certificate in Leadership Studies requires 20 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Students must declare their intent to earn the certificate to a leadership studies advisor in the Pomerantz Career Center; see Leadership Studies Certificate on the center's website for information on how to enter the certificate program.

The certificate program provides a structure for involvement and commitment to leadership. It introduces students to leadership concepts and offers them hands-on leadership experiences they will need in order to begin the lifelong development of these skills. Certificate students complete two interdisciplinary core courses (6 s.h.), area electives (12 s.h.), and an experiential learning course (2 s.h.). A course may not be used to satisfy more than one certificate requirement. Students also have the opportunity to complete the certificate online.

The Certificate in Leadership Studies requires the following coursework.

Interdisciplinary Core Courses

All certificate students are required to complete two interdisciplinary core courses. In order to enroll in either course, they must have earned a minimum of 30 s.h. of credit and must be in good academic standing as defined by the College of Liberal Arts and Sciences (cumulative g.p.a. of at least 2.00).

Code	Title	Hours
LS:3004	Perspectives on Leadership: Principles and Practices	3
LS:3012	Leadership Theory to Practice	3

Perspectives on Leadership: Principles and Practices (LS:3004) provides students with a broad foundation of leadership knowledge. It introduces diverse approaches to studying and practicing leadership and gives students a structure for organizing knowledge and skills from other leadership courses and experiences. The course features presentations by guest instructors from across the University, offering students an interdisciplinary perspective on leadership.

With the world changing at an accelerating rate, Leadership Theory to Practice (LS:3012) examines leadership effectiveness and the demand of a high-level ability to work with others and respond to change. Foundational concepts of major theories and behaviors of leadership models are covered; and practical challenges of leadership are analyzed.

Certificate students must complete LS:3004 and LS:3012 before they may enroll in the required experiential learning course.

Area Electives

Area electives are drawn from four developmental areas central to effective leadership: self and group leadership, communication, cultural competence, and ethics and integrity. Students must complete 3 s.h. from each of these areas (total of 12 s.h.).

Self and Group Leadership

Code	Title	Hours
At least 3 s.h. from these:		
LS:1020	Introduction to Leadership	3
LS:1022	President's Leadership Class (PLC)	3
LS:2002	Career Leadership Academy Part 1: Leadership in Practice	3
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3
AERO:3100	Leadership Studies: Leading People and Effective Communication I	3
AERO:3200	Leadership Studies: Leading People and Effective Communication II	3
CLSA:2913	Power, Class, and Gender	3
COMM:1819	Organizational Leadership	3
COMM:2011	Group Communication	3
LLS:1150	Leadership in the Outdoors	4
MGMT:2100	Introduction to Management	3
MGMT:3200	Individuals, Teams, and Organizations	3
MGMT:3999	CIMBA Italy Experiential Leadership	1-3
MGMT:4300	Leadership and Personal Development	3
MILS:1010	Leadership and Personal Development MSL101	1
MILS:1020	Introduction to Tactical Leadership MSL102	1
MILS:2010	Innovative Team Leadership MSL201	2
MILS:2020	Foundations of Tactical Leadership MSL202	2
PSY:2501	Introduction to Social Psychology	3
SOC:1220	Principles of Social Psychology	3-4
SOC:3610	Organizations and Modern Society	3
SOC:4225	The Social Psychology of Leadership	3
SSW:3600/ MGMT:3600/ NURS:3600/ RELS:3701	Nonprofit Organizational Effectiveness II	3

Communication

Code	Title	Hours
At least 3 s.h. from these:		
BUS:3000	Business Communication and Protocol	3

BUS:3800	Business Writing	3
CNW:3640	Writing for Business	3
COMM:1112	Interpersonal Communication	3
COMM:1117	Theory and Practice of Argument	4
COMM:1130	The Art of Persuading Others	3
COMM:1170	Communication Theory in Everyday Life	3
COMM:1818	Communication Skills for Leadership	3
COMM:1819	Organizational Leadership	3
COMM:2091	Organizational Communication	3
MGMT:4100	Dynamics of Negotiations	3

Cultural Competence

Code	Title	Hours
At least 3 s.h. from these:		
AFAM:3459/ ENGL:3459	African American Literature Before 1900	3
AMST:1074/ GWSS:1074/ SPST:1074	Inequality in American Sport	3
ASP:3135/ GHS:3050/ SSW:3135	Global Aging	3
BUS:2450	Business and Culture in China	3
CCCC:2220	Foundations of Critical Cultural Competence	3
EPLS:4150- EPLS:4151	Leadership and Public Service I-II (both courses are required)	5
GWSS:1002	Diversity and Power in the U.S.	3
GWSS:1310/ SOC:1310	Gender and Society	3
GWSS:3154	Sexuality in the United States	3
HHP:2280	Cultural Competency in Health Promotion	3
HIST:1040	Diversity in History	3
JMC:1200	Media History and Culture	3
MUS:1310	World Music	3
RCE:4197	Citizenship in a Multicultural Society	3
SOC:2810	Social Inequality	3
One elective approved for the Certificate in Critical Cultural Competence ¹		3
The 3 s.h. may include these:		
ABRD:3352	International Perspectives: Xicotepec	arr.
LS:3009	Global Leadership Initiative in Xicotepec	0-2

¹ Students who use an elective approved for the Certificate in Critical Cultural Competence to satisfy this requirement must choose it from elective courses listed on the Certificate in Critical Cultural Competence website.

Ethics and Integrity

Code	Title	Hours
At least 3 s.h. from these:		
HMP:6315	Healthcare Ethics	1-2
HRTS:2115/IS:2115	Introduction to Human Rights	3
JMC:2600	Freedom of Expression	3
JMC:2700	Media Ethics and Diversity	3
MGMT:2000	Introduction to Law	3
MGMT:3400	Employment Law	3
PHIL:1034	Liberty and the Pursuit of Happiness	3
PHIL:1401	Matters of Life and Death	3
PHIL:1636	Principles of Reasoning: Argument and Debate	3
PHIL:1861	Introduction to Philosophy	3
PHIL:2402	Introduction to Ethics	3
PHIL:2432	Introduction to Political Philosophy	3
PHIL:2435	Philosophy of Law	3
PTRS:5100	Professional Issues and Ethics	1
RCE:4195	Ethics in Human Relations and Counseling	3

Experiential Learning

Certificate students must earn 2 s.h. in a course focused on experiential or hands-on learning. An experiential learning course may take different forms, such as a service learning experience, an internship, or an on-campus leadership practicum.

Before they enroll in the hands-on course, students must have completed at least 12 s.h. of work toward the certificate, including the core courses LS:3004 Perspectives on Leadership: Principles and Practices and LS:3012 Leadership Theory to Practice, so that they have a solid foundation of knowledge to apply to the experience.

Service Learning Courses

Service learning courses incorporate community engagement with academic coursework. They allow students to gain hands-on experience along with a deeper understanding of course content while responding to real community needs. Students may satisfy the certificate's experiential learning requirement by earning a minimum of 2 s.h. in service learning courses from the following.

Code	Title	Hours
Select one of the following three options:		
Option A		
LS:1024	Hawkeye Service Breaks	3
Option B		
LS:3002	Career Leadership Academy Part 2: Leadership in Action	3
Option C		
These courses:		
ABRD:3352	International Perspectives: Xicotepec	arr.
LS:3009	Global Leadership Initiative in Xicotepec	0-2

Internship or On-Campus Leadership Practicum

Students register for the following course earning a minimum of 2 s.h. in order to receive certificate credit for the internship or on-campus leadership practicum. They must complete all course assignments in order to fulfill the experiential learning requirement.

Code	Title	Hours
LS:3011	Leadership Certificate Capstone	2

Internships consist of preapproved, supervised on-the-job learning; they may be paid or unpaid.

To meet the certificate's experiential learning requirement, an internship must consist of professional experience that relates to a student's major field of study or career interest area and allows the student to build on the academic coursework already completed in the certificate program. At least 80 percent of a student's internship duties must be professional-level work, and a student must receive continuous supervision by a professional (not a student) in the internship field. The internship must last a minimum of 15 weeks in fall or spring semester or six weeks in the summer and requires 150 hours of work.

Internships that fulfill the certificate's experiential learning requirement must be approved in advance by one of the certificate program's advisors, and the internship site supervisor must agree to the terms of the internship and must complete the required form before the internship may be approved. Students may work with staff at the Pomerantz Career Center to find an approved internship opportunity, or they may secure their own internship.

For more information about internships, see Internships on the Pomerantz Career Center website.

Students who wish to fulfill the experiential learning requirement with an on-campus leadership practicum must engage in a formal, approved experience that is meaningful, educational, and cocurricular. It requires a student to take initiative and pursue active leadership roles and responsibilities. Examples include positions as student organization leaders, student government leaders, University Housing resident assistants, student orientation advisors, peer educators, and fraternity and sorority leaders. Practicums may be paid or unpaid.

To meet the certificate's experiential learning requirement, a practicum must last a minimum of 15 weeks in fall or spring semester or six weeks in the summer and requires 150 hours of work.

Practicums that fulfill the certificate's experiential learning requirement must be approved in advance by one of the certificate program's advisors. Students must submit a list of goals and assignments and/or duties they will complete during the practicum in order to demonstrate that the practicum will provide substantive work assignments and opportunities to build on the academic coursework they have completed in the certificate program.

Each student also must identify a practicum mentor and demonstrate that the mentor is willing to guide and evaluate the student's work and development of leadership skills, and intends to participate in reviewing the student's goal-setting assignment and the final review of the student's performance.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Leadership Studies, Certificate

Course	Title	Hours
Second Year		
Any Semester		
LS:3004	Perspectives on Leadership: Principles and Practices ^a	3
LS:2002	Career Leadership Academy Part 1: Leadership in Practice ^b	3
GWSS:1002	Diversity and Power in the U.S. ^c	3
	Hours	9
Third Year		
Any Semester		
LS:3012	Leadership Theory to Practice ^a	3
LS:3002	Career Leadership Academy Part 2: Leadership in Action ^d	3
RCE:4195	Ethics in Human Relations and Counseling ^e	3
	Hours	9
Fourth Year		
Any Semester		
COMM:1112	Interpersonal Communication ^f	3
	Hours	3
	Total Hours	21

a A required core course for the Leadership Studies Certificate. Students must declare the certificate in order to enroll in this course.

b Satisfies "Self and Group Leadership" category requirement.

c Satisfies "Cultural Competence" category requirement.

d Satisfies "Experiential Learning" category requirement.

e Satisfies "Ethics and Integrity" category requirement.

f Satisfies "Communication" category requirement.

Lifetime Leisure Skills

Director

- Steve J. Campbell

Website: <https://recserv.uiowa.edu/lifetime-leisure-skills>

Lifetime Leisure Skills (LLS) courses are designed to engage students in fun and healthy recreational activities that can be continued beyond college and throughout their lives.

Courses range from outdoor recreation activities such as rock climbing, canoeing, kayaking, backpacking, biking, and camping to indoor activities that include tae kwon do, kickboxing, Brazilian jiu-jitsu, salsa dancing, and ballroom dancing. LLS courses are appropriate for students at all skill levels.

Lifetime Leisure Skills courses are open to University of Iowa undergraduate and graduate students. Undergraduate students in the College of Liberal Arts and Sciences may count credit earned in Lifetime Leisure Skills courses toward the total number of semester hours required for their degree. Students should consult their academic advisor.

While the majority of courses are on campus or in the Iowa City area, several off-campus courses are held in locations that include Grand Canyon National Park, Canyonlands National Park, Arches National Park, Zion National Park, Big Bend National Park, Voyageurs National Park, Grand Staircase-Escalante National Monument, Glen Canyon National Recreation Area, Effigy Mounds National Monument, Loess Hills State Forest, Yellow River State Forest, Maquoketa Caves State Park, Devil's Lake State Park, Pictured Rocks County Park, and the Upper Iowa River.

Courses

Lifetime Leisure Skills Courses

LLS:1100 Introduction to Camping 1 s.h.

Introduction to the wonderful world of camping; focus on development of skills and knowledge pertaining to camping equipment, campsite selection and setup, outdoor cooking, useful knots, and minimum impact principles; overnight camping required.

LLS:1110 Exploring Iowa's Natural Wonders 1 s.h.

Natural history of the Loess Hills of western Iowa, Maquoketa Caves of eastern Iowa, or Effigy Mounds National Monument and Yellow River State Forest of northeastern Iowa; overnight camping required.

LLS:1115 Hiking 1 s.h.

Beginner-level hiking skills; safety and planning; proper care and use of equipment; physically strenuous; overnight camping required.

LLS:1120 Backpacking 1 s.h.

Beginner-level backpacking skills; basic map reading, proper packing and planning, equipment and clothing selection; physically strenuous; overnight camping required.

LLS:1121 Expedition Backpacking 1 s.h.

Remote, multiday, backcountry camping skills; proper packing and planning; backcountry nutrition; topographic map reading; equipment and clothing selection; very physically strenuous; overnight camping required.

LLS:1130 Basic Orienteering 1 s.h.

Basics of orienteering, including map and compass skills. Taught at Macbride Nature Recreation Area.

LLS:1131 Expedition Orienteering 1 s.h.

Extensive navigation and camping skills in a remote wilderness; focus on map and compass skills including declination, bearings, triangulation, topographical map reading, situational awareness; backcountry camping skills; very physically strenuous.

LLS:1140 Team Building 1 s.h.

Exploration of various methods of team building and common characteristics of successful teams through the use of UI Challenge Course; strong emphasis on cooperative group work and discussions.

LLS:1141 Challenge Course Facilitation 3 s.h.

How to effectively facilitate and lead challenge course activities; philosophy and history of challenge courses, group games and initiatives, processing and debriefing with challenge course groups, low- and high-course setup procedures, risk management.

LLS:1150 Leadership in the Outdoors 4 s.h.

Leadership theories, group dynamics, expedition logistics, outdoor leadership skills, risk management; indoor and outdoor classroom sessions, overnight camping required; technical skill development may include backpacking, canoeing, kayaking, rock climbing, mountain biking, bike touring, general camping.

LLS:1200 Introduction to Rock Climbing 1 s.h.

Utilization of indoor and outdoor climbing classrooms; comprehensive introduction to physical techniques of rock climbing, mechanical skills of belaying, proper usage of personal protective equipment, and common climbing terminology.

LLS:1201 Intermediate Rock Climbing 1 s.h.

Expands on skills learned in LLS:1200; requires current belay card for UI Campus Recreation and Wellness Center climbing wall; overnight camping required. Prerequisites: LLS:1200.

LLS:1202 Expedition Rock Climbing 1 s.h.

Multiday climbing expedition; physically strenuous; overnight camping required.

LLS:1205 Anchor Systems for Top Rope Climbing 1 s.h.

Development of basic skills for climbing anchors; understanding setting top-rope anchors; use of bolts, trees, and passive and mechanical chocks for anchor setting; equalization of anchors; basic knots for rope, webbing, and cordelettes; basic understanding of the structural integrity and frictional forces important to anchor setting.

LLS:1206 Conditioning for Rock Climbing 1 s.h.

Multiweek conditioning program for improving rock climbing skills; warming up and stretching, movement and technique, mental fitness, strength, power, endurance training, and goal setting; requires current belay card for UI Campus Recreation and Wellness Center climbing wall. Prerequisites: LLS:1200.

LLS:1210 Introduction to Lead Climbing: Sport 1 s.h.

Fundamentals of single-pitch sport climbing on lead; belaying a leader; use of 52.5 foot tall climbing wall at UI Campus Recreation and Wellness Center; eligible to obtain lead climbing approval after successful completion of course. Prerequisites: LLS:1200.

LLS:1212 Expedition Lead Climbing: Sport 1 s.h.

Multiday single-pitch sport lead climbing expedition; requires current lead climbing approval for UI Campus Recreation and Wellness Center climbing wall; overnight camping required.

LLS:1232 Expedition Bouldering 1 s.h.

Multiday bouldering expedition; overnight camping required.

- LLS:1240 Introduction to Ice Climbing** 1 s.h.
Basics of ice climbing.
- LLS:1241 Expedition Ice Climbing** 1 s.h.
Multiday ice climbing expedition.
- LLS:1300 Recreational Cycling** 1 s.h.
Basics of bicycling for recreation; riding techniques, basic bicycle maintenance, rules of the road; students must already know how to ride a bike; physically strenuous. Taught on Johnson County area roads and trail systems.
- LLS:1301 Urban Cycling** 1 s.h.
How to safely navigate urban areas by bicycle; traffic laws, situational awareness, basic maintenance, planning and route considerations.
- LLS:1310 Bicycle Touring** 1 s.h.
Planning and packing for self-supported, overnight bicycle touring trips; proper care and use of equipment; physically strenuous; overnight camping required.
- LLS:1311 Expedition Bicycle Touring** 1 s.h.
Multiday self-supported bicycle touring expedition; camp while exploring iconic touring routes of the United States; very physically strenuous; overnight camping required.
- LLS:1320 Mountain Biking** 1 s.h.
Basics of mountain bicycling; riding techniques, basic bicycle maintenance, trail etiquette. Taught on Sugar Bottom recreation trail system.
- LLS:1322 Expedition Mountain Biking** 1 s.h.
Multiday mountain bicycling expedition; very physically strenuous; overnight camping required.
- LLS:1350 Marathon Training** 1 s.h.
Multiweek training program; for students who currently run on a regular basis and wish to take their running to a more advanced level; physically strenuous.
- LLS:1360 Trail Running** 1 s.h.
Techniques of off-road running; local running trails in and around Iowa City; emphasis on proper training, clothing, equipment, and nutrition; physically strenuous; no experience required.
- LLS:1361 Expedition Trail Running** 1 s.h.
Multiday trail running expedition; very physically strenuous; overnight camping required.
- LLS:1400 Flat Water Canoeing** 1 s.h.
Basics of flat water tandem canoeing; paddle strokes, canoe anatomy, water safety. Taught at Macbride Nature Recreation Area.
- LLS:1401 River Canoeing** 1 s.h.
Fundamentals of tandem canoeing on moving water; basic paddling strokes, canoe anatomy, hydrology, river safety; overnight camping required.
- LLS:1403 Expedition Canoeing** 1 s.h.
How to plan and pack for multiday canoeing expeditions; Leave No Trace primitive camping; paddling skills in loaded canoes; reading river/lake maps; portaging techniques; rescue techniques; overnight camping required.
- LLS:1410 Sea Kayaking** 1 s.h.
Basics of sea kayaking using solo and tandem boats. Taught at Macbride Nature Recreation Area.
- LLS:1411 Expedition Sea Kayaking** 1 s.h.
Multiday sea kayaking expedition; primitive camping; paddling skills in loaded kayaks, reading river/lake maps, rescue techniques.
- LLS:1420 River Kayaking** 1 s.h.
Fundamentals of kayaking on moving water; basic paddling strokes, kayak anatomy, hydrology, river safety; overnight camping required.
- LLS:1422 Whitewater Kayak Playboating** 1 s.h.
Varied techniques of playboating—a style of whitewater kayaking in which the paddler performs tricks on natural or human-made whitewater features; introductory pool session; taught on rivers in Iowa with whitewater kayaking parks. Recommendations: previous whitewater kayaking experience or LLS:1421.
- LLS:1423 Expedition Whitewater Kayaking** 1 s.h.
Multiday whitewater kayaking expedition; class I-III rapids, rolling and bracing, safety and rescue techniques; overnight camping required.
- LLS:1430 Stand Up Paddleboarding** 1 s.h.
Introduction to paddleboarding skills on flat, calm water; paddling environment, board and paddle control, standing and balancing, personal preparation and safety.
- LLS:1431 Stand-Up Paddleboard Yoga** 1 s.h.
Paddleboarding and yoga, learning and combining two skills in one course; for all skill levels.
- LLS:1440 Scuba** 1 s.h.
Basics of Scuba diving. Seven weeks.
- LLS:1441 Advanced Open Water Scuba** 1 s.h.
Participation in five scuba diving specialty activities. Prerequisites: LLS:1440. Requirements: certification as open water scuba diver.
- LLS:1500 Winter Camping** 1 s.h.
How to successfully and comfortably camp in cold, harsh conditions; snow shelters, hydration, meal preparation, clothing needs; snowshoe/ski travel with sleds (as conditions permit).
- LLS:1510 Snowshoeing** 1 s.h.
Basics of snowshoeing; physically strenuous.
- LLS:1512 Expedition Snowshoeing** 1 s.h.
Multiday snowshoeing and winter camping expedition; very physically strenuous; overnight camping required.
- LLS:1520 Cross-Country Skiing** 1 s.h.
Basics of cross-country skiing in northern Wisconsin.
- LLS:1522 Expedition Cross-Country Skiing** 1 s.h.
Multiday cross-country skiing expedition; physically strenuous.
- LLS:1530 Alpine Skiing** 1 s.h.
Basics of downhill skiing; physically strenuous.
- LLS:1532 Expedition Alpine Skiing** 1 s.h.
Multiday alpine skiing expedition; very physically strenuous.
- LLS:1600 Basic Self Defense** 1 s.h.
Basics of self-defense.
- LLS:1610 Kickboxing** 1 s.h.
Basics of kickboxing.
- LLS:1611 Intermediate Kickboxing** 1 s.h.
Aggressive workout utilizing heavy bags, coach's mitts, and other equipment; conducted at moderate to intense pace using competitive kickboxing techniques, training methods, and equipment; kickboxing as a conditioning tool with self-defense as a byproduct; not designed to prepare for competition. Prerequisites: LLS:1610.
- LLS:1620 Tae Kwon Do** 1 s.h.
Basics of Tae Kwon Do.

- LLS:1621 Intermediate Tae Kwon Do** 1 s.h.
Expand on knowledge and skills learned in LLS:1620.
Prerequisites: LLS:1620.
- LLS:1630 Brazilian Jiu-Jitsu** 1 s.h.
Introduction to the sport of Brazilian Jiu Jitsu; basic self-defense, positional grappling, submissions, submission defense; no martial arts experience required.
- LLS:1650 Ballroom Dancing** 1 s.h.
Basics of ballroom dancing; overview of several figures; beginner level.
- LLS:1651 Ballroom Dancing: Waltz** 1 s.h.
Beginning through intermediate-level waltz figures; performing a beautiful waltz routine; skills and knowledge to dance with confidence at any formal dance occasion; for all skill levels.
- LLS:1652 Ballroom Dancing: Foxtrot and Tango** 1 s.h.
Beginning to intermediate-level figures in two of the most beautiful and popular dances in the world—foxtrot and tango; for all skill levels.
- LLS:1653 Ballroom Dancing: Rhumba, Cha Cha, Merengue** 1 s.h.
Beginner- to intermediate-level figures in three of the most popular and energy-charged Latin dances of today—Rhumba, Cha Cha, and Merengue; for all skill levels.
- LLS:1654 Ballroom Dancing: Nightclub Series** 1 s.h.
Salsa, the Hustle, Nightclub Two-Step, Argentine tango; for all skill levels.
- LLS:1655 Ballroom Dancing: Rhythm and Smooth** 1 s.h.
Mambo, samba, waltz, Viennese waltz; for all skill levels.
- LLS:1660 Salsa Dancing** 1 s.h.
Fundamentals of Latin/Salsa dancing; musical rhythms, cultural history, postures, technique, basic movements; techniques for developing strength, stamina, balance, poise, and partner dancing skills; traditional social behaviors in salsa's cultural context.
- LLS:1671 Beginner Knitting: Mindfulness and Patience** 1 s.h.
Basics of knitting while exploring mindfulness and patience.
- LLS:1675 Yoga** 1 s.h.
Emphasis on mindfulness, breath awareness, and attention to alignment.
- LLS:1680 Golf** 1 s.h.
Basic principles and fundamentals of golf swing (e.g., full swing, pitching, chipping, putting); opportunity to practice skills at various facilities; history, basic rules, proper golf etiquette, evolution of golf related to technology.
- LLS:1690 Gardening: Vegetables and Herbs** 1 s.h.
Fundamental skills for successfully growing vegetables and herbs outdoors and in containers.
- LLS:1691 Gardening: Designing Edible Forests** 1 s.h.
Fundamental skills for successfully designing and establishing fruit trees, berry bushes, and perennial herbs in ways that emulate a healthy woodland ecosystem and enrich our interaction with nature.
- LLS:1801 Wilderness First Responder** 2 s.h.
Skills necessary for providing critical medical care and making evacuation decisions in remote wilderness locations; interactive lectures, case studies, and hands-on practice through realistic scenarios help master material; 80-hour certification course.
- LLS:1850 Service Learning** 1 s.h.
Service learning project in an urban or wilderness setting; learn about local community, environment; projects depend on location, season.
- LLS:4000 Independent Study** arr.
Individual study in an area of interest to students; coursework determined by faculty supervisor.

Military Science (Army ROTC)

Head

- Kevin A. Salge

Undergraduate minor: military science

Website: <https://veterans.uiowa.edu/army-rotc>

The Military Science Program is synonymous with the Iowa Army Reserve Officers' Training Corps (ROTC). It gives students who wish to serve on active or reserve status in the U.S. Army the opportunity to earn commissions as Army officers. It also administers merit scholarships from the United States government to qualified students.

Although the Military Science Program does not offer degrees, students can earn a minor in military science. ROTC courses provide education in the military's role and instruction in leadership and management. The program's courses are an essential part of the University of Iowa ROTC program.

Military science courses are open to all students. Course credit that counts toward graduation varies by college. Students in the College of Liberal Arts and Sciences may count up to 20 s.h. earned in military science courses toward graduation.

Undergraduate and Graduate Programs

Basic Course

The ROTC Basic Course is designed primarily for first- and second-year students. It provides the fundamentals of leadership and management and introduces the roles of the military as influenced by national and foreign policy. Students incur no obligation to the military for participation in the Basic Course.

The following four courses satisfy the Basic Course requirement.

Code	Title	Hours
MILS:1010	Leadership and Personal Development MSL101	1
MILS:1020	Introduction to Tactical Leadership MSL102	1
MILS:2010	Innovative Team Leadership MSL201	2
MILS:2020	Foundations of Tactical Leadership MSL202	2

Students can take Basic Course requirements over a one- or two-year period or during Basic Camp, held at Fort Knox, Kentucky. Students with prior military training normally are exempt from the Basic Course and Basic Camp requirements.

Basic Camp takes place in the summer, typically between a cadet's first and second years. Similar to basic training, Basic Camp trains cadets on many basic soldier skills ensuring cadets across the country have the same foundation knowledge to be successful with the remainder of their Army ROTC training.

Advanced Course

The ROTC Advanced Course is for cadets who wish to pursue a commission as a lieutenant in the U.S. Army upon graduation. It is open to both undergraduate and graduate students. Most

cadets in the Advanced Course incur an obligation to the Army that can be satisfied in the Active Army, Army Reserve, or Army National Guard.

To enter the Advanced Course, students must satisfy the Basic Course requirement, earn at least 54 s.h., and have a cumulative g.p.a. of at least 2.00. In order to become U.S. Army officers, cadets must complete the Advanced Camp, held at Fort Knox, Kentucky. Cadets normally attend Advanced Camp during the summer between their third and fourth years.

The following courses are the academic requirements for completion of the Advanced Course.

Code	Title	Hours
MILS:3010	Adaptive Tactical Leadership MSL301	3
MILS:3020	Leadership in Changing Environments MSL302	3
MILS:4010	Developing Adaptive Leaders MSL401	3
MILS:4020	Leadership in a Complex World MSL402	3

Additional Coursework

Cadets whose aim is a commission must satisfy a Professional Military Education (PME) requirement. They must complete at least one course in military history from the following list. Cadets may use other courses to meet the additional coursework requirement, with the military science professor's approval.

Code	Title	Hours
HIST:1261	American History to 1877	3
HIST:1262	American History 1877-Present	3
HIST:3271	American Revolutionary Period	3
HIST:4499	First World War	3-4

Scholarship Opportunities

The Military Science Program offers two-, three-, and four-year ROTC scholarships for students who enter the ROTC program. These scholarships pay full tuition at the University of Iowa, an allotment for books and supplies each semester, mandatory educational fees, and a tax-free monthly stipend during the academic year. The tax-free monthly stipend is provided to non-scholarship cadets who enter a contractual agreement with ROTC to serve in the Army. Additional financial assistance may be provided through scholarships.

Programs

Undergraduate Program of Study

Minor

- Minor in Military Science [p. 1997]

Courses

Military Science Courses

MILS:1010 Leadership and Personal Development MSL101

1 s.h.

Introduction to the personal challenges and competencies critical for effective leadership; how skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the army as a profession; dimensions of army leadership; understanding of the ROTC program, its purpose in the army, its advantages for students. Offered fall semesters.

MILS:1020 Introduction to Tactical Leadership MSL102

1 s.h.

Leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, using effective writing skills; leadership values, attributes, skills, and actions explored through hands-on, interactive exercises; cadre role models, development of strong relationships among students through common experience, practical interaction. Offered spring semesters.

MILS:1090 Leadership Laboratory

0 s.h.

Hands-on training in basic soldier skills, such as customs and courtesies, drill and ceremony, first aid, weapons employment, troop movement techniques; leadership training for U.S. army officership. Offered fall and spring semesters.

MILS:1095 Advanced Military Fitness Training

1 s.h.

Aerobics and running, muscular strength and endurance, flexibility, and nutrition through exercise and classroom instruction; how to evaluate and measure fitness improvement; developed around Army physical fitness training program. Offered fall and spring semesters.

MILS:2010 Innovative Team Leadership MSL201

2 s.h.

Dimensions of creative, innovative tactical leadership strategies and styles explored through team dynamics and historical leadership theories (trait and behavior) central to the Army leadership framework; personal motivation and team building through planning, executing, and assessing team exercises and participating in leadership labs; continued development of leadership values and attributes through understanding army rank, structure, duties, basic aspects of land navigation and squad tactics; case studies on soldier's creed and warrior ethos in the contemporary operating environment. Offered fall semesters.

MILS:2020 Foundations of Tactical Leadership MSL202

2 s.h.

Challenges of leading tactical teams in the complex contemporary operating environment; dimensions of terrain analysis, patrolling, operation orders; theoretical basis of the army leadership framework, dynamics of adaptive leadership in the context of military operations; self-assessment of cadet leadership styles, practice in communication and team building skills; case studies on importance and practice of teamwork and tactics in real-world scenarios. Offered spring semesters.

MILS:3010 Adaptive Tactical Leadership MSL301

3 s.h.

Study, practice, and evaluation of adaptive leadership skills in challenging scenarios related to squad tactical operations; feedback on cadets' leadership attributes and actions, continued development of leadership and critical thinking abilities; development of tactical leadership abilities in preparation for Leadership Development and Assessment Course (LDAC). Offered fall semesters. Corequisites: MILS:1090 and MILS:1095. Requirements: MILS:1010 and MILS:1020 and MILS:2010 and MILS:2020; or completion of army basic training or Leader's Training Course.

MILS:3020 Leadership in Changing Environments MSL302

3 s.h.

Development of cadet awareness and tactical leadership to platoon level, through increasingly intense situational leadership challenges; experience reviewing combat, stability, and support operations, conducting military briefings, developing proficiency in garrison operation orders; focus on exploring, evaluating, and developing skills in decision making, persuasion, and motivation of team members in a contemporary operating environment; preparation for summer Leader Development Assessment Course. Offered spring semesters. Prerequisites: MILS:3010. Corequisites: MILS:1090 and MILS:1095. Requirements: MILS:1010 and MILS:1020 and MILS:2010 and MILS:2020; or completion of army basic training or Leader's Training Course.

MILS:3121 Readings in Contemporary Military Issues

1-3 s.h.

Preparation of book reviews from a reading list provided by the instructor, with topics ranging from historical battles and campaigns to global impact of U.S. political policies; or writing of an operations order relating to an ROTC event or similar project of historical significance (work in conjunction with instructor). Requirements: MILS:1010 and MILS:1020 and MILS:2010 and MILS:2020; or completion of army basic training or Leader's Training Course.

MILS:4010 Developing Adaptive Leaders MSL401

3 s.h.

Development of proficiency in planning, executing, and assessing complex operations, functioning as member of a staff, providing performance feedback to subordinates; experience assessing risk, making ethical decisions, leading fellow cadets; military justice and personnel processes in preparation for officership; identification of key staff responsibilities, coordination of staff roles, use of situational opportunities to teach, train, and develop subordinates. Offered fall semesters. Prerequisites: MILS:3020 and MILS:3010. Corequisites: MILS:1090 and MILS:1095.

MILS:4020 Leadership in a Complex World MSL402

3 s.h.

Leadership dynamics in complex military operations of the contemporary operating environment; differences in customs and courtesies, military law, principles of war, rules of engagement in the face of international terrorism; interaction with nongovernmental organizations, civilians on the battlefield, host nation support; ethical and practical demands on army commissioned officers; preparation for first unit assignment through case studies, scenarios, exercises. Offered spring semesters. Prerequisites: MILS:3010 and MILS:4010 and MILS:3020. Corequisites: MILS:1090 and MILS:1095.

Military Science, Minor

Requirements

The undergraduate minor in military science requires a minimum of 20 s.h. of coursework taken at the University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Coursework in the minor may not be taken pass/nonpass. In order to count coursework taken at other institutions toward the minor, students must have the military science professor's approval.

The minor in military science requires the following coursework.

Code	Title	Hours
All of these:		
MILS:1010	Leadership and Personal Development MSL101	1
MILS:1020	Introduction to Tactical Leadership MSL102	1
MILS:2010	Innovative Team Leadership MSL201	2
MILS:2020	Foundations of Tactical Leadership MSL202	2
MILS:3010	Adaptive Tactical Leadership MSL301	3
MILS:3020	Leadership in Changing Environments MSL302	3
MILS:4010	Developing Adaptive Leaders MSL401	3
MILS:4020	Leadership in a Complex World MSL402	3
One of these:		
MILS:3121	Readings in Contemporary Military Issues (taken with a qualified IMHIC instructor)	2-3
HIST:1261	American History to 1877	3
HIST:1262	American History 1877-Present	3
HIST:3271	American Revolutionary Period	3
HIST:4176	Vietnam War on Film	3-4
HIST:4499	First World War	3-4

Nonprofit Leadership and Philanthropy

Codirectors

- Jill K. Smith (Management and Entrepreneurship), Jenifer A. Vick (Journalism and Mass Communication)

Undergraduate certificate: Nonprofit Leadership and Philanthropy

Website: <https://uc.uiowa.edu/certificate-nonprofit-leadership-and-philanthropy>

Nonprofit organizations play vital roles in our communities and contribute to our quality of life. These organizations have unique management, funding, and finance issues that require specialized training. The Certificate in Nonprofit Leadership and Philanthropy meets the needs of students who have a desire to prepare for a career in a nonprofit role or to impact the nonprofit sector through volunteering on a board, committee, or project.

The certificate provides students with the knowledge, skills, and mindset to participate effectively in the growing world of nonprofits. It gives students the tools to do good in the world, choosing a career in the nonprofit sector or by making a difference through volunteerism.

Core courses cover essentials in nonprofit leadership, fundraising, communication strategies, and nonprofit ethics and governance. The program provides a balance of academic principles and real-world experience, as well as a fundamental understanding of how nonprofit organizations participate in building communities. Courses are offered on campus and online, which allows distance and online students the opportunity to earn the certificate.

The Certificate in Nonprofit Leadership and Philanthropy is administered by the School of Journalism and Mass Communication [p. 728] (College of Liberal Arts and Sciences) and the Department of Management and Entrepreneurship [p. 1204] (Tippie College of Business). It is awarded by University College.

Programs

Undergraduate Program of Study Certificate

- Certificate in Nonprofit Leadership and Philanthropy [p. 1999]

Nonprofit Leadership and Philanthropy, Certificate

Requirements

The undergraduate Certificate in Nonprofit Leadership and Philanthropy requires a minimum of 21 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a graduate or professional degree program.

Courses are offered on campus and online, allowing distance and online students the opportunity to earn the certificate.

Bachelor of Applied Studies [p. 1958] and Bachelor of Liberal Studies [p. 1961] students may be able to incorporate certificate courses into their degree programs; students should consult with their advisors.

The Certificate in Nonprofit Leadership and Philanthropy requires the following coursework.

Foundation Courses

Code	Title	Hours
All of these:		
JMC:3710	Fundraising Fundamentals	3
MGMT:3500/ ENTR:3595/ MUSM:3500/ NURS:3595/ RELS:3700/ SSW:3500	Nonprofit Organizational Effectiveness I	3
MGMT:4600	Nonprofit Ethics and Governance	3
One or both of these:		
JMC:3720	Nonprofit Communication	3
MGMT:3600/ NURS:3600/ RELS:3701/ SSW:3600	Nonprofit Organizational Effectiveness II	3

Field Experience

Students must complete at least 9 s.h. from the Foundation Courses list above before taking a field experience course.

Code	Title	Hours
One of these:		
JMC:3700	Field Experience: Nonprofit Leadership and Philanthropy	3
MGMT:3700	Field Experience: Nonprofit Leadership and Philanthropy	3

Focused Electives

Students select elective coursework to total at least 21 s.h. for the certificate.

Code	Title	Hours
COMM:1819	Organizational Leadership	3
CW:4745/ WRIT:4745	The Sentence: Strategies for Writing	3

DPA:3510/ INTD:3510/ THTR:3510	Introduction to Arts Management	3
EALL:4130/ MUSM:4150	Introduction to Grant Writing	3
ENTR:2000	Entrepreneurship and Innovation	3
ENTR:3350	Entrepreneurial Strategy	3
ENTR:3500	Social Entrepreneurship	3
EVNT:3154	Foundations of Event Management	3
EVNT:3260	Event Management Workshop	3
GHS:4002	Working in Global Health	3
JMC:3142/IS:3142	Social Media for Social Change	3
JMC:3530	Social Media Marketing	3
JMC:3720	Nonprofit Communication (if not taken as a foundation course)	3
MGMT:3600/ NURS:3600/ RELS:3701/ SSW:3600	Nonprofit Organizational Effectiveness II (if not taken as a foundation course)	3
MUSM:3001/ ANTH:3001/ EDTL:3001/ SIED:3001	Introduction to Museum Studies	3

Secondary Student Training Program

Director

- Lori M. Ihrig

Website: <https://belinblank.education.uiowa.edu/students/sstp/>

Precollege Program

Students who are currently in grades 10–11 may apply to the Secondary Student Training Program (SSTP), a multi-week residential summer research program at the University of Iowa. SSTP students conduct original research under the guidance of a faculty mentor. They also produce a research brief and an academic poster as a part of the program.

Students who participate in the program pay a SSTP fee that covers room, board, all materials, and admission to all regularly scheduled activities. They also pay University of Iowa tuition for 3 s.h. of required credit. Students and their families are responsible for their transportation to and from SSTP and for incidental expenses, such as souvenirs and snacks. Students are considered for financial aid after they are selected for the program.

The Secondary Student Training Program is administered by the Belin-Blank International Center for Gifted Education and Talent Development. For more information, contact the Belin-Blank Center.

Courses

Secondary Student Training Program Course

SSTP:1001 Secondary Student Training Program 3 s.h.

Experience conducting research under the guidance of a faculty mentor; presentation of research findings at concluding seminar.

Study Abroad

Assistant Provost, International Programs

- Douglas J. Lee

Associate Directors

- Autumn Tallman, Elizabeth Wildenberg de Hernandez

Website: <https://international.uiowa.edu/study-abroad>

The University of Iowa sponsors a wide variety of study abroad programs in approximately 50 countries throughout the world. Students may choose from summer, fall, or spring semester, academic year, spring break, and winter session programs that complement and extend the University's academic programs across the curriculum.

Study Abroad offers programs to appeal to a broad range of majors and interests. Major Advising Pages (MAPs) are created to help students better understand how study abroad can fit into their programs of study. The program search engine, Search UI Study Abroad Programs, allows students to browse information about study abroad programs and supplements materials available in the Study Abroad resource room.

Students also can participate in study abroad programs sponsored by other accredited U.S. and foreign institutions. They should obtain advance approval of all transfer credit by completing a Study Abroad Credit Approval Form.

Information on University of Iowa study abroad programs is available from Study Abroad.

Facilities

Study Abroad is located in the International Programs suite in the University Capitol Centre (UCC). Students can visit the resource room weekdays and can choose to meet with a peer student assistant, who has study abroad experience, to learn more about study abroad options and processes.

Courses

- Study Abroad Courses [p. 2001]
- International Activities Courses [p. 2018]

Study Abroad Courses

ABRD:3010 Iowa Regents Semester in Wales **arr.**
University of Swansea, Wales; three-week interdisciplinary course on British life and culture, followed by regular degree coursework in the humanities, social sciences, physical sciences, business, engineering. Fall and spring semesters. Requirements: g.p.a. of at least 2.80.

ABRD:3011 Iowa at Oxford **arr.**
Unique opportunity to spend an academic year fully matriculated at the University of Oxford; students enroll in a wide range of courses at Mansfield College, one of 38 colleges that make up the University of Oxford; as an Oxford student, participants take part in Oxford's personalized tutorial system, attend lectures, share accommodations with local students, and become fully immersed in the social and academic culture of one of the mostly highly regarded academic institutions in the world. Requirements: 3.70 g.p.a., sophomore standing, and good academic and disciplinary standing.

ABRD:3012 Iowa Regents Semester in Scotland **arr.**
Advanced undergraduate study at the University of Edinburgh; humanities, social sciences, science, engineering. Fall and/or spring. Requirements: g.p.a. of at least 3.00.

ABRD:3013 IES London: Study London **arr.**
Coursework in international economics, finance, management, creative and performing arts, literature, communications, cultural studies, and political science, as well as a huge variety of credit-bearing internship and service learning opportunities; option to enroll directly in a local British university; the IES Study London program provides a unique opportunity to engage in all aspects of contemporary British society; students combine coursework with study outside the classroom to explore the rich heritage of the United Kingdom, as well as its contemporary social, economic, and political culture. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.

ABRD:3014 IES London and Jamaica Health Practice and Policy **arr.**

Opportunity to study global health issues in the United Kingdom and Jamaica; students enroll in courses in public health, social welfare, and comparative health care in London, and spend their final ten days of the program completing a capstone experience in Mona, Jamaica hosted by the University of West Indies in Mona; ideal for students focusing on preprofessional medical studies, public health, anthropology, economics, political science, and sociology. Semester. Requirements: 3.00 g.p.a. and good academic and disciplinary standing.

ABRD:3016 IES London, United Kingdom Today **arr.**

Unique opportunity to engage in all aspects of contemporary British society; courses in international business, management, literature, communications, cultural studies, film studies, political science, and sociology; students combine coursework with study outside the classroom, and explore the rich heritage of the United Kingdom as well as its contemporary social, economic, and political culture. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.

ABRD:3017 IES London: University College London **arr.**

Unique opportunity to directly enroll at the University College London, one of the top-ranking universities in the world; students live and study with their British peers in the heart of London while choosing from a huge variety of courses in biology, chemistry, engineering, economics, English, fine art, global health, history, management, and many other popular majors; students are fully immersed in British culture and truly learn what it's like to be a Londoner through engagement with locals and taking advantage of IES field trips around the country. Semester or academic year. Requirements: good academic and disciplinary standing, g.p.a. of at least 3.30 (3.70 to enroll in economics courses, 3.50 to enroll in English or management courses); and junior or senior standing.

ABRD:3020 London Performance Study **arr.**

Selected theater productions, lectures, performances, discussions, written exercises, workshops, cultural activities. Credit may be applied toward a University of Iowa major in English or theatre arts. Summer.

ABRD:3025 International Business in London **arr.**

Study of the international business environment in one of the world's financial capitals; may count toward undergraduate business major or Certificate in International Business. Winter. Prerequisites vary depending on classes being offered. Requirements: junior standing.

- ABRD:3026 IES Internships London** arr. Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing.
- ABRD:3027 Crime and Justice in Britain** 3 s.h. Introduction to crime and criminal justice in Britain, drawing comparisons and highlighting features important to understanding crime and justice in the United States; first week on campus in Iowa City, second two weeks overseas; classroom and experiential learning through visits to key sites in London in Edinburgh; unique opportunity to visit sites that aid understanding of British justice and prison systems; contemporary patterns of crime and justice in Great Britain. Three-weeks in summer. Requirements: completion of one academic year of work (24 s.h. minimum) at the University of Iowa at time of application or 2.50 g.p.a., and good academic standing.
- ABRD:3030 Iowa Regents Semester in Ireland** arr. Regular coursework in all disciplines at University College Cork in Ireland. Fall and spring semesters. Requirements: sophomore standing and g.p.a. of at least 3.00.
- ABRD:3031 IES Internships Dublin** arr. Real-world experience combined with professional skill building and cultural immersion; interning full-time in chosen field. Eight weeks in summer.
- ABRD:3034 STEM and Irish Studies in Dublin** arr. Science, technology, engineering, and mathematics (STEM) students from Big Ten schools study together in Dublin; courses include introductory physics II with lab, and a course on Irish history and culture. Requirements: major in a STEM field, 3.00 g.p.a., good academic and disciplinary standing, and completion of MATH:1550, MATH:1560, and 4 s.h. of PHYS:1611.
- ABRD:3035 Irish Writing Program** arr. Dublin, Ireland; writing workshops directed by Irish writers, literature courses taught by faculty. Summer.
- ABRD:3036 IES Dublin Irish Studies** arr. Offering coursework in economics, entrepreneurship, management, creative writing and literature, communications, cultural studies, and political science, as well as a huge variety of credit-bearing internship and service learning opportunities, the IES Dublin Irish Studies program addresses all aspects of contemporary Irish society; students combine coursework with study outside the classroom for the opportunity to discover the rich heritage of Ireland and its contemporary, social, economic, and political culture. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.
- ABRD:3037 IES Dublin: Trinity College Dublin** arr. Unique opportunity to enroll at Trinity College Dublin; students live and study with their Irish peers while choosing from a huge variety of courses in biology, business, chemistry, drama and film, English, engineering, economics, Irish language, psychology, and many other popular majors; students are fully immersed in Irish culture and truly learn what it's like to be a Dubliner through engagement with locals, taking advantage of IES field trips around the country, and enrolling in one of Ireland's oldest and finest institutions. Semester or academic year. Requirements: 3.30 g.p.a., good academic and disciplinary standing, second-semester sophomore or higher standing at time of participation, and at least one year of successful coursework at the UI or another bachelor's-degree granting institution.
- ABRD:3038 IES Dublin: Gaiety School of Acting** arr. Unique opportunity to directly enroll at the National Theatre School of Ireland's Gaiety School of Acting; students become engaged in intensive, conservatory-like training in acting for theatre, film, and television at Ireland's premier acting school; situated in the heart of Dublin and offers a rare chance to be fully immersed in Irish social and academic culture at a world-class institution focusing specifically on performance art. Semester or academic year. Recommendations: 2.75 g.p.a., theatre arts major or minor, and good academic and disciplinary standing.
- ABRD:3039 IES Dublin Writers Program** arr. Study of contemporary Irish authors, as well as those of the past, this writers program is designed to inspire and challenge writers to elevate their skills to the next level; Dublin is a city that caters to the lovers of all things literary with vibrant and varied literary and visual arts scene, an abundance of eclectic bookshops, and quirky cafés; managed by the Institute for the International Education of Students (IES) Abroad. Requirements: clear interest and commitment, demonstrated preparedness/maturity, minimum 2.75 g.p.a., good academic and disciplinary standing, and completion of at least one semester of college-level study.
- ABRD:3040 IES Dublin: Dublin City University** arr. Dublin City University (DCU) offers a wide variety of challenging courses; the program appeals primarily to students who are ready for the challenge of adapting to an entirely new academic culture that requires significant independent work. Requirements: clear interest and commitment, demonstrated preparedness/maturity, minimum 3.00 g.p.a., good academic and disciplinary standing, completion of at least one semester of college-level study, and 18 years of age.
- ABRD:3044 IES Internships Vienna** arr. Real-world experience combined with professional skill building and cultural immersion; full-time internship in student's chosen field in Vienna, Austria. Requirements: 2.50 g.p.a., junior or higher standing, and good academic and disciplinary standing.
- ABRD:3045 Academic Year in Freiburg** arr. Combination of special program classes, German for foreigners, and regular degree coursework in most liberal arts subjects at Albert-Ludwigs University, Freiburg, Germany. Academic year. Requirements: at least four semesters college German with g.p.a. of at least 3.00.
- ABRD:3046 IES Internships Berlin** arr. Real-world experience combined with professional skill building and cultural immersion; eight weeks over the summer interning full-time in the student's chosen field. Requirements: two semesters of college-level German, 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing; non-U.S. passport holders should verify eligibility for German visa prior to application.
- ABRD:3047 Global Engineering: Berlin** arr. Students enroll in a basic engineering course taught according to syllabi developed by the University of Iowa College of Engineering; visits and excursions to observe practical applications of engineering principles discussed in class. Four-weeks in summer. Requirements: 2.75 g.p.a., and good academic and disciplinary standing; may require additional prerequisites depending on specific course offered.

ABRD:3048 USAC Luneburg Program**arr.**

The Lüneburg program is ideal for students interested in learning German language and focus on European Studies—specifically Germany's role within the European Union; students greatly expand their language skills and knowledge of German society through formal coursework and personal interaction with host culture. Requirements: good academic and disciplinary standing at time of application and through departure, and minimum UI and cumulative g.p.a. of 2.50.

ABRD:3050 IES Freiburg European Union**arr.**

Students live and learn about European politics, economics, business, and international relations; courses taught in English (e.g., global leadership, political science); exposure to the European Union and beyond. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.

ABRD:3055 SIT Switzerland International Studies and Multilateral Diplomacy**arr.**

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: good academic and disciplinary standing, 2.50 g.p.a., and emotional maturity due to subject matter.

ABRD:3062 CIEE Paris Critical Studies Program**arr.**

Analysis of literature, film, and other forms of visual expression through use of contemporary critical theory; interaction among fields of literature, aesthetics, and psychoanalysis; examination of problems involved in such analysis; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member; for students with advanced French language skills. Requirements: 3.00 cumulative g.p.a., five semesters of college-level French, and previous coursework in relevant fields.

ABRD:3063 CIEE Paris Open Campus**arr.**

Combines an interdisciplinary academic program on contemporary French society and culture (taught in French or English) with opportunity to develop strong language skills; contemporary social issues in politics, Francophone cultures, and Muslim communities in Europe; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member; for intermediate-level French students. Requirements: 2.75 cumulative g.p.a. and good academic and disciplinary standing.

ABRD:3064 CIEE Rennes Liberal Arts Program 12 s.h.

Increase language ability and knowledge of France and French culture; opportunity to take regular university classes alongside French students; intensive language and humanities coursework; cultural activities; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member; for intermediate or advanced intermediate students. Requirements: 2.75 cumulative g.p.a., 3.00 g.p.a. in French language, and four semesters of college-level French.

ABRD:3066 CIEE Paris Global Institute Summer Program**arr.**

Students take courses in several different disciplines; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. One, two, or three four-week summer sessions. Requirements: 2.75 g.p.a. and four semesters of college-level French.

ABRD:3069 USAC Lyon Program**arr.**

Intensive French language beginning with second-year French; additional courses in French culture, history, art, politics, and other disciplines are taught in both French and English. Requirements: g.p.a. of at least 2.50; good academic and disciplinary standing; and completion of two semesters of college-level French or equivalent.

ABRD:3070 USAC Pau**arr.**

Beginning through advanced French language study at the University of Pau; additional courses in French culture, literature, politics, history, and other disciplines. Taught in English and French; no previous study of French required. Requirements: g.p.a. of at least 2.50.

ABRD:3071 Study Abroad in Montpellier**arr.**

Special courses for foreign students or regular courses with French students at University of Montpellier; taught in French. Semester or academic year. Requirements: four semesters of French.

ABRD:3072 Montpellier Summer Language Program**4,6,8 s.h.**

Advanced French language and course on contemporary France that explores current perspectives on immigration; visits to local organizations dedicated to naturalization services; public housing; immigrants' rights, nonviolence, antiracism, and antidiscrimination; excursions around Montpellier and other social activities; option to take accelerated language track in either four- or eight-week program; development of language skills in various contexts depending on level (beginning through advanced) and prescribed curriculum at each level. Six weeks. Requirements: 2.50 g.p.a. and average grade of B in French coursework.

ABRD:3073 Perspectives on International Politics 3 s.h.

Study world politics in Paris, France; how concepts of international relations originated and evolved, and how political phenomena relate to theories of world politics through study in Europe, the birthplace of the modern nation-state; site visits related to France's flavored history of religion, revolution, colonization, war, occupation, emancipation, integration, and globalization; fundamental processes of international politics. Requirements: good academic and disciplinary standing.

ABRD:3074 IES Internships Paris**arr.**

Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: four semesters of college-level French, 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing.

ABRD:3082 Studio Arts College International**arr.**

Studio art, design, art conservation, art history, Italian language, and creative writing instruction at Studio Art College International (SACI) in Florence, Italy; focus on art courses; engagement in leading areas of research and exploration; opportunities to interact with the Florentine community through a variety of social and humanitarian programs. Summer, semester, or academic year.

ABRD:3083 USAC Torino Program**arr.**

Academic coursework, practical learning, tours, site visits, and integrated cultural experience; content in diverse academic areas of business, architecture, and Italian studies; Italian language courses; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Semester, summer, or academic year. Requirements: 2.50 g.p.a. and appointment with Italy study abroad advisor prior to application.

- ABRD:3084 USAC Viterbo Program** **arr.**
Academic coursework at Viterbo's historical Tuscia University of Viterbo; practical learning, tours, site visits, and integrated cultural experience; high-quality educational experience in art history and Italian studies; Italian language course; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Semester, academic year, or five-week summer session. Requirements: 2.50 g.p.a., good academic standing, and appointment with Italy study abroad advisor prior to application.
- ABRD:3086 USAC Verona Program** **arr.**
Language study and additional coursework in English or Italian; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Summer, semester, or academic year. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3087 USAC Reggio Emilia Program** **arr.**
Language study and additional coursework in English or Italian; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Summer, semester, or academic year. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3088 CIMBA Italy Program** **arr.**
Coursework in business and related disciplines in the Veneto region of Italy, taught in English. Four weeks in summer or 13-week semesters.
- ABRD:3089 IES Internships Rome** **arr.**
Real-world experience combined with professional skill building and cultural immersion; interning full-time in the student's chosen field. Eight weeks in summer. Recommendations: 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing.
- ABRD:3090 IES Internships Milan** **arr.**
Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing.
- ABRD:3091 IES Milan Business Studies and Italy Today** **arr.**
Offering coursework in liberal arts, social sciences, business, and music, the IES Abroad Milan program addresses all aspects of contemporary Italian society; students have the opportunity to take classes at one of six local partner universities or enroll in a part-time internship for credit. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.
- ABRD:3092 IES Rome** **arr.**
Offering courses in art history, history, religious studies, and Italian, the IES Abroad Rome program focuses on full language immersion; students have the opportunity to take advantage of a part-time internship for credit. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.
- ABRD:3093 IES Rome Tourism and Cultural Heritage Management** **arr.**
Course offerings in tourism and cultural management; students utilize Rome as their classroom while learning how to balance a thriving tourist industry with a sustainable cultural heritage emphasis. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.
- ABRD:3094 Wells College Florence: Lorenzo de Medici** **arr.**
Unique opportunity to study and live in Florence, Italy; Wells College Florence study abroad program offers a rich and varied curriculum in English with more than 250 courses through Lorenzo de Medici. Requirements: 2.80 g.p.a. and good academic and disciplinary standing.
- ABRD:3095 CEA Florence: Santa Reparata International School** **arr.**
Students are challenged to transform their Italian experience into art through printmaking, fashion design, painting, drawing, and more; close instruction by practicing artists encourage contemporary work in response to Florentine traditions; designed for art and non-art majors. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3096 International Business in Italy** **arr.**
Italy is used as the local environment to learn about the history of the European Union, development of the eurozone, and financial and political challenges being addressed therein; students explore how current economic and political decisions in Europe will drive the future of the worldwide economy. Requirements: 2.75 minimum UI and cumulative g.p.a., minimum of 30 s.h. completed prior to the program; sophomore or higher standing, and completion of FIN:3000.
- ABRD:3120 Regents Hispanic Institute** **arr.**
Study of Spanish language and culture in Valladolid, Spain. Six weeks in summer. Requirements: four semesters of college-level Spanish.
- ABRD:3121 Cultures of Spain** **3 s.h.**
Study abroad in Madrid, the geographic and sociocultural center of Spain; overview of heterogeneous cultural landscape of Spain through interdisciplinary approach to its history; special attention given to conflict between two antagonistic national projects—one that understands Spain as a homogeneous entity and historically based on authoritarian forms of government, Catholic faith, and centralistic culture, and one that advocates for a plural conception of the country and emphasizes a liberal government, tolerance, and cultural diversity. Four weeks. Requirements: 2.50 cumulative g.p.a. and good academic and disciplinary standing.
- ABRD:3135 CIEE Portugal Program** **arr.**
Intensive Portuguese language study (beginning to advanced levels) and area studies courses taught in English at Lisbon's Universidade Nova; regular university courses are available to semester students with sufficient language proficiency. Summer, semester, or academic year. Requirements: g.p.a. of at least 2.75.
- ABRD:3136 European Innovation Academy** **arr.**
The European Innovation Academy's Entrepreneurship Innovation Summer School is the world's largest entrepreneurship summer course focused on information technology innovations; accelerated mode of learning turns an idea into a start-up in only 15 days; entrepreneurial and ambitious students are inspired to innovate and prompt rapid growth, with the aim to achieve at least a 100M EUR valuation for their business; necessary mindset, skills, and knowledge are nurtured; tools and network provided in order to achieve set goals; University of Iowa students participate alongside students from other U.S. universities and countries. Requirements: good academic and disciplinary standing.

ABRD:3140 American College of Thessaloniki Semester**arr.**

Undergraduate studies in varied academic disciplines (business, history, international relations, psychology, fine arts, literature, philosophy, modern Greek language) at the American College of Thessaloniki. Taught in English.

ABRD:3142 Greece: Origins of Humanistic Counseling**arr.**

Origins of humanistic psychotherapy through an experiential exploration of the history and topography of Greece; students gain a deeper understanding of the culture in which humanism originated, unique environmental factors that promote a humanistic worldview, and critically analyze the evolution of humanistic theory from its philosophical beginnings to its status as a leading theory in counseling and psychotherapy; physical exploration, reading, reflecting, and on-site lectures; designed for masters and doctoral students who have had an introduction to theories of counseling and psychotherapy. Requirements: sophomore or higher standing, 3.00 minimum g.p.a., and good academic and disciplinary standing. Recommendations: enrollment in a masters or doctoral program focusing on mental health (counseling, counseling psychology, couples and family therapy, social work) and prior exposure to counseling theory.

ABRD:3143 The Land of the Muses: Traveling Like a Writer**arr.**

Creative writing program in Athens, Greece; exposure to ancient Greek literature and writings about Greece by various international travelers; these literary models are used to inspire original student writing about Greece including ancient and contemporary history, culture, people, and politics. Requirements: 2.75 g.p.a., sophomore or higher standing, positive evaluation of writing skills from a 4-6 page writing sample, and good academic and disciplinary standing.

ABRD:3144 City of Athens**arr.**

Ancient Athens from the Neolithic period to end of the Roman period; students study abroad and directly engage material remains and cultural aspects of the city to better understand ancient Athenian views on life and human experience through the objects they left behind. Requirements: 2.75 g.p.a., sophomore or higher standing, and good academic and disciplinary standing.

ABRD:3165 Archaeological Field Work Abroad**arr.**

Major archeology projects hosted at international excavation sites. Summer.

ABRD:3166 SIT Netherlands International Perspectives on Sexuality and Gender**arr.**

Examination of the intersections of gender and sexuality with race, class, and religion; highlights experiences of a growing number of postcolonial and post-migration subjects living in these intersections; how identity is affected by gender, sexuality, race, religion, and class, both as they are experienced and as they are perceived, apart from looking at theories and applications of gender, LGBT, and sexuality studies in activism. Requirements: 2.50 g.p.a., good academic and disciplinary standing, and previous college-level coursework or other preparation in sexuality and/or gender studies.

ABRD:3170 SIT Iceland Renewable Energy, Technology, and Resource Economics**arr.**

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific global issue. Requirements: good academic and disciplinary standing, 2.50 g.p.a., previous coursework in engineering, economics, environmental science or studies, or related fields.

ABRD:3180 CIEE Copenhagen Open Campus**arr.**

Students customize their experience by studying one of six academic tracks; courses taught in English by faculty drawn from higher education institutions across Denmark; traditional lectures are combined with cocurricular excursions and activities; the Council on International Educational Exchange (CIEE) administers the program on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.50 g.p.a., and good academic and disciplinary standing.

ABRD:3181 CIEE Summer in Copenhagen**arr.**

Students take one course during each four-week session; courses taught in English by faculty drawn from higher education institutions across Denmark and vary by session; the Council on International Educational Exchange (CIEE) administers the program on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.50 minimum g.p.a., and good academic and disciplinary standing.

ABRD:3201 CIEE Alcalá Language and Culture Program**6,12 s.h.**

Established in 1999, the CIEE Study Center at the Universidad de Alcalá (Alcalá de Henares, Spain) provides an academic program for students with a high- intermediate to advanced-level of Spanish; the summer program (established in 2008) consists of language and culture courses offered through the Institute; all courses offered in Spanish; many approved for Spanish majors, minors, and general education requirements, and may be approved for other degree requirements; 6 s.h. taken in each four-and-one-half-week session. Requirements: 2.75 cumulative g.p.a., 3.00 g.p.a. in most recent Spanish course, four semesters of college-level Spanish, and valid passport at time of application.

ABRD:3202 CIEE Madrid Open Campus**arr.**

Students live and learn in Madrid, the dynamic capital city of Spain, and customize their experience by selecting courses from six academic tracks; block-schedule courses are taught in English and combine traditional lectures with cocurricular excursions and activities; the Council on International Educational Exchange (CIEE) administers the program on behalf of a consortium, of which the University of Iowa is a member. Requirements: 2.50 cumulative g.p.a., and good academic and disciplinary standing.

ABRD:3205 CIEE Alicante Language and Culture Program**arr.**

Rapid progress in language skills while taking area studies courses related to Europe and Spain; linguistic development and cultural immersion promoted through housing in Spanish-speaking homes and supplementary visits and excursions; administered by the Council on International Education Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Semester or academic year. Requirements: 2.75 minimum g.p.a., three to four semesters of college-level Spanish, and valid passport at time of application.

ABRD:3206 CIEE Alicante Language and Culture Summer Program

arr.

Development of Spanish language skills and knowledge of Spanish art, cinema, and culture in Alicante, Spain; linguistic development and cultural immersion through housing in Spanish-speaking homes, supplementary visits and excursions, content courses in Spanish, and direct enrollment at the University of Alicante; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member; for students with varying levels of Spanish. Summer. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

ABRD:3207 CIEE Alicante Language in Context Program

12 s.h.

Solid foundation provided in Spanish language; improvement of language skills while pursuing studies focusing on Spain and Europe; topics in history, art history, political science, and international business; intensive language coursework; area studies courses in English, conversation exchange program, excursions, and homestays; administered by the Council on International Educational Exchange (CIEE). Requirements: 2.75 minimum g.p.a., two semesters or less of college-level Spanish, and valid passport at time of application.

ABRD:3208 CIEE Alicante Liberal Arts Program

arr.

Development of spoken and written Spanish language skills; linguistic development and cultural immersion promoted through housing in Spanish-speaking homes, supplementary visits and excursions, content courses in Spanish, and direct enrollment at the University of Alicante; administered by the Council on International Education Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Semester or academic year. Requirements: 2.75 minimum g.p.a., at least five semesters of college-level Spanish, and valid passport at time of application.

ABRD:3215 CIEE Barcelona Advanced Liberal Arts Program

arr.

Development of fluency through direct enrollment in a wide range of regular university classes; classes taken alongside Spanish classmates who become friends and guides to the culture; dramatic improvement of Spanish language skills while living the language every day in the city and the university; for students with advanced Spanish language skills. Semester or academic year. Requirements: 3.00 minimum g.p.a., at least six semesters of college-level Spanish, and valid passport at time of application.

ABRD:3216 CIEE Barcelona Architecture and Design Program

12 s.h.

Exploration of the intersection of two fields in a city famous for its vibrant architecture and innovative design; courses offered by ELISAVA and CIEE allow a unique opportunity to collaborate in a joint core class alongside courses in student's track and Spanish language; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Requirements: 3.00 cumulative g.p.a. and valid passport at time of application; for design track students—design or related major or minor and four semesters of college-level Spanish.

ABRD:3217 CIEE Barcelona Business and Culture Program

arr.

Development of competency in Spanish language while studying issues related to business in Spain and the European Union, Spanish language and culture; company visits, excursions, and homestays or student residence option in the vibrant city of Barcelona contribute to students' cultural immersion and development of language skills; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium; designed for students with varied levels of Spanish. Semester or academic year. Requirements: 3.00 cumulative g.p.a.; three semesters of microeconomics, macroeconomics, accounting, finance, management, or statistics; and valid passport at time of application.

ABRD:3218 CIEE Barcelona Economics and Culture Program

12 s.h.

Classes at a Spanish university for students with varying levels of Spanish and a strong background in economics; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Semester or academic year. Requirements: 3.25 cumulative g.p.a., three semesters of microeconomics or macroeconomics, one semester of calculus, and valid passport at time of application.

ABRD:3219 CIEE Barcelona Language and Culture Program

12 s.h.

Development of skills and competency in Spanish language while studying Spanish history, arts, politics, and culture; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Requirements: 3.00 cumulative g.p.a., junior standing, one to three semesters of college-level Spanish, and valid passport at time of application.

ABRD:3220 CIEE Barcelona Language and Culture Summer Program

arr.

Rapid progress in language skills while taking language, culture, or business courses in Barcelona; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member; for students with varying levels of Spanish. Summer. Requirements: 2.75 cumulative g.p.a. and four semesters of college-level Spanish.

ABRD:3221 CIEE Barcelona Liberal Arts Program

arr.

Development of skills and competency in Spanish language while studying Spanish history, politics, and culture at Universitat Pompeu Fabra; cultural immersion and development of language skills through excursions and homestays or student residence option in the vibrant city of Barcelona; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Requirements: 3.00 cumulative g.p.a., junior standing, four semesters of college-level Spanish, and valid passport at time of application.

ABRD:3230 CIEE Madrid Legal Studies Program 12 s.h.

Opportunity to further develop Spanish language skills while pursuing cocurricular program focused on law and public policy in Spain; goals achieved through a specially designed language course, course on legal issues in Spain, an optional internship, and law and political science elective course at the Universidad Carlos III de Madrid; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member; for highly motivated students with a strong Spanish background, from any academic discipline. Requirements: g.p.a. of at least 3.00, six semesters of college-level Spanish, junior standing or above, and valid passport at time of application. Recommendations: good background in math/statistics in order to grasp the more theoretical focus of European business instruction.

ABRD:3231 CIEE Madrid Liberal Arts Program arr.

Opportunity to matriculate in a combination of content courses in Hispanic studies, regular university courses, and short seminars while continuing to improve language skills and take advantage of the vibrant and rich cultural milieu of Madrid; linguistic development and cultural immersion promoted through housing in Spanish-speaking homes, and supplementary visits and excursions; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member; for independent, advanced-level students. Semester or academic year. Requirements: 3.00 minimum g.p.a., five or six semesters of college-level Spanish, and valid passport at time of application.

ABRD:3240 CIEE Palma de Mallorca Liberal Arts Program arr.

Established in 2006, the CIEE study center at Universitat de les Illes Balears provides an academic program for students with an advanced level of Spanish who are interested in tourism studies, business, humanities, Spanish literature and language, and social sciences; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

ABRD:3241 CIEE Palma de Mallorca Business and Tourism Program 12 s.h.

Study business, tourism, and hospitality alongside Spanish students in a direct enrollment environment with a global perspective in Palma de Mallorca; development of management skills for future leadership in the tourism and hospitality industry; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and valid passport at time of application. Recommendations: two semesters of college-level Spanish.

ABRD:3242 CIEE Palma de Mallorca Language and Culture Summer Program arr.

Established in 2006, the CIEE Study Center at Universitat de les Illes Balears provides an academic summer program for students interested in tourism; development or improvement of Spanish language skills while learning about Spain and Europe; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

ABRD:3243 CIEE Palma de Mallorca Summer Internship Program 6 s.h.

Enhancement of academic and language skills in a professional context while being immersed in Spanish professional work environment; intensive Spanish language course related to business and tourism taken during first three weeks with substantial interactive and practical component; five-week internship in hotel, company, or nonprofit organization with completion of 130 hours of work and meeting three hours each week with a university professor; designed for business and tourism students. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

ABRD:3250 CIEE Seville Advanced Liberal Arts Program arr.

Achievement of fluency in spoken and written Spanish; wide variety of academic fields to gain deeper understanding from a Spanish perspective; direct matriculation in university courses, homestays, local and overnight excursions, conversational exchange program, volunteer opportunities, and independent study options in Seville, Spain. Requirements: 3.00 cumulative g.p.a., 3.00 minimum g.p.a. in Spanish courses, six semesters of college-level Spanish, and valid passport at time of application.

ABRD:3251 CIEE Seville Business and Society Program arr.

Opportunity to study business in an international context through a combination of coursework in Spanish business, society, and language; related field visits to Spanish companies; designed for highly motivated students of business with advanced-level Spanish skills at the University of Seville's Business School; unpaid internships may be available to students with advanced language ability; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Semester or academic year. Requirements: at least 2.75 g.p.a.; five semesters of college-level Spanish; 6 s.h. of microeconomics, macroeconomics, accounting, finance, management, or statistics; and valid passport at time of application. Recommendations: good background in math/statistics to grasp the more theoretical focus of European business instruction.

ABRD:3252 CIEE Seville Business Internship Program 6 s.h.

Exposure to a professional workplace atmosphere in Seville, Spain for business students; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Eight weeks. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

ABRD:3253 CIEE Seville Communications, New Media, and Journalism Program arr.

Valuable hands-on experience in a multifaceted academic and professional environment; courses through CIEE and with Spanish students at the Universidad de Sevilla; may include CIEE classes offered through the Liberal Arts program; social and cultural immersion of participants in the host society through specialized projects and extracurricular activities; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member; for students considering a career in any communication environment. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

ABRD:3254 CIEE Seville International Business and Culture Program arr.

Spanish language improvement in Seville, Spain; courses in English, primarily in the field of international business; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member; for beginning to intermediate students. Semester or academic year. Requirements: 2.75 g.p.a., four semesters or less of college-level Spanish, and valid passport at time of application.

ABRD:3255 CIEE Seville Language and Culture Summer Program 3,6,9 s.h.

Development of Spanish language skills and exposure to Spanish culture through an intense immersion experience; courses in Spanish language and culture, conversational exchange program, homestay program, and local visits and excursions; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Three, six, or nine weeks. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

ABRD:3258 CIEE Seville Liberal Arts Program arr.

Achieve fluency in written and spoken Spanish; language acquisition and cultural immersion through housing in Spanish-speaking homes, involvement in volunteer opportunities, and conversation exchanges; courses at the CIEE Study Center, the University of Seville, and Pablo de Olavide University (UPO); administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Semester or academic year. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

ABRD:3270 USAC Alicante Program arr.

Intensive language study in Alicante, Spain; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Summer, semester or academic year. Requirements: 2.50 g.p.a. and good academic standing.

ABRD:3271 USAC Valencia Program arr.

Study abroad program in Spain offers an opportunity to learn or improve on Spanish language and cultural knowledge; appropriate for all levels of Spanish, this program also offers a wide selection of STEM courses taught in English. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3272 USAC Bilbao Program arr.

Intensive language study; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish and include offerings in business and environmental sustainability; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Summer, semester or academic year. Requirements: 2.50 g.p.a. and good academic standing.

ABRD:3274 USAC Madrid Program arr.

Intensive language study; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Summer, semester, or academic year. Requirements: 2.50 g.p.a. and good academic standing.

ABRD:3276 USAC San Sebastian Program arr.

Intensive language study; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Summer, semester, or academic year. Requirements: 2.50 g.p.a. and good academic standing.

ABRD:3277 IES Internships Barcelona arr.

Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing.

ABRD:3278 IES Barcelona arr.

Opportunity to enroll in a variety of Spanish or English language courses in several disciplines. Requirements: 2.75 g.p.a. and good disciplinary and academic standing.

ABRD:3279 IES Granada arr.

Study abroad program for intermediate to advanced Spanish language students and Spanish majors. Requirements: 2.75 g.p.a., good disciplinary and academic standing, and two semesters of college-level Spanish for intermediate track or four semesters of college-level Spanish for advanced track.

ABRD:3312 CIEE Buenos Aires Liberal Arts Program 12 s.h.

Critical appreciation of Argentina and its importance in Latin America from perspective of social sciences and humanities; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member; for advanced Spanish students with strong language preparation. Requirements: 2.75 cumulative g.p.a. and six semesters of college-level Spanish. Recommendations: completion of Spanish language course in session prior to study abroad and college-level coursework in Latin American studies.

ABRD:3317 CIEE Santiago (Chile) Business and Culture Program 12 s.h.

Development of competency in Spanish language while studying issues related to local and regional business environment, management practices, and entrepreneurship in Chile and the southern cone; homestay living provides opportunities for cultural and linguistic immersion; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member; for students with varying levels of Spanish. Requirements: cumulative g.p.a. of 2.75. Recommendations: completion of Spanish language course within past year.

ABRD:3318 CIEE Santiago (Chile) Liberal Arts Program

Special CIEE courses and direct enrollment with Chilean students in regular courses at the Pontificia Universidad Catolica de Chile and the Universidad de Chile; first-hand knowledge of contemporary issues and cultural patterns in Chile; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Semester or academic year. Requirements: 2.75 cumulative g.p.a. and six semesters of college-level Spanish.

ABRD:3321 USAC Studies in Chile

Intensive beginning-level Spanish language; advanced language, literature, civilization at third-year level; area studies. Some courses taught in English. Requirements: g.p.a. of at least 2.50.

ABRD:3323 CIEE Valparaiso Liberal Arts Program 12 s.h.

Special CIEE courses and direct enrollment with Chilean students in regular courses at the Universidad Catolica de Valparaiso; first-hand knowledge of contemporary issues to better understand Chilean society and an appreciation for Chilean history and identity; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and six semesters of college-level Spanish.

ABRD:3324 CIEE Monteverde Tropical Ecology and Conservation 10,12 s.h.

Rich understanding of tropical ecology through hands-on exposure, direct experimentation, study of theory, taxonomy of major groups, and observation of empirical patterns; science courses taught in English; Spanish-language course for various levels; travel to diverse ecosystems; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and two semesters of college-level biology. Recommendations: college-level ecology or environmental science course, and college-level Spanish.

ABRD:3325 CIEE Monteverde Sustainability and the Environment 12 s.h.

Insight into complexity of pressures that confront global biodiversity (e.g., population growth, consumption, urbanization, globalization); homestay with local families provides exposure to Spanish language and Costa Rican culture; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member; for students with an interest in environmental studies. Requirements: 2.75 g.p.a. and three semesters of college-level environmental studies. Recommendations: college-level Spanish.

ABRD:3326 CIEE Santiago (DR) Liberal Arts Program 12 s.h.

Enrollment in one of three distinct academic tracks based on language proficiency level; tracks offer a variety of courses on society, culture, economics, and politics of Hispaniola and the Greater Hispanic Caribbean; regional literature, history, and widely variant sociocultural issues facing the region; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Requirements: 2.75 cumulative g.p.a., 3.00 g.p.a. in Spanish language, and four semesters of college-level Spanish.

arr.

ABRD:3332 CIEE Lima Liberal Arts Program arr.

CIEE-taught course, homestay, and city-based cultural activities with direct enrollment alongside Peruvian students at the Pontificia Universidad Catolica del Peru; immersion to refine language skills and develop understanding of contemporary Peruvian society; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and five semesters of college-level Spanish. Recommendations: completion of Spanish language course within past year.

ABRD:3334 CIEE Valparaiso Language in Context arr.

Development of Spanish language skills; Chile and its role in Latin America; intensive language study and choice of courses in history, literature, economics, and international relations taught in English; excursions, homestay, and opportunities for community service; administered by the Council on International Educational Exchange (CIEE). Requirements: g.p.a. of 2.75.

ABRD:3335 USAC Heredia Program arr.

Culture and physical beauty of Costa Rica experienced through specially designed courses combined with family home stay and some program travel; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Requirements: cumulative g.p.a. of 2.50.

ABRD:3336 USAC Puntarenas Program arr.

Expansion of Spanish language skills through personal interaction with host culture in homestay setting, field trips and optional tours, and accelerated classroom study according to tracks; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Requirements: 2.50 g.p.a. and good academic standing.

ABRD:3337 USAC San Ramon Program arr.

Life and health sciences, Spanish language and culture studies program; tropical ecology, tropical marine biology, conversation biology, and environmental policy courses taught in English; science curriculum combined with Spanish language or literature classes designed by tracks according to level; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member; for science majors interested in learning more about ecology and conservation biology in Costa Rica. Requirements: 2.50 g.p.a. and one year of college-level general biology with lab.

ABRD:3338 USAC Havana Program 3,6 s.h.

Appreciation of Cuban society through area studies coursework in history, culture, and politics of the region; courses taught in English and Spanish; administered by the University Studies Abroad Consortium of which the University of Iowa is a member. Requirements: 2.50 g.p.a. and good academic standing.

ABRD:3339 CIEE Buenos Aires Community Public Health Program arr.

Classroom-based theory and language instruction to support extensive, offsite fieldwork; examination of Argentine health care system through lens of social sciences; exposure to challenges facing global health arena and diversity of solutions being implemented locally to resolve them. Summer. Requirements: 2.75 cumulative g.p.a. and five semesters of college-level Spanish. Recommendations: college-level coursework in public health, and coursework in history or politics of Latin America or Argentina.

- ABRD:3341 IES Internships Santiago** arr. Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing. Recommendations: four semesters of college-level Spanish.
- ABRD:3342 Brazilian Carnival: Music and Dance** 3 s.h.
- ABRD:3345 CIEE Santiago Community Public Health Program** arr. Program in Santiago, Dominican Republic; concepts of public health with a focus on health management, policies and coverage, and language instruction; extensive off-site field work in semi-rural and urban areas; multi-dimensional nature of health, preventive medicine, and health care administration through involvement in community services; students live in private Dominican homes with families. Requirements: good academic and disciplinary standing, four semesters of college-level Spanish or equivalent, and an overall g.p.a. of 2.75.
- ABRD:3346 SIT Argentina Social Movements and Human Rights** arr. Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: good academic and disciplinary standing, 2.50 g.p.a., three recent semesters of college-level Spanish or equivalent, previous coursework and/or other significant preparation in social work, political economy, development studies, or Latin American studies, as assessed by SIT.
- ABRD:3347 SIT Bolivia Multiculturalism, Globalization, and Social Change** arr. Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: good academic and disciplinary standing, 2.50 g.p.a., three recent semesters of college-level Spanish or equivalent, and ability to follow coursework in Spanish.
- ABRD:3348 SIT Ecuador Development, Politics, and Languages** arr. Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: good academic and disciplinary standing, 2.50 g.p.a., three recent semesters of college-level Spanish or equivalent, and ability to follow coursework in Spanish.
- ABRD:3349 IES Buenos Aires and Santiago Emerging Economies** arr. Multiple location and interdisciplinary program that offers a unique comparative perspective of two of the most notable emerging economies in South America; students spend half of the semester in Buenos Aires, Argentina and the other half in Santiago, Chile; designed for students interested in business, economics, sociology, and political science. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.
- ABRD:3352 International Perspectives: Xicotepec** arr. Introduction to providing service to communities in underdeveloped countries through discipline-specific projects to improve community life in Xicotepec, Mexico; cultural and professional preparation for teamwork in an international environment; service-learning course in collaboration with Rotary International. Spring break in Xicotepec, Mexico.
- ABRD:3353 International Entrepreneurship and Culture** arr. International business strategies, foreign exchange, tariffs and trade, micro-finance, economic conditions and culture of destination countries; hands-on experience working with in-country micro-entrepreneurs, a firsthand look at international businesses in operation, and lectures from in-country experts; business strategies and operations for successful sustainable growth in foreign countries. Requirements: 2.75 g.p.a. and good academic and disciplinary standing.
- ABRD:3354 Engineering Service Program** arr. Engineering students work in teams to build or repair bridges in communities outside the United States as part of a service-learning project; students live locally in the community where bridge work is being done; complemented by University of Iowa coursework before and after experience abroad. Requirements: good academic and disciplinary standing.
- ABRD:3355 IES Santiago Health Studies** arr. Students expand their knowledge of Spanish language through required courses, a homestay, and interaction with host culture through an observership; students participate in a health studies seminar and are required to complete 80 hours of an observership in either a clinical setting or a community setting; designed for Spanish students in health-related majors. Requirements: four semesters of college-level Spanish including at least one course completed within the year prior to program start date, sophomore standing, 2.75 g.p.a., and good academic and disciplinary standing.
- ABRD:3356 USAC Montevideo Program** arr. Development of Spanish language skills through coursework, homestay, and field trips; students learn about the area known as the Rio de la Plata in Argentina and Uruguay, and are required to spend the beginning of the semester taking an intensive Spanish language course which allows for rapid acquisition of language and culture; courses also are available in viticulture and agribusiness. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3357 CIEE Santiago Open Campus** arr. Students are offered a series of courses that allow them to explore the dynamics of this Latin American nation and its culture; students choose one of six academic tracks; most classes taught in English, but Spanish language classes are available; the Council on International Educational Exchange (CIEE) administers the program on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.50 g.p.a., good academic and disciplinary standing.
- ABRD:3358 CIEE Buenos Aires Open Campus** arr. Students are offered a series of courses that allow them to explore the forces at play in this Latin American nation and its culture; students choose one of six academic tracks; most classes taught in English, but Spanish language classes are available; the Council on International Educational Exchange (CIEE) administers the program on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.50 g.p.a., and good academic and disciplinary standing.
- ABRD:3359 CIEE Rio de Janeiro Open Campus** arr. Students are offered a series of courses that allow them to discover this charismatic and compelling Latin American nation and its culture; students choose one of six academic tracks; most classes taught in English, but Spanish language classes are available; the Council on International Educational Exchange (CIEE) administers the program on behalf of a consortium of which the University of Iowa is a member. Requirements: 2.50 g.p.a., and good academic and disciplinary standing.

- ABRD:3361 Migration and Social Entrepreneurship** arr.
Exploration of a variety of organizations and initiatives that support entrepreneurship and empowerment among marginalized populations in the Dominican Republic; focus on education, international social entrepreneurship, social justice, cultural competency, and community development; students learn about other fields of interest such as business, social work, public health, youth development/recreation, and agriculture. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3364 Pharmacy Rotations Abroad** arr.
Practicum experience; focus on best practices for pharmaceutical management, ways to enhance access to medicine; promotion in underserved and resource-limited environments abroad. Recommendations: successful completion of all requirements listed as prerequisites for rotations in the advanced practice experience syllabus.
- ABRD:3365 International Medicine: Experiential Learning in the Dominican Republic** arr.
Cross-cultural opportunity for students interested in health care sciences to observe health care professionals in hospital and clinical settings and increase awareness of international health care systems and practices in the Dominican Republic. Requirements: good academic and disciplinary standing, minimum 2.50 g.p.a., and completion of at least one semester of college-level study. Recommendations: undergraduate health or pre-health major.
- ABRD:3372 USAC Florianopolis Program** arr.
Brazilian culture studies, global economy, and natural resource management; opportunity to develop language skills while taking courses taught in English by local faculty from the Universidade Federal de Santa Catarina; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Summer, semester, or academic year. Requirements: cumulative g.p.a. of 2.50.
- ABRD:3401 CIEE Beijing Advanced Chinese Studies** arr.
Important topics in Chinese from a Chinese perspective; development of professional writing and research skills in Chinese; designed for students interested in using their superior level of Chinese to study international affairs, business, history, or Chinese literature.
- ABRD:3402 CIEE Beijing Intensive Chinese Language** 10,12 s.h.
CIEE's Intensive Chinese Language study abroad program at Peking University in Beijing, China, is one of the oldest and most recognized intensive Chinese language programs; the Peking University Center for Teaching Chinese houses over eight different language levels and many other elective courses; intensive language courses coupled with individual language tutorials, diversified field trips, modern housing facilities, and experienced onsite staff make the CIEE Study Center in Beijing an incredible place to study and learn under the auspices of the most famous university in China. Requirements: 2.75 g.p.a. and two to six semesters of college-level Chinese. Recommendations: completion of at least one Chinese area studies course before departure.
- ABRD:3408 SIT China Community Health and Traditional Chinese Medicine** arr.
Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3411 Iowa in Tianjin** arr.
Chinese language, area studies, and folk art; based at Tianjin University of Technology. Summer or semester. Requirements: one to three years of college-level Chinese.
- ABRD:3412 IES Internships Shanghai Engineering** arr.
Real-world experience combined with professional skill building and cultural immersion; full-time engineering internship in Shanghai, China. Requirements: 2.50 g.p.a., junior or higher standing, and good academic and disciplinary standing.
- ABRD:3413 IES Internships Shanghai** arr.
Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing.
- ABRD:3414 IES Internships Hong Kong** arr.
Exhilarating challenge of real-world experience combined with professional skill building and cultural immersion; full-time internship in student's field of choice. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, and good academic and disciplinary standing.
- ABRD:3415 CIEE Nanjing Intensive Chinese Language and Culture** arr.
CIEE's intensive Chinese language and culture program in Nanjing, China; Chinese studies and immersion in a more traditional and accessible locale against the backdrop of a large developing Chinese city; for students with background in Mandarin Chinese. Requirements: 2.75 g.p.a. and two to six semesters of college-level Chinese. Recommendations: completion of one Chinese area studies course.
- ABRD:3423 CIEE Tokyo Global Internship** arr.
English-speaking international internship in Tokyo, Japan; CIEE Summer Global Internship programs combine full-time internship with integrated academic seminar to provide professional exploration and specific skills development; individualized placements based on student's career goals and a great way to explore future career options while having an amazing adventure abroad; credit-bearing internship with six-semester UI resident credits, 30 integrated academic seminar hours, and 200-240 internship placement hours; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Eight weeks in summer. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3425 CIEE Shanghai Accelerated Chinese Language** 10,12 s.h.
Accelerated language program in Shanghai, China; one year of Chinese language training accomplished during summer; for intermediate and advanced Chinese language students. Requirements: cumulative g.p.a. of 3.00.

ABRD:3427 CIEE Shanghai Business, Language, and Culture 9,12 s.h.

CIEE study abroad program in Shanghai, China; Chinese language training at standard and intensive levels; courses (taught in English) in business, marketing, economics, international relations, and area studies; contemporary business issues affecting China; effects of China as a rising power in the business world today; for students majoring in business with no Chinese language background and those who have studied Chinese for several semesters. Requirements: 2.75 g.p.a., seven semesters or less of college-level Chinese, and three or more semesters of microeconomics, macroeconomics, accounting, finance, management, or marketing.

ABRD:3428 CIEE Shanghai China in a Global Context 12 s.h.

CIEE study abroad program in Shanghai, China; focus on China in a global context; Chinese language training at standard and intensive levels; courses (taught in English) in global studies, economics, international relations, and area studies; for students with no Chinese language background and those who have studied Chinese for several semesters. Requirements: 2.75 g.p.a. and seven semesters or less of college-level Chinese. Recommendations: completion of one Chinese area studies course.

ABRD:3429 CIEE Shanghai Global Sustainability and Environment arr.

Introspection into how humans adversely impact our world; developing ideas for minimizing impact by gaining technical and project-planning skills in Chinese labs, research centers, and universities in Shanghai; urban challenges to sustainable life; immersion in Chinese culture, with optional homestay for further immersion; coursework conducted in English. Requirements: 3.00 g.p.a., minimum of two college-level courses in environmental studies or environmental science. Recommendations: completion of at least one college-level science or social science course with an integrated lab.

ABRD:3430 CIEE Singapore Summer Global Internship arr.

English-speaking international internship in Singapore, Asia; CIEE Summer Global Internship programs combine full-time internship with integrated academic seminar to provide professional exploration and specific skills development; individualized placements based on student's career goals and a great way to explore future career options while having an amazing adventure abroad; credit-bearing internship with six-semester UI resident credits, 30 integrated academic seminar hours, and 200-240 internship placement hours; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Eight weeks in summer. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3435 TEAN South Korea: Korea University arr.

Study abroad experience in Seoul, South Korea through The Education Abroad Network (TEAN) program at Korea University; courses in business, communication and media, education, engineering, humanities, social sciences, international studies, science, and visual arts; resident directors available to provide onsite support in Seoul, organize group activities, and help students navigate academic and cultural differences. Summer, semester, or academic year. Requirements: good academic and disciplinary standing, minimum 2.50 cumulative g.p.a., and completion of one year of on-campus study at the University of Iowa.

ABRD:3442 CIEE Taipei Communications, Business, and Political Economy arr.

Intensive Mandarin Chinese language courses; courses in business, communications, political sciences, and other academic areas taught in English; internships in various fields; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which the University of Iowa is a member. Requirements: cumulative g.p.a. of 2.75. Recommendations: one Chinese area studies course.

ABRD:3443 CIEE Taipei Intensive Chinese Language and Culture 12 s.h.

CIEE intensive Chinese language and culture program in Taipei, Taiwan; for beginning through advanced language students who have an interest in improving their Chinese; opportunity to take non-language courses taught in English to aid understanding of Taiwanese culture and society; flexible and supportive environment to experience life at one of Taiwan's most prestigious national universities. Requirements: 2.75 g.p.a. and two to eight semesters of college-level Chinese. Recommendations: completion of one Chinese area studies course.

ABRD:3445 India Winterim arr.

Exploration of student interests in social entrepreneurship, global health, microfinance, cultural production, environmental sustainability, or other development issues in India; varied disciplinary perspectives (i.e., public health, business, social work, geography, art); student work with Indian NGOs employing a diverse variety of techniques to address social problems such as child labor, health care for the poor, illiteracy, and disability services; led by UI faculty. Winter session.

ABRD:3446 SIT India Traditional Medicine and Healthcare Practices arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 cumulative g.p.a. and good academic and disciplinary standing.

ABRD:3447 SIT India Public Health, Policy Advocacy, and Community arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 cumulative g.p.a. and good academic and disciplinary standing.

ABRD:3449 CIEE Mumbai Summer Global Internship arr.

English-speaking international internship in Mumbai, India; CIEE Summer Global Internship programs combine full-time internship with integrated academic seminar to provide professional exploration and specific skills development; individualized placements based on student's career goals and a great way to explore future career options while having an amazing adventure abroad; credit-bearing internship with six-semester UI resident credits, 30 integrated academic seminar hours, and 200-240 internship placement hours; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Eight weeks in summer. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3500 Study Abroad arr.

Students participating in study abroad programs at other U.S. or foreign universities maintain their status at the University of Iowa by registering for this course.

- ABRD:3501 Study Abroad** arr.
- ABRD:3502 Study Abroad Independent Enrollment** arr.
- ABRD:3510 International Student Exchange Program Direct** arr.
Study at some ISEP member institutions in Brazil, Chile, Costa Rica, Estonia, Ghana, Italy, Malta, The Netherlands, New Zealand, South Africa, Thailand, the United Kingdom; fields and terms vary.
- ABRD:3530 Elementary Student Teaching Abroad** arr.
Supervised student teaching in an overseas school.
- ABRD:3531 Secondary Student Teaching Abroad** arr.
Supervised student teaching in an overseas school.
- ABRD:3601 Iowa Regents Semester in Australia: University of Newcastle** arr.
Opportunity to study at the University of Newcastle in Australia; full academic and social integration with Australian peers. Requirements: 2.50 minimum g.p.a. and sophomore standing.
- ABRD:3602 Iowa Regents Semester in Australia: University of Tasmania** 12 s.h.
Study at the University of Tasmania; full academic and social integration with Australian peers. Semester. Requirements: 2.50 minimum g.p.a. and sophomore standing at time of application.
- ABRD:3603 IES Internships Sydney** arr.
Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, good academic and disciplinary standing, and eligible to receive Australian work/holiday visa.
- ABRD:3604 SIT Australia Sustainability and Environmental Action** arr.
Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3605 TEAN Australia: Bond University** arr.
Study at Bond University on the Gold Coast of Australia alongside other local and international students; focus on a wide range of academic course areas including business, social science, arts and humanities, and the sciences. Requirements: minimum 2.50 g.p.a., and good academic and disciplinary standing.
- ABRD:3606 International Business in Sydney** arr.
Program in Sydney, Australia, for students wishing to gain a deeper understanding of international business and expand their knowledge of the fast growing dynamic region of Asia Pacific; introduction to basic concepts of international business and the rise of globalization; students examine the importance of understanding key political-legal, socioeconomic, and technological factors and issues impacting international trade in this region. Requirements: good academic and disciplinary standing, UI and cumulative g.p.a. of at least 2.75, completion of at least one full academic year at UI prior to application, sufficient coursework in business, and MGMT:2100 or consent of program director.
- ABRD:3607 TEAN Australia: University of New South Wales** arr.
Study at the University of New South Wales (UNSW) in Sydney, Australia alongside other local and international students; focus on a wide range of academic course areas including business, engineering, communications and media, education, environment, health, humanities and social sciences, international studies, science, visual and performing arts and design. Requirements: minimum 2.80 g.p.a. and good academic and disciplinary standing.
- ABRD:3608 CIEE Sydney Open Campus** arr.
Open block campus program in Sydney, Australia; coursework divided into six academic tracks, each course is a full semester in content and covered in a six-week block with an accelerated pace and demanding workload; students enroll in two courses each block; students attending for all three blocks in a semester may select one block in which to enroll in only one course. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3610 TEAN New Zealand: University of Otago** arr.
Study at the University of Otago, New Zealand's first university established in 1869; with focus on traditional arts and sciences, the university offers a broad spectrum of courses that students can take alongside other local or international students. Requirements: 3.00 g.p.a. and good academic and disciplinary standing.
- ABRD:3611 TEAN New Zealand: Victoria University of Wellington** arr.
Students participating in the Victoria University of Wellington program enjoy courses that are ranked in the top 100 internationally recognized programs for arts and humanities, social sciences, and management; students take a wide variety of courses from many disciplines alongside other local or international students. Requirements: 2.70 g.p.a. and good academic and disciplinary standing.
- ABRD:3655 Community and Public Health Nursing Practicum Abroad** arr.
Two-week intensive nursing practicum abroad; fulfills community and public health nursing practicum requirement for nursing majors. Requirements: nursing majors in last semester of program and good academic and disciplinary standing.
- ABRD:3710 SIT South Africa: Social and Political Transformation** arr.
Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.
- ABRD:3712 Child Life Experiential Learning Program** 3 s.h.
Preparation to work with children and their families in a variety of health care settings through a practical experience in Cape Town, South Africa; impact of illness, injury, trauma, and health care environments on patients and families; hands-on opportunity to explore how the Red Cross and hospitals operate on a daily basis. Requirements: good academic standing.
- ABRD:3713 IES Internships Cape Town** arr.
Real-world experience combined with professional skill building and cultural immersion; interning full-time in student's chosen field. Eight weeks in summer. Requirements: 2.50 g.p.a., junior or higher standing, and good academic and disciplinary standing.

ABRD:3714 SIT South Africa Community Health and Social Policy arr.

The School for International Training (SIT) offers opportunities to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3715 SIT South Africa Multiculturalism and Human Rights arr.

The School of International Training (SIT) offers opportunities to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3716 SIT South Africa Education and Social Change arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3717 IES Cape Town: University of Cape Town arr.

The University of Cape Town offers coursework in African studies, biology, botany, business, environmental sciences, history, mathematics, engineering, sociology, and anthropology; opportunities for students to participate in internships and service learning for credit. Requirements: 3.00 g.p.a. and good academic and disciplinary standing.

ABRD:3718 IES Cape Town Health Studies arr.

Opportunity to research and examine health care delivery in South Africa; field visits and placements in townships surrounding Cape Town and a week-long rural excursion to the northern part of South Africa provide first-hand experience with the many health issues that challenge South Africa and the national effort to improve public health. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3719 SIT Madagascar Traditional Medicine and Healthcare Systems arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3720 SIT Rwanda Post-Genocide Restoration and Peacebuilding arr.

The School for International Training (SIT) offers opportunities to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a., emotional maturity for subject matter, and good academic and disciplinary standing.

ABRD:3721 SIT Uganda and Rwanda Peace and Conflict Studies arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a., good academic and disciplinary standing, and emotional maturity due to subject matter.

ABRD:3722 SIT Uganda: Development Studies arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing. Recommendations: background in development studies or related field strongly recommended.

ABRD:3723 SIT Senegal: Global Security and Religious Pluralism arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3724 SIT Madagascar: Biodiversity and Natural Resource Management arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3725 SIT Tanzania Wildlife Conservation and Political Ecology arr.

The School of International Training (SIT) offers opportunities to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a., good academic and disciplinary standing, and previous coursework in environmental studies, ecology, biology, sociology, anthropology, international relations, or related fields.

ABRD:3726 SIT Tanzania: Coastal Ecology and Natural Resource Management arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a., good academic and disciplinary standing, and college-level coursework in environmental studies, ecology, biology, or related field. Recommendations: swimming and snorkeling proficiency strongly recommended.

ABRD:3750 Arabic Language and Culture in Morocco arr.

Moroccan colloquial Arabic, modern standard Arabic, and Moroccan culture; development of communication skills and cultural awareness through language study, homestays, cultural immersion; based in Fez, Morocco. Seven weeks in summer. Requirements: completion of GE CLAS Core World Languages and minimum g.p.a. of 3.00.

ABRD:3751 Archaeology in Israel arr.

Opportunity to participate in an active archaeological dig alongside local professionals and faculty in Israel; part of an international consortium participating in the Lautenschlagel Tel Azekah archaeological excavation; morning excavation time complemented by daily afternoon lectures from leading local archaeologists and University of Iowa faculty. Requirements: good academic and disciplinary standing.

ABRD:3752 SIT Morocco Field Studies in Journalism and New Media arr.

The School of International Training (SIT) offers opportunities to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a., good academic and disciplinary standing, previous coursework in journalism or related field, strong writing skills, and an interest in journalism.

ABRD:3753 SIT Jordan Geopolitics, International Relations, and the Future of the Middle East arr.

The School of International Training (SIT) offers opportunities to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3754 SIT Jordan Refugees, Health, and Humanitarian Action arr.

The School of International Training (SIT) offers opportunities to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3755 SIT Morocco Multiculturalism and Human Rights arr.

The School of International Training (SIT) offers more than 60 accredited semester and summer study abroad programs in Africa, Asia, the Pacific, Europe, Latin America, and the Middle East; these rigorous academic programs connect with students through a field-based, experiential approach. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3756 SIT Morocco Arabic Language and Community Service arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3757 SIT Jordan Engineering and Design for Sustainable Environments arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3758 SIT Jordan Intensive Arabic Language Studies arr.

Opportunity to gain language proficiency and learn how to conduct undergraduate field research abroad; concentration on exploration of a specific critical global issue. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:3810 American Councils Contemporary Russian Program arr.

Russian language study; Russian economics, politics, and culture classes taught in English; content-based courses taught by faculty of the State University Higher School of Economics in Moscow; full-time resident director oversees academic and cultural programs and assists participants with academic, administrative and personal matters; for students and working professionals at all levels of Russian-language proficiency, including no prior study of the language. Requirements: good academic and disciplinary standing.

ABRD:3811 American Councils Language and Area Studies Program 8,12 s.h.

Russian Language and Area Studies Program of the American Councils (AC); designed for improvement of oral, listening, reading and writing proficiency in Russian language; Russian history, politics, culture, and society; offered at one of three locations (St. Petersburg, Moscow, or Vladimir) with final placement determined by AC; full-time U.S. resident director provides ongoing logistical support and emergency assistance to participants. Requirements: four semesters of college-level Russian language.

ABRD:3812 American Councils Business Russian Language and Internship Program 12 s.h.

Curriculum focusing on language of Russian business combined with an internship at a multinational company, business, or NGO agency in Russia; highly individualized curriculum; offered at one of two locations (St. Petersburg or Moscow) with final placement determined by American Councils (AC); full-time U.S. resident director provides ongoing logistical support and emergency assistance to participants; for intermediate- to near-native speakers of Russian. Requirements: prior Russian language study and a strong command of Russian grammar.

ABRD:3813 PRUE Summer Intensive Russian Program arr.

Immersion in Russian language and culture; students attend Plekhanov Russian University of Economics (PRUE), enroll in Russian language courses, and become more familiar with the Russian culture through firsthand experience. Eight weeks in summer. Requirements: 2.75 UI and cumulative g.p.a., minimum of four semesters of college-level Russian, and good academic and disciplinary standing.

ABRD:3830 USAC Studies in the Czech Republic arr.

Introductory Czech language and culture courses taught in English at Charles University. Summer, semester, or academic year.

ABRD:3831 CEA Prague: Full Curriculum arr.

Choice of courses from Anglo-American University's (AAU) full curriculum—more than 100 courses, all taught in English, across a range of disciplines; students attend class with local Czech and other international students, creating a truly integrated experience. Requirements: native English speaker or satisfactory TOEFL scores, 2.70 minimum g.p.a., sophomore standing prior to program start, and good academic and disciplinary standing.

ABRD:3832 CEA Prague: Business, Liberal Arts, and Social Sciences arr.

Students spend a summer immersed in Czech culture and attend class with local Czech and other international students at Anglo-American University (AAU); all courses taught in English; diverse selection of topics and disciplines allows students to find courses aligned with their academic interests. Requirements: native English speaker or satisfactory TOEFL scores, 2.70 minimum g.p.a., and good academic and disciplinary standing.

ABRD:3833 CEA Prague: Internship arr.

Students gain valuable hands-on skills in an international internship in one of Central Europe's economic and cultural capitals; placement in a business or organization aligned with the student's professional and academic goals; students build a professional network as they gain hands-on international experience that employers value. Requirements: native English speaker or satisfactory TOEFL scores, 2.75 minimum g.p.a., sophomore standing at time of application, and good academic and disciplinary standing.

ABRD:3901 CIEE Toronto Summer Global Internship arr.

English-speaking international internship in Toronto, Canada; CIEE Summer Global Internship programs combine full-time internship with integrated academic seminar to provide professional exploration and specific skills development; individualized placements based on student's career goals and a great way to explore future career options while having an amazing adventure abroad; credit-bearing internship with six-semester UI resident credits, 30 integrated academic seminar hours, and 200-240 internship placement hours; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which the University of Iowa is a member. Eight weeks in summer. Requirements: 2.50 g.p.a. and good academic and disciplinary standing.

ABRD:4001 Lancaster University Exchange arr.

Reciprocal exchange programs between the University of Iowa and Lancaster University in Lancaster, England; full integration with British students in student housing and regular classes. Semester or academic year. Requirements: 3.00 cumulative g.p.a., junior or senior standing, declared major, and good understanding of requirements for major.

ABRD:4002 University of Strathclyde Exchange arr.

Reciprocal exchange program between the University of Iowa and the University of Strathclyde in Glasgow, Scotland; full integration with British students in student housing and regular classes. Semester or academic year. Requirements: 3.00 cumulative g.p.a., junior or senior standing, declared major, and good understanding of requirements for major.

ABRD:4005 University of Kent Exchange arr.

Reciprocal exchange program between the University of Iowa and the University of Kent in Canterbury, England; full integration with British students in student housing and regular classes. Requirements: 3.00 g.p.a. and good academic and disciplinary standing.

ABRD:4055 Vienna Exchange Program arr.

Regular degree coursework in business administration and economics at Wirtschatsuniversität in Vienna, Austria; taught in English and German. Semester or academic year. Arranged through Tippie College of Business. Requirements: one year of college German, g.p.a. of at least 2.75, and relevant academic background.

ABRD:4057 Aalborg University Exchange 12 s.h.

Reciprocal exchange agreement between the University of Iowa and Aalborg University; students study in Denmark alongside local students in regular classes and standard student housing; language of instruction is Danish and there is a commitment to use of other languages of instruction where relevant, including a number of offerings taught in English (Spanish, German, and French) in various subjects and disciplines; particularly suitable for students interested in globalization, communication studies, political science, and psychology, who have a firm commitment to their major. Semester or academic year. Requirements: 2.80 cumulative g.p.a., completion of at least one semester in residence at the University of Iowa, and junior or senior standing during session abroad.

ABRD:4059 Dortmund University Exchange arr.

Direct exchange program between the Technical University of Dortmund and the University of Iowa; students remain registered at their own institution and receive student status at the guest university; unique blend of courses that combine language and culture courses with academic work in student's major and minor subjects; university studies and life outside the classroom are synthesized in a holistic learning process. Requirements: German language proficiency and cumulative g.p.a. of 2.80.

ABRD:4063 University of Iceland Exchange arr.

Reciprocal exchange program between the University of Iowa and the University of Iceland; a year of study in Reykjavik alongside local students in regular classes; option of selecting classes from those taught in English in different departments, or an academic year of intensive Icelandic language study; science majors interested in geophysics are encouraged to explore English-taught classes in geography, geology, and geophysics. Requirements: 2.80 cumulative g.p.a., completion of at least one semester in residence at the University of Iowa, and junior or senior standing during session abroad.

ABRD:4065 Tilburg University Exchange arr.

Tilburg University in the Netherlands offers English-language courses in business administration (accounting, applied microeconomics, finance, production management, international marketing, and electronic commerce) and other subjects; suitable for upper-level business majors and students pursuing an international business certificate. Requirements: 3.00 g.p.a. and junior or higher standing.

ABRD:4066 Radboud University Nijmegen Exchange arr.

Reciprocal exchange agreement between the University of Iowa and Radboud University Nijmegen; students study in the Netherlands alongside local students in regular classes; language of instruction is Dutch and a number of classes throughout the curriculum are taught in English; particularly suitable for students interested in American studies, European studies, and pre-Law, as well as majors in German, linguistics, and political science; Dutch language not required for participation. Semester or academic year. Requirements: 2.80 cumulative g.p.a., completion of at least one semester in residence at the University of Iowa, and junior or senior standing during session abroad.

ABRD:4068 WHU-Otto Beisheim School of Management Exchange arr.

WHU-Otto Beisheim School of Management is a privately financed business school founded in 1984 near Koblenz, Germany; cities of Cologne, Mainz, and Frankfurt can be reached in under an hour; WHU maintains a network of more than 150 partner universities worldwide and has consistently high national and international rankings; areas of study include economics, finance, accounting, management, marketing, and entrepreneurship; courses taught in English; a variety of courses are offered for students who wish to continue study of German. Requirements: completion of at least one year of university study, good academic standing, and sufficient command of English to follow selected course of study; and minimum 2.75 g.p.a. for undergraduates.

ABRD:4069 Oslo Metropolitan University Exchange arr.

Study at Oslo and Akershus University College of Applied Sciences in Oslo, Norway; UI students direct enroll in courses from the Faculty of Education and International Studies; courses are taught in English and are taken alongside local students; students live in student housing while studying in Oslo. Summer, semester, or academic year. Requirements: good academic and disciplinary standing, sophomore standing, and g.p.a. of 2.80.

ABRD:4422 Kanda University of International Studies Exchange arr.

Reciprocal exchange program between the University of Iowa and Kanda University of International Studies; year of study at the Japanese Language and Culture Program at Kanda; small, ultramodern university; facilities designed to promote cross-cultural experience; Multilingual Communication Center has resources and equipment pertaining to Japanese, Korean, Spanish, Portuguese, Indonesian, Vietnamese, and Thai. Requirements: 3.00 minimum g.p.a. and completion of at least one semester in residence at the University of Iowa. Recommendations: strong record in Japanese.

ABRD:4424 Meiji University Exchange arr.

Reciprocal exchange program between the University of Iowa and Meiji University; study in Tokyo as visiting foreign student in a department of one of Meiji's various academic divisions; for undergraduates and graduate students with an appropriate research interest; the Japanese academic calendar runs late March through late January the following year, which involves spring through fall semesters at the University of Iowa. Requirements: 3.00 minimum g.p.a., sophomore standing or higher at time of enrollment in Meiji, and enrollment in fourth-year Japanese at time of application; graduate students intending to do research must have an appropriate project and proficiency at third-year level Japanese; graduate students participating in English-taught curriculum of the Special Graduate Student Exchange Program, Department of Political Science and Economics, must have sufficient Japanese to function in everyday living.

ABRD:4425 Nagoya University of Foreign Studies Exchange arr.

Language instruction at all levels and Japanese studies taught in English at Nagoya University of Foreign Studies. Semester or year.

ABRD:4426 University of Nanzan Exchange arr.

Reciprocal exchange program between the University of Iowa and Nanzan University in Nagoya; study at Nanzan's Center for Japanese Studies; living options include a home stay program that places students in a Japanese home as a family member or residence hall accommodations; for students interested in developing fluency in Japanese language. Semester or year. Requirements: 3.00 minimum g.p.a. and completion of at least one semester in residence at the University of Iowa. Recommendations: strong record in Japanese.

ABRD:4432 Ewha Womans University Exchange arr.

The Ewha Womans University Exchange program offers a coeducational international program and welcomes all students, male and female, to study for one or two semesters as a nondegree seeking exchange or visiting student; variety of high-quality courses in various fields, including studies on Asia and Korea. Requirements: cumulative g.p.a. of 2.50.

ABRD:4437 University of Seoul Exchange arr.

The University of Iowa and the University of Seoul (UOS) maintain a bilateral exchange agreement that allows UI students to study abroad in Korea at UOS; wide range of English-taught classes in a number of different colleges, including liberal arts, humanities, social science, business, and engineering. Requirements: good academic and disciplinary standing at the University of Iowa.

ABRD:4438 Business and Culture in China 3 s.h.

Exploration of business and cultural environment through a University of Iowa faculty-led study program in China; lectures, readings, case studies, company visits, and immersion in cultural experiences; development of greater awareness of Chinese history, politics, business, economics, and culture; topics may include Chinese business culture and relationships, local companies going global; business strategies of multinational companies in Chinese market; United States-China trade relations; entrepreneurship, Chinese consumer, sustainability, and social responsibility. Requirements: 2.75 cumulative and UI g.p.a., and minimum of 30 s.h. completed prior to program.

ABRD:4439 Chinese University of Hong Kong Exchange 12 s.h.

The Chinese University of Hong Kong (CUHK) Accounting Exchange Program provides University of Iowa accounting students the ability to integrate a unique international experience with their academic program. Semester. Requirements: 3.00 UI and cumulative g.p.a., completion of one semester toward UI accounting major, and good academic standing.

ABRD:4440 Hong Kong University of Science and Technology Engineering Exchange arr.

The University of Iowa and Hong Kong University of Science (HKUST) maintain a bilateral exchange agreement that allows engineering undergraduate students to study abroad in Hong Kong at HKUST; courses taught in English alongside with local students and other exchange students. Requirements: 2.70 g.p.a. and engineering major.

ABRD:4441 City University of Hong Kong Exchange 12 s.h.

The University of Iowa and the City University of Hong Kong (CityU) have initiated an agreement allowing the schools to exchange students on a one-to-one ratio; one of the leading universities in Asia, CityU has a wide range of English-taught classes; originally targeted toward science and engineering majors, this agreement is open to students in all majors; wide range of courses that meet academic needs of students in liberal arts and science, business, and engineering. Requirements: good academic and disciplinary standing.

ABRD:4443 Peking University Engineering Exchange 3 s.h.

College of Engineering partnership with Peking University; wide range of engineering classes offered; intensive summer session. Requirements: engineering major and good academic standing.

ABRD:4444 Hong Kong University of Science and Technology Business Exchange arr.

The Hong Kong University of Science and Technology (HKUST) Business Exchange program HKUST is consistently ranked as one of the top schools in both Asia and in the world, and offers UI students the opportunity to study while paying UI tuition rates; designed specifically for business and management students. Semester or academic year. Summer. Requirements: undergraduate standing, g.p.a. of 2.70 or higher, and good academic and disciplinary standing. Recommendations: enrollment in Tippie College of Business.

ABRD:4445 Kyung Hee University Exchange arr.

Reciprocal exchange program between the University of Iowa and Kyung Hee University in Seoul, South Korea; wide range of English-taught courses in various disciplines including business, humanities, natural sciences, social sciences, engineering, and applied sciences. Summer, semester, or year. Requirements: 3.00 cumulative g.p.a. and good academic and disciplinary standing.

ABRD:4446 East China Normal University Exchange arr.

Students take Chinese language courses and English language courses on a variety of topics, most of which pertain to China's culture, philosophy, history, and business landscape. Requirements: 3.00 g.p.a. and good academic and disciplinary standing.

ABRD:4447 Korea University Exchange arr.

Korea University Exchange program offers many courses in English in various disciplines, including studies on Asia and Korea; undergraduates study for one of two semesters in Seoul and take classes alongside Korean students. Requirements: 3.00 g.p.a., good academic and disciplinary standing, and completion of at least two full-time semesters at the University of Iowa before application to program.

ABRD:4510 International Student Exchange Program arr.

Study on reciprocal exchange at foreign universities worldwide; some instruction in English. Year-long, one semester, and summer options. Requirements: 40 s.h. of credit, g.p.a. of at least 3.00, and in some cases, command of a foreign language.

ABRD:6064 Erasmus/Rotterdam School of Management Exchange arr.

Reciprocal exchange program between the University of Iowa and Erasmus University Rotterdam; full-time students in M.B.A. and M.Ac. programs study for a semester in Rotterdam, The Netherlands; students from Tippie School of Management take courses in Rotterdam School of Management during fall semester, students from M.Ac. program take courses offered through Rotterdam School of Management's Master Programme in Accounting and Control during spring semester. Requirements: completion of at least one year of graduate study prior to participation in exchange and good academic standing; at least three years of work experience and non-Dutch citizen for M.B.A. student.

International Activities Courses

INTL:3001 Public Health Activities Abroad 0 s.h.

Volunteering, noncredit service learning, noncredit internships, academic competitions, or other noncredit academic-related work completed abroad. Requirements: good academic and disciplinary standing, and approval and nomination from the College of Public Health.

INTL:3005 Entrepreneurship Activities Abroad 0 s.h.

Volunteering, noncredit service learning, and noncredit internships, academic competitions, or other noncredit academic-related work completed abroad. Requirements: good academic and disciplinary standing, and approval and nomination from the John Pappajohn Entrepreneurial Center.

INTL:3015 College of Liberal Arts and Sciences Activities Abroad 0 s.h.

Volunteering, noncredit service learning, noncredit internships, academic competitions, or other noncredit academic-related work completed abroad. Requirements: good academic and disciplinary standing, and approval and nomination from the College of Liberal Arts and Sciences.

INTL:3020 Education Activities Abroad 0 s.h.

Volunteering, noncredit service learning, noncredit internships, academic competitions, or other noncredit academic-related work completed abroad. Requirements: good academic and disciplinary standing, and approval and nomination from the College of Education.

INTL:3500 Virtual Global Courses arr.

Participation in virtual global courses at other United States or international universities while maintaining student status at the University of Iowa. Requirements: good academic and disciplinary standing.

INTL:3525 SIT Virtual Global Courses arr.

School for International Training (SIT) online courses involve a dynamic learning environment centered around a global theme or a specific language, with an optional immersive course taught abroad; SIT courses are developed around a framework of critical global issues—challenges that transcend borders to touch every human on the planet; SIT programs are interdisciplinary and appropriate for a variety of majors, and provide an opportunity to grapple with the complexities of today's most pressing issues in specific cultural and geographical contexts, or comparatively across several countries. Requirements: 2.50 g.p.a. or higher, sophomore or higher standing, good academic and disciplinary standing, and any course-specific requirements set by SIT.

INTL:3539 Virtual Brazilian Carnival: Music and Dance arr.

Exposure to all dynamic aspects of carnival parades in Rio de Janeiro through literature, videos, drumming, zoom presentations by experts in Brazil, and practice of samba; dance, music, historical and social contexts, production, critical theories of performance, religious backgrounds, theater making; current and centuries-old traditions; students interact, explore, critique, practice, and share their experiences as online visitors to this world-famous city. Requirements: minimum 2.5 g.p.a., and good academic and disciplinary standing.

INTL:4515 USAC Global Virtual Internship arr.

Students explore their future career interests by working online with businesses and organizations based at locations around the world; includes an online course component to learn how culture is reflected in workplace and develop skills necessary for success in the global workforce; virtual internships arranged with local companies, nongovernmental organizations (NGOs), and governmental organizations based abroad; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member. Requirements: minimum 2.50 g.p.a. and good academic and disciplinary standing.

INTL:4525 SIT Virtual Global Internship arr.

Distance learning that centers around a theme and includes an online internship with a community organization, research or medical organization, business, government agency, or nongovernmental organization (NGO) based outside of the United States; students gain valuable experience and enhance their skills in a professional environment related to core program themes; students are responsible for making optimal use of resources available at the organization and being proactive in engaging with experts to achieve internship objectives. Requirements: minimum 2.50 g.p.a. and good academic and disciplinary standing.

INTL:4530 CEA Virtual Internships Abroad Program arr.

Placement with an organization or company based abroad while working remotely from student's home base in the United States; individualized placements based on student's interests and proposed career field; students complete an online seminar independently and through check-ins at their virtual internship placement. Requirements: minimum 2.50 g.p.a. and good academic standing.

INTL:4535 TEAN Global Remote Internship arr.

Real-world, international work experience in a variety of fields without travelling; four- or eight-week individual or group internship; students work on a project from start to finish for a company located in Australia or Asia and participate in an online seminar course; students learn about unique challenges and flexibility that being part of a remote team provides, as well as cultural information about the location where organization is based. Requirements: minimum 2.50 g.p.a. and good academic and disciplinary standing.

Sustainability

Coordinator

- Jennifer Stacy-Adams

Advisory Committee

- David Bennett (Geographical and Sustainability Sciences), Charles Connerly (Planning and Public Affairs), Bradley D. Cramer (Earth and Environmental Sciences), Kajsa E. Dalrymple (Journalism and Mass Communication), Emily Finzel (Earth and Environmental Sciences), Stratis Giannakouros (Geographical and Sustainability Sciences), Eric Gidal (English), Corey D. Markfort (Civil and Environmental Engineering/Mechanical Engineering), Ion Bogdan Vasi (Management and Entrepreneurship/Sociology and Criminology)

Undergraduate certificate: sustainability

Website: <https://sustainability.uiowa.edu/academics/certificate-sustainability>

For decades, world leaders have defined sustainability as the implementation of policies, processes, and practices that meet the needs of the present without compromising the ability of future generations to meet their own needs. Working toward sustainability requires an understanding of human and environmental systems and the complex interactions between them. Students who understand the concept of sustainability can make a positive difference in the world.

The Certificate in Sustainability provides students with the knowledge and skills they need to contribute to the development of sustainable outcomes through interdisciplinary coursework in areas such as society and culture, economics, the environment, energy, public health, and public policy. The program helps students become effective leaders and agents of change for sustainability in a wide range of vocations, such as academic researcher, teacher, environmental specialist, sustainability coordinator, corporate officer, policy analyst, grassroots advocate, or government official.

The Certificate in Sustainability is administered by University College.

Programs

Undergraduate Program of Study Certificate

- Certificate in Sustainability [p. 2021]

Sustainability, Certificate

Requirements

The undergraduate Certificate in Sustainability requires 24 s.h. of credit. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not concurrently enrolled in a UI graduate or professional degree program.

Work for the certificate includes four introductory core courses, three courses from preapproved breadth area electives, and one project/integrative systems course. Students may be able to count certificate courses toward requirements for other majors, minors, or other certificates. They may count a maximum of three courses in a single department or program toward the certificate. A maximum of 6 s.h. of approved transfer credit may be counted toward the certificate. Certificate courses may not be taken pass/nonpass. A course may be used to satisfy only one certificate requirement.

Individuals must declare their intent to earn the certificate; see the Certificate in Sustainability website for details.

Sustainability embraces many disciplines, methodologies, and institutional practices. Certificate students must have knowledge of the interdisciplinary nature of the field, which is represented by the program's breadth electives: dynamics of natural systems; dynamics of human systems; and communication, ethics, and interpretation. They also must have experience with analyzing real-life problems in and outside of the classroom and in working collaboratively to solve such problems.

The Certificate in Sustainability requires the following coursework.

Introductory Core

Code	Title	Hours
Both of these:		
GEOG:1070	Contemporary Environmental Issues	3
GEOG:2013/ BUS:2013/ SUST:2013/ URP:2013	Introduction to Sustainability	3
One of these:		
ENGL:1510	Introduction to Environmental Literature	3
JMC:1800	Twenty-first-Century Science: Environmental Communication in the Digital Age	3
One of these:		
EES:1080/ ENVS:1080	Introduction to Environmental Science	3-4
EES:1085/ ENVS:1085	Fundamentals of Environmental Science	4

Breadth Electives

Students complete at least 3 s.h. in each of the following three breadth areas.

Dynamics of Natural Systems

Code	Title	Hours
At least 3 s.h. from these:		
BIOL:1260	Plants and Human Affairs	3
BIOL:2374/ GEOG:2374	Biogeography	3
BIOL:2673/ ENVS:2673	Ecology	3
CBE:2040	Environment, Energy, and Climate Change	3
CBE:2050/CEE:2050	Severe and Unusual Weather	3
CBE:5405	Green Chemical and Energy Technologies	3
CBE:5425/CEE:5115	Atmospheric Chemistry and Physics	3
CEE:4102	Groundwater	3
CEE:4103	Water Quality	3
CHEM:4873	Atmospheric and Environmental Chemistry	3
EES:1040	Evolution and the History of Life	3-4
EES:1290	Energy and the Environment	3
EES:1400	Natural Disasters	3
EES:2310/ GEOG:2310	Introduction to Climatology	3
EES:3070	Marine Ecosystems and Conservation	3
EES:4630	Hydrogeology	4
GEOG:1020	The Global Environment	3
GEOG:2950	Environmental Conservation	3
GEOG:3310	Landscape Ecology	3
GEOG:3340	Ecosystem Services: Human Dependence on Natural Systems	3
IALL:3131	Ecology	4
Or both of these:		
EES:2010/ ENVS:2010/ GEOG:2010	Interdisciplinary Environmental Seminar	1
EES:3080	Introduction to Oceanography	2

Dynamics of Human Systems

Code	Title	Hours
At least 3 s.h. from these:		
AMST:1154	Food in America	3
AMST:3047	American Disasters	3
ANTH:1046/ GEOG:1046/ GWSS:1046/ SJUS:1046	Environmental Politics in India	3
ANTH:2100	Anthropology and Contemporary World Problems	3
ANTH:2261	Human Impacts on the Environment	3
ANTH:3103	Environment and Culture	3

ANTH:3240	Cultural Resources Management Archaeology: Practice and Practicalities	3
ANTH:3260	Pleistocene Peopling of the Americas	3
ANTH:4130/ RELS:4730	Religion and Environmental Ethics	3
ARTH:1090	Earthly Paradises: A Global History of Gardens	3
ARTH:3090	Contemporary Architecture	3
BAIS:3030	Business Process Analysis	3
CBE:2030	Energy and Society	3
CBE:4459/ CEE:4159/IGPI:4159	Air Pollution Control Technology	3
CEE:3790	Resilient Infrastructure and Emergency Response	3
CEE:4158/ OEH:4920	Solid and Hazardous Wastes	3
CHEM:1050	Chemistry of Our World	3
CPH:2200	Climagegdon: Understanding Climate Change and Associated Impacts on Health	2
CPH:3500/ GHS:3500	Global Public Health	3
CPH:4200	Agriculture, Food Systems, and Sustainability	3
ECE:5630	Sustainable Energy Conversion	3
ECON:3625/ URP:3135	Environmental and Natural Resource Economics	3
ECON:3650	Policy Analysis	3
ECON:3770/ URP:3360	Urban Transportation	3
EES:1115/ ENVS:1115/ GEOG:1115/ HIST:1115	The History and Science of Oil	3
EES:4790	Applied Environmental Geology	3
GEOG:1090	Globalization and Geographic Diversity	3
GEOG:2110/ GHS:2110	Seven Billion and Counting: Introduction to Population Dynamics	3
GEOG:2410	Environment and Development	3
GEOG:2910	The Global Economy	3
GEOG:3070/ GHS:3070	Hungry Planet: Global Geographies of Food	3
GEOG:3210/ CPH:3400	Health, Work, and the Environment	3
GEOG:3300/ GHS:3300	Envisioning Future Worlds: Sustainable Development and Its Alternatives	3
GEOG:3420	Sustainable and Green Building Concepts	3
GEOG:3780/ GHS:3780/ HIST:3240	U.S. Energy Policy in Global Context	3
GEOG:3800	Environmental Economics and Policy	3

GEOG:3920/ URP:3001	Planning Livable Cities	3
GEOG:4150/ GHS:4150/ IGPI:4150	Health and Environment: GIS Applications	3
GEOG:4750/ URP:4750	Environmental Impact Analysis	3
GHS:3560	Global Garbage and Global Health	3
GHS:4162/ HIST:4162	History of Global Health	3
HIST:3263	American Ruins	3
IS:3200	Sustainable Development	3
ISE:4550	Wind Power Management	3
ME:4048	Energy Systems Design	4
NAIS:1290/ AMST:1290/ GHS:1290/ HIST:1290	Native American Foods and Foodways	3
NAIS:3276/ RELS:3976	American Indian Environmentalism	3
POLI:1400	Introduction to Comparative Politics	3
POLI:1500	Introduction to International Relations	3
POLI:2417	Comparative Environmental Policy	3
POLI:3424	Global Development	3
TDSN:3200	Product Design	4
TDSN:4010	Furniture Design I	4
URP:6253/ PBAF:6253	Designing Sustainable and Healthy Cities	1-3

Communication, Ethics, and Interpretation

Code	Title	Hours
At least 3 s.h. from these:		
ANTH:4130/ RELS:4730	Religion and Environmental Ethics	3
CNW:2740	The Art and Craft of Writing about the Environment	3
CW:3210/ INTD:3210	Creative Writing and the Natural World	3
ENGL:2329	Topics in Modern British Literature Before 1900 (when topic is British literature and environmental history)	3
ENGL:3105	Topics in Popular Culture (when topic is food studies)	3
ENGL:3510	Topics in Transnational Literature (when topic is rivers and rivals)	3
ENGL:3570/ GWSS:3570	Transnational and Postcolonial Writing by Women (when topic is women gone wild)	3

ENGL:4003	Honors Seminar: Literary Theory and Interdisciplinary Studies, 20th/21st Century (when topic is becoming human: literature, culture, environment)	3	GEOG:3760/ GHS:3760	Hazards and Society	3
ENGL:4195	Interdisciplinary Studies (when topic is animal stories)	3	GHS:4100	Topics in Global Health (when topic is sustainability)	3
ENR:3500	Social Entrepreneurship	3	GHS:4180	Climate Change and Health	3
FREN:1007	Nature/Ecology French Philosophy and Fiction	3	MKTG:4250	Marketing and Sustainability	3
GEOG:4770/ GHS:4770	Environmental Justice	3	TDSN:3260	Design for Production (when topic is special issues and topics in design)	4
HIST:3230	American Environmental History	3	URP:4170	Megacities Seminar	3
JMC:3185	Topics in Understanding Media (when topic is risk communication)	3	URP:4752	Eight Generational Planning: Envisioning Cities for Year 2228	3
LAW:8622	International Environmental Law	3	URP:6256/ PBAF:6256	Environmental Policy	3
MGMT:2000	Introduction to Law	3	URP:6273/ PBAF:6273	Community Development in the Upper Midwest	3
RHET:3700	Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience	3			
SCLP:3895	Topics in Sculpture (when topic is art at the edge of the landfill)	4			
URP:6273/ PBAF:6273	Community Development in the Upper Midwest	3			

Project/Integrative Systems

All students complete coursework from the following.

Code	Title	Hours
At least 3 s.h. from these:		
ABRD:3445	India Winterim (with consent of advisor)	3
ANTH:2261	Human Impacts on the Environment	3
CBE:4410/CEE:4107	Sustainable Systems	3
CNW:3660	Multimedia Writing (when topic is environmental writing and filmmaking)	3
EES:3150	Sustainability Project	2
ENGL:4000	English Honors Seminar (when topic is becoming human: literature, culture, environment)	3
ENGL:4195	Interdisciplinary Studies (when topic is animal stories)	3
ENR:3700	Sustainable Product Innovation and Management	3
ENVS:3230	Special Topics (when topic is prairie restoration)	0-4
GEOG:2930	Water Resources	3
GEOG:3001	Special Topics (when topic is sustainability)	3
GEOG:3400	Iowa Environmental Policy in Practice	3

Undergraduate Research Experiences

Director

- Tanya M. Uden-Holman

Undergraduate Research Experiences includes areas of study that serve to enhance science, research, and laboratory experiences for undergraduate students: Research Experience for Undergraduates in Microbiology and the Summer Undergraduate MSTP Research Program.

Research Experience for Undergraduates in Microbiology

Website: <https://medicine.uiowa.edu/microbiology/education/summer-research-experience-undergraduates-reu-microbiology>

The Department of Microbiology and Immunology offers URES:4130 Research Experience for Undergraduates in Microbiology, a 10-week summer program for qualified undergraduate students who are studying microbiology or other biological sciences and are interested in pursuing careers in science. Participants conduct research on a project they select, under the direct supervision of a faculty member.

Each participant receives a stipend and an allowance for incidental expenses. The program also pays for travel expenses and provides housing.

Applicants must be U.S. citizens or permanent residents who are enrolled in a university, college, or community college, and have at least one semester of undergraduate study remaining toward a bachelor's degree in the biological sciences. Application materials must include a completed online application, transcript, and two letters of recommendation. Application deadline is mid-February for the following summer.

Visit the program's website or contact the Department of Microbiology and Immunology (Carver College of Medicine) for more information.

Summer Undergraduate MSTP Research Program

Website: <https://medicine.uiowa.edu/mstp/sumr>

The Summer Undergraduate MSTP Research Program is an intensive 8-week experience for undergraduates interested in becoming physician scientists. Participants gain experience in research laboratories and exposure to clinical medicine and medically relevant research in preparation for careers in academic medicine.

Students conduct research in any one of a variety of research areas, including the biomedical sciences, public health, and biomedical engineering. In addition, students shadow physician scientists in clinical settings, participate in career development seminars, and attend a weekly seminar series focusing on the intersection of science and medicine.

Participants receive a stipend and are reimbursed for most of their travel expenses. The program provides lodging on campus in University housing.

Applicants must be U.S. citizens or permanent residents who will have completed their sophomore or junior year in

a bachelor's degree program in the biological or physical sciences by the summer of entry. Applicants should submit an application (available on the program's website), an official college transcript, a curriculum vitae, and two letters of recommendation. Application deadline is mid-January for the following summer.

Contact the Medical Scientist Training Program (Carver College of Medicine) for more information.

Courses

Undergraduate Research Experiences Courses

URES:1000 First-Year Seminar **1 s.h.**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

URES:2100 Louis Stokes Alliances for Minority Participation STEM Scholars **1 s.h.**

Preparation for success in transferring into a STEM major at UI; exposure to undergraduate research opportunities; develop skills of scientific inquiry and communication; presentation of products; connect with current transfer students, active research faculty, campus support services, and program staff members. Requirements: application and acceptance to UI LSAMP program.

URES:2200 Discover Research **1 s.h.**

Introduction to research at the University of Iowa; exploration of life as a researcher through a mixture of lecture, faculty and student guest speakers, and virtual lab tours; process of finding and contacting potential research mentors, interviewing for research positions, and making the most out of a research experience; for first-year undergraduates.

URES:3001 Introduction to Translational Research **0-3 s.h.**

Array of scientific studies translated into clinical solutions, creative ideas balanced with practical strategies for implementation at bedside, and expansive number of career opportunities becoming available in translational sciences; opportunity to learn how translational research is conceived and developed; interpreting student research in a translational paradigm; survey of translational biomedicine research program covering the scope of interdisciplinary teams and breadth of T1 to T4 research applications. Requirements: enrollment in clinical and translational science certificate program, and engagement in mentored research activity. Recommendations: successful completion of EPID:4400 highly recommended.

URES:3002 Practicum in Clinical and Translational Science **0-3 s.h.**

How research experience translates into clinical practice; translational impact of independent research; summary of research accomplishments; outline of a translational paper that is mutually acceptable to student, preceptor, and faculty; submission of paper and completion of poster presentation describing research project and translational application of research. Prerequisites: URES:3001. Requirements: enrollment in clinical and translational science certificate program.

URES:3100 Iowa Center for Research by Undergraduates Research Ambassador 0-1 s.h.

Promotion of undergraduate research from all disciplines within campus community; hosting various on-campus events, leading workshops, presentations at student organization meetings and in-class; leadership and public speaking; regular meetings with ICRU staff.

URES:3500 Skill Development for Undergraduate Researchers 1-2 s.h.

Introduction to research across disciplines, research communication (i.e., poster preparation, research presentation), curriculum vitae and résumé development, letters of recommendation, institutional structure, and more; focus on soft skill development for undergraduates currently involved in mentored research and creative scholarship.

URES:3992 Undergraduate Research and Creative Projects 0 s.h.

Independent research or pursuit of a creative project under mentorship of a faculty supervisor.

URES:3993 Undergraduate Research and Creative Projects 1-4 s.h.

Independent research or pursuit of a creative project under mentorship of a faculty supervisor.

URES:3994 Undergraduate Research and Creative Projects 1-4 s.h.

Independent research or pursuit of a creative project under mentorship of a faculty supervisor.

URES:3995 ICRU Research Fellow 0 s.h.

Recognition of undergraduates involved in scholarly efforts of UI faculty and research staff; work on specific research and/or creative projects under selected mentors; funded annually by the Iowa Center for Research by Undergraduates (ICRU) through a competitive application process. Requirements: selection as ICRU Fellow.

URES:4130 Research Experience for Undergraduates in Microbiology 0 s.h.**URES:4140 Research Experiences for Undergraduates in Evolutionary Biology 0 s.h.**

Intensive hands-on experience in a research lab; students create digital exhibits in collaboration with the UI Museum of Natural History and present their research at a University-wide poster presentation.

URES:4150 Undergraduate Medical Scientist Training Program Research 0 s.h.**URES:4160 Research Experiences for Undergraduates in Geospatial Approaches to Watershed Science 0 s.h.**

Intensive hands-on experience in research for students in environmental fields.

URES:4170 Research Experience for Undergraduates in Nanoscience and Nanotechnology 0 s.h.

University Libraries

Director

- John P. Culshaw

Website: <http://www.lib.uiowa.edu/instruction/>

University Libraries offers these courses intended for undergraduates: ULIB:1001 Library Research in Context, ULIB:2001 Being Responsible Online: From Facebook to Academic Research, ULIB:2022 Special Topics in Library Research, and ULIB:3011 Global Research: Strategies and Skills.

Library Research in Context (ULIB:1001) is an activity-based course that helps students integrate information skills and concepts into their academic tool kit, enabling them to develop habits of critical inquiry and to accomplish course goals. The course uses active learning to introduce students to the basic research process and helps them formulate research questions and evaluate information. It also touches on the social and ethical contexts of information. Subject-specialist librarians teach the course using in-class activities, assignments, and class discussions. Most sections of the course are offered online.

Being Responsible Online: From Facebook to Academic Research (ULIB:2001) introduces students to ethical issues that surround online information, especially in the context of social media. Discussion topics include issues of privacy, security, free versus fee-based information, censorship, one's digital footprint, and academic integrity.

Special Topics in Library Research (ULIB:2022) meets the varying needs of students. The course may address a current or timely topic, focus on a particular content area not currently addressed by course offerings from the University Libraries, or serve as a pilot/trial offering for a course prior to becoming part of the permanent course offerings.

Global Research: Strategies and Skills (ULIB:3011) teaches skills for gathering and using information that are required for international jobs, for upper-level international studies coursework, and for individual international research. Students develop a familiarity with a variety of research and popular materials (such as government information or human rights resources); become experts in at least one academic research database (such as journal, newspaper, or statistical databases); and enhance their critical thinking skills. The class features small group activities, short student presentations, and an individual research consultation with the instructor.

Courses

University Libraries Courses

ULIB:1001 Library Research in Context 1 s.h.

Academic research, effective use of the library and its resources, basic research methods, process of scholarly communication; content may be keyed to a discipline-specific course; students apply concepts and processes to their research projects; transferable skills.

ULIB:2001 Being Responsible Online: From Facebook to Academic Research 1 s.h.

Introduction to ethical issues surrounding online information; using information as researchers or creating information on a social networking site; issues of privacy, reliability, and intellectual property; skills to navigate online information responsibly and knowledgeably.

ULIB:2022 Special Topics in Library Research 1 s.h.

Activity-based course that explores specialized content, selected research areas, or current/emerging issues in the context of information literacy and library resources; designed for sophomores and juniors; introduces students to the basic research process, helps them to develop critical thinking skills and evaluate information; topics may vary by semester.

ULIB:3011 Global Research: Strategies and Skills 1 s.h.

Skill development in international research; academic projects; work with research librarian; activity-based introduction to article, statistical, and governmental databases; research and popular materials; information discovery process (tools and search strategies); enhancement of critical thinking skills. Same as GHS:3011, IS:3011.

ULIB:3022 Advanced Special Topics in Library Research 1 s.h.

Activity-based exploration of specialized content, selected research areas, or current/emerging issues in context of information literacy and library resources; introduction to basic research process, development of critical thinking skills, and evaluation of information; topics vary.

ULIB:6313 Studio Summer Fellowship 1 s.h.

Investigation of and reflection on digital scholarly collaboration, production, and promotion. Same as GRAD:6313.

University of Iowa Honors Program

Director

- Art L. Spisak

Assistant Director

- Emily D. Hill

Website: <https://honors.uiowa.edu/>

The University of Iowa Honors Program is an open and welcoming community, and staff members help students tailor the honors experience to their particular circumstances and goals. The program's general objective is to enrich the undergraduate experience by cultivating intellectual curiosity and practical skill through challenging coursework, creative engagement, and experiential learning to nurture a deeper understanding of one's discipline and self.

What is especially unique about Honors at Iowa? It gives students the space and opportunities to make connections and develop self-authorship through self-discovery. For example, because honors classes are usually smaller than non-honors sections, honors students have the opportunity to form closer connections with their professors on campus. Such working relationships can change careers and lives through mutual discovery. Iowa honors students also make lasting connections and learn from each other through the unique pre-fall semester workshop, HONR:1100 Honors Primetime, their honors first-year seminars, and through the honors residential community in the Honors House at Daum Hall.

The UI Honors Program is also unique in the strong emphasis it puts on experiential learning (learning by doing), which comprises half the program's curricular requirements. Experiential learning takes the form of undergraduate research, study abroad, internships, teaching practica, being an honors ambassador or an Honors Writing Fellow (or both), and other opportunities. Learning by doing, besides being the most effective way of acquiring knowledge, also helps with self-discovery.

In general, students who are serious about their education and making a meaningful contribution to the world with their particular capabilities and gifts can be assured that the University of Iowa Honors Program will help them in their journey.

Unique Honors Academic Activities

Honors Outreach Ambassadors earn academic credit for acquiring and then sharing knowledge of honors opportunities by organizing events around campus and meeting with prospective students and their families.

Honors Writing Fellows are trained and paid to assist in undergraduate courses by mentoring a dozen students each semester on major writing assignments.

The **Iowa Policy Research Organization** selects honors students each year to earn academic credit by learning how to conduct policy analysis and then writing policy papers for Iowa communities and the Iowa Legislature.

Study abroad and internships with a reflective component or embedded project enable students to earn honors academic credit for their experience.

Learn more about honors activities and Experiential Learning on the honors program website.

Cocurricular Programs

Honors at Iowa offers students a rich variety of activities outside the classroom. Many honors students find cocurricular programming a good way to meet people, get involved, and learn more about themselves and the world around them. Some of the programs are volunteer-based, some offer pay, and some award honors credit. These opportunities provide peak educational experiences, especially extensive and intensive interactions with faculty mentors and other honors students.

Honors newsletters, which are written by honors student editors, inform readers on and beyond the campus about honors at the University of Iowa.

Honors student staff earn pay by staffing the UI Honors Program reception area and other duties as assigned.

Honors Peer Mentors earn pay by mentoring honors students.

The **Iowa City Foreign Relations Council (ICFRC)** hosts luncheon dialogues on current international issues. Past speakers include award-winning journalists, Nobel Peace Prize laureates, seasoned diplomats, prominent politicians, and policy analysts. Listening to and talking with these expert speakers allow honors students to become better informed about world affairs.

The **Presidential Scholars Program (PSP)** engages recipients of the Presidential Fellowship in shared classes, opportunities for prestigious fellowships, and unique programming. Presidential Fellows participate in events with faculty and key administrators, scholarship and fellowship mentoring programs, and volunteer projects.

To learn more, visit Opportunities on the honors program website.

Financial Support

Honors at Iowa helps students apply for honors scholarships, fellowships, awards, and prizes. The program offers its own scholarships to honors students selected from academic programs throughout the University. Honors scholarships are available to incoming first-year honors students as well as current honors students.

Iowa students win major national and international fellowships each year. Honors provides advising and nominations for Rhodes, Marshall, Gates Cambridge, Churchill, Truman, Udall, Goldwater, Humanity in Action, National Science Foundation, and other prominent scholarships and fellowships. Announcements about scholarships and other awards appear in honors program emails and on the program's website. Learn more at UI Undergraduate Fellowships and Scholarships on the honors program website.

Programs

Undergraduate Program of Study University Honors

Honors at Iowa helps students tailor opportunities to different educational needs and goals. Honors students may take honors courses each semester that they are enrolled at the University. Honors courses are generally small and interactive. They connect students with distinguished professors and offer new topics each semester. Honors courses also are part of the GE CLAS Core curriculum and do not add requirements for graduation.

Students are encouraged to begin honors work early. In HONR:1100 Honors Primetime, entering students earn 1 s.h. of honors credit by taking a short course the week before fall classes begin. Students who enter the honors program directly from high school take HONR:1300 Honors First-Year Seminar with selected professors on current topics, earning 1 s.h. in the fall semester. Honors students may fulfill GE CLAS Core requirements by completing honors sections such as RHET:1030 Rhetoric, ENGL:1200 The Interpretation of Literature, and CHEM:1110 Principles of Chemistry I.

Upper-level students may take honors courses in their majors or pursue individual instruction with faculty members through honors courses such as HONR:3994 Honors Research Practicum. Students also may earn honors credit for a non-honors course by developing an honors contract with the course instructor; the student and instructor negotiate a unique project for the course and develop the honors contract around the project.

Additional academic opportunities include honors advanced seminars, honors independent studies, and honors practica in teaching and service.

Students learn about honors opportunities in weekly emails from the UI Honors Program. Honors professional staff members and honors peer mentors offer guidance in personal meetings and group presentations. In addition, the honors staff helps students design individualized curricula for their special interests. To learn more, visit University Honors Requirements on the program's website.

Joining the Honors Program

Students may apply to the University of Iowa Honors Program as entering first-year, entering transfer, or current University of Iowa students. Current students are encouraged to apply prior to earning 60 s.h. in coursework. Those who join the UI Honors Program must attend an honors orientation.

To remain in the honors program and to graduate with University Honors, students must maintain a University of Iowa cumulative g.p.a. of at least 3.33 and complete the honors program curricular requirements; see "University Honors Curriculum" below. For more information about joining the University of Iowa Honors Program, see How to Apply on the program's website.

Graduation with University Honors

Students who graduate with University Honors through the UI Honors Program are recognized at commencement. University honors is noted on a student's diploma and transcript. UI Honors Program students completing any undergraduate degree program may graduate with University Honors.

University Honors Curriculum

Students earning bachelor's degrees at the University of Iowa complete honors coursework and experiential learning in order to graduate with University Honors. Students are not required to complete all honors coursework requirements before they begin experiential learning.

Honors Coursework

Students complete 12 s.h. of honors coursework during their first four full semesters in the program. Students may count a maximum of one honors contract course toward the coursework requirement; under preapproved circumstances, they may count up to 6 s.h. of honors contract course credit.

The following honors coursework must be completed.

An honors first-year seminar during the first semester at the University of Iowa (for students who enter the UI Honors Program directly from high school). Students who must take a specific first-year seminar required by their major or living learning community may substitute another honors class for the honors first-year seminar requirement.

An honors course or an honors contract course during the first full semester in the program.

Additional honors coursework to total at least 12 s.h. within the first four full semesters in the program.

Experiential Learning

Students complete 12 s.h. of honors credit in approved experiential learning activities. Students may satisfy the requirement with one of the options below, or they may combine two or more of these options.

Earn honors in the major; this option fulfills the entire 12 s.h. experiential learning requirement.

Earn up to 12 s.h. in honors credits in mentored research; this fulfills the entire experiential learning requirement. Students who earn less credit for mentored research may combine it with another option to fulfill the experiential learning requirement.

Study abroad and internships can earn up to 12 s.h. in honors credits depending on the length of the experience, the satisfactory completion of a pre- and post-experience questionnaire, and a personal narrative. Students also can complete an independent project. Those who earn the maximum 12 s.h. in honors credits fulfill the entire experiential learning requirement; those who earn less credit with the study abroad and internships option may combine it with another option to fulfill the experiential learning requirement.

Earn up to 9 s.h. in honors credits serving as an Honors Writing Fellow.

Earn up to 4 s.h. in honors credits participating in the Iowa Policy Research Organization.

Earn up to 6 s.h. in honors credits for preapproved experiential honors coursework. See Experiential Learning on the Honors at Iowa website for details.

Facilities

Blank Honors Center

Honors at Iowa has its home in the Blank Honors Center (BHC), a facility that helps foster community among honors

students. The Blank Honors Center is located near the center of the University's main campus, next to residence halls and classroom buildings. It offers social areas, a kitchenette, quiet study areas, wireless internet access, a computer lab, and classrooms for students. The center also houses the honors staff and has rooms for meetings, events, presentations, and conversation.

Honors Residential Community

Honors housing is available for first-year honors students in Daum Hall, which is connected by a skywalk to the Blank Honors Center.

Students must apply to live in the honors residential community. See Housing on the University Housing and Dining website for information about how to apply. Visit Honors House on the UI Honors Program website to learn more about the honors housing community.

Academic Plans

Sample Plan of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

University Honors

Joining Honors as First-Year Students During Fall Semester

Course	Title	Hours
Academic Career		
Any Semester		
Students may apply to the honors program as entering first-year, entering transfer, or current University of Iowa students. ^a		
Honors: To remain in the honors program and to graduate with University Honors, students must maintain a University of Iowa cumulative GPA of at least 3.33.		
	Hours	0
First Year		
Fall		
HONR:1100	Honors Primetime	1
HONR:1300	Honors First-Year Seminar ^b	1
Honors section of a GE course such as RHET:1030 Rhetoric, ENGL:1200 The Interpretation of Literature, CHEM:1110 Principles of Chemistry I, or EES:1070 Age of Dinosaurs ^c		
Meet with an Honors Peer Mentor by the end of the year		
Select Honors courses for spring semester		
Study Abroad: attend Study Abroad Fair (explore experiential learning options) ^d		
Research: attend Fall Undergraduate Research Festival (FURF) (explore experiential learning options)		
Consider applying to become an Honors Outreach Ambassador (explore experiential learning options) ^e		
Consider Honors Program scholarship opportunities ^f		
Sign up to attend an Iowa City Foreign Relations Council lunch/presentation ^g		

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours

2

Spring

Honors section of a GE course such as RHET:1030 Rhetoric, ENGL:1200 The Interpretation of Literature, CHEM:1110 Principles of Chemistry I, or EES:1070 Age of Dinosaurs

Meet with an Honors Peer Mentor by the end of the year

Select Honors courses for fall semester

Consider applying for an Honors Writing Fellow position (explore experiential learning options)

Research: attend Spring Undergraduate Research Festival (SURF) (explore experiential learning options)

Research: explore research opportunities for summer or second year (explore experiential learning opportunities)^h

Consider joining Phi Eta Sigma (PES) honor societyⁱ

Consider applying for an Honors Student Staff position for summer or second year^j

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours

0

Second Year

Fall
Honors section of a GE course such as RHET:1030 Rhetoric, ENGL:1200 The Interpretation of Literature, CHEM:1110 Principles of Chemistry I, or EES:1070 Age of Dinosaurs

Research: attend Marshall Undergraduate Research Conference^k

Meet with an Honors Peer Mentor by the end of the year^l

Study Abroad: attend Study Abroad Fair (explore experiential learning options)^d

Research: attend Fall Undergraduate Research Festival (FURF) (explore experiential learning options)

Consider applying to become an Honors Outreach Ambassador (explore experiential learning options)^e

Select Honors courses for spring semester

Consider Honors Program scholarship opportunities^f

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours

0

Spring

Honors section of a GE course or a contract course in your major/department^m

Check University Honors degree auditⁿ

Meet with the Honors Advisor for your major: is Honors in the Major right for you?

Research: attend SURF; consider what research questions you might pursue

Research: explore research opportunities for summer or third year^h

Consider applying for an Honors Student Staff position for summer or third year^j

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours 0

Third Year

Fall

Check University Honors degree auditⁿ

Explore HONR experiential coursework (e.g. Honors Teaching Practicum, Honors Service Learning, etc.)

Attend FURF

Consider Honors Program scholarship opportunities^f

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours 0

Spring

Check University Honors degree auditⁿ

Consider applying for an Honors Summer Orientation Ambassador position; share your wisdom with new students

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours 0

Fourth Year

Fall

Check University Honors degree auditⁿ

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours 0

Spring

Check University Honors degree audit^o

Sign up to attend the Honors Commendation Ceremony held during finals week; families welcome.

Graduate with University Honors

Internship or Study Abroad: Complete the honors pre-experience questionnaire for possible honors experiential learning credit for upcoming internship or study abroad experiences.

Hours 0

Total Hours 2

- a Please see the Honors at Iowa website at <https://honors.uiowa.edu/why-join-honors> for further details and application instructions.
- b Required except for students whose majors or programs require a different first-year seminar, e.g. Tippie Direct Admits.
- c An Honors course must be completed in the first semester of Honors membership.
- d To earn honors credit for study abroad students complete questionnaires and a narrative piece. See details on the Experiential Learning pages on the Honors at Iowa website.
- e Typically advertised in Honorable Messenger or email honors-advisor@uiowa.edu for more information.

f Submit by deadline which is typically early in the spring semester. Successful recipients in the past have consulted web resources at <https://honors.uiowa.edu/honors-scholarships>.

g Advertised weekly via the Honorable Messenger email update. Honors students eat for free.

h Consult ICRU Ambassadors or visit <https://uiowa.edu/icru/>

i Eligibility is determined by GPA and class ranking. Membership is by invitation.

j See Student Employment page on Honors at Iowa website. Usually advertised early in the spring semester.

k Advertised in Honorable Messenger and at <https://uiowa.edu/icru/>

l Optional for students who have completed the 12 s.h. University Honors coursework requirement.

m Students must complete the 12 s.h. University Honors coursework requirement by the end of second year spring semester.

n Report missing research credit via the Honors Research Verification Form. Plan for remaining experiential learning credit; check plan with an honors advisor.

o Students must complete the experiential learning requirement by graduation. Report missing research credit via the Honors Research Verification Form.

Courses

University of Iowa Honors Program Courses

HONR:1100 Honors Primetime 1 s.h.

Preparation for honors opportunities, especially activities and courses; teamwork on projects that develop skills of invention and communication; presentation of products and performances; connect honors students, honors teachers, and staff members.

HONR:1300 Honors First-Year Seminar 1-2 s.h.

Small discussion classes taught by faculty members on special topics; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

HONR:1350 Honors Seminar for Presidential Scholars 1 s.h.

Through self-discovery, students learn to know themselves and one another better while participating in selected events and structured experiences (e.g., readings, in-class discussion, small-group work, guest presentations, event attendance); students take time to reflect on interests, experiences, and knowledge, and have an opportunity to explore and integrate skills and resources in a way that helps develop the personal and academic self while also considering knowledge and experience of other individuals and groups; students are provided with tools to seek out academics and activities related to their interests and pursuits to better connect with development resources. Requirements: Presidential Scholarship award received when admitted to the University of Iowa.

HONR:1610 Honors Seminar in Historical Perspectives 3 s.h.

Small-class learning with a faculty member to explore and explain historical developments. GE: Historical Perspectives.

HONR:1620 Honors Seminar in International and Global Issues 3 s.h.

Small-class learning with a faculty member to introduce perspectives of other nations and cultures through international or global issues. GE: International and Global Issues.

HONR:1630 Honors Seminar in Literary, Visual, and Performing Arts 3 s.h.

Small-class learning with a faculty member to appreciate, analyze, create, or perform art. GE: Literary, Visual, and Performing Arts.

HONR:1640 Honors Seminar in Natural Sciences 3 s.h.

Small-class learning with a faculty member on natural science topics. GE: Natural Sciences without Lab.

HONR:1660 Honors Seminar in Social Sciences 3 s.h.

Small-class learning with a faculty member on social science topics. GE: Social Sciences.

HONR:1670 Values and Culture 3 s.h.

Asking fundamental questions about human experience and its meaning while becoming more aware of what, exactly, defines culture and values; students have a chance to consider their own values and beliefs, and the importance to their lifelong goals. GE: Values and Culture.

HONR:1680 Honors Seminar in Diversity and Inclusion 3 s.h.

Small-class learning with a faculty member to broaden student perspectives on social and cultural differences and introduce concepts in the structural bases of inequality and the benefits of diversity. Requirements: member of the University of Iowa Honors Program.

HONR:1850 Honors Seminar in Communication and Literacy 3 s.h.

Small-class learning with a faculty member; focus on writing, speaking, and critical reading skills or analysis of fiction, poetry, drama, essays.

HONR:2600 Honors Special Topics 1-3 s.h.

Small-class learning with a faculty member on special topics.

HONR:2700 Seminar for University of Iowa Honors Program Fellows 1 s.h.

Scholar development that challenges students to develop self-knowledge that enriches their intellectual life, increases their academic engagement, and deepen their sense of community. Requirements: second-year UI Honors Program fellowship recipient.

HONR:2800 The Green Room 1-3 s.h.

Exploring and broadening interests outside of one's academic discipline; follow innate curiosity and go beyond the traditional boundaries of the college curriculum. Requirements: member of the honors program and in good standing (UI cumulative g.p.a. of 3.33 or higher).

HONR:3050 Honors Studies arr.

Independent studies arranged with faculty members who certify satisfactory completion of study plans and performance for topics not covered by other UI courses.

HONR:3100 Honors Teaching Practicum 1-3 s.h.

Teaching internship in first- and second-year courses; may include providing tutorial assistance, conducting review sessions, aiding course organization.

HONR:3150 Honors Service Learning arr.

Service learning projects arranged with faculty members who certify satisfactory completion of study plans and service.

HONR:3160 Honors Internship 0-3 s.h.

Independent service internship arranged with faculty members, who certify satisfactory performance and completion of project.

HONR:3170 Honors Outreach Ambassadors 1-2 s.h.

Experience sharing knowledge and experiences of the honors program with other students in meetings during office hours, online chats, other venues; outreach ambassadors; answer questions, provide information, help students find honors opportunities in and out of class.

HONR:3210 Honors Policy Research Practicum 1 s.h.

Theory and practice of public policy research; development of policy-research skills; production of policy-research papers. Requirements: sophomore or junior standing.

HONR:3220 Honors Writing Fellows: Writing Theory and Practice 3 s.h.

Preparation of honors students selected as writing fellows to serve as peer tutors in writing-intensive courses; theories of writing, evaluation of drafts, peer tutoring with students.

HONR:3250 Fieldwork in Social Innovation 3 s.h.

Entrepreneurial skills necessary to actualize ideas in the community; students work with local partners to brainstorm, prototype, and build an original community-based venture involving needs assessment, social history of problem, and concept mapping; students learn soft skills such as interviewing, networking, collaboration, and building trust. Requirements: enrollment in engaged social innovation plan of study and honors program membership in good standing. Same as INTD:3250.

HONR:3994 Honors Research Practicum 1-3 s.h.

Individual research performed in conjunction with a faculty member's research.

HONR:4990 Honors Thesis or Project 1-3 s.h.

Culminating project of research or artistic creation; preparation and completion of the final product associated with graduation with honors in the student's major. Requirements: member of the University of Iowa Honors Program and junior or senior standing.

University of Iowa Upward Bound

Interim Director, Center for Diversity and Enrichment

- Tabitha N. Wiggins

Director, Upward Bound

- Jennifer Lynch

Website: <https://diversity.uiowa.edu/trio-upward-bound>

Precollege Program of Study

The University of Iowa TRIO Upward Bound Project is a federally funded college preparatory program for income qualified and/or first-generation college students who are motivated to pursue a college degree. The program serves eligible high school students from three southeastern Iowa community high schools: Columbus Community High School, Muscatine High School, and West Liberty High School.

Students participate during the academic year in weekly after school programming at their local high school. They participate in science, technology, engineering, and math (STEM) related educational opportunities, American College Testing (ACT) preparation, community service, cultural programs, field trips, and college visits.

During the summer, students attend a six-week residential program on the University of Iowa campus from mid-June through July. Participants take mathematics, science, language arts, and world language courses to prepare them for classes they will take at their local high school in the fall. In addition, students take STEM workshops to expose them to a broader range of career opportunities and an ACT preparation course to ready them for college admissions exams.

Upward Bound Bridge students (those who will enter college in the fall) enroll in a University of Iowa course during the six-week summer session. Bridge students participate in an on-campus job shadow and take a college transition seminar.

Upward Bound provides services to students during high school through enrollment in postsecondary education. All services received are at no cost to students.

Other postsecondary institutions in Iowa and across the nation sponsor Upward Bound programs. High school students who do not attend schools served by the University of Iowa program should ask their counselors whether an Upward Bound program serves their area.

For more information, contact the TRIO Upward Bound Project.

Admission

- Participants must reside in the target area and attend a target school.
- Students must be in grades 9 through 11.
- Family income must meet U.S. Department of Education low-income guidelines.
- Students are potential first-generation college students.

Courses

University of Iowa Upward Bound Courses

UIUB:0018 Upward Bound Project 0 s.h.

UIUB:1010 Upward Bound Project - Bridge Seminar 1 s.h.

Six-week academic summer program component that provides students with an intensive experience of taking college courses through the University of Iowa; aids in transition to college, preparation for college-level learning, and introduction to topics specific to higher education; for Bridge high-school graduates in the University of Iowa Upward Bound Program.

Administrative Officers

Board of Regents, State of Iowa

The Board of Regents, State of Iowa, governs the University of Iowa, Iowa State University of Science and Technology, the University of Northern Iowa, the Iowa Braille and Sight-Saving School, and the Iowa School for the Deaf.

President: Michael Richards, West Des Moines

President pro tem: Patty Cownie, Des Moines

David Barker, Iowa City

Sherry Bates, Scranton

Nancy Boettger, Harlan

Milt Dakovich, Waterloo

Nancy Dunkel, Dyersville

Zackery Leist, Ames

Jim Lindenmayer, Ottumwa

Executive director: Mark Braun

Central Administration

President: J. Bruce Harreld

Interim executive vice president and provost: Kevin C. Kregel

Senior advisor to the president and vice president for external relations: Peter Matthes

Senior advisor to the president and associate vice president for external relations: Laura McLeran

Chief human resources officer and associate vice president: Cheryl Reardon

University ombudspersons: Cynthia Joyce, Rachel Williams

Senior vice president for finance and operations: Rod Lehnertz

Vice president for legal affairs and general counsel: Carroll J. Reasoner

Vice president for medical affairs and dean of the Carver College of Medicine: J. Brooks Jackson

Vice president for research: J. Martin Scholtz

Vice president for student life: Sarah Hansen

Interim associate vice president for diversity, equity, and inclusion: Elizabeth A. Tovar

Chief financial officer and treasurer: Terry Johnson

Chief information officer and director, ITS: Steve Fleagle

Office of the Provost

Interim executive vice president and provost: Kevin C. Kregel

Associate provost for graduate education: John C. Keller

Associate provost for outreach and engagement: Linda Snetselaar

Associate provost for undergraduate education: Tanya M. Uden-Holman

Associate provost and dean of international programs: Russell Ganim

Associate vice president for enrollment management: Brent Gage

Associate vice president and director of administration and planning: Don J. Szeszycki

Assistant provost and director of academic advising: Lisa Ingram

Assistant provost and director of admissions: Kirk R. Kluver

Assistant provost and director of the career center: Angi McKie

Assistant provost and director of student financial aid: Cindy S. Seyfer

Assistant provost and university registrar: Lawrence J. Lockwood

Roy J. and Lucille A. Carver College of Medicine

Vice president for medical affairs and dean: J. Brooks Jackson

Henry B. Tippie College of Business

Interim dean: Amy L. Kristof-Brown

College of Dentistry

Dean: David C. Johnsen

College of Education

Dean: Daniel L. Clay

College of Engineering

Dean: Harriet Nembhard

Graduate College

Dean: John C. Keller

College of Law

Dean: Kevin K. Washburn

College of Liberal Arts and Sciences

Interim dean: Sara Sanders

College of Nursing

Dean: Julie Zerwic

College of Pharmacy

Dean: Donald E. Letendre

College of Public Health

Dean: Edith A. Parker

University College

Dean: Tanya M. Uden-Holman

Libraries

University librarian: John P. Culshaw

Museum of Art

Director: Lauren Lessing

Finance and Operations

Senior vice president, finance and operations, and university architect: Rod Lehnertz

Associate vice president and director, facilities management: Donald Guckert

Associate vice president and director, purchasing and business services: Deborah J. Zumbach

Assistant vice president and director, public safety: Scott Beckner

Assistant vice president and university secretary, and director, treasury operations and financial management: Susan Klatt

University chief financial officer and treasurer: Terry L. Johnson

University business manager: David Kieft

Health Care

Vice president for medical affairs and dean, Carver College of Medicine: J. Brooks Jackson

Associate vice president and chief executive officer, UIHC: Suresh Gunasekaran

Executive dean, Carver College of Medicine: Patricia L. Winokur

Executive director, UI physicians: Douglas J. Van Daele

Research and Economic Development

Vice president for research: J. Martin Scholtz

Senior associate vice president for research: Richard D. Hichwa

Senior assistant vice president for research: Ann Ricketts

Senior assistant vice president for research: Jennifer Lassner

Student Life

Vice president for student life: Sarah Hansen

Associate vice president and dean of students: Angie Reams

Assistant vice president for student life and senior director, University housing and dining: Von Stange

Executive director and assistant to the vice president for inclusion and belonging: Maria Bruno

Faculty

The following persons hold University of Iowa faculty appointments with the rank of professor, associate professor, assistant professor, instructor, or lecturer and are updated daily on the following list. The year of first appointment appears first and the year of current rank is given in parentheses. Degrees obtained and institutions where the degrees were obtained also are listed.

A

A'Hearn, Amy K., Adjunct Instructor, University College Courses, 2006 (2018); BA 2001 University of Iowa; MS 2004 Western Illinois

Aalderks, Andrew, Adjunct Lecturer, Finance, 2017 (2017); BBA 2003 University of Iowa; MBA 2008 University of Iowa

Abbas, Paul J., Emeritus Professor, Communication Sciences and Disorders, 1974 (1984); BS 1969 Massachusetts Inst of Technolo; PHD 1974 Johns Hopkins

Abdoud, Francois, Professor, Internal Medicine/Molecular Physiology Biophysics, 1961 (1968); BS 1948 Christian Brothers' Schl-Egypt; PNS 1949 Cairo; MBBCH 1955 Ain Chams-Egypt; MBCHB 1955 Ain Chams-Egypt

Abdel-Malek, Karim, Professor, Biomedical Engineering/Mechanical Engineering, 1994 (2005); BS 1988 Jordan; MS 1990 Pennsylvania; PHD 1993 Pennsylvania

Abdulbaki, Abdulrahman, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); MD 2004 Damascus University

Abel, Edwin G., Professor, Molecular Physiology Biophysics/Neuroscience and Pharmacology/Psychiatry/Psychological and Brain Sciences, 2016 (2016); BA 1985 Swarthmore College; MPHIL 1987 University of Cambridge; PHD 1993 Harvard University

Abel, Evan Dale, Professor, Biochemistry/Biomedical Engineering/Internal Medicine, 2013 (2013); MBBS 1985 West Indies

Abel, Kasey, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2016 University of Iowa

Abosaida, Alladdin M., Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MBCHB 1995 University of Tripoli

Abou Alaiwa, Mahmoud Hasan, Assistant Professor, Biomedical Engineering/Internal Medicine, 2013 (2014); MD 2001 American UI of Beirut

Abou-Arab, Emad, Clinical Assistant Professor, Family Medicine, 2016 (2016); BS 2005 University of Toledo Ohio; MD 2011 Univ Inter Del Ecuador, Quito

Aboul Hosn, Maen S., Clinical Assistant Professor, Surgery, (2019); MD 2009 American University of Beirut

Abram, Nancy J., Associate Professor, Marketing, 2007 (2018); BA 1980 St. Ambrose

Abram, Steven Webb, Adjunct Lecturer, Management and Entrepreneurship, 2013 (2013); BS 1998 East Carolina; MS 1999 East Carolina

Abramoff, Michael David, Professor, Biomedical Engineering/Electrical-Computer Engineering/Ophthalmology Visual Science, 2004 (2012); MS 1989 Amsterdam; MD 1994 Amsterdam; PHD 2001 Utecht

Abramowitz, Paul W., Emeritus Professor, Pharmacy, 1998 (1998); BA 1972 Indiana University-Bloomington; BSPH 1977 Toledo; PHARMD 1979 University of Michigan-Ann Arbor

Abrams, Catherine Helen, Adjunct Lecturer, Nursing, 2012 (2012); MSM 1997 Southern Nazarene

Abrams, Marilyn, Adjunct Lecturer, Teaching and Learning, (2020); BS 2000 San Jose State University

Abrams, Thad Eugene, Clinical Associate Professor, Internal Medicine/Psychiatry, 2008 (2019); BA 1996 Luther College; MD 2000 University of Iowa

Abrons, Jeanine Porter, Clinical Associate Professor, Pharmacy Practice and Science, 2011 (2019); PHAR 2004 Drake

Abu Hejleh, Taher, Clinical Associate Professor, Internal Medicine, 2012 (2016); MD 2004 Jordan

Abuhammoud, Salahaldeen Mohammad Assad, Assistant Professor, Prosthodontics, (2019); DDS 2011 University of Jordan; CER 2018 University of Iowa; MS 2018 University of Iowa

Abul-Haija, Sohair, Adjunct Assistant Professor, French Italian, 2005 (2005); BA 1991 Yarmouk; MA 1996 Univ Lumiere Lyon 2; DSC 2004 Univ Lumiere Lyon 2

Aburizik, Arwa, Clinical Associate Professor, Internal Medicine/Psychiatry, 2013 (2019); MD 2003 Jordan University; MBBCH 2004 Jordan University; MS 2011 University of Iowa

Accola, Christopher Lee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHARMD 2009 University of Iowa

Achenbach, Andrea, Clinical Assistant Professor, Nursing, 2014 (2016); BS 2003 U.S. Air Force; MSN 2011 University of Iowa

Achenbach, Autumn Peace, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2011); PHARMD 2007 Drake

Achrazoglou, George John, Clinical Associate Professor, Teaching and Learning, 1987 (2007); BA 1981 University of Iowa; MA 1993 University of Iowa; PHD 2003 University of Iowa

Acton, Patricia Jo Nassif, Emeritus Professor, Law-Faculty, 1981 (1985); BA 1971 University of Iowa; JD 1974 University of Iowa

Adamek, Mary, Clinical Professor, Music, 1996 (2007); BM 1977 Virginia Commonwealth; MM 1981 Miami; PHD 1993 The University of Minnesota-Twin Cities

Adams, Charlotte, Emeritus Professor, Dance, 1998 (2017); BA 1976 Appalachian State; MA 1984 University of Arizona; MFA 1995 University of Arizona

Adams, Christopher Maxin, Professor, Internal Medicine/Molecular Physiology Biophysics, 2006 (2015); BS 1992 Kansas, Lawrence; MD 1999 University of Iowa; PHD 1999 University of Iowa

Adams, Christopher Edelen, Clinical Adjunct Assistant Professor, Urology, 2015 (2015); MD 2008 Harvard Medical School; MBA 2011 University of Iowa

Adams, Derek Landon, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2002 University of Iowa

Adams, Harold P., Emeritus Professor, Neurology, 1976 (1985); BA 1966 Drake; BS 1968 South Dakota-Vermillion; MD 1970 Northwestern University

Adams, Jennifer Beth, Adjunct Instructor, Social Work, 2020 (2020); BA 1999 Buena Vista University; MSW 2003 University of Iowa

Adams, Lafayette Bluford, Associate Professor, American Studies/English, 1994 (2001); BA 1985 Duke; MA 1987 Virginia; PHD 1993 Virginia

Adams, Lori, Associate Professor, Biology, 2010 (2018); BS 1998 University of Illinois at Urbana Champaign; PHD 2003 Texas AM

Adams, Molly M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2004 (2004); PHARM 1999 Drake

Adams, Russell, Clinical Adjunct Associate Professor, Internal Medicine, 2000 (2004); MD 1979 University of Iowa

Adcock, Craig, Professor, Art History, 1994 (1994); BFA 1971 Colorado; MA 1974 University of Colorado; PHD 1981 Cornell University

Adeel, Naima, Clinical Adjunct Assistant Professor, Internal Medicine, (2019); MBBS 2008 Aga Khan University

Aden, Leon John, Adjunct Professor, Earth and Environmental Sciences, 2019 (2019); BS 1980 University of Iowa; MS 1982 University of Iowa

Adhikari, Bijaya, Assistant Professor, English/Gender, Women's and Sexuality Studies, 2020 (2020); PHD 2020 Virginia Tech

Adolphs, Lindsay Ellen, Adjunct Instructor, University College Courses, 2016 (2016); BA 2007 University of Iowa; MS 2010 Western Illinois University

Adolphs, Ralph, Adjunct Professor, Neurology, 1997 (2005); BSC 1986 Stanford; MSC 1986 Stanford; PHD 1992 California Technology of Tech

Adrain, Jonathan M., Professor, Earth and Environmental Sciences, 1999 (2011); BS 1989 Alberta; PHD 1993 Alberta

Adrain, Tiffany Sara, Adjunct Instructor, Anthropology, 2004 (2004); BA 1988 Exeter; BS 1995 London; MS 2003 University of Iowa

Adrian, Jeremiah R., Adjunct Lecturer, Teaching and Learning, 2019 (2019); BA 2008 University of Iowa; MA 2013 University of Iowa

Afifi, Adel Kasim, Emeritus Professor, Neurology/Pediatrics, 1973 (1980); BA 1951 American University of Beirut; MD 1957 American University of Beirut; MS 1965 University of Iowa

Afifi, Rema, Professor, Community Behavioral Health, 2017 (2017); MPH 1989 Univ N Carolina at Chapel Hill; PHD 1997 Saint Louis University

Aggarwal, Anjana, Clinical Assistant Professor, Internal Medicine, 2019 (2019); MBBS 1994 Topiwala National Med Coll

Agrawal, Gail B., Emeritus Professor, Law-Faculty, 2010 (2010); BA 1978 New Orleans; JD 1983 Tulane; MPH 1983 Tulane

Agrawal, Naurang, Emeritus Professor, Internal Medicine, 2010 (2010); MBBS 1968 Grant Medical, India

Agrell, Jeffrey, Associate Professor, Music, 2000 (2008); BA 1970 St Olaf; MM 1974 University of Wisconsin-Madison

Aguado, Jennifer Orenze, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2015 Rosalind Franklin University

Aguilar Jr., Agustin, Clinical Assistant Professor, Emergency Medicine, 1988 (1995); BS 1978 Emory; MD 1982 Univ Autonomo de Guadalajara

Ahad, Sajida, Clinical Associate Professor, Surgery, 2014 (2014); MBBS 1998 Aga Khan

Ahari, Abdi, Clinical Adjunct Assistant Professor, Surgery, 2009 (2009); BA 1987 Rudbeckianska Skolan; MD 1995 Uppsala Univ of Med

Ahern, Christopher A., Professor, Molecular Physiology Biophysics, 2012 (2018); BSC 1992 University of Wisconsin-Madison; PHD 2002 University of Wisconsin-Madison

Ahlers, Timothy John, Adjunct Assistant Professor, Health Management Policy, 2008 (2014); BBA 2003 University of Iowa; MHA 2005 University of Iowa

Ahmad, Ferhaan, Associate Professor, Internal Medicine/Molecular Physiology Biophysics/Radiology, 2013 (2013); MD 1991 McGill, Quebec

Ahmed, Azeemuddin, Clinical Professor, Emergency Medicine/Management and Entrepreneurship, 2005 (2014); BA 1996 Augustana; MD 2000 University of Iowa; MBA 2010 University of Iowa

Ahmed, Kawther Khalid, Adjunct Assistant Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2018 (2018); BS 2004 Baghdad University; MS 2013 University of Iowa; PHD 2016 University of Iowa

Ahrens, Richard C., Emeritus Professor, Pediatrics, 1980 (2002); BS 1969 University of Wisconsin-Madison; MD 1973 Medical College of Wisconsin; MS 1980 University of Iowa

Aikin, Judith P., Emeritus Professor, German, 1975 (1988); BA 1968 Oregon; MA 1969 Oregon; PHD 1974 University of California-Berkeley

Aji, Aron R., Associate Professor, World Languages, Literatures, and Cultures, 2009 (2014); BA 1982 Bogazici University; MA 1984 Southern Illinois; PHD 1989 Southern Illinois

Akers, Pete Douglas, Adjunct Assistant Professor, Geographical and Sustainability Sciences, 2016 (2016); MS 2011 University of Georgia; PHD 2016 University of Georgia

Akgun, Ugur, Adjunct Assistant Professor, Physics Astronomy, 2006 (2006); PHD 2003 Iowa

Akinbiyi, Takintope, Clinical Assistant Professor, Surgery, (2020); MD 2011 Mt. Sinai School of Medicine

Al Hassan, Qasim Ahmed, Clinical Assistant Professor, Anesthesia, (2020); MBBS 2008 Jordan University of Science

Al Jumaili, Ali Azeez Ali, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2017 University of Iowa

Al-Salihi, Zeina, Clinical Assistant Professor, Prosthodontics, 2016 (2016); MS 2001 University of Baghdad

Al-Selmie, Eman, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 2012 Univ of Sint Eustatius-Barbado

Al-Zubeidi, Dina Naser Saleh, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012); MBBS 2003 Jordan

- Alabsi, Samir Y.**, Clinical Adjunct Associate Professor, Pediatrics, 2007 (2010); MD 1985 Cairo, Egypt
- Alambert, Renata Pereira**, Research Assistant Professor, Internal Medicine, 2013 (2013); PHD 2008 Universidade do Estado do Rio
- Alasagheirin, Mohammad Hikmat**, Adjunct Assistant Professor, Nursing, 2014 (2014); BSN 1995 Jordan Univ. of Sci Tech.; MA 2000 Yarmouk University; PHD 2013 University of Iowa
- Alba Aponte, Patria Mercedes**, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); MD 2005 School of Med. Dominican Republic
- Albert, James Laurence**, Lecturer, Dance/Theatre Arts, 1996 (1999); MFA 1986 University of Iowa
- Albonetti, Celesta A.**, Emeritus Professor, Law-Faculty/ Sociology and Criminology, 1998 (2000); BA 1973 Missouri-St. Louis; MA 1975 Missouri-St. Louis; PHD 1984 University of Wisconsin-Madison
- Albrecht, William P.**, Emeritus Professor, Economics, 1965 (1982); AB 1956 Princeton; MA 1962 South Carolina; MA 1963 Yale; PHD 1965 Yale
- Albright, John P.**, Emeritus Professor, Orthopaedics and Rehabilitation, 1972 (1981); BA 1963 University of Illinois at Urbana Champaign; MD 1967 Loyola
- Alden, Jeffrey D.**, Clinical Assistant Professor, Psychiatry, 2011 (2011); MD 1992 Uniformed Services UHS
- Alderton, Megan Elaine**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2003); PHARM 2001 Drake
- Aldoss, Osamah**, Clinical Associate Professor, Pediatrics, 2013 (2018); MD 2004 Jordan Univ
- Aldous, Wade Kalani**, Adjunct Associate Professor, Epidemiology, 2015 (2015); BS 1987 Brigham Young University; MS 1991 Brigham Young University; PHD 1994 University of Alabama
- Aldrich, Aric Westin**, Clinical Assistant Professor, Anesthesia, (2020); BA 2010 University of Kansas; MD 2014 University of Kansas
- Aldrich, Lindsey R.**, Adjunct Assistant Professor, Management and Entrepreneurship, (2019); BA 2011 University of Northern Iowa; MA 2015 University of Northern Iowa
- Aldridge, Georgina Michelle**, Assistant Professor, Neurology, (2019); MD 2013 University of Illinois
- Alessi, Stephen M.**, Emeritus Associate Professor, Psych Quant Foundations, 1982 (1988); BA 1973 Rochester; MA 1976 University of Illinois at Urbana Champaign; PHD 1979 University of Illinois at Urbana Champaign
- Alexander, Bruce**, Emeritus Professor, Pharmacy/Psychiatry, 1976 (2000); BS 1974 Drake; PHARM 1976 The University of Minnesota-Twin Cities
- Alexander, Meredith**, Emeritus Lecturer, Theatre Arts, 1992 (1997); MFA 1981 University of California-San Diego
- Alexandrou, Eirene G.**, Clinical Assistant Professor, Pediatrics, (2020); MD 2014 Indiana Univ School of Medicine
- Alhamoud, Issa**, Clinical Assistant Professor, Pediatrics, (2020); MD 2006 University of Aleppo
- Ali, Asad**, Clinical Assistant Professor, Internal Medicine, 2014 (2015); MBBS 2008 Nishtar Medical College
- Ali, Saba Rasheed**, Professor, Psych Quant Foundations, 2003 (2016); BA 1992 West Virginia; MA 1996 Loloya; PHD 2001 Oregon
- Allan, Lauren Denise Phylow**, Clinical Assistant Professor, Surgery, (2017); DO 2011 Des Moines University
- Allareddy, Trishul Veera**, Professor, Oral Path,RadiologyMedicine/Radiology, 2008 (2016); BDS 2002 Ragas Dental College
- Allen, Bryan G.**, Associate Professor, Radiation Oncology, 2013 (2019); MD 2008 University of Iowa; PHD 2008 University of Iowa
- Allen, Daniel P.**, Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (1989); MD 1983 University of Iowa
- Allen, Jeffrey F.**, Clinical Adjunct Instructor, Family Dentistry, 2012 (2012); BA 1982 Augustana; DDS 1987 University of Iowa
- Allen, John S.**, Clinical Professor, Law-Faculty, 1991 (2000); BA 1977 St. Olaf; JD 1980 University of Illinois at Urbana Champaign
- Allen, Jonathan Sayre**, Lecturer, Music, 2011 (2011); BM 2005 Northern Colorado; MM 2007 Utah; DMA 2011 University of Iowa
- Allen, Lee-Ann**, Emeritus Professor, Internal Medicine, 1996 (2010); BS 1982 University of California-Riverside; MS 1983 University of California-Riverside; PHD 1990 University of Wisconsin-Madison
- Allendorf, Lynn Michelle**, Adjunct Lecturer, Management and Entrepreneurship, 2001 (2001); BS 1986 University of Iowa; MBA 1997 University of Iowa
- Almeer, Zainab Sharaf**, Clinical Assistant Professor, Anesthesia, (2020); MD 2008 Jordan University of Science and Tech
- Almen-Whittaker, Susan**, Associate Professor, English as Second Language, 2000 (2020); BA 1993 Gustavus Adolphus; MA 1998 University of Wisconsin-Madison
- Almiron, Rosario**, Clinical Adjunct Instructor, Preventive Community Dentistry, 2012 (2012); DDS 2009 Colorado
- Aloe, Ariel**, Associate Professor, Psych Quant Foundations, 2015 (2018); PHD 2009 Florida State University
- Alonzo, Amy Marie**, Adjunct Assistant Professor, Pharmacy, 2018 (2018); PHARM 2003 University of Iowa
- Alpine, Jacquelyn Joy**, Adjunct Assistant Professor, Creative Writing, (2020); BA 2017 Bennington College; MFA 2020 University of Iowa
- Alsharabati, Mohammad**, Clinical Adjunct Assistant Professor, Neurology, 2017 (2017); MD 2003 University of Jordan
- Alston, Jessica Lynn**, Clinical Assistant Professor, Family Medicine, (2019); BS 2012 University of Iowa; MD 2016 University of Iowa
- Alt, Constance Marie**, Adjunct Assistant Professor, Health Management Policy, 2017 (2017); JD 1985 University of Iowa
- Alt, Theresa M.**, Adjunct Associate, Physical Therapy Rehab Science, 2014 (2014); BA 1997 Wartburg College; MSPA 1999 University of Iowa; DPT 2010 Des Moines University

Altemeier, Michael, Lecturer, Business Analytics, 2016 (2016); BA 1998 University of Northern Iowa; MBA 2002 University of Iowa

Altaier, Elizabeth M., Emeritus Professor, Psych Quant Foundations, 1980 (1989); BA 1973 Wheaton; MA 1975 The Ohio State University; PHD 1977 The Ohio State University

Altman, Charles, Emeritus Professor, Cinematic Arts, 1974 (1986); AB 1966 Duke; MA 1966 Duke; PHD 1971 Yale

Alton, Donald A., Emeritus Professor, Computer Science, 1970 (1981); BA 1965 Rice; PHD 1970 Cornell

Alward, Wallace L., Emeritus Professor, Ophthalmology Visual Science, 1987 (1996); BA 1973 Kenyon; MD 1976 The Ohio State University

Amad, Paula T., Associate Professor, Cinematic Arts, 2004 (2009); BA 1990 Melbourne; MA 1990 Melbourne; PHD 2002 University of Illinois at Chicago

Amado, Michael, Adjunct Lecturer, Law-Faculty, 2012 (2012); MJ 1988 Sorbonne, Paris

Amadou, Ashraf Ademola, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2020 South Dakota State University

Amarneh, Mohammad, Clinical Assistant Professor, Radiology, (2018); MBBS 2008 Jordan University of Sci/Tech

Ambler, Alicia Rose, Associate Professor, English as Second Language, 2010 (2019); BA 2006 University of Iowa; MA 2007 University of Iowa

Amelon, Elizabeth Wittchow, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHD 2012 University of Iowa

Amendt, Brad Allen, Professor, Anatomy Cell Biology/Orthodontics, 1999 (2012); BS 1979 University of Iowa; MS 1989 University of Iowa; PHD 1994 University of Iowa

Aminzare, Zahra, Assistant Professor, Mathematics, 2018 (2018); BSC 2007 Sharif Univ of Technology, Iran; PHD 2015 Rutgers University

Amir, Rabah, Professor, Economics, 2013 (2013); BS 1980 University of Illinois at Urbana Champaign; PHD 1985 University of Illinois at Urbana Champaign

Amirkhanian, Serji, Adjunct Professor, Public Policy Center, 2011 (2011); PHD 1987 Clemson

Ammann, Eric Michael, Adjunct Assistant Professor, Epidemiology, 2015 (2017); BA 2006 University of Iowa; MAT 2008 University of Iowa; PHD 2015 University of Iowa

Amonson, Kirby D., Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); BS 1981 Southern Illinois; DDS 1988 University of Iowa

Amorim Leite, Ricardo Andre, Clinical Assistant Professor, Neurology, 2019 (2019); MD 2000 Faculdade De Ciencias Medicas

Amos, James John, Emeritus Professor, Psychiatry, 1996 (2011); BS 1985 Iowa State; MD 1992 University of Iowa

An, Brian Pyong, Associate Professor, Educ Policy Leadership Studies, 2010 (2016); BA 2000 Washington; MS 2004 University of Wisconsin-Madison; PHD 2009 University of Wisconsin-Madison

An, Guohua, Associate Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2014 (2020); MD 2003

Shandong, China; MS 2003 Fundan, China; PHAR 2010 SUNY; PHD 2010 SUNY

Anamali Reddy, Sindhura, Clinical Assistant Professor, Oral Path, Radiology/Medicine/Radiology, 2015 (2014); BDS 2007 MGR Medical; MS 2012 University of Iowa

Ananth, Ranjani, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); MD 2013 Medical College of Wisconsin

Andersen, Allan Michael, Assistant Professor, Psychiatry, 2015 (2016); MD 2008 Georgetown University

Andersen, Arnold E., Emeritus Professor, Psychiatry, 1991 (1991); BA 1964 Cornell-New York; MD 1968 Cornell-New York

Andersen, David R., Professor, Electrical-Computer Engineering/Physics Astronomy, 1986 (1999); BSEE 1981 Iowa State; MSEE 1982 Purdue University Main Campus; PHD 1986 Purdue University Main Campus

Andersen, Eric G., Emeritus Professor, Law-Faculty, 1984 (1988); BA 1974 Brigham Young; JD 1977 Brigham Young

Andersland, Mark S., Associate Professor, Electrical-Computer Engineering, 1989 (1995); BSE 1983 University of Michigan-Ann Arbor; MSE 1984 University of Michigan-Ann Arbor; PHD 1989 University of Michigan-Ann Arbor

Anderson, Amber, Adjunct Instructor, University College Courses, 2019 (2019); MS 2008 Iowa State University

Anderson, Barrie, Emeritus Professor, Obstetrics Gynecology, 1982 (1993); BS 1963 University of Wisconsin-Madison; MD 1967 State U of NY-Upstate Med Col

Anderson, Bjorn Peter, Associate Professor, Art Art History, 2007 (2018); MA 1999 British Columbia; MA 2004 University of Michigan-Ann Arbor; PHD 2005 University of Michigan-Ann Arbor

Anderson, Bruce A., Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 1990 (1992); DDS 1988 University of Iowa

Anderson, Carryn M., Clinical Associate Professor, Radiation Oncology, 2008 (2016); MD 2003 Texas Medical Branch

Anderson, Charles V., Emeritus Associate Professor, Communication Sciences and Disorders, 1966 (1968);

Anderson, Courtney J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2008 Ohio Northern University

Anderson, Daniel D., Professor, Mathematics, 1974 (1983); BA 1971 University of Iowa; MS 1971 University of Chicago; PHD 1974 University of Chicago

Anderson, Dawn Renee Barker, Professor, Law-Faculty, 2001 (2017); BA 1992 N - Iowa; JD 1995 University of Iowa

Anderson, Donald Dean, Professor, Biomedical Engineering/Industrial Engineering/Orthopaedics and Rehabilitation, 2004 (2016); BSE 1985 University of Iowa; MS 1986 University of Iowa; PHD 1989 University of Iowa

Anderson, Erin Amanda, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2010 University of Iowa

Anderson, Ethan J., Associate Professor, Health and Human Physiology/Pharmaceutical Sciences and Experimental Therapeutics, (2016); BS 2001 University of Minnesota; DSC 2006 Yale University

Anderson, Jessica Ann, Lecturer, Nursing, (2019); BSN 2005 University of Iowa

Anderson, Kenneth Paul, Clinical Associate Professor, Health Management Policy, 2019 (2019); DO 1978 Des Moines University

Anderson, Kimberly K., Adjunct Instructor, Social Work, 2015 (2015); BA 1995 University of Iowa; MSW 1998 University of Iowa

Anderson, Kyle Bruce, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2013 The University of Iowa

Anderson, Michael Gary, Professor, Molecular Physiology Biophysics/Ophthalmology Visual Science, 2004 (2017); PHD 1997 University of Iowa

Anderson, Michael J., Clinical Associate Professor, Anesthesia/Nursing, 2015 (2020); BA 1999 Luther College; MS 2008 Frances Payne Bolton School of; DNP 2014 University of Iowa

Anderson, Rachel L., Emeritus Associate Professor, Health Management Policy, 1999 (2005); BA 1987 Beloit; PHD 1997 Northwestern University

Anderson, Raymond Ronald, Adjunct Assistant Professor, Earth and Environmental Sciences, 1993 (1993); PHD 1992 University of Iowa

Anderson, Rebecca Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2019); PHAR 2017 The University of Iowa

Anderson, Richard, Lecturer, English as Second Language, 2010 (2010); MA 2010 Northern Iowa

Anderson, Sandra Kay, Lecturer, World Languages, Literatures, and Cultures, (2018); AA 1992 Monroe Community College; BA 1998 Metropolitan State University; MA 2015 Gallaudet University

Anderson, Scott Mitchell, Clinical Adjunct Assistant Professor, Family Dentistry/Preventive Community Dentistry, 2012 (2012); BBA 2001 University of Iowa; DDS 2010 University of Iowa

Anderson, Sherstin Kay, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2014 Drake University

Anderson, Steven Wayne, Associate Professor, Neurology, 1994 (2003); BA 1982 South Florida; MA 1985 University of Iowa; PHD 1987 University of Iowa

Anderson, Steven Paul, Clinical Adjunct Associate Professor, Family Dentistry, 2005 (2015); DDS 1980 University of Iowa

Anderson, Wayne Gary, Lecturer, Rhetoric, 2014 (2016); BA 1993 Luther College; MA 2008 University of Iowa; PHD 2014 University of Iowa

Anderson-Suddarth, Julie Linn, Clinical Adjunct Associate Professor, Pediatrics, 2006 (2016); BS 1995 Northeast Missouri State; MD 1999 University of Iowa

Andiappan, Palaniappan, Adjunct Instructor, Computer Science, 2015 (2014); MS 1994 University of Cincinnati

Andreas, Elisha M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2016 University of Iowa

Andreasen, Nancy Coover, Professor, Psychiatry, 1973 (1981); BA 1958 University of Nebraska-Lincoln; MA 1959 Radcliffe; PHD 1963 University of Nebraska-Lincoln; MD 1970 University of Iowa

Andresen, Andrew August, Clinical Adjunct Assistant Professor, Family Medicine, 1995 (2002); MD 1989 University of Iowa

Andrews, James G., Emeritus Professor, Mechanical Engineering, 1964 (1983); BSME 1957 University of Iowa; MS 1959 University of Iowa

Ankenmann, Robert D., Associate Professor, Psych Quant Foundations, 1994 (2000); BED 1984 Western Ontario; SCB 1984 Waterloo; MED 1990 New Brunswick; PHD 1994 Pittsburgh

Ankrum, James Allen, Associate Professor, Biomedical Engineering, 2013 (2020); BSE 2007 University of Iowa; MPHIL 2008 Cambridge; PHD 2013 Harvard-MIT Division Hlth Sci

Ansley, Timothy N., Emeritus Professor, Psych Quant Foundations, 1983 (2016); BA 1974 Eastern Illinois; MS 1977 Northern Illinois; PHD 1984 University of Iowa

Anson, Mirra Leigh, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2016 (2016); BA 2000 University of Missouri - Colum; MA 2002 University of Missouri - Colum; PHD 2011 University of Missouri - STL

Anstey, B. Eleanor, Emeritus Assistant Professor, Social Work, 1974 (1978); BA 1953 Marycrest; MA 1959 Creighton; MA 1968 Manhattanville; PHD 1983 University of Iowa

Anstreicher, Kurt M., Professor, Business Analytics/Computer Science/Industrial Engineering, 1991 (1991); BA 1978 Dartmouth; PHD 1982 Stanford

Antes, Lisa Maria, Clinical Professor, Internal Medicine, 2000 (2013); BA 1986 Montclair State; BS 1986 Montclair State; MD 1990 Robert Wood Johnson Medical

Antezano, Eduardo Sebastian, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); MD 1996 Peruvian, Cayetano

Anthony, Jerry, Associate Professor, Public Policy Center/School of Planning and Public Affairs, 2000 (2006); BA 1989 Kerala-India; MS 1991 Delhi-India; PHD 2000 Florida State

Anthony, Theresa Renee, Professor, Occupational Environmental Health, 2009 (2018); MSE 1992 University of North Carolina at Chapel Hill; PHD 2005 University of North Carolina at Chapel Hill

Apfelbaum, Keith S., Adjunct Assistant Professor, Communication Sciences and Disorders/Psychological and Brain Sciences, 2016 (2016); BA 2005 Oberlin College; PHD 2013 University of Iowa

Apicella, Michael A., Emeritus Professor, Internal Medicine/Microbiology and Immunology, 1993 (1993); AB 1959 College of the Holy Cross; MD 1963 SUNY-Downstate Brooklyn

Appel, Mikka Michelle, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1996 Iowa State Univ; Ames, IA; MD 2000 Univ of IA CCOM; Iowa City/IA

Appenheimer, Alpheus Benjamin, Clinical Assistant Professor, Internal Medicine, 2016 (2017); BS 2006 University of Iowa; MD 2010 University of Illinois at Urbana Champaign

Appenheimer, Stacey Ann, Clinical Assistant Professor, Family Medicine, 2014 (2014); BS 2006 University of Illinois at

Urbana Champaign; MD 2010 University of Illinois at Urbana Champaign

Aquilino, Mary Lober, Emeritus Associate Professor, Community Behavioral Health, 2015 (2004); BSN 1977 NY State- Binghamton; MSN 1982 University of North Carolina at Chapel Hill; PHD 1993 University of Iowa

Aquilino, Steven A., Emeritus Professor, Prosthodontics, 1982 (1993); BS 1975 State Univ of NY-Binghamton; DDS 1979 University of North Carolina at Chapel Hill; MS 1982 University of North Carolina at Chapel Hill

Aravamudhan, Raman, Adjunct Associate Professor, Computer Science, 2003 (2020); ME 1986 Bharathiar Univ, India

Arcamone, Lauren Patricia, Adjunct Assistant Professor, Creative Writing, 2020 (2020); MFA 2020 University of Iowa

Arce, Thomas Anthony, Adjunct Instructor, University College Courses, (2019); MED 2014 Iowa State University

Archard, Madison Marie, Adjunct Assistant Professor, Interdisciplinary Programs, (2019); MFA 2019 University of Iowa

Arenas Morales, Aura, Clinical Assistant Professor, Pediatrics, 2018 (2018); MD 1997 Escuela de Medicina Juan N Cor

Arends, Leslie Renee, Clinical Assistant Professor, Nursing, 2016 (2016); BSN 2009 University of Iowa; DNP 2014 University of Iowa

Arens, Kristine, Lecturer, Business Analytics, 2018 (2018); BS 1994 University of Wisconsin; MS 2019 University of Iowa

Arens, Lynette Rae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARM 2003 University of Iowa

Argo, Tami Renee, Clinical Adjunct Assistant Professor, Psychiatry, 2009 (2009); PHAR 2002 University of Iowa; MS 2005 University of Iowa

Ariel, Ari, Associate Professor, History/Interdisciplinary Programs, 2016 (2020); BA 1993 The City College of New York; MA 2001 Tel Aviv University; PHD 2009 Columbia

Arikat, Sunny Ouseph, Clinical Associate Professor, Pediatrics, 2008 (2017); MD 1987 St. Johns Medical College

Armantrout, Elaine Ann Luethje, Adjunct Associate, Physical Therapy Rehab Science, 2017 (2017); BS 1981 University of Iowa

Armbruster, Jamie Olivia, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 2008 Ross Univ, Dominica, W. Indies

Armour, Carly Deanna, Adjunct Instructor, University College Courses, 2016 (2016); HS 1997 Elbert County Comprehensive Hi; BSW 2001 University of Georgia; MSW 2007 University of Georgia

Armstrong, Marc P., Professor, Geographical and Sustainability Sciences, 1984 (1998); BA 1974 New York-Plattsburgh; MA 1977 University of North Carolina at Charlotte; PHD 1988 University of Illinois at Urbana Champaign

Armstrong, Steven Ray, Professor, Operative Dentistry, 1999 (2012); BS 1983 University of Iowa; DDS 1987 University of Iowa; PHD 1998 University of Iowa

Arndt, Matthew, Associate Professor, Music, 2009 (2017); MM 2001 Colorado-Boulder; PHD 2008 University of Wisconsin-Madison

Arndt, Stephan, Emeritus Professor, Biostatistics/Nursing/ Psychiatry, 1991 (1998); BS 1974 Loyola; MA 1976 Claremont; PHD 1980 Claremont

Arneson, Scott Kabrick, Adjunct Lecturer, Family Dentistry/ Management and Entrepreneurship/Marketing, 2000 (2000); BBA 1984 University of Iowa; MBA 1999 University of Iowa

Arnold, Mark A., Professor, Chemistry, 1982 (1994); BS 1978 Indiana-Purdue; PHD 1982 Delaware

Arnold, Matthew Ember, Clinical Adjunct Instructor, Family Medicine, 2012 (2012); PHARM 2012 University of Iowa

Arnold, Matthew Stephen, Adjunct Lecturer, Management and Entrepreneurship, 2020 (2020); BA 1993 University of Iowa; MS 1994 Illinois State University

Arnold, Sara A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2006 Creighton University

Arnone, Anthony, Associate Professor, Music, 2001 (2008); BM 1989 New England Conservatory; MM 1994 Wichita State

Arnone, Arthur, Emeritus Professor, Biochemistry, 1973 (1983); BS 1964 New York; MS 1966 New York; PHD 1970 Massachusetts Inst of Tech

Arora, Jasbir S., Emeritus Professor, Civil-Environmental Engineering, 1972 (1981); BS 1964 Punjab-India; MS 1967 Kansas State; PHD 1971 University of Iowa

Arora, Kanika, Assistant Professor, Health Management Policy, 2015 (2015); PHD 2015 Syracuse Univ

Arora, Lovkesh, Clinical Associate Professor, Anesthesia, 2014 (2019); MD 2006 B.J. Medical College

Arquilla, Zachary A., Clinical Adjunct Instructor, Preventive Community Dentistry, 2016 (2016); DMD 2015 University of Illinois-Chicago

Arshava, Evgeny V., Clinical Associate Professor, Surgery, 2008 (2019); MD 2000 Peoples Friendship Univ

Artemyev, Nikolai O., Professor, Molecular Physiology Biophysics/Ophthalmology Visual Science, 1995 (2004); BS 1984 St. Petersburg Inst of Technol; PHD 1988 St. Petersburg Inst of Technol

Arthur, Kendal H., Adjunct Instructor, University College Courses, (2019); BA 2009 Grambling State University; MA 2013 Bloomsburg University; MPA 2015 University of Central Florida

Arthur, Loyce L., Associate Professor, International Programs/Theatre Arts, 1998 (1998); BA 1981 Pennsylvania; MFA 1985 New York University

Artz, Nicole, Clinical Adjunct Assistant Professor, Internal Medicine, 2014 (2014); MD 1999 University of Missouri, Columb

Asay, Scott, Assistant Professor, Accounting, 2013 (2013); PHD 2011 Cornell University

Aschenbrenner, Eric Wade, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2012 (2012); BA 1999 Saint Mary's; MD 2004 University of Wisconsin-Madison

Ascoli, Mario, Emeritus Professor, Neuroscience and Pharmacology, 1990 (1990); BS 1971 San Carlos; PHD 1975 Vanderbilt

Ashida, Sato, Associate Professor, Community Behavioral Health/Public Policy Center, 2012 (2018); MM 1997 The Ohio State University; MM 1999 Florida State; PHD 2005 The Ohio State University

Ashland, Alexander Joseph, Adjunct Assistant Professor, English, 2020 (2020); AB 2010 Marquette University; MA 2013 Marquette University; MA 2016 University of Iowa

Ashlock, Jessica Ann, Lecturer, Nursing, 2014 (2014); BSN 2007 Coe College; MSN 2011 Walden University

Ashman, Robert F., Emeritus Professor, Internal Medicine/Microbiology and Immunology, 1980 (1980); BA 1960 Wabash; BA 1962 Oxford-England; MA 1966 Oxford-England; MD 1966 Columbia

Ashwath, Mahi Lakshmi, Clinical Associate Professor, Internal Medicine/Radiology, (2017); MBCH 1999 Osmania Medical College

Ashwath, Ravi Chandra, Clinical Professor, Pediatrics/Radiology, 2017 (2020); MD 1993 Mysore Medical College

Askelson, Natoshia M., Assistant Professor, Community Behavioral Health/Public Policy Center, 2009 (2015); MPH 1998 Emory; PHD 2008 University of Iowa

Askren, Kimberly Lynnette, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM 2014 Drake University

Asprey, David Perry, Professor, Pediatrics/Physical Therapy Rehab Science/Physician Assistant, 1994 (2008); PHD 1999 University of Iowa

Assouline, Jose Guy, Adjunct Associate Professor, Urology, 2000 (2002); PHD 1988 University of Iowa

Assouline, Susan Lynn Goodsell, Professor, Psych Quant Foundations, 1990 (2009); BS 1975 University of Iowa; EDS 1984 University of Iowa; PHD 1988 University of Iowa

Atasoy, Deniz, Assistant Professor, Neuroscience and Pharmacology, (2018); BS 2001 Bilkent University; PHD 2007 University of Texas Southwestern Med Ctr.

Atchison, Christopher George, Emeritus Professor, Health Management Policy/Public Policy Center, 1998 (2004); AB 1971 Loyola; MPA 1990 University of Illinois at Springfield

Atienza, Salvador Dimapasok, Clinical Adjunct Assistant Professor, Family Dentistry, 1999 (2000); BS 1990 University of Iowa; DDS 1994 University of Iowa

Atkins, Dianne Lee, Emeritus Professor, Pediatrics, 1983 (2002); BA 1974 Johns Hopkins; MD 1977 Johns Hopkins

Atkinson, Alice M., Emeritus Associate Professor, Teaching and Learning, 1973 (1995); BS 1961 Iowa State; MS 1963 University of Wisconsin-Madison; PHD 1982 University of Iowa

Atkinson, Kendall E., Emeritus Professor, Computer Science/Mathematics, 1972 (1975); BS 1961 Iowa State; MS 1963 University of Wisconsin-Madison; PHD 1966 University of Wisconsin-Madison

Attanasio, Massimo, Associate Professor, Internal Medicine, 2017 (2017); MD 1990 University of Naples "Federico

Au, Sokhieng, Lecturer, Interdisciplinary Programs, (2019); PHD 2005 U.C. Berkeley; MPH 2009 Johns Hopkins

Aubrey, Elizabeth, Emeritus Professor, Music, 1982 (1998); BA 1973 Grinnell; MM 1975 University of Maryland-College Park; PHD 1982 University of Maryland-College Park

Augeri, Matthew, Adjunct Instructor, University College Courses, 2013 (2013); BA 2009 Connecticut; MA 2011 University of Iowa

Augustine, Emily L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2012 Drake

Aul, Edward, Clinical Assistant Professor, Neurology, 1998 (2000); BS 1988 Pittsburgh; MD 1992 Pittsburgh

Aungst, Gerald W., Adjunct Lecturer, Teaching and Learning, 2017 (2017); BA 1989 Penn State University; MED 1991 Widener University

Austin, Anah Victoria, Adjunct Lecturer, Teaching and Learning, 2016 (2016); BA 2007 University of Iowa; MA 2011 University of Iowa

Austin, Matthew, Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARM 2018 University of Iowa

Averill, Sarah Louise, Clinical Assistant Professor, Radiology, 2019 (2020); MD 2010 SUNY Upstate Medical University

Avila Ortiz, Gustavo, Professor, Periodontics, 2011 (2018); DDS 2003 Granada, Spain; DPHIL 2006 Granada, Spain; MS 2009 University of Michigan-Ann Arbor

Avritscher, Elenir B. C., Adjunct Assistant Professor, Pediatrics, 2016 (2016); MD 1994 University of Sao Paulo Med Sc; MBA 2002 University of Houston; PHD 2010 University of Texas HSC

Awelewa, Temitope Modupe, Clinical Assistant Professor, Pediatrics, 2015 (2015); MBCHB 2005 Obafemi Awolowo University; MPH 2010 The University of Minnesota-Twin Cities

Axelrod, David, Professor, Surgery, 2018 (2018); MD 1996 Duke University School

Ayati, Bruce, Professor, Mathematics/Orthopaedics and Rehabilitation, 2007 (2017); BA 1993 University of California-San Diego; MS 1994 University of Illinois at Chicago; PHD 1998 University of Illinois at Chicago

Aykin-Burns, Nukhet, Adjunct Associate Professor, Radiation Oncology, 2008 (2017); BS 1995 Middle East Technical Univ; PHD 2002 Missouri-Rolla,

Ayoob, Abdur Rafa, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MBBS 2008 Rampure Medical College

Ayres, Lioness, Emeritus Associate Professor, Nursing, 2005 (2011); MSN 1992 University of Illinois at Chicago; PHD 1998 University of Illinois at Chicago

Ayyappan, Sabarish, Clinical Assistant Professor, Internal Medicine, 2019 (2019); MBBS 2004 Madras Medical College

B

Baalrud, Scott David, Associate Professor, Physics Astronomy, 2012 (2018); BS 2006 University of Wisconsin-Madison; MS 2008 University of Wisconsin-Madison; PHD 2010 University of Wisconsin-Madison

Bachelor, Jeremy W., Adjunct Lecturer, Teaching and Learning, 2020 (2020); MA 2012 Illinois State University; PHD 2016 Universidad Intl Iberoamerican

Bachman, Victoria Vicki Ann, Adjunct Lecturer, Teaching and Learning, (2018); BS 1983 University of Iowa; MA 1994 University of Iowa

Back, Dongyub, Adjunct Instructor, Asian Slavic Languages Literature, 2020 (2020); BA 2005 Kyung-Hee University; MED 2011 Myung-ji University

Badberg, Amy M., Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1995 Wayne St College, Wayne,NE; MD 1999 Univ of Nebraska MedCenter,NE

Badheka, Aditya, Clinical Associate Professor, Pediatrics, 2015 (2020); MBBS 2005 Gujarat Univeristy, India; MS 2008 Long Island University

Badovinac, Vladimir, Professor, Microbiology and Immunology/Pathology, 2007 (2020); BS 1994 Belgrade; MS 1997 Belgrade; PHD 1999 Belgrade

Baek, Seungyeob, Assistant Professor, Industrial Engineering/Radiation Oncology, 2015 (2015); PHD 2013 Seoul National University

Baeth, Austin Tyler, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); HS 2003 Hoover High School; MD 2012 Carver College of Medicine

Bagby, Justin Paul, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2016); PHARM 2015 University of Iowa

Bahr, Patricia Ann, Adjunct Instructor, Psych Quant Foundations/Teaching and Learning, 2015 (2015); BS 1986 University of Iowa; MS 1989 University of Iowa

Bahrlick, Audrey S., Adjunct Assistant Professor, Psych Quant Foundations, 1995 (1995); BA 1980 Ohio Wesleyan; MA 1981 The Ohio State University; MA 1986 The Ohio State University; PHD 1989 The Ohio State University

Bai, Er-Wei, Professor, Electrical-Computer Engineering, 1987 (2000); BS 1977 Fudan-China; ME 1982 Shanghai Jiaotong; PHD 1987 University of California-Berkeley

Bailey, Jonathon, Adjunct Instructor, Civil-Environmental Engineering, 2006 (2006); BA 1985 Iowa State; BS 1985 Iowa State

Bailey, Olivia Erin, Clinical Associate Professor, Emergency Medicine, 2007 (2015); BA 2000 University of Iowa; BS 2000 University of Iowa; MD 2004 University of Illinois at Chicago

Bailin, Steven, Clinical Associate Professor, Internal Medicine, 2014 (2014); MD 1984 Chicago Pritzker SOM

Bainbridge, Craig Wayne, Clinical Adjunct Associate Professor, Internal Medicine, 1977 (2002); MD 1974 University of Iowa

Bair, Heather Lucy, Clinical Assistant Professor, Nursing, 2000 (2012); BSN 1997 University of Iowa; MSN 2005 University of Iowa

Baird, Adam, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2013 Drake

Bairstow, Nigel Roger, Adjunct Lecturer, Marketing, 2018 (2018);

Baker, Amy Nicole, Adjunct Associate, Physical Therapy Rehab Science, 2009 (2009); BA 2005 Northwestern Univeristy; DPT 2007 University of Iowa

Baker, Charity Dara, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 2001 Univ of Wisconsin,LaCrosseWI; DO 2005 Des Moines Univ; Iowa

Baker, David Lee, Adjunct Lecturer, Law-Faculty, 2011 (2011); BA 1975 University of Iowa; JD 1979 University of Iowa

Baker, Joshua Paul, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BA 2001 Wartburg College, Waverly,IA; DO 2005 Des Moines Univ; Iowa

Baker, Karen Ann Kenaley, Associate Professor, Oral Path,RadiologyMedicine/Pharmacy Practice and Science, 1981 (1991); BS 1979 University of Iowa; MS 1981 University of Iowa

Baker, Kelly, Assistant Professor, Epidemiology/Occupational Environmental Health, 2014 (2014); PHD 2009 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Baker, Max T., Emeritus Associate Professor, Anesthesia, 1989 (1994); BS 1975 Georgia; MS 1978 Georgia; PHD 1980 Georgia

Baker, Richard G., Emeritus Professor, Earth and Environmental Sciences, 1970 (1982); BA 1960 University of Wisconsin-Madison; MA 1964 The University of Minnesota-Twin Cities; PHD 1969 Colorado

Baker, Richard Lance, Associate Professor, Mathematics, 1989 (1995); BA 1972 Drake; MS 1979 University of Iowa; PHD 1987 University of California-Berkeley

Baker, Sheila, Associate Professor, Biochemistry/Ophthalmology Visual Science, 2010 (2017); PHD 2003 Medical College of Wisconsin

Baker-El Abiad, Kimberly Michelle, Clinical Assistant Professor, Internal Medicine, 2008 (2008); BA 1996 University of Iowa; MD 2000 University of Iowa

Balakrishnan, Ramamurthy, Professor, Accounting, 1986 (2000); BS 1977 Madras-India; MBA 1979 Indian Institute of Management; PHD 1986 Columbia

Baldus, Clara Marie, Clinical Professor, Teaching and Learning, 2001 (2017); BA 1976 Mt. Mercy; MA 1988 Marycrest; PHD 2001 University of Iowa

Balikai, Shilpa Chandrappa, Clinical Assistant Professor, Pediatrics, 2014 (2014); DO 2007 WV - Osteopathic Med

Ball, David C., Clinical Adjunct Associate, Ophthalmology Visual Science, 2015 (2015); MD 1996 University of Nebraska-Lincoln

Ballard, Pamela S., Emeritus Assistant Professor, Nursing, 1993 (2002); BA 1958 University of Iowa; BSN 1978 University of Iowa; MSN 1985 University of Iowa

Ballas, Zuhair K., Professor, Internal Medicine, 1980 (1993); BS 1970 Amer Univ of Beirut-Lebanon; MD 1974 Amer Univ of Beirut-Lebanon

Baltimore li, Francis Dole, Adjunct Lecturer, Law-Faculty, 2020 (2020); JD 1993 University of Minnesota

Balto, Simon E., Assistant Professor, Cinematic Arts/History, 2018 (2018); BA 2005 Univ. of Wisconsin, Madison; MA 2010 Univ. of Wisconsin, Madison; PHD 2015 Univ. of Wisconsin, Madison

Banas, Jeffrey A., Professor, Pediatric Dentistry, 2006 (2006); BS 1981 Notre Dame; PHD 1987 University of Michigan-Ann Arbor

Bandstra, Mike J., Adjunct Lecturer, Law-Faculty, 1999 (1999); BS 1987 Iowa State; JD 1993 Iowa State

- Banfi, Botond B.**, Associate Professor, Anatomy Cell Biology/Internal Medicine, 2004 (2010); MD 2000 Semmelweis; PHD 2002 Semmelweis
- Bansal, Ritu**, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2011 (2011); BDS 2000 Manipal Academy; MPH 2006 The University of Texas at Houston
- Banu, Hussain**, Clinical Assistant Professor, Family Medicine, 2010 (2014); MBBS 1996 Tirunelveli Med College, India
- Bao, Wei**, Assistant Professor, Epidemiology, 2015 (2015); BSC 2006 Wuhan University; MD 2006 Tongji Medical College; MPH 2008 Tongji Medical College; PHD 2011 Tongji Medical College
- Baquero, Barbara I.**, Adjunct Associate Professor, Community Behavioral Health, 2012 (2018); MPH 2005 San Diego State; PHD 2010 San Diego State
- Bar, Robert S.**, Emeritus Professor, Internal Medicine, 1977 (1986); BS 1964 Tufts; MD 1970 The Ohio State University; MS 1970 The Ohio State University
- Barakat, Suzette**, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2013); MD 2008 Oregon Health Science
- Baran, Bengi**, Assistant Professor, Psychiatry/Psychological and Brain Sciences, 2020 (2020); BA 2004 Bogazici University; MA 2008 Bogazici University; PHD 2014 University of Massachusetts
- Barbosa, Maria Jose**, Emeritus Professor, International Programs/Spanish Portuguese, 1997 (2013); BA 1983 Federal de Minas Gerais-Brazil; MA 1984 University of North Carolina at Chapel Hill; PHD 1990 University of North Carolina at Chapel Hill
- Barbosa De Lira, Cristiane**, Lecturer, Spanish Portuguese, 2016 (2016); BA 2002 Centro Universitario FIEO; MA 2011 University of Georgia; PHD 2016 University of Georgia
- Barbuzza, Isabel**, Professor, Art Art History/International Programs, 1997 (2020); BA 1988 University of California-Santa Barbara; MFA 1990 University of California-Santa Barbara
- Barcus, Gregg Alan**, Adjunct Lecturer, Management and Entrepreneurship, 2016 (2016); BS 1973 Iowa State University
- Bardhoshi, Gerta**, Associate Professor, Public Policy Center/Rehabilitation and Counselor Education, 2015 (2019); PHD 2012 George Washington University
- Barefoot, Danielle Elizabeth**, Adjunct Instructor, University College Courses, 2019 (2019); BS 2014 University of south Carolina; MED 2016 Clemson University
- Barfknecht, Charles F.**, Emeritus Professor, Pharmacy, 1967 (1974); BS 1960 University of Wisconsin-Madison; PHD 1964 Kansas
- Barkan, Sandra Hackman**, Emeritus Assistant Professor, Cinematic Arts, 1995 (1985); AB 1963 Cornell; MA 1964 University of California-Los Angeles; PHD 1984 University of Iowa
- Barker, Brett H.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARM 2008 University of Iowa
- Barker, David Robert**, Adjunct Professor, Finance, 2004 (2008); BA 1984 University of California-Berkeley; MA 1986 University of Illinois at Chicago; PHD 1991 University of Illinois at Chicago
- Barker, Jason H.**, Associate Professor, Internal Medicine, 2005 (2015); MD 1999 Baylor
- Barker, Maria Teresita**, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2014 (2014); JD 2009 University of Iowa; PHD 2011 University of Iowa
- Barloon, Thomas J.**, Associate Professor, Radiology, 1981 (1992); BS 1971 Loras; MD 1975 University of Wisconsin-Madison
- Barlow, Patrick**, Assistant Professor, Internal Medicine, 2014 (2014); PHD 2014 University of Tennessee
- Barnes, Ed C.**, Adjunct Instructor, Social Work, 2000 (2000); MSW 1999 University of Iowa
- Barnes, Erin Frances**, Clinical Assistant Professor, Rehabilitation and Counselor Education, 2007 (2011); BA 2001 University of Iowa; MA 2005 University of Iowa; PHD 2011 University of Iowa
- Barnett, Mitchell John**, Adjunct Associate Professor, Pharmacy Practice and Science, 2014 (2014); BS 1989 University of Iowa; MS 1999 University of Iowa; PHARM 2004 University of Iowa
- Barnhardt, Cassie L.**, Associate Professor, Educ Policy Leadership Studies/Public Policy Center, 2012 (2018); BA 1997 University of Michigan-Ann Arbor; MA 2000 Michigan State University; PHD 2012 University of Michigan-Ann Arbor
- Barnhart, William**, Adjunct Associate Professor, Earth and Environmental Sciences, 2015 (2020); BS 2008 Washington Lee Univ.; PHD 2013 Cornell
- Barnhill, William Keith**, Clinical Adjunct Assistant Professor, Nursing, 2015 (2015); PHD 2014 Capella University
- Baron, Jeffrey**, Emeritus Professor, Neuroscience and Pharmacology, 1972 (1980); BS 1965 Connecticut; PHD 1969 University of Michigan-Ann Arbor
- Baron, Robert Jacob**, Emeritus Professor, Computer Science, 1970 (1993); AB 1963 San Diego State; MS 1965 Cornell; PHD 1968 Cornell
- Barragan, Eloy**, Associate Professor, Dance, 2005 (2012); MFA 2018 Hollins University
- Barrash, Joseph**, Clinical Professor, Neurology/Psychological and Brain Sciences, 1998 (2017); PHD 1988 University of Iowa
- Barron, Sheila**, Adjunct Assistant Professor, Psych Quant Foundations/Statistics Actuarial Science, 2001 (2001); BA 1989 University of Iowa; MA 1991 University of Iowa; PHD 1993 University of Iowa
- Barta, Gary Allen**, Adjunct Instructor, University College Courses, 2011 (2014); BS 1987 North Dakota State
- Bartachek, Amy Lynn**, Adjunct Instructor, University College Courses, 2005 (2016); MA 2001 University of Iowa
- Bartels, Douglas John**, Research Professor, Anatomy Cell Biology, (2020); PHD 1999 University of Iowa
- Barth Leick, Marcia Ann**, Adjunct Assistant Professor, Communication Sciences and Disorders, 1999 (2019); MA 1996 Northern Iowa
- Bartholomay, Lyric C.**, Adjunct Associate Professor, Epidemiology, 2014 (2014); BA 1998 Colorado State; PHD 2004 University of Wisconsin-Madison

Bartlett, Larry D., Emeritus Professor, Educ Policy Leadership Studies, 1985 (1994); BA 1964 Northern Iowa; JD 1974 University of Nebraska-Lincoln; PHD 1983 Iowa State

Bartlett, Luke Joseph, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2000 University of Iowa

Bartram, Faye, Adjunct Assistant Professor, History, (2017); BA 2005 University of Denver; MA 2010 University of Iowa; PHD 2017 University of Iowa

Barwacz, Christopher Andrew, Associate Professor, Family Dentistry, 2008 (2018); DDS 2007 University of Iowa

Bashir, Amani, Clinical Associate Professor, Pathology, 2011 (2019); MBBS 1998 Jordan

Bashir, Mohammad, Clinical Associate Professor, Surgery, 2013 (2018); MBBS 2003 Jordan

Basile, Monica Reese, Adjunct Assistant Professor, Gender, Women's and Sexuality Studies, 2013 (2013); PHD 2012 University of Iowa

Bassingthwaite, Brenda Jean, Adjunct Assistant Professor, Psych Quant Foundations/Teaching and Learning, 2010 (2010); BA 1995 North Dakota State; MS 1998 Iowa State; PHD 2007 University of Iowa

Bassler, Alisha Lorene, Clinical Adjunct Instructor, Preventive Community Dentistry, 2019 (2019); BA 2008 Simpson College; DDS 2013 University of Iowa

Bassuk, Alexander G., Professor, Neurology/Pediatrics, 2007 (2016); MD 1999 University of Illinois at Chicago

Basu, Hriden Narayan, Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1964 Calcutta Medical

Batcheler, Carolyn Jean, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2016 The University of Iowa

Bateman, Micah Shane, Lecturer, International Writing, 2011 (2020); MFA 2011 Iowa

Batenhorst, Gregory John, Adjunct Lecturer, Educ Policy Leadership Studies, 2018 (2018); EDD 2002 St. Louis University

Bates, David Scott, Professor, Finance, 1996 (2006); BS 1978 Massachusetts Inst of Technolo; MPA 1981 Princeton; MA 1985 Princeton; PHD 1988 Princeton

Bates, James N., Associate Professor, Anesthesia, 1984 (1990); BA 1972 University of California-Santa Barbara; MA 1975 University of California-Santa Barbara; PHD 1977 University of California-Santa Barbara; MD 1981 Miami

Bates, Melissa, Assistant Professor, Health and Human Physiology/Internal Medicine, 2014 (2014); BS 2001 University of California-Riverside; PHD 2008 Pennsylvania State University

Bathke, Josey, Adjunct Assistant Professor, Management and Entrepreneurship, 2005 (2005); BA 1997 William Penn; JD 2003 University of Iowa; MBA 2003 University of Iowa

Bathla, Girish, Clinical Assistant Professor, Radiology, (2018); MBBS 2014 Maulana Azad Medical College

Batz, Lindsey Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2015 University of Iowa

Bauder, Stephanie Rene, Adjunct Lecturer, Marketing, 2012 (2012); MBA 2003 University of Iowa

Bauer, Patrick B., Professor, Law-Faculty, 1979 (1985); BA 1972 Wesleyan; JD 1975 University of Illinois at Chicago

Baumbach, Gary Lynn, Emeritus Professor, Pathology, 1980 (1996); BA 1971 Wartburg; MD 1976 University of Iowa

Baumgart, Christina Marie Gaard, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2011 University of Iowa

Baumgartner, David, Adjunct Instructor, University College Courses, 2004 (2013); BA 1984 Northern Iowa; MA 1987 Northern Iowa; PHD 1990 Iowa State

Baumgartner, David, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BS 1998 US Air Force Academy; MBA 2013 University of Colorado; MD 2013 University of Colorado

Bausman, Cassandra Elizabeth, Lecturer, Rhetoric, (2019); PHD 2015 University of Iowa

Baxter, Leslie, Emeritus Professor, Communication Studies, 1994 (1994); BS 1971 Lewis and Clark; MS 1972 Oregon; PHD 1975 Oregon

Baybayan, Amber Lea, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2011); PHARMD 2010 University of Iowa

Bayer-Bowstead, Diana Kay, Clinical Assistant Professor, Internal Medicine/Pediatrics, 2014 (2016); MD 2009 Des Moines

Bayless, John D., Emeritus Professor, Psychiatry, 1999 (2008); BS 1974 University of Wisconsin-Oskosh; MS 1977 University of Wisconsin-Oskosh; PHD 1986 University of Iowa

Bayman, Emine Ozgur, Associate Professor, Biostatistics, 2008 (2017); BA 1999 Hacettepe, Turkey; MS 2002 Bursa, Turkey; MS 2004 University of Iowa; PHD 2008 University of Iowa

Baynton, Douglas Cameron, Emeritus Professor, History, 1993 (2016); BS 1986 Western Oregon State; MA 1988 University of Iowa; PHD 1993 University of Iowa

Bayon, Rodrigo, Clinical Associate Professor, Otolaryngology-Head Neck Surgery, 2010 (2018); MD 2004 South Florida Med

Bayouth, John E., Adjunct Associate Professor, Biomedical Engineering/Radiation Oncology, 2004 (2004); BS 1988 Kansas State; MS 1991 Kansas State; PHD 1993 The University of Texas at Austin

Bazavov, Alexei, Adjunct Assistant Professor, Physics Astronomy, 2015 (2015); BS 1997 Kiev State University; PHD 2007 Florida State University

Beadle, Abigail Leann, Adjunct Instructor, University College Courses, (2019); BA 2015 The University of Iowa; MED 2017 Clemson University

Beagle, Ashley Rene, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARMD 2016 University of Houston

Beane, Abby Elisabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARMD 2007 University of Iowa

Bear, Phillip A., Clinical Adjunct Assistant Professor, Internal Medicine, 1990 (2007); DO 1981 Osteopathic Med Hlth

Beard, Julie Michele, Clinical Adjunct Assistant Professor, Emergency Medicine, 2012 (2012); DO 2005 DMU-COM

Beasley, Byron T., Clinical Adjunct Assistant Professor, Internal Medicine, 1977 (1984); MD 1974 University of Iowa

Beasley, Oscar C., Emeritus Associate Professor, Internal Medicine, 1974 (1974); BS 1948 Kentucky; MD 1952 Vanderbilt

Bebout, Kevin L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2014); BSPH 1984 University of Iowa

Bechtel, Theresa Jane, Lecturer, Nursing, 2016 (2015); BSN 2008 Mercy College of Health Scienc; MSN 2012 University of Iowa

Beck, Margaret, Associate Professor, Anthropology, 2007 (2013); BA 1992 Kansas; MA 1995 Kansas; PHD 2003 University of Arizona

Beck, Mary Gwen, Clinical Professor, Internal Medicine, 1997 (2010); MD 1994 University of Iowa

Beck, Robert A., Clinical Assistant Professor, Family Medicine, 2011 (2011); BA 1983 Johns Hopkins; MD 1988 UMDNJ

Becker, Brett, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHAR 2020 University of Kentucky

Becker, Marcie Lynn, Clinical Assistant Professor, Physical Therapy Rehab Science, 2010 (2017); DPT 2001 Creighton

Becker, Nicole M., Assistant Professor, Chemistry, 2014 (2014); PHD 2012 Purdue University Main Campus

Beckermann, Christoph, Professor, Mechanical Engineering, 1987 (1996); MS 1984 Purdue University Main Campus; PHD 1987 Purdue University Main Campus

Beckett, Andrew, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2011 (2011); BS 1994 Truman State; MA 1996 University of Arizona; PHD 2006 Missouri-Columbia

Beckett, Emily Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2007 University of Iowa

Beckman, Jill N., Associate Professor, Linguistics, 1996 (2004); BA 1989 Michigan State University; MA 1991 The Ohio State University; PHD 1998 Massachusetts

Becraft, Mallory Colleen, Adjunct Instructor, University College Courses, 2015 (2015); BA 2011 University of Iowa; MED 2014 Colorado State University

Bedard, Nicholas Anthony, Assistant Professor, Orthopaedics and Rehabilitation, (2019); BS 2009 University of Nebraska; MD 2015 University of Iowa

Beddow, John K., Emeritus Professor, Chemical Biochemical Engineering, 1968 (1979); BSC 1954 A.M.C.T.Manchester,England; PHD 1959 Cambridge-England

Bedeian, Kelly Lynne, Adjunct Instructor, Interdisciplinary Programs, 2020 (2020); AA 1993 Scott Comm College, Bettendorf; BA 1996 University of Iowa

Bedell, David A., Clinical Associate Professor, Family Medicine, 1995 (2004); BA 1975 Colorado College; MD 1982 Washington

Beebout, Susan, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2008); BS 1997 Iowa State; MD 2001 University of Iowa

Beecher, Jill M., Adjunct Instructor, Communication Sciences and Disorders, 2016 (2016); DAUD 2008 University of Utah

Beeghly, James H., Emeritus Associate Professor, Psychiatry, 1985 (2000); BS 1972 West Virginia; MD 1978 West Virginia

Beenk, Denise Annette, Adjunct Instructor, Social Work, 2018 (2018); BA 1997 University of Northern Iowa; MSW 2014 University of Iowa; MBA 2018 Upper Iowa University

Begemann, Alexandra L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARMD 2014 University of Iowa

Behrendt, Douglas M., Emeritus Professor, Surgery, 1986 (1986); AB 1959 Amherst; MD 1963 Harvard

Behrens, Robert J., Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BS 1992 Iowa State; MD 1997 University of Iowa

Beichel, Reinhard R., Professor, Electrical-Computer Engineering, 2007 (2020); MS 1999 Graz Univ. of Technology; PHD 2005 Graz Univ.of Technology

Bell, Colin E., Emeritus Professor, Business Analytics, 1980 (1980); BA 1964 University of California-Berkeley; MA 1966 University of California-Berkeley; PHD 1969 Yale

Bell, Edward F., Professor, Pediatrics, 1979 (1988); BA 1969 Washington and Jefferson; MD 1973 Columbia

Bell, Greg Russell, Clinical Associate Professor, Emergency Medicine, 2007 (2013); MD 1988 The Ohio State University

Bell, Marvin H., Emeritus Professor, Creative Writing/English, 1965 (1975); BA 1958 Alfred; MA 1961 University of Illinois at Chicago; MFA 1963 University of Iowa

Bell, Tyler R., Assistant Professor, Electrical-Computer Engineering, 2018 (2018); BS 2012 Iowa State University; MS 2014 Iowa State University; PHD 2018 Purdue University

Bell, William E., Emeritus Professor, Pediatrics, 1962 (1972); BA 1951 West Virginia; MS 1951 West Virginia; MS 1953 West Virginia; MD 1955 Virginia

Belli, Meriam N., Associate Professor, History, 2008 (2015); BA 1994 Inalco, Paris, France; MA 1995 Inalco, Paris, France; PHD 2005 Georgetown

Bellizzi, Andrew M., Clinical Professor, Pathology, 2011 (2020); MD 2004 Northwestern Univeristy

Bellman, Suzanne Beth, Lecturer, Management and Entrepreneurship, 2010 (2010); BA 1984 Hampshire College; MA 2004 University of Iowa; DPHIL 2012 University of Iowa

Bellus, Paul, Adjunct Instructor, Communication Studies, 2001 (2001); BS 1993 University of Nebraska-Lincoln; MA 1995 University of Nebraska-Lincoln

Beltran Del Rio, Ruben, Associate Professor, Industrial Engineering, 2015 (2019); PHD 1996 Kansas State University

Beltz, Elizabeth A., Clinical Assistant Professor, Pharmacy Practice and Science, 1991 (1991); BSPH 1983 Purdue University Main Campus; PHARMD 1984 Purdue University Main Campus

Belz, Mark, Clinical Adjunct Professor, Internal Medicine, 2003 (2016); BS 1991 Pittsburgh; BSEE 1991 Pittsburgh; MD 1995 Wash St. Louis

Ben Romdhane, Asma, Lecturer, French Italian, 2010 (2019); BA 2009 Lang tunisia; MA 2013 University of Iowa

Benda, Jo Ann, Emeritus Professor, Pathology, 1979 (1996); BS 1971 Iowa State; MD 1975 University of Iowa

Bender, David Paul, Clinical Professor, Obstetrics Gynecology, 2004 (2018); BA 1991 Maine; MD 1995 University of Illinois at Urbana Champaign

Benesh, Joseph, Adjunct Lecturer, Management and Entrepreneurship, (2018); MBA 2016 University of Iowa

Bennett, Andrea Patricia, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2013 University of Iowa

Bennett, Cathleen, Adjunct Lecturer, Law-Faculty, 2020 (2020); JD 1985 Boston university School of Law

Bennett, Darus Lee, Clinical Professor, Radiology, 2001 (2013); BS 1984 Arkansas; MA 1986 Washington; MD 1990 Arkansas

Bennett, David, Professor, Geographical and Sustainability Sciences, 2000 (2010); BA 1980 Northern Iowa; MA 1982 University of Michigan-Ann Arbor; PHD 1994 University of Iowa

Bennett, John P., Clinical Adjunct Assistant Professor, Internal Medicine, 1991 (1991); MD 1985 George Washington

Bennett, Mark Joseph, Adjunct Lecturer, Business Analytics, 2016 (2016); MS 1982 U of Southern CA, Los Angeles; PHD 1986 U of California, Los Angeles; BS 1987 University of Iowa

Bennett, Matthew Harold, Adjunct Instructor, University College Courses, 2018 (2018); BS 2018 University of Iowa

Benoit, Gena Lou Rose, Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); BS 1995 St. Ambrose; MD 1999 University of Iowa

Benson, Christopher J., Professor, Internal Medicine/Neuroscience and Pharmacology, 1999 (2017); BS 1986 St. John's; MD 1991 The University of Minnesota-Twin Cities

Benson, Rebecca Joy Timmer, Clinical Associate Professor, Pediatrics, 2011 (2018); BA 1999 Hope College, MI; BS 1999 Hope College, MI; MD 2007 University of Iowa; PHD 2007 University of Iowa

Bentler, Ruth Ann Winnike, Emeritus Professor, Communication Sciences and Disorders, 1977 (2002); BS 1971 University of Iowa; MA 1973 University of Iowa; PHD 1987 University of Iowa

Benzoni, Thomas, Clinical Adjunct Assistant Professor, Family Medicine/Health Management Policy, 2019 (2019); BS 1974 Creighton University; DO 1983 Des Moines Univ of Osteopathy

Beranek, Randi Lea, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2012); PHARMD 2010 Drake

Berbaum, Kevin S., Emeritus Professor, Radiology, 1977 (1993); BA 1971 Millikin; PHD 1978 State University of New York

Berg, Daniel J., Associate Professor, Internal Medicine, 1995 (2003); BS 1981 University of Illinois at Urbana Champaign; MD 1986 University of Illinois at Urbana Champaign

Berg, Joyce E., Professor, Accounting, 1992 (2010); BS 1979 The University of Minnesota-Twin Cities; MBA 1985 The University of Minnesota-Twin Cities; PHD 1988 The University of Minnesota-Twin Cities

Berg, Mark Thomas, Associate Professor, Public Policy Center/Sociology and Criminology, 2013 (2016); BS 2003 Iowa State; MS 2005 Iowa State; PHD 2009 Missouri-St Louis

Berg, Wendy Carlson, Adjunct Lecturer, Psych Quant Foundations, (2019); BS 1978 Iowa State University; MA 1988 University of Iowa

Bergen-Jackson, Kimberly Michele, Adjunct Assistant Professor, Nursing/Social Work, 2014 (2014); BSN 2006 University of Iowa; MSN 2008 University of Iowa; PHD 2013 University of Iowa

Berger, Herbert Anton, Clinical Professor, Internal Medicine, 1992 (2005); BS 1981 Loyola; MD 1985 Loyola Stritch Schl of Medicin

Berger, Jaime Lee, Adjunct Instructor, Social Work, 2016 (2016); BA 2002 University of Iowa; MSW 2007 University of Iowa

Bergin-Batten, Tembi, Adjunct Instructor, University College Courses, 2016 (2016); MA 2011 University of Iowa

Bergland, Tara Christina, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2018); PHARMD 2015 University of Nebraska-Lincoln

Bergus, George Ravdin, Professor, Family Medicine/Physician Assistant/Psychiatry, 1990 (2005); BA 1976 Pennsylvania; MD 1982 Pennsylvania; MA 2002 University of Iowa

Berkowitz, Caryn Michelle, Clinical Associate Professor, Internal Medicine, 2015 (2015); MD 1985 State University of New York

Berkowitz, Dan, Emeritus Professor, Journalism Mass Communication, 1988 (2006); BS 1975 Humboldt State; MS 1985 Oregon; PHD 1988 Indiana University-Bloomington

Berkowitz, Sharon Gail, Clinical Associate Professor, Pediatrics, 2018 (2018); MD 1993 Chicago Medical School

Berman, Constance A., Emeritus Professor, History, 1988 (1994); BA 1970 Carleton; MA 1972 University of Wisconsin-Madison; PHD 1978 University of Wisconsin-Madison

Bermel, Holley Ann, Clinical Adjunct Assistant Professor, Family Medicine, 2013 (2013); BA 2001 Drake; DO 2006 Des Moines University

Bermick, Jennifer R., Associate Professor, Pediatrics, (2020); MD 2007 The Ohio State University

Bermingham, Charles J., Clinical Assistant Professor, Psych Quant Foundations, (2016); BA 2000 Loras College; PHD 2016 University of Iowa

Bern-Klug, Mercedes Eva, Professor, International Programs/Social Work, 2004 (2017); BA 1982 University of Iowa; MSW 1984 University of Iowa; MA 1991 Georgetown; DR 2003 Kansas

Bernabe, Adam G., Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2016 University of Iowa

Bernard, Kyle Steven, Adjunct Associate, Physical Therapy Rehab Science, 2017 (2017); BA 2013 University of Northern Iowa; DPT 2015 University of Iowa

Bernat, John Andrew, Clinical Associate Professor, Pediatrics, 2015 (2020); BA 1999 Washington University; MD 2009 University of Michigan-Ann Arbor; PHD 2009 University of Michigan-Ann Arbor

Bernhardt, Melissa, Clinical Adjunct Instructor, Preventive Community Dentistry, 1999 (1999); MS 1998 University of Iowa

Bernstein, Neil P., Adjunct Professor, Earth and Environmental Sciences/University College Courses, 2010 (2010); BS 1975 Colorado State; MS 1977 John Carroll; PHD 1982 The University of Minnesota-Twin Cities

Berrebi, Kristen G., Clinical Assistant Professor, Dermatology/Pediatrics, (2019); BA 2010 Yale University; MD 2014 Penn State College of Medicine

Berrey, Marquis, Associate Professor, Classics, 2011 (2017); BA 2003 St Olaf; MA 2006 The University of Texas at Austin; PHD 2011 The University of Texas at Austin

Berry, Sean R., Adjunct Lecturer, Law-Faculty, 2001 (2003); BBA 1982 Notre Dame; JD 1987 Northwestern University

Berry, Stephen Joseph, Emeritus Associate Professor, Journalism Mass Communication, 2003 (2006); BS 1970 Montevallo; MA 1984 University of North Carolina at Greensboro

Berry, Venise Torriana, Associate Professor, African-American Studies/Journalism Mass Communication, 1991 (1998); BA 1977 University of Iowa; MA 1979 University of Iowa; PHD 1989 The University of Texas at Austin

Berry-Stoelzle, Thomas Richard, Associate Professor, Finance, 2015 (2015); MA 2002 Ulm University; PHD 2007 University of Cologne

Bertellotti, Robert Paul, Clinical Associate Professor, Surgery, (2019); MD 1999 Creighton University

Bertolatus, John Andrew, Emeritus Associate Professor, Internal Medicine, 1982 (1992); BA 1972 Johns Hopkins; MD 1976 Johns Hopkins

Best, Leyla, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012); MD 2001 U. Peruana Cayetan Heredia

Bettendorf, Brittany Ann, Clinical Assistant Professor, Internal Medicine, (2017); MD 2011 University of Wisconsin

Bettis, Elmer Arthur Iii, Emeritus Professor, Earth and Environmental Sciences, 1995 (2015); BS 1975 Iowa State; MS 1979 Iowa State; PHD 1995 University of Iowa

Beyer, John Peter, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2014 Drake University

Beyer, Nancy Ellen, Clinical Associate Professor, Pediatrics/Psychiatry, 2008 (2015); BA 1982 University of Iowa; MA 1985 University of Iowa; MD 2003 University of Iowa

Bezugla, Valentyna, Adjunct Instructor, Mathematics, 2019 (2019); MS 1976 Kharkov State Univ., Ukraine

Bezuglyi, Sergii, Lecturer, Mathematics, 2013 (2017); PHD 1982 Kharkov National; DSC 2007 National Academy

Bhagavathi, Sharathkumar, Clinical Associate Professor, Pathology, 2017 (2017); MBBS 1988 MR Medical College

Bhalla, Ramesh C., Emeritus Professor, Anatomy Cell Biology, 1973 (1982); BVSC 1957 Panjab-India; FRVCS 1962 Stockholm; PHD 1970 University of Wisconsin-Madison

Bhandary, Asha Leena, Associate Professor, Philosophy, 2012 (2019); PHD 2011 Connecticut

Bhargava, Anuj, Clinical Adjunct Professor, Internal Medicine, 2005 (2016); MBBS 1996 Manlana Azad Medical

Bhatia, Sudershan K., Clinical Adjunct Associate Professor, Radiation Oncology, 2005 (2013); MD 1977 Allahabad; MPH 1986 John Hopkins; PHD 1992 John Hopkins

Bhatnagar, Ranbir K., Emeritus Professor, Neuroscience and Pharmacology, 1971 (1981); BS 1954 Lucknow-India; DVM 1958 Agra-India; MS 1963 Michigan State University; PHD 1971 Michigan State University; MFA 1999 University of Iowa

Bhatt, Ishan Sunilkumar, Associate Professor, Communication Sciences and Disorders, 2020 (2020); BA 2008 Maharstra Univ Health Science; MA 2010 Maharstra Univ Health Science; PHD 2013 Univ of N. Carolina Greensboro

Bhatt, Rajan M., Adjunct Associate Professor, Biomedical Engineering, 2015 (2012); BE 2001 MS University; ME 2004 SUNY at Buffalo; DPHIL 2007 SUNY at Buffalo

Bhatt, Vani, Clinical Assistant Professor, Pediatrics, (2018); MBBS 1992 University of Delhi; MD 1997 University of Delhi

Bhatti, M. Asghar, Professor, Civil-Environmental Engineering, 1980 (2006); BE 1972 Karachi-Pakistan; MS 1975 University of California-Berkeley; PHD 1980 University of California-Berkeley

Bhooghawon, Guru Vasistha, Clinical Assistant Professor, Pediatrics, 2017 (2017); MBBS 2009 SSR Medical College

Bianchi, Alison J., Associate Professor, Sociology and Criminology, 2007 (2010); MA 1998 Stanford; MA 2000 San Jose State; PHD 2001 Stanford

Bibbins, Tammera L., Adjunct Instructor, Social Work, 2016 (2016); BA 1993 University of Houston; MSW 1998 University of Houston

Bickenbach, Jackie R., Emeritus Professor, Anatomy Cell Biology/Dermatology, 1999 (2009); BS 1973 University of Iowa; MS 1979 University of Iowa; PHD 1982 University of Iowa; MA 1988 University of Iowa

Bickett-Weddle, Danelle, Adjunct Assistant Professor, Occupational Environmental Health/Public Health Administration, 2005 (2005); MPH 2003 University of Iowa

Biderman, Rachelle L., Adjunct Instructor, Journalism Mass Communication, (2020); BA 2005 University of Northern Iowa; MA 2010 University of Northern Iowa

Bieber, Dale, Clinical Professor, Internal Medicine/Pediatrics, 2007 (2015); BS 1969 Elizabethtown; MS 1972 Pennsylvania State University; MD 1976 Pennsylvania State University

Biederman, Lori Ann, Adjunct Instructor, University College Courses, 2018 (2018); PHD 2007 Texas AM University

Bieri, Linda Olson, Clinical Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1978 University of Iowa

Biger, Jacqueline Mayer Hockett, Adjunct Lecturer, Teaching and Learning, 2013 (2013); BA 2003 University of Iowa; AMLS 2006 Simmons; MAT 2013 University of Iowa

Bigolin, Simone, Adjunct Lecturer, Management and Entrepreneurship, 2009 (2009); MBA 2003 University of Kansas; MS 2003 Kansas

Bigsby, Kristina, Lecturer, Business Analytics, 2018 (2019); BA 2010 University of Iowa; MA 2013 University of Iowa; PHD 2018 University of Iowa

Biittner, Kelsey L., Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); DDS 2017 Creighton University

Bilki, Burak, Adjunct Assistant Professor, Physics Astronomy, 2015 (2015); BS 2001 Bogazici University, Turkey; MS 2006 Bogazici University, Turkey; PHD 2011 University of Iowa

Billiet, Gabriel Mcquade, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARMD 2003 University of Iowa

Bills, David B., Professor, Educ Policy Leadership Studies/Public Policy Center/Sociology and Criminology, 1985 (2005); BA 1975 Edinboro State; MS 1977 University of Wisconsin-Madison; PHD 1981 University of Wisconsin-Madison

Bingaman, Amy, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2014 (2014); BA 1997 Drake University; MD 2002 University of Iowa

Bingham, Heather Lynne, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2008 (2016); BS 1997 Brigham Young University; MD 2004 Texas Southwestern, Dall

Binkley, Elaine M., Assistant Professor, Ophthalmology Visual Science, (2019); BS 2007 Denison University; MD 2015 The Ohio State University

Bird, Michael Robert, Clinical Adjunct Instructor, Family Medicine, 2020 (2020); BS 1983 Creighton University, Omaha NE; MD 1987 University of Iowa

Birdsell, Michele M., Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BS 1993 University of Iowa

Birrell, Susan J., Emeritus Professor, American Studies, 1980 (1992); BA 1968 St Lawrence; MS 1976 Massachusetts; PHD 1978 Massachusetts

Bishop, Gail A., Professor, Microbiology and Immunology, 1989 (1998); BA 1977 St. Olaf; MS 1979 University of Wisconsin-Madison; PHD 1983 University of Michigan-Ann Arbor

Bishop, Warren P., Emeritus Professor, Pediatrics, 1989 (2007); BA 1975 St. Olaf; MD 1979 University of Wisconsin-Madison

Black, Donald W., Emeritus Professor, Psychiatry, 1986 (1996); BA 1978 Stanford; MD 1982 Utah

Black, Harold J., Emeritus Assistant Professor, Pharmacy, 1955 (1965); BS 1953 University of Iowa; MS 1955 University of Iowa

Blackhurst, Jennifer Jane Vincent, Professor, Business Analytics, 2014 (2014); BS 1995 Ohio; MS 1997 Ohio; PHD 2002 University of Iowa

Blair, Nathan, Clinical Assistant Professor, Anesthesia, 2016 (2017); MD 2011 University of Illinois at Urbana Champaign

Blair, Rebecca S., Associate Professor, Rhetoric, 2012 (2017); PHD 1988 Indiana University-Bloomington

Blaise, Clark L., Emeritus Professor, English, 1981 (1990); BA 1961 Denison; MFA 1964 University of Iowa

Blake, Douglas, Adjunct Assistant Professor, Communication Sciences and Disorders, 2020 (2020); PHD 2019 University of Iowa

Blanchard, Peter Floodstrand, Lecturer, Mathematics, 2001 (2006); BA 1986 University of Wisconsin-Madison; MS 1989 Virginia @ Charlottesville; PHD 1995 Virginia, Charlottesville

Blanchard, Suzette Bea, Adjunct Instructor, University College Courses, 2012 (2015); BA 2003 University of Iowa; MA 2010 University of Iowa

Blank, Joseph Roland, Adjunct Lecturer, Management and Entrepreneurship, (2021); DR 2018 Colorado Technical University

Blau, John L., Clinical Assistant Professor, Pathology, 2014 (2014); BS 2004 Utah State; MD 2008 Colorado

Blau, Linsey Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARMD 2003 University of Iowa

Bleher, Frauke M., Professor, Mathematics, 2000 (2009); BS 1989 Stuttgart-Germany; MS 1993 Stuttgart-Germany; PHD 1995 Stuttgart-Germany

Bleile, Ken Mitchell, Adjunct Professor, Communication Sciences and Disorders, 2019 (2019); PHD 1987 University of Iowa

Blinkinsop, Cynthia, Adjunct Instructor, Library Information Science, 2015 (2015); BED 1989 The University of Toledo; MS 1995 The University of Houston

Block, Robert I., Associate Professor, Anesthesia, 1988 (1994); BA 1969 Shimer; MS 1972 Harvard; MS 1977 Rutgers University-New Brunswick; PHD 1981 Rutgers University-New Brunswick

Bloesch, Richard J., Emeritus Associate Professor, Music, 1967 (1974); BA 1952 Elmhurst; MDIV 1955 Union Theological Seminary; SMM 1959 Union Theological Seminary; DMA 1971 University of Illinois at Urbana Champaign

Blomquist, Erik A., Clinical Adjunct Assistant Professor, Family Dentistry, 2020 (2020); DDS 2018 University of Iowa

Blondin, Martha Mckay, Clinical Adjunct Instructor, Nursing, 2000 (2000); MSN 1999 University of Iowa

Bloom, Stephen G., Professor, Journalism Mass Communication, 1993 (2004); BA 1973 University of California-Berkeley

Bloomberg, Justin David, Clinical Adjunct Associate, Ophthalmology Visual Science, 2019 (2019); DO 2014 Des Moines University

Blough, Peter Michael, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); DDS 2013 University of Iowa

Blount, Robert Jesse, Assistant Professor, Internal Medicine/Occupational Environmental Health/Pediatrics, 2017 (2017); MD 1999 Johns Hopkins SOM

Blum, Cinzia, Professor, French Italian/International Programs, 1989 (2009); MA 1985 University of Iowa; PHD 1989 Cornell

Blumberg, Life, Adjunct Instructor, Classics, 2016 (2014); BA 2002 Berea; MA 2004 Kentucky; MA 2012 University of Iowa

Blumberg, Mark S., Professor, Biology/Psychological and Brain Sciences, 1992 (2001); BA 1983 Brandeis; MA 1987 University of Illinois at Chicago; PHD 1988 University of Illinois at Chicago

Blythe, Gregory John, Clinical Adjunct Assistant Professor, Emergency Medicine, 2018 (2018); BS 2008 Mount Mercy College; DO 2012 Des Moines University

Bobek, Therese Marie Lusignan, Adjunct Lecturer, Accounting, 2017 (2017); BS 1982 University of Iowa; MA 1983 University of Iowa

Bobina, Mariya Aleksandrovna, Adjunct Assistant Professor, Management and Entrepreneurship, 2016 (2008);

MA 1993 Moscow Inst Electronics Math; MA 1996 Russian Academy of Economics; PHD 2001 Russian Academy of Sciences; MA 2010 University of Illinois, Chicago; PHD 2015 University of Illinois, Chicago

Boblenz, David Karl, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARM 1997 University of Iowa

Bock, Kayla Jean, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2015 University of Iowa

Bode, Jill L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2008 Drake University

Bodin, Eric, Associate Professor, English as Second Language, 2010 (2018); BA 1998 Iowa State; MA 2002 Iowa State

Bodine, Sue Carol, Professor, Internal Medicine, 2017 (2017); PHD 1985 Univ of California

Boe, Warren J., Emeritus Professor, Business Analytics, 1970 (1991); BA 1960 Luther; MS 1964 Iowa State; PHD 1970 Purdue University Main Campus

Boehmke, Frederick J., Professor, Political Science/Public Policy Center, 2000 (2013); BA 1995 Washington; MA 1998 Calif Inst of Technology; PHD 2000 Calif Inst of Technology

Boes, Aaron Daniel, Associate Professor, Neurology/Pediatrics/Psychiatry, 2016 (2020); BS 2003 University of Iowa; MD 2009 University of Iowa

Boese, Erin Alward, Clinical Assistant Professor, Ophthalmology Visual Science, 2018 (2018); MD 2013 University of Iowa

Boettger, David Allan, Adjunct Instructor, University College Courses, 2015 (2015); BA 1989 Luther College; MED 1994 Western Washington

Boevers, Jessica Lee, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1994 Univ of Northern IA, Cedar Falls; MD 1998 Univ of IA CCOM, Iowa City

Boevers, Kurt, Adjunct Associate, Physical Therapy Rehab Science, 2017 (2017); BA 1992 University of Northern Iowa

Boggess Jr., Thomas F., Professor, Electrical-Computer Engineering/Physics Astronomy, 1989 (1996); BS 1978 Lamar; MS 1980 North Texas State; PHD 1982 North Texas State

Bognar, Matthew Allyn, Associate Professor, Statistics Actuarial Science, 2002 (2018); BS 1992 University of Wisconsin-Lacrosse; MS 1994 University of Wisconsin-Madison; PHD 2002 University of Iowa

Bogue, Richard J., Clinical Associate Professor, Nursing, 2012 (2012); BA 1980 South Florida; MA 1982 South Florida; PHD 1988 The University of Texas at Austin

Bohannon, Christina, Professor, Law-Faculty, 2000 (2010); BS 1994 Florida; JD 1997 Florida

Bohner, Scott, Clinical Adjunct Instructor, Family Medicine, 2019 (2019); BA 2001 Central College; DO 2005 Des Moines University

Bohnsack, Janice K., Adjunct Lecturer, Teaching and Learning, (2018); BS 1976 Iowa State University; MA 1991 University of Iowa

Bohr, Lindsey June, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2011); PHARM 2009 University of Iowa

Boldt, H. Culver, Professor, Ophthalmology Visual Science, 1992 (2006); BS 1982 Northwestern University; MD 1984 Northwestern University

Boles, Terry L., Emeritus Associate Professor, Management and Entrepreneurship, 1993 (2001); BA 1986 University of California-Santa Barbara; PHD 1991 University of California-Santa Barbara

Bolger, Holly-Marie, Clinical Associate Professor, Obstetrics Gynecology, 2011 (2020); BA 2003 Drake; DO 2007 Des Moines

Boller, Michael Charles, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Iowa

Bollier, Matthew John, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2010 (2017); BA 2000 Wheaton; MD 2004 Loyola Stritch

Bolton, Kimberly, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2019); PHARM 2018 University of Kansas

Bolton, Romy S., Adjunct Lecturer, Management and Entrepreneurship, 2017 (2017); BBA 1986 University of Iowa; MBA 1993 University of Iowa

Bond, Sarah Emily, Associate Professor, History, 2014 (2018); MA 2007 University of North Carolina at Chapel Hill; PHD 2011 University of North Carolina at Chapel Hill

Bonfield, Arthur E., Emeritus Professor, Law-Faculty, 1962 (1966); BA 1956 Brooklyn; JD 1960 Yale; LLM 1961 Yale

Bonfig, Christine Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARM 2008 University of Iowa

Bonfig-Becker, Holly, Adjunct Instructor, Radiology, 2016 (2016); BS 2006 University of Iowa

Bonney, William W., Emeritus Associate Professor, Urology, 1969 (1973); AB 1953 Whittier; MD 1961 University of California-Los Angeles

Bonthius, Daniel Joseph, Emeritus Professor, Pediatrics, 1991 (2008); BS 1982 University of Iowa; MD 1990 University of Iowa; PHD 1990 University of Iowa

Bonthius, Nancy E., Clinical Associate Professor, Pediatrics, 1994 (2016); BS 1986 University of Iowa; PHARM 1990 University of Iowa

Booker, Stacy Leigh, Adjunct Assistant Professor, Communication Sciences and Disorders, (2019); BS 2011 Bob Jones Univ.; MS 2013 Purdue Univ.

Boonsiriphant, Piriya, Clinical Assistant Professor, Prosthodontics, 2015 (2015); DDS 2009 Chulalongkorn University; MDS 2015 New York University

Boonstra, Nathan, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2003 University of Iowa

Boos, Florence, Professor, English/International Programs, 1973 (1982); BA 1964 University of Michigan-Ann Arbor; MA 1965 Harvard; PHD 1972 University of Wisconsin-Madison

Bopp, Heather R., Adjunct Instructor, University College Courses, 2009 (2014); AA 1995 Ellsworth Community College

Borcherding, Debra Jane, Clinical Adjunct Assistant Professor, Pediatrics, 2019 (2019); DO 2014 Des Moines University

Borghi, Brittany Ann, Lecturer, Rhetoric, (2018); BA 2010 Univ of Maryland, College Park; MFA 2018 University of Iowa

Borgwardt, Derek S., Clinical Adjunct Assistant Professor, Periodontics, 2011 (2011); DDS 2008 University of Iowa

Bork, Byron E., Adjunct Associate, Physical Therapy Rehab Science, 1976 (1976); MA 1967 University of Iowa

Bork, Robert, Professor, Art Art History, 1998 (2012); BA 1989 Harvard; MS 1990 University of California-Santa Cruz; MA 1993 Princeton; PHD 1996 Princeton

Borreca, Arthur R., Associate Professor, Theatre Arts, 1989 (1997); BA 1981 Oberlin; MFA 1986 Yale; DFA 1993 Yale

Borst, Stephanie Kay, Adjunct Instructor, Internal Medicine, 2015 (2015); BS 2010 Iowa State University

Bosko, Alyssa, Adjunct Instructor, Radiology, 2018 (2018); BS 2017 University of Iowa

Bossen, Ann L. Gibbs, Adjunct Assistant Professor, Nursing, 2016 (2016); BSN 1979 University of Iowa; MSN 2000 University of Iowa; PHD 2013 University of Iowa

Bossler, Aaron Douglas, Clinical Professor, Pathology, 2005 (2017); MD 2001 University of Iowa; PHD 2001 University of Iowa

Bostian, Levi Dean, Adjunct Lecturer, Management and Entrepreneurship, (2018); BS 2014 Northern Iowa

Bottei, Edward M., Clinical Adjunct Assistant Professor, Internal Medicine/Pediatrics/Pharmacy Practice and Science, 2002 (2002); BS 1988 Notre Dame; MD 1992 University of Illinois at Chicago

Boudreau, Ryan L., Associate Professor, Internal Medicine, 2013 (2020); BS 2002 The University of Minnesota-Twin Cities; PHD 2008 University of Iowa

Boukhar, Sarag Aboujafar, Clinical Assistant Professor, Pathology, 2016 (2016); MBCHB 2005 University of Tripoli

Bourgeacq, Jacques A., Emeritus Professor, French Italian, 1969 (1982); MA 1965 St. Louis; PHD 1972 University of Iowa

Bourgeois, Brandon Elliott, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2013 (2013); BS 1994 University of Iowa; MD 1998 University of Iowa

Bourjaily, Pamela Gibbs, Associate Professor, Management and Entrepreneurship, 2009 (2019); MA 1984 University of Illinois at Urbana Champaign

Bouschlicher, Murray Ray, Emeritus Professor, Operative Dentistry, 1980 (2001); BA 1969 University of Iowa; DDS 1976 University of Iowa; MS 1996 University of Iowa

Boutros, Rami, Clinical Professor, Pediatrics, 2011 (2011); MD 1989 Damascus; MBA 2009 UMASS

Bowden, Ned B., Professor, Chemistry, 2002 (2020); BS 1994 California-Technology; MS 1997 Harvard; PHD 1999 Harvard

Bowdler, Noelle Clare, Clinical Professor, Obstetrics Gynecology, 1988 (2009); BA 1978 Michigan State University; MD 1982 University of Michigan-Ann Arbor

Bowen, Jennifer Irene, Adjunct Instructor, Theatre Arts, 2016 (2016); BA 2002 University of Iowa

Bowers, Miranda, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Wisconsin

Bowers, Robert, Clinical Adjunct Assistant Professor, Family Dentistry, 2016 (2016); DDS 2016 University of Iowa

Bowers, Wayne A., Clinical Professor, Psychiatry, 1988 (2001); BA 1974 University of Wisconsin-Oskosh; MS 1976 University of Wisconsin-Oskosh; PHD 1987 University of Iowa

Bowlus, Dawn Marie, Adjunct Lecturer, Management and Entrepreneurship, 2010 (2013); BA 1993 Luther College

Bowman, Nicholas A., Professor, Educ Policy Leadership Studies/Public Policy Center, 2015 (2017); BA 2001 University of California-Los Angeles; MA 2005 University of Michigan; PHD 2008 University of Michigan-Ann Arbor

Bowman, Rebecca Elizabeth, Adjunct Lecturer, Nursing, (2019); DNP 2013 Regis University

Boyd, Jane K., Adjunct Instructor, Pharmacy Practice and Science, 2016 (2016); BSPH 1982 Albany College of Pharmacy

Boyd, Sheila Ann, Adjunct Instructor, Journalism Mass Communication, 2005 (2017); BA 1978 St. Ambrose

Boyd, Willard L., Emeritus Professor, Law-Faculty, 1954 (1961); BLS 1949 The University of Minnesota-Twin Cities; LLB 1951 The University of Minnesota-Twin Cities; LLM 1952 University of Michigan-Ann Arbor; SJD 1962 University of Michigan-Ann Arbor

Boyden, Alexander Wiser, Research Assistant Professor, Pathology, (2020); BA 2006 Augustana College; PHD 2012 University of Iowa

Boyer, Daniel B., Emeritus Professor, Operative Dentistry, 1974 (1988); BA 1966 University of Iowa; DDS 1970 University of Iowa; PHD 1974 Polytechnic Institute

Boyer, Floyd R., Adjunct Instructor, Pharmacy Practice and Science, 1998 (1998); BS 2000 University of Iowa

Boyken, Frances Kay, Adjunct Instructor, University College Courses, (2019); BA 2006 University of IA; MA 2014 University of Iowa

Boyle, Don E., Emeritus Assistant Professor, Surgery, 1978 (1978); MD 1963 University of Iowa

Boyle, Jessica Lea, Adjunct Instructor, University College Courses, 2014 (2014); AA 2005 Kirkwood

Boyles, Shannon Elise, Assistant Professor, Aerospace Studies, 2016 (2016); BA 2008 Creighton University

Boynton, George R., Emeritus Professor, Political Science, 1964 (1971); BA 1957 Oklahoma Baptist; PHD 1964 University of North Carolina at Chapel Hill

Boyum, Eric, Clinical Adjunct Assistant Professor, Psychiatry, 2015 (2015); MD 2010 Washington University

Bozeman, Theodore D., Emeritus Professor, History/Religion, 1974 (1987); BA 1964 Florida Presbyterian; BD 1968 Theological Seminary; PHD 1974 Duke

Bradley, Catherine S., Professor, Epidemiology/Obstetrics Gynecology/Urology, 2003 (2015); AB 1990 College of the University of C; MD 1994 Washington Univ. School of Med; MS 2002 Clin. Epidemiology, Univ. Penn

Bradley, Suzanne Celine, Lecturer, Art Art History, 2014 (2019); MFA 2012 University of Iowa

Bradley Jr., A. Allen, Professor, Civil-Environmental Engineering, 1994 (2009); BS 1983 Virginia Tech; MS 1984 Stanford; PHD 1992 University of Wisconsin-Madison

Braidwood, Alexander, Adjunct Assistant Professor, University College Courses, 2016 (2016); MFA 2011 Art Center College of Design

Branch, Anthony P., Adjunct Instructor, University College Courses, 2015 (2015); BS 2003 University of Iowa

Branch, Lori Ann, Associate Professor, English, 2000 (2006); BA 1992 Harding; MA 1994 Memphis; PHD 2000 Indiana University-Bloomington

Brander, Sarah Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARM 2013 University of Iowa

Brandt, Debra Sue, Research Assistant Professor, Obstetrics Gynecology, 2015 (2015); BSN 1981 University of Iowa; MSN 2009 University of Iowa; PHD 2013 University of Iowa

Brandtner, Alex, Clinical Adjunct Instructor, Preventive Community Dentistry, 1998 (2010); BS 1977 William Penn; DDS 1981 University of Iowa; MS 1989 University of Iowa

Branum, Mark Nelson, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2003 Creighton University

Brashers-Krug, Thomas M., Clinical Associate Professor, Psychiatry, 2008 (2008); PHD 1995 Massachusetts; MD 1996 Rush Medical

Brass, Callie Lynn, Adjunct Lecturer, Rehabilitation and Counselor Education, 2018 (2018); MA 2014 University of Iowa

Braun, Terry A., Professor, Biomedical Engineering, 2002 (2018); BS 1993 University of Iowa; MS 1995 University of Iowa; PHD 2001 University of Iowa

Bredice, Susin, Adjunct Assistant Professor, Social Work, 2014 (2020); BA 2001 Iowa State University; MSW 2013 University of Iowa

Brehy, Patrick John, Associate Professor, Biostatistics, 2013 (2017); BA 2002 Iowa State; MS 2004 Iowa State; PHD 2009 University of Iowa

Brehmer, Ailey M., Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2006 Des Moines

Breitbach, Kathryn Carole Moore, Adjunct Lecturer, Nursing, 1986 (1999); MA 1994 University of Iowa

Breitkreuz, David R., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BS 1983 George Fox; MD 1987 Oregon

Brennan, Robert L., Emeritus Professor, Psych Quant Foundations, 1979 (1994); BA 1967 Salem State-Massachusetts; MAT 1968 Harvard; EDD 1970 Harvard

Brennan, Theresa, Clinical Professor, Internal Medicine, 2001 (2015); BS 1988 University of Iowa; MD 1992 Northwestern University

Brennan, Timothy J., Emeritus Professor, Anesthesia, 1993 (2006); BS 1973 St. Johns; PHD 1984 The University of Texas at Austin; MD 1989 Oklahoma

Brenneman, Anthony E., Clinical Professor, Physician Assistant, 2004 (2014); BA 1984 Linfield, OR; MSW 1987 Portland State; MPAS 1996 University of Iowa

Brenner, Robert L., Emeritus Associate Professor, Earth and Environmental Sciences, 1977 (1982); BS 1963 City College of New York; MS 1964 Montana; PHD 1973 Missouri

Breon, Richard C., Adjunct Professor, Health Management Policy, 1990 (2014); MA 1980 University of Iowa

Brettell, Leslie Marie, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); BS 1978 Stanford; MS 1980 Colorado State; MD 1986 Texas, Southwestern

Brewster, Amy Primus, Adjunct Instructor, University College Courses, 2016 (2016); BA 1995 University of Iowa; MA 2004 The University of Minnesota-Twin Cities

Brian, Amber Elise, Associate Professor, Interdisciplinary Programs/Spanish Portuguese, 2001 (2016); MA 1996 University of Wisconsin-Madison; PHD 2007 University of Wisconsin-Madison

Bribriescio, Andrew William, Adjunct Assistant Professor, Interdisciplinary Programs, (2019); BA 2007 University of Chicago; JD 2010 University of Iowa

Bricker, Dennis L., Emeritus Associate Professor, Industrial Engineering, 1974 (1980); BS 1965 University of Illinois at Urbana Champaign; MS 1966 University of Illinois at Urbana Champaign; MS 1972 Northwestern University; PHD 1975 Northwestern University

Brimeyer, Ryan M., Clinical Adjunct Assistant Professor, Internal Medicine, 2014 (2014); DO 2007 Des Moines Osteopathic Univ

Bringman, Colleen Louise, Lecturer, Biomedical Engineering, 2016 (2016); BE 2008 University of Iowa; PHD 2015 University of Iowa

Brinkley, Jamel, Assistant Professor, Creative Writing, 2015 (2020); MFA 2015 THE UNIVERSITY OF IOWA

Brinkman, Mary Kay, Clinical Adjunct Instructor, Preventive Community Dentistry, 2009 (2009);

Brochu, Christopher Andrew, Professor, Earth and Environmental Sciences/University College Courses, 2001 (2015); BS 1989 University of Iowa; MA 1992 The University of Texas at Austin; PHD 1997 The University of Texas at Austin

Brodd, Anders Jon, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 1998 University of Iowa

Broderick, Ann, Emeritus Professor, Internal Medicine, 2001 (2013); AB 1978 Princeton; MD 1986 University of Iowa; MS 1991 University of Iowa

Broffitt, James D., Emeritus Professor, Statistics Actuarial Science, 1970 (1988); BA 1963 DePauw; MS 1965 Colorado State; PHD 1969 Colorado State

Brogden, Kim Alan, Professor, Periodontics, 2004 (2004); BS 1975 Iowa State; MS 1977 Iowa State; PHD 1981 Iowa State

Brogden, Nicole K., Associate Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2012 (2020); BS 2003 University of Iowa; PHARM 2007 University of Iowa

Bronemann, Brittany Jillisa, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2012 University of Iowa

Brooks, Dominique Lashawn, Adjunct Instructor, University College Courses, 2018 (2018); BA 2006 Ohio State University; PHD 2014 University of Iowa

Brooks, Michael S., Clinical Adjunct Assistant Professor, Internal Medicine, 1986 (1986); MD 1980 Loyola

Brooks, Philip Dean, Adjunct Lecturer, Finance, 2005 (2005); BBA 1972 University of Iowa; MBA 1974 University of Iowa; JD 1977 Creighton

Brophy, Alison, Adjunct Assistant Professor, Pharmacy, (2019); PHAR 2010 Rutgers, The State University

Brosius, Gregory Alan, Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); PHARMD 2000 University of Iowa

Broton, Katharine, Assistant Professor, Educ Policy Leadership Studies, 2017 (2017); MS 2012 University of Wisconsin; PHD 2017 University of Wisconsin

Brown, Adam Lee, Clinical Assistant Professor, Pediatrics, 2018 (2018); BS 1999 Willamette University; MD 2003 Uniformed Services University

Brown, Allison, Clinical Adjunct Assistant Professor, Pediatrics, 2005 (2005); BA 1997 William Jewell; MD 2001 University of Iowa

Brown, Bruce Philson, Emeritus Associate Professor, Radiology, 1977 (1995); BS 1966 University of Michigan-Ann Arbor; MD 1971 Medical College of VA

Brown, Carolyn Jane, Professor, Communication Sciences and Disorders, 1992 (2006); BS 1980 University of Iowa; MSPA 1982 Washington; PHD 1989 University of Iowa

Brown, Carolyn J., Adjunct Associate Professor, Communication Sciences and Disorders, 1983 (1992); PHD 1981 University of Iowa

Brown, Charles Edward, Adjunct Instructor, Health Management Policy, 2015 (2015); MHA 1984 Washington

Brown, Charlotte, Adjunct Instructor, University College Courses, 2017 (2017); HS 2008 Trinity Presbyterian School; BA 2012 University of Alabama; MA 2016 University of Georgia

Brown, Donald D., Professor, Internal Medicine, 1973 (1994); BA 1962 University of Iowa; MS 1965 University of Iowa; MD 1966 University of Iowa

Brown, Elizabeth Ann, Adjunct Lecturer, Psych Quant Foundations, 2018 (2018); PHD 2016 University of Iowa

Brown, Elizabeth Ann, Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 2005 (2005); BS 1988 University of Iowa; MD 1992 University of Iowa; MA 1994 University of Iowa

Brown, Erika Nicole Levis, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); DIP 1999 Audubone HS; BA 2003 Grinnell College

Brown, Grant Donald, Assistant Professor, Biostatistics, 2015 (2015); BS 2010 University of Iowa; MS 2012 University of Iowa; PHD 2015 University of Iowa

Brown, James Andrew, Professor, Biomedical Engineering/Urology, 2009 (2011); BA 1986 Colorado State; BS 1986 Colorado State; MD 1991 Baylor

Brown, Jennifer Erin, Associate Professor, English as Second Language, 2004 (2018); MA 2004 University of Iowa

Brown, Katarina, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2019 University of Iowa

Brown, Kenneth G., Professor, Educ Policy Leadership Studies/Management and Entrepreneurship, 1998 (2012); BS 1993 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; MA 1996 Michigan State University; PHD 1999 Michigan State University

Brown, Kyle E., Professor, Internal Medicine/Radiation Oncology, 2001 (2018); BA 1981 Case Western Reserve; MSC 1982 London-Economics; MD 1986 Case Western Reserve

Brown, Matthew Robert, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 2015 (2006); MD 1996 University of Iowa

Brown, Matthew P., Associate Professor, English, 2001 (2007); BA 1986 Oberlin; PHD 1996 Virginia

Brown, Samantha, Lecturer, English as Second Language, 2013 (2013); MA 2013 Northern Iowa

Brown, Shea, Lecturer, Physics Astronomy, 2016 (2016); BS 2003 Maine; MS 2005 Brandeis; PHD 2009 The University of Minnesota-Twin Cities

Brown, Thomas D., Emeritus Professor, Orthopaedics and Rehabilitation, 1983 (1987); BS 1972 University of Maryland-College Park; PHD 1976 Carnegie-Mellon

Brown, Thomas M. Jr., Clinical Adjunct Assistant Professor, Internal Medicine, 1980 (1980); MD 1969 Vanderbilt

Brown, Timothy Leo, Adjunct Assistant Professor, Industrial Engineering, 2003 (2003); BE 1994 University of Iowa; MS 1996 University of Iowa; PHD 2000 University of Iowa

Brown, Timothy S., Assistant Professor, Orthopaedics and Rehabilitation, 2017 (2017); BS 2007 University of Texas; MD 2011 University of Texas

Brown-Matthes, Alicia Anne, Emeritus Associate Professor, Dance, 1976 (1982); BA 1972 George Washington; MA 1976 University of Iowa

Browne, Jeffrey, Adjunct Instructor, Journalism Mass Communication, 2017 (2017); BA 1984 University of Nebraska; MED 1990 University of Florida

Browning, Ann Marie, Adjunct Lecturer, Teaching and Learning, 2017 (2017); BS 1987 University of Iowa; MA 1991 California State University; EDS 2008 Drake University

Brownlee, Michael Joseph, Clinical Associate Professor, Pharmacy, 2012 (2012); PHAR 2001 University of Iowa

Bruch, Leslie Anne, Clinical Professor, Neurosurgery/Pathology, 2006 (2011); BS 1986 University of Iowa; MD 1992 University of Iowa

Bruch, Sarah K., Adjunct Associate Professor, Public Policy Center, 2012 (2019); BS 1978 Kent State; MS 1993 Connecticut; PHD 2001 Kansas; BA 2002 Washington; MA 2007 University of Wisconsin-Madison; PHD 2012 University of Wisconsin-Madison

Bruell, Steven C., Emeritus Professor, Computer Science, 1985 (1996); BA 1973 The University of Texas at Austin; MS 1975 Purdue University Main Campus; PHD 1978 Purdue University Main Campus

Brugge, John F., Adjunct Associate Professor, Neurosurgery, 1997 (2013); BA 1959 LUTHER; MS 1961 University of Illinois at Urbana Champaign; PHD 1963 University of Illinois at Urbana Champaign

Bruhn, Allison Leigh, Associate Professor, Teaching and Learning, 2011 (2017); PHD 2011 Vanderbilt

Brumbaugh, Jane Ellen, Adjunct Assistant Professor, Pediatrics, 2012 (2015); BA 2002 The University of Minnesota-Twin Cities; BS 2002 The University of Minnesota-Twin Cities; MD 2006 The University of Minnesota-Twin Cities

Brunia, Stephanie Diane, Adjunct Assistant Professor, Art History, 2013 (2013); MFA 2012 New Mexico

Brunner Luse, Christine Carol, Adjunct Instructor, Interdisciplinary Programs, 2014 (2014); BSN 1985 Northern Illinois University; MPA 1989 Northern Illinois University

Bruno, Anna Lynne, Adjunct Assistant Professor, Accounting, 2015 (2015); MFA 2015 University of Iowa

Bruno, Maria Guadalupe, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2016 (2016); GED 1994 Ill. Regional Office of Educat; BGS 2003 Roosevelt University; MA 2005 Chicago Schl. of Prof. Psychol; PSYD 2015 IL Schl. of Prof. Psychology

Bryant, Andrew Douglas, Clinical Assistant Professor, Internal Medicine, (2019); MD 2016 University of Kentucky

Bryant, Ginelle, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); PHARMD 2007 Univ of Iowa College of Pharm

Bryant, Karen Nancy, Clinical Associate Professor, Communication Sciences and Disorders, 2003 (2010); BA 1984 Augustana; SCM 1989 University of Wisconsin-Madison

Buatti, John Michael, Professor, Neurosurgery/Otolaryngology-Head Neck Surgery/Radiation Oncology, 1999 (2001); BS 1982 Georgetown; MD 1986 Georgetown

Buch, Elana D., Associate Professor, Anthropology, 2011 (2018); MSW 2004 University of Michigan-Ann Arbor; MA 2005 University of Michigan-Ann Arbor; PHD 2010 University of Michigan-Ann Arbor

Buchakjian, Marisa, Assistant Professor, Otolaryngology-Head Neck Surgery, (2019); BA 2003 Case Western Reserve University; PHD 2010 Duke University; MD 2011 Duke University

Buchanan, Gordon F., Associate Professor, Neurology, 2014 (2018); MD 2004 University of Illinois at Urbana Champaign

Buchholz, James Harry John, Associate Professor, Mechanical Engineering, 2008 (2015); BS 1995 Alberta; BSC 1995 University of Alberta (Canada); MS 1997 Alberta; PHD 2006 Princeton

Buck, Harleah G., Professor, Nursing, (2020); BS 1979 Columbia University; MS 2000 University of South Florida; PHD 2008 University of South Florida

Buckingham, Edward T., Clinical Adjunct Assistant Professor, Psychiatry, 2012 (2012); BA 1999 Washington Univ; MD 2006 Colo School of Medicine; MPH 2007 Emory Univ

Buckley, Jennifer Ann, Associate Professor, English/Theatre Arts, 2011 (2019); BA 1998 University of Michigan-Ann Arbor; MA 2005 Columbia; MPHIL 2007 Columbia; DPIL 2011 Columbia

Buckwalter, Joseph Addison, Professor, Orthopaedics and Rehabilitation/Pediatrics, 1979 (1985); BA 1969 University of Iowa; MS 1972 University of Iowa; MD 1974 University of Iowa

Buckwalter, Joseph Addison, Assistant Professor, Orthopaedics and Rehabilitation, 2016 (2017); BS 2000 Duke University; PHD 2005 University of Iowa; MD 2011 Univ of Californi San Diego

Buckwalter, Kathleen Coen, Emeritus Professor, Health Management Policy/Nursing, 1974 (1989); BSN 1971 University of Iowa; MA 1976 University of Iowa; PHD 1980 University of Illinois at Urbana Champaign

Budd, Ann F., Emeritus Professor, Earth and Environmental Sciences, 1978 (1995); BA 1973 Lawrence; MS 1975 Johns Hopkins; PHD 1978 Johns Hopkins

Buettner, Garry R., Professor, Radiation Oncology, 1993 (1999); BA 1967 Northern Iowa; MS 1969 University of Iowa; PHD 1976 University of Iowa

Buhman, Michelle Sue, Adjunct Instructor, Social Work, 2019 (2019); AA 2001 Kirkwood Community College; BBA 2006 University of Iowa; MS 2017 Iowa State University; MSC 2017 Iowa State

Bulechek, Gloria Marie, Emeritus Professor, Nursing, 1963 (1996); BSN 1963 University of Iowa; MA 1967 University of Iowa; PHD 1981 University of Iowa

Bullard, Meghan, Adjunct Instructor, University College Courses, 2019 (2019); BS 2016 Creighton University

Bullock, Tammy Sue Clapham, Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2003); PHARMD 1998 University of Iowa

Bunch, Jacinda Lea, Assistant Professor, Nursing, 2009 (2019); BSN 2006 Missouri - Columbia; MSN 2008 Missouri - Columbia; PHD 2014 University of Iowa

Bunting, Dean A., Clinical Adjunct Assistant Professor, Family Medicine, 1990 (2002); BS 1980 Dubuque; MD 1984 University of Iowa

Burda, Angela, Adjunct Professor, Communication Sciences and Disorders, 2018 (2018); MA 1996 University of MN - Duluth; PHD 2000 Wichita State University

Burden, Sara Lynn, Adjunct Instructor, University College Courses, 2016 (2019); AA 1999 Indian Hills CC; BA 2001 University of Iowa; MA 2003 University of Iowa

Burdtt, Mark, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BA 1989 Northern Iowa; DO 1993 U of Osteopathic Med

Burek Pierce, Jennifer, Associate Professor, Interdisciplinary Programs/Library Information Science, 2005 (2011); MA 1990 Gonzaga; AMLS 1999 Indiana University-Bloomington; PHD 1999 Indiana University-Bloomington

Burer, Samuel, Professor, Business Analytics, 2001 (2012); BS 1997 Georgia; PHD 2001 Georgia Inst of Technology

Buresh, Christopher Thomas, Clinical Adjunct Professor, Emergency Medicine/Public Policy Center, 2007 (2017); BA 1997 St. Olaf College; MD 2001 University of Iowa

Burgess, Kelley Ann, Adjunct Lecturer, Management and Entrepreneurship, 2020 (2020); BS 2015 Upper Iowa University; MBA 2019 University of Iowa

Burk, Chelsea Dawn, Adjunct Instructor, University College Courses, 2020 (2020); BA 2011 University of Iowa; MA 2015 University of Iowa

Burke, Maureen Elizabeth, Adjunct Instructor, Linguistics, 1981 (1997); BA 1968 Emmanuel College; MA 1984 University of Iowa

Burke, N. Peggy, Emeritus Associate Professor, Health and Human Physiology, 1964 (1978); BA 1956 Moorhead State; MA 1957 Moorhead State; PHD 1965 University of Iowa

Burkhalter, Brooke Nicole, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2005 Iowa

Burkhalter, James Daniel, Adjunct Instructor, Social Work, 2017 (2017); BA 2007 University of Iowa; MSW 2010 University of Iowa

Burkholder, Jessica L., Clinical Adjunct Instructor, Preventive Community Dentistry, 2020 (2020); DDS 2018 University of Minnesota

Burnett, Andrean, Associate Professor, Oral Path, Radiology Medicine/Pathology/Pharmaceutical Sciences and Experimental Therapeutics/Radiation Oncology, 2010 (2017); BS 2000 Iowa State; PHD 2005 Iowa State

Burnett, Brian Paul, Clinical Adjunct Instructor, Family Medicine, (2019); BS 1991 Iowa State; MD 1995 University of Iowa Carver COM

Burnham, Frederick C., Clinical Adjunct Associate Professor, Family Dentistry, 1986 (2000); DMD 1977 Southern Illinois

Burnham, Sara E., Clinical Adjunct Assistant Professor, Emergency Medicine, 2016 (2016); BA 2000 Luther College; DMS 2002 University of Iowa

Burns, C. Patrick, Emeritus Professor, Internal Medicine, 1971 (1980); BA 1959 Kansas; MD 1963 Kansas

Burns, Trudy L., Emeritus Professor, Epidemiology, 1982 (1993); BA 1973 Oakland; MPH 1976 University of Michigan-Ann Arbor; PHD 1982 University of Michigan-Ann Arbor

Burras, Charles Lee, Adjunct Professor, University College Courses, 2011 (2011); PHD 1992 The Ohio State University

Burton, Richard G., Clinical Professor, Oral Maxillofacial Surgery/Otolaryngology-Head Neck Surgery, 1997 (2002); BA 1973 Hanover College; DDS 1977 The Ohio State University; MS 1985 University of Iowa

Burton, Steven J., Emeritus Professor, Law-Faculty, 1977 (1981); BA 1970 University of California-Los Angeles; JD 1973 Southern California

Busard, Joshua F., Adjunct Instructor, Geographical and Sustainability Sciences, 2015 (2015); BS 1999 University of Iowa; MS 2006 University of Illinois at Urbana Champaign

Bush, Alexandra Jennings, Adjunct Assistant Professor, Dance, 2018 (2018); BFA 2009 Florida State University; MFA 2015 University of Iowa

Bush, Audrey, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2013 University of Missouri

Bush, Eric Wayne, Associate Professor, Music, (2018); BM 2006 Central Michigan University; BME 2006 Central Michigan University; MM 2008 University of Montana; DMA 2015 The University of Iowa

Bushaw, Erica L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2007 University of Iowa

Bushnell, David, Professor, Radiology, 1992 (2004); BS 1975 University of Illinois at Urbana Champaign; MD 1979 University of Illinois at Urbana Champaign

Buss, William G., Emeritus Professor, Law-Faculty, 1967 (1970); BA 1955 Yale; LLB 1960 Harvard

Butali, Azeez, Associate Professor, Oral Path, Radiology Medicine/Pediatrics, 2013 (2017); BDS 2001 Lagos; PHD 2010 Dundee

Butcher, Howard K., Emeritus Associate Professor, Nursing, 1998 (2005); BS 1977 Lebanon Valley; BSN 1979 Thomas Jefferson; MSN 1986 Toronto; PHD 1994 South Carolina

Butchvarov, Panayot, Emeritus Professor, Philosophy, 1967 (1967); BA 1952 Robert-Turkey; MA 1954 Virginia; PHD 1955 Virginia

Butler, Amy C., Associate Professor, Social Work, 1992 (1996); BA 1977 Boston; MSW 1980 University of Michigan-Ann Arbor; MA 1984 University of Michigan-Ann Arbor; PHD 1987 University of Michigan-Ann Arbor

Butler, Audrey Ahchin, Adjunct Lecturer, Chemical Biochemical Engineering, 1989 (1998); PHD 1989 University of Iowa

Butler, John E., Emeritus Professor, Microbiology and Immunology, 1971 (1980); BS 1961 Univ of Wisconsin-River Falls; PHD 1965 Kansas

Butler, Matthew T., Adjunct Instructor, University College Courses, (2019); BA 1996 MOUNT MERCY COLLEGE; MFA 2003 THE UNIVERSITY OF IOWA

Butler, Nicholas Ryan, Clinical Associate Professor, Family Medicine, 2013 (2019); BS 2003 Benedictine, IL; MBA 2004 Benedictine, IL; MD 2009 University of Illinois at Urbana Champaign

Butler, Noah S., Associate Professor, Microbiology and Immunology, 2016 (2017); BA 1994 University of Iowa; PHD 2007 University of Iowa

Butler, Patrick Barry, Emeritus Professor, Mechanical Engineering, 1984 (1995); BS 1979 University of Illinois at Urbana Champaign; MS 1981 University of Illinois at Urbana Champaign; PHD 1984 University of Illinois at Urbana Champaign

Butler, Rachel Rose, Clinical Assistant Professor, Internal Medicine, 2012 (2016); MD 2009 Illinois

Butt, Ahmar M., Clinical Adjunct Assistant Professor, Psychiatry, 2016 (2016); MBBS 1999 Allama Iqbal Medical College

Butt, Ashley Michele, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2008 Drake

Butterfield, Jo Ella, Adjunct Assistant Professor, History/Interdisciplinary Programs/Law-Faculty, 2013 (2013); BA 2004 University of Iowa; MA 2005 University of Iowa; PHD 2012 University of Iowa

Buys, Lucinda M., Adjunct Associate Professor, Pharmacy Practice and Science, 1994 (2005); BS 1985 Briarcliff; BS 1987 Creighton; PHARM 1989 Creighton

Bybee, Jerald W., Clinical Adjunct Assistant Professor, Family Medicine, 2001 (2001); MD 1978 University of Iowa

Bynum, Tara, Assistant Professor, African-American Studies/English, (2020); PHD 2009 Johns Hopkins University

Byrd, Ann Marie, Adjunct Lecturer, Law-Faculty, (2019); BS 1990 Indiana University; JD 2000 Wake Forest University

Byreddy, Seenaiah, Clinical Adjunct Assistant Professor, Neurology, 2019 (2019); MBBS 2004 Gandhi Medical College, India; MBBS 2004 Gandhi Medical College, India

Byrnes, Sara Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2013 University of Colorado Denver

C

- Cac, Nguyen P.**, Emeritus Professor, Mathematics, 1968 (1972); LIC 1958 Saigon-Vietnam; MS 1961 London-England; PHD 1965 Cambridge-England
- Cadaret, Linda Marie**, Clinical Professor, Internal Medicine, 1999 (2020); MD 1994 Wayne State
- Cage Conley, Tameka**, Adjunct Assistant Professor, English/Interdisciplinary Programs/University College Courses, 2018 (2018); BA 1999 Dillard University; PHD 2006 Louisiana State University; MFA 2018 Iowa
- Cain, George D.**, Emeritus Professor, Biology, 1970 (1984); BS 1962 Sterline; MS 1964 Purdue University Main Campus; PHD 1968 Purdue University Main Campus
- Cain, Patricia A.**, Emeritus Professor, Law-Faculty, 1991 (1991); BA 1968 Vassar; JD 1973 Georgia
- Calarge, Chadi Albert**, Adjunct Associate Professor, Psychiatry, 2014 (2011); MD 1998 Dekwaneh, Lebanon
- Caldera, Megan M.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2010 Drake University
- Caldwell, Elizabeth**, Adjunct Assistant Professor, University College Courses, 2016 (2017); MA 2009 University of Oregon; PHD 2012 University of Oregon
- Caldwell, Lindsey S.**, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2015 (2015); BA 2004 University of Rochester; MD 2009 Stony Brook School of Med.
- Calhoun, Amy Rebecca Ulring Larso**, Clinical Associate Professor, Pediatrics, 2016 (2019); BA 2001 Luther College; MD 2005 Mayo Medical School
- Callaghan, John J.**, Emeritus Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 1990 (1993); BS 1975 Notre Dame; MD 1978 Loyola
- Callan, Michael Anthony**, Clinical Assistant Professor, Orthodontics, 2009 (2009); BS 1984 Creighton; DDS 1988 University of Iowa; MS 1991 University of Michigan-Ann Arbor
- Camacho, Molly Ann**, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2010); BS 2000 Wartburg; MPT 2002 University of Iowa
- Cameron, John**, Professor, Theatre Arts, 1997 (2012); BS 1977 Brigham Young; MA 1982 Kent State; PHD 1986 Kent State
- Camillo Jr., Victor P.**, Professor, Mathematics, 1970 (1979); BA 1966 Bridgeport; PHD 1969 Rutgers University-New Brunswick
- Campbell, Ann Melissa**, Professor, Business Analytics, 2000 (2014); BA 1993 Rice; PHD 2000 Georgia Tech
- Campbell, Cam F.**, Clinical Adjunct Instructor, Internal Medicine, 1992 (1992); MD 1982 Southern California
- Campbell, Colleen Ann**, Clinical Assistant Professor, Internal Medicine, 2014 (2015); BS 1999 St. Mary's College (IN); MS 2003 Sarah Lawrence; PHD 2010 University of Iowa
- Campbell, Elizabeth Ann**, Adjunct Instructor, Library Information Science, 2016 (2016); BS 1982 Concordia University; MA 1991 University of Iowa
- Campbell, Kevin P.**, Professor, Molecular Physiology Biophysics/Neurology, 1981 (1988); BS 1973 Manhattan; MS 1976 Rochester; PHD 1979 Rochester
- Campbell, Maja Ashleigh**, Adjunct Lecturer, Nursing, (2020); BSN 2013 Texas AM University
- Campbell, Steve J.**, Adjunct Instructor, University College Courses, 2015 (2015); BA 2005 University of Iowa; MS 2009 Texas State University
- Campbell, Tracey Jean**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2008 University of Iowa
- Campo, Michelle Lynn**, Associate Professor, Communication Studies/Community Behavioral Health, 2002 (2008); BS 1990 Cornell; MA 1994 The Ohio State University; PHD 1999 Michigan State University
- Campos, Javier H.**, Clinical Professor, Anesthesia, 1987 (2001); BS 1971 Federal Prep School; MD 1975 Autonomous
- Canahuate, Guadalupe Mercedes**, Associate Professor, Electrical-Computer Engineering, 2009 (2018); BS 2000 Pontificia; MS 2003 The Ohio State University; PHD 2009 The Ohio State University
- Canin, Ethan A.**, Professor, Creative Writing/English, 1991 (1998); BA 1982 Stanford; MFA 1984 University of Iowa; MD 1991 Harvard
- Cantor, Joan H.**, Emeritus Professor, Psychological and Brain Sciences, 1960 (1979); BA 1951 Syracuse; MA 1953 University of Iowa; PHD 1954 University of Iowa
- Cantrall, Craig**, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 1994 Central College; DPT 1997 Creighton University
- Cantrell, Matthew A.**, Clinical Associate Professor, Pharmacy Practice and Science, 2005 (2013); BS 2000 Mount Mercy; PHARM 2005 University of Iowa
- Cao, Huojun**, Assistant Professor, Endodontics, 2016 (2016); BS 2003 China Agricultural University; MS 2006 China Agricultural University; PHD 2011 Texas AM Health Sci Center
- Capella, Jeannette Marie**, Clinical Adjunct Assistant Professor, Surgery, 2019 (2019); BA 1989 University of South Florida; MD 1993 University of South Florida
- Caplan, Daniel Jonathan**, Professor, Preventive Community Dentistry, 2007 (2007); DDS 1988 University of Iowa; PHD 1995 University of North Carolina at Chapel Hill
- Caplan, Robert H.**, Clinical Adjunct Associate Professor, Internal Medicine, 1982 (1990); MD 1961 University of Illinois at Chicago
- Capozzi, Nicole L.**, Professor, Aerospace Studies, 2018 (2018); BE 2000 USAF Academy, CO; MA 2009 Embry-Riddle, FL; MA 2013 Air University, AL
- Caraher, Kristen Joy**, Clinical Assistant Professor, Psychiatry, 2016 (2016); PSYD 2014 Argosy University
- Carcia, Karen Joan**, Associate Professor, Interdisciplinary Programs, 2014 (2014); BA 1993 Syracuse University; MFA 1997 Indiana University; PHD 2004 Western Michigan University; MFA 2014 University of Iowa
- Carder, Jacqueline Christine**, Adjunct Assistant Professor, Communication Sciences and Disorders, 2018 (2018); BS 2007 University of Iowa; MA 2011 University of Iowa; DAUD 2012 University of Iowa

Carew, David P., Emeritus Professor, Pharmacy, 1957 (1965); BS 1952 Massachusetts; MS 1954 Massachusetts; PHD 1958 Connecticut

Cargill, Robert Raymond, Associate Professor, Classics/Religion, 2011 (2019); MDIV 2000 Pepperdine; MA 2006 University of California-Los Angeles; PHD 2008 University of California-Los Angeles

Carillo, James, Clinical Assistant Professor, Anesthesia, 2015 (2016); DMS 1981 University of Iowa

Carlin, Eduardo J., Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2000 Univ Peruana Cayetano Heredia

Carlisle, Erica May, Assistant Professor, Pediatrics/Surgery, 2016 (2016); MD 2007 University of Illinois at Chicago

Carlisle, Thomas L., Emeritus Associate Professor, Internal Medicine, 1992 (2002); BS 1972 University of Maryland-College Park; PHD 1978 University of Wisconsin-Madison; MD 1986 Missouri-Columbia

Carlson, Chelsea Denise, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2015 University of Iowa

Carlson, Jonathan C., Professor, International Programs/Law-Faculty/Public Policy Center, 1983 (1987); BA 1976 McGill; JD 1979 University of Illinois at Chicago

Carlson, Miranda, Adjunct Lecturer, Nursing, (2020); BSN 2015 University of Iowa

Carlson, Wayne R., Emeritus Professor, Biology, 1968 (1993); BA 1962 Rockford; MA 1966 Indiana University-Bloomington; PHD 1968 Indiana University-Bloomington

Carlstein, Andres Augustine, Lecturer, Health and Human Physiology, 2012 (2016); MFA 2012 University of Iowa

Carlstone, Spencer Lawrence, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1999 Baylor University, Waco, TX; MD 2003 Univ of IA CCOM, Iowa City, IA

Carlyle, David Adam, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1977 Notre Dame, Indiana; MD 1981 Univ of IA, CCOM, Iowa City

Carmen, Lee T., Adjunct Assistant Professor, Health Management Policy, 2002 (2002); BS 1983 Oklahoma; BS 1990 University of Iowa

Carmichael, Gregory R., Professor, Chemical Biochemical Engineering/Civil-Environmental Engineering/Nursing, 1978 (1985); BS 1974 Iowa State; MS 1975 Kentucky; PHD 1979 Kentucky

Carmichael, Robert S., Emeritus Professor, Earth and Environmental Sciences, 1977 (1983); BA 1963 Toronto; MS 1964 Pittsburgh; PHD 1967 Pittsburgh

Carmody, Brenda Renee, Adjunct Assistant Professor, Pharmacy Practice and Science, 1998 (2007); BSPH 1991 University of Iowa

Carnahan, Ryan Michael, Professor, Epidemiology, 2003 (2020); PHAR 2001 University of Iowa; MS 2004 University of Iowa

Caropreso, Philip R., Clinical Adjunct Professor, Surgery, 1987 (2004); MD 1972 Upstate Medical School

Carpenter, Aaron E., Adjunct Lecturer, Nursing, (2018); DNP 2016 Robert Morris University

Carpenter, Leslie R., Adjunct Associate, Physical Therapy Rehab Science, 2011 (2011); BS 1985 Russell Sage

Carpenter, Martin, Clinical Adjunct Assistant Professor, Psychiatry, 2007 (2007); MD 2002 Missouri

Carr, Lucas, Associate Professor, Health and Human Physiology, 2012 (2018); BS 2002 Wyoming; MS 2004 Wyoming; PHD 2008 Wyoming

Carrel, Margaret, Associate Professor, Epidemiology/Geographical and Sustainability Sciences/Interdisciplinary Programs/Internal Medicine, 2011 (2018); BA 2002 American University; MA 2007 University of North Carolina at Chapel Hill; PHD 2011 University of North Carolina at Chapel Hill

Carrica, Pablo, Professor, Mechanical Engineering, 2002 (2014); PHD 1993 Nacional De Cuyo

Carroll, Thomas J., Professor, Accounting, 1989 (2018); BBA 1979 Notre Dame; PHD 1988 University of Michigan-Ann Arbor

Carstensen, John August, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BS 1995 Iowa State; MD 2000 Iowa

Carter, A. Brent, Adjunct Professor, Radiation Oncology, 1998 (2013); AB 1988 William Jewell; MD 1992 Missouri

Carter, Anthony David, Clinical Adjunct Assistant Professor, Emergency Medicine, 2004 (2004); BA 1989 Cornell-Iowa; DO 1995 Univ of Osteopathic Medicine

Carter, Barry L., Emeritus Professor, Pharmacy Practice and Science, 2000 (2000); BS 1978 University of Iowa; PHARMD 1980 Virginia

Carter, David Alan, Adjunct Associate Professor, Finance, 2009 (2009); BS 1985 Brigham Young; MBA 1990 Utah; PHD 1996 Georgia

Carter, Elena, Lecturer, Rhetoric, 2017 (2018); BA 2011 University of California; MFA 2017 University of Iowa

Carter, Keith D., Professor, Ophthalmology Visual Science/Otolaryngology-Head Neck Surgery, 1988 (2001); BS 1979 Purdue University Main Campus; MD 1983 Indiana University-Bloomington

Carter, Knute D., Clinical Assistant Professor, Biostatistics, 2014 (2014); PHD 2013 University of Iowa

Carter, Thomas Heriot, Emeritus Associate Professor, Internal Medicine, 2001 (2001); AB 1977 Dartmouth; PHD 1982 Case Western Reserve; MD 1983 Case Western Reserve

Carvalho, Edgar, Adjunct Professor, Internal Medicine, 2007 (2007); MD 1973 Fed Univ of Bahia; PHD 1986 Fed. Univ of Bahia

Carver, Jennifer Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2010 University of Iowa

Carvour, Martha Lydia, Assistant Professor, Epidemiology/Internal Medicine, (2018); BS 2004 Iowa State U; MD 2012 Carver College of Medicine; PHD 2012 University of Iowa

Cary, Ana Alicia, Clinical Assistant Professor, Pediatrics, 2016 (2016); BA 1999 UC San Diego; MD 2009 University of Iowa

Cary, Richard T., Emeritus Associate Professor, Teaching and Learning, 1981 (1984); BS 1971 North Carolina State; MS 1973 North Carolina State; PHD 1976 Purdue University Main Campus

Casavant, Thomas L., Professor, Biomedical Engineering/Electrical-Computer Engineering, 1986 (1999); BS 1982 University of Iowa; MS 1983 University of Iowa; PHD 1986 University of Iowa

Case Haub, Michael John, Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2003); PHARM 2002 Drake

Casella, Paul, Adjunct Assistant Professor, Internal Medicine, 2009 (2009); MFA 1990 University of Iowa

Casey, Amy, Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); AASC 2014 Kirkwood Community College

Casey, Darren Patrick, Associate Professor, Physical Therapy Rehab Science, 2012 (2019); BS 1999 Syracuse; MS 2001 Syracuse; PHD 2007 Florida

Casey, Tyler Lee, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); MD 2002 Carver College of Medicine

Casillas, Alex, Adjunct Assistant Professor, Psychological and Brain Sciences, 2008 (2008); BA 1997 Grinnell; MA 2000 University of Iowa; PHD 2005 University of Iowa

Caskey, Benjamin L., Adjunct Instructor, University College Courses, 2004 (2014);

Caskey, Meredith Ann Ratzel, Adjunct Instructor, Teaching and Learning/University College Courses, 2015 (2015); BA 1996 University of Iowa

Casko, John S., Emeritus Professor, Orthodontics, 1976 (1976); BS 1960 Holy Cross; DDS 1964 Georgetown; MS 1968 Georgetown; PHD 1970 Pittsburgh

Casper, Walter W., Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); DDM 1985 Tufts University; DMD 1985 Tufts University

Cassell, Martin D., Emeritus Professor, Anatomy Cell Biology, 1982 (2004); BS 1976 Bristol-England; PHD 1980 Bristol-England

Casteel, Carri, Associate Professor, Epidemiology/Occupational Environmental Health, 2013 (2013); BS 1992 University of California-Irvine; MPH 1996 University of California-Los Angeles; PHD 2001 University of California-Los Angeles

Castellanos, Horacio, Associate Professor, Spanish Portuguese, 2011 (2017);

Caster, Joseph M., Assistant Professor, Radiation Oncology, 2017 (2017); PHD 2008 Duke University; MD 2012 University of North Carolina

Castle, Abigail Jo, Lecturer, English as Second Language, 2016 (2016); HS 2007 CHS; BA 2011 University of Iowa; MA 2016 University of Iowa

Casto, Andrew Michael, Associate Professor, Art Art History, 2016 (2020); BA 2000 Earlham College; MA 2009 University of Iowa; MFA 2010 University of Iowa

Casto, Heidi Mckay, Adjunct Assistant Professor, Art Art History, 2019 (2019); BFA 2002 Ohio State Univ; MFA 2011 University of Iowa

Caston, Jonathan D., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2016 Creighton University

Castro Ruiz, Leyre, Adjunct Assistant Professor, Psychological and Brain Sciences, 2006 (2006); PHD 2003 Deusto, Bilbao, Spain

Castro-Munoz, Isabel Cristina, Clinical Adjunct Assistant Professor, Internal Medicine, (2016); DO 2006 Des Moines U of Osteopathi

Caszatt-Allen, Wendy Lee, Adjunct Lecturer, Teaching and Learning, 2013 (2013); MA 2004 University of Iowa; PHD 2012 University of Iowa

Catellier, Michelle J., Clinical Adjunct Assistant Professor, Pathology, 2007 (2007); MD 1987 Indiana University-Bloomington

Cater, E. David, Emeritus Professor, Chemistry, 1961 (1979); BS 1954 Trinity; PHD 1960 Kansas

Cates, Diana F., Professor, Religion, 1990 (2010); BA 1983 St. Olaf; PHD 1990 Brown

Cathey, Alex A., Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); MD 2013 University of North Dakota

Catney, Christine M., Emeritus Assistant Professor, Pharmacy Practice and Science, 1996 (1996); BS 1975 St. Louis Coll of Pharmacy; MA 1986 University of Iowa; PHARM 1996 University of Iowa

Catney, Michael Roy, Clinical Adjunct Asst In Instruction, Nursing, 1984 (1998); MA 1982 University of Iowa

Cavanaugh, Joseph E., Professor, Biostatistics, 2003 (2008); BS 1986 Montana Tech; MS 1988 Montana State; PHD 1993 University of California-Los Angeles

Cave, Shireen Marie, Adjunct Instructor, University College Courses, 2014 (2014); BA 2007 Wartburg College

Cavett, Brock William, Adjunct Instructor, University College Courses, (2019); BA 2016 University of Iowa; MA 2019 University of Iowa

Cavey Lang, Jamie, Adjunct Instructor, University College Courses, 2014 (2014); BA 2007 University of Iowa; MA 2013 University of Iowa

Caviston, Abigail A., Assistant Professor, Biomedical Engineering, (2016); ME 2011 Zhejiang University; MS 2016 University of Southern California; PHD 2016 University of Southern California

Cawiezell, Jill Renee, Emeritus Professor, Nursing, 2008 (2008); MSN 1994 Missouri-Columbia; PHD 1998 Missouri-Columbia

Cearlock, Kenneth, Clinical Adjunct Assistant Professor, Family Medicine, 2000 (2002); MD 1979 Missouri

Cerhan, James, Adjunct Professor, Epidemiology, 2000 (2005); BA 1986 University of Iowa; PHD 1991 University of Iowa; MD 1993 University of Iowa

Cerone, Shane Michael, Adjunct Assistant Professor, Health Management Policy, 1998 (2004); MA 1995 University of Iowa

Cerreta, Florindo V., Emeritus Professor, French Italian, 1957 (1964); BA 1943 Fordham; PHD 1954 Columbia

Cetindag, Ibrahim Bulent, Clinical Associate Professor, Surgery, 2015 (2015); MD 1990 Ege, Izmir Turkey

Chadima, Helen Louise Gower, Emeritus Associate Professor, Dance, 1983 (1990); BA 1949 University of Iowa; MA 1981 University of Iowa

Chaffee, James, Adjunct Lecturer, Business Analytics, 2007 (2007); BS 1990 California PA; MA 2001 University of Illinois at Urbana Champaign

Chaffin, Jeffrey Gee, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2014 (2014); BS 1988 University of Tampa; DDS 1992 University of Nebraska-Lincoln

Chahla, Mayy, Clinical Assistant Professor, Internal Medicine, (2011); MD 2005 John's Hopkins

Chaikriangkrai, Kongkiat, Clinical Assistant Professor, Internal Medicine, 2019 (2019); MD 2009 Mahidol University

Chakraborty, Goutam, Adjunct Professor, Marketing, 2016 (2017); MS 1989 University of Iowa; PHD 1991 University of Iowa

Chalkley, Yvonne M., Emeritus Associate Professor, Dentistry Administration, 1977 (1984); BS 1973 University of Iowa; DDS 1977 University of Iowa; MS 1979 University of Iowa

Chamberlain, Kurt Joseph, Clinical Adjunct Assistant Professor, Emergency Medicine, 2018 (2018); BA 2010 University of Northern Iowa; MD 2015 University of Iowa

Chamberlain, Mindi Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, 2000 (2000); PHARM 1997 University of Iowa

Chamberlain, Tawny Marie, Adjunct Lecturer, Rehabilitation and Counselor Education, 2018 (2018); PHD 2018 University of Iowa

Chamberlain, Thaddeus Miles, Clinical Adjunct Assistant Professor, Endodontics, 2016 (2016); BS 1987 Iowa State University; DDS 1991 University of Iowa

Chamberlain, Tiffany Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); BS 1997 University of Wisconsin-Madison; PHARM 2004 University of Iowa

Chamorro, Angel, Adjunct Professor, Neurology, 2017 (2017); MD 1981 University of Valladolid Medic; PHD 1996 University of Barcelona Medica

Champion, Christopher Scott, Clinical Adjunct Assistant Professor, Family Medicine, 2005 (2005); BA 1993 Missouri @ Kansas City; DO 2000 Kansas City

Champion, Craig M., Clinical Adjunct Associate Professor, Internal Medicine, 1973 (1983); MD 1962 University of Iowa

Champion, Patricia Ann, Adjunct Assistant Professor, Teaching and Learning, 2015 (2015); BA 1975 Univ of Northern Colorado; MA 1979 Univ of Northern Colorado; EDD 2007 University of Phoenix

Chan, Aubrey C., Assistant Professor, Internal Medicine/Psychiatry, (2020); BS 2004 University of Utah; MD 2013 University of Utah; PHD 2013 University of Utah

Chan, Bing C., Emeritus Associate Professor, DCE Courses and Workshops, 1979 (1987);

Chan, Carlos Hou Fai, Assistant Professor, Radiation Oncology/Surgery, 2015 (2015); MD 2007 McGill University, Montreal

Chan, Kung-Sik, Professor, Radiology/Statistics Actuarial Science, 1991 (1999); BSC 1980 Chinese-Hong Kong; MA 1982 Princeton; PHD 1986 Princeton

Chandler, Kimberley L., Adjunct Lecturer, Teaching and Learning, 2018 (2018); BA 1984 The College of William Mary;

MED 1992 The College of William Mary; PHD 2004 The College of William Mary

Chandran, Krishnan B., Emeritus Professor, Biomedical Engineering, 1978 (1984); BS 1963 American-India; BTECH 1966 Indian Institute of Technology; MS 1969 Washington-Missouri; DSC 1972 Washington-Missouri

Chandran, Prem K., Clinical Adjunct Professor, Internal Medicine, 1987 (2017); MBBS 1973 Kerala-India

Chandrasekharan, Chandrikha, Clinical Assistant Professor, Internal Medicine, 2016 (2016); MBBS 2007 GOVT KILPAUK MEDICAL COLL

Chaney, Vicki, Clinical Adjunct Instructor, Preventive Community Dentistry, 2019 (2019); BS 2016 Texas Woman's University; MS 2018 Texas Woman's University

Chang, Kristi Erin, Clinical Associate Professor, Otolaryngology-Head Neck Surgery/Radiation Oncology, 2003 (2009); BS 1991 Palo Alto, CA; MD 1997 Southern California

Chang, Lan Samantha, Professor, Creative Writing/English, 1998 (2006); BA 1987 Yale; MPA 1991 Harvard; MFA 1993 University of Iowa

Chanthanakone, Peter, Adjunct Associate Professor, Art Art History, 2012 (2015); BFA 2004 McMaster; MFA 2006 Academy of Arts

Chapleau, Mark W., Professor, Internal Medicine/Molecular Physiology Biophysics, 1989 (2004); BS 1977 University of Wisconsin-Whitewater; PHD 1985 Louisiana State

Chapler, Frederick K., Emeritus Professor, Obstetrics Gynecology, 1970 (1976); BA 1957 University of California-Berkeley; MD 1960 UC-San Francisco

Chapman, Cole Garrett, Assistant Professor, Pharmacy Practice and Science, 2015 (2019); PHD 2014 University of Iowa

Charis-Donelson, Christina Marie, Clinical Assistant Professor, Internal Medicine, 2018 (2018); MD 2001 Carver College of Medicine

Charles, Jean-Francois, Assistant Professor, Music, 2016 (2016); MS 1997 Natl. Inst. Applied Sciences; PHD 2011 Harvard Graduate School

Charlton, Mary Elizabeth, Associate Professor, Epidemiology, 2009 (2019); BN 1998 University of Iowa; MS 2002 University of Iowa; PHD 2008 University of Iowa

Charney Coelho, Karen April, Adjunct Lecturer, Rehabilitation and Counselor Education, 2019 (2019); MS 1990 Lehman College, CUNY

Charton, Jerome, Adjunct Assistant Professor, Industrial Engineering, (2020); PHD 2015 University of Bordeaux

Charukamnoetkanok, Puwat, Adjunct Assistant Professor, Ophthalmology Visual Science, 2010 (2010); BS 1992 State University of New York; MD 1998 Rochester

Chase, Andrea L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2018); PHARM 2017 University of Texas at Austin

Chase, John, Clinical Associate Professor, Internal Medicine, 1999 (2016); BA 1989 University of North Carolina at Chapel Hill; MD 1993 University of North Carolina at Chapel Hill

Chase, William Wayne, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1996 Univ of IA Coll of Liberal Art; MD 2000 Univ of IA Coll or Medicine

- Chastain, Amy Alice**, Associate Professor, English as Second Language, 2016 (2020); BBA 1998 University of Georgia; MA 2011 George State University
- Chastek, Jennifer Marie**, Adjunct Lecturer, Nursing, 2014 (2014); BA 2005 Concordia College; MSN 2010 Saint Mary's
- Chau, Jason**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 Texas Tech University
- Chaudhry, Qasim Latif**, Clinical Adjunct Assistant Professor, Surgery, 2011 (2011); MBCHB 2001 Cambridge
- Chauhan, Anil Kumar**, Professor, Internal Medicine, 2008 (2018); PHD 2002 Intl Centre for Genetic Eng
- Chaurasia, Bhagirath**, Assistant Professor, Internal Medicine, (2020); PHD 2009 University of Cologne
- Chazhikattu, Anita J.**, Clinical Assistant Professor, Anesthesia, (2018); MBBS 2004 Jawaharlal Institute of Post G
- Cheatum, Christopher**, Professor, Chemistry, 2003 (2019); BS 1995 New Mexico; PHD 2001 University of Wisconsin-Madison
- Chegondi, Madhuradhar**, Clinical Assistant Professor, Pediatrics, 2018 (2018); MBBS 2002 Osmania Medical College
- Chen, Hong**, Assistant Professor, Preventive Community Dentistry, 2014 (2014); BDS 1993 West China Univ of Med Science
- Chen, Lea-Der**, Emeritus Professor, Mechanical Engineering, 1982 (1991); BS 1974 National Taiwan; MS 1979 Pennsylvania State University; PHD 1981 Pennsylvania State University
- Chen, Philip**, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2015 (2017); BA 2005 Washington Univ., St. Louis; MD 2011 University of Iowa
- Chen, Shuang**, Associate Professor, History, 2010 (2017); MA 2002 Peking; MA 2005 University of Michigan-Ann Arbor; PHD 2009 University of Michigan-Ann Arbor
- Chen, Songhai**, Associate Professor, Internal Medicine/Neuroscience and Pharmacology, 2008 (2014); MD 1988 Fujian, China; PHD 2002 New South Wales, Australia
- Chen, Stephanie Jo Theisen**, Clinical Assistant Professor, Pathology, (2017); BS 2006 Loras College; MD 2011 University of Iowa
- Chen, Xi**, Associate Professor, Internal Medicine/Preventive Community Dentistry, 2014 (2014); BDS 1993 West China Univ of Medical Sci; PHD 2008 University of Minnesota
- Chen, Yong**, Professor, Industrial Engineering, 2003 (2016); MS 2000 University of Michigan-Ann Arbor; MA 2003 University of Michigan-Ann Arbor; PHD 2003 University of Michigan-Ann Arbor
- Cheng, Chi-Lien**, Professor, Biology, 1990 (2018); BS 1969 National Taiwan; PHD 1982 Connecticut
- Cherascu, Gabriela**, Adjunct Instructor, Psychiatry, 2014 (2014); MD 1994 Carol Davila University
- Cherwin, Catherine Hoard**, Assistant Professor, Nursing, 2015 (2017); BSN 2002 University of Wisconsin-Milwaukee; MSN 2007 University of Wisconsin-Madison; PHD 2015 University of Wisconsin-Madison
- Cheung, Donna Ann**, Clinical Assistant Professor, Pediatrics, (2019); MBCH 2011 University of the West Indies
- Cheyne, Ken**, Clinical Adjunct Professor, Pediatrics, 1999 (2006); MD 1982 University of Iowa
- Chi, Nai-Ching**, Assistant Professor, Nursing, 2017 (2017); MSN 2016 University of Washington; PHD 2017 University of Washington
- Chiavetta, Keith**, Adjunct Lecturer, Management and Entrepreneurship, 2013 (2013); BA 1999 University of Iowa
- Chibnik, Michael S.**, Emeritus Professor, Anthropology, 1978 (1994); BA 1968 Cornell; MA 1973 Columbia; PHD 1975 Columbia
- Chickering, Stephanie Anne**, Clinical Adjunct Instructor, Preventive Community Dentistry, 2013 (2013); AASC 2005 DMACC
- Chifan, Ionut**, Associate Professor, Mathematics, 2011 (2017); BS 2001 Bucharest; MS 2003 Bucharest; PHD 2009 University of California-Los Angeles
- Chimenti, Ruth Louise Porter**, Assistant Professor, Physical Therapy Rehab Science, 2016 (2019); BA 2006 Emory University; DPT 2009 Washington University; PHD 2014 University of Rochester
- Chin, Ting-Fong**, Emeritus Associate Professor, Pharmacy, 1963 (1976); BS 1951 Nat'l Defense Med Ctr-Taiwan; MS 1960 University of Iowa; PHD 1962 University of Iowa
- Chiou, Li-Kuei**, Adjunct Assistant Professor, Communication Sciences and Disorders, 2018 (2018); DAUD 2007 University of Iowa; PHD 2016 University of Iowa
- Chipara, Octav**, Associate Professor, Computer Science, 2011 (2018); BS 2003 Indiana University-Bloomington; PHD 2010 Washington
- Chitneni, Shobha**, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MBBS 1982 Osmania Medical College
- Chiusano, Robert Michael**, Adjunct Lecturer, Industrial Engineering, 2008 (2008); BSE 1977 New York; MBA 1984 University of Iowa
- Cho, Hyunkeun**, Assistant Professor, Biostatistics, 2017 (2017); PHD 2013 Univ of Illinois Urbana Champaign
- Cho, Josalyn**, Assistant Professor, Internal Medicine, 2018 (2018); MD 2003 Carver College of Medicine
- Cho, Peter**, Clinical Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2011 (2011); DDS 2005 University of Iowa; MS 2009 University of Iowa
- Cho, Tracey A.**, Clinical Professor, Neurology, 2018 (2020); MA 1998 Harvard University; MD 2003 Yale University
- Cho, Young-Eun**, Assistant Professor, Nursing, 2019 (2019); BSN 2001 Yonsei University; PHD 2010 Yonsei University
- Choi, Dobin**, Lecturer, Philosophy, 2018 (2019); PHD 2016 State University New York Buff
- Choi, Hyaewool**, Professor, Religion, 2018 (2018); BA 1985 Yonsei University, Seoul Korea; MA 1987 Yonsei University, Seoul Korea; PHD 1993 State University of New York
- Choi, Inyong**, Assistant Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 2015 (2015); BS 2001 Seoul Nat'l University; MS 2003 Seoul Nat'l University; PHD 2008 Seoul Nat'l University
- Choi, James Yuknam**, Clinical Associate Professor, Anesthesia, 1996 (2004); BA 1986 Northwestern University; MD 1991 University of Iowa

Choi, Jiwoong, Adjunct Assistant Professor, Mechanical Engineering, 2020 (2020); BS 2000 Seoul National University; MS 2005 Seoul National University; PHD 2011 University of Iowa

Choi, Kent Choung, Clinical Professor, Surgery, 2001 (2013); BS 1989 Florida; MD 1993 Georgia Medical

Choi, Kyung Kook, Professor, Mechanical Engineering, 1983 (1990); BS 1970 Yon Sei-Korea; MS 1977 University of Iowa; PHD 1980 University of Iowa

Choi, Won Wung, Emeritus Professor, Anesthesia, 1979 (1992); MD 1957 Chon-nam-Korea; DMS 1966 Seoul National-Korea

Choo, Chungghi, Emeritus Professor, Art Art History, 1968 (1981); BFA 1961 Ewha Women's-Korea; MFA 1965 Cranbrook Academy of Art

Chorazy, Margaret Lynn, Clinical Associate Professor, Epidemiology, 2010 (2019); BS 2002 Illinois Wesleyan; MPH 2004 Yale; PHD 2010 University of Iowa

Chou, Cynthia Gek-Hua, Professor, Anthropology/ Interdisciplinary Programs/International Programs, 2016 (2016); PHD 1996 U of Cambridge, United Kingdom

Choudhary, Jaspreet, Clinical Adjunct Instructor, Preventive Community Dentistry, 2007 (2007); DDS 2005 Creighton

Chouhan, Kanwaljit, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); MBBS 2001 NHL Municipal Med College

Chowdhury, Omar Haider, Assistant Professor, Computer Science, 2016 (2016); PHD 2013 University of Texas, San Anton

Chowdhury, Sandipan, Assistant Professor, Molecular Physiology Biophysics, 2020 (2020); PHD 2014 Univ of Wisconsin @ Madison

Chrischilles, Elizabeth A., Professor, Epidemiology/ Pharmacy, 1982 (2000); BS 1979 University of Iowa; MS 1981 University of Iowa; PHD 1986 University of Iowa

Christ, Heather Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); AA 1994 Kirkwood Community; PHARMD 2002 University of Iowa

Christensen, Alan J., Emeritus Professor, Psychological and Brain Sciences, 1993 (2002); BS 1987 Utah; MS 1991 Utah; PHD 1993 Utah

Christensen, Cynthia K., Emeritus Associate Professor, Pediatric Dentistry, 2002 (2002); BS 1976 University of Iowa; DDS 1980 University of Iowa; MS 1983 University of Iowa

Christensen, Dana Janette, Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); AASC 2001 Kirkwood Community College

Christensen, Erik S., Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); BS 2010 Univ of Iowa; DDS 2015 Univ of Iowa

Christensen, Gary E., Professor, Electrical-Computer Engineering/Radiation Research Laboratory, 1997 (2010); BS 1988 Washington-St. Louis; MS 1989 Washington-St.Louis; PHD 1994 Washington-St. Louis

Christensen, James, Emeritus Professor, Internal Medicine, 1963 (1972); BA 1953 University of Nebraska-Lincoln; MD 1957 University of Nebraska-Lincoln; MS 1957 University of Nebraska-Lincoln

Christensen, Julie Jo, Research Assistant Professor, Pediatrics/Social Work, 2017 (2017); BA 1996 Syracuse University; MSW 2008 Roberts Wesleyan College; PHD 2014 University of Rochester

Christensen, Laura Ellen, Adjunct Instructor, Interdisciplinary Programs, 2014 (2014); MA 1986 Lesley University

Christensen, Lori, Clinical Associate Professor, Pediatrics, 2001 (2007); BA 1993 University of Iowa; MD 1998 University of Iowa

Christensen, Mary E., Lecturer, English as Second Language, 2016 (2016); HS 2001 Adel DeSoto-Minburn; BA 2006 U of I; MA 2016 U of I

Christensen, Samuel James, Clinical Adjunct Assistant Professor, Orthodontics, 2015 (2015); BS 2009 University of Iowa; DDS 2013 University of Iowa

Christensen, Steve, Clinical Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1986 University of Iowa

Christensen-Szalanski, Carlyn M., Clinical Associate Professor, Emergency Medicine, 2003 (2011); MD 1983 Washington

Christensen-Szalanski, Jay, Emeritus Professor, Management and Entrepreneurship, 1986 (1991); AB 1975 Harvard; PHD 1978 Washington; MPH 1979 Washington

Christiansen, Erika Elizabeth, Adjunct Instructor, University College Courses, 2014 (2014); BFA 2009 University of Iowa; MA 2011 University of Iowa

Christiansen, Scot Rolfe, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); MD 1989 Univ of IA CCOM, Iowa City

Christianson, Lindsey Ann, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BA 2007 Central College, Pella, IA; DO 2011 Des Moines Univ, IA

Christianson, Kyle Paul, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1992 Luther College, Decorah, IA; MD 1996 Univ of IA college of med, IA

Christie, Kevin, Adjunct Asst In Instruction, Biology, 2012 (2013); BS 2001 William Mary

Christison, Thomas A., Lecturer, Art Art History, 2006 (2006); BFA 1981 Wisconsin @ Eau Claire; MFA 1984 Arizona State

Christodoulidis, Georgios, Clinical Assistant Professor, Internal Medicine, (2018); MD 2007 University of Patras

Christopher, Kelli Sue, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2011 University of Iowa

Chu, Yu-Jung, Lecturer, Electrical-Computer Engineering, (2020); MS 2008 National Taipei University; MS 2016 Oregon State University; PHD 2020 Oregon State University

Chuffo Davila, Rebecca, Clinical Adjunct Associate Professor, Nursing, 2004 (2008); BSN 1985 St Xavier ,ILL; MS 1990 Illinois@Chicago; DR 2002 Rush, ILL

Chung, Haemy, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2017 University of Texas - Austin

Chung, Sophia M., Clinical Professor, Neurology/Ophthalmology Visual Science, 2018 (2018); MD 1985 Duke University

Cicchese, Jacqueline Marie Vonderhaar, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2017 Drake University

Cicchella, Venanzio, Assistant Professor, Mechanical Engineering, 2018 (2018); BS 2007 University of Bologna, Italy; MS 2011 University of Bologna, Italy; PHD 2018 University of Illinois-Urb Cha

Cieslak, Thomas John, Lecturer, Health and Human Physiology, (2020); BS 1998 Wayne State University; MA 2001 Wayne State University; PHD 2004 Ohio State University

Cifra, Christina Luz Lopez, Clinical Associate Professor, Pediatrics, 2014 (2019); MD 2002 Phillipines

Cigrand, Karla Kay, Adjunct Lecturer, Teaching and Learning, 2014 (2000); BS 1982 University of Iowa; MA 1990 University of Iowa

Cilek, Toni Lee Daters, Emeritus Associate Professor, Communication Sciences and Disorders, 1992 (1992); BA 1975 University of Iowa; MA 1976 University of Iowa

Ciliberto, Michael Anthony, Clinical Associate Professor, Neurology/Pediatrics, 2013 (2020); MD 2005 Washington Univ

Ciochon, Russell L., Emeritus Professor, Anthropology, 1987 (1996); BA 1971 University of California-Berkeley; MA 1974 University of California-Berkeley; PHD 1986 University of California-Berkeley

Cirillo, Dominic J., Adjunct Lecturer, Epidemiology, 2011 (2013); BS 1998 Cornell; MD 2008 University of Iowa; PHD 2009 University of Iowa

Cisneros, Todd A., Adjunct Instructor, Pharmacy Practice and Science, (2020); BSPH 1992 Drake University

Ciungu, Lavinia Corina, Associate Professor, Mathematics, 2013 (2019); MS 2008 SUNY at Buffalo; PHD 2008 Bucharest; PHD 2010 SUNY at Buffalo

Claassen, David Alan, Clinical Assistant Professor, Pediatrics, 2018 (2018); BA 2002 Carleton College; PHD 2009 University of Nebraska; MD 2011 University of Nebraska

Cladis, Nicholas, Lecturer, Interdisciplinary Programs, (2020); BA 2008 Trinity University; MA 2011 University of Dallas; MFA 2013 University of Dallas

Clamon, Gerald H., Emeritus Professor, Internal Medicine, 1976 (1991); BS 1967 Dartmouth; MD 1971 Washington-Missouri

Clamon, Joseph Ben, Adjunct Assistant Professor, Health Management Policy, 2016 (2016); BA 2001 University of Notre Dame; JD 2004 University of Iowa

Clancy, Gerard Patrick, Clinical Professor, Psychiatry, 1995 (2020); MD 1988 University of Iowa

Clancy, James M., Emeritus Associate Professor, Oral Path,RadiologyMedicine/Prosthodontics, 1986 (1991); BS 1975 University of Iowa; DDS 1978 University of Iowa; MS 1980 University of Iowa

Clark, Charles R., Emeritus Professor, Orthopaedics and Rehabilitation, 1980 (1988); BS 1972 Notre Dame; MD 1976 University of Michigan-Ann Arbor

Clark, Craig Leo, Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BSPH 1978 University of Iowa

Clark, Lee Anna, Emeritus Professor, Psychological and Brain Sciences, 1993 (1993); BA 1972 Cornell; MA 1977 Cornell; PHD 1982 The University of Minnesota-Twin Cities

Clark, Mary Kathleen, Emeritus Professor, Nursing, 1982 (2007); BSN 1973 University of Michigan-Ann Arbor; MN 1979 Washington; PHD 1990 University of Iowa

Clark, Rebecca Christine, Lecturer, World Languages, Literatures, and Cultures, 2011 (2013); BBA 2009 University of Iowa; MA 2011 Gallaudet

Clark, Shaunda Louise, Clinical Adjunct Instructor, Preventive Community Dentistry, 1998 (1998); BS 1997 University of Iowa

Clark, Steven Heyen, Clinical Associate Professor, Periodontics, 1991 (2009); BS 1977 University of Illinois at Urbana Champaign; DDS 1983 University of Illinois at Urbana Champaign

Clark, Steven Donald, Adjunct Associate, Physical Therapy Rehab Science, 2016 (2016); DPT 1998 University of Iowa

Clark, William David, Clinical Associate Professor, Internal Medicine, 1999 (2011); BS 1973 Iowa State University; MD 1977 University of Iowa

Clarke, Mary Frances, Adjunct Assistant Professor, Nursing, 1996 (2007); BSN 1982 Mount Mercy College; MA 1993 University of Iowa; PHD 2006 University of Iowa

Clasen, Michelle Lee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHARMD 2004 University of Iowa

Claudy, Frank R., Clinical Adjunct Assistant Professor, Family Medicine, 2015 (2015); BS 1975 George Washington Univ - D.C.; MD 1979 George Washington Univ - D.C.

Clay, Daniel L., Professor, Psych Quant Foundations, 2016 (2016); BA 1989 St. Scholastica; MA 1991 Missouri-Columbia; PHD 1994 Missouri-Columbia

Clayburgh, John Edward, Clinical Adjunct Instructor, Preventive Community Dentistry, 2020 (2020); BS 1978 Concordia College; DDS 1982 Loyola University

Claypool, Vicki Lynn, Emeritus Professor, Political Science, 1989 (2002); BA 1974 The University of Minnesota-Twin Cities; PHD 1985 The University of Minnesota-Twin Cities

Clegg, Steven, Emeritus Professor, Microbiology and Immunology, 1980 (1992); BSC 1975 Dundee - Scotland; PHD 1978 Dundee-Scotland

Clemens, Rachel M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2014 Drake University

Clement, Colleen Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2000 University of Iowa

Clemmons, Theresa Anne, Clinical Adjunct Assistant Professor, Psychiatry, 2015 (2015); DO 2011 Des Moines University

Clemson, Lance, Adjunct Instructor, Social Work, 1997 (1997); MS 1986 Columbia

Cleppe, Jason, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2016); BA 2003 University of Iowa; PHARMD 2014 University of Iowa

Clinton, Patricia Kay, Emeritus Professor, Nursing, 1984 (2002); BSN 1976 University of Iowa; MA 1984 University of Iowa; PHD 1995 University of Iowa

Cloos, Carla Rose, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2004 University of Iowa; MD 2008 Univ of IA CCOM, Iowa City

Clow, Toni J., Emeritus Associate Professor, Nursing, 1976 (1981); BSN 1966 University of Iowa; MA 1975 University of Iowa

Cloyd, Brett S., Adjunct Instructor, University College Courses, 2011 (2013); BA 1993 St. Mary's of Maryland; AMLS 1998 University of Iowa

Clubb, Merrel D., Associate Professor, Theatre Arts, 1999 (1999); BA 1976 Amherst College; MFA 1982 Yale; DFA 1991 Yale

Coats, Mary Frances, Adjunct Assistant Professor, Art Art History, 2013 (2013); MFA 2013 Iowa

Cobb, Deborah Scheckel, Emeritus Associate Professor, Operative Dentistry, 1986 (2000); BS 1976 Northern Arizona; DDS 1982 University of Iowa; MS 1995 University of Iowa

Coblin, Weldon S., Emeritus Professor, Asian Slavic Languages Literature, 1973 (1985); BA 1967 Washington; PHD 1972 Washington

Cochran, Bridgette Fay, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2005 University of Iowa

Cochran, Sam V. Iii, Emeritus Professor, Psych Quant Foundations, 1994 (2001); BA 1972 University of Illinois at Chicago; MED 1975 Missouri; PHD 1983 Missouri

Cochrane, Gillian, Adjunct Instructor, Spanish Portuguese, 2010 (2010); BA 2006 University of Iowa; MA 2009 University of Iowa

Coelho, Benjamin Antonio, Professor, Music, 1998 (2010); BA 1984 State Univ of NY - Purchase; MA 1986 Manhattan School of Music; PHD 2015 University of Kansas

Coffey, Christopher S., Professor, Biostatistics, 2009 (2009); BS 1992 Tennessee; MS 1996 University of North Carolina at Chapel Hill; PHD 1999 University of North Carolina at Chapel Hill

Coffman, Don D., Emeritus Professor, Music/Teaching and Learning, 1987 (2002); BME 1978 Kansas; MMED 1984 Wichita State; PHD 1987 Kansas

Coffman, Kelsey, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2020 University of Iowa

Coffman, Robert E., Emeritus Professor, Chemistry, 1967 (1979); BS 1953 University of Illinois at Urbana Champaign; MS 1955 University of California-Berkeley; PHD 1964 The University of Minnesota-Twin Cities

Coggins Mosher, Sarah Lucinda, Associate Professor, Rhetoric, 2001 (2017); PHD 2001 University of Iowa

Coghill-Behrends, William Lee, Clinical Associate Professor, Teaching and Learning, 2005 (2019); AB 1999 NORTHERN IOWA; MA 2003 University of Iowa

Cohen, Andrea Naomi, Adjunct Instructor, University College Courses, 2014 (2014); BA 2012 University of Iowa

Cohen, Jordan L., Emeritus Professor, Pharmacy, 1999 (1999); BS 1965 University of Wisconsin-Madison; PHD 1969

University of Wisconsin-Madison; MS 1997 University of Wisconsin-Madison

Cohen, Mary L., Associate Professor, Music/Teaching and Learning, 2007 (2013); BME 1992 Kansas; MME 2000 Kansas; PHD 2007 Kansas

Cohen, Michael B., Emeritus Professor, Pathology, 1990 (1996); BA 1977 Haverford; MD 1982 Albany Medical

Coiner, Amanda Kay, Adjunct Lecturer, Nursing, 2016 (2016); ADN 2007 Kirkwood Comm College

Colaizy, Tarah Trinity, Professor, Pediatrics, 2004 (2019); MD 1988 University of Wisconsin-Madison; BS 1998 University of Wisconsin-Madison

Colangelo, Nicholas, Emeritus Professor, Rehabilitation and Counselor Education, 1977 (1986); BA 1970 State Univ-NY-Cortland; MED 1973 Vermont; PHD 1977 University of Wisconsin-Madison

Colbert, Amy Elizabeth, Professor, Management and Entrepreneurship, 2007 (2016); BS 1995 Culver-Stockton; MA 1999 St Louis; PHD 2004 University of Iowa

Colbert, Michael William, Associate Professor, Business Analytics, 2007 (2019); BS 1994 Culver-Stockton

Colburn, Michael Duane, Clinical Assistant Professor, Pediatrics, (2018); MD 2010 UW School of Medicine

Cole, Catherine A., Professor, Marketing, 1984 (2004); BA 1971 Beloit; MBA 1976 University of Wisconsin-Madison; PHD 1983 University of Wisconsin-Madison

Cole, Kaye Williams, Adjunct Lecturer, Rehabilitation and Counselor Education, (2019); PHD 2006 University of Iowa

Cole, Renee Susan, Professor, Chemistry, 2011 (2018); BA 1992 Hendrix, AR; MS 1995 Oklahoma; PHD 1998 Oklahoma

Coleman, Lastascia Nicole Granger, Clinical Assistant Professor, Obstetrics Gynecology, 2016 (2016); BS 2006 University of Iowa; MHP 2008 University of Iowa; MS 2013 University of Illinois Chicago

Coleman, Mitchell Carl, Assistant Professor, Radiation Oncology, (2016); BA 2004 University of Iowa; BSE 2004 University of Iowa; PHD 2012 University of Iowa

Colgan, John David, Associate Professor, Anatomy Cell Biology/Internal Medicine, 2004 (2012); MA 1989 Columbia; MPHIL 1991 Columbia; PHD 1994 Columbia

Collins, Angela Sue, Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1990 South Dakota

Collins, Daniel W., Professor, Accounting, 1977 (1981); BBA 1968 University of Iowa; PHD 1973 University of Iowa

Collins, Steve M., Emeritus Professor, Electrical-Computer Engineering, 1976 (1987); BS 1971 University of Illinois at Chicago; MS 1974 University of Illinois at Chicago; PHD 1977 University of Illinois at Chicago

Collins, Thomas, Adjunct Assistant Professor, American Studies/University College Courses, 2017 (2019); MA 2012 University of Iowa; PHD 2017 University of Iowa

Collison, Patrick Joseph, Clinical Associate Professor, Otolaryngology-Head Neck Surgery, 2017 (2017); BA 1973 Creighton University; MD 1977 University of Iowa; MS 1982 University of Iowa

Colombari, Arianna, Adjunct Professor, Marketing, 2019 (2020); MBA 2008 Kansas University

Colombo, Mariana Ruggiero, Adjunct Lecturer, Teaching and Learning, 2018 (2018); BA 2004 IBILCE UNESP SJ DO RIO Preto; MA 2007 IBILCE UNESP SJ DO RIO Preto; PHD 2017 University of Iowa

Colvin, Carolyn, Associate Professor, Teaching and Learning, 1991 (1997); BA 1971 Doane; MED 1981 University of Nebraska-Lincoln; PHD 1987 University of Nebraska-Lincoln

Comellas Freymond, Alejandro Pierre, Clinical Professor, Internal Medicine, 2008 (2020); MD 1996 Venezuela

Comeron, Josep M., Professor, Biology, 2002 (2019); BS 1987 Barcelona; PHD 1997 Barcelona

Conklin, Scott, Associate Professor, Music, 2005 (2010); BM 1997 Cleveland Institute; MM 1999 University of Michigan-Ann Arbor; DMA 2002 University of Michigan-Ann Arbor

Conley, Virginia Mary, Clinical Adjunct Professor, Nursing, 2016 (2017); BS 1993 Excelsior; MN 1996 Wyoming; PHD 2001 South Florida

Conner, Sharaine Markay, Adjunct Instructor, Social Work, 2018 (2018); BA 2012 University of Iowa; MSW 2015 University of New England

Connerly, Charles, Professor, History/Public Policy Center/School of Planning and Public Affairs, 2008 (2008); BA 1968 Grinnell College; MS 1974 Connecticut; MUP 1976 University of Michigan-Ann Arbor; PHD 1980 University of Michigan-Ann Arbor

Connett, Meghan A., Clinical Assistant Professor, Family Medicine, 2013 (2013); AB 2005 University of Illinois at Chicago; MD 2010 University of Illinois at Chicago

Connolly, Connie Jo, Adjunct Instructor, Pharmacy Practice and Science, 2000 (2000); BS 1992 University of Iowa

Conrad, Aislinn Rea, Assistant Professor, Public Policy Center/Social Work, 2015 (2015); BSW 2007 Bethel College; MSW 2010 University of Kansas; PHD 2015 University of Kansas

Conrad, Amy Lynn, Assistant Professor, Pediatrics, 2013 (2014); BA 1999 Central, Pella; PHD 2004 University of Iowa

Conrad, Mary K., Adjunct Assistant Professor, Accounting/Theatre Arts, 2018 (2018); BA 1986 College of William Mary; MA 1993 St. Johns College

Conrad, Terry, Assistant Professor, Art Art History, 2015 (2015); BFA 2003 Alfred University; MFA 2010 Cranbrook Academy of Art

Conrey, Michael Arthur, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARM 2004 University of Iowa

Constantine, Elizabeth A., Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2016 (2003); BA 1980 University of Wisconsin-Madison; MA 1989 Monterey Inst Internat'l Studi; PHD 2001 Indiana University-Bloomington

Constantinescu, Anca-Monia, Adjunct Assistant Professor, Mathematics, (2019); BS 1997 University of Bucharest; MS 2007 Univeristy of Pittsburgh; PHD 2010 University of Pittsburgh

Constantinescu, George, Professor, Civil-Environmental Engineering, 2004 (2015); MS 1992 Bucharets; PHD 1997 University of Iowa

Conrada, Deborah, Emeritus Associate Professor, French Italian, 1986 (1996); AB 1972 Mount Holyoke; AM 1973 Middlebury; PHD 1985 Harvard

Conway, Kyle S., Clinical Assistant Professor, Pathology, (2020); MD 2016 University of California

Conway, Thomas W., Emeritus Professor, Biochemistry, 1964 (1973); BS 1953 St Thomas; MA 1955 The University of Texas at Austin; PHD 1962 The University of Texas at Austin

Conybeare, John A., Emeritus Professor, Political Science, 1987 (1988); BA 1971 Australian National; MA 1974 Harvard; PHD 1976 Harvard

Coohy, Carol Ann, Professor, Social Work, 1996 (2010); BA 1984 Northern Iowa; MSW 1985 University of Michigan-Ann Arbor; PHD 1993 University of Illinois at Chicago

Cook, Brian L., Emeritus Professor, Psychiatry, 1986 (2001); BA 1976 Grinnell; DO 1979 Col of Osteopathic Med Surge; MS 1984 University of Iowa

Cook, Jennifer, Clinical Adjunct Assistant Professor, Pediatrics, 1999 (1999); MD 1985 University of Iowa

Cook, Lawrence A., Lecturer, Finance, 2017 (2017); BA 1983 The Colorado College; MBA 1986 Northwestern University

Cook, Maria Anna, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 1990 University of Iowa; MPHIL 1992 University of Iowa

Cook, Robert T., Emeritus Professor, Pathology, 1977 (1996); AB 1958 Kansas; MD 1962 Kansas; PHD 1967 Kansas

Cook, Robert C., Emeritus Associate Professor, Music, 2003 (2014); BM 1987 Northwestern Univeristy; MA 1995 University of Illinois at Chicago; PHD 2001 University of Illinois at Chicago

Cook, Susan Wagner, Associate Professor, Psychological and Brain Sciences, 2008 (2017); BS 2000 University of Illinois at Chicago; PHD 2006 University of Illinois at Chicago

Cook, Thomas Michael, Emeritus Professor, Occupational Environmental Health/Physical Therapy Rehab Science, 1981 (1998); BA 1968 Thomas More-Kentucky; MS 1973 Duke; MS 1980 Drexel; PHD 1987 University of Iowa

Cooley, Laura Jean, Adjunct Instructor, Communication Sciences and Disorders, 2016 (2016); BA 1996 University of Iowa; MA 1998 University of Iowa; DAUD 2004 A. T. Still University

Cooper, Benjamin James, Associate Professor, Mathematics, 2014 (2019); BA 2003 Cornell University; MA 2005 University of California-San Diego; PHD 2009 University of California-San Diego

Cooper, Brian C., Clinical Adjunct Instructor, Obstetrics Gynecology, 2017 (2017); BS 1994 University of Michigan; MD 1999 Wayne State University

Cooper, Christopher Scott, Professor, Pediatrics/Urology, 1999 (2008); BA 1987 University of Iowa; MD 1991 University of Iowa

Cooper, Lynette Patrice, Clinical Assistant Professor, Nursing, 2018 (2019); BSN 2003 University of Iowa; DNP 2018 Univ of MN, Twin Cities

Cooper, Reginald R., Emeritus Professor, Orthopaedics and Rehabilitation, 1962 (1971); BA 1952 West Virginia; BS 1953 West Virginia; MD 1955 Med College of Virginia; MS 1960 University of Iowa

Cooper-Brown, Linda Jo, Clinical Professor, Pediatrics, 2000 (2018); BA 1984 Miami; EDS 1988 University of Iowa; PHD 1991 University of Iowa

Corak, Melissa Susan, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARM 2012 Midwestern University

Cordle, Angela R., Adjunct Asst In Instruction, Biology, 2012 (2012); BS 2004 University of Iowa; PHD 2012 University of Iowa

Coretsopoulos, Chris, Professor, Chemical Biochemical Engineering, 1992 (2018); BS 1981 Massachusetts; PHD 1989 University of Illinois at Urbana Champaign

Corkery, Brian James, Adjunct Instructor, University College Courses, 2002 (2014); BA 1983 University of Iowa; MS 1988 Iowa State; MPA 1996 Utah; PHD 1996 Utah

Corkery, Julie M., Adjunct Assistant Professor, Psych Quant Foundations, 2002 (2002); BA 1983 Mount Mercy; EDS 1987 Iowa State; PHD 1991 Iowa State

Cornell, Anna-Maria P., Lecturer, English as Second Language/University College Courses, 2016 (2016); HS 1989 Vladimir Majder Kurt, Sisak; BA 1995 Maharishi; MA 2016 University of Iowa

Cornell, Robert A., Professor, Anatomy Cell Biology/ Dental Research, 2001 (2015); BS 1987 Stanford; PHD 1995 Washington

Correia, Marcelo Lima De Gusmao, Clinical Assistant Professor, Internal Medicine, (2019); MD 1990 State Univ. Rio de Janeiro, Brazil; PHD 2007 Iowa

Correia, Monica Cruz De Gusmao, Professor, Art Art History/University College Courses, 2003 (2017); AB 1991 Uni of Rio de Janeiro; MA 1999 University of Iowa; MFA 2000 University of Iowa

Corum, Curtis A., Adjunct Assistant Professor, Radiology, (2020); PHD 2005 University of Arizona

Corwin, Claudia L., Clinical Assistant Professor, Internal Medicine/Occupational Environmental Health, 1995 (1996); BA 1983 Wellesley; MD 1988 Washington-St.Louis

Cory, Anita, Adjunct Assistant Professor, University College Courses, 2015 (2015); BS 1990 Kearney State College; MS 1993 University of Nebraska-Lincoln; PHD 2011 Washington State University

Coryell, William H., Professor, Psychiatry, 1977 (1986); BS 1970 Georgia; MD 1973 Medical College of Georgia

Cosner, Justin, Lecturer, Rhetoric, (2018); PHD 2017 University of Iowa

Cossmann, George W., Emeritus Associate Professor, Teaching and Learning, 1966 (1970); AB 1952 Shimer; BS 1954 University of Illinois at Urbana Champaign; MED 1955 University of Illinois at Urbana Champaign; PHD 1967 University of Iowa

Costello, Kevin David, Adjunct Assistant Professor, Creative Writing, 2020 (2020); BA 2017 Bennington College; MFA 2020 University of Iowa

Cotter, Thomas, Adjunct Professor, Law-Faculty, 2015 (2018); BS 1982 Univ. of Wisconsin-Madison; MS 1984 Univ. of Wisconsin-Madison; JD 1987 University of Wisconsin

Coughlin, Ohmar P., Clinical Adjunct Assistant Professor, Surgery, (2019); BA 2008 St. Olaf College; MD 2012 University of Minnesota

Coulter, Joe D., Emeritus Professor, Community Behavioral Health, 1985 (1985); BA 1966 Oklahoma; PHD 1971 Oklahoma

Courtney, Diana S., Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSPH 1999 Oregon State University

Courtney, John Patrick, Lecturer, Management and Entrepreneurship, 2017 (2017);

Courtright, Stephen Hyrum, Associate Professor, Management and Entrepreneurship, 2020 (2020); BS 2006 Brigham Young Univ-Idaho; PHD 2012 University of Iowa

Couse, Brian Edward, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1994 Wayne State College, NE; MD 1998 Univ of NE COM; Omaha, NE

Covert, Christopher M., Clinical Adjunct Instructor, Internal Medicine, 1995 (1995); DO 1984 Osteopathic Med Hlth

Covington, Cary, Associate Professor, Political Science, 1982 (1988); BA 1973 Whittier; MA 1975 University of Illinois at Urbana Champaign; PHD 1981 University of Illinois at Urbana Champaign

Cowan, Michael J., Professor, Cinematic Arts, (2020); PHD 2004 05/15/2004

Cowden, John David, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012); MD 1992 University of Michigan-Ann Arbor

Cowdery Jr., John S., Emeritus Professor, Internal Medicine, 1983 (1994); BA 1971 Duke; MS 1974 Emory; MD 1978 Emory

Cowen, Howard, Clinical Professor, Preventive Community Dentistry, 1982 (2009); BA 1972 Colorado; DDS 1976 University of Iowa; MS 1995 University of Iowa

Cowles, Mary Kathryn, Professor, Biostatistics/Statistics Actuarial Science, 1997 (2014); BA 1971 Carleton college; MM 1972 Northwestern University; MS 1990 The University of Minnesota-Twin Cities; PHD 1994 The University of Minnesota-Twin Cities

Cox, Allison, Adjunct Assistant Professor, Pediatrics, 2020 (2020); BS 2001 CORNELL UNIVERSITY; MS 2006 UNIV OF MAINE-ORONO; PHD 2016 Genetics

Cox, Bryan F., Adjunct Professor, Neuroscience and Pharmacology, 2015 (2015); PHD 1987 University of Iowa

Cox, Charles D., Emeritus Professor, Microbiology and Immunology, 1974 (1988); BS 1967 William and Mary; PHD 1971 Georgia

Cox, Justin A., Lecturer, Rhetoric, (2017); MFA 2016 University of Iowa

Cox, Kristin Kaye, Adjunct Instructor, Pharmacy Practice and Science, 2014 (2014); PHARM 2014 University of Iowa

Cox, Lois K., Emeritus Professor, Law-Faculty, 1991 (1999); BA 1971 Rice; MA 1973 Tufts; JD 1978 Boston

Cox, Rachel, Assistant Professor, Art Art History, 2018 (2018); BFA 2006 University of North Texas; MFA 2013 University of New Mexico

Coyne, Lauren E., Clinical Assistant Professor, Obstetrics Gynecology, 2015 (2015); BS 2006 University of Iowa; MD 2010 University of Iowa

Cozad, Sharon Kay, Clinical Assistant Professor, Nursing, 2014 (2019); BSN 2001 University of Iowa; MSN 2004 University of Iowa; DNP 2011 University of Iowa

Craft, Wendy, Adjunct Associate, Physical Therapy Rehab Science, 2009 (2009); BA 1992 University of Iowa; MPT 1998 University of Iowa

Craft-Rosenberg, Martha Jane, Emeritus Professor, Nursing, 1980 (1997); BSN 1970 University of Iowa; MA 1978 University of Iowa; PHD 1985 University of Iowa

Craig, Jennifer Nahrgang, Professor, Management and Entrepreneurship, 2020 (2020); PHD 2009 Michigan State University

Craig, Steven Robert, Clinical Adjunct Professor, Internal Medicine, 1987 (2005); MD 1979 University of Iowa

Craig, Steven Michael, Adjunct Assistant Professor, Internal Medicine, 2010 (2010); MD 2004 University of Iowa

Crain, Chelsea Jo, Adjunct Assistant Professor, Public Policy Center, 2019 (2019); BA 2014 Coe College; MA 2016 University of Iowa; PHD 2019 University of Iowa

Cram, Albert Edwin, Emeritus Professor, Surgery, 1975 (1991); BS 1965 University of Nebraska-Lincoln; MD 1969 University of Nebraska-Lincoln

Cram, E., Assistant Professor, Communication Studies/Gender, Women's and Sexuality Studies, 2016 (2016); BA 2006 University of Wyoming; MA 2008 University of Northern Iowa; PHD 2015 Indiana University-Bloomington

Cram, Ellen, Emeritus Associate Professor, Nursing, 2000 (2005); BSN 1980 Coe; MA 1989 University of Iowa; PHD 2002 University of Iowa

Cram, Peter M., Adjunct Professor, Internal Medicine, 2014 (2013); BA 1991 Vermont; MD 1997 Wake Forest

Cramer, Barton Emmet, Adjunct Assistant Professor, Economics/School of Planning and Public Affairs, 2007 (2009); BS 1963 MA Inst of Technology; MS 1966 MA Inst of Technology; PHD 2007 University of Iowa

Cramer, Bradley Douglas, Associate Professor, Earth and Environmental Sciences/International Programs, 2012 (2018); BSC 1997 The Ohio State University; MS 2004 The Ohio State University; PHD 2009 The Ohio State University

Cramer, Elizabeth Suzanne, Clinical Assistant Professor, Family Medicine, 2012 (2012); BS 2005 University of Iowa; MD 2009 University of Iowa

Cranston, Catherine Lynn, Adjunct Instructor, University College Courses, 2015 (2015); BA 1994 University of Northern Iowa; MA 1998 University of Iowa

Crawford, Daniel James, Clinical Associate Professor, Nursing, (2020); ADN 2007 Scottsdale Comm College; MSN 2011 University of Iowa; DNP 2013 University of Iowa

Crawford, Eean Robert, Associate Professor, Management and Entrepreneurship, 2011 (2018); BS 2006 Brigham Young; MAC 2006 Brigham Young; PHD 2011 Florida

Creary, Nicholas, Adjunct Assistant Professor, African-American Studies, 2019 (2019); PHD 2004 Michigan State University; MA 2018 Morgan State University

Creech, James Chauncey, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 1987 Univ of Nebraska, NE

Creedon, Pamela J., Emeritus Professor, Journalism Mass Communication, 2002 (2002); BA 1969 Mount Union; MA 1970 Oregon

Creekmur, Corey, Associate Professor, Cinematic Arts/English/Gender, Women's and Sexuality Studies/International Programs, 1997 (2000); BA 1979 Florida; MA 1981 University of Illinois at Chicago; PHD 1991 University of Illinois at Urbana Champaign

Cremer, James F., Professor, Computer Science, 1992 (2003); BS 1982 Cornell University; MS 1988 Cornell University; PHD 1989 Cornell University

Cremers, Bernard J., Adjunct Instructor, Pharmacy Practice and Science, 2000 (2000); BS 1964 University of Iowa

Cretzmeyer, Margaret T., Adjunct Assistant Professor, Social Work, 2006 (2006); PHD 2006 University of Iowa

Crippin, David M., Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 1985 Univ of Minnesota Medschool

Criswell, Thomas J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2012); PHARMD 2010 University of Iowa

Crocker, Erin, Clinical Associate Professor, Psychiatry, 2011 (2018); MD 2007 South Carolina

Croco, Matthew Alexander Terrance, Clinical Adjunct Assistant Professor, Orthodontics, 2010 (2010); BA 1997 Grinnell; DDS 2002 University of Iowa; MS 2005 University of Iowa

Croft, Laurie J., Clinical Professor, Teaching and Learning, 1998 (2017); BA 1978 Oklahoma State; MA 1984 Oklahoma; PHD 1994 Tulsa

Cromwell, John, Clinical Professor, Surgery, 2009 (2017); BS 1989 University of Nebraska-Lincoln; MD 1994 The University of Minnesota-Twin Cities

Crone, Jeffrey, Adjunct Instructor, Civil-Environmental Engineering, (2020); BA 2012 University of Iowa; BSE 2018 University of Iowa

Cronin, Timothy David, Adjunct Lecturer, Educ Policy Leadership Studies, 2015 (2015); BA 1990 Luther College; MA 1993 University of Iowa; PHD 2013 University of Iowa

Croskey, Olivia, Lecturer, Nursing, (2020); MSN 2012 University of Iowa

Cross, Lowell M., Emeritus Professor, Music, 1972 (1981); BA 1961 Texas Tech; BA 1963 Texas Tech; MA 1968 Toronto-Canada

Crossett, Clay, Clinical Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BS 1983 Centre College; DMD 1987 Louisville

Crossett, Cynthia D., Adjunct Lecturer, Rehabilitation and Counselor Education, 2016 (2016); BA 2002 University of Iowa; JD 2005 University of Iowa

Crossett, Judith H., Emeritus Professor, Psychiatry, 1998 (2008); BA 1968 Grinnell; MA 1970 Toronto; MD 1984 University of Iowa; MS 1988 University of Iowa

Crouch, Amanda, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2010 St. Ambrose University; DPT 2011 St. Ambrose University

Crouse, Andrew Walker, Associate Professor, Law-Faculty, (2020); BA 2001 University of Kansas; JD 2004 Georgetown University

Crowe, Raymond R., Emeritus Professor, Psychiatry, 1972 (1981); BA 1963 Vanderbilt; MD 1966 Vanderbilt

Crowell, Carolyn M., Emeritus Assistant Professor, Nursing, 1968 (1969);

Crowley, Lois M., Adjunct Lecturer, Teaching and Learning, 2010 (2010); MA 1995 Iowa

Croxtan, Amanda, Clinical Adjunct Assistant Professor, Pediatrics, 2018 (2018); DO 2012 Des Moines University

Cruden, Robert W., Emeritus Professor, Biology, 1967 (1978); AB 1958 Hiram; MS 1960 The Ohio State University; PHD 1967 University of California-Berkeley

Cruikshank, Brenda M., Emeritus Associate Professor, Pediatrics, 1972 (1995); BA 1964 DePauw; MD 1967 University of North Carolina at Chapel Hill

Cucco, Carolina, Assistant Professor, Endodontics, 2018 (2018); DDS 2004 Brazilian University (UPF); MS 2018 University of Michigan

Cuddihy, Henri A., Emeritus Associate Professor, Internal Medicine/Occupational Environmental Health, 2000 (2000); BA 1969 New York; MD 1977 Alabama

Cui, Huxing, Assistant Professor, Neuroscience and Pharmacology, 2014 (2016); BA 1998 Yanbian Univ; PHD 2008 Kobe Univ

Cui, Zhongmin, Adjunct Assistant Professor, Psych Quant Foundations, 2020 (2020); PHD 2006 University of Iowa

Cullen, Joseph John, Professor, Radiation Oncology/Surgery, 1993 (2005); BS 1981 Loras; MD 1986 University of Iowa

Cullen, Laura M., Clinical Adjunct Instructor, Nursing, 2000 (2000); BSN 1982 University of Iowa; MA 1990 University of Iowa; DNP 2012 The University of Minnesota-Twin Cities

Cullinan, Daniel, Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); BS 1995 University of Iowa; MS 1997 University of Iowa; PHARM 1999 University of Iowa

Culp, Kenneth Ray, Professor, Nursing/Occupational Environmental Health, 1985 (2007); BSN 1980 University of Iowa; MA 1985 University of Iowa; PHD 1992 University of Iowa

Culshaw, John Patrick, Adjunct Professor, Library Information Science, 2013 (2013); MS 1990 Drexel

Cumings, Lauren Rachael, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHAR 2006 Drake

Cummings, Clinton Thomas, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BA 2006 University of Iowa, Iowa City; DO 2011 Des Moines University

Cummings, James Michael, Clinical Adjunct Assistant Professor, Family Medicine, 2005 (2005); BA 1992 Central Pella, IA; MD 1996 University of Iowa

Cummings, Stephen Paul, Clinical Associate Professor, Social Work, 2005 (2020); BA 1994 University of Iowa; MSW 2002 University of Iowa

Cummins, Phillip D., Emeritus Professor, Philosophy, 1963 (1974); BA 1957 University of Iowa; MA 1959 University of Iowa; PHD 1961 University of Iowa

Cunning, David, Professor, Philosophy, 2003 (2017); BA 1993 University of California-Berkeley; MA 1996 University of California-Irvine; PHD 2000 University of California-Irvine

Cunningham-Ford, Marsha Ann, Associate Professor, Preventive Community Dentistry, 1979 (1985); BS 1976 Old Dominion; MS 1979 Old Dominion

Curnick, Jacqueline Allegra, Adjunct Instructor, University College Courses, (2019); BS 2014 University of Florida

Curran, Daniel Joseph, Adjunct Lecturer, Management and Entrepreneurship, 2012 (2012); BBA 1993 Cardinal Stritch; MBA 2008 UNI

Currie, Jay Dean, Clinical Professor, Pharmacy Practice and Science, 1984 (2005); BSPH 1980 University of Iowa; PHARM 1984 University of Iowa

Curry, Anthony Ryan, Adjunct Instructor, University College Courses, 2017 (2017); HS 2010 West Valley High School

Curry, Sue J., Emeritus Professor, Health Management Policy, 2008 (2008); BA 1976 Massachusetts; MA 1979 New Hampshire; PHD 1981 New Hampshire

Curtis, Vanessa Ann, Clinical Associate Professor, Pediatrics, 2011 (2018); MD 2005 University of Wisconsin-Madison

Curtius, Anny Dominique, Associate Professor, French Italian/Interdisciplinary Programs/International Programs, 2002 (2007); BA 1984 Antilles-Guyane; MA 1992 Montreal; PHD 1997 Montreal

Curto, Raul E., Professor, Mathematics, 1981 (1987); BS 1975 San Luis-Argentina; MA 1978 State Univ of NY - Stony Brook; PHD 1978 State Univ of NY - Stony Brook

Curto, Roxanna Nydia, Associate Professor, French Italian/Spanish Portuguese, 2011 (2017); AB 2001 Harvard; MA 2003 Yale; PHD 2008 Yale

Curtu, Rodica, Professor, Mathematics, 2007 (2020); BS 1995 Transilvania U of Brasov, Roman; MA 1999 Pittsburgh; PHD 2003 Pittsburgh

Cushatt, Lisa Marie, Adjunct Instructor, Social Work, 2018 (2018); BA 2005 Truman State University; MSW 2007 University of Missouri - Colum

Cwiertny, David Michael, Professor, Chemical Biochemical Engineering/Civil-Environmental Engineering/Public Policy Center, 2011 (2018); BS 2000 University of California-Los Angeles; PHD 2005 Johns Hopkins

Cyr, Andrew Brian, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2013 University of Iowa

Cyr, Sarah E., Clinical Adjunct Assistant Professor, Dental Clinic Administration, 2018 (2018); DDS 2017 The University of Iowa

Czech, Theresa Marie, Clinical Assistant Professor, Pediatrics, (2019); MD 2011 Wayne State University

D

D'Agata, John, Professor, English, 2005 (2015); BA 1995 University of Iowa; MFA 1998 University of Iowa

D'Alessandro, Donna M., Professor, Pediatrics, 1995 (2007); BA 1985 Kalamazoo; MD 1989 Wayne State

D'Alessandro, Michael, Professor, Radiology, 1995 (2004); BS 1985 Wayne State; MD 1989 Wayne State

D'Aunno, Lisa Easley, Adjunct Associate Professor, Social Work, 2008 (2008); AB 1978 Notre Dame; JD 1984 University of Michigan-Ann Arbor

D'Souza, Joseph E., Clinical Adjunct Assistant Professor, Endodontics/Family Dentistry, 1983 (1987); BS 1974 University of Iowa; DDS 1983 University of Iowa

Da Costa Ferreira, Natany, Adjunct Associate, Nursing, 2020 (2020); BN 2011 Univ of Sao Paulo; PHD 2019 Univ. Of Sao Paulo Brazil

Daack-Hirsch, Sandra E., Associate Professor, Nursing/Public Policy Center, 1987 (2013); BSN 1986 University of Iowa; MSN 1998 University of Iowa; PHD 2007 University of Iowa

Daft, William Stanley, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1980 University of Iowa; DO 1987 College of Osteopathic Med

Dagle, John Michael, Professor, Biochemistry/Epidemiology/Pediatrics, 1998 (2013); BS 1984 Creighton; MD 1991 University of Iowa; PHD 1991 University of Iowa

Dahal, Sanjiv Kumar, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); MD 1988 Minsk State, Belarus

Dahlby Albright, Ryan Patrick, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1996 Luther College; Decorah, IA; MD 2002 Univ of IA CCOM; Iowa City, IA

Dahlke, Megan Eileen, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARM 2004 University of Iowa

Dahmouh, Laila, Clinical Professor, Pathology/Urology, 2001 (2015); MBCHB 1983 Univ. Alexandria Fac Med-Egypt; MD 1999 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Dai, Dao-Fu, Assistant Professor, Pathology/Radiation Oncology, 2017 (2017); MD 1999 Kaohsiung Medical University; PHD 2009 University of Washington

Dai, Yuan, Adjunct Assistant Professor, Occupational Environmental Health, 2018 (2018); BS 1997 Fudan University; PHD 2006 Duke University

Dailey, Dana Leigh, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2014); BA 1984 Northern Illinois University; BS 1986 Northern Illinois University; MS 1993 College of St. Francis

Dailey, Michael E., Associate Professor, Biology, 1996 (2002); BS 1985 Geneva; PHD 1990 Washington

Dailey, Morris O., Emeritus Associate Professor, Pathology, 1984 (1989); BS 1971 University of California-Davis; PHD 1976 University of Illinois at Chicago; MD 1977 University of Illinois at Chicago

Dailey, Scott Alan, Adjunct Assistant Professor, Communication Sciences and Disorders, 2010 (2010); BS 1988 Iowa State; MA 1993 Northern Iowa; PHD 2009 University of Iowa

Dalrymple, Kajsa E., Associate Professor, Journalism Mass Communication/Public Policy Center, 2011 (2017); BS 2005 Cornell; MA 2007 University of Wisconsin-Madison; PHD 2011 University of Wisconsin-Madison

Daly, Jeanette Marie, Clinical Adjunct Assistant Professor, Family Medicine, 1993 (1993); BS 1973 Northern Illinois; MS 1978 Northern Illinois; PHD 1992 University of Iowa

Daly, Scott R., Associate Professor, Chemistry, 2014 (2020); PHD 2010 University of Illinois at Urbana Champaign

Dambrosio, Charles A., Professor, Creative Writing, 2014 (2014); MFA 1991 University of Iowa

Damiano, Peter Cosimo, Professor, Health Management Policy/Preventive Community Dentistry/Public Policy Center/University College Courses, 1988 (2001); BS 1982 University of Iowa; DDS 1986 University of Iowa; MPH 1990 University of California-Los Angeles

Damico, Alfonso J., Emeritus Professor, Political Science, 1999 (1999); BA 1964 George Washington; MA 1967 The Ohio State University; PHD 1971 The Ohio State University

Damico, Sandra Bowman, Emeritus Professor, Educ Policy Leadership Studies, 1999 (1999); BA 1962 The Ohio State University; MA 1969 The Ohio State University; PHD 1973 Florida

Damschen, Charles A., Adjunct Lecturer, Law-Faculty, 2011 (2011); BCHE 2003 The University of Minnesota-Twin Cities; BS 2003 The University of Minnesota-Twin Cities; JD 2007 University of Iowa

Danaher, Kelly, Lecturer, Psychological and Brain Sciences, (2019); BA 2004 University of Nebraska; MA 2006 University of Kansas; PHD 2011 University of Kansas

Daniel, Brian Phillip, Clinical Assistant Professor, Internal Medicine, 2004 (2005); BA 1987 Carson-Newman-TN; MD 1991 Vanderbilt

Daniel, John F., Adjunct Assistant Professor, Pharmacy Practice and Science, 2000 (2000); PHARM 1999 University of Iowa

Daniel-Ulloa, Jason Dwight, Adjunct Assistant Professor, Community Behavioral Health, 2013 (2016); MPH 2006 San Diego State; PHD 2011 San Diego State

Daniels, Sara Marie, Adjunct Lecturer, English as Second Language, 2014 (2014); MA 2014 Southern Illinois Univ-Carbond

Daniels, Timothy K., Clinical Adjunct Assistant Professor, Family Medicine, 1979 (2002); MD 1973 University of Iowa

Danielson, Stanton L., Clinical Adjunct Assistant Professor, Family Medicine, 1982 (1984); MD 1976 University of Iowa

Danley, Dana L., Clinical Adjunct Associate Professor, Family Medicine, 2004 (2015); BA 1993 Grinnell; MD 1998 University of Iowa

Dannenberg, Matthew Paul, Assistant Professor, Geographical and Sustainability Sciences, (2019); MA 2013 University of North Carolina - Chapel; PHD 2017 University of North Carolina-Chapel

Dantuma, Brock, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2019 University of Wisconsin

Darbro, Benjamin Will, Associate Professor, Pediatrics, 2011 (2018); BS 1999 Nebraska Wesleyan; MD 2007 University of Iowa; PHD 2007 University of Iowa

Darcy, Isabel K., Associate Professor, Mathematics, 2003 (2008); BS 1987 University of California-Los Angeles; MS 1989 University of California-Los Angeles; PHD 1997 Florida State

Darjanja, Vakhtangi, Lecturer, Art Art History, 2018 (2018); MFA 2018 University of Iowa

Darkzali, Haider, Clinical Assistant Professor, Anesthesia, (2020); MD 2000 University of Baghdad

Darling, Warren G., Professor, Health and Human Physiology/Physical Therapy Rehab Science, 1987 (2007); BSC 1979 Waterloo-Ontario; MSC 1981 Waterloo-Ontario; PHD 1986 Western Ontario

Das, Shuvendu, Adjunct Assistant Professor, Chemistry, 2014 (2014); PHD 2004 Jadavpur University

Dasgupta, Bhanumati Nayak, Adjunct Assistant Professor, Mathematics, 2015 (2003); BS 1981 ST. ZAVIER, INDIA; MA 1983 NOTRE DAME; DPHIL 1987 NOTRE DAME

Dasgupta, Soura, Professor, Electrical-Computer Engineering, 1985 (1994); BE 1980 Queensland-Australia; PHD 1985 Australian National

Datchuk, Shawn Michael, Assistant Professor, Teaching and Learning, 2015 (2015); PHD 2011 Pennsylvania State University

Davick, Jonathan J., Clinical Assistant Professor, Pathology, (2020); BA 2010 St Olaf College; MD 2015 University of Iowa Carver Coll

David, Aisha M., Clinical Assistant Professor, Family Medicine, 2018 (2018); BS 2003 Univ of Wisconsin, Madison, WI; MD 2011 Emory Univ School of Med GA

Davidovic, Jovana, Associate Professor, Law-Faculty/Philosophy, 2012 (2018); PHD 2011 The University of Minnesota-Twin Cities

Daids, Michelle R., Clinical Adjunct Assistant Professor, Psychiatry, 2017 (2017); DO 2011 Midwestern University

Davidson, Krista R., Clinical Associate Professor, Communication Sciences and Disorders, (2017); DIP 1997 Herscher High School; BS 2001 Bradley University; MS 2004 Purdue University

Davidson, Roger Allan, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 1979 Univ of IA college of med, IA

Davies, Brandon Scott Joseph, Associate Professor, Biochemistry, 2012 (2019); PHD 2005 University of California-Berkeley

Davis, Benjamin Phillip, Clinical Assistant Professor, Internal Medicine/Pediatrics, 2015 (2015); MD 2008 University of Iowa

Davis, Bethany, Adjunct Instructor, Library Information Science, (2020); BA 2008 UNIVERSITY OF PITTSBURGH; AMLS 2011 KENT STATE UNIVERSITY

Davis, Chad Edward, Clinical Assistant Professor, Radiology, (2019); BA 2009 University of Kansas; MD 2013 University of Iowa

Davis, Christine Schaplowsky, Clinical Adjunct Assistant Professor, Family Medicine, (2018); BA 2010 Des Moines Univ, IA; BA 2014 Des Moines Univ, IA; DO 2014 Des Moines Univ. IA

Davis, James M., Assistant Professor, Pediatrics, 2018 (2018); PHD 2009 Emory University; MD 2010 Emory University

Davis, Jody, Clinical Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BS 1996 Fort Lewis; DDS 2009 Colorado

Davis, Leodis, Emeritus Professor, Chemistry, 1968 (1976); BS 1956 Missouri; MS 1958 Iowa State; PHD 1960 Iowa State

Davis, Michael Wayne, Adjunct Instructor, University College Courses, 2016 (2016); BA 1979 South Carolina; MDIV 1984 Southeastern Baptist Theologic

Davis, Patricia H., Emeritus Professor, Neurology, 1992 (2005); BS 1973 Queen's-Ontario; MD 1977 Queen's-Ontario

Davis, Rebecca, Clinical Assistant Professor, Internal Medicine, 2007 (2007); BS 1981 Indiana University-Bloomington; MD 1987 Indiana University-Bloomington

Davis, Roy C., Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (1997); BA 1979 Pittsburgh; BS 1987 Kansas; PHARM 1995 Duquesne

Davis, Scarlet Rosetta, Adjunct Instructor, University College Courses, (2019); BS 2015 Western Michigan University; MSED 2018 Miami University

Davis, Steven G., Adjunct Lecturer, Management and Entrepreneurship, (2016); BS 2001 University of Iowa; MS 2003 University of Iowa

Davis, Trent Wilkins, Clinical Assistant Professor, Radiology, (2019); MD 2013 University of Kansas

Davis, William Alan, Emeritus Associate Professor, Obstetrics Gynecology, 2000 (2003); BA 1963 Wartburg; MD 1967 University of Illinois at Urbana Champaign

Davis, Wilson L. Jr., Clinical Adjunct Instructor, Internal Medicine, 1990 (1990); MD 1978 University of Iowa

Davison, Scott Robert, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2013 University of Minnesota

Davisson, Erica, Lecturer, Nursing, 2019 (2019); BSN 2011 Coe College; DNP 2018 University of Iowa

Dawson, Cindy Jean, Clinical Adjunct Assistant Professor, Nursing, 2018 (2018); BSN 1975 University of Iowa; MSN 2007 University of Phoenix

Dawson, Deborah V., Emeritus Professor, Biostatistics/Pediatric Dentistry, 2001 (2001); BA 1974 Montclair State; SCM 1976 Johns Hopkins; PHD 1981 University of North Carolina at Chapel Hill

Dawson, Jeffrey D., Professor, Biostatistics, 1991 (2009); BS 1987 Brigham Young; SCD 1991 Harvard

Day, Anthony Alan, Clinical Adjunct Professor, Family Medicine, 2008 (2016); BS 1988 University of Iowa; MD 1992 University of Iowa

Day, Kristopher Michael, Clinical Assistant Professor, Surgery, (2020); BA 2005 Tulane University; BS 2005 Tulane University

Dayal, Sanjana, Assistant Professor, Internal Medicine, 2014 (2014); PHD 1995 India Institute of Medical Sci

Dayton, Michael John, Adjunct Lecturer, Management and Entrepreneurship, 2015 (2015); BA 2001 University of Iowa; BS 2001 University of Iowa; JD 2006 University of Iowa

De Abreu Almeida, Miriam, Clinical Adjunct Associate Professor, Nursing, 2016 (2016); PHD 2002 Pontificia Univ Catolica

De Andrade, James Pereira, Clinical Assistant Professor, Surgery, (2020); MD 2011 University of Alabama School

De Andrade, Lindsay McConnell, Clinical Assistant Professor, Ophthalmology Visual Science, (2020); MD 2014 University of Iowa

De Boef, Connie Lou, Emeritus Assistant Professor, Nursing, 1993 (2002); BSN 1970 University of Iowa; MA 1991 University of Iowa

De Castro Filho, Luciano Irineu, Associate Professor, Economics, 2014 (2014); MBA 1999 Getulio Vargas Foundation; MS 2001 IMPA (Brazil); PHD 2004 IMPA (Brazil)

De Cesar Netto, Cesar, Assistant Professor, Orthopaedics and Rehabilitation, 2019 (2019); MD 2006 University of Sao Paulo, Brazi; PHD 2012 University of Sao Paulo, Brazi

De Greef, Jessica Christine, Adjunct Associate, Molecular Physiology Biophysics, 2015 (2015); PHD 2009 Univ of Leiden The Netherlands

De Jesus-Roetlin, Maria Theresa E., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); BS 1989 University of Santo Tomas; MD 1994 University of Santo Tomas

De La Pena, George R., Professor, Dance, 2004 (2016); BA 2011 SUNY, Empire State College

De Mali, Kris A., Professor, Biochemistry/Dermatology, 2006 (2018); PHD 1999 Colorado Health

De Matta, Renato E., Associate Professor, Business Analytics, 1990 (1997); BS 1977 Phillipines; MA 1979 Phillipines; PHD 1989 Pennsylvania

De Mattos Pimenta Vidal, Cristina, Assistant Professor, Operative Dentistry, 2016 (2016); DDS 2006 Sao Paulo State University; MS 2009 Sao Paulo State University; PHD 2012 State University of Campinas

De Muth, Robert William, Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); MD 2000 Texas Tech University

De Puma, Richard Daniel, Emeritus Professor, Art Art History, 1968 (1986); BA 1964 Swarthmore; MA 1967 Bryn Mawr; PHD 1969 Bryn Mawr

De Saint Victor, Carol, Emeritus Professor, English, 1966 (1984); BA 1956 Indiana University-Bloomington; PHD 1966 Indiana University-Bloomington

De Souza Talarico, Juliana Nery, Associate Professor, Nursing, 2020 (2020); BN 2003 Universidade de Sao Paulo; MSN 2005 Universidade de Sao Paulo; PHD 2009 Universidade de Sao Paulo

Dean, Brandon O., Adjunct Assistant Professor, Religion, 2017 (2017); BA 2003 Indiana University; MA 2009 Western Michigan University; PHD 2016 University of Iowa

Dean, Thomas Keith, Adjunct Assistant Professor, University College Courses, 2000 (2000); BA 1982 Northern Illinois; BM 1982 Northern Illinois; MA 1984 Northern Illinois; PHD 1991 University of Iowa

Deberg, Jennifer, Adjunct Lecturer, Nursing, 2014 (2014); BS 1993 Elizabethtown; MS 2008 Emporia State

Decker, Beth, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2015 Drake University

Decook, Rhonda R., Lecturer, Statistics Actuarial Science, 2006 (2012); BS 1993 Iowa State; MS 2002 Iowa State; PHD 2006 Iowa State

Dedeaux-Norris, Tj, Assistant Professor, Art Art History, 2016 (2016); BA 2010 University of California-Los Angeles; MFA 2012 Yale University

Dee, Fred Randolph, Emeritus Professor, Pathology, 1974 (1983); BA 1963 University of Iowa; MD 1967 University of Iowa

Degeeter, Catherine Diane, Clinical Associate Professor, Pediatrics, 2013 (2020); MD 2007 University of Iowa

Degollado, Enrique David, Adjunct Lecturer, Teaching and Learning, 2020 (2020); MED 2010 Texas State University; MSED 2013 Texas AM Intl University; PHD 2019 University of Texas-Austin

Degowin, Richard L., Emeritus Professor, Internal Medicine, 1968 (1973); MD 1959 University of Illinois at Chicago

Dehn, Richard William, Emeritus Professor, Physician Assistant, 1994 (2000); BA 1973 University of Iowa; BS 1976 University of Iowa; MPA 1991 Golden Gate

Dehring, Deborah J., Emeritus Associate Professor, Anesthesia, 1993 (1993); BS 1974 University of Wisconsin-Madison; MD 1978 University of Wisconsin-Madison

Deierling, Phillip, Lecturer, Mechanical Engineering, (2018); BE 2009 University of Iowa; MME 2010 University of Iowa; PHD 2016 University of Iowa

Dejong, Douglas V., Emeritus Professor, Accounting, 1980 (1993); BBA 1970 University of Iowa; MBA 1971 University of Iowa; PHD 1980 University of Michigan-Ann Arbor

Dejong, Stacey Lynn, Assistant Professor, Physical Therapy Rehab Science, 2014 (2014); MPT 1992 University of Nebraska-Lincoln; MS 1998 University of Nebraska-Lincoln; PHD 2011 Washington

Delaney, Connie J., Emeritus Professor, Nursing, 1986 (2002); BSN 1975 Viterbo; MA 1978 University of Iowa; PHD 1986 University of Iowa

Delaty, Simone, Emeritus Professor, French Italian, 1968 (1986); MA 1962 Grenoble-France; PHD 1970 Bordeaux-France

Delaubenfels, Anthony James, Adjunct Instructor, Computer Science, 2016 (2015); BS 1975 Simpson College; MS 1982 University of Iowa; MS 1987 University of Iowa

Delcour, Kimberly Sue, Clinical Assistant Professor, Internal Medicine, 2015 (2015); DO 2006 Kirksville College of Osteopa

Deleon, Justin Timoteo, Assistant Professor, Military Science, 2017 (2017); BBA 2010 Colorado State University

Deligiorgis, Stavros, Emeritus Professor, English, 1965 (1973);

Dellos, Laura Murphy, Clinical Associate Professor, Obstetrics Gynecology, 2007 (2016); BSN 1985 Missouri, Columb; MSN 1991 California, San Fran

Deloach, Latasha J., Adjunct Instructor, Social Work, 2017 (2017); BSW 2003 University of Iowa; MSW 2008 University of Iowa

Demarco, Diane L., Adjunct Instructor, University College Courses, 2007 (2016); BS 1975 Michigan State University; MA 1979 Michigan State University

Demello, George, Emeritus Professor, Spanish Portuguese, 1967 (1995); BA 1954 Massachusetts; MA 1959 Colorado; PHD 1968 Colorado

Demir, Ibrahim, Assistant Professor, Electrical-Computer Engineering, 2012 (2012); PHD 2010 Georgia

Demir Lira, Ozlem Ece, Assistant Professor, Psychological and Brain Sciences, (2018); PHD 2009 University of Chicago

Den Adel, Kevin John, Associate Professor, Accounting, 2009 (2018); PHD 1999 University of Iowa

Denburg, Jeffrey Lewis, Emeritus Professor, Biology, 1977 (1990); BA 1965 Amherst; PHD 1970 Johns Hopkins

Denburg, Natalie Lisa, Associate Professor, Neurology, 1999 (2015); BA 1991 New York-Binghamtpm; MA 1994 Michigan State University; PHD 1997 Michigan State University

Denehy, Gerald, Emeritus Professor, Operative Dentistry, 1968 (1977); DDS 1968 Loma Linda; MS 1970 University of Iowa

Denning, Gerene Marie Cox, Adjunct Professor, Emergency Medicine, 2016 (2016); BA 1974 Iowa; MS 1976 California-San Diego; PHD 1989 Iowa

Dennis, Leslie, Adjunct Associate Professor, Epidemiology, 1999 (2004); BA 1984 Loretto Heights College; MS 1988 Colorado; PHD 1993 Washington

Denniston, Rhawn Flavell, Adjunct Assistant Professor, Earth and Environmental Sciences, 2001 (2001); PHD 2000 University of Iowa

Denry, Isabelle, Professor, Biomedical Engineering/Prosthodontics, 2011 (2011); DDS 1981 Paris VII; MS 1986 Paris VII; PHD 1989 Paris VII

Densen, Peter, Emeritus Professor, Internal Medicine, 1983 (1991); BA 1966 Colby; MD 1970 Johns Hopkins

Depew, David, Emeritus Professor, Communication Studies/Interdisciplinary Programs, 1990 (1995); BA 1965 St Marys-Calif; MA 1972 University of California-San Diego; PHD 1978 University of California-San Diego

Depew, Mary J., Emeritus Associate Professor, Classics, 1990 (1996); BA 1976 California State; BA 1979 Calif-Irvine; MA 1985 University of California-Los Angeles; PHD 1989 University of California-Los Angeles

Deprosse, Charles, Emeritus Associate Professor, Obstetrics Gynecology, 1972 (1978); AB 1946 Cornell; MD 1950 Cornell

Derdeyn, Colin P., Professor, Neurology/Neurosurgery/Radiology, 2015 (2015); BA 1984 University of Virginia; MD 1988 Virginia School of Medicine

Deroo, Casey T., Assistant Professor, Physics Astronomy, 2018 (2018); BA 2011 Concordia College; PHD 2016 University of Iowa

Desai, Devasena Narayan, Adjunct Lecturer, Rehabilitation and Counselor Education, (2018); PHD

Desai, Jhanvi Pravinchandra, Clinical Assistant Professor, Preventive Community Dentistry, (2019); BDS 2011 Nair Hospital Dental College; MDS 2015 SDM College of Dental Sciences

Desalvo Von Stein, Diana Lynn, Adjunct Instructor, Epidemiology, 2020 (2020); BS 1997 University of Iowa; MPH 2006 University of Iowa

Deshpande, Anjali D., Clinical Associate Professor, Epidemiology, 2016 (2016); BS 1990 Cornell University; MPH 1995 University of Oklahoma HSC; PHD 2000 Emory University

Desjardin, Lucy E., Adjunct Associate Professor, Epidemiology, 2003 (2018); BS 1981 Florida; PHD 1993 University of FL-Gainesville

Destruel-Johnson, Emilie, Associate Professor, French Italian, 2013 (2020); BA 2001 Toulouse Paul Sabatier,

France; MA 2005 U Toulouse Le Mirail, France; PHD 2013 The University of Texas at Austin

Dettmer, Helena R., Professor, Classics, 1976 (1997); BA 1972 Indiana University-Bloomington; PHD 1976 University of Michigan-Ann Arbor

Devane, Benjamin Mitchell, Assistant Professor, Psych Quant Foundations, 2013 (2013); BS 2003 Virginia Polytechnical; MS 2007 University of Wisconsin-Madison; PHD 2010 University of Wisconsin-Madison

Devor, Eric, Research Assistant Professor, Obstetrics Gynecology, 2010 (2010); BS 1972 New Mexico; MS 1977 New Mexico; PHD 1979 New Mexico

Devore, Alexx, Adjunct Lecturer, Nursing, 2020 (2020); ADN 2017 Kirkwood Community College; BSN 2019 University of Iowa

Dewey, Louisa Ann Margaret, Adjunct Assistant Professor, English, 2020 (2020); HS 2013 San Roque; MFA 2020 University of Iowa

Dexter, Franklin, Professor, Anesthesia/Health Management Policy, 1994 (2005); SCB 1985 Brown; MS 1988 Case Western Reserve; PHD 1989 Case Western Reserve; MD 1990 Case Western Reserve

Dey, Mishtu, Adjunct Assistant Professor, Chemistry, 2011 (2011); BS 1994 Utkal, India; MS 1996 Utkal, India; PHD 2004 Indian, Tech Bombay

Deyak, David Joseph, Adjunct Lecturer, Management and Entrepreneurship, 2015 (2015); BA 1989 Gustavus Adolphus, MN; MA 2001 Troy

Dhadphale, Ketan A., Clinical Adjunct Assistant Professor, Psychiatry, 2017 (2017); MBBS 1992 University of Bombay, India

Dhanesha, Nirav Anilkumar, Research Assistant Professor, Internal Medicine, (2019); PHD 2013 K.B. Institute

Dhuna, Anil K., Clinical Adjunct Assistant Professor, Neurology, 2015 (2015); MD 1982 University of Wales College of

Diamantis, Mihailis E., Associate Professor, Law-Faculty/Philosophy, 2016 (2016); AB 2004 Amherst College; JD 2009 Yale Law School

Diamond, Renee, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2006 Univ of Portland, Portland, OR; MD 2011 Creighton Univ Sch of Med, NE

Diaz-Arnold, Ana M., Professor, Family Dentistry, 1987 (2002); BS 1979 Indiana University-Bloomington; DDS 1983 Indiana University-Bloomington; MS 1987 University of Iowa

Dibona, Gerald F., Emeritus Professor, Internal Medicine, 1969 (1975); BA 1960 Harvard; MD 1964 Tufts

Dicamillo, Paul Allen, Clinical Assistant Professor, Radiology, (2019); MD 2008 University of Virginia

Dicharry, Bradley Clark, Associate Professor, Art Art History/Interdisciplinary Programs, 2008 (2013); BFA 2001 Tennessee Chatta; MA 2003 University of Iowa; MFA 2005 University of Iowa

Dick, David Wayne, Clinical Associate Professor, Pharmaceutical Sciences and Experimental Therapeutics/Radiology, 2011 (2018); BS 1999 Western Washington; MS 2003 University of Wisconsin-Madison; PHD 2004 University of Wisconsin-Madison

- Dickens, David**, Clinical Professor, Pediatrics, (2019); MD 1996 Upstate Medical University
- Dickerson, James C.**, Adjunct Instructor, University College Courses, 2015 (2015); BGS 1983 University of Iowa
- Dicket, Aaron J.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2015 Drake University
- Dickson, James Sparrow**, Adjunct Professor, Epidemiology, 2009 (2009); BA 1977 Clemson; MA 1980 Georgia; PHD 1984 University of Nebraska-Lincoln
- Didion Johnston, Lisa Anne**, Assistant Professor, Teaching and Learning, (2019); BED 2007 Univ of Missouri Columbia; MA 2009 Vanderbilt University; PHD 2019 Univ of Texas at Austin
- Diefenderfer, Chad**, Adjunct Lecturer, Finance, (2016); BS 2005 University of Iowa
- Diehl, Paul B.**, Emeritus Associate Professor, English, 1975 (1981); BA 1966 The University of Texas at Austin; MA 1970 The University of Texas at Austin; PHD 1976 The University of Texas at Austin
- Diehl, Ursula Anne**, Adjunct Assistant Professor, Pediatric Dentistry, (2017); BS 2009 University of Iowa; MA 2011 University of Iowa; DDS 2015 University of Iowa
- Diekema, Daniel James**, Clinical Professor, Internal Medicine/Pathology, 1999 (2008); BA 1985 Calvin; MD 1989 Vanderbilt; MS 1995 University of Iowa
- Diestelmeier-Madden, Beth Ann**, Adjunct Lecturer, Teaching and Learning, (2020); BA 1994 University of Iowa; MED 2005 Olivet Nazarene University
- Dietrich, Bryce Jensen**, Assistant Professor, Political Science/University College Courses, 2016 (2016); BA 2000 University of Missouri; BA 2005 University of Missouri; MA 2008 University of Kansas; PHD 2014 University of Illinois at Urbana Champaign
- Dietzenbach, Jeffrey Joseph**, Clinical Adjunct Assistant Professor, Surgery, 2014 (2014); MD 2003 University of Iowa
- Diffley, Kathleen**, Associate Professor, English, 1983 (1991); BA 1972 Bard; MED 1974 Harvard; MA 1977 Columbia; MPHIL 1980 Columbia; PHD 1983 Columbia
- Dilig, John**, Emeritus Professor, Art Art History, 1975 (1987); BFA 1969 Rhode Island School of Design
- Dill, Lisa G.**, Adjunct Professor, University College Courses, 2018 (2018); MA 2004 University of Delaware
- Dillard, Seth Ian**, Associate Professor, Biomedical Engineering, 2013 (2019); BSE 2004 University of Iowa; PHD 2011 University of Iowa
- Dilley, Paul C.**, Associate Professor, Classics/Interdisciplinary Programs/Religion, 2011 (2018); MA 2002 Yale; MPHIL 2005 Yale; PHD 2008 Yale
- Dillon, Dena M. B.**, Adjunct Associate Professor, Pharmacy Practice and Science, 1998 (2003); PHARMD 1995 University of Michigan-Ann Arbor
- Dillon, Joseph**, Associate Professor, Internal Medicine, 1996 (2003); MBBCH 1981 BAO University College-Dublin
- Dillon, Karmen**, Adjunct Assistant Professor, Health Management Policy, 2019 (2019); MBA 2008 University of Iowa; MHA 2019 University of Iowa
- Dimke, Kristi Leigh**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2012); PHARMD 2011 University of Iowa
- Dimpfl, Stacey Lynn**, Lecturer, Accounting, (2019);
- Dindo, Lilian**, Adjunct Assistant Professor, Psychiatry, 2009 (2009); BA 1998 Beirut; MA 2004 University of Iowa; PHD 2008 University of Iowa
- Ding, Hongtao**, Associate Professor, Mechanical Engineering, 2012 (2018); PHD 2012 Purdue University Main Campus
- Dinoff, Beth Laura**, Clinical Associate Professor, Anesthesia/ Psychiatry, 2018 (2018); PHD 2001 University of Kansas
- Dion, Douglas**, Associate Professor, Political Science, 1999 (1999); BA 1984 University of North Carolina at Chapel Hill; MS 1986 The University of Minnesota-Twin Cities; PHD 1991 University of Michigan-Ann Arbor
- Dion, Mark William**, Clinical Assistant Professor, Radiation Oncology, 2000 (2000); BA 1973 Western State-Colorado; MD 1977 Colorado
- Dipietro, Stephanie Maura**, Associate Professor, Sociology and Criminology, (2020); BA 1999 Emerson College; MA 2003 George Washington University; PHD 2010 University of Maryland
- Dirks, Mary Susan**, Clinical Professor, Nursing, 1992 (2016); BSN 1988 University of Iowa; MSN 1997 University of Iowa; DNP 2009 University of Iowa
- Dirksen, Rachael Rickertsen**, Adjunct Assistant Professor, Internal Medicine, 2012 (2012); MD 2009 University of Iowa
- Disselhorst, Delbert**, Emeritus Professor, Music, 1970 (1980); BM 1962 University of Illinois at Urbana Champaign; MMUS 1965 University of Illinois at Urbana Champaign; DMA 1970 University of Michigan-Ann Arbor
- Dittmer, Mark Allen**, Emeritus Assistant Professor, Family Dentistry, 1989 (1998); BS 1975 University of Iowa; DDS 1986 University of Iowa
- Dittrich, Howard**, Adjunct Professor, Internal Medicine, 2012 (2012); BS 1974 University of Iowa; MD 1978 University of Iowa
- Divekar, Abhay Ashok**, Adjunct Professor, Pediatrics, 2007 (2013); MD 1995 Lokmanya Tilak Municipal
- Divita, Jennifer Danielle**, Clinical Assistant Professor, Communication Sciences and Disorders, (2018); BA 2012 University of Iowa; MA 2014 University of Iowa
- Dixon, Bradley S.**, Professor, Internal Medicine, 1990 (2018); BS 1975 Arizona State; MD 1979 Southern California
- Djalali, Chaden**, Professor, Physics Astronomy, 2012 (2012); PHD 1981 Universite de Paris XZI
- Dlouhy, Brian J.**, Assistant Professor, Neurosurgery, 2015 (2015); MD 2007 New York University School
- Dlouhy, Kathleen E.**, Clinical Assistant Professor, Neurosurgery, (2019); MD 2011 Washington University
- Dobrian, Walter**, Emeritus Associate Professor, Spanish Portuguese, 1962 (1965); BA 1952 University of Wisconsin-Madison; PHD 1960 University of Wisconsin-Madison
- Dobyns, Richard Craig**, Clinical Professor, Family Medicine/ International Programs, 1988 (2004); BA 1978 St. Olaf; MD 1983 The University of Minnesota-Twin Cities

Dochterman, Joanne Marie, Emeritus Professor, Health Management Policy/Nursing, 1980 (1987); BSN 1967 Simmons; MSN 1972 University of Illinois at Urbana Champaign; PHD 1981 University of Illinois at Chicago

Dodd, Rebecca Denise, Assistant Professor, Internal Medicine, 2016 (2016); PHD 2007 Duke University

Doddapattar, Prakash, Research Assistant Professor, Internal Medicine, (2020); PHD 2013 Medical University of Graz

Dodds, Amber Lynne, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARMD 2006 University of Iowa

Dodson, Thomas Aaron, Adjunct Assistant Professor, Creative Writing, (2020); MFA 2020 University of Iowa

Doelle, Gregory Charles, Emeritus Professor, Internal Medicine, 2000 (2003); BA 1973 St. Thomas; MD 1977 The University of Minnesota-Twin Cities

Doering, John Val, Emeritus Professor, Family Dentistry, 1974 (1989); BA 1966 Regis; DDS 1970 University of Iowa; MA 1976 University of Iowa

Doern, Gary V., Emeritus Professor, Epidemiology/Pathology, 1997 (1997); BS 1972 Northwestern University; MS 1974 Medical College of Wisconsin; PHD 1977 Medical College of Wisconsin

Doerschug, Kevin Clarke, Clinical Professor, Internal Medicine, 2002 (2013); BA 1990 Grinnell; MD 1994 University of Iowa

Doershuk, John F., Adjunct Associate Professor, Anthropology/University College Courses, 1995 (2016); BA 1980 Carleton; MA 1982 Northwestern University; PHD 1989 Northwestern University

Doherty, Cornelius, Emeritus Associate Professor, Surgery, 1991 (1997); BS 1959 San Francisco; MD 1963 St Louis

Dohrn, Ashley Catherine, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); BA 2001 Colorado College; PHARMD 2006 University of Iowa

Dokun, Ayotunde, Associate Professor, Internal Medicine, 2019 (2019); MD 2003 Mount Sinai School of Medicine

Dolan Jr., Patrick Anthony, Lecturer, Gender, Women's and Sexuality Studies, 1993 (2001); PHD 1994 University of Iowa

Dolovcak, Svjetlana, Clinical Assistant Professor, Internal Medicine, (2016); MD 2005 University of Zagreb

Dolphin, Teresa Marie, Clinical Adjunct Assistant Professor, Psychiatry, 2018 (2018); DO 2012 Kansas City University

Domann, Frederick, Professor, Pathology/Radiation Oncology/Surgery, 1993 (2006); BS 1983 University of Wisconsin-Platteville; PHD 1991 University of Wisconsin-Madison

Donahue, Mary Patricia, Emeritus Professor, Nursing, 1976 (1993); BSN 1962 The Ohio State University; MSN 1971 The Ohio State University; PHD 1981 University of Iowa

Donald, Sondra Ann-Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2000 University of Iowa

Donato, Francisco, Clinical Assistant Professor, Radiology, 2019 (2019); MD 2002 School of Medicine of the Univ

Donels, Eric Christopher, Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); DO 2011 A.T. Still University

Donelson, Dain, Professor, Accounting, 2020 (2020); JD 1997 Northwestern University; MS 1999 Boston College; PHD 2007 University of Illinois at U-C

Donelson, John E., Emeritus Professor, Biochemistry, 1974 (1981); BS 1965 Iowa State; PHD 1971 Cornell

Donham, Kelley J., Emeritus Professor, Occupational Environmental Health, 1973 (1985); BS 1966 University of Iowa; MS 1970 University of Iowa; DVM 1971 Iowa State

Donovan, Emily Anne, Adjunct Instructor, Social Work, 2012 (2012); BSW 2001 University of Iowa; MSW 2005 University of Iowa

Donovan, Jennifer Ann, Clinical Adjunct Assistant Professor, Psychiatry, 2015 (2015); BA 2003 Iowa State University; MD 2010 University of Iowa

Donovan, Maureen D., Professor, Pharmaceutical Sciences and Experimental Therapeutics, 1989 (2008); BSPH 1983 The University of Minnesota-Twin Cities; PHD 1989 University of Michigan-Ann Arbor

Doobay, Alissa F., Adjunct Assistant Professor, Psych Quant Foundations, 2016 (2016); BS 2004 University of Iowa; PHD 2010 University of Iowa

Doobay, Marc Frank, Clinical Assistant Professor, Family Medicine, (2020); BS 2005 Univ of Iowa; MPAS 2011 Univ of Iowa

Doorn, Jonathan A., Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2004 (2019); BS 1996 Calvin; MS 1998 University of Michigan-Ann Arbor; PHD 2001 University of Michigan-Ann Arbor

Dorale, Jeffrey, Associate Professor, Earth and Environmental Sciences, 2003 (2011); BS 1988 University of Iowa; MS 1992 University of Iowa; PHD 2001 The University of Minnesota-Twin Cities

Doresca, Dimy, Lecturer, Management and Entrepreneurship, 2012 (2012); AS 1992 Scott Community; BA 2000 Augustana; MS 2002 Georgetown

Dorfman, Lorraine T., Emeritus Professor, Social Work, 1969 (1988); BS 1957 Temple; MA 1959 University of Michigan-Ann Arbor; PHD 1978 University of Iowa

Dorner, Douglas B., Clinical Adjunct Professor, Surgery, 1973 (2001); MD 1967 Harvard

Dotson, Mitchell P., Adjunct Lecturer, Nursing, 2016 (2016); BSN 1997 University of Iowa; MSN 2012 University of Iowa; DNP 2014 University of Iowa

Doucette, William R., Professor, Pharmacy Practice and Science, 1996 (2007); BS 1983 University of Wisconsin-Madison; MS 1988 University of Wisconsin-Madison; PHD 1993 University of Wisconsin-Madison

Douglass, Amber R., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2010 University of Iowa

Dove, Edwin L., Emeritus Associate Professor, Biomedical Engineering, 1985 (1992); BS 1973 Virginia Polytechnic Institute; MS 1974 Virginia Polytechnic Institute; PHD 1984 Case Western Reserve

Dowden, Ryan M., Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); MD 1999 Univ of MO-Kansas Cty Schl Med

Dowling, David O., Associate Professor, Journalism Mass Communication, 2006 (2015); PHD 1995 Boulder

Downes, Sara Jo, Clinical Assistant Professor, Ophthalmology Visual Science, 2018 (2018); OD 2011 Southern College of Optometry

Downey, Debora Ann, Adjunct Assistant Professor, Communication Sciences and Disorders, 1993 (2017); BA 1984 Northern Colorado; MA 1986 Northern Colorado

Downing, Haley M., Adjunct Assistant Professor, Psych Quant Foundations, 2019 (2019); BA 2005 Augustana College; MS 2007 Illinois State University; PHD 2012 University of Akron, OH

Drack, Arlene V., Professor, Ophthalmology Visual Science/Pediatrics, 2008 (2018); BS 1981 Scranton; MD 1986 Pennsylvania State University

Drake, David R., Professor, Endodontics, 1988 (2003); BS 1977 Purdue University Main Campus; MS 1982 Purdue University Main Campus; PHD 1986 Tennessee

Drake, Lon D., Emeritus Professor, Earth and Environmental Sciences, 1968 (1979); BA 1961 Buffalo; MA 1965 University of California-Los Angeles; PHD 1968 The Ohio State University

Dreher, Melanie, Emeritus Professor, Anthropology/Community Behavioral Health/Nursing, 1997 (1997); BSN 1967 Long Island; MA 1974 Teachers College; MPHIL 1976 Columbia; PHD 1977 Columbia

Dreier, James, Associate Professor, Music, 2000 (2019); BA 1985 Berklee; MA 2000 University of Iowa

Dreisbach, Caitlin, Adjunct Lecturer, Nursing, 2016 (2016); BS 2012 Cornell University; BSN 2013 The John Hopkins University

Dresser, Craig Allen, Lecturer, English as Second Language, 2010 (2012); MA 2004 University of Iowa

Drilling, William Michael, Adjunct Instructor, Pharmacy Practice and Science, 2005 (2005); BSPH University of Iowa

Drockton, David A., Clinical Adjunct Instructor, Preventive Community Dentistry, 2000 (2000); DDS 1984 Case Western

Duarte, Armando S., Professor, Dance/Interdisciplinary Programs/University College Courses, 1993 (2006); BS 1978 Univ de Sao Paulo-Brazil; MFA 1992 Tisch School of Arts-NY

Duarte, Maria A., Emeritus Associate Professor, Spanish Portuguese, 1982 (1989); BA 1971 Vanderbilt; MA 1974 The University of Texas at Austin; PHD 1980 The University of Minnesota-Twin Cities

Duba, Vernon K., Clinical Assistant Professor, Pharmacy Practice and Science, 1993 (1999); BA 1983 Doane College; MA 1987 MO, Columbia

Duchene, Elizabeth Kari, Adjunct Instructor, Journalism Mass Communication, 2018 (2018); BA 2007 University of Northern Iowa; MA 2018 University of Northern Iowa

Duchman, Kyle Robert, Assistant Professor, Orthopaedics and Rehabilitation, (2018); BA 2008 Wartburg College; MD 2012 University of Iowa

Duck, Steve, Professor, Communication Studies/Psychological and Brain Sciences/Rhetoric, 1986 (1986); BA

1968 Oxford-England; PHD 1971 Sheffield-England; MA 1972 Oxford-England

Dudley-Javoroski, Shauna D., Clinical Assistant Professor, Physical Therapy Rehab Science, 2009 (2017); MPT 2000 University of Iowa; PHD 2009 University of Iowa

Duerlinger, James P., Professor, Philosophy, 1971 (1989); BA 1961 University of Wisconsin-Madison; MA 1963 Washington; PHD 1966 University of Wisconsin-Madison

Duethman, Gregory J., Adjunct Instructor, University College Courses, 2009 (2014); BA 1984 Creighton

Duff, Jeremy, Adjunct Associate Professor, Nursing, 2018 (2018); BN 1996 Charles Sturt University; MN 2008 University of Western Sydney; PHD 2013 Australian Catholic University

Duffel, Michael W., Professor, Pharmacy, 1981 (1993); BS 1975 The University of Texas at Austin; PHD 1979 The University of Texas at Austin

Duffy, Joseph Daniel, Adjunct Assistant Professor, Creative Writing, 2020 (2020); MFA 2020 University of Iowa

Duffy, Pamela A., Adjunct Assistant Professor, Physical Therapy Rehab Science, 2008 (2008); BSPT 1978 Pennsylvania; MED 2001 Iowa State; PHD 2008 Iowa State

Duffy-Danker, Lora Jean, Adjunct Lecturer, Teaching and Learning, 2015 (2015); BA 1983 University of Iowa; MS ED 2010 Drake University

Dugdale, Eric, Adjunct Professor, Classics, 2020 (2020); DIP 1989 Monkton Combe School; BA 1994 University of Oxford; PHD 2001 University of North Carolina

Dukes, Kimberly Christine, Research Assistant Professor, Internal Medicine, (2019); BA 1990 Columbia University; PHD 2006 Temple University

Dumitrescu, Alina Valentina, Clinical Assistant Professor, Ophthalmology Visual Science/Pediatrics, 2011 (2011); MD 1999 Timisoara

Dunbar, Stephen B., Professor, Psych Quant Foundations, 1982 (1994); BA 1975 University of Wisconsin-Madison; MA 1978 University of Illinois at Urbana Champaign; PHD 1982 University of Illinois at Urbana Champaign

Dungy, Claibourne I., Emeritus Professor, Epidemiology/Pediatrics, 1988 (1993); BS 1962 Eastern Illinois; MD 1967 University of Illinois at Urbana Champaign; MPH 1971 Johns Hopkins

Dunkerley, David, Clinical Assistant Professor, Radiation Oncology, 2019 (2019); PHD 2017 Univ of Wisconsin-Madiso

Dunkhase, Deborah, Adjunct Lecturer, Management and Entrepreneurship, 2019 (2019); BA 1974 Drake University

Dunkhase, John A., Emeritus Associate Professor, Teaching and Learning, 1976 (2006); PHD 1980 Colorado School of Mines

Dunleavy, Amy Rebecca, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2020 University of Iowa

Dunn, Heather, Clinical Assistant Professor, Nursing, (2020); MSN 2009 University of Illinois at Chic; PHD 2018 University of Illinois at Chic

Dunn, Suzanne Marie, Adjunct Instructor, Communication Sciences and Disorders, 2006 (2006); BA 1996 University of Iowa; MA 2002 University of Iowa

Dunn-Johnson, Camille C., Research Assistant Professor, Otolaryngology-Head Neck Surgery, 2015 (2015); PHD 2003 University of Nebraska-Lincoln

Dunnewold, Mary Lynn, Adjunct Lecturer, Law-Faculty, 2020 (2020); JD 1991 University of Minnesota-Twin

Dunnwald, Martine, Research Associate Professor, Anatomy Cell Biology, 2001 (2019); MS 1990 Pasteur; PHARMD 1991 Pasteur; PHD 1995 Laval

Dunphy, Carmen Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, (2018); PHARMD 2004 University of Iowa

Dupuy, Adam, Associate Professor, Anatomy Cell Biology/Pathology, 2006 (2012); PHD 2001 The University of Minnesota-Twin Cities

Durairaj, Lakshmi, Associate Professor, Internal Medicine, 2003 (2012); MBBS 1991 Kilpauk, India; MS 2004 University of Iowa

Duran, Eyup Hakan, Clinical Associate Professor, Obstetrics Gynecology, 2010 (2017); MD 1991 Hacettepe

Durgempudi Tripura, Sundara Reddy, Clinical Associate Professor, Anesthesia, 2008 (2016); MBBS 1998 Andhra Medical College

Durham, Frank Dallas, Associate Professor, Journalism Mass Communication, 2000 (2007); BA 1982 Tulane; MA 1987 Florida; PHD 1993 University of Wisconsin-Madison

Durham, Meenakshi Gigi, Professor, English/Gender, Women's and Sexuality Studies/Journalism Mass Communication, 2000 (2012); BS 1981 Women's Christian-India; BA 1984 West Florida; PHD 1990 Florida

Durnev, Artem A., Associate Professor, Finance, 2011 (2013); MA 1996 Moscow; MA 1998 Pennsylvania State University; PHD 2003 University of Michigan-Ann Arbor

Durney, Michael Thomas, Assistant Professor, Accounting, (2019); MAC 2012 Brigham Young University; MS 2018 Cornell University; PHD 2019 Cornell University

Durrenberger, E. Paul, Emeritus Professor, Anthropology, 1978 (1978);

Durumeric, Oguz C., Associate Professor, Mathematics, 1987 (1989); BS 1976 Middle East Technical - Turkey; MA 1980 State Univ of NY - Stony Brook; PHD 1982 State Univ of NY - Stony Brook

Dusdieker, Lois Bohlken, Emeritus Associate Professor, Pediatrics, 1977 (1985); BA 1970 University of Iowa; MD 1974 University of Iowa; MS 1979 University of Iowa

Dusdieker, Nile S., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1974 University of Iowa

Dustin, Susan, Adjunct Lecturer, Management and Entrepreneurship, 2016 (2016); PHD 2009 University of Iowa

Dutchik, Bernard Francis, Adjunct Lecturer, Business Analytics/Management and Entrepreneurship, 2017 (2017); MBA 1994 University of Central Florida; MS 2000 Nova Southeastern University

Dutchik, Lisa Marie Lombardo, Associate Professor, Accounting, 2015 (2020); BA 1989 St. Ambrose; MAC 2000 University of Iowa

Dutta, Aniruddha, Associate Professor, Asian Slavic Languages Literature/Gender, Women's and Sexuality Studies, 2013 (2019); BA 2005 Univ of Delhi, INDIA; MA 2009 The

University of Minnesota-Twin Cities; PHD 2013 The University of Minnesota-Twin Cities

Dutta, Sandeep, Adjunct Associate Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2017 (2017); PHD 1998 Univ of New York Buffalo

Dutton, Gary R., Emeritus Professor, Neuroscience and Pharmacology, 1980 (1984); BS 1961 Washington; MS 1965 Indiana University-Bloomington; PHD 1967 Indiana University-Bloomington

Duvall, Kimberlee A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARMD 2008 Creighton

Duys, David K., Associate Professor, Rehabilitation and Counselor Education, 2005 (2011); BS 1986 Northern Illinois; MSED 1989 Northern Illinois; PHD 1998 Western Michigan

Dvorak, Abbey Lynn, Assistant Professor, Music, (2020); MA 2004 University of Iowa; PHD 2011 University of Iowa

Dvorak, Glenda D., Adjunct Lecturer, Epidemiology, 2009 (2009); BS 1995 Iowa State; MS 1997 Iowa State; DVM 2001 Iowa State

Dvorak, Lu Ann, Lecturer, Rhetoric, 2011 (2012); PHD 2005 University of Iowa

Dwivedi, Pramod K., Adjunct Assistant Professor, Health Management Policy, 2013 (2016); MSW 1994 University of Iowa; MS 1998 University of Iowa

Dwyer, David S., Clinical Adjunct Instructor, Ophthalmology Visual Science, 1992 (1992); MD 1979 University of Illinois at Urbana Champaign

Dwyer, Kristin Maria, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2014 University of Iowa

Dy, Pearl, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); MD 2004 Univ of Santo Tomas

Dybevik, Heidi J., Lecturer, Finance, 2004 (2004); BA 1991 Northeast Missouri State; PHD 1997 Purdue University Main Campus

Dyer, Anna, Lecturer, Asian Slavic Languages Literature, 2016 (2019); BA 2003 Moscow State; MA 2005 UNI; PHD 2011 University of Iowa

Dyke, Rachel Victoria, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2019); PHARMD 2015 University of Iowa

Dyken, Mark E., Professor, Neurology, 1990 (2010); BA 1979 Indiana University-Bloomington; MD 1984 Indiana University-Bloomington

Dykstra, Richard L., Emeritus Professor, Statistics Actuarial Science, 1981 (1982); BA 1965 Central; PHD 1968 University of Iowa

Dyson, Tess Elisabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHAR 2019 University of Iowa

Dziuba, Mark, Clinical Assistant Professor, Anesthesia, (2020); BS 2010 University of Illinois; MD 2015 Poznan University of Med Science

E

Eapen, Abey, Clinical Assistant Professor, Obstetrics Gynecology, 2017 (2017); MBBS 2000 Academy of Medical Sciences

Ear, Po Hien, Research Assistant Professor, Surgery, (2019); PHD 2012 University of Montreal

Earl, Acie B., Adjunct Instructor, Health and Human Physiology, 2013 (2013); BS 1992 University of Iowa; MA 2012 University of Iowa

Easley, Mary Beth, Associate Professor, Theatre Arts, (2018); BFA 1979 Southwest Missouri State Univ; MFA 1982 University of Georgia

Easter, Lonnie Dewayne, Clinical Adjunct Assistant Professor, Family Dentistry, 2011 (2011); DDS 1991 University of Iowa

Eastin, Kathleen Ann, Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSPH 1989 University of Iowa

Eastman, Diane Lynn, Clinical Adjunct Instructor, Nursing, 1990 (1990); BSN 1973 University of Iowa; MA 1983 University of Iowa

Ebach, Dawn Renae, Clinical Associate Professor, Pediatrics, 2005 (2011); BS 1994 Creighton, Omaha; MD 1998 Washington, St. Louis

Eberl, Daniel F., Professor, Biology, 1998 (2010); BS 1983 Alberta-Edmonton; MS 1987 Guelph, Canada; PHD 1991 Guelph, Canada

Eberle Fink, Katherine Ann, Emeritus Professor, International Programs/Music, 1991 (2002); BME 1976 Baldwin-Wallace; MM 1978 Cincinnati; DMA 1986 University of Michigan-Ann Arbor

Eberlein, Michael, Clinical Professor, Internal Medicine, 2011 (2020); MD 2003 Friedrich Alexander

Ebinger, Louis Edward, Adjunct Lecturer, Management and Entrepreneurship, 2020 (2020); BA 1998 Georgetown University; JD 2008 University of Iowa; MBA 2008 University of Iowa

Eckert, Michael S., Emeritus Professor, Music, 1985 (2011); BA 1972 Antioch; MA 1975 University of Chicago; PHD 1977 University of Chicago

Ecklund, Dixie Jean, Clinical Adjunct Instructor, Nursing, 2004 (2011); BSN 1983 Mt. Mercy College; MBA 2001 University of Iowa; MSN 2001 University of Iowa

Eckstein, Barbara Jo, Emeritus Professor, English, 1990 (2006); BA 1973 Ohio Northern; MA 1975 Cincinnati; PHD 1980 Cincinnati

Edel, James Patrick, Adjunct Instructor, Division of Performing Arts, 2010 (2010); BA 2005 University of Iowa

Ederly, Hallie S., Adjunct Lecturer, Teaching and Learning, 2018 (2018); BS 2010 Iowa State University; MAT 2011 Iowa State University

Edlund, Mark B., Adjunct Assistant Professor, University College Courses, 2010 (2010); BS 1987 The University of Minnesota-Twin Cities; MS 1992 University of Michigan-Ann Arbor; PHD 1998 University of Michigan-Ann Arbor

Edmonds, Stephanie Westlake, Adjunct Assistant Professor, Nursing, 2019 (2019); BSN 2004 University of Missouri; MPH 2007 Tulane University; PHD 2017 University of Iowa

Edwards, Angelena Brittany, Clinical Assistant Professor, Urology, (2020); MD 2013 University of Louisville

Edwards, Cecilia, Clinical Adjunct Instructor, Preventive Community Dentistry, 1997 (1997); DDS 1995 Northwestern University

Edwards, Matthew, Adjunct Instructor, University College Courses, 2015 (2015); MED 2007 Georgia

Edwards, Tamiko Dawn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM 1999 Drake University

Egan, Deidre A., Adjunct Assistant Professor, Anthropology, 2014 (2016); BSC 1988 University College Dublin; BA 1995 University of Strathclyde

Egashira, Toru, Adjunct Associate, Molecular Physiology Biophysics, (2019); MD 2013 Keio Univ, Tokyo, Japan; PHD 2013 Keio Univ., Tokyo, Japan

Egge, Jason Alan, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARM 2002 University of Iowa

Egge, Jessica Lea, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 1999 University of Iowa; MA 2001 University of Iowa; DAUD 2004 PA College of Optometry/Audiol

Eggers, Alisha Jean, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2008 Creighton University

Egli, Jessica Star, Adjunct Instructor, Journalism Mass Communication, (2019); BA 2010 University of Iowa

Ehler, Matt, Adjunct Associate, Physical Therapy Rehab Science, 2011 (2011); MS 2000 Clarke

Ehly, Stewart W., Professor, Psych Quant Foundations, 1979 (1996); BA 1971 Massachusetts; PHD 1975 The University of Texas at Austin

Ehn, Nicole Lynn, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2004 University of Iowa; MD 2009 Univ of IA college of Med, IA

Ehrhardt, James C., Emeritus Professor, Radiology, 1970 (1981); BA 1964 University of Iowa; MA 1968 University of California-Berkeley; PHD 1970 University of California-Berkeley

Ehrstine, Glenn, Associate Professor, German/History/International Programs, 1994 (2001); BA 1985 University of Michigan-Ann Arbor; MA 1990 The University of Texas at Austin; PHD 1995 The University of Texas at Austin

Eichenberger Gilmore, Julie Mae, Clinical Adjunct Assistant Professor, Epidemiology/Preventive Community Dentistry, 2004 (2004); BA 1981 University of Iowa; MS 1987 University of Iowa; PHD 2001 University of Iowa

Eichinger, William E., Emeritus Professor, Civil-Environmental Engineering, 1997 (2002); BS 1976 West Point; MS 1985 Air Force Inst of Technology; PHD 1990 University of California-Davis

Eichmann, David A., Associate Professor, Library Information Science, 1986 (2000); BS 1978 University of Iowa; MS 1983 University of Iowa; PHD 1989 University of Iowa

Eid, Bassel, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2012 (2012); BS 1999 American, Beirut; MD 2003 American, Beirut

Eilers, Lee D., Adjunct Lecturer, Management and Entrepreneurship, 2012 (2012); BBA 1984 University of Iowa

Eilertson, Nicholas Jeffrey, Clinical Adjunct Instructor, Preventive Community Dentistry, 2012 (2012); BA 2005 Northern Iowa; DDS 2010 University of Iowa

Ekdale, Brian Robert, Associate Professor, Journalism Mass Communication/Public Policy Center, 2011 (2018); BA 2000 Augustana; MA 2005 Northern Illinois; PHD 2011 University of Wisconsin-Madison

Ekhardt, Tracy L., Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2000 Oregon Health Sciences U

El Abiad, Rami Ghassan, Clinical Associate Professor, Internal Medicine, 2009 (2016); BS 1998 American UNIV - Beirut; MD 2002 American UNIV, Beirut

El Accaoui, Ramzi N., Clinical Associate Professor, Internal Medicine/Radiology, 2012 (2018); BS 2000 Beirut, Lebanon; MD 2004 Beirut, Lebanon

El Kerdani, Tarek K., Clinical Professor, Prosthodontics, (2017); BDS 1985 Cairo University; MS 1996 Indiana University

El Masri, Jad, Clinical Assistant Professor, Internal Medicine, (2020); MD 2013 American University of Beirut

El Sayed, Amer, Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 1997 Universite Paris Nord

El Zawily, Amr Mohamed, Lecturer, Biology, (2020); PHD 2014 The University of Saskatchewan

El-Hattab, Yasser, Clinical Associate Professor, Anesthesia, 2002 (2017); MBCHB 1985 Alexandria; MSC 1990 Alexandria

El-Khoury, Georges Y., Emeritus Professor, Radiology, 1975 (1984); BS 1965 American university of Beirut; MD 1969 American University of Beirut

El-Shanti, Hatem, Professor, Pediatrics, 2003 (2017); MBCH 1983 Cairo, Egypt

Elangovan, Satheesh, Professor, Biomedical Engineering/Periodontics/Pharmaceutical Sciences and Experimental Therapeutics, 2011 (2018); BDS 2002 Dr. MGR Medical; DSC 2007 Boston; DMS 2011 Harvard

Elardo, Richard, Emeritus Associate Professor, Teaching and Learning, 1978 (1978); BA 1965 Arizona State; MA 1969 Arizona State; PHD 1971 Arizona State

Elas, Diane Elaine, Clinical Adjunct Instructor, Nursing, 1985 (1985); BS 1981 Iowa State; BSN 1984 University of Iowa; MSN 2002 University of Iowa

Elble Todt, Annie, Adjunct Lecturer, Teaching and Learning, 2020 (2020); PHD 2008 Purdue University; MPH 2009 Purdue University

Elcock, Adrian H., Professor, Biochemistry, 2000 (2012); BS 1989 East Anglia; PHD 1994 Oxford

Elgin, Erin Katherine, Lecturer, Management and Entrepreneurship, 2015 (2015); BA 1995 University of Iowa; MBA 2004 University of Connecticut

Elgin, Timothy Graham, Clinical Assistant Professor, Pediatrics, (2017); BA 2005 Luther College; DO 2011 Univ of Osteopathic Med. Des Moines, IA

Elgreatly, Amira, Clinical Assistant Professor, Operative Dentistry, (2017); BDS 2011 Pharos Univ, Alexandria Egypt; MS 2017 University of Iowa

Elias, Bram Tate Burch, Clinical Professor, Law-Faculty, 2013 (2019); MA 2001 Queen's University of Belfast; MPA

2003 Harvard Kennedy School of Gvt; MA 2007 Queen's University; JD 2009 Yale

Elias, Stella B., Professor, Law-Faculty, 2012 (2017); BA 1998 Oxford, England; MA 2006 Oxford, England; JD 2009 Yale

Elizalde, Jamie Lee Kreamsreiter, Clinical Associate Professor, Psychiatry, 2014 (2020); PHD 2013 Illinois State

Elkington, Patricia Ann, Adjunct Instructor, Social Work, 2017 (2017); BSN 1972 Wayne State University; MSW 2010 University of Iowa

Elkins, Jacob Matthias, Assistant Professor, Orthopaedics and Rehabilitation, 2017 (2017); BS 2003 University of Nevada-Reno; MS 2005 University of Nevada-Reno; MD 2013 The University of Iowa

Ellermeier, Craig D., Professor, Microbiology and Immunology, 2007 (2020); BS 1998 Iowa State; MS 2000 University of Illinois at Urbana Champaign; PHD 2003 University of Illinois at Urbana Champaign

Ellickal, Sridevi Suresh, Clinical Adjunct Assistant Professor, Pediatrics, (2019); MD 2012 Boston University

Elliott, Amanda C., Clinical Assistant Professor, Psychiatry, 2014 (2014); BS 2005 Cleveland; DO 2009 Lake Erie, PA

Elliott, David E., Professor, Internal Medicine, 1993 (2006); BS 1979 Wheaton; PHD 1985 Wayne State; MD 1988 Wayne State

Elliott, Stephen C., Clinical Adjunct Associate Professor, Pediatrics, 1977 (1977); DO 1974 Coll of Osteopathic Med

Ellis, Cassandra, Adjunct Lecturer, Nursing, 2019 (2019); BSN 2010 Mount Mercy; DNP 2017 University of Iowa

Ellis, Jason M., Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 2008 Mount Mercy Univ.; DO 2012 Des Moines Univ COMS

Ellis, Mark, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2010 (2010); BS 2005 Brigham Young; DDS 2009 The University of Texas at San Antonio

Ellsbury, Danny Lynn, Clinical Adjunct Associate Professor, Pediatrics, 2006 (2011); MD 1994 University of Iowa

Elmborg, James K., Emeritus Professor, Library Information Science, 2000 (2016); BA 1976 Washburn; MA 1984 Kansas; PHD 1994 Kansas

Elmitt, Connor G., Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); DDS 2014 University of Iowa

Elser, Caroline, Adjunct Lecturer, Teaching and Learning, 2010 (2010); BA 1996 Northern Iowa; MA 2008 Northern Iowa

Elson, Elysha Emilee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHAR 2012 University of Iowa

Elson, Marygrace, Clinical Professor, Obstetrics Gynecology, 2000 (2010); AB 1978 Vassar; MD 1982 University of Illinois at Rockford; MMEDC 2010 University of Iowa

Elvers, Ronald Dale, Emeritus Associate Professor, Oral Path, Radiology Medicine, 1996 (2000); BS 1971 University of Iowa; DDS 1974 University of Iowa; MS 1980 Southern California

Ely, John William, Emeritus Professor, Medicine Administration, 1979 (2007); BS 1968 Hiram; MD 1972 SUNY

- Emery, Marissa L.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2012 Creighton
- Emery, Mary Lou**, Emeritus Professor, English, 1983 (2008); BA 1972 Oklahoma; MA 1980 Stanford; PHD 1981 Stanford
- Emry, Rhonda Sue**, Adjunct Instructor, Pharmacy Practice and Science, 2002 (2002); BSPH 1983 University of Iowa
- Encarnacao, Luis Miguel**, Adjunct Lecturer, Business Analytics, 2013 (2020); MS 1992 Darmstadt Univ of Technology; MS 1995 Darmstadt of Technology; PHD 1997 Tubingen, Germany
- Endres, Jill**, Clinical Professor, Family Medicine, 2002 (2018); BA 1993 University of Iowa; MD 1997 University of Iowa
- Engel, John Paul**, Lecturer, Management and Entrepreneurship, 2015 (2015); BA 1993 University of Iowa; MBA 1998 University of Illinois at Chicago
- Engel, Megan E.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2015 Drake University
- Engel-Brower, Johanna Christiana**, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2005 St. Ambrose Univ, Davenport IA; MD 2010 Univ of IA Coll of Med, IA
- Engeldinger, Jane**, Emeritus Professor, Obstetrics Gynecology, 1980 (2001); BA 1972 DePauw; MD 1976 University of Iowa
- Engelhardt, John F.**, Professor, Anatomy Cell Biology/ Biomedical Engineering/Internal Medicine, 1997 (2001); BS 1981 Iowa State; PHD 1990 Johns Hopkins
- Engle, Hualing Nieh**, Emeritus Professor, English, 1965 (1988); BA 1948 National Central-China; MFA 1966 University of Iowa; LHD 1981 Coe
- Enloe, James Gordon**, Professor, Anthropology/International Programs, 1990 (2011); BA 1979 Pennsylvania; MA 1981 New Mexico; PHD 1991 New Mexico
- Epley, Donald L.**, Emeritus Professor, Computer Science, 1963 (1967); BS 1956 University of Illinois at Urbana Champaign; MS 1957 University of Illinois at Urbana Champaign; PHD 1960 University of Illinois at Urbana Champaign
- Eppen, Kim Elizabeth**, Clinical Adjunct Assistant Professor, Physical Therapy Rehab Science, 2015 (2015); BS 1990 University of Iowa; MA 1991 University of Iowa; MPT 1993 University of Iowa; PHD 2007 University of Iowa
- Epping, Eric Alan**, Clinical Associate Professor, Psychiatry, 2009 (2016); BS 1994 University of Iowa; MD 2003 University of Iowa; PHD 2003 University of Iowa
- Erb, Dennis Michael**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHAR 1984 University of Iowa
- Erdahl, Lillian Marie**, Clinical Associate Professor, Surgery, 2014 (2020); MD 2006 Pennsylvania State University
- Erickson, Bradley Allan**, Professor, Urology, 2010 (2020); BS 1999 Creighton; MD 2003 University of Iowa
- Erickson, John E.**, Emeritus Associate Professor, Journalism Mass Communication, 1976 (1976); BA 1962 Barrington; MS 1967 University of Illinois at Urbana Champaign; PHD 1973 University of Illinois at Urbana Champaign
- Erickson, Ty Eric**, Clinical Adjunct Assistant Professor, Endodontics, 1999 (1999); BS 1989 University of Illinois at Urbana Champaign; DDS 1995 University of Iowa; MS 1998 University of Iowa
- Erickson, Yasuko**, Clinical Adjunct Assistant Professor, Pathology, 2008 (2008); MD 2003 Utah
- Erives, Albert J.**, Associate Professor, Biology, 2012 (2012); BS 1995 California Inst. Tech; PHD 1999 University of California-Berkeley
- Erkel, Sherri Ivy**, Adjunct Lecturer, Rehabilitation and Counselor Education, 2010 (2010); BA 1998 Eastern Oregon; MA 2005 Vermont; PHD 2013 University of Iowa
- Ermer, Sarah Katherine**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2019 Creighton University
- Ernst, Erika Jean**, Associate Professor, Pharmacy Practice and Science, 1995 (2002); PHARMD 1992 Southern California
- Ernst, Michael Edwin**, Clinical Professor, Family Medicine/ Pharmacy Practice and Science, 1998 (2009); PHARMD 1997 University of Iowa
- Ernzen, Melissa Ann**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 1999 University of Iowa
- Eroglu, Yasemen**, Clinical Professor, Pediatrics, (2019); MD 1982 Hacettepe University
- Ertl, Wolfgang**, Emeritus Professor, German, 1977 (1988); BA 1969 Marburg; MA 1970 New Hampshire; PHD 1975 Pennsylvania
- Erwin, Heather Jo**, Adjunct Instructor, Rhetoric/University College Courses, 2018 (2018); BA 1998 Univ. of Iowa; JD 2000 University of Iowa
- Espe-Pfeifer, Patricia Beth**, Clinical Professor, Pediatrics/ Psychiatry, 2004 (2016); BA 1994 Jamestown College; MA 1997 Austin Peay State; PHD 2002 Nova Southeastern
- Espeland, Susan L.**, Clinical Adjunct Associate Professor, Internal Medicine, 1995 (2001); MD 1988 University of Iowa
- Esper, Terry Lee**, Adjunct Associate Professor, Business Analytics, 2016 (2016); BS 1996 Philander Smith College; MBA 1998 University of Arkansas; PHD 2003 University of Arkansas
- Espinosa, Mariola**, Associate Professor, History/ Interdisciplinary Programs, 2012 (2013); MA 1998 University of North Carolina at Chapel Hill; PHD 2003 University of North Carolina at Chapel Hill
- Espinoza, Elizabeth Terese Douglas**, Adjunct Lecturer, Nursing, (2019); MS 2010 DePaul University; PCB 2018 Vanderbilt University
- Espinoza, Vanessa**, Adjunct Instructor, University College Courses, (2019); AA 2011 Indian Hills Community College; BA 2015 University of Northern Iowa; MED 2019 Iowa State University
- Espinoza, Nicole M.**, Professor, Music, 2007 (2019); BFA 2001 Carnegie Mellon; MM 2003 University of Michigan-Ann Arbor
- Estapa, Anne**, Assistant Professor, Teaching and Learning, 2018 (2018); MA 2005 University of Northern Iowa; PHD 2012 Univ of Missouri Columbia
- Estin, Ann L.**, Professor, International Programs/Law-Faculty, 1999 (1999); BA 1979 Dartmouth; JD 1983 Pennsylvania

Estrada-Hernandez, Noel, Professor, Rehabilitation and Counselor Education, 2006 (2020); BSW 1996 Puerto Rico; MA 2000 Puerto Rico; PHD 2004 University of Iowa

Ethington, Lanaya L., Adjunct Instructor, University College Courses, 2011 (2014); BA 2001 University of Michigan-Ann Arbor; MA 2002 Dublin City; PHD 2009 Indiana University-Bloomington

Ettinger, Ronald, Emeritus Professor, Prosthodontics, 1973 (1980); BDS 1966 Sydney-Australia; MDS 1970 Sydney-Australia; DDS 1992 Sydney

Evans, Christopher Thomas, Adjunct Assistant Professor, Health Management Policy, 2020 (2020); MHA 2008 University of Iowa

Evans, Richard E., Adjunct Associate, Physical Therapy Rehab Science, 2009 (2009); BS 1977 University of Iowa

Evans, Stephanie Lyn, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2015); DPT 2006 University of Iowa

Evans, Thomas C., Adjunct Associate Professor, Health Management Policy, 1999 (2007); BA 1977 DRAKE; MA 1981 DRAKE; MD 1983 University of Iowa

Even, John, Clinical Adjunct Instructor, Internal Medicine, 2007 (2007); BS 1999 Iowa State; MD 2003 University of Iowa

Everett, Case Calvin, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2004 Iowa State Univ, Ames, IA; MD 2008 Univ of Illinois COM, Rockford

Everson, Michael E., Emeritus Associate Professor, International Programs/Teaching and Learning, 1994 (1999); BA 1969 University of Wisconsin-Madison; MA 1971 Hawaii; PHD 1986 The Ohio State University

Evink, Michele Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); BSPH 1989 South Dakota; MS 1995 South Dakota; PHAR 2006 Kansas

Ewing, Roger Joe, Clinical Adjunct Instructor, Internal Medicine, 1992 (1992); MD 1983 University of Iowa

Exil, Vernat, Clinical Professor, Pediatrics, 2018 (2018); MD 1985 University of Panama

Eyman, Darrell P., Emeritus Associate Professor, Chemistry, 1964 (1969); BS 1959 Eureka; PHD 1964 University of Illinois at Urbana Champaign

F

Fafendyk, Karma Lea, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARMD 2009 University of Iowa

Fagan, Sarah, Professor, German/Linguistics, 1994 (2005); BA 1977 Hawaii; MA 1979 Hawaii; PHD 1985 Cornell

Fagenbaum, Jennifer Rogers, Associate Professor, Health and Human Physiology, 2004 (2018); BS 1992 Truman State; MS 1998 Kansas State; PHD 2003 University of Iowa

Fagenbaum, Ray Alan, Associate Professor, Health and Human Physiology, 2005 (2017); BS 1999 University of Iowa; MS 2000 University of Iowa; PHD 2005 University of Iowa

Faine, Brett, Clinical Assistant Professor, Emergency Medicine/Pharmacy Practice and Science, 2007 (2008); PHARMD 2007 University of Iowa

Fairley, Janet A., Professor, Dermatology, 2006 (2006); BS 1973 Michigan State University; MD 1977 University of Michigan-Ann Arbor

Fajardo, Laurie Lee, Emeritus Professor, Radiology, 2002 (2002); AB 1980 Washington; MD 1984 University of Illinois at Chicago

Fajardo, Susan Emily, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2019); PHARMD 2011 Iowa

Falco, Joseph, Clinical Adjunct Assistant Professor, Pediatrics, 2018 (2018); BS 2003 Wagner College; DO 2008 NY College Osteopathic Medicin

Fales, Evan, Emeritus Associate Professor, Philosophy, 1974 (1979); BA 1964 Haveford; MA 1971 Temple; PHD 1974 Temple

Falline, Robyn Lynn, Adjunct Instructor, University College Courses, 2011 (2014); MA 2007 The University of Texas at Austin

Fallon, Bernard, Emeritus Professor, Urology, 1975 (1990); BS 1968 University College Dublin; MBChB 1970 University of Dublin

Fallon, Michael J., Adjunct Instructor, Earth and Environmental Sciences, 2018 (2018); BS 1996 Virginia Polytechnic

Falt, Sara Margaret, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2013 University of Iowa

Falyar, Christian R., Clinical Adjunct Assistant Professor, Nursing, 2017 (2017); BSN 1995 West Virginia University; MSN 2009 Virginia Commonwealth Univ; DNAP 2010 Virginia Commonwealth Univ

Fan, Weiguo, Professor, Business Analytics, 2018 (2018); BENG 1995 Xi'an Jiaotong University; MS 1998 National Univ of Singapore; PHD 2002 University of Michigan

Fang, Danyang, Adjunct Assistant Professor, English, 2019 (2019); BA 2016 Oberlin College; MFA 2019 University of Iowa

Fang, Hao, Associate Professor, Mathematics, 2005 (2011); BS 1995 Nankai; MA 1998 University of California-Los Angeles; PHD 2001 Princeton

Fang, Michele, Adjunct Associate Professor, Internal Medicine, 2015 (2013); MD 2002 Indiana University-Bloomington

Faraci, Frank M., Professor, Internal Medicine/Neuroscience and Pharmacology, 1989 (2000); BS 1978 Kansas; MA 1980 Kansas; PHD 1984 Kansas State

Farag, Amany A., Associate Professor, Nursing, 2012 (2020); PHD 2008 Case Western Reserve

Farajzadeh Tehrani, Mohammad, Assistant Professor, Mathematics, 2018 (2018); BSC 2007 Sharif Univ of Technology,Iran; PHD 2012 Princeton University

Farley, Thomas Michael, Clinical Associate Professor, Pharmacy Practice and Science, 2011 (2020); BS 2002 University of Iowa; PHARMD 2007 University of Iowa

Farley, Yvonne Rene, Clinical Assistant Professor, Social Work, 1998 (2000); BA 1976 Drake; MSW 1994 University of Iowa

Faro, Elissa, Research Assistant Professor, Internal Medicine, (2020); PHD 2008 University of Michigan

Farooq, Umar, Clinical Associate Professor, Internal Medicine, 2014 (2019); MBBS 2003 Allama Iqbal Medical College

Farooqi, A'Amer, Adjunct Associate Professor, Economics, 1999 (1999); BA 1976 Denison; MA 1977 The Ohio State University; MA 1986 Pittsburgh; PHD 1987 Pittsburgh

Farrell, Angela Tracy, Clinical Assistant Professor, Family Medicine, 2013 (2013); BA 2005 Grinnell, IA; MD 2010 University of Iowa

Farrell, Brian Richard, Lecturer, Law-Faculty, 2009 (2009); BA 1995 St. Ambrose; JD 1998 University of Iowa; LLM 2002 Ireland, Galway

Farrell, Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2003); PHARM 2000 University of Wisconsin-Madison

Farrin, Laurel, Professor, Art Art History, 1997 (2020); BFA 1987 Ohio University; MFA 1993 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Farris, Gregory A., Clinical Assistant Professor, Oral Path, Radiology Medicine, 2016 (2016); BS 2009 Drake University; DDS 2016 University of Iowa

Farthing, Cynthia M., Lecturer, Mathematics, 2011 (2011); BA 1999 Hiram (Ohio); MS 2002 University of Iowa; PHD 2005 University of Iowa

Fasano, Mary Beth, Clinical Professor, Internal Medicine/ Pediatrics, 2004 (2009); BA 1978 John Hopkins; MPH 1981 University of North Carolina at Chapel Hill; MD 1985 Texas Tech

Fassler, Jan S., Professor, Biology, 1987 (2002); BS 1976 Cornell-New York; PHD 1983 Purdue University Main Campus

Fatemi, Nastaran, Clinical Associate Professor, Radiology, 2019 (2019); MD 1996 Medical College of Ohio

Fath, Melissa Ann, Adjunct Assistant Professor, Radiation Oncology, 2001 (2001); BSPH 2000 University of Iowa; PHD 2001 University of Iowa

Fattal, Deema, Clinical Associate Professor, Neurology, 1999 (2008); BS 1989 Amer Univ of Beirut-Lebanon; MD 1993 Amer Univ of Beirut-Lebanon

Faust, Ethel Felicia, Clinical Adjunct Instructor, Internal Medicine, 1997 (1997); MD 1992 University of Iowa

Fear, Kathleen, Lecturer, Nursing, 2002 (2020); BSN 1994 University of Iowa; MSN 2000 University of Iowa

Febos, Melissa, Associate Professor, English, (2020); MFA 2008 Sarah Lawrence College

Fecto, Faisal A. Wahed, Adjunct Associate, Neurology, (2019); MBBS 2005 Aga Khan Medical College; PHD 2012 Northwestern University

Fedorchak, Virginia Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARM 2002 University of Iowa

Feeley, James E., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (1987); MD 1982 University of Illinois at Chicago

Fehn, Bruce R., Emeritus Associate Professor, Teaching and Learning, 1994 (2000); BA 1970 University of Iowa; MA 1971 University of Iowa; PHD 1991 University of Wisconsin-Madison

Feider, Andrew James, Clinical Associate Professor, Anesthesia, 2016 (2020); MD 2007 Medical College of Wisconsin

Feinstein, Justin S., Adjunct Assistant Professor, Neurology, (2017);

Feiss, Michael, Emeritus Professor, Microbiology and Immunology, 1972 (1982); BS 1963 Utah; MS 1965 University of Illinois at Urbana Champaign; PHD 1969 Washington

Feld, Ronald D., Emeritus Associate Professor, Pathology, 1976 (1980); BS 1968 Massachusetts; PHD 1974 University of Wisconsin-Madison

Felder, Robert B., Professor, Internal Medicine, 1980 (1995); BA 1968 University of North Carolina at Chapel Hill; MD 1972 University of North Carolina at Chapel Hill

Felderman, Jodi Lynne, Adjunct Lecturer, Accounting, 2020 (2020); BBA 1994 University of Iowa

Feldman, Stuart M., Clinical Adjunct Assistant Professor, Emergency Medicine, (2019); DO 1998 Philadelphia College of Osteo

Feldmann, Sara, Adjunct Instructor, University College Courses, 2017 (2017); BA 1995 Drake University; MHEA 2014 Upper Iowa

Felker, Kevin, Lecturer, Business Analytics, 2001 (2001); MS 1998 Arizona State

Feller, Jade, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2019); PHARM 2018 University of Iowa

Fellows, Robert E., Emeritus Professor, Molecular Physiology Biophysics, 1976 (1976); BA 1955 Hamilton; MD 1959 McGill; PHD 1969 Duke

Felton, Geraldene, Emeritus Professor, Nursing, 1981 (1981); BSN 1960 Wayne State; MS 1962 Wayne State; EDD 1969 New York

Femino, John, Clinical Professor, Orthopaedics and Rehabilitation, 2005 (2017); BA 1988 SUNY at Stony Brook; MD 1992 North Dakota

Femino, Lorraine M., Lecturer, Nursing, 2014 (2015); MSN 2012 University of Iowa

Fennell, Ann M., Emeritus Associate Professor, Communication Sciences and Disorders, 2000 (2004); BA 1982 Michigan State University; MA 1985 University of Michigan-Ann Arbor

Fenstermaker, Andrew S., Adjunct Lecturer, Teaching and Learning, 2017 (2017); BA 2007 University of Iowa; MED 2011 Graceland University

Ferguson, Amy Marie, Clinical Adjunct Assistant Professor, Pediatrics, 2015 (2015); BS 2005 University of Sioux Falls; MD 2010 St. George's University

Ferguson, Kristi J., Emeritus Professor, Internal Medicine, 1984 (2009); BA 1971 Concordia; MSW 1973 University of Michigan-Ann Arbor; PHD 1982 University of Michigan-Ann Arbor

Ferguson, Nkanyenzi Ngwenyama, Clinical Associate Professor, Dermatology, 2015 (2020); BA 2006 University of Missouri; MD 2010 University of Missouri

Ferguson, Polly, Professor, Pediatrics, 2002 (2016); BS 1986 University of Iowa; MD 1990 University of Iowa

Fernandez, Ana Esther, Lecturer, Spanish Portuguese, 2000 (2013); MA 1992 University of Illinois at Urbana Champaign; MA 1996 University of Illinois at Chicago

Fernando, Rajeev Ruben, Clinical Adjunct Assistant Professor, Internal Medicine, (2018); MBBS 2003 St John's Medical College; MBBS 2003 St. John's Medical College

Fethke, Carol C., Emeritus Professor, Marketing, 1975 (1990); BA 1964 Wellesley; MA 1966 University of Iowa; PHD 1971 University of Iowa

Fethke, Gary Craig, Emeritus Professor, Business Analytics, 1974 (1985); BA 1964 University of Iowa; PHD 1968 University of Iowa

Fethke, Nathan B., Associate Professor, Biomedical Engineering/Industrial Engineering/Occupational Environmental Health, 2009 (2015); BSE 1996 University of Iowa; MSE 2000 University of Iowa; PHD 2006 University of Iowa

Fett, Wayne Bryan, Adjunct Instructor, University College Courses, 1987 (1994); BBA 1979 University of Iowa; MA 1986 University of Iowa

Fick, Daniel Scott, Clinical Professor, Family Medicine, 1993 (2003); BA 1985 Northern Iowa; MD 1989 University of Iowa

Fiedorowicz, Jess G., Associate Professor, Epidemiology/Internal Medicine/Psychiatry, 2007 (2013); BA 1997 Marquette; MD 2001 Medical College of Wisconsin; MS 2007 University of Iowa; PHD 2011 University of Iowa

Fiegel, Jennifer, Associate Professor, Chemical Biochemical Engineering/Pharmaceutical Sciences and Experimental Therapeutics, 2006 (2014); BCHE 1998 Massachusetts; BS 1998 Massachusetts Amherst; PHD 2003 Johns Hopkins Baltimore; PHE 2003 Johns Hopkins

Field, Elizabeth H., Professor, Internal Medicine, 1986 (1999); BA 1974 Millersville; MD 1978 Pennsylvania State University

Field, F. Jeffrey, Emeritus Professor, Internal Medicine, 1980 (1991); BS 1970 University of Wisconsin-Madison; MD 1974 University of Wisconsin-Madison

Field, R. William, Professor, Epidemiology/Occupational Environmental Health, 1998 (2007); BA 1977 Pennsylvania; MS 1985 Pennsylvania; PHD 1994 University of Iowa

Fielder, Elizabeth, Assistant Professor, English, (2019); PHD 2016 University of Mississippi

Fielding, Linda G., Emeritus Associate Professor, Teaching and Learning, 1989 (1994); BA 1972 Florida; MED 1975 Florida; PHD 1988 University of Illinois at Urbana Champaign

Fieselmann, John F., Emeritus Professor, Internal Medicine, 1975 (2002); BS 1968 University of Iowa; MD 1972 University of Iowa

Figdor, Carrie, Professor, Philosophy, 2007 (2019); BA 1981 Swarthmore; MA 1997 City Univ of New York; PHD 2005 City Univ of New York

Figueroa, Aaron Daniel, Clinical Assistant Professor, Oral Maxillofacial Surgery, 2017 (2017); BS 2008 University of Rochester; DDS 2012 University of Iowa; CER 2016 University of Iowa

Filardo, Edward Joseph, Research Professor, Surgery, (2017); PHD 1989 University of Texas Medical Center

Filean, Erik Paul, Lecturer, English as Second Language, 2006 (2012); BA 1990 University of Iowa; MA 1997 University of Iowa; PHD 2006 University of Iowa

Filios, Denise K., Associate Professor, International Programs/Spanish Portuguese, 1999 (2005); BA 1985

Massachusetts-Amherst; PHD 1997 University of California-Berkeley; MA 1998 Massachusetts-Amherst

Filipiak, Trishia Anne, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2007 Iowa State Univ, Ames, IA; MD 2011 Univ of IA CCOM, Iowa City

Finamore, John F., Professor, Classics, 1983 (2003); BA 1972 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; MA 1975 Tufts; PHD 1983 Rutgers University-New Brunswick

Findlay, Shannon, Clinical Assistant Professor, Emergency Medicine, (2019); BA 2004 Central College, Pella Iowa

Fine, Daniel Scott, Assistant Professor, Dance/Theatre Arts, 2016 (2016); BFA 1995 Carnegie Mellon University; MFA 2014 Arizona State University

Fingert, John Harrison, Professor, Ophthalmology Visual Science, 2005 (2016); BSE 1991 Dartmouth; MD 2000 University of Iowa; PHD 2000 University of Iowa

Finkelstein, Rachel Jane, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2013 University of Iowa

Finkey, Katie Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2015 University of Iowa

Finn, Steven John, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 1986 Westmar College; MS 1992 Des Moines University

Finnegan, Eileen Marguerite, Associate Professor, Communication Sciences and Disorders, 1999 (2005); MA 1992 University of Iowa; PHD 1998 University of Iowa

Finzel, Emily, Associate Professor, Earth and Environmental Sciences, 2012 (2018); BS 2000 University of Wisconsin-Madison; MS 2004 Alaska-Fairbanks; PHD 2010 Purdue University Main Campus

Fiordellisi, Wendy, Clinical Associate Professor, Internal Medicine, 2015 (2020); MD 2012 University of Iowa

Firchau, Dennis, Clinical Associate Professor, Pathology, 2010 (2020); BS 2000 Michigan State University; MD 2004 Wayne State

Fischer, Anthony John, Assistant Professor, Pediatrics, 2015 (2015); BS 2000 IOWA STATE; MD 2009 University of Iowa; PHD 2009 University of Iowa

Fischer, Gary W., Emeritus Associate Professor, Industrial Engineering, 1985 (1985); BA 1964 University of Iowa; BSME 1964 University of Iowa; MS 1966 University of Iowa; PHD 1969 University of Iowa

Fischer, Jane Clark Grundman, Clinical Assistant Professor, Family Medicine, (2020); BFA 1988 Iowa State University; MD 2016 05/15/2016

Fischer, Lance John, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 1997 University of Iowa

Fishbane-Gordon, Meredith Leigh, Clinical Assistant Professor, Pediatrics, 2014 (2016); MD 2004 University of Illinois at Chicago

Fisher, Lorin, Clinical Assistant Professor, Pharmacy Practice and Science, 2018 (2020); PHAR 2018 University of Iowa

Fisher, Mark Daniel, Clinical Associate Professor, Surgery, 2014 (2020); MD 2002 University of Virginia

Fisher, Peter S., Emeritus Professor, School of Planning and Public Affairs, 1977 (1997); BA 1968 Harvard; MA 1972 Missouri; PHD 1978 University of Wisconsin-Madison

Fisher, Rachel Z., Adjunct Instructor, Journalism Mass Communication, (2019); BA 2002 Marquette University; MA 2007 Eastern Illinois University

Fisher, Rory A., Professor, Internal Medicine/Neuroscience and Pharmacology, 1987 (2004); BS 1976 Rockford; PHD 1983 Iowa State

Fisher, Scott Randall, Adjunct Lecturer, Finance, 2016 (1999); BA 1984 University of Iowa; JD 1987 University of Iowa

Fisher, Thomas R., Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHAR 2009 UICOP; PHARMD 2009 UICOP

Fisher Page, Daria Michelle, Clinical Associate Professor, Law-Faculty, 2017 (2017); BA 1998 Yale University; JD 2005 University of Michigan; LLM 2015 Georgetown University

Fishwild, Jennifer Ann, Adjunct Lecturer, Rehabilitation and Counselor Education, 2017 (2017); BA 2001 Cornell College; BA 2003 Mount Mercy College; MA 2010 University of Iowa

Fitch, Danielle Maureen, Adjunct Lecturer, Nursing, 2020 (2020); BS 2017 College of Social/Natural Science

Fitchett, Janalee, Adjunct Assistant Professor, Management and Entrepreneurship, 2020 (2020); BA 1983 University of Nebraska

Fitzgerald, Elizabeth A., Adjunct Lecturer, Teaching and Learning, 2016 (2016); BED 2003 Dakota Wesleyan University; MSED 2005 University of Nebraska Omaha; MED 2009 University of Nebraska Kearney

Fitzgerald, Melissa A., Adjunct Instructor, University College Courses, 2013 (2013); MS 2007 Western Illinois

Fitzgerald, Sarah Lynn, Adjunct Lecturer, Teaching and Learning, 2019 (2019); MA 1989 University of Illinois

Fitzke, Kayla Reed, Assistant Professor, Psych Quant Foundations/Public Policy Center, 2017 (2017); MS 2013 University of Kentucky; PHD 2017 Florida State University

Fixmer-Oraiz, Natalie, Associate Professor, Communication Studies/Gender, Women's and Sexuality Studies, 2012 (2020); MA 2003 University of North Carolina at Chapel Hill; PHD 2012 University of North Carolina at Chapel Hill

Fixmer-Oraiz, Vanessa Jeanine, Adjunct Instructor, Interdisciplinary Programs, 2018 (2018); BA 2011 North Carolina at Chapel Hill; MS 2015 University of Iowa

Flaherty, Dawn Marie, Clinical Assistant Professor, Internal Medicine, 1999 (2002); BA 1985 New College, South Florida; MS 1987 University of Michigan-Ann Arbor; MD 1992 Wayne State

Flanagan, Douglas R., Emeritus Professor, Pharmacy, 1978 (1995); BS 1967 University of Michigan-Ann Arbor; MS 1969 University of Michigan-Ann Arbor; PHD 1971 University of Michigan-Ann Arbor

Flanagan, James R., Emeritus Associate Professor, Internal Medicine, 1990 (1996); BS 1974 Marquette; PHD 1979 Washington; MD 1983 Washington

Flanagan, Shawn Whitney, Associate Professor, Health and Human Physiology, 1997 (2017); BA 1988 Northern Iowa; MED 1990 Virginia; PHD 1996 University of Iowa

Flanigan, Michael J., Emeritus Professor, Internal Medicine, 1980 (2003); BS 1971 University of Wisconsin-Milwaukee; MD 1975 University of Wisconsin-Madison

Flatte, Michael E., Professor, Electrical-Computer Engineering/Physics Astronomy, 1995 (2005); AB 1988 Harvard; PHD 1992 University of California-Santa Barbara

Flaum, Michael Alan, Emeritus Professor, Psychiatry, 1990 (2009); BS 1978 Columbia; MD 1982 State U of NY-Stony Brook

Fleck, Arthur C., Emeritus Professor, Computer Science, 1965 (1972); BS 1959 Western Michigan; MA 1960 Michigan State University; PHD 1964 Michigan State University

Fleckenstein, Lawrence L., Emeritus Professor, Pharmaceutical Sciences and Experimental Therapeutics, 1991 (1991); BA 1968 University of California-Berkeley; PHARMD 1972 California-San Francisco

Fleckenstein, Stephanie M., Clinical Assistant Professor, Communication Sciences and Disorders, 2003 (2003); BS 1994 University of Iowa; MA 1996 University of Iowa

Fleming, Jeffrey Alan, Adjunct Associate, Physical Therapy Rehab Science, 2016 (2016); DPT 2004 University of Iowa

Flemming, Matthew, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BA 1987 McGill, Canada; MD 1991 Albany Medical College

Flesner, Christine D., Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSPH 1987 North Dakota State

Fletcher, Amy, Associate Professor, Health and Human Physiology, 2004 (2019); BS 1993 University of Nebraska-Lincoln; MS 1996 Tennessee

Fletcher, Steven Lloyd, Clinical Associate Professor, Oral Maxillofacial Surgery, 2010 (2016); BS 1998 Brigham Young; DDS 2006 University of Iowa

Fletcher, Steven Michael, Adjunct Assistant Professor, Creative Writing, 2018 (2018); BA 2006 Lake Forest College; MFA 2018 Iowa

Flood, Michael T., Clinical Adjunct Professor, Internal Medicine, 1992 (2013); BA 1972 Holy Cross; DO 1977 Osteopathic-Des Moines

Flug, Ryan Nicholas, Adjunct Lecturer, Nursing, 2017 (2017); DNP 2015 University of Iowa

Fluharty, Charles W., Adjunct Professor, Health Management Policy/Iowa Institute for Public Health Research Policy (IIPHRP), 2014 (2014); MDIV 1973 Yale Divinity School

Flynn, Mary Leslie, Clinical Assistant Professor, Management and Entrepreneurship, 2011 (2013); MS 1989 University of Iowa; PHD 2013 The University of Minnesota-Twin Cities

Flynn, Ryan Thomas, Clinical Professor, Radiation Oncology, 2007 (2019); BA 2002 Luther; MS 2004 University of Wisconsin-Madison; PHD 2007 University of Wisconsin-Madison

Foley Nicpon, Megan, Professor, Psych Quant Foundations, 2005 (2018); BA 1995 Arizona State; MED 2000 Arizona State; PHD 2003 Arizona State

Folk, James C., Professor, Ophthalmology Visual Science, 1980 (1989); BS 1974 Pennsylvania State University; MD 1977 Thomas Jefferson

Folland, Thomas Graeme, Assistant Professor, Physics Astronomy, (2020); A 2008 Balcarras School, Cheltenham; MS 2012 The University of Manchester; MSC 2012 The University of Manchester; PHD 2017 The University of Manchester

Follmer, Carl Roland, Adjunct Lecturer, Accounting, 2017 (2017); BA 2008 University of Iowa; MA 2011 University of Iowa

Folsom, Lowell Edwin, Professor, English/Interdisciplinary Programs, 1976 (1987); BA 1969 Ohio Wesleyan; MA 1972 Rochester; PHD 1976 Rochester

Fones, Aliza, Adjunct Instructor, University College Courses, 2018 (2018); MA 2008 University of Oregon; PHD 2017 University of Washington

Foote, Jan M., Adjunct Lecturer, Nursing, 2016 (2019); BSN 1989 Drake University; MSN 1994 Clarkson; DNP 2009 University of Iowa

Forbes, Andrew A., Associate Professor, Biology, 2010 (2016); BA 2003 Colgate; PHD 2008 Notre Dame

Forbes, Melissa S., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2010 University of Wisconsin-Madison

Forbes, Robert B., Emeritus Professor, Anesthesia, 1983 (1994); BA 1971 Alberta-Canada; MD 1975 Alberta-Canada

Forbes, Tori M., Associate Professor, Chemistry/Civil-Environmental Engineering, 2010 (2016); BS 2001 Beloit; PHD 2007 Notre Dame

Forcucci, Chris, Adjunct Asst In Instruction, Nursing, 1999 (2017); BSN 1994 Iowa

Ford, Bradley, Clinical Associate Professor, Pathology, 2012 (2018); BS 1999 Cornell; PHD 2005 SUNY; MD 2007 New York

Ford, Brett Weston, Adjunct Associate, Physical Therapy Rehab Science, 2014 (2014); BS 2007 University of Illinois at Urbana Champaign; DPT 2009 University of Iowa

Ford, Donald Lehman, Adjunct Lecturer, Law-Faculty, 2016 (2007); BA 1980 American; JD 1985 Virginia; AMLS 2002 Pittsburgh

Ford, Krista Marie, Clinical Assistant Professor, Nursing, 2013 (2019); BSN 2006 Bradley; MSN 2011 University of Iowa; DNP 2013 University of Iowa

Ford, Taylor Marie, Adjunct Instructor, Social Work, 2017 (2017); MSW 2014 Washington Univ, St. Louis MO

Forsyth, Robert A., Emeritus Professor, Psych Quant Foundations, 1965 (1974); BS 1959 St. Vincent; MA 1963 Kent State; PHD 1967 University of Iowa

Forsythe, Eric, Emeritus Professor, Theatre Arts, 1986 (1994); BA 1969 Dartmouth; MFA 1971 Carnegie Mellon; PHD 1973 Carnegie Mellon

Forsythe, Robert, Emeritus Professor, Economics, 1981 (1986); BS 1970 Pennsylvania State University; MS 1972 Carnegie Institute of Technolo; MS 1974 Carnegie-Mellon; PHD 1975 Carnegie Mellon

Fortis, Spyridon, Clinical Associate Professor, Internal Medicine, 2015 (2020); MD 2005 University of Crete

Forystek, Amanda Mary, Clinical Adjunct Assistant Professor, Psychiatry, 2015 (2015); BS 2007 University of Iowa; MD 2011 Creighton University

Fosse, Richard A., Professor, Civil-Environmental Engineering, 2015 (2018); BS 1982 Iowa State University

Foster, D. Charles, Adjunct Lecturer, Finance, 2014 (2014); BSC 2002 University of Iowa; MBA 2003 University of Iowa

Foster, Meghann K., Lecturer, Journalism Mass Communication, 2017 (2019); BA 2001 University of Iowa; MA 2016 Washington State University

Foster, Patricia Ann, Emeritus Professor, English/University College Courses, 1994 (2006); BA 1970 Vanderbilt; MFA 1980 University of California-Los Angeles; MFA 1986 University of Iowa; PHD 1993 Florida State

Foster Jr., Charles T., Professor, Earth and Environmental Sciences, 1978 (2001); BA 1971 University of California-Santa Barbara; MA 1974 Johns Hopkins; PHD 1975 Johns Hopkins

Found, Ernest M., Emeritus Associate Professor, Orthopaedics and Rehabilitation, 1987 (1992); BA 1974 Hamilton; MD 1980 State Univ-NY-Upstate Med Cntr

Fouts, Angela A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARM 2003 South Dakota State

Fowler, Cassandra Kay, Adjunct Lecturer, Nursing, 2020 (2020); BSN 2007 Jacksonville University; MSN 2015 Jacksonville University

Fowler, Kyle D., Adjunct Instructor, University College Courses, 2019 (2019); BA 2013 Capital University; MED 2016 Kent State University

Fowler, Timothy, Clinical Assistant Professor, Orthopaedics and Rehabilitation, (2016); BS 1996 University of Illinois at Chicago; MD 2000 University of Illinois at Chicago

Fowles, Don C., Emeritus Professor, Psychological and Brain Sciences, 1970 (1982); BS 1961 Massachusetts Inst of Technolo; MA 1965 Harvard; PHD 1967 Harvard

Fox, Christopher William, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Iowa

Fox, Claire, Professor, English/International Programs/Spanish Portuguese, 2001 (2014); BA 1986 Yale; MA 1988 University of Iowa; PHD 1995 University of Iowa

Fox, Haley, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2020 University of Illinois

Fox, Mark Herbert, Clinical Adjunct Assistant Professor, Internal Medicine, (2020); BA 2008 University of Iowa; MD 2014 University of Iowa

Fox, Matthew G., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BS 1988 Appalachian State; MD 1994 South Dakota

Fraer, Mony, Clinical Professor, Internal Medicine, 2009 (2018); MD 1992 Grigore T Popa, Romania

Frahm, Josh B., Adjunct Instructor, Accounting/University College Courses, 2013 (2013); BBA 2004 University of Iowa; MBA 2009 Colorado Technical

Fraizer, Michael Christopher, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BS 1993 Notre Dame; MD 1997 University of Iowa

France, Brady S., Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); BA 2011 University of Iowa; DDS 2015 University of Iowa

Frances, Claire, Adjunct Instructor, World Languages, Literatures, and Cultures, 2020 (2020); MA 1997 Washington University

Francis, Sarah Elizabeth, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); MD 2015 University of Iowa

Francis, Shelby Lane, Adjunct Assistant Professor, Health and Human Physiology, 2018 (2018); BA 2009 University of Iowa; MA 2011 University of Iowa; PHD 2017 University of Iowa

Franciscus, Robert, Professor, Anthropology/Orthodontics, 1998 (2012); BA 1985 Texas A M; MA 1987 New Mexico; PHD 1995 New Mexico

Franck, Trevor, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2013 Clarke University; DPT 2015 Clarke University

Francois, Rachel Jean, Adjunct Lecturer, Nursing, 2017 (2017); MSN 2004 Iowa

Frank, Alan Raymond, Emeritus Professor, Teaching and Learning, 1970 (1985); BA 1963 University of California-Los Angeles; MA 1965 California State-LA; PHD 1970 University of Iowa

Frank, Carl Andrew, Associate Professor, Anatomy Cell Biology, 2010 (2018); BS 1997 Mass Institute of Tech; PHD 2003 University of California-Berkeley

Frank, Roslyn M., Emeritus Professor, Spanish Portuguese, 1968 (1988); BA 1961 University of Iowa; MA 1963 University of Iowa; PHD 1972 University of Iowa

Frank, Sarah Rosen, Lecturer, Economics, 2010 (2018); BA 1999 Wellesley; PHD 2009 University of California-Berkeley

Frankel, Joseph, Emeritus Professor, Biology, 1962 (1971); BA 1956 Cornell; PHD 1960 Yale

Franken Jr., Edmund A., Emeritus Professor, Radiology, 1979 (1979); MD 1961 Oklahoma

Franklin, Nica, Adjunct Assistant Professor, Creative Writing, 2020 (2020); BA 2018 Harvard University; MFA 2020 University of Iowa

Frantz, Ronald, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2020 Drake University

Franzen, Kimberly S., Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2009 Clarke University; DPT 2011 Clarke University

Franzman, Michael R., Clinical Adjunct Assistant Professor, Periodontics, 2008 (2008); BA 2000 Wartburg; DDS 2004 University of Iowa; MS 2007 University of Iowa

Fraser, Tammy, Adjunct Instructor, University College Courses, 2020 (2020); BA 1993 Mount Holyoke College; MA 2000 Marist College

Fravel, Michelle A., Clinical Associate Professor, Pharmacy Practice and Science, 2006 (2017); PHARM 2006 University of Iowa

Frazier, Fonda A., Adjunct Lecturer, Rehabilitation and Counselor Education, 1995 (1995); BA 1981 University of Iowa; MA 1983 University of Iowa

Frederick, Lori J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2007 University of Iowa

Fredericks, Mohammed Masud, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); BS 2013 University of California, SD; PHARM 2020 University of Iowa

Freeburg, Marvin Kirk, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); BS 1970 University of Iowa; DDS 1973 University of Iowa

Freedman, Eric B., Assistant Professor, Teaching and Learning, 2019 (2019); BA 1999 Swarthmore College; MS 2004 University Wisconsin Madison; PHD 2009 University Wisconsin Madison

Freeman, Brian, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012); MD 2005 University of Iowa

Freeman, John H., Professor, Psychological and Brain Sciences, 1998 (2007); BA 1989 University of California-Berkeley; PHD 1994 University of North Carolina at Chapel Hill

Freesmeier, Michele Therese, Clinical Adjunct Assistant Professor, Physician Assistant, 2005 (2019); BS 1996 Iowa; MPAS 2001 Midwestern UNIV

French, Lily Kristine, Adjunct Assistant Professor, Social Work, 2012 (2012); BA 1997 University of Iowa; MSW 2000 University of Michigan-Ann Arbor

Freund, Neil, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012); DO 1984 New England

Frey, Meredith L., Adjunct Instructor, Pharmacy Practice and Science, (2019); PHARM 2019 University of Wisconsin-Madison

Frey Law, Laura A., Associate Professor, Nursing/Physical Therapy Rehab Science, 2003 (2011); MPT 1993 University of Iowa; MS 1994 University of Michigan-Ann Arbor; PHD 2004 University of Iowa

Fricton, James Ryan, Clinical Adjunct Professor, Preventive Community Dentistry, 2018 (2018); DDS 1978 University of Iowa

Fridrich, Kirk Lee, Professor, Oral Maxillofacial Surgery, 1988 (1997); BS 1979 University of Nebraska-Lincoln; DDS 1983 University of Nebraska-Lincoln; MS 1987 University of Iowa

Friedl, Christopher Colby, Clinical Adjunct Assistant Professor, Endodontics, 2015 (2015); BS 2007 University of Michigan-Ann Arbor; DDS 2011 University of Michigan-Ann Arbor

Friedrich, H. Bruce, Emeritus Professor, Chemistry, 1966 (1976); BA 1958 Wartburg; MS 1961 University of Iowa; PHD 1963 University of Iowa

Friedrich, Rose Marie Walk, Emeritus Associate Professor, Nursing, 1973 (1980); BSN 1961 University of Iowa; MA 1973 University of Iowa

Friestad, Gregory Kirk, Associate Professor, Chemistry, 2005 (2005); BS 1990 Bradley, Illinois; PHD 1995 Oregon

Frisbie, David A., Emeritus Professor, Psych Quant Foundations, 1981 (1992); BA 1966 University of Wisconsin-Lacrosse; MS 1969 Michigan State University; PHD 1971 Michigan State University

Frisvold, David E., Associate Professor, Economics/Public Policy Center, 2013 (2016); BS 1998 Wake Forest; MA 2005 Vanderbilt; PHD 2006 Vanderbilt

Fritts, Lawrence Neil, Emeritus Professor, Music, 1994 (2014); BS 1983 Portland State; PHD 1995 University of Illinois at Chicago

Fritzgerald, Chelsey Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARM 2013 Chicago State

Fritzsch, Bernd, Emeritus Professor, Biology, 2008 (2008); PHD 1978 Tech Univ Darmstadt

Frohman, Charles D., Professor, Mathematics, 1990 (1998); MA 1978 Kalamazoo; MA 1981 Indiana University-Bloomington; PHD 1984 Indiana University-Bloomington

From, Robert P., Associate Professor, Anesthesia, 1983 (1990); BA 1971 Drake; DO 1974 Drake

Frommelt-Kuhle, Molly, Associate Professor, Nursing, (2020); BSN 2001 Clarke College; MSN 2004 Clarke College; PHD 2011 Univ of Northern Colorado

Frost, Iris Bonny, Associate Professor, Rhetoric, 1993 (1993); BA 1973 MIAMI; MSJ 1976 Northwestern University; JD 1998 University of Iowa

Froyum Roise, Adam J., Clinical Adjunct Assistant Professor, Family Medicine, 2013 (2013); BA 2001 Concordia, MA; MPH 2007 University of North Carolina at Chapel Hill; MD 2008 University of North Carolina at Chapel Hill

Fry, Dennis M., Clinical Adjunct Instructor, Surgery, 2017 (2017); MD 1994 Creighton University

Frye, Jared Robert Lee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2019); PHARM 2017 Wingate University

Fu, Hai, Associate Professor, Physics Astronomy, 2013 (2019); BS 2003 Nanjing, China; PHD 2008 Hawaii

Fuchs, Zuzanna, Assistant Professor, Linguistics, (2019); PHD 2019 Harvard University

Fudge, Jonathan L., Clinical Adjunct Instructor, Internal Medicine, 2001 (2001); MD 1992 University of Iowa

Fuentes, Ernesto J., Associate Professor, Biochemistry, 2006 (2014); PHD 1999 University of Illinois at Urbana Champaign

Fuentes, Jennifer, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1998 Wartburg College; MPT 2000 Mayo School of Health

Fuentes, Montserrat, Professor, Biostatistics/Statistics Actuarial Science, 2019 (2019); PHD 1998 University of Chicago

Fugenschuh, Julie Ann, Adjunct Instructor, Social Work, 2020 (2020); BA 1985 St. Mary's College; MSW 2010 University of Iowa

Fugleberg, Sarah, Adjunct Instructor, Communication Sciences and Disorders, 2016 (2016); BA 2003 University of Nebraska-Lincoln; MS 2006 University of Nebraska-Lincoln; DAUD 2007 University of Nebraska-Lincoln

Fuller, James L., Emeritus Professor, Operative Dentistry, 1967 (1980); BA 1958 Grinnell; DDS 1962 University of Iowa; MS 1972 University of Iowa

Fuller, John W., Emeritus Professor, Economics/Public Policy Center/School of Planning and Public Affairs, 1979 (1979); AB 1962 San Diego State; PHD 1968 Washington State

Fuller, Kent R., Emeritus Professor, Mathematics, 1967 (1975); BS 1960 Mankato State; MS 1962 Mankato State; MA 1965 Oregon; PHD 1967 Oregon

Fuller, Laura Lu, Clinical Associate Professor, Psychiatry/Urology, 2012 (2018); MA 1992 University of Iowa; PHD 1997 University of Iowa

Fulmer, Gavin W., Associate Professor, Teaching and Learning, 2016 (2020); BS 1999 University of Redlands; PHD 2007 SUNY at Buffalo

Fulwider, Robert E., Adjunct Lecturer, Finance, 2014 (2014); BS 1967 Iowa State; MS 1972 Iowa State

Fumerton, Richard, Professor, Philosophy, 1974 (1985); BA 1971 Toronto-Canada; MA 1973 Brown; PHD 1974 Brown

Fung, Edward, Clinical Adjunct Associate Professor, Operative Dentistry, 2002 (2020); BS 1988 Creighton; JD 1993 University of Iowa; DDS 1998 University of Iowa

Fuortes, Laurence Julius, Emeritus Professor, Internal Medicine/Occupational Environmental Health, 1987 (2002); BS 1976 Northern Illinois; MD 1980 University of Illinois at Urbana Champaign; MS 1987 University of Iowa

Furner, Beatrice A., Emeritus Professor, Teaching and Learning, 1964 (1975); BS 1960 SUNY; MA 1963 University of Iowa; PHD 1967 University of Iowa

Furness, Kevin James, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 2004 Wartburg College, Waverly IA; DO 2012 Kirksville Col of Osteo Med, MO

Furqan, Muhammad, Clinical Associate Professor, Internal Medicine, 2014 (2019); MBBS 2005 Dow Medical College

Fustino, Nicholas John, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012); BA 2001 Wake Forest; MD 2005 Massachusetts

Fyotek, Tyler Johnson, Adjunct Assistant Professor, Classics, 2017 (2017); BA 2008 Univ of California Davis; PHD 2017 University of Iowa

G

G'Sell, Brady, Assistant Professor, Anthropology/Gender, Women's and Sexuality Studies, 2018 (2018); BA 2003 Vassar College; MA 2009 University of Chicago; PHD 2018 University of Michigan

Gaeth, Gary J., Professor, Marketing/Psychological and Brain Sciences, 1983 (1996); BS 1974 Northern Michigan; MS 1977 Wyoming; MS 1980 Kansas State; PHD 1984 Kansas State

Gaffney, Gary Robert, Emeritus Associate Professor, Psychiatry, 1993 (1993); BS 1977 University of Iowa; MD 1981 University of Iowa

Gaine, Marie Elizabeth, Assistant Professor, Pharmaceutical Sciences and Experimental Therapeutics/Psychiatry, (2020); PHD 2012 Queen's University Belfast

Gainer, Kate, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARM 2004 University of Wisconsin-Madison

Gakhar, Lokesh, Adjunct Associate Professor, Biochemistry, 2014 (2018); PHD 2003 University of Iowa

Galarza, Mayra, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); BS 2008 University of Illinois; DDS 2014 University of Iowa

- Galask, Rudolph P.**, Emeritus Professor, Obstetrics Gynecology, 1970 (1978); BA 1959 Drake; MD 1964 University of Iowa; MS 1967 University of Iowa
- Galbraith, William B.**, Emeritus Professor, Internal Medicine, 1994 (1995); BS 1953 Arizona State; MD 1957 George Washington
- Gales, Christie Anne**, Clinical Adjunct Instructor, Preventive Community Dentistry, 2009 (2009); AASC 2002 Kirwood Community
- Gall, Daniel Patrick**, Adjunct Instructor, University College Courses, 2011 (2013); BA 1991 Marquette; AMLS 1995 University of Wisconsin-Milwaukee
- Gall, Meredith Mahy**, Adjunct Instructor, Interdisciplinary Programs, (2019) (2019); BA 1992 Marquette University; MS 2000 Minnesota State University
- Gallagher, Shelagh Ann**, Adjunct Lecturer, Teaching and Learning, 2019 (2019); MED 1985 University of Arizona; PHD 1987 Chapel Hill
- Gallanis, Thomas P.**, Professor, History/Law-Faculty, 2008 (2008); JD 1990 University of Illinois at Chicago; LLM 1993 Cambridge; PHD 1997 Cambridge
- Galligan, Patrick Kenneth**, Adjunct Lecturer, Psych Quant Foundations, 2020 (2020); BA 2010 University of Iowa; PHD 2016 University of Iowa
- Gallion, Michael Eugene**, Adjunct Lecturer, Nursing, 2020 (2020); MS 2010 Mount Marty College
- Galoni, Chelsea**, Assistant Professor, Marketing, 2019 (2019); PHD 2019 Northwestern University
- Galusha, Yvonne**, Lecturer, Business Analytics, 2003 (2003); BS 1981 Graceland; MBA 1991 Wichita State
- Galvin, James A.**, Professor, Creative Writing/English, 1983 (1992); BA 1974 Antioch; MFA 1977 University of Iowa
- Ganesan, Sukirth Murthy**, Assistant Professor, Periodontics, 2019 (2019); BDS 2010 Tamil Nadu Dr. MGR medical uni; PHD 2018 Ohio State University
- Gangi, Ratna**, Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); MBBS 2006 Osmania Medical College
- Ganim, Russell**, Professor, French Italian/International Programs, 2011 (2011); BA 1983 Grinnell; MA 1987 Virginia; PHD 1992 Virginia
- Gansen, Laura Peterson**, Adjunct Instructor, Pharmacy Practice and Science, 1998 (1998); BS 1990 University of Iowa
- Gant, Lauren Christine**, Adjunct Assistant Professor, Occupational Environmental Health, 2014 (2014); PHD 2012 University of Iowa
- Gantz, Bruce Jay**, Professor, Neurosurgery/Otolaryngology-Head Neck Surgery, 1980 (1987); BS 1968 University of Iowa; MD 1974 University of Iowa; MS 1980 University of Iowa
- Gantz, Stephanie C.**, Assistant Professor, Molecular Physiology Biophysics, 2020 (2020); BA 2007 Reed College; PHD 2015 Oregon Health Science Univ
- Ganz, Kathryn Anne**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARM 2014 University of Iowa
- Garcia, Adbeel**, Adjunct Assistant Professor, Creative Writing/Interdisciplinary Programs, 2019 (2019); MFA 2019 University of Iowa
- Garcia, Janette**, Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); DDS 2017 University of Iowa
- Garcia, Luis J.**, Clinical Associate Professor, Surgery, 2013 (2018); MD 2004 Pennsylvania State University
- Gardial, Sarah**, Professor, Marketing, 2012 (2012); MBA 1981 Arkansas; PHD 1986 Houston
- Gardinier, Minnetta V.**, Emeritus Associate Professor, Neuroscience and Pharmacology, 1998 (1998); BS 1975 Le Moyne College; PHD 1988 Louisiana St Univ -New Orleans
- Gardner, Robb Michael**, Adjunct Associate, Physical Therapy Rehab Science, 2014 (2014); BA 1994 Luther College; MPT 1996 University of Iowa; MHA 2006 The University of Minnesota-Twin Cities
- Gardner, Sue Ellen**, Professor, Nursing, 2000 (2015); BSN 1981 University of Iowa; MA 1990 University of Iowa; PHD 1999 University of Iowa
- Garfinkel, Jon A.**, Professor, Finance, 1999 (2012); BA 1988 Virginia Tech; PHD 1994 Florida
- Garje, Rohan**, Clinical Assistant Professor, Internal Medicine, (2017); MD 2017 University of Iowa
- Garlick, Julia**, Assistant Professor, Economics, 2016 (2016); MA 2012 Yale University; MPHIL 2013 Yale University; PHD 2016 Yale University
- Garner, Sarah Ann**, Clinical Adjunct Assistant Professor, Internal Medicine, 2011 (2011); BS 2002 University of Iowa; MD 2007 University of Iowa
- Garr, Valerie Susanne**, Adjunct Instructor, University College Courses, 2002 (2011); BA 1987 University of Iowa; MA 1995 University of Iowa
- Garrett, Kathryn Ann**, Adjunct Instructor, University College Courses, 2016 (2016); BA 2008 University of Iowa; MA 2010 University of Iowa
- Garrett, Robert E.**, Emeritus Associate Professor, Family Medicine, 1997 (1997); BA 1971 Trinity; MA 1974 Johns Hopkins; MD 1981 University of California-San Diego; MS 1986 Case Western Reserve
- Gartner, Meron E.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2014 Drake University
- Garvey, Ann Marie**, Adjunct Assistant Professor, Epidemiology, 2012 (2012); BS 1998 Loras; DVM 2002 ISU; MPH 2003 University of Iowa
- Garvey, Michael J.**, Emeritus Professor, Psychiatry, 1985 (1992); BA 1968 Stanford; MD 1971 Stanford
- Garvin, Cory G.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARM 1996 University of Iowa
- Garvin, Justin Wayne**, Associate Professor, Mechanical Engineering, 2010 (2017); BSE 2001 University of Iowa; MS 2003 University of Iowa; PHD 2006 University of Iowa
- Garvin, Lauren Angela**, Clinical Assistant Professor, Psychiatry, (2017); BA 2008 Univ of Michigan, Ann Arbor; AM 2013 University of Iowa; PHD 2016 University of Iowa
- Garvin, Mona Kathryn**, Professor, Electrical-Computer Engineering, 2008 (2019); BSE 2003 University of Iowa; MS 2004 University of Iowa; PHD 2008 University of Iowa

Gaspar, Katie Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2013 University of Iowa

Gasparoni, Alberto, Clinical Associate Professor, Oral Path, Radiology Medicine, 2006 (2013); DDS 1985 Siena (Italy); DPHIL 2003 University of Iowa; DDS 2010 University of Iowa

Gassman, Robert, Adjunct Lecturer, School of Planning and Public Affairs, 2013 (2013); BARCH 2008 Iowa State; MARCH 2009 Iowa State

Gassmann, Michael Jon, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2016); PHARMD 2014 University of Iowa

Gasway, Julie Hansen, Adjunct Assistant Professor, Communication Sciences and Disorders, 2012 (2019); BA 1982 University of Iowa; MA 1984 University of Iowa

Gatica, Juan A., Emeritus Professor, Mathematics, 1975 (1990); PHD 1972 University of Iowa

Gaul, Nicholas John, Adjunct Assistant Professor, Mechanical Engineering, 2016 (2016); BSE 2006 University of Iowa; MS 2008 University of Iowa; PHD 2014 University of Iowa

Gavruseva, Elena, Associate Professor, Linguistics, 1998 (2005); BS 1991 Moscow Linguistic; MA 1993 Georgetown; PHD 1998 Georgetown

Gay, Paula Bradbury, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); BFA 2002 University of Iowa; MA 2009 University of Iowa; DAUD 2010 University of Iowa

Gayley, Kenneth, Associate Professor, Physics Astronomy, 1997 (2003); AB 1983 Princeton; PHD 1990 San Diego

Gaylord, Joseph Robert, Adjunct Instructor, Political Science, 2015 (2011); BA 1967 University of Iowa

Geary, Sean Michael, Adjunct Lecturer, Pharmaceutical Sciences and Experimental Therapeutics, 2020 (2020); BSC 1986 Univ of Adelaide; PHD 1993 Univ of Adelaide

Gebhart, Gerald Francis, Emeritus Professor, Neuroscience and Pharmacology, 1973 (1981); BS 1967 University of Illinois at Urbana Champaign; MS 1969 University of Iowa; PHD 1971 University of Iowa

Gebska, Milena Anna, Clinical Associate Professor, Internal Medicine, 2011 (2018); MD 1995 Silesia, Poland; PHD 2002 London, UK

Gedney-Lose, Amalia, Clinical Assistant Professor, Nursing, (2019); BSN 2013 University of Iowa; DNP 2017 University of Iowa

Geerling, Joel, Assistant Professor, Neurology, 2016 (2016); MD 2008 Washington University; PHD 2008 Washington University

Geers, Dianna L., Adjunct Instructor, Library Information Science, 2014 (2014); BS 1992 Mount Mercy; MA 1997 University of Iowa; MA 2011 University of Iowa

Geha, Andrew James, Clinical Adjunct Instructor, Family Medicine, 2019 (2019); BS 2006 Creighton Univ, Omaha, NE; DO 2010 Des Moines Univ, Iowa

Gehl, Brian Kenneth, Adjunct Assistant Professor, Psychological and Brain Sciences, 2009 (2010); BA 1999 Jamestown; PHD 2010 University of Iowa

Gehl, Carissa Rose Nehl, Clinical Associate Professor, Psychiatry, 2012 (2020); BS 2000 University of Iowa; PHD 2007 University of Iowa

Gehlbach, Brian, Clinical Professor, Internal Medicine/Neurology, 2011 (2018); MD 2005 Washington

Gehring, David Charles, Clinical Adjunct Assistant Professor, Orthodontics, 2009 (2009); BA 1989 Coe; DDS 1993 University of Iowa; MS 1995 University of Iowa

Gehrs, Karen M., Clinical Professor, Ophthalmology Visual Science, 1996 (2016); BS 1983 Rhodes; MD 1987 Missouri

Geick, Lynn Brian, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1988 Wartburg College; MD 1992 Univ of IA CCOM, Iowa City

Geist, Lois J., Professor, Internal Medicine, 1990 (2009); BS 1978 Trinity; MS 1980 Case Western Reserve; MD 1984 Case Western Reserve

Gelfand, Miriam J., Emeritus Assistant Professor, Asian Slavic Languages Literature, 1962 (1986); BA 1946 St Johns-China

Gellhaus, Paul Thomas, Clinical Assistant Professor, Urology, (2017); MD 2011 University of Iowa

Gellhaus, Thomas M., Emeritus Professor, Obstetrics Gynecology, 1991 (2020); BA 1979 Augustana College, Sioux Falls; MD 1983 Oklahoma

Gemmani, Lucia, Lecturer, French Italian, 2018 (2019); MA 2013 Indiana University; PHD 2018 Indiana University

Genadry, Rene, Clinical Adjunct Professor, Obstetrics Gynecology/Urology, 2012 (2012); MD 1971 St. Joseph, Beirut

Geneser, Matthew K., Clinical Associate Professor, Pediatric Dentistry, 2009 (2016); BA 2002 University of Iowa; DDS 2006 University of Iowa

Geng, Maxwell Lei, Professor, Chemistry, 1995 (2008); BS 1986 Science and Technology-China; PHD 1994 Duke

Gentil-Archer, Anne Christine, Adjunct Lecturer, Nursing, 2010 (2010); BSN 2002 University of Iowa; DNP 2013 University of Iowa

Gentry, Dan, Clinical Adjunct Professor, Health Management Policy, 2016 (2016); MHA 1990 Univ of South Carolina Medical; PHD 1996 Univ of California Berkeley

Georgakakos, K. P., Adjunct Professor, Civil-Environmental Engineering, 1986 (1997); BS 1977 National Technical-Athens; MS 1980 MIT; SCD 1982 MIT

Georgakakos, Peter K., Clinical Assistant Professor, Emergency Medicine, (2019); BS 2009 Tufts University; DO 2015 A.T. Still University; BS 2019 Tufts University

George, Michelle M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2013); BA 1997 Wartburg; PHARMD 2000 Creighton

Gerald, Michael, Adjunct Lecturer, Rehabilitation and Counselor Education, 2019 (2019); BA 2008 California State Univ. Fresno; MS 2012 California State Univ. Fresno; PHD 2019 University of Iowa

Gerds, Emily Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2002 Iowa

Gerke, Alicia, Associate Professor, Internal Medicine, 2008 (2018); BS 1998 South Florida, Tampa; MBA 2002 South Florida, Tampa; MD 2002 South Florida, Tampa

Gerke, Henning, Clinical Professor, Internal Medicine, 2004 (2016); MD 1996 Hamburg, Germany

Gerken, Kathryn C., Emeritus Associate Professor, Psych Quant Foundations, 1973 (1978); BS 1962 Southern Illinois; MA 1967 Bradley; PHD 1974 Southern Illinois

Gerking, Michael Todd, Adjunct Instructor, Pharmacy Practice and Science, 2008 (2008); BSPH 1986 University of Iowa

Gerlach, Peter Arno, Adjunct Assistant Professor, Interdisciplinary Programs, 2015 (2015); BA 2002 Ripon College; MA 2006 Univ of Northern Colorado; PHD 2015 Syracuse University

Gerleman, Brandon, Adjunct Assistant Professor, Pharmacy Practice and Science, (2018); PHARMD 2017 University of Iowa; PHD 2017 University of Iowa

Gerleman, Brent F., Clinical Adjunct Assistant Professor, Internal Medicine, 1990 (1990); MD 1978 Kansas

Germann, Brenna Clayton, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2015 Mercer University

Germer, Megan Paige, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2012 University of Iowa

Gerr, Fredric E., Emeritus Professor, Epidemiology, 2002 (2002); BA 1978 Clark; MD 1978 New York-Stony Brook

Gettemy, Robert E., Lecturer, Interdisciplinary Programs, 2008 (2008); BA 1987 Northern Iowa; MBA 1989 Drake

Getz, Christine, Professor, Music, 1999 (2012); BM 1979 Evansville; MM 1982 Southern Illinois; PHD 1991 University of North Texas

Getz, Matthew Thomas, Adjunct Instructor, Health and Human Physiology, (2019); BA 2003 University of Northern Iowa; MA 2010 University of Iowa

Geweke, John F., Emeritus Professor, Economics/Statistics Actuarial Science, 1999 (1999); BS 1970 Michigan State University; PHD 1975 The University of Minnesota-Twin Cities

Geyer, Pamela, Professor, Biochemistry/Obstetrics Gynecology, 1989 (2000); BSC 1978 McGill; PHD 1983 The Ohio State University

Gfeller, Kay E., Professor, Communication Sciences and Disorders/Music/Otolaryngology-Head Neck Surgery, 1985 (1993); BM 1971 Drake; MM 1974 Northwestern University; PHD 1982 Michigan State University

Ghali, Magdi G., Clinical Adjunct Assistant Professor, Internal Medicine, 1986 (1986); MBBCH 1975 Cairo, Egypt

Ghazal, Tariq Sabah Abdulghany, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2017 (2017); BDS 2006 University of Baghdad; PHD 2017 University of Iowa

Ghazvinizadeh, Anahita, Assistant Professor, Cinematic Arts, (2018); BA 2011 Tehran University of Art; BFA 2011 Tehran University of Art; MFA 2013 Art Institute of Chicago

Ghearing, Gena R., Clinical Associate Professor, Neurology, 2017 (2017); MD 2001 New York Medical College

Ghimire, Krishna, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012); MBBS 2003 Tech Chittago

Ghoneim, Mohamed M., Emeritus Professor, Anesthesia, 1967 (1976); MBBCH 1957 Ein Shams-Egypt; MD 1957 Cairo-Egypt; FFARCS 1963 London -England

Ghosh, Joyee, Associate Professor, Statistics Actuarial Science, 2010 (2016); PHD 2008 Duke

Ghosh, Sukumar, Emeritus Professor, Computer Science, 1984 (1996); BSC 1964 Calcutta; BTECH 1966 Calcutta-India; PHD 1971 Calcutta

Ghosheh, Natalie Jana, Clinical Adjunct Assistant Professor, Pediatric Dentistry, 2008 (2008); BA 2002 University of Iowa; DDS 2006 University of Iowa; CER 2008 University of Iowa

Giangrande, Paloma Hoban, Adjunct Associate Professor, Internal Medicine, 2007 (2013); BA 1994 Wheaton; PHD 1999 Duke

Giannakouros, Dorothy Wolfe, Lecturer, Rhetoric, 2015 (2015); MA 2011 University of Iowa; PHD 2015 University of Iowa

Giannakouros, Stratis, Adjunct Instructor, Geographical and Sustainability Sciences, 2019 (2019); BA 2001 Loras College; MA 2013 Colorado State University

Gibbs, Christopher Martin, Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); MD 2000 Creighton University SOM

Giblin, Blandina Kaduma, Lecturer, French Italian, 2001 (2006);

Giblin, James L., Professor, History/Interdisciplinary Programs, 1986 (2001); BA 1975 McGill; MA 1978 McGill; PHD 1986 University of Wisconsin-Madison

Gibson, Craig A., Professor, Classics, 1999 (2011); BA 1990 Rhodes; PHD 1995 Duke

Gidal, Eric, Professor, English/International Programs, 1996 (2016); BA 1988 Brandeis; MA 1992 University of Michigan-Ann Arbor; PHD 1995 University of Michigan-Ann Arbor

Gienapp, Barbara Ann Brady, Adjunct Instructor, Communication Sciences and Disorders, 1989 (1996); BS 1982 South Dakota; MA 1984 South Dakota

Gier, David, Emeritus Professor, Music, 1995 (2008); BM 1983 University of Michigan-Ann Arbor; MM 1985 Yale; MA 1986 Yale; DMA 1992 Yale

Giesinger, Regan Elizabeth, Clinical Associate Professor, Pediatrics, (2020); BS 2003 University of Guelph; MD 2008 Queen's University

Gilbert, Betty, Clinical Adjunct Instructor, Family Medicine, 2012 (2012); BSW 1994 BriarCliff College; MSW 1995 Omaha, NE

Gilbert, Miriam, Emeritus Professor, English, 1969 (1982); BA 1965 Brandeis; MA 1967 Indiana University-Bloomington; PHD 1969 Indiana University-Bloomington

Gilbert, Paul A., Assistant Professor, Community Behavioral Health, 2015 (2015); BA 1989 University of Michigan-Ann Arbor; MS 2003 Harvard; PHD 2013 University of North Carolina at Chapel Hill

Gilbertson-White, Stephanie, Associate Professor, Internal Medicine/Nursing, 2013 (2019); MSN 2003 University of Wisconsin-Madison; PHD 2011 University of California-San Francisco

Gilg, Joseph, Clinical Adjunct Instructor, Internal Medicine, 2005 (2005); BS 1983 University of Nebraska-Lincoln; MD 1987 University of Nebraska-Lincoln

Gilg Gachiani, Nicole J., Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BA 2005 Univ of Notre Dame, IN; MD 2009 Tulane Univ Sc of Med, LA; MPH 2009 Tulane Univ Sc Public Hlth

Gill, Charanjit K., Clinical Adjunct Instructor, Preventive Community Dentistry, 2015 (2015); DDS 2012 University of Colorado

Gill, Christine Marie, Clinical Assistant Professor, Neurology, 2019 (2019); MD 2014 University of Iowa

Gillan, Edward G., Associate Professor, Chemistry, 1997 (2003); BS 1989 University of California-Berkeley; PHD 1994 University of California-Los Angeles

Gillitzer, Lorie Jean, Adjunct Instructor, Radiology, 2016 (2016); BA 2008 University of St. Francis

Gilotti, Jane A., Professor, Earth and Environmental Sciences, 1999 (2013); BA 1978 Maine; MA 1984 Johns Hopkins; PHD 1987 Johns Hopkins

Gilster, Megan E., Associate Professor, Public Policy Center/Social Work, 2013 (2020); BA 1999 Lawrence; DR 2010 University of Michigan-Ann Arbor

Gingrich, Roger D., Emeritus Professor, Internal Medicine, 1981 (1993); BA 1970 Macalaster; MD 1974 Cornell; PHD 1981 Oxford

Ginn, Meredith Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2017); PHARMD 2015 Auburn University

Girdler, Carol Ellen, Clinical Instructor, Teaching and Learning, 1982 (2009); MA 1980 University of Iowa

Girotra, Saket, Associate Professor, Internal Medicine, 2012 (2020); MBBS 2002 New Delhi, India

Gisi, Paul Jeffrey, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2015 (2015); MD 1992 Univ. of South Dakota

Gittler, Josephine, Professor, Health Management Policy/Law-Faculty/Nursing/Pediatrics, 1973 (1977); BA 1965 Barnard; JD 1968 Northwestern Univeristy

Giudici, Paula Annechino, Clinical Assistant Professor, Dermatology, 2012 (2012); MD 1982 University of Iowa

Givens, Alison M., Lecturer, Nursing, (2020); BSN 2017 Coe College; MSN 2020 Univ of Missouri-Columbia

Givler, Hannah, Lecturer, Art Art History, 2015 (2015); BFA 2009 The Ohio State University; MFA 2012 Art Institute of Chicago

Glade, Katie Lea, Adjunct Associate, Physical Therapy Rehab Science, (2019); BS 2006 Iowa State University; DPT 2008 University of Iowa

Glanville, Jennifer, Professor, Sociology and Criminology, 2001 (2017); BA 1992 New College; MA 1997 University of North Carolina at Chapel Hill; PHD 2001 University of North Carolina at Chapel Hill

Glasgow, Robert O., Emeritus Professor, Interdisciplinary Programs, 1985 (2006); BFA 1967 Wittenberg; MA 1968 University of Wisconsin-Madison; MFA 1969 University of Wisconsin-Madison

Glass, Jason David, Adjunct Lecturer, Management and Entrepreneurship, 2019 (2019); BBA 1999 University of Iowa; MBA 2010 University of Iowa

Glass, Loren Daniel, Professor, English, 2004 (2014); BA 1988 University of California-Berkeley; MA 1990 University of California-Davis; PHD 1997 Duke

Gleason, Cristi A., Professor, Accounting, 2003 (2017); BS 1990 Brigham Young; MAC 1992 Brigham Young; PHD 1998 Cornell

Gleason Limoges, Nicole D., Lecturer, Nursing, 2015 (2015); MSN 2011 University of Iowa

Glenn, Kevin A., Clinical Associate Professor, Internal Medicine, 2002 (2016); MD 1998 University of Illinois at Urbana Champaign

Glick, Orpha J., Emeritus Associate Professor, Nursing, 1967 (1995); BS 1960 Eastern Mennonite; BS 1965 University of Iowa; MA 1967 University of Iowa; PHD 1982 University of Iowa

Glienke, Kyle James, Clinical Adjunct Instructor, Family Medicine, 2018 (2018); BS 2009 Buena Vista Univ, Iowa; MD 2013 Univ of IA CCOM, IowaCity,IA

Gloer, James B., Professor, Chemistry, 1984 (1994); BS 1978 Florida; PHD 1983 University of Illinois at Urbana Champaign

Glykys, Joseph Charalambos, Assistant Professor, Neurology/Pediatrics, (2019); MD 2001 Univ de Carabobo Esc De Med; PHD 2007 University of California

Glynn, Elizabeth Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2017); PHARMD 2016 University of Iowa

Goddard, Stephen Maurice, Professor, Computer Science, 2018 (2018); PHD 1998 University of North Carolina

Goedken, Amber, Associate Professor, Pharmacy Practice and Science, 2012 (2020); PHARMD 2004 University of Iowa

Goeken, James, Emeritus Professor, Pathology, 1976 (1990); AB 1967 University of Illinois at Chicago; MD 1972 Missouri

Goeken, Nancy Smith, Emeritus Professor, Internal Medicine, 1983 (1993); BA 1968 Missouri; PHD 1972 Missouri

Goepferd, Stephen J., Emeritus Professor, Pediatric Dentistry, 1978 (1989); BS 1973 The University of Minnesota-Twin Cities; DDS 1973 The University of Minnesota-Twin Cities; MS 1978 The University of Minnesota-Twin Cities

Goerd, Christopher John, Clinical Professor, Internal Medicine, 1994 (2007); BA 1983 University of Iowa; MD 1988 University of Iowa; MPH 1994 The University of Minnesota-Twin Cities

Goertz, Christine, Adjunct Professor, Epidemiology, 2019 (2019); PHD 1999 University of Minnesota

Goettel, Katherine Elizabeth M., Adjunct Lecturer, Law-Faculty, 2019 (2019); BA 2003 UNI; BS 2003 UNI; JD 2007 The University of Iowa

Goettsch, Gordon Frederick, Clinical Adjunct Assistant Professor, Family Dentistry, 2007 (2012); DDS 1976 University of Iowa

Goettsche, Zachary, Clinical Adjunct Assistant Professor, Endodontics, 2018 (2018); BA 2012 University of Iowa; DDS 2016 University of Iowa

Goetz, Christopher James, Assistant Professor, Cinematic Arts, 2016 (2016); BA 2006 Michigan State University;

MA 2007 Univ. of Calif, Berkeley; PHD 2016 Univ. of Calif, Berkeley

Goetz, Jessica, Associate Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 2009 (2019); BSE 2003 University of Iowa; PHD 2008 University of Iowa

Goff, Harold M., Emeritus Professor, Chemistry, 1976 (1985); BS 1969 Missouri; MA 1971 Missouri; PHD 1976 The University of Texas at Austin

Goff, Jessica Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science/Pharmacy, 2017 (2017); PHARM 2016 University of Iowa

Gogerty, Megan Ellen, Lecturer, Theatre Arts, 2008 (2014); BA 1997 University of Iowa; MFA 2004 The University of Texas at Austin

Goins, Kenneth M., Emeritus Professor, Ophthalmology Visual Science, 2003 (2006); BA 1982 Tennessee; MD 1986 Kentucky

Goins-Fernandez, Joyce, Clinical Assistant Professor, Pediatrics, 2016 (2016); BSC 2000 Xavier University of Louisiana; PHD 2012 University of Iowa

Goldstein, Helen T., Emeritus Associate Professor, Religion, 1968 (1980); BA 1948 University of Illinois at Chicago; AM 1951 Radcliffe; PHD 1956 Radcliffe

Gollnick, Brian, Associate Professor, International Programs/Spanish Portuguese, 1999 (2006); BA 1992 Washington; MA 1996 University of California-San Diego; PHD 1998 University of California-San Diego

Golz, Sabine I., Associate Professor, German, 1987 (1994); MA 1984 Cornell; PHD 1987 Cornell

Gomes, Joseph Stephen, Assistant Professor, Chemical Biochemical Engineering, (2019); PHD 2015 University of California Berkeley

Gomez, Manuel, Clinical Associate Professor, Endodontics, 2000 (2000); DDS 1977 Javeriana University-Columbia

Gompper, David Karl, Professor, International Programs/Music, 1991 (2001); BM 1978 San Diego State; MM 1980 Royal College of Music-London; DMA 1988 University of Michigan-Ann Arbor

Gonwa, Joan, Adjunct Assistant Professor, University College Courses, 2008 (2014); BFA 1973 University of Wisconsin-Madison; MA 1984 Utah

Gonzales, Edward, Clinical Adjunct Instructor, Preventive Community Dentistry, 2012 (2012); BA 1977 Northern Colorado; DDS 1985 Univ of the Pacific

Gonzalez, Amanda L., Adjunct Assistant Professor, Aerospace Studies, 2019 (2019); BA 2012 Southern Illinois University

Gonzalez, Nora M., Emeritus Associate Professor, Spanish Portuguese, 1985 (1990);

Gonzalez, Rebecca, Assistant Professor, Linguistics/Spanish Portuguese, 2018 (2018); MA 2006 Universidad Carlos III de Madrid; MA 2012 University of Florida; PHD 2018 Indiana University

Gonzalez Bosquet, Jesus, Assistant Professor, Obstetrics Gynecology, 2014 (2014); MD 1988 Barcelona; PHD 1998 Med. Sch Univ. of Barcelona; MS 2007 Mayo

Gooblar, David, Assistant Professor, English/Gender, Women's and Sexuality Studies, 2015 (2020); MA 2003 King's College London; PHD 2008 University of London

Goodall, Nicole Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2012 University of Iowa

Goodfellow, Mary B., Adjunct Lecturer, Teaching and Learning, 2020 (2020); BS 1986 University of Iowa; BS 1990 University of Iowa; MA 1990 University of Iowa

Goodhall, Timothy Allen, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2004 University of Iowa

Goodheart, Michael Joseph, Clinical Associate Professor, Obstetrics Gynecology, 2005 (2018); BA 1990 North Carolina State; BS 1990 North Carolina State; MD 1995 East Carolina SOM

Goodman, Frederick M., Emeritus Professor, Mathematics, 1984 (1990); AB 1971 Harvard; AM 1971 Harvard; PHD 1979 University of California-Berkeley

Goodman, Shawn S., Associate Professor, Communication Sciences and Disorders, 2006 (2014); BS 1996 Brigham Young; MS 1998 Brigham Young; PHD 2003 Indiana University-Bloomington

Goodrich, Amber Lois, Clinical Assistant Professor, Obstetrics Gynecology, (2019); BSN 2011 Allen College, Waterloo; MSN 2015 Univ. of Cincinnati

Goodson, Angie R., Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1996 University of Iowa

Goodwin, Jon, Clinical Assistant Professor, Psych Quant Foundations, (2018); BA 2011 Dillard University; PHD 2017 The University of Iowa

Gordon, Colin, Professor, History/Public Policy Center, 1994 (2004); BA 1985 Alberta-Edmonton; MA 1986 York-Toronto; PHD 1990 University of Wisconsin-Madison

Gordon, David F., Clinical Adjunct Assistant Professor, Internal Medicine, 1973 (1973); MD 1962 New York

Gordon, David Jon, Associate Professor, Pediatrics, 2014 (2019); MD 2004 University of Illinois at Chicago

Gordon, Donal K., Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); MFA 1996 Notre Dame; MD 2004 University of Iowa

Gordon, Ellen Elizabeth Isom, Emeritus Professor, Internal Medicine, 1985 (2004); MD 1979 Med Univ of South Carolina

Gordon, Jean K., Associate Professor, Communication Sciences and Disorders, 2000 (2007); BA 1985 Bishop's; MS 1992 McGill; PHD 2001 McGill

Gordon, Joel A., Emeritus Professor, Internal Medicine, 1985 (2004); BA 1972 Colorado-Boulder; MD 1976 Colorado-Denver

Gordon, Kristina Marie, Lecturer, Health and Human Physiology, 2015 (2019); BA 2007 San Jose State University; MA 2013 University of Iowa

Goree, John A., Professor, Mechanical Engineering/Physics Astronomy, 1985 (1996); BS 1980 California Inst of Technology; MA 1982 Princeton; PHD 1985 Princeton

Gorman, Janet L., Adjunct Instructor, Rehabilitation and Counselor Education/University College Courses, 2013 (2013); AA 1974 Art Institute of Pittsburgh; BS 1979 LaRoche College; MOL 2007 St. Ambrose

Gormezano, Isidore, Emeritus Professor, Psychological and Brain Sciences, 1966 (1966); AB 1952 New York; AM 1957 University of Wisconsin-Madison; PHD 1958 University of Wisconsin-Madison

Gorney, Carol S., Clinical Professor, Physician Assistant, 2008 (2019); BS 1990 University of Iowa; MPAS 2005 University of Nebraska-Lincoln

Gorsh, Jay A., Adjunct Instructor, University College Courses, 2011 (2014); BA 1998 Northern Iowa; MS 2007 University of Wisconsin-Madison

Goshit, Sunday Damina, Adjunct Assistant Professor, Interdisciplinary Programs, 2020 (2020); MA 2006 University of Iowa; PHD 2009 The University of Iowa; MS 2012 University of Iowa; PHD 2012 University of Iowa

Goswami, Prabhat, Professor, Radiation Oncology, 2000 (2011); BS 1974 St Anthony's; MS 1976 Guahati; PHD 1983 Guahati

Goswami, Sauvik, Adjunct Instructor, University College Courses, 2020 (2020); BS 2013 University of Iowa

Goto, Michihiko, Assistant Professor, Internal Medicine, 2014 (2014); MD 2004 Kagoshima; MS 2012 University of Iowa

Govindarajan, Ramprakash, Clinical Assistant Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2015 (2015); BSPH 1995 University of Mumbai; MPHAR 1998 University of Mumbai; MSPS 1998 University of Mumbai; PHD 2002 University of Mumbai

Graber, Mark A., Emeritus Professor, Emergency Medicine, 1994 (2005); BS 1978 William and Mary; MD 1981 Eastern Virginia

Gracey, Kellen, Adjunct Assistant Professor, Political Science, (2020); MA 2013 St. Louis University; PHD 2017 University of Iowa

Grachev, Mikhail Vladimirovich, Adjunct Professor, Management and Entrepreneurship, 2005 (2005); BS 1976 Moscow State; MAE 1982 Moscow State; PHD 1998 Russian Academy of Science

Grady, Mila, Lecturer, Nursing, 2001 (2001); BSN 1978 University of Iowa; MSN 1981 The University of Texas at Austin

Graff, Curt G., Adjunct Instructor, University College Courses, 2015 (2015); MA 1997 University of Iowa; PHD 2011 University of Iowa

Graham, Cody, Adjunct Lecturer, Teaching and Learning, (2020); BA 2013 University of Iowa; MA 2020 University of Iowa

Graham, Laura R., Professor, Anthropology/International Programs, 1990 (2016); BA 1979 Stanford; MA 1983 The University of Texas at Austin; PHD 1990 The University of Texas at Austin

Graham, Michael, Professor, Radiation Oncology/Radiology, 1999 (1999); BSEE 1965 Mass Inst of Technology; MSEE 1966 University of California-Berkeley; MS 1969 University of California-Berkeley; PHD 1973 University of California-Berkeley; MD 1976 University of California-San Francisco

Graham, Scott M., Professor, Neurosurgery/Otolaryngology-Head Neck Surgery, 1990 (2004); MBBS 1981 Adelaide; FRACS 1988 Royal Australia C of Surgeons

Gramlich, Oliver Willy, Research Assistant Professor, Ophthalmology Visual Science, (2019); PHD 2011 Universitat Mainz

Granner, Daryl K., Emeritus Professor, Molecular Physiology Biophysics, 2005 (2006); BA 1958 University of Iowa; MD 1962 University of Iowa; MS 1962 University of Iowa

Granner, Mark A., Clinical Professor, Neurology/Neurosurgery, 1993 (2005); BA 1983 Grinnell; MD 1987 University of Iowa

Grant, Christine, Emeritus Associate Professor, American Studies, 1971 (1979); BA 1970 University of Iowa; PHD 1974 University of Iowa

Grant, John E., Emeritus Professor, English, 1965 (1965); AB 1951 Harvard; AM 1954 Harvard; PHD 1954 Harvard

Gratama, Jan Albert Willinge, Emeritus Professor, Art Art History, 1987 (2000); PHD 1987 University of Iowa

Gratton, David G., Associate Professor, Oral Maxillofacial Surgery, 2001 (2011); BS 1990 Western Ontario; DDS 1994 University of Michigan-Ann Arbor; MS 1997 University of Iowa

Gravert, Jacqueline Claire, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2020); PHARM 2013 University of Iowa; MPH 2015 University of Iowa

Graves, Leann Susan Ott, Adjunct Lecturer, Teaching and Learning, (2018); BA 1975 University of Iowa; MA 1975 University of Iowa; BA 1981 University of Iowa; MA 1981 University of Iowa

Graves, Naomi Arlene, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2003 University of Minnesota

Graves, Stephen Andrew, Assistant Professor, Biomedical Engineering/Radiation Oncology/Radiology, 2019 (2019); PHD 2007 University of Wisconsin

Gravesen, Dana, Adjunct Instructor, University College Courses, 2018 (2018); BFA 2004 New York University; MA 2008 New York University; MA 2013 University of Iowa

Gray, Gregory C., Adjunct Professor, Epidemiology, 2001 (2001); BS 1977 United States Naval Academy; MD 1983 Alabama; MPH 1987 Johns Hopkins

Gray, Jon R., Lecturer, Marketing, 2002 (2002); BS 1985 COLORADO STATE; MBA 2000 University of Iowa

Gray, Tonya Lynn, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1994 Univ of Iowa; Iowa City, IA; MD 1998 Univ of IA CCOM; Iowa City, IA

Green, Kathy L., Adjunct Lecturer, Teaching and Learning, 2016 (2016); BME 1982 Wheaton College; MA 2010 University of Connecticut

Green, Peter, Adjunct Professor, Classics, 1997 (1997); PHD 1954 Trinity College England

Green, Steven H., Professor, Biology/Otolaryngology-Head Neck Surgery, 1987 (2006); BS 1975 University of Wisconsin-Madison; PHD 1982 Calif Inst of Tech (Pasadena)

Greene, Barry, Emeritus Professor, Health Management Policy, 1999 (1999); BA 1963 Wartburg; MA 1967 Northern Illinois; PHD 1971 St Louis

Greenhoe, David S., Emeritus Professor, Music, 1979 (1989); BM 1964 Eastman School of Music; MM 1969 Ball State

Greenlee, Jeremy D., Professor, Neurosurgery/Otolaryngology-Head Neck Surgery, 2005 (2017); BS 1993

University of Michigan-Ann Arbor; MD 1998 Indiana University-Bloomington

Greenough, Paul R., Emeritus Professor, History, 1974 (1987); BS 1968 Columbia; MA 1970 University of Illinois at Chicago; PHD 1977 University of Illinois at Chicago

Greenwood, Robert J., Adjunct Instructor, Pharmacy Practice and Science, 2000 (2000); BS 1977 Creighton

Greiner, Andrea Lynn, Clinical Associate Professor, Obstetrics Gynecology, 2006 (2016); BS 1992 Missouri, Columbia; MD 1998 Missouri, Columbia

Greiner, Mark A., Associate Professor, Ophthalmology Visual Science, 2012 (2018); MD 2007 University of California-Davis

Greteman, Blaine, Associate Professor, English, 2009 (2015); BA 1998 Oklahoma State; MPHIL 2001 Oxford; PHD 2008 University of California-Berkeley

Grewal, Amandeep, Professor, Law-Faculty, 2011 (2016); BA 2002 Williams; JD 2005 University of Michigan-Ann Arbor; LLM 2006 Georgetown

Grewe, Brenda Marie, Emeritus Associate Professor, Biology, 1998 (2018); BS 1981 Creighton; PHD 1987 Indiana University-Bloomington

Greyser, Naomi, Associate Professor, American Studies/English/Gender, Women's and Sexuality Studies, 2006 (2016); BA 1995 Wesleyan; MA 1998 University of California-Irvine; PHD 2004 University of California-Irvine

Gribovskaia-Rupp, Irena, Clinical Assistant Professor, Surgery, 2015 (2015); MD 2007 Medical College of Wisconsin

Griebel, Kurt Donald, Adjunct Instructor, University College Courses, 2013 (2013); BA 1985 St. Ambrose

Grieder, Mary J., Adjunct Lecturer, Nursing, 2019 (2019); BSN 2012 NE Methodist College of Nursing; MSN 2014 Briar Cliff University

Griffin, Benjamin, Assistant Professor, Internal Medicine, (2019); MD 2012 University of Miami SOM

Griffin, Emily Jane, Lecturer, Nursing, 2012 (2012); MN 2000 Montana State

Griffith, Christine Leann, Adjunct Instructor, Pharmacy Practice and Science, 2018 (2018); BSPH 1992 University of Iowa

Griffith, Kathryn E., Adjunct Lecturer, Nursing, 2019 (2019); MS 1994 University of Illinois Chicago

Griguer, Corinne E., Associate Professor, Radiation Oncology, 2018 (2018); PHD 1992 Univ of Montpellier, France

Grimlund, Richard A., Emeritus Associate Professor, Accounting, 1978 (1983); BS 1959 Washington; MBA 1974 Washington; PHD 1977 Washington

Grisamore, Jeffrey Glen, Adjunct Instructor, Journalism Mass Communication, 2018 (2018); BA 1981 The University of Iowa

Grismore, Steven Dean, Lecturer, Music, 2000 (2006); MA 1990 University of Iowa

Groben, Lucas Paul, Clinical Adjunct Assistant Professor, Internal Medicine, 2014 (2014); DO 2006 Des Moines College of Osteop

Groeltz, Amy Rebecca, Clinical Adjunct Assistant Professor, Family Dentistry, 2016 (2016); DDS 2004 University of Iowa

Groen, Amy, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012); DO 2005 Des Moines

Grolmus, Rachel, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2019); PHARMD 2017 University of Iowa

Grooms, Ain A., Assistant Professor, Educ Policy Leadership Studies, 2016 (2016); BA 1997 Emory University; MED 2008 Vanderbilt University; PHD 2013 University of Georgia

Groos, Jennifer A., Clinical Adjunct Assistant Professor, Pediatrics, 2005 (2005); BS 1997 Loras College; MD 2001 University of Iowa

Gros-Louis, Julie J., Associate Professor, Psychological and Brain Sciences, 2008 (2020); BS 1992 University of Michigan-Ann Arbor; MA 1995 Pennsylvania; MA 1996 Pennsylvania; PHD 2001 Pennsylvania

Grose, Charles, Professor, Pediatrics, 1984 (1987); BA 1963 Beloit; MD 1967 University of Illinois at Chicago

Grosland, Nicole Marie, Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 1998 (2012); BSE 1994 University of Iowa; PHD 1998 University of Iowa

Gross, Gregory Joseph, Adjunct Instructor, Social Work, 2012 (2012); BA 2003 Drake; MSW 2012 University of Iowa

Gross, Kathryn E., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2016 University of Iowa

Gross, Molly Elizabeth, Clinical Adjunct Instructor, Surgery, 2017 (2017); MD 2008 Mayo Medical School

Gross, Peter, Adjunct Professor, Journalism Mass Communication, 2019 (2019); PHD 1984 University of Iowa

Gross, Thomas J., Professor, Internal Medicine, 1991 (2015); BS 1980 University of Michigan-Ann Arbor; MD 1983 University of Michigan-Ann Arbor

Groth, Christopher Lee, Clinical Assistant Professor, Neurology, 2018 (2018); MD 2012 University of Iowa

Groves, Patricia Sue, Assistant Professor, Nursing, 2011 (2014); BSN 1998 Missouri Columbi; PHD 2011 Missouri Columbi

Gruca, Thomas S., Professor, Marketing, 1991 (2006); BS 1983 University of Illinois at Urbana Champaign; MBA 1985 University of Illinois at Urbana Champaign; PHD 1989 University of Illinois at Urbana Champaign

Grueter, Chad, Associate Professor, Internal Medicine, 2012 (2019); PHD 2006 Vanderbilt

Grumbach, Isabella, Professor, Internal Medicine/Radiation Oncology, 2006 (2018); MD 1992 Ruhr Univ Germany

Grunder, Richard W., Clinical Adjunct Associate Professor, Operative Dentistry, 1995 (2012); DDS 1984 University of Iowa

Guayara Sanchez, Consuelo, Lecturer, Rhetoric, 2007 (2009); MA 1994 University of Iowa; PHD 2007 University of Iowa

Gucfa, Cornelius J., Clinical Adjunct Assistant Professor, Psychiatry, 2016 (2011); MD 1999 American/Caribbean

Gudavalli, Maruti Ram, Adjunct Associate Professor, Biomedical Engineering, 2016 (2014); BS 1970 Andhra, India; MS 1980 McMaster, Canada; PHD 1989 Cincinnati

Guentner, Wendelin, Emeritus Professor, French Italian, 1985 (1998); BA 1972 St. Teresa; MA 1974 Magistere-Paris; MA 1975 Delaware; PHD 1982 University of Illinois at Chicago

Guernsey, Alison Klare, Clinical Associate Professor, Law-Faculty, (2017); BA 2001 Univ. of Michigan; JD 2008 University of Iowa

Guerra, Jorge Oswaldo, Lecturer, Interdisciplinary Programs, 2014 (2018); MFA 2014 University of Iowa

Guerrero-Segura, Gerardo, Adjunct Lecturer, Nursing, (2020); BSN 2018 University of Iowa

Guest, Katrina A., Clinical Adjunct Assistant Professor, Internal Medicine, 1995 (2001); MD 1986 SUNY-Buffalo

Guillory, J. Keith, Emeritus Professor, Pharmacy, 1964 (1971); BS 1956 Loyola-Louisiana; MS 1960 University of Wisconsin-Madison; PHD 1961 University of Wisconsin-Madison

Gullickson, Gregory Leo, Clinical Assistant Professor, Psychological and Brain Sciences, 2000 (2001); BA 1979 Nortre Dame; MA 1983 University of Iowa; PHD 1993 University of Iowa

Gunasekaran, Suresh, Adjunct Professor, Health Management Policy, 2019 (2019); MBA 2014 Southern Methodist University

Gunderson, Alan Eric, Clinical Assistant Professor, Internal Medicine, 2014 (2014); MD 2007 New York Medical

Gunderson, Carissa B., Clinical Assistant Professor, Psychiatry, 2014 (2014); MD 2009 University of Wisconsin-Madison

Gundlach, Cory Keith, Adjunct Instructor, Art Art History, 2018 (2018); BA 2009 Colorado State University; MA 2012 University of Iowa

Gunter, Tracy Diane, Clinical Adjunct Professor, Psychiatry, 2003 (2014); BS 1985 Southern Carolina; MD 1990 Southern Carolina

Guo, Junfeng, Adjunct Associate Professor, Biomedical Engineering/Radiology, 2010 (2010); BS 1988 Xi'an Jiaotong, China; MS 1991 Xi'an Jiaotong, China; PHD 1995 Xi'an Jiaotong China

Guo, Man, Associate Professor, Social Work, 2011 (2018); BSW 2003 Renmin of China; MSW 2005 Hong Kong; DR 2011 University of Southern Califor; PHD 2011 Southern California

Gupta, Prahlad, Associate Professor, Psychological and Brain Sciences, 1999 (2005); BA 1980 Delhi; MBA 1982 Delhi; MS 1991 Carnegie Mellon; PHD 1995 Carnegie Mellon

Gupta, Shishir K., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2007 Virginia Commonwealth

Gupta, Umang, Clinical Associate Professor, Pediatrics, (2018); MBCH 1998 Burdwan Medical College

Guptill, Kristen L., Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); DDS 2016 Univ. of Detroit Mercy

Gurll, Nelson J., Emeritus Professor, Surgery, 1976 (1983); AB 1963 University of California-Berkeley; MD 1967 University of California-San Francisco

Gurnett, Donald A., Emeritus Professor, Physics Astronomy, 1965 (1972); BSEE 1962 University of Iowa; MS 1963 University of Iowa; PHD 1965 University of Iowa

Gurung, Prajwal, Assistant Professor, Internal Medicine, 2016 (2016); BS 2005 Winona State University; PHD 2011 University of Iowa

Gurwell, Adelaide Maria, Emeritus Assistant Professor, Family Medicine, 1997 (1997); BSN 1980 Iowa Methodist; BGS 1986 Drake; MD 1991 University of Iowa

Gussin, Gary N., Emeritus Professor, Biology, 1969 (1980); BS 1961 University of Michigan-Ann Arbor; PHD 1966 Harvard

Gutierrez, Dumayi Maria, Adjunct Lecturer, Psych Quant Foundations, 2020 (2020); BA 2011 University of Iowa; MA 2016 Mount Mercy University; PHD 2019 University of Iowa

Gutierrez, Jeydith Traeger, Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2008 Central Univ of Venezuela

Gutmann, Ludwig, Clinical Professor, Neurology, 2013 (2013); MD 1959 Columbia

Guymon, C. Allan, Professor, Chemical Biochemical Engineering, 2002 (2009); BS 1993 Weber State; MS 1995 Colorado; PHD 1997 Colorado

Guyton, Kristina L., Clinical Assistant Professor, Surgery, (2020); MD 2012 Pritzler School of Medicine

Guzman-Armstrong, Sandra, Clinical Professor, Operative Dentistry, 2001 (2017); DDS 1994 University of Iowa; MS 1999 University of Iowa

H

Haack, Marcus J., Emeritus Associate Professor, Educ Policy Leadership Studies, 2002 (2002); BA 1973 Northern Iowa; MA 1978 Northern Iowa; EDD 1991 Northern Iowa

Haack, Susan E. Duesing, Adjunct Lecturer, Finance, 2018 (2018); MBA 2001 University of Iowa

Haas, Mary Jean, Clinical Adjunct Instructor, Family Medicine, 2018 (2018); DO 2013 Des Moines Univ. Osteopathic Med

Haas, Thomas J., Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BS 1979 University of Iowa

Habelhah, Hasem, Associate Professor, Pathology, 2005 (2011); BS 1987 Beijing Normal; MS 1990 Beijing Normal; PHD 1998 Hokkaido

Hadden, Laura L., Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1996 Culver Stockton College, MO; MD 2001 Univ of Missouri, Columbia, MO

Hadder, Brent Allen, Clinical Associate Professor, Anesthesia, 2009 (2019); BS 1998 Alabama; MD 2004 Alabama School of Med

Hade, Joel Edward, Clinical Adjunct Assistant Professor, Internal Medicine, 1995 (1995); MD 1983 University of Iowa

Hadlandsmyth, Katherine, Clinical Assistant Professor, Anesthesia/Psychiatry, (2016); BA 2003 Claremont McKenna College; MA 2009 University of Missouri; PHD 2011 University of Missouri

Hadler, Rachel Anne, Clinical Assistant Professor, Anesthesia, (2020); MD 2011 University of Pennsylvania

Haes, Amanda J., Professor, Chemistry, 2006 (2019); BA 1999 Wartburg; MS 2001 Northwestern Univeristy; PHD 2004 Northwestern Univeristy

Hagan, David V., Lecturer, French Italian, 2010 (2017); BA 1986 Montana; MA 1993 Montana; PHD 2006 University of Iowa

Hagarty, Bradley Tyler, Clinical Adjunct Instructor, Preventive Community Dentistry, 1998 (1998); DDS 1994 University of Iowa

Hager, Joslyn Marie, Clinical Assistant Professor, Pediatrics, (2017); BS 2007 University of Florida; MS 2009 University of South Florida; MD 2014 Rush Medical College

Hagiwara, Mariko, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MD 2004 Yamanashi Medical University

Hagiwara, Yuya, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MD 2004 Yamanashi Medical University,

Hagle, Timothy M., Associate Professor, Political Science, 1988 (1994); BA 1978 Michigan State University; BS 1978 Michigan State University; JD 1982 J D Cooley Law School; MA 1985 Michigan State University; PHD 1988 Michigan State University

Hahn, Catherine Lynn, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2013); BS 1981 Buena Vista; MPT 1994 University of Iowa

Hahn, Michelle A., Adjunct Instructor, Pharmacy Practice and Science, 2018 (2018); BSPH 1989 South Dakota State University

Hahn, Oscar A., Emeritus Professor, Spanish Portuguese, 1977 (1983); PHD 1963 Chile; MA 1972 University of Iowa; PHD 1977 University of Maryland-College Park

Haim, Hillel, Assistant Professor, Microbiology and Immunology, 2012 (2012); MD 2001 Hebrew, Jerusalem; PHD 2007 Hebrew, Jerusalem

Haines, Don R., Emeritus Associate Professor, Music, 1974 (1978); BM 1959 Illinois Wesleyan; MM 1961 Eastman School of Music; DMA 1973 Rochester

Haines, Emily Catherine, Clinical Adjunct Assistant Professor, Internal Medicine, 2014 (2014); DO 2008 Des Moines University

Hajewski, Jeffrey Thomas, Adjunct Assistant Professor, Computer Science, (2020); BS 2009 Indiana University; MS 2011 Univ of Colorado-Boulder; PHD 2020 University of Iowa

Hakes, Thomas E., Clinical Adjunct Instructor, Internal Medicine, 1990 (1990); MD 1978 University of Iowa

Halbmaier, Katie Anne, Adjunct Lecturer, Nursing, 2016 (2016); BSN 2013 University of Iowa; DNP 2018 The University of Iowa

Halbur, Rebecca Theresa, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2016 Creighton University

Halekas, Jasper S., Associate Professor, Physics Astronomy, 2014 (2014); BS 1997 University of Washington; MA 2000 University of California-Berkeley; PHD 2003 University of California-Berkeley

Hall, Daniel L., Emeritus Professor, Oral Path, Radiology Medicine, (1997); DDS 1959 University of Iowa; MS 1974 University of Iowa

Hall, Duane, Research Assistant Professor, Internal Medicine, 2009 (2009); PHD 2000 University of Wisconsin-Madison

Hall, Jaclyn Ann, Adjunct Associate, Physical Therapy Rehab Science, 2014 (2014); BS 2002 University of Iowa; DPT 2005 University of Iowa

Hall, Jamie Elizabeth, Lecturer, English as Second Language, 2011 (2011); MA 2011 University of Iowa

Hall, Louisa, Assistant Professor, English, 2018 (2018); BA 2004 Harvard University; PHD 2014 University of Texas Austin

Hall, Margaret S., Emeritus Associate Professor, Theatre Arts, 1951 (1974);

Hall, Mederic Micah, Clinical Associate Professor, Family Medicine/Orthopaedics and Rehabilitation/Radiology, 2011 (2016); BS 2002 Notre Dame; MD 2006 University of Illinois at Chicago

Hall, Michael, Clinical Adjunct Assistant Professor, Psychiatry, 2008 (2008); BS 1993 Guilford College; MA 1998 Kent State; PHD 2000 Kent State

Hall, Penelope J., Emeritus Associate Professor, Communication Sciences and Disorders, 1968 (1991); BA 1965 University of Iowa; MA 1967 University of Iowa

Halls, Bill J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2009 University of Iowa

Halsch, Joanna Lynn, Adjunct Instructor, University College Courses, (2019); BA 2005 University of Iowa

Halverson, Bradley Joseph, Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); DO 2006 Des Moines University

Halverson, Susan Marie, Clinical Assistant Professor, Pediatrics, 2017 (2017); BA 2004 Illinois Wesleyan University; MD 2008 Southern Illinois University

Hamann, Cara Jo, Clinical Assistant Professor, Epidemiology, 2014 (2019); PHD 2012 University of Iowa

Hamarstrom, Michael L., Adjunct Instructor, Radiology, 2010 (2010); BA 2000 University of Iowa; SCB 2007 University of Iowa

Hamiel, John N., Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); BS 1985 University of Iowa; PHARM 1997 University of Iowa

Hamilton, David B., Emeritus Professor, English, 1975 (1982); AB 1961 Amherst; MA 1964 Virginia; PHD 1968 Virginia

Hamity, Marta, Research Assistant Professor, Anesthesia, (2018); PHD 2007 Universidad Nacional de Cordob

Hamling, Scott, Clinical Adjunct Instructor, Surgery, 2017 (2017); MD 2001 University of Iowa

Hammond, Donna L., Professor, Anesthesia/Neuroscience and Pharmacology/Nursing, 2000 (2000); BS 1975 New York-Buffalo; PHD 1980 University of Illinois at Chicago

Hammoudi, Mostafa, Clinical Adjunct Assistant Professor, Neurology, 2016 (2016); MD 1997 University of Damascus

Hamot, Gregory Edward, Emeritus Professor, International Programs/Teaching and Learning, 1995 (2007); BA 1975 Northwestern University; MA 1976 The Ohio State University; PHD 1995 The Ohio State University

Hampton, Tanya M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARM 2006 University of Iowa

Hamzeh, Nabeel Y., Associate Professor, Internal Medicine, (2017); MBBS 1997 University of Jordan

Han, Ian C., Assistant Professor, Ophthalmology Visual Science, 2016 (2016); MD 2009 Duke University

Han, Shizhong, Adjunct Associate Professor, Psychiatry, 2012 (2017); BS 2001 Yantai, China; PHD 2006 Fudan, China

Han, Weimin, Professor, Mathematics, 1991 (1999); BS 1983 Fudan-Shanghai; MS 1986 Academia Sinica-Beijing; PHD 1991 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Hanada, Satoshi, Clinical Associate Professor, Anesthesia, 2011 (2019); MD 1999 Miyazaki, Japan

Hand, Brian, Professor, Teaching and Learning, 2005 (2005); BS 1975 Flinders Univ; MS 1986 Curtin Univ; PHD 1993 Curtin Univ

Hand, Gregory, Associate Professor, Music, 2008 (2016); BM 1995 Northwestern University; MM 2002 University of Michigan-Ann Arbor; DMA 2006 University of Michigan-Ann Arbor

Hand, Jed Stephen, Emeritus Professor, Preventive Community Dentistry, 1982 (1994); BS 1967 Bowling Green; DDS 1970 University of Michigan-Ann Arbor; MHSA 1980 University of Michigan-Ann Arbor

Handley, Jennifer Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2010 University of Kansas

Handoo, Nidhi Q., Clinical Associate Professor, Oral Path, Radiology Medicine, 2010 (2020); BDS 1995 Vasantdada Patil Dent; MS 2008 University of Iowa

Hanken, Jacob Josiah, Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARMD 2011 University of Iowa

Hankewich, Jillien F., Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSPH 1989 Alberta

Hanley, Paul F., Associate Professor, Civil-Environmental Engineering, 1999 (2006); BSC 1988 Rutgers University-New Brunswick; MSE 1990 New Jersey Technology; MUP 1994 University of Illinois at Urbana Champaign; PHD 1999 University of Illinois at Urbana Champaign

Hanley, Sarah, Emeritus Professor, History, 1976 (1987); BA 1967 Pittsburgh; MA 1970 University of Iowa; PHD 1975 University of Iowa

Hanna, Elias Bechir, Clinical Associate Professor, Internal Medicine, (2020); MD 2002 St. Joseph Univ. Lebanon

Hanna, Eyad Michael, Clinical Associate Professor, Pediatrics, 2007 (2014); MD 2000 Washington

Hanna, Michael G., Adjunct Professor, Neurology, 2013 (2013); MBCHB 1988 Manchester

Hannan, Kirre E., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2015 South Dakota State

Hanrahan, Kimberly Ann, Adjunct Instructor, Social Work, 2011 (2011); BSW 1994 University of Iowa; MSW 2004 University of Iowa

Hanrahan, Kirsten Marie, Adjunct Assistant Professor, Nursing, 2012 (2012); BSN 1985 University of Iowa; MA 1994 University of Iowa; DNP 2010 University of Iowa

Hansel, Heidi Ann, Adjunct Lecturer, Accounting, 2020 (2020); MS 1999 Iowa State University; DPHIL 2006 Iowa State

University; PHD 2006 Iowa State University; MAC 2021 Iowa State University

Hansen, Ashley Rae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2008 University of Iowa

Hansen, Calvin, Clinical Adjunct Assistant Professor, Neurology, 2015 (2007); MD 1988 Nebraska Medical

Hansen, David Christian, Clinical Adjunct Assistant Professor, Endodontics, 2007 (2007); BS 1982 University of Iowa; DDS 1986 University of Iowa; MS 1996 The University of Minnesota-Twin Cities

Hansen, Douglas Andrew, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2009 University of Iowa

Hansen, Gary F., Emeritus Associate Professor, Teaching and Learning, 1962 (1969); BA 1957 University of Iowa; MA 1959 University of Iowa; PHD 1964 University of Iowa

Hansen, Marlan Rex, Professor, Molecular Physiology Biophysics/Neurosurgery/Otolaryngology-Head Neck Surgery, 2003 (2013); BS 1990 Brigham Young; MD 1994 Chicago, Pritzker

Hanson, Diana O., Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BS 1988 University of Iowa; MS 1990 University of Wisconsin-Madison

Hanson, Douglas Lee, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); MD 1997 University of Iowa

Hanson, James W., Emeritus Professor, Pediatrics, 1976 (1984);

Hanson, Kerby Lynn, Adjunct Instructor, Social Work, 2018 (2018); BA 1997 University of Northern Iowa; MSW 2014 University of Iowa

Hara, Yuji, Adjunct Associate, Molecular Physiology Biophysics, 2012 (2012); BS 1997 Kyoto, Japan; MS 1999 Kyoto, Japan; PHD 2002 Graduate Adv Studies

Harata, Nobutoshi Charles, Associate Professor, Molecular Physiology Biophysics, 2007 (2015); MD 1987 Tohoku, Sendai Japan; PHD 1991 Tohoku, Sendai, Japan

Harb, Ghasoub H., Clinical Adjunct Associate Professor, Urology, 2015 (2015); MD 1985 First IP Pavlov Med School

Harb, Nidal Harb, Clinical Adjunct Assistant Professor, Internal Medicine, 1991 (2002); MD 1980 Leningrad

Harbison, Jennifer Louise, Adjunct Assistant Professor, Health Management Policy, 2018 (2018); BA 1996 Iowa State University

Harder, McKenzie A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2002 University of Iowa

Hardie, Jason B., Adjunct Assistant Professor, Biology, 2019 (2019); BS 1996 Iowa State University; PHD 2005 University of Wisconsin; JD 2014 Chicago-Kent College of Law

Harding, Christin, Adjunct Assistant Professor, Military Science, 2019 (2019); BA 2019 University of Iowa

Harding, Meaghan, Adjunct Lecturer, English as Second Language, 2014 (2014); MED 2013 Framingham State University

Hardisty, Lisa Irene, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2007 University of Iowa

Hardy-Fairbanks, Abbey Joy, Clinical Associate Professor, Obstetrics Gynecology, 2010 (2016); BA 2002 Colorado; MD 2006 Creighton

Haret, Denisa M., Clinical Associate Professor, Anesthesia, 2009 (2018); DMS 1992 Gr. T. Popa Univ of Med

Harichand-Herd, Seema, Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); MD 2002 University of Miami

Harker, Sheena L., Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 2007 Augustana College, Rock Is, IL; DO 2011 Des Moines Univ COM, IA

Harkness, Dan J., Clinical Adjunct Assistant Professor, Family Medicine, 2014 (2014); BS 1991 University of Iowa; MS 1993 Northern IL Univ; DeKalb, IL; PHD 2004 Iowa State Univ; Ames, IA

Harkness, Nupur Chopra, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARM 2015 Drake University

Harkness, Sarah Katherine, Associate Professor, Sociology and Criminology, 2011 (2019); MA 2005 Kent State; PHD 2011 Stanford

Harlan, Tracy Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2014 University of Missouri - KC

Harland, Karisa Kay, Adjunct Assistant Professor, Emergency Medicine/Epidemiology/Law-Faculty, 2016 (2016); BA 2001 University of Iowa; MPH 2004 University of Iowa; PHD 2010 University of Iowa

Harman, Charles Matt, Adjunct Instructor, Health and Human Physiology, (2019); MS 2015 West Virginia University

Harmon, Alison A., Adjunct Lecturer, Nursing, (2020); BSN 2010 Mercy College; MSN 2016 University of Arizona

Harmon, Heidi Marie, Clinical Associate Professor, Pediatrics, 2018 (2018); MD 2004 Case Western Reserve University

Harmon, Nathan Mikael, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BS 2003 University of Iowa; MD 2008 University of Iowa

Harms, Beth Elaine, Adjunct Instructor, Social Work, 2007 (2007); BSW 1973 Northern Iowa; MSW 1997 University of Nebraska-Lincoln

Harms, Dixie Lee, Clinical Adjunct Instructor, Nursing, 2010 (2010); BSN 1986 Drake; MSN 1993 Drake; DNP 2009 University of Iowa

Harms, Jessica Lynn, Clinical Assistant Professor, Dermatology, (2020); BS 2012 University of Nebraska; MA 2016 University of Nebraska; MD 2016 U of Nebraska Medical Center

Harms, Scott Michael, Adjunct Associate, Physical Therapy Rehab Science, 2010 (2010); BA 2003 Northern Iowa; DPT 2005 University of Iowa

Harold, Nathan R., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2012 University of Iowa

Harper, Dennis Carlin, Emeritus Professor, Pediatrics/ Rehabilitation and Counselor Education/Teaching and Learning, 1972 (1985); BA 1964 Augustana; MA 1966 University of Iowa; PHD 1972 University of Iowa

Harper, John Brammer, Emeritus Assistant Professor, English, 1976 (1982); BA 1962 Stanford; MBA 1966 University of Iowa

Harper, Matthew M., Assistant Professor, Ophthalmology Visual Science, 2013 (2013); BS 2003 Iowa State; PHD 2007 Iowa State

Harrington, Jeanette, Clinical Assistant Professor, Anesthesia, 1990 (1997); BS 1975 The University of Minnesota-Twin Cities; MD 1983 The University of Minnesota-Twin Cities

Harris, Christopher J., Adjunct Lecturer, Finance, 2014 (2014); BA 1990 Lewis, IL

Harris, Christopher, Associate Professor, Cinematic Arts, 2017 (2017); BA 1997 Webster University; MFA 2000 School Art Institute of Chicago

Harris, Danielle Kristine, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM 2014 University of Iowa

Harris, Katherine Irene, Clinical Professor, Internal Medicine, 2010 (2020); MD 2007 University of Iowa

Harris, Kimm Marie, Lecturer, Management and Entrepreneurship, 2012 (2012); MBA 2010 University of Iowa

Harris, Phyllis, Lecturer, Interdisciplinary Programs, (2019); MBA 1995 Northwestern University

Harry, Adam, Assistant Professor, Music/Teaching and Learning, 2018 (2018); BM 2002 Univ of Wisconsin-Madison; MM 2008 Univ of Wisconsin-Madison; PHD 2018 Univ of Wisconsin-Madison

Harshman, Lyndsay, Assistant Professor, Pediatrics, 2016 (2017); BS 2006 University of Iowa; MD 2009 University of Iowa

Hart, Jeffrey Roy, Associate Professor, Finance, 2011 (2018); BBA 1988 University of Iowa; MBA 1992 Loyola; PHD 1999 The University of Texas at Arlington

Hart, Kimberly June, Clinical Associate Professor, Psychiatry, 2015 (2018); PHD 2009 University of Iowa

Hart, Timothy T., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1981 University of Iowa

Hartley, Carolyn, Associate Professor, Public Policy Center/ Social Work, 1993 (2003); BS 1986 Loyola; MA 1988 University of Illinois at Chicago; PHD 1995 University of Illinois at Chicago

Hartley, Patrick Gerard, Clinical Professor, Internal Medicine/Occupational Environmental Health, 1994 (2006); MBBS 1985 University College-Dublin; MPH 2000 University of Iowa

Hartman, Robert John, Emeritus Lecturer, Accounting, 1999 (1999); BS 1975 Pennsylvania State University; MAC 1998 University of Iowa

Hartman, Sally Ann, Adjunct Assistant Professor, Psych Quant Foundations, 2008 (2008); MSW 1975 University of Wisconsin-Madison; SCB 1975 University of Wisconsin-Madison; PHD 2002 University of Iowa

Hartman, Shelley C., Adjunct Instructor, University College Courses, 2019 (2019); BA 2011 Wartburg College; MED 2015 University of Northern Iowa

Harts, Kristin L., Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2017); MD 1997 University of Nebraska-Lincoln

Hartsgrove Moers, Kristen Lee, Lecturer, Theatre Arts, 2015 (2017); BA 1996 University of Wisconsin-Madison; MFA 2006 Illinois State University

Hartshorn, Jennifer Elizabeth, Clinical Associate Professor, Preventive Community Dentistry, 2013 (2019); BA 2008 Central College, Pella, IA; DDS 2012 University of Iowa

Hartwig, Amy Christina, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2008); PHARM 1999 University of Iowa

Harty, John, Professor, Pathology, 1993 (2003); BS 1980 The University of Minnesota-Twin Cities; PHD 1989 The University of Minnesota-Twin Cities

Hartz, Arthur J., Emeritus Professor, Family Medicine, 1997 (1997); BA 1966 Swathmore College; PHD 1974 Johns Hopkins; MD 1982 Medical Col of Wisconsin

Harvey, Hayley L., Clinical Adjunct Instructor, Preventive Community Dentistry, 2001 (2001); DDS 1994 University of Iowa

Harvey, John H., Emeritus Professor, Psychological and Brain Sciences, 1986 (1986); BS 1968 South Carolina; MA 1970 Missouri; PHD 1971 Missouri

Harvey, Roger Lee, Clinical Adjunct Assistant Professor, Internal Medicine, 2006 (2006); BS 1979 University of Iowa; DO 1983 Osteopathic Medicine

Harvey, Trevor Scott, Associate Professor, Music/University College Courses, 2011 (2018); MM 2006 Florida State; PHD 2009 Florida State

Harwani, Sailesh, Assistant Professor, Internal Medicine, 2013 (2014); BA 1996 University of Illinois at Chicago; MD 2006 University of Illinois at Chicago

Harwood, Casey Mackenzie, Assistant Professor, Mechanical Engineering, 2017 (2017); BS 2011 The Webb Institute; MS 2014 University of Michigan; PHD 2016 University of Michigan

Hasan, Ali Majed, Associate Professor, Philosophy, 2008 (2016); BA 2001 Washington; MA 2005 Washington; PHD 2008 Washington

Hasan, David, Professor, Neurosurgery/Otolaryngology-Head Neck Surgery, 2008 (2018); BS 1995 Dallas Baptist, Texas; MD 2000 Texas Tech

Haskell, Sarah, Associate Professor, Pediatrics, 2011 (2019); BS 2001 University of Nebraska-Lincoln; DO 2005 Kansas City

Haskins, Motier F., Lecturer, Social Work, 2008 (2018); MSW 1983 Syracuse

Hass, Curtis, Emeritus Associate Professor, Radiation Oncology, 2002 (2002); MD 1960 University of Iowa

Hassan, Imran, Clinical Professor, Surgery, 2014 (2020); MBBS 1995 Aga Khan Med

Hassman, Benjamin John, Lecturer, Philosophy/Rhetoric/ University College Courses, 2015 (2015); MA 2008 University of Iowa; PHD 2011 University of Iowa

Hassman, Katie Luella Devries, Adjunct Instructor, University College Courses, 2015 (2015); AA 2006 Kirkwood Community College; BA 2009 University of Iowa; MA 2011 University of Iowa

Hatcher, William B., Emeritus Professor, Music, 1987 (1987); BME 1957 University of Nebraska-Lincoln; MMUS 1960 University of Nebraska-Lincoln

Haug, Edward J., Emeritus Professor, Mechanical Engineering, 1968 (1976); BS 1962 Missouri; MS 1964 Kansas State; PHD 1966 Kansas State

Haugen, Alice Bordwell Fulton, Emeritus Professor, Biochemistry, 1981 (1993); BS 1973 Brown; PHD 1977 Brown

Haugen, Eric, Clinical Adjunct Assistant Professor, Pediatrics, 2004 (2004); BS 1995 Drake; MD 2000 North Dakota

Haugen, Thomas H., Associate Professor, Pathology, 1990 (1997); BA 1971 University of California-Berkeley; PHD 1976 University of California-Davis; MD 1983 University of Iowa

Haugland, Ann Beret, Associate Professor, Journalism Mass Communication, 2002 (2002); BA 1974 Carleton; MA 1986 The University of Minnesota-Twin Cities; PHD 1992 University of Iowa

Haugsdal, Jaclyn Marie, Clinical Assistant Professor, Ophthalmology Visual Science, (2018); MD 2013 University of Iowa

Haugsdal, Michael Larson, Clinical Assistant Professor, Obstetrics Gynecology, (2017); BS 2008 University of Iowa

Hauptert, Christopher L., Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 2005 (2005); BA 1989 Luther College; MD 1994 University of Iowa

Hauser, Scott Richard, Adjunct Lecturer, Management and Entrepreneurship, 2005 (2005); MBA 1993 University of Northern Iowa

Hauserman, Nancy Russell, Emeritus Professor, Management and Entrepreneurship, 1977 (1995); BA 1971 Rhode Island; JD 1976 University of Iowa

Hausknecht, Gina, Adjunct Instructor, University College Courses, (2019); BA 1986 Oberlin College; MA 1989 University of Michigan; PHD 1993 University of Michigan

Hausman-Miller, Brenda, Clinical Adjunct Instructor, Preventive Community Dentistry, 2006 (2006); DDS 2002 University of Iowa

Hauswirth, Susan E., Adjunct Instructor, Pharmacy Practice and Science, 2016 (2016); BSPH 1990 South Dakota State University

Havens, Timothy John, Professor, African-American Studies/ Communication Studies, 2003 (2014); BA 1990 University of Wisconsin-Madison; MA 1994 George Mason; DPHIL 2000 Indiana University-Bloomington

Hawkes, Patrick John, Clinical Assistant Professor, Surgery, 2018 (2018); MD 2010 University of Utah

Hawkins, Benny F., Emeritus Associate Professor, Periodontics, 1978 (1978); BS 1952 Morehouse; DDS 1958 Meharry; MS 1972 University of Iowa

Haws, Bradley E., Adjunct Professor, Health Management Policy, 2019 (2019); BA 1989 Brigham Young University; MBA 1991 Brigham Young University

Hawtrey, Charles E., Emeritus Professor, Urology, 1969 (1977); BA 1957 Grinnell; MD 1961 University of Iowa

Hayakawa, Minako, Clinical Assistant Professor, Neurology/ Radiology, 2003 (2003); MD 1990 ST MARIANNA, JAPAN

Haycraft, Edwin J., Adjunct Instructor, Psychiatry, 2007 (2007); BSW 2001 University of Iowa; MSW 2003 University of Iowa

Hayes, Joy, Associate Professor, Communication Studies/ Interdisciplinary Programs, 1994 (2000); BA 1987 Reed; MA

1988 University of California-San Diego; PHD 1994 University of California-San Diego

Haylett, Jennifer, Lecturer, Sociology and Criminology, 2015 (2015); BA 2005 University of Idaho; MA 2008 University of California-Los Angeles; PHD 2015 University of California-Los Angeles

Haynes Moore, Stacy M., Adjunct Lecturer, Teaching and Learning, 2016 (2016); BA 1993 Truman State University; MAT 2000 University of Iowa; PHD 2016 University of Iowa

Hayreh, Sohan S., Emeritus Professor, Ophthalmology Visual Science, 1973 (1973); MBBS 1951 Punjab-India; MS 1959 Punjab-India; PHD 1965 London-England; DSC 1987 London-England

Hays, Stephen Robert, Clinical Professor, Anesthesia/Pediatrics, 2019 (2019); MD 1991 The Johns Hopkins University

Hayward, Erin Elizabeth, Clinical Assistant Professor, Family Medicine, 2019 (2019); BA 2004 Kenyon College, Gambier, OH; MD 2015 Johns Hopkins Univ, Baltimore MD

Hazeltine, Richard Eliot, Professor, Psychological and Brain Sciences, 2003 (2015); BA 1990 Harvard; PHD 1997 University of California-Los Angeles

Hazelton, Lisa M., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1987 Louisville Medical

Hazen, Timothy James, Adjunct Assistant Professor, Psych Quant Foundations, 2018 (2018); BA 1991 Yale University; MFA 1996 University of Iowa; MA 2005 University of Iowa; PHD 2009 University of Iowa

He, Bin, Assistant Professor, Biology, 2017 (2017); MS 2008 University of Chicago; PHD 2012 University of Chicago

Hebl, Lisa Marie, Clinical Adjunct Instructor, Preventive Community Dentistry, 1999 (1999); BS 1982 University of Iowa

Heckel, Philip H., Emeritus Professor, Earth and Environmental Sciences, 1971 (1978); BA 1960 Amherst; PHD 1966 RICE

Heckner, Elke, Lecturer, German, 2013 (2017); MA 1992 Johns Hopkins; PHD 2000 Johns Hopkins

Heddens, Heather B., Clinical Adjunct Associate Professor, Family Dentistry, 1987 (2000); DDS 1980 University of Iowa

Hedding, Kyla, Assistant Professor, Journalism Mass Communication/Public Policy Center, 2016 (2016); BA 2001 University of Pennsylvania; MA 2011 University of Denver; PHD 2016 University of North Carolina at Chapel Hill

Heddinger, Steven P., Clinical Adjunct Assistant Professor, Internal Medicine, 2004 (2004); BS 1991 Notre Dame; MD 1995 University of Iowa

Heeren, Amanda Christie, Adjunct Instructor, Social Work, 2018 (2018); BA 2007 University of Iowa; MSW 2010 University of Northern Iowa

Heeren, Tessa, Adjunct Instructor, Social Work, (2019); BA 2013 Iowa State University; MSW 2016 University of Iowa

Hefti, Marco Matthias, Assistant Professor, Pathology, 2017 (2017); MD 2008 Mount Sinai School of Medicine

Hegarty, Kay Louise, Associate Professor, Accounting, 2017 (2018); BBA 1980 University of Iowa

Hegeman, Rebecca Lea, Emeritus Professor, Internal Medicine, 1993 (2017); BSN 1977 University of Iowa; MD 1986 University of Iowa

Hegeman, Robert James, Emeritus Associate Professor, Internal Medicine, 2010 (2010); MD 1977 University of Michigan-Ann Arbor

Hegmann, Theresa Elaine, Clinical Professor, Physician Assistant, 2001 (2012); BS 1987 University of Iowa; BS 1991 University of Iowa; MPAS 1999 University of Nebraska-Lincoln

Heiar, Kurt Francis, Associate Professor, Management and Entrepreneurship, 2013 (2020); BS 1983 University of Iowa

Heidel, Richard M., Professor, Music, 2008 (2015); BME 1986 Texas Tech; MM 1989 Texas Tech; EDD 1999 University of Illinois at Urbana Champaign

Heidger, Julie Jean, Adjunct Lecturer, Teaching and Learning, 2015 (2006); BA 1995 University of Iowa; MA 2000 Marycrest International; EDS 2015 Walden University

Heidger, Paul M., Emeritus Professor, Anatomy Cell Biology, 1974 (1979); BA 1963 Northern Colorado; PHD 1967 Tulane

Heimer, Karen, Professor, Gender, Women's and Sexuality Studies/Public Policy Center/Sociology and Criminology, 1991 (2006); BA 1981 Florida Atlantic; MA 1984 University of Wisconsin-Madison; PHD 1989 University of Wisconsin-Madison

Hein, Herman A., Emeritus Professor, Epidemiology/Pediatrics, 1973 (1981); BA 1959 Wartburg; MD 1963 University of Iowa

Heine, David, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BA 1991 Luther College, Decorah, IA; MD 1995 Mayo Med School, MN

Heineman, Elizabeth, Professor, Gender, Women's and Sexuality Studies/History/International Programs, 1999 (2013); BA 1985 Oberlin; MA 1988 University of North Carolina at Chapel Hill; PHD 1993 University of North Carolina at Chapel Hill

Heinemann, John M., Adjunct Assistant Professor, Health Management Policy, 2018 (2018); BS 2007 University of South Dakota; MHA 2012 University of Iowa; MPH 2012 University of Iowa

Heintz, Brett, Adjunct Professor, Pharmacy Practice and Science, 2012 (2020); BS 2001 San Diego State; PHAR 2005 University of California-San Francisco

Heintz, Shannon Joy, Adjunct Associate Professor, Pharmacy Practice and Science, 2012 (2017); PHAR 2007 University of Iowa

Heinz, Michelle Lynn, Adjunct Instructor, Social Work, 2019 (2019); BA 2007 University of Iowa; MSW 2018 University of Iowa

Heistad, Donald, Professor, Internal Medicine/Neuroscience and Pharmacology, 1970 (1976); BS 1959 University of Illinois at Chicago; MD 1963 University of Illinois at Chicago

Heithoff, Emily Lynne, Adjunct Instructor, Radiology, 2019 (2019); BS 2005 University of Iowa

Heitzman, Kendall, Associate Professor, Asian Slavic Languages Literature, 2012 (2019); MA 1998 Johns Hopkins; MA 2002 Dartmouth; PHD 2012 Yale

Heller, Eric Gunvald, Clinical Assistant Professor, Internal Medicine, 2018 (2018); BS 2011 University of North Dakota; MD 2015 University of Iowa

Hellstein, John W., Professor, Oral Path, Radiology Medicine, 2002 (2002); BA 1977 Missouri-Kansas City; DDS 1991 Missouri-Kansas City; MS 1991 University of Iowa

Helms, Charles M., Emeritus Professor, Health Management Policy/Internal Medicine, 1976 (1991); BA 1964 Cornell; PHD 1969 Rochester; MD 1971 Rochester

Helms, Lelia Biggs, Emeritus Professor, Educ Policy Leadership Studies, 1979 (1993); BA 1964 Sarah Lawrence; MA 1966 Tufts; PHD 1968 Tufts; JD 1984 University of Iowa

Hemann, Lynda Lorraine, Adjunct Assistant Professor, Internal Medicine, 2009 (2009); MD 1998 University of Iowa

Hembry, John, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1997 Simpson College; DO 2002 Des Moines Univ Osteopathic

Hemesath, Karla, Clinical Associate Professor, Family Medicine, 2016 (2016); BS 1988 Viterbo College, LaCrosse WI; MS 1993 Kansas State University, KS; PHD 1996 Kansas State University, KS

Hemley, Robin, Emeritus Professor, English, 2004 (2004); BA 1980 Bloomington, IN; MFA 1982 Iowa

Hemming, Alan William, Clinical Professor, Surgery, (2019); MD 1987 University of British Columbia

Hemming-Meyer, Sarah Ann, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BSN 2005 Coe College; MD 2013 Des Moines University

Hemmingson-Van Beek, Marta Jane, Clinical Professor, Dermatology, 2003 (2017); BA 1993 Gustavus Adolphus, St. Peter; MD 1997 University of Iowa; MPH 2003 University of Iowa

Hemry, Hannah Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARMD 2020 UICOP

Henderson, Stephanie Leeson, Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); MD 2009 University of Iowa

Henderson, Travis Eugene, Adjunct Lecturer, Teaching and Learning, (2020); BA 2011 University of Iowa; MA 2014 University of Iowa

Hendricks, Jeffrey Michael, Adjunct Lecturer, Business Analytics, 2019 (2019); BBA 1993 Iowa State University; BS 2001 Simpson College; MS 2018 University of Iowa

Hendrickson, Jo M., Emeritus Professor, Teaching and Learning, 1989 (1996); BA 1969 University of Wisconsin-Madison; MA 1971 University of Wisconsin-Madison; PHD 1977 George Peabody

Hendrickson, Kristi Irene, Assistant Professor, Communication Sciences and Disorders, 2016 (2016); BA 2007 Univ. of California, Davis; PHD 2016 San Diego State/UC San Diego

Hendrix, Stephen Douglas, Emeritus Professor, Biology, 1975 (1994); BS 1969 Florida State; PHD 1975 University of California-Berkeley

Henkin, Alan B., Emeritus Professor, Educ Policy Leadership Studies, 1975 (1985); BS 1962 Alabama; MA 1963 Alabama; PHD 1967 Alabama; PHD 1972 University of Wisconsin-Madison

Henrichs, Mark, Adjunct Assistant Professor, Health Management Policy, 2017 (2017); BS 1989 University of Illinois; MHA 2005 University of Missouri

Henry, Michael Darrin, Professor, Molecular Physiology Biophysics/Pathology/Radiation Oncology/Urology, 2003 (2017); BS 1989 Georgia; PHD 1995 M.I.T.

Hensley, David Keith, Clinical Professor, Management and Entrepreneurship, 2000 (2006); BS 1986 University of Iowa; MBA 1992 Missouri-Kansas City

Hensley, Mary L. Floyd, Adjunct Assistant Professor, Health Management Policy, 1994 (2019); AS 1983 State of New York; BBA 1985 University of Iowa; MAC 1998 University of Iowa

Hentea, Cristiana, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); MD 2012 Northwestern University

Herbst, Martha Oelschlaeger, Clinical Assistant Professor, Anesthesia, (2019); MD 2012 University of Iowa

Herdegen, Amy Jean, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2005 Dordt College; DPT 2007 University of Iowa

Herlitzka, Alfred J., Emeritus Associate Professor, Surgery, 1974 (1985);

Herman, Ellen, Emeritus Professor, Teaching and Learning, 2000 (2006); BS 1972 Northern Illinois; MS 1976 Western Illinois; PHD 1990 University of Iowa

Herman, Jay Alan, Adjunct Instructor, University College Courses, 2004 (2013); BBA 1989 University of Iowa

Herman, Ronald Alton, Clinical Professor, Pharmacy Practice and Science, 1990 (2010); BSPH 1976 University of Iowa; MS 1978 University of Iowa; PHD 1992 University of Iowa

Herman, Ted, Emeritus Professor, Computer Science, 1991 (2008); BS 1975 University of Nebraska-Lincoln; PHD 1991 The University of Texas at Austin

Hernandez, Lorena, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2017 Texas AM University

Hernandez, Maria Marcela, Clinical Associate Professor, Family Dentistry, 2003 (2012); DDS 1988 Javeriana; MS 2001 University of Iowa

Herr, Cheryl T., Emeritus Professor, English, 1985 (1994); BA 1971 Duke; MA 1974 University of North Carolina at Chapel Hill; PHD 1978 University of North Carolina at Chapel Hill

Herr, Keela, Professor, Nursing, 1987 (2001); BSN 1976 Northeast Missouri; MSN 1977 The University of Texas at Austin; PHD 1986 The University of Texas at Austin

Herring, Morgan Sayler, Clinical Associate Professor, Pharmacy Practice and Science, 2012 (2019); PHARMD 2008 Kansas

Herwaldt, Loreen A., Professor, Epidemiology/Internal Medicine, 1987 (2002); BA 1973 Grinnell; MD 1977 University of Wisconsin-Madison

Herz, Katherine, Adjunct Instructor, Interdisciplinary Programs, 2018 (2018); MA 1994 University of Kansas; MPH 2003 George Washington University

Hesler, Sean Douglas, Adjunct Lecturer, Management and Entrepreneurship, 2014 (2004); AA 1991 Southeastern Community; BS 1993 Western Illinois; MS 1996 Central Missouri State; MBA 2017 The University of Iowa

Hethcote, Herbert W., Emeritus Professor, Mathematics, 1969 (1979); BS 1964 Colorado; MA 1965 University of Michigan-Ann Arbor; PHD 1968 University of Michigan-Ann Arbor

Hetric, Amy Sue, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARM 2001 University of Iowa

Hettmansperger, Sue E., Emeritus Professor, Art Art History, 1977 (1994); BFA 1972 New Mexico; MFA 1974 New Mexico

Heusser, Ethan, Adjunct Assistant Professor, Creative Writing, 2020 (2020); BA 2018 Oregon State University; MFA 2020 University of Iowa

Heying, Lisa Lynn, Adjunct Lecturer, Teaching and Learning, 2015 (1999); BA 1987 University of Iowa; MA 1995 University of Iowa

Hichwa, Richard Daniel, Professor, Radiation Oncology/Radiology, 1988 (2003); BS 1975 Notre Dame; MS 1977 University of Wisconsin-Madison; PHD 1981 University of Wisconsin-Madison

Hicklin, Gregory A., Clinical Adjunct Professor, Internal Medicine, 1986 (2016); MD 1976 University of Iowa

Higashitani, Noriko, Lecturer, Asian Slavic Languages Literature, 2016 (2017); BA 1996 Doshisha Women's College; MA 2015 University of Kansas

Highland, Patrick J., Adjunct Lecturer, Accounting/Management and Entrepreneurship, 2004 (2004); MS 1980 Illinois State; MS 1986 Illinois State; PHD 1993 University of Iowa

Hiles, Hilary Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2002 University of Iowa

Hilger, Shilo, Clinical Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BS 1997 University of Nebraska-Lincoln; DDS 2003 University of Nebraska-Lincoln

Hilgerson, Alan Dean, Clinical Adjunct Associate Professor, Internal Medicine, 2007 (2016); BA 1994 University of Iowa; DO 1998 Osteopathic Med DM, IA

Hill, Emily Kay, Clinical Assistant Professor, Obstetrics Gynecology, 2015 (2015); BA 2001 Brown University; MD 2007 University of Wisconsin-Madison

Hill, Emily Dubord, Adjunct Instructor, University College Courses, (2019); BA 2008 University of North Dakota; MA 2011 University of North Dakota

Hill, Mary Kay, Clinical Assistant Professor, Oral Path, Radiology Medicine, 2012 (2012); DDS 2011 University of Iowa

Hill, Matthew Larry, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); BA 1994 Northern Iowa; DO 2000 Des Moines, IA

Hill, Matthew E., Associate Professor, Anthropology, 2007 (2014); BA 1990 Boston; MA 1994 Kansas; PHD 2007 University of Arizona

Hill, Tracy Ann, Clinical Adjunct Instructor, Preventive Community Dentistry, 2000 (2000); BS 1983 University of Iowa

Hillis, Stephen Lawrence, Research Professor, Biostatistics/Radiology, 1995 (2010); BA 1972 University of Iowa; MFA

1978 University of Iowa; MS 1982 University of Iowa; PHD 1987 University of Iowa

Himmelreich, Lynne D., Emeritus Associate Professor, Obstetrics Gynecology, 2007 (2012); MPH 1995 Boston

Hindes, Charles A., Emeritus Professor, Art Art History, 1973 (1985); BFA 1966 University of Illinois at Urbana Champaign; MFA 1968 Rhode Island School of Design

Hindman, Bradley J., Emeritus Professor, Anesthesia, 1988 (2002); BA 1978 Oregon; MD 1982 Oregon Health Sciences

Hines, John David, Clinical Adjunct Assistant Professor, Internal Medicine, 2006 (2006); BA 1980 Simpson; DO 1989 Des Moines

Hines, N. William, Emeritus Professor, Law-Faculty, 1962 (1967); AB 1958 Baker; LLB 1961 Kansas

Hingstman, David, Emeritus Associate Professor, Communication Studies, 1995 (2002); BA 1975 Princeton; JD 1978 Harvard; PHD 1990 Northwestern University

Hirl, Edward Charles, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1972 St. Ambrose Univ, Davenport, IA; MD 1976 Univ of IA CCOM, Iowa City

Hirsch, Raphael, Adjunct Professor, Pediatrics, 2012 (2012); BS 1979 Northwestern University; MD 1983 University of Illinois at Urbana Champaign

Hirsch-Giller, Barbara, Adjunct Instructor, Social Work, 2003 (2003); BA 1998 Simpson; MSW 2001 University of Iowa

Hitchon, Patrick, Professor, Biomedical Engineering/Neurosurgery, 1980 (1989); BS 1969 American University of Beirut; MD 1974 American University of Beirut

Hitlin, Steven, Professor, Sociology and Criminology, 2005 (2016); BA 1996 William and Mary; MA 1999 University of Wisconsin-Madison; PHD 2003 University of Wisconsin-Madison

Hixson, Mary, Adjunct Instructor, Social Work, 2018 (2018); BS 2014 University of Iowa; MSW 2014 Bethune-Cookman University

Ho, Beng Choon, Professor, Psychiatry, 1999 (2014); MD 1989 Singapore

Ho, Kristin Eileen, Lecturer, English as Second Language, 2016 (2016); HS 2012 Intl School of MN; BA 2015 University of Iowa; MA 2016 University of Iowa

Hoadley, Keri, Assistant Professor, Physics Astronomy, 2021 (2021); BS 2011 Florida Institute of Technology; MS 2014 University of Colorado - Boulder; PHD 2017 University of Colorado - Boulder

Hoback, Brady John, Adjunct Assistant Professor, Philosophy, (2016); BA 2009 Metro State College of Denver; MA 2013 University of Iowa; PHD 2016 University of Iowa

Hoballah, Jamal Jawad, Emeritus Professor, Surgery, 1991 (2002); BS 1976 Amer Univ of Beirut-Lebanon; MD 1981 Amer Univ of Beirut-Lebanon

Hobbs, Ryan Alan, Adjunct Associate Professor, Pharmacy Practice and Science, 1997 (2010); BS 1990 University of Iowa; BSPH 1990 University of Iowa

Hochstrasser, Julie B., Emeritus Associate Professor, Art Art History, 1998 (2004); BA 1976 Swarthmore; MA 1984 Berkeley; PHD 1995 Berkeley

Hodgson-Zingman, Denice, Associate Professor, Biomedical Engineering/Internal Medicine, 2006 (2013); BSE 1989 Johns Hopkins; MSE 1992 Johns Hopkins; MD 1996 Johns Hopkins

Hodous, Nicole Kay, Adjunct Instructor, University College Courses, 2018 (2018); BS 2007 UW-River Falls; MA 2009 Bowling Green State University

Hoehle, Zanetta Jane, Adjunct Instructor, Radiology, 2013 (2013); BS 1982 University of Iowa; MA 1997 University of Iowa

Hoehns, Barbara Jean, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 1995 University of Iowa

Hoehns, James Dewey, Clinical Associate Professor, Pharmacy Practice and Science, 1995 (2004); BSPH 1992 University of Iowa; PHARMD 1994 University of Iowa

Hoehns, Thomas Brent, Clinical Adjunct Instructor, Family Medicine, 2019 (2019); BS 1988 Iowa State University; MD 1992 University of Iowa College of Medicine

Hoenicke-Moore, Michaela, Associate Professor, History/International Programs, 2007 (2011); MA 1989 University of North Carolina at Chapel Hill; PHD 1998 University of North Carolina at Chapel Hill

Hoenig, Kelly Christine, Adjunct Associate Professor, Pharmacy Practice and Science, 2005 (2014); PHARMD 2003 University of Iowa

Hoffman, Amanda Lee, Clinical Assistant Professor, Internal Medicine, (2019); BS 2012 University of Northern Iowa; MD 2016 University of Pittsburgh School of Medicine

Hoffman, Eric Alfred, Professor, Biomedical Engineering/Internal Medicine/Radiology, 1992 (1996); BA 1974 Antioch; PHD 1981 The University of Minnesota-Twin Cities

Hoffman, Henry T., Professor, Otolaryngology-Head Neck Surgery/Radiation Oncology, 1990 (2000); BA 1976 South-Tennessee; MD 1980 University of California-San Diego

Hoffman, Lesa, Professor, Psych Quant Foundations, (2019); BA 1999 University of Nebraska-Lincoln; MA 2000 University of Kansas; PHD 2003 University of Kansas

Hoffman, Monica A., Clinical Adjunct Assistant Professor, Internal Medicine, (2020); MD 2006 University of Minnesota Med School

Hoffman, Richard Michael, Professor, Epidemiology/Internal Medicine, 2015 (2015); MD 1984 Johns Hopkins

Hoffman, Valerie Forman, Adjunct Assistant Professor, Epidemiology, 2004 (2004); BA 1996 Lehigh; MPH 1999 Yale; PHD 2002 John Hopkins

Hoffman-Zinnel, Charles, Adjunct Instructor, Journalism Mass Communication, (2018); BA 2009 William Penn University; MA 2014 William Penn University

Hoffmann, Darren Samuel, Assistant Professor, Anatomy Cell Biology/Oral Path,RadiologyMedicine, 2006 (2015); BA 2000 Concordia; PHD 2006 University of Iowa

Hoffmann, Jeffrey J., Clinical Adjunct Assistant Professor, Family Medicine, 1994 (2002); BS 1976 Loras; DO 1984 Osteopathic Medicine-Des Moine

Hoffmann, Louis G., Emeritus Professor, Microbiology and Immunology, 1964 (1973); BA 1953 Wesleyan; MS 1958 Johns Hopkins; SCD 1960 Johns Hopkins

Hogan, Keri Nicole, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2010 Drake University

Hogan, Michael Joseph, Emeritus Professor, History, 2004 (2004); BA 1965 Northern Iowa; MA 1967 University of Iowa; PHD 1974 University of Iowa

Hoganson, Deana D., Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012); MD 2004 University of Iowa

Hogrefe, Christopher Paul, Clinical Assistant Professor, Emergency Medicine, 2016 (2011); BS 2004 Creighton; MD 2008 University of Iowa

Hogue, Matthew H., Clinical Assistant Professor, Orthopaedics and Rehabilitation, (2018); BS 2007 Trinity University; MD 2012 University of Texas @ Houston

Hohl, Raymond J., Emeritus Professor, Internal Medicine, 1991 (2000); BS 1978 University of Illinois at Urbana Champaign; MD 1984 Rush

Holanda, Danniele Gomes, Clinical Associate Professor, Pathology, 2013 (2019); MD 2000 Federal Univ of Ceara

Holbrook, Anna Elizabeth, Adjunct Instructor, University College Courses, 2018 (2018); BS 2013 UW-La Crosse; MS 2016 Kansas State University

Holbrook, Mark Andrew, Lecturer, Biology/Social Work, 1999 (2002); PHD 1998 University of Iowa

Holland, Kaylah, Adjunct Lecturer, Teaching and Learning, (2020); MA 2016 University of Memphis; DED 2019 University of Memphis

Holland, Randy J., Adjunct Lecturer, Law-Faculty, 2006 (2006); BA 1969 Swarthmore; JD 1972 Pennsylvania Law; LLM 1998 Virginia Law

Hollingworth, Andrew R., Professor, Psychological and Brain Sciences, 2002 (2011); BA 1988 University of Illinois at Chicago; MED 1992 Harvard; PHD 2000 Michigan State University

Hollingworth, Liz, Professor, Educ Policy Leadership Studies, 2006 (2017); BA 1992 University of California-Los Angeles; MS 1994 Northwestern Univeristy; PHD 2005 University of Iowa

Holloway, Julie Ann, Professor, Prosthodontics, 2011 (2011); DDS 1990 The Ohio State University; MS 1993 The Ohio State University

Holm, Adrian Nathan, Clinical Associate Professor, Internal Medicine, 2010 (2016); BA 1997 Luther; MD 2004 Des Moines

Holm, Eric J., Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BA 1999 Central College; MD 2003 University of Iowa

Holman, Carol Joy, Clinical Professor, Pathology, 2011 (2018); BS 1990 Valparaiso; MD 1999 University of Illinois at Urbana Champaign; PHD 1999 University of Illinois at Urbana Champaign

Holmes, David Charles, Professor, Family Dentistry, 2004 (2010); BS 1973 University of Iowa; DDS 1978 University of Iowa; MS 1991 University of Iowa

Holmes, Jeffrey Scott, Adjunct Instructor, University College Courses, 2014 (2014); BA 1989 Simpson

Holstein, Ellen Susanne, Adjunct Instructor, Religion, 2011 (2011); BA 1982 Concordia, MN; MDIV 1987 Wartburg Theological; MA 1998 University of Iowa

Holstein, Jay A., Professor, Religion, 1970 (1982); BA 1960 Temple; MA 1966 Hebrew Union; PHD 1970 Hebrew Union

Holt, Joshua, Assistant Professor, Orthopaedics and Rehabilitation, (2018); BS 2007 University of Utah; MD 2012 University of North Carolina

Holte, James Burke, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2005); BS 1983 IOWA STATE

Holte, Lenore Ann, Emeritus Professor, Communication Sciences and Disorders, 1998 (2007); BS 1977 The University of Minnesota-Twin Cities; MA 1979 The University of Minnesota-Twin Cities; PHD 1989 Syracuse

Holtmark, Erling Bent, Emeritus Professor, Classics, 1963 (1982); BA 1959 University of California-Berkeley; PHD 1963 University of California-Berkeley

Hong, Albert H., Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); DMD 2004 A.T. Still Univ-Arizona

Hong, Dae S., Associate Professor, Teaching and Learning, 2013 (2020); MS 2005 Teachers College; EDD 2007 Teachers College

Hong, Liu, Associate Professor, Biomedical Engineering/Dental Research, 2009 (2009); MD 1990 Shanghai Second Medical; MS 1993 Shanghai Second Medical; PHD 2000 Koyota

Hong, Sandy D., Clinical Professor, Pediatrics, 2007 (2019); MD 2001 University of California-Los Angeles

Hood, Albert B., Emeritus Professor, Rehabilitation and Counselor Education, 1965 (1965); BA 1951 New Hampshire; EDD 1957 Cornell

Hoogveen, Kaitlin Joy, Clinical Adjunct Assistant Professor, Pediatric Dentistry, 2017 (2017); BA 2011 Northwestern College; DDS 2015 U of Iowa College of Dentistry

Hooker, Nick Alan, Clinical Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); DDS 2001 University of Iowa

Hooks, Adam G., Associate Professor, English/Interdisciplinary Programs, 2009 (2016); MA 2003 Georgetown; MPHIL 2006 Columbia, New York City; PHD 2009 Columbia, New York City

Hoover, Hiram D., Emeritus Professor, Psych Quant Foundations, 1967 (1980); BS 1962 Missouri; MA 1964 University of Iowa; PHD 1969 University of Iowa

Hope, Geoffrey R., Emeritus Professor, French Italian, 1978 (2003); BA 1969 Johns Hopkins; MED 1971 Temple; MA 1975 Pennsylvania; PHD 1979 Pennsylvania

Hoper, Sarah Ann, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BS 1998 University of St Thomas; JD 2008 University of Iowa; MD 2009 University of Iowa

Hopson, James R., Clinical Associate Professor, Internal Medicine, 2015 (2015); MD 1983 University of Iowa

Hopton, Olivia M., Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHAR 2019 Drake University

Hornbuckle, Keri C., Professor, Civil-Environmental Engineering/Occupational Environmental Health, 1998 (2007); BA 1987 Grinnell; PHD 1996 The University of Minnesota-Twin Cities

Horner, Kathleen Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2007); BS 1999 Saint Louis; PHARMD 2004 University of Iowa

Hornick, Douglas B., Clinical Professor, Internal Medicine, 1988 (2002); BS 1978 St. Lawrence; MD 1982 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Horning, Kristin, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2006); PHARMD 2005 South Dakota State

Horowitz, Steven Paul, Adjunct Assistant Professor, American Studies, 1995 (1995); PHD 1986 University of Iowa

Horsfield, Michael Joseph, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2013); MPT 1993 University of Iowa; MBA 2001 University of Iowa

Horton, Douglas James, Clinical Adjunct Associate Professor, Family Dentistry, 1997 (2012); DDS 1976 University of Iowa

Horwitz, Kathryn, Adjunct Professor, Obstetrics Gynecology, 2019 (2019); BA 1962 Barnard College/Columbia Univ.; MS 1966 New York Univ.; PHD 1975 Univ TX Health Science Center

Horwitz, Lawrence David, Clinical Professor, Internal Medicine, 2017 (2017); MD 1964 Yale University Medical School

Horwitz, Phillip Andrew, Clinical Professor, Internal Medicine, 2003 (2014); BA 1989 Colorado; MD 1995 Washington

Horwitz, Richard P., Emeritus Professor, American Studies, 1977 (1988); BA 1971 Pennsylvania; MA 1972 Pennsylvania; PHD 1975 Pennsylvania

Hoshi, Hisakazu, Clinical Professor, Surgery, 2007 (2017); MD 1991 Shiga Univ. of Med Science

Hosmanek, Andrew John, Associate Professor, Management and Entrepreneurship, 2006 (2020); BBA 2001 University of Iowa; JD 2005 University of Iowa; MBA 2005 University of Iowa; PHD 2015 University of Iowa

Hosteng, Katie, Lecturer, Health and Human Physiology, (2020); MS 2015 Western Illinois University

Hoth, Karin, Associate Professor, Psychiatry, 2013 (2017); MA 2001 University of Iowa; PHD 2005 University of Iowa

Hoth, Peter L., Clinical Assistant Professor, Family Medicine, 2013 (2013); BA 1998 St. Olaf; MD 2003 University of Iowa

Houge, Todd, Professor, Finance, 1998 (2018); BA 1992 Wartburg; MBA 1994 University of Iowa; PHD 1998 University of Iowa

Hourcade, Juan Pablo, Associate Professor, Computer Science/Nursing, 2006 (2012); BS 1996 American University; MS 2000 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; PHD 2003 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

House, Emma Jane, Lecturer, English as Second Language, 2015 (2015); BA 2014 University of Iowa; MA 2015 University of Iowa

House, Hans Robert, Clinical Professor, Emergency Medicine, 2002 (2012); MD 1997 Southern California

House, Melanie J., Adjunct Associate, Physical Therapy Rehab Science, 1999 (1999); MPT 1994 University of Iowa

Housel, Audrey Kae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2008 Creighton

Houselog, Grant, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); BS 2010 Loras College; PHARM 2016 University of Iowa

Houser, Kara Marie, Lecturer, Social Work, 2012 (2017); BSW 2001 University of Iowa; MSW 2004 St. Ambrose

Houston, Douglas W., Professor, Biology, 2004 (2016); BS 1992 Florida Inst. of Tech; PHD 1999 Miami School of Med

Houtman, Jon C., Associate Professor, Internal Medicine/Microbiology and Immunology, 2005 (2011); BA 1994 The University of Minnesota-Twin Cities; PHD 1999 University of Wisconsin-Madison

Hovda, Craig Andrew, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BA 1978 Augustana College - Sioux Fall; MD 1982 University of Iowa

Hove, Harlo Dennis, Emeritus Assistant Professor, Emergency Medicine, 1990 (1995); BS 1970 Iowa State; BS 1972 South Dakota; MD 1974 University of Nebraska-Lincoln

Hovenkamp, Herbert, Emeritus Professor, Law-Faculty, 1986 (1986); MA 1971 The University of Texas at Austin; PHD 1976 The University of Texas at Austin; JD 1978 The University of Texas at Austin

Howard, Ashley M., Assistant Professor, African-American Studies/History, (2019); BA 2003 DePaul University; MA 2006 University of Nebraska-Omaha; PHD 2012 U of Illinois-Urbana-Champaign

Howard, Kerry Louise, Adjunct Instructor, University College Courses, 2018 (2018); BS 2002 University of Puget Sound; MA 2009 Sierra Nevada College

Howard, Matthew A., Professor, Neurology/Neurosurgery/Otolaryngology-Head Neck Surgery, 1993 (2002); BS 1981 Tufts; MD 1985 Virginia

Howard, Michelle Erin, Assistant Professor, Radiation Oncology, (2020); PHD 2017 Mayo Clinic Graduate School

Howe, Benjamin, Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); DO 2009 University of Osteopathic Med

Howe, Brian, Clinical Assistant Professor, Family Dentistry, 2014 (2014); DMD 2006 Tufts

Howe, Erin Rosenthal, Clinical Assistant Professor, Pediatrics, 2015 (2015); BA 2002 Luther College; MA 2006 Boston University; MD 2010 University of Wisconsin-Madison

Howe, James Robinson V., Professor, Surgery, 1996 (2005); AB 1982 Dartmouth; MD 1987 Vermont

Howe, Vera M., Clinical Assistant Professor, Ophthalmology Visual Science, 2015 (2015); OD 1999 University of Illinois at Urbana Champaign

Howell, Nicholas Mark, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2006 University of Iowa

Howes, Gregory Gershom, Associate Professor, Physics Astronomy, 2008 (2013); BS 1994 CalTech; MS 1998 University of California-Los Angeles; PHD 2004 University of California-Los Angeles

Howley, Kerry Lynn, Assistant Professor, English, 2011 (2015); BA 2003 Georgetown; MFA 2011 University of Iowa

Hoxie, Logan Davies, Clinical Adjunct Assistant Professor, Urology, 1999 (1999); MD 1992 University of Iowa

Hoyt, Robert Hughes, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); MD 1983 University of Iowa

Hrabe, Jennifer, Clinical Assistant Professor, Surgery, (2017); MD 2008 University of Minnesota

Hribar, Steven Paul, Professor, Accounting, 2006 (2012); PHD 2000 University of Iowa

Hsiao, Shelly Teng Teng, Clinical Adjunct Assistant Professor, Physician Assistant, (2019); BS 2010 Mount Holyoke College; MPAS 2014 University of Iowa

Hua, Xiaoyang, Assistant Professor, Otolaryngology-Head Neck Surgery, (2020); MBBS 1996 Tongji Medical College

Huang, Amy, Assistant Professor, Art Art History, (2019); PHD 2018 Brown University

Huang, Chou-Long, Professor, Internal Medicine, 2017 (2017); MD 1981 Taipei Medical Univ

Huang, Jian, Professor, Statistics Actuarial Science, 1994 (2000); BS 1985 Wuhan University; MS 1987 Wuhan University; PHD 1994 Washington

Huang, Y-Chen, Clinical Associate Professor, Internal Medicine, 2018 (2018); MD 1981 Taipei Medical University

Hubbell, Alexandra, Clinical Adjunct Assistant Professor, Family Medicine, 2018 (2018); DO 2013 Des Moines University; IA

Hubel, Kenneth A., Emeritus Professor, Internal Medicine, 1962 (1973);

Huber, Ashley Nicole, Clinical Adjunct Instructor, Preventive Community Dentistry, 2016 (2016); DDS 2014 University of Nebraska-Lincoln

Huber, Diane Lyzotte, Emeritus Professor, Nursing, 1982 (2003); BSN 1975 University of Iowa; MA 1982 University of Iowa; PHD 1986 University of Iowa

Huber, Lawrence, Emeritus Assistant Professor, Prosthodontics, 1971 (1981); DDS 1960 Creighton

Huber-Keener, Kathryn Joyce, Clinical Assistant Professor, Obstetrics Gynecology, (2019); BA 2004 St. Olaf College; PHD 2013 Pennsylvania State University; MD 2014 Pennsylvania State University

Huckleberry, Alan, Professor, Music, 2003 (2015); BM 1991 Hochschule fur Musik Germany; MM 1994 Hochschule fur Musik Germany; DMA 2003 University of Michigan-Ann Arbor

Huebener, Jacob Allen John, Adjunct Instructor, University College Courses, (2019); BA 2017 University of Iowa; MA 2018 University of Iowa

Huenemann, Kristine, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1998 Iowa State University; MOT 2001 St. Ambrose University; MPT 2001 St. Ambrose University

Huffman, Jane Carey, Adjunct Assistant Professor, Interdisciplinary Programs, 2017 (2017); BA 2015 Kalamazoo College; MFA 2017 Iowa

Hufford, Tracy, Lecturer, Journalism Mass Communication, 2015 (2017); BA 1981 University of Northern Iowa; MBA 1982 Thunderbird

Hughes, Emily Ann, Professor, Law-Faculty, 2002 (2011); AB 1990 University of Michigan-Ann Arbor; JD 1997 University

of Michigan-Ann Arbor; MD 1997 University of Michigan-Ann Arbor

Huhtelin, David Paul, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHARM 2013 University of Iowa

Huinker, Abbie Kristine, Adjunct Instructor, Communication Sciences and Disorders, 2016 (2016); BA 2007 University of Iowa; DAUD 2011 University of Iowa

Hultman, Rainbo Chilana Kuhr, Assistant Professor, Molecular Physiology Biophysics/Psychiatry, 2018 (2018); BS 2002 University of Iowa; PHD 2011 Duke University

Humbert, Ianessa, Adjunct Associate Professor, Communication Sciences and Disorders, (2019); BA 1998 University of South Florida; MA 2000 Howard University; PHD 2005 Howard University

Humbert, Lewis Arthur, Emeritus Professor, Periodontics, 2004 (2004); BA 1971 Drake; DDS 1975 University of Iowa; MS 1986 Texas Health Science Center

Hungerford, Frances, Adjunct Assistant Professor, Theatre Arts, 2010 (2015); BA 2001 South Carolina

Hunnicut, Benjamin K., Professor, Health and Human Physiology, 1975 (1989); BA 1967 University of North Carolina at Chapel Hill; MA 1972 University of North Carolina at Chapel Hill; PHD 1975 University of North Carolina at Chapel Hill

Hunsicker, Lawrence G., Emeritus Professor, Internal Medicine, 1976 (1988); BA 1959 Yale; MD 1963 Columbia

Hunter, Stephen Kieth, Professor, Biomedical Engineering/Obstetrics Gynecology, 1996 (2010); BS 1982 Utah; PHD 1987 Utah; MD 1989 Utah

Hunter, William Curtis, Emeritus Professor, Finance, 2006 (2006); BS 1970 Hampton; MBA 1972 Northwestern University; PHD 1978 Northwestern University

Huntington, Stephanie Michelle, Adjunct Instructor, University College Courses, 2020 (2020); BA 2012 University of Iowa

Huntley, John F., Emeritus Professor, English, 1957 (1973);

Hurtig, Richard R., Emeritus Professor, Communication Sciences and Disorders, 1976 (1995); BA 1965 New York; MA 1973 New York; MPHIL 1974 Columbia; PHD 1974 Columbia

Huss, Charles D., Clinical Adjunct Assistant Professor, Emergency Medicine, 1982 (1982); MD 1976 University of Iowa

Huston, Craig Charles, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BS 1993 University of Iowa; MD 1997 University of Iowa

Huston, Kelly, Clinical Adjunct Assistant Professor, Operative Dentistry, 2012 (2012); BS 2006 University of Iowa; DDS 2012 University of Iowa

Hutchinson, Jennifer, Clinical Assistant Professor, Nursing, (2019); BSN 2014 Mount Mercy University; DNP 2017 University of Iowa

Hutson, Robert Benjamin, Assistant Professor, Military Science, (2020); BS 2008 Middle Tennessee State University; MED 2009 Middle Tennessee State University

Huttner, Sidney F., Adjunct Instructor, Library Information Science, 2007 (2007); AB 1963 University of Illinois at Chicago; MPHIL 1969 University of Illinois at Chicago

Huwe, Cindy Lee, Clinical Adjunct Assistant Professor, Family Medicine, 2020 (2020); MD 1987 University of Minnesota

Huynh, Tony, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2017); PHARM 2013 University of Iowa

Hwang, Aaron Matthew, Adjunct Assistant Professor, Creative Writing, 2020 (2020); BA 2018 Yale University; MFA 2020 University of Iowa

Hwang, Jihyun, Adjunct Assistant Professor, Teaching and Learning, 2017 (2020); MA 2016 University of Iowa; MA 2017 University of Iowa; PHD 2018 University of Iowa

Hwang, Kai, Assistant Professor, Psychiatry/Psychological and Brain Sciences, 2018 (2018); BSC 2004 National Chung-Cheng University; PHD 2012 University of Pittsburgh

Hyer, Daniel E., Associate Professor, Biomedical Engineering/Radiation Oncology, 2012 (2017); BS 2006 Georgia Tech; MS 2007 Georgia Tech; PHD 2010 University of Florida

I

I., Ji Yeong, Adjunct Lecturer, Teaching and Learning, 2019 (2019); MSED 2014 Univ of Missouri-Columbia; PHD 2015 Univ of Missouri-Columbia

Iannone, Alexandra, Clinical Assistant Professor, Neurology, (2018); BS 2007 Northern Arizona University; DO 2011 Des Moines University

Iben, Pollyanne, Clinical Assistant Professor, Pediatric Dentistry, 2000 (2000); BA 1984 University of Iowa; DDS 1997 University of Iowa

Ibrahim-Olin, Angela Afusat, Adjunct Instructor, Communication Studies/University College Courses, 2018 (2018); BA 2006 University of Illinois; MED 2009 University of Massachusetts

Ibsen, Merete, Clinical Assistant Professor, Anesthesia, 2002 (2002); MD 1987 Copenhagen

Icardi, Michael S., Clinical Associate Professor, Pathology, 2001 (2011); BS 1990 Miami; MD 1995 Miami

Ifeakandu, Daniel Arinze, Adjunct Assistant Professor, Creative Writing, (2020); MFA 2020 University of Iowa

Iglehart, David Ralph, Clinical Adjunct Assistant Professor, Family Dentistry, 2014 (2014); BS 1977 University of Iowa; DDS 1983 University of Iowa

Igram, Cassim Mohamed, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2015 (2015); BS 1984 University of Iowa; MD 1988 University of Iowa

Iguchi, Masaki, Adjunct Associate, Physical Therapy Rehab Science, 2010 (2010); BS 2001 Benedictine; MA 2004 University of Iowa; PHD 2009 University of Iowa

Ihrig, Alexas, Adjunct Associate, Physical Therapy Rehab Science, 2009 (2009); BA 1997 Beloit College; DPT 2008 University of Iowa

Ihrig, Lori Marie, Adjunct Assistant Professor, Teaching and Learning, 2015 (2015); BS 1998 University of Iowa; MS 2003 University of Iowa; PHD 2014 Iowa State University

Ikram, Sawsan Samarin, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM 2013 University of Iowa

Ilerisoy, Mahmut, Lecturer, Finance, (2018); MBA 2004 University of Iowa; MS 2009 University of Iowa; PHD 2015 University of Iowa

Imai, Yumi, Associate Professor, Internal Medicine, 2016 (2016); MD 1986 Tohoku University

Imborek, Katherine Lea, Clinical Associate Professor, Family Medicine, 2011 (2017); BA 2002 DePauw; MD 2008 University of Iowa

Inagaki, Akira, Adjunct Associate, Molecular Physiology Biophysics, 2015 (2015); MD 2000 Nagoya-City Univ; PHD 2005 Nagoya-City Univ

Inamori, Keiichiro, Adjunct Associate, Molecular Physiology Biophysics, 2012 (2012); BS 1995 Kyushu Univ.; MS 1997 Kyushu Univ.; PHD 2001 Kyushu Univ.

Ince, Dilek, Clinical Associate Professor, Internal Medicine, 2009 (2017); MD 1993 Istanbul Medical School

Ince, Mirac Nedim, Clinical Associate Professor, Internal Medicine, 2007 (2020); MD 1993 Istanbul

Ingersoll-Weng, Esperanza Guadalupe, Clinical Assistant Professor, Anesthesia, 2016 (2017); MD 1999 U of Cal, San Diego Sch of Med

Ingraham, Melinda Mary, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2004 University of Iowa

Ingram, Marlyne Beth, Emeritus Professor, Economics, 1988 (2001); BS 1981 University of Iowa; PHD 1986 The University of Minnesota-Twin Cities

Ingram, Todd Newell, Emeritus Assistant Professor, Nursing, 1995 (2002); BA 1974 University of Iowa; BSN 1979 University of Iowa; MA 1994 University of Iowa

Inman, Lorinda K., Adjunct Assistant Professor, Nursing, 1989 (1989); MSN 1976 Loyola-Chicago

Iosbaker, Laura Ann, Adjunct Instructor, Social Work, 2019 (2019); BA 2009 University of Iowa; MSW 2012 University of Iowa

Iovanov, Miodrag C., Associate Professor, Mathematics, 2012 (2017); BS 2001 Bucharest; MS 2003 Bucharest; PHD 2009 New York

Irani, Kaikobad, Professor, Internal Medicine/Radiation Oncology, 2013 (2013); MD 1989 George Washington

Irinaka, Lynda J., Adjunct Lecturer, Teaching and Learning, (2019); BA 1982 Arizona State; MED 2006 Graceland University

Irish, Erin E., Associate Professor, Biology, 1990 (1999); BA 1980 Hiram; PHD 1984 Indiana University-Bloomington

Irwin, Keeli Ann, Adjunct Lecturer, Nursing, 2018 (2018); BSN 2000 Iowa; MSN 2004 Iowa

Ismael, Yousef Mohammad, Clinical Assistant Professor, Radiation Oncology, 2019 (2019); MD 2005 Al-Quds University

Issuree, Priya, Assistant Professor, Internal Medicine, 2018 (2019); PHD 2013 Weill Cornell

Ituk, Unyime, Clinical Associate Professor, Anesthesia, 2011 (2017); MBBS 1998 Med, Uni of Ibadan

Ivanovic, Marina, Clinical Professor, Pathology, 2010 (2020); MD 1992 Zagreb

Iverson, Christopher, Clinical Assistant Professor, Internal Medicine, (2020); MD 2016 UNI Carver College of Medicine

Iverson, Erin Rachel, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2008 The University of Iowa

Iverson, Katie Cook, Clinical Assistant Professor, Physician Assistant, 2009 (2015); MPAS 2004 University of Iowa

Iverson, William L., Clinical Professor, Internal Medicine, 2002 (2014); BA 1990 University of Iowa; MD 1995 University of Iowa

Iyengar, Atulya Srisudarshan Ram, Adjunct Lecturer, Biology, 2016 (2016); HS 2005 Cedar Falls High School; BS 2009 University of Iowa; PHD 2016 University of Iowa

Izakovic, Martin, Clinical Adjunct Associate Professor, Internal Medicine, 2005 (2008); MD 1995 Comeniu, Slovakia

J

Jabbari, Ali, Associate Professor, Dermatology, 2017 (2017); BA 2000 University of California; MD 2007 University of Iowa; PHD 2007 University of Iowa

Jabbari, Gholam H., Clinical Adjunct Instructor, Obstetrics Gynecology, 1982 (1982); MD 1975 Pahlari Univ-Iran

Jackman, Bryce A., Adjunct Instructor, Pharmacy Practice and Science, 2016 (1997); BSPH 1989 University of Montana; MS 1992 Kansas

Jackson, Amy Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2000 (2000); PHARMD 1999 Drake

Jackson, Christa, Adjunct Lecturer, Teaching and Learning, (2018); MSED 2006 Missouri State University; PHD 2010 Univ. of Missouri-Columbia

Jackson, David Walter Iii, Adjunct Assistant Professor, African-American Studies, 2007 (2007); BA 1995 Northern Iowa; MA 1998 Iowa; PHD 2006 Iowa

Jackson, Donald F., Emeritus Associate Professor, Classics, 1967 (1973); BA 1962 Niagara; MA 1964 Indiana University-Bloomington; PHD 1967 Indiana University-Bloomington

Jackson, Jay Brooks, Professor, Pathology, 2017 (2017); MD 1982 Dartmouth Medical School

Jackson, Robert A., Emeritus Associate Professor, Social Work, 1975 (2001); BA 1963 St. Ambrose; MA 1967 Aquina Inst of Theology; MSW 1974 University of Iowa

Jacob, Alexandra Maria, Clinical Adjunct Assistant Professor, Family Medicine, 2020 (2020); BS 2011 Grand View Univ., Des Moines IA; DO 2016 Des Moines University

Jacob, Mathews, Professor, Biomedical Engineering/Electrical-Computer Engineering/Radiation Oncology/Radiology, 2011 (2019); MS 1993 Ind Inst, Bangalore; PHD 2003 Swiss Fed Inst of Tech

Jacobi, Susan Marie, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); BS 1982 Iowa State; MD 1986 University of Iowa

Jacobitz-Kizzier, Sarah Marie, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2003 Univ of Nebraska-Lincoln, NE; MS 2007 Univ of Wisconsin-Madison; MD 2012 Univ of Nebraska COM, NE

Jacobs, Terry Alan, Adjunct Lecturer, Law-Faculty, 2017 (2017); BBA 1979 University of Iowa; JD 1981 University of Iowa; MA 1981 University of Iowa

Jacobsen, Cheryl Denise, Adjunct Assistant Professor, Interdisciplinary Programs, 1998 (2000); BS 1984 Iowa State University

Jacobsen, Ryan B., Clinical Associate Professor, Pharmacy Practice and Science, 2005 (2018); BA 1998 Dana College; PHARM 2002 Creighton

Jacobson, Richard Yngve, Adjunct Lecturer, Nursing, 2017 (2017); BSN 1998 University of Iowa; MSN 2005 University of Texas; DNP 2014 Northeastern University

Jacobson, Wayne, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2011 (2011); MA 1986 The University of Minnesota-Twin Cities; MS 1993 University of Wisconsin-Madison; PHD 1997 University of Wisconsin-Madison

Jagannathan, Raj, Emeritus Professor, Business Analytics, 1974 (1983); BA 1959 Madras; MA 1961 Madras; PHD 1969 Carnegie Mellon

Jaggers, Benjamin Jacob, Adjunct Lecturer, Nursing, 2018 (2018); BSN 2007 University of Iowa; MSN 2012 University of Iowa

Jaggers, Elizabeth Anne, Adjunct Assistant Professor, Health Management Policy/Radiology, 2015 (2019); BBA 2005 University of Iowa; MBA 2014 University of Iowa

Jain, Aditi, Clinical Assistant Professor, Operative Dentistry, 2016 (2016); BDS 2012 Ghandi Univ Health Science-IND; CER 2016 University of Iowa; MS 2016 University of Iowa

Jain, Subhash C., Emeritus Professor, Civil-Environmental Engineering, 1971 (1982); BS 1957 Agra-India; BE 1960 Roorkee - India; ME 1966 Roorkee-India; PHD 1971 University of Iowa

Jakaitis, Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Iowa

Jalal, Diana I., Associate Professor, Internal Medicine, (2017); MD 1998 University of Jordan

James, Jennifer A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2019); PHARM 1999 Virginia Commonwealth

James, Johnnie Eugene, Adjunct Instructor, Health and Human Physiology, 2015 (2012); BS 2001 University of Iowa; MS 2004 University of Iowa

James, Melinda Kay, Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSPH 1988 University of Iowa

James, Paul Arthur, Emeritus Professor, Family Medicine, 2001 (2005); BA 1980 University of North Carolina at Chapel Hill; MD 1984 University of North Carolina at Chapel Hill

Janda, Swinder, Adjunct Professor, Marketing, 2009 (2009); BS 1987 Panjab University; MBA 1992 Arkansas; PHD 1996 Arkansas, Fayetteville

Janecek, Jennifer Anne, Lecturer, Accounting/Rhetoric, (2018); BA 2009 Palm Beach Atlantic University; MA 2012 University of South Florida; PHD 2017 University of Iowa

Janis, Christopher Andrew, Instructor, Military Science, (2019); HS 2002 Coral Springs HS, FL

Janney, Laurel M., Adjunct Assistant Professor, Pharmacy Practice and Science, 1990 (1990); PHARM 1988 University of Iowa

Janouschek, Hildegard, Assistant Professor, Psychiatry, 2017 (2017); MD 2007 University of Regensburg

Janssen, Brandi, Clinical Associate Professor, Occupational Environmental Health, 2014 (2020); BA 1998 Grinnell College; MA 2009 University of Iowa

Janus, Todd, Clinical Adjunct Assistant Professor, Neurology, 2014 (2014); PHD 1984 Northwestern University; MD 1986 Rush Medical College

Janz, Kathleen F., Emeritus Professor, Health and Human Physiology, 1982 (2004); BS 1978 University of Wisconsin-Stevens Point; MA 1982 Northern Colorado; EDD 1990 Northern Colorado

Jao, Ying-Ling, Adjunct Assistant Professor, Nursing, 2013 (2018); PHD 2012 University of Iowa

Japsen, Bruce R., Adjunct Instructor, Journalism Mass Communication, 2016 (2013); BA 1988 University of Iowa

Jarvey, John A., Adjunct Lecturer, Law-Faculty, 1997 (2005); BS 1978 Akron; JD 1981 Drake University

Jarvis, Samuel Paul Lee, Adjunct Lecturer, Occupational Environmental Health, 2020 (2020); MS 2012 Western Illinois University

Jasper, Duane Donald, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1973 Loras College, Dubuque, IA; MD 1982 Univ of IA Coll of Med, IA

Javed, Asad, Clinical Assistant Professor, Internal Medicine, (2020); MBBS 2010 Aga Khan University; MBCHB 2010 Aga Khan University

Jawa, Zeeshan, Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); MBBS 2005 Lahore Medical Dental Colleg; MBCHB 2005 Lahore Medical Dental College

Jawahar Hussaini, Syed Mubeen, Assistant Professor, Chemical Biochemical Engineering/Civil-Environmental Engineering, 2014 (2014); ME 2004 Birla Institute of Tech Sci; PHD 2009 University of California-Riverside

Jay, Laurent Olivier, Professor, Mathematics, 1998 (2009); BSC 1989 Geneva-Switzerland; MS 1990 Geneva-Switzerland; PHD 1994 Geneva-Switzerland

Jaynes, Allison N., Assistant Professor, Physics Astronomy/ University College Courses, 2017 (2017); BS 2006 Univ. No Carolina Greensboro; PHD 2013 Univ. of New Hampshire

Jebson, Peter, Emeritus Professor, Anesthesia, 1980 (1980); MBCHB 1963 St Andrews

Jenkins, Angela Danielle, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); BS 2000 University of Nebraska-Lincoln; AM 2002 Northern IA

Jenkins, Nathaniel David Moyer, Assistant Professor, Health and Human Physiology, 2020 (2020); PHD 2016 University of Nebraska-Lincoln

Jennings, Ashley Lauren, Adjunct Lecturer, English as Second Language/University College Courses, 2014 (2014); MA 2012 University of Northern Iowa

Jennings, Mary-Jo Anne, Adjunct Lecturer, Teaching and Learning, 2018 (2018); BA 1988 Iowa Wesleyan College; MED 2004 Olivet Nazarene University

Jennings, Theresa Lynn, Clinical Assistant Professor, Nursing, 2017 (2017); BSN 2006 Johns Hopkins University; DNP 2013 University of Iowa

Jennings, Valerie Barros De Castro, Clinical Adjunct Assistant Professor, Family Dentistry, 2018 (2018); DDS 2003 University of Iowa

Jennings, Will, Associate Professor, Rhetoric, 1997 (2017); MFA 1993 University of Iowa

Jennissen, Charles, Clinical Professor, Emergency Medicine/Pediatrics, 1999 (2015); MD 1986 The University of Minnesota-Twin Cities

Jensen, Anna Rose, Lecturer, Health and Human Physiology, 2015 (2015); BA 1994 Central College; MA 2014 Ohio University

Jensen, Brittany D., Clinical Adjunct Assistant Professor, Emergency Medicine, (2018); BS 2008 North Carolina State University; MD 2013 University of North Carolina

Jensen, Bryan J., Adjunct Assistant Professor, Psych Quant Foundations, 2019 (2019); PHD 2016 Virginia Commonwealth Univ

Jensen, Chris S., Clinical Professor, Pathology, 1999 (2010); BS 1985 Iowa State; MD 1989 University of Iowa

Jensen, Lauren Elizabeth, Clinical Assistant Professor, Endodontics, (2017); BA 2008 Harvard University; DDS 2014 University of Iowa; MS 2017 University of Iowa

Jensen, Paul Jonathan, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1989 Dana College, Blair, NE; PHARM 1993 UNMC Coll of Pharmacy, NE; MD 1997 UNMC Col of Med, Omaha, NE

Jeon, Eun Kyung, Clinical Assistant Professor, Communication Sciences and Disorders, (2019); MA 2007 University of Iowa; DAUD 2008 University of Iowa; PHD 2016 University of Iowa

Jepsen, David A., Emeritus Professor, Rehabilitation and Counselor Education, 1970 (1982); BA 1960 Northern Iowa; MS 1963 University of Wisconsin-Madison; PHD 1970 University of Wisconsin-Madison

Jermeland, Bridget Angela, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2010 University of Iowa

Jeronimo, Selma M., Adjunct Professor, Internal Medicine, 2015 (2002); PHD 1994 Paulista DE Medicina-Sao Paulo

Jerz, Richard A., Lecturer, Business Analytics, 2002 (2017); BS 1978 Illinois Technology; MBA 1984 St. Ambrose; PHD 1997 University of Iowa

Jeske, Diane, Professor, Philosophy, 1992 (2009); BA 1988 Lawrence; PHD 1992 MIT

Jesudoss, Randhir, Clinical Assistant Professor, Internal Medicine, 2014 (2014); MBBS 1995 Madurai Medical College

Jethava, Yogesh Shantilal, Adjunct Associate Professor, Internal Medicine, 2017 (2017); MBBS 2001 B. J. Medical School India

Jetton, Jennifer Garcia, Clinical Associate Professor, Pediatrics, 2010 (2016); MD 2004 Baylor College of Medicine

Jew, Jean Y., Emeritus Professor, Anatomy Cell Biology, 1973 (1984); BS 1969 Newcomb; MD 1973 Tulane

Jewell, Brianna, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 2008 Iowa State Univ, Ames, IA; DO 2012 Des Moines Univ, IA

Jhun, Hye Yeon, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MD 2008 Inha University, College of Me

Jian, Jing, Adjunct Assistant Professor, Interdisciplinary Programs, 2020 (2020); MFA 2020 The University of Iowa

Jiang, Jiefeng, Assistant Professor, Psychological and Brain Sciences, (2020); BE 2003 Zhejiang University; ME 2009 Chinese Academy of Sciences; PHD 2014 Duke University

Jiang, Peng, Assistant Professor, Computer Science, (2019); BS 2011 Xidian University; MS 2014 Chinese Academy of Science; PHD 2019 Ohio State University

Jicinsky, Judith K., Adjunct Associate, Physical Therapy Rehab Science, 2010 (2010); BS 1982 University of Wisconsin-Madison; BSPT 1989 University of Wisconsin-Madison

Jimenez Candia, Alexis R., Lecturer, Spanish Portuguese, (2019); PHD 2018 University of Nebraska

Jin, Zhendong, Professor, Pharmaceutical Sciences and Experimental Therapeutics, 1997 (2017); BS 1988 East China Normal; MA 1990 State Univ of NY-Buffalo; PHD 1995 Purdue University Main Campus

Jindal, Monika Rani, Clinical Assistant Professor, Psychiatry, 2016 (2020); BA 2006 Case Western Univ, OH; MD 2011 Univ of Cincinnati COM; OH

Jochimsen, Peter R., Emeritus Professor, Surgery, 1974 (1983); BA 1961 Ripon; MD 1965 Marquette

Joens, Alicia Mae, Adjunct Instructor, University College Courses, 2008 (2014); BS 1999 Evansville; MA 2006 University of Iowa

Jogerst, Gerald John, Emeritus Professor, Family Medicine, 1993 (2005); BA 1969 Loras; MD 1976 University of Iowa

Johannes, Tonya Jean, Adjunct Lecturer, Nursing, 2019 (2019); MN 2015 University of Iowa; MSN 2015 University of Iowa; DNP 2017 University of Iowa

Johanns, Patrick Joseph, Associate Professor, Business Analytics, 2014 (2020); BS 1986 University of Iowa; MBA 1991 University of Iowa; PHD 1995 University of Iowa

Johlin, Frederick C., Professor, Internal Medicine, 1986 (2004); BS 1976 Toledo; MD 1980 Toledo Medical College

Johnsen, David C., Professor, Pediatric Dentistry, 1995 (1995); BS 1965 University of Michigan-Ann Arbor; DDS 1970 University of Michigan-Ann Arbor; MS 1973 University of Iowa

Johnson, Adrienne, Lecturer, Health and Human Physiology, 2015 (2015); MA 2014 University of Iowa

Johnson, Alan K., Professor, Health and Human Physiology/Psychological and Brain Sciences, 1973 (1982); BS 1964 Pennsylvania State University; MA 1966 Temple; PHD 1970 Pittsburgh

Johnson, Amanda Lee, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BSC 2005 Univ of Iowa, Iowa City, IA; MD 2010 Univ of Iowa, CCOM; Iowa City IA

Johnson, Arlan T., Clinical Professor, Ophthalmology Visual Science, 1988 (2003); BA 1979 Hastings College; PHD 1984 Baylor; MD 1986 Baylor

Johnson, Burgundy June, Clinical Assistant Professor, Psychiatry, (2018); DO 2016 Lake Erie College of Osteopath

Johnson, Chris A., Emeritus Professor, Ophthalmology Visual Science, 2006 (2006); BA 1970 Oregon; MS 1972 Pennsylvania State University; MSC 1972 Pennsylvania State University; PHD 1974 Pennsylvania State University

Johnson, David Cassels, Associate Professor, Teaching and Learning, 2013 (2016); MA 2001 Northern Iowa; PHD 2007 Pennsylvania

Johnson, Deanna S., Lecturer, Spanish Portuguese, 2001 (2008); BA 1977 DRURY; BM 1979 DRURY; MA 1981 University of Iowa; PHD 1995 University of Iowa

Johnson, Debra Lynn, Adjunct Assistant Professor, Psychological and Brain Sciences, 1997 (1997); BS 1987 South Dakota; MS 1991 Utah; PHD 1993 Utah

Johnson, Dorothy, Professor, Art Art History, 1987 (1997); BA 1972 Cincinnati; MA 1979 Cincinnati; PHD 1986 University of California-Berkeley

Johnson, Erika Moore, Assistant Professor, Teaching and Learning, (2019); BA 1998 Amherst College; MA 2003 UC-Berkeley; PHD 2017 Stanford University

Johnson, Frances Lauri, Adjunct Associate Professor, Internal Medicine, 2015 (2006); BS 1984 Washington, Seattle; MD 1988 Washington, Seattle

Johnson, George F., Emeritus Professor, Pathology, 1976 (1988); BA 1963 Park; PHD 1969 Iowa State; MS 1976 Johns Hopkins

Johnson, Georgia Kay Tonn, Professor, Periodontics, 1991 (1996); BS 1975 Luther; SCB 1975 University of Iowa; DDS 1981 University of Iowa; MS 1983 University of Iowa

Johnson, Gregory M., Adjunct Instructor, Journalism Mass Communication, 2008 (2008); BA 1978 Luther College; MA 1984 University of Iowa

Johnson, Hans Joseph, Associate Professor, Biomedical Engineering/Electrical-Computer Engineering/Psychiatry, 2006 (2014); BSE 1997 University of Iowa; MS 2000 University of Iowa; PHD 2002 University of Iowa

Johnson, Hollie Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARM 2004 Drake

Johnson, Jarod William, Clinical Adjunct Assistant Professor, Pediatric Dentistry/Preventive Community Dentistry, 2016 (2016); BS 2009 University of Iowa; DDS 2013 University of Iowa; CER 2015 UNLV (Pediatric Dentistry)

Johnson, Katherine, Adjunct Instructor, University College Courses, 2018 (2018); BA 2007 University of GA

Johnson, Krista Marie, Clinical Professor, Internal Medicine, 2012 (2019); MD 1995 Washington SOM

Johnson, Lisa, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1996 Univ of Iowa, Iowa City, IA; MD 2001 Univ of IA CCOM, Iowa City

Johnson, Marion Rae Biron, Emeritus Professor, Nursing, 1973 (1999); BSN 1958 St. Teresa; MSN 1961 Case Western Reserve; PHD 1986 University of Iowa

Johnson, Melinda Jane, Clinical Professor, Internal Medicine, 2000 (2016); BS 1992 South Dakota; MD 1996 Brown-Dartmouth Medical

Johnson, Nicholas, Adjunct Lecturer, Law-Faculty, 1981 (2003); BA 1956 The University of Texas at Austin; BSL 1958 The University of Texas at Austin; LHD 1971 Windham

Johnson, Norman L., Emeritus Professor, Mathematics, 1969 (1978); BA 1964 Portland State; MA 1966 Washington State; PHD 1968 Washington State

Johnson, Shella Ranae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2004 (2004); PHARM 2002 University of Iowa

Johnson, Susan Rae, Emeritus Professor, Obstetrics Gynecology, 1980 (1994); BA 1973 University of Iowa; MD 1976 University of Iowa; MS 1985 University of Iowa

Johnson, Thomas Gordon, Adjunct Professor, Health Management Policy, (2019); PHD 1979 Oregon State University

Johnson, Truman Christopher, Clinical Adjunct Assistant Professor, Periodontics, 2012 (2012); DDS 1992 University of California-Los Angeles; MS 1996 University of Nebraska-Lincoln

Johnson, W. Bruce, Emeritus Professor, Accounting, 1988 (1993); BS 1970 Oregon; MS 1973 The Ohio State University; PHD 1975 The Ohio State University

Johnson, Wayne A., Professor, Molecular Physiology Biophysics, 1989 (2002); BS 1980 Wyoming; PHD 1985 Washington

Johnson, William, Emeritus Professor, Microbiology and Immunology, 1970 (1980); BS 1963 Marietta; MS 1965 Miami; PHD 1968 Rutgers University-New Brunswick

Johnson, William T., Emeritus Professor, Endodontics, 1980 (1999); BA 1971 Drake; DDS 1975 University of Iowa; MS 1981 University of Iowa

Johnson-Jahangir, Hillary Danielle, Clinical Associate Professor, Dermatology, 2014 (2017); BS 1995 University of Iowa; MD 2004 Washington; PHD 2004 Washington

Johnston, Maya Krista, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013); MD 1999 University of Iowa

Johnston, Patrick Lee, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2005); MPT 2000 University of Iowa

Johnston, Richard C., Emeritus Professor, Orthopaedics and Rehabilitation, 1967 (1982); MD 1958 University of Iowa

Johnston, Samuel L., Clinical Assistant Professor, Internal Medicine, 2016 (2016); MD 2002 Loyola University SOM

Johnston, Sara Pfister, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2009 (2013); BS 1989 University of Wisconsin-Madison; MS 2004 University of Wisconsin-Madison; PHD 2013 University of Iowa

Joliet, Kimberly Cunningham, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); DO 2012 Des Moines University

Jolin, Sarah Jean, Adjunct Instructor, Family Medicine, 2010 (2010); BS 1996 Iowa State; MSW 1999 Washington Univ

Jolly, Orrin L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2005 University of Washington

Jones, Bradley D., Professor, Microbiology and Immunology, 1994 (2011); BS 1985 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; PHD 1989 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Jones, Carolyn C., Professor, Law-Faculty, 2004 (2004); BA 1976 University of Iowa; JD 1979 University of Iowa

Jones, David A., Clinical Assistant Professor, Orthodontics, 2011 (2011); AB 1973 Southern Methodist; DDS 1977 UMKC; MSD 1990 The University of Texas at Houston

Jones, Douglas W., Associate Professor, Computer Science, 1980 (1988); BS 1973 Carnegie-Mellon; MS 1976 University of Illinois at Urbana Champaign; PHD 1980 University of Illinois at Urbana Champaign

Jones, Ellen Louise, Adjunct Lecturer, Law-Faculty, 2016 (2005); BA 1990 University of Iowa; JD 1993 University of Iowa; MA 1994 University of Iowa

Jones, Jody Lynn, Clinical Associate Professor, Psychological and Brain Sciences/Surgery, 2009 (2016); MA 1993 Richmond; PHD 1997 Alabama

Jones, Julia Marie, Clinical Adjunct Assistant Professor, Internal Medicine, 2015 (2015); MD 2009 University of Iowa

Jones, Karra A., Clinical Associate Professor, Pathology, 2016 (2020); PHD 2008 Univ of Kansas School of Med; MD 2010 Univ of Kansas School of Med

Jones, Keith, Adjunct Professor, Finance, 2019 (2019); BA 1995 Brigham Young; MAC 1995 Brigham Young University; PHD 2004 University of Arizona

Jones, Kenneth Allen, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); DDS 2006 University of Iowa

Jones, Michael P., Professor, Biostatistics/Public Policy Center/Statistics Actuarial Science, 1986 (2000); BA 1972 Southern California; MA 1975 University of California-Los Angeles; PHD 1986 Washington

Jones, Nancy Lyn, Adjunct Lecturer, Law-Faculty, 2006 (2006); BA 1969 Luther College; MAT 1970 Brown; PHD 1982 University of Iowa

Jones, Patricia Camille, Emeritus Associate Professor, Theatre Arts, 2001 (2001); BA 1977 The University of Minnesota-Twin Cities; MA 1985 University of Iowa; MFA 1991 University of Iowa

Jones, Philip C., Professor, Business Analytics, 1994 (1994); BIE 1973 Georgia Inst of Technology; MS 1974 Stanford; MA 1977 University of California-Berkeley; PHD 1977 University of California-Berkeley

Jones, Robert Dallas, Clinical Professor, Neurology, 1997 (2013); BA 1979 University of Wisconsin-Madison; MA 1984 University of Iowa; PHD 1986 University of Iowa

Jones, Shelley Ann, Clinical Adjunct Instructor, Internal Medicine, 1997 (1997); MD 1986 University of Iowa

Jones, Susan Sondrol, Emeritus Lecturer, Music, 1998 (2001); BM 1967 University of Iowa; MA 1968 University of Iowa; MFA 1970 University of Iowa

Jones, William Larue, Emeritus Professor, Music, 1997 (1997); BS 1960 Kansas State; MA 1962 Kansas State; MFA 1970 University of Iowa; DMA 1972 University of Wisconsin-Madison

Jons, Leon, Clinical Associate Professor, Internal Medicine, (2020); MD 1987 University of Nebraska

Jordan, Angelina Rae Bm, Adjunct Instructor, University College Courses, 2018 (2018); BA 2008 Williams College

Jordan, Dennis Everett, Adjunct Lecturer, Management and Entrepreneurship, 2010 (2010); AA 1989 Kirkwood Community; BA 1991 Northern Iowa; MBA 1998 University of Iowa

Jorge, Ricardo E., Adjunct Professor, Psychiatry, 2002 (2013); PHD 1983 Buenos Aires

Jorgensen, Ben Cooper, Clinical Adjunct Assistant Professor, Endodontics, 2014 (2014); BS 2007 University of Iowa; DDS 2012 University of Iowa

Jorgensen, Palle E., Professor, Mathematics, 1983 (1983); BA 1968 AARHUS-Denmark; MS 1970 AARHUS; PHD 1973 AARHUS

Joselson, Rachel A., Associate Professor, Music, 1997 (2004); BM 1977 Florida State; MM 1980 Indiana University-Bloomington

Joseph, Hyman, Emeritus Professor, Economics, 1966 (1982); BS 1957 Illinois Inst of Technology; MS 1959 Illinois Inst of Technology; MA 1966 Northwestern University; PHD 1969 Northwestern University

Joseph, Maria Lindell, Clinical Professor, Nursing, 2011 (2018); BS 1993 Southern Adventist University; PHD 2007 Capella University

Joyce, Steven, Clinical Adjunct Assistant Professor, Pediatrics, 2001 (2001); MD 1996 University of Iowa

Ju, Dau-Shen, Adjunct Assistant Professor, Psych Quant Foundations, 2004 (2004); BS 1985 Cheng-Chi UI-Taiwan; MA 1992 University of Iowa; PHD 1997 University of Iowa

Judge, Debra, Adjunct Lecturer, Teaching and Learning, 2016 (2016); MED 1997 Northern Arizona University

Judge-Ellis, Teresa M., Clinical Associate Professor, Nursing, 1999 (2010); BSN 1988 St. Louis; MSN 1996 Pacific Lutheran; DNP 2008 University of Tennessee

Judisch, George Franklin, Emeritus Professor, Ophthalmology Visual Science, 1975 (1985); BS 1958 Iowa State; MD 1962 University of Iowa

Juffer-Flake, Pat Mayree, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); BS 1995 University of Iowa

Juguilon, Sean Alex, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1997 Univ of Iowa, Iowa City, IA; MD 2001 Case Western Reserve, Univ, OH

Juhlin, Jon Jeffrey, Clinical Adjunct Assistant Professor, Endodontics, 2010 (2010); BS 1978 Iowa State; DDS 1991 University of Iowa; MSD 1991 University of Iowa

Julian, Nashae Yvonne, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2008 (2013); BS 2002 Presentation College; MS 2004 Northern State; PHD 2012 University of Iowa

Juneja, Nadia Siddiq, Clinical Adjunct Assistant Professor, Emergency Medicine, 2018 (2018); MD 2009 University of Iowa

Jung, Anita, Professor, Art Art History/International Programs, 2006 (2012); BFA 1985 Arizona State; MFA 1990 University of Wisconsin-Madison

Jung, Michael J., Clinical Adjunct Associate Professor, Family Medicine, 1985 (1994); MD 1980 South Dakota

Junge, Susan, Adjunct Lecturer, Teaching and Learning, (2020); BS 1982 Kent State University; MA 1990 University of Northern Colorado

Junker, Christian, Clinical Assistant Professor, Emergency Medicine, (2021); MPAS 2017 Arcadia University

Just, Craig Lavern, Associate Professor, Civil-Environmental Engineering, 2002 (2008); BS 1992 Northern Iowa; MA 1994 Northern Iowa; PHD 2001 University of Iowa

Just, Tracy A., Clinical Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); AA 1989 Des Moines Comm College

Justman, Bruce Cary, Emeritus Associate Professor, Endodontics, 1985 (2000); BS 1979 Loras; DDS 1983 University of Iowa

K

Kaaret, Philip Elias, Professor, Physics Astronomy, 2004 (2008); BS 1984 Mass Inst of Tech; PHD 1989 Princeton

Kabadi, Udaya M., Clinical Adjunct Professor, Internal Medicine, 1981 (2001); MBBS 1965 Bombay-India; MD 1970 Bombay-India

Kabel, David Warren, Clinical Adjunct Associate Professor, Internal Medicine, 2006 (2006); BS 1970 University of Iowa; MD 1973 University of Iowa

Kaboli, Peter John, Professor, Epidemiology/Internal Medicine, 2000 (2012); BS 1989 University of Iowa; MD 1994 University of Iowa; MS 2000 University of Iowa

Kacmarynski, Deborah Sue Follmer, Clinical Associate Professor, Otolaryngology-Head Neck Surgery/Pediatrics, 2009 (2015); MD 2002 The University of Minnesota-Twin Cities; MSO 2009 The University of Minnesota-Twin Cities

Kaczka, David Walter, Associate Professor, Anesthesia/Biomedical Engineering/Radiology, 2014 (2014); MD 2000 Boston

Kademian, Jack, Clinical Assistant Professor, Radiology, 2007 (2007); MD 1998 St. George

Kadera, Kelly Michele, Associate Professor, International Programs/Political Science, 1993 (2003); BA 1987 Wells; MA 1988 University of Illinois at Urbana Champaign; PHD 1995 University of Illinois at Urbana Champaign

Kaduice, Ryan Louis, Associate Professor, English as Second Language, 2011 (2020); BA 2008 University of Iowa; MA 2010 University of Iowa

Kadura, Sarah, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2020 University of Iowa

Kaefring, Whitney K., Clinical Assistant Professor, Family Medicine, (2019); BA 2009 Coe College

Kaewpoowat, Quanhathai, Clinical Assistant Professor, Internal Medicine, 2020 (2020); MD 2005 Chiang Mai University

Kahl, Amanda, Adjunct Lecturer, Epidemiology, 2019 (2019); MPH 2017 University of Iowa

Kahn, Daniel, Emeritus Professor, Radiology, 1988 (2005); BS 1977 University of Illinois at Urbana Champaign; MD 1981 Hahnemann

Kain, Kelli Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); BS 2007 Simpson College, Indianola IA; PHARMD 2012 University of Colorado

Kalaiah, Mudappa Karineravanda, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); MBBS 2007 Mysore Medical College; MBBS 2007 Mysore Medical College

Kaldenberg, Erica Rochelle, Adjunct Assistant Professor, Teaching and Learning, 2016 (2016); BA 2005 Iowa State

University; MED 2008 Missouri-St. Louis; PHD 2015 University of Iowa

Kaldjian, Lauris Christopher, Professor, Internal Medicine, 2000 (2012); BS 1984 University of Michigan-Ann Arbor; BA 1986 Oxford; MD 1989 University of Michigan-Ann Arbor; MDIV 1994 Yale; PHD 2004 Yale

Kalin, Linda B., Adjunct Instructor, Pharmacy Practice and Science, 2002 (2002); BSN 1979 South Dakota

Kalina, Courtney Converse, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2017 University of Iowa

Kalina, Paul R., Associate Professor, Theatre Arts, 2009 (2015); BS 1991 Illinois State; MFA 2007 Idaho

Kalkhoff, Michael Thomas, Clinical Adjunct Instructor, Family Medicine, (2018); BS 2010 Iowa State University; MD 2014 University of Iowa

Kallaus, Norman F., Emeritus Professor, Management and Entrepreneurship, 1953 (1967); BSC 1949 University of Iowa; MA 1951 University of Iowa; PHD 1956 University of Iowa

Kallemeyn, Nicole Ann, Associate Professor, Biomedical Engineering, 2011 (2017); BSE 2003 Dordt College; MS 2005 University of Iowa; PHD 2009 University of Iowa

Kalnins, Arturs, Associate Professor, Management and Entrepreneurship, 2017 (2017); BA 1988 Swarthmore College; MBA 1991 Lehigh University; PHD 1998 University of Michigan

Kamerick, Eileen A., Adjunct Lecturer, Law-Faculty, 2007 (2007); AB 1980 Boston College; JD 1984 University of Illinois at Chicago; MBA 1993 University of Illinois at Chicago

Kamholz, John, Professor, Neurology/Psychiatry, 2014 (2014); MD 1980 University of Pennsylvania

Kammer, Jennifer Michelle, Adjunct Lecturer, Nursing, 2019 (2019); BSN 2007 Clarke University; MSN 2011 Clarke University

Kammer-Hodge, Heidi, Adjunct Instructor, Social Work, 2020 (2020); BSW 1997 Augsburg College; MSW 2000 University of South Dakota

Kamps, Haley Abboud, Adjunct Instructor, University College Courses, 2018 (2018); BS 2008 University of Iowa; MSW 2013 University of Iowa

Kan, Timothy Y., Adjunct Associate Professor, Health Management Policy, 2020 (2020); BS 1997 Northwestern University; MA 1998 Boston University; MBA 2004 Northwestern University

Kan, Zhen, Adjunct Assistant Professor, Mechanical Engineering, 2016 (2016); PHD 2011 University of Florida

Kanagasabapathy, D. Anand Rajan, Clinical Assistant Professor, Pathology, 2016 (2016); MBBS 2001 Bangalore Medical College; MD 2006 All India Institute of Med Sci

Kanak, Smitha, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013); MBBS 2001 Kasturba Medical

Kane, Francis Leo, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 1982 Missouri; MD 1986 Missouri

Kane, Mackenzie Renee, Lecturer, Nursing, 2014 (2014); BS 2004 University of Iowa; MSN 2010 University of Iowa

Kane-Johnson, Nancy Jean, Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1985 University of Iowa

Kanellis, Michael James, Professor, Pediatric Dentistry, 1984 (2005); DDS 1979 University of Iowa; MS 1981 University of Iowa

Kang, Jiyeon, Associate Professor, Communication Studies, 2010 (2017); BA 1999 Seoul National; MA 2001 Seoul National; PHD 2009 University of Illinois at Urbana Champaign

Kang, Sinyoung, Assistant Professor, Anesthesia, 2006 (2015); MD 1999 Ewha Womans; MS 2003 Ewha Womans

Kanner, Lauren Amanda, Clinical Assistant Professor, Pediatrics, (2018); BA 2008 Carleton College; MD 2012 Rush Medical College

Kanotra, Sohit Paul, Clinical Associate Professor, Otolaryngology-Head Neck Surgery, 2019 (2020); MD 2003 Government Medical College

Kao, Simon Ching-Shun, Professor, Radiology, 1987 (1997); MBBS 1976 Hong Kong

Kaplan, Samantha Ann, Adjunct Instructor, University College Courses, (2019); BA 2017 University of Iowa

Kapler, Lisa Ann, Clinical Adjunct Instructor, Family Medicine, 2018 (2018); MD 1989 Univ of IA CCOM, IowaCity, IA

Karacay, Bahri, Adjunct Associate Professor, Pediatrics, 2005 (2011); MS 1987 Ataturk, Turkey; MS 1992 The Ohio State University; PHD 1996 The Ohio State University

Karam, Matthew, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2011 (2016); BS 2001 University of Iowa; MD 2005 Chicago Medical

Karandikar, Nitin Jayant, Professor, Pathology, 2012 (2012); MBBS 1988 University of Poona; MD 1993 BJ Med, Poona; PHD 1997 Northwestern University

Kardon, Randy Herbert, Professor, Ophthalmology Visual Science, 1989 (2004); BS 1975 University of Iowa; MD 1982 University of Iowa; PHD 1982 University of Iowa

Karim, Yasser Mohamed, Clinical Associate Professor, Anesthesia, 2001 (2011); PNS 1971 Ains Shams; MBBS 1976 Ains Shams; MSC 1980 Ains Shams

Karimi, Mohsen, Clinical Professor, Surgery, (2019); MD 1996 Indiana Univ. School of Medicine

Karnell, Michael Peter, Emeritus Associate Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1993 (1993); BA 1978 Western Michigan; MA 1979 Western Michigan; PHD 1983 University of Iowa

Karniski, Lawrence P., Emeritus Professor, Internal Medicine, 1985 (2000); BS 1974 Kansas; MD 1977 Kansas

Karr, Kailee R., Adjunct Instructor, University College Courses, 2018 (2018); BA 2015 University of Kansas; MS 2017 University of Tennessee

Karsten, Sue A., Adjunct Instructor, Communication Sciences and Disorders, 2016 (2016); MA 2001 University of Iowa; DAUD 2005 PA College of Optometry

Karwal, Mark William, Clinical Professor, Internal Medicine, 1994 (2020); BA 1980 Drake; MD 1984 University of Iowa

Karwan, Kirk, Adjunct Professor, Business Analytics, 2008 (2011); PHD 1979 Carnegie Mellon

Kashef, Raud Ebrahimi, Adjunct Instructor, University College Courses, 2018 (2018);

Kasi, Pashtoon Murtaza, Clinical Assistant Professor, Internal Medicine, (2019); MBBS 2006 Aga Khan University

Kaska, Kris, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1987 Truman State University; MPT 1990 Des Moines University

Kaskie, Brian, Associate Professor, Health Management Policy, 2000 (2008); BA 1987 Indiana University-Bloomington; MA 1993 Washington; PHD 1998 Southern California

Kasper, Stacie A., Clinical Assistant Professor, Family Medicine, (2020); BA 2008 Wartburg College, Waverly, IA; DO 2012 Des Moines, University

Kassel, Melanie, Adjunct Assistant Professor, Accounting/Creative Writing, 2020 (2020); BA 2011 University of Chicago; MFA 2020 University of Iowa

Kasson, Barry G., Associate Professor, Neuroscience and Pharmacology, 1986 (1996); BA 1974 University of California-San Diego; MS 1977 University of California-Los Angeles; PHD 1982 University of California-Los Angeles

Kastens, L. Kevin, Emeritus Professor, Music, 1998 (2011); BS 1977 University of Illinois at Urbana Champaign; MS 1978 University of Illinois at Urbana Champaign; MFA 2011 University of Illinois at Chicago

Kateeb, Elham Talib, Adjunct Lecturer, Public Policy Center, 2013 (2013); BDS 1997 Jordan; MPH 2005 Massachusetts; PHD 2012 University of Iowa

Katz, Abbie Hester, Associate Professor, Theatre Arts, (2018); BA 1977 University of Chicago

Katz, Daniel A., Associate Professor, Surgery, 2000 (2007); BS 1986 Fairleigh Dickinson; MD 1990 Johnson

Katz, David A., Associate Professor, Epidemiology/Internal Medicine, 2003 (2003); BA 1982 Oberlin College; MD 1987 Jefferson Med College; MS 1995 Harvard - Public Health

Katz, Louis Mayer, Clinical Adjunct Professor, Internal Medicine, 2011 (2011); MD 1976 University of Iowa

Kauer, Aaron John, Clinical Assistant Professor, Psychiatry, 2014 (2014); BS 2004 University of South Dakota; MD 2009 The University of South Dakota

Kauer, Jill Fowler, Clinical Assistant Professor, Pharmacy Practice and Science, 2008 (2008); BS 2002 University of North Carolina at Chapel Hill; PHARM 2006 University of North Carolina at Chapel Hill; MPHAR 2009 The University of Texas at Austin

Kaul, Wayne A., Adjunct Lecturer, Business Analytics/Management and Entrepreneurship, 2016 (2016); BA 2001 Concordia University; MBA 2007 University of Minnesota

Kauper, Kathryn Michele, Lecturer, Teaching and Learning, 2011 (2011); BA 1996 Colorado; MA 2004 Colorado; MA 2006 Colorado

Kaur, Bani Preet, Clinical Assistant Professor, Internal Medicine, (2019); MBBS 2007 Dayanand Medical College

Kaushik, Ashlesha, Clinical Adjunct Assistant Professor, Pediatrics, 2018 (2020); MBBS 2002 Sawai Man Singh Medical College; MD 2006 PostGrad Inst of Med Edu Res

Kauten, Rebecca, Adjunct Assistant Professor, Geographical and Sustainability Sciences/University College Courses, 2010

(2019); BA 1998 Northern Iowa; MPA 2006 Northern Iowa; PHD 2019 University of Iowa

Kauth, Laura Suzanne Tirnaeth, Adjunct Instructor, Communication Sciences and Disorders, 2014 (2011); MA 2000 University of Iowa

Kawai, Masataka, Professor, Anatomy Cell Biology/Internal Medicine, 1987 (1995); BA 1966 Tokyo; PHD 1971 Princeton

Kawamuro, Keiko, Professor, Mathematics, 2009 (2020); BS 1997 Tokyo; MA 1998 Tokyo; PHD 2006 Columbia

Kawano, Hiroyuki, Adjunct Associate, Molecular Physiology Biophysics, (2020); PHD 2014 Fukuoka University

Kawas, Brittany Gillard, Clinical Adjunct Assistant Professor, Endodontics, (2019); BS 2011 St Edwards University; DDS 2017 UTHSC at San Antonio

Kawasaki, Hiroto, Associate Professor, Neurosurgery, 2002 (2011); MD 1995 Tokyo Women's Medical

Kay, Alan R., Professor, Biology, 1990 (2008); BS 1974 Cape Town-South Africa; BSC 1976 Cape Town-South Africa; BSC 1977 Stellerbosch, South Africa; PHD 1984 Cambridge-United Kingdom

Kay-Decker, Courtney Maria, Adjunct Lecturer, Law-Faculty, 2020 (2020); BA 1994 Northwestern University; JD 1997 University of Iowa

Kayle, Jennifer, Associate Professor, Dance, 2004 (2011); BA 1992 Middlebury, Vermont; MFA 1999 Smith College, Mass.

Kayser, Nicholas, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); BBA 2009 University of Iowa; PHARM 2018 University of Iowa

Kazwell, John Bryan, Clinical Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2006 (2011); BA 1988 University of Wisconsin-Madison; BS 1988 University of Wisconsin-Madison; DDS 1996 University of Illinois at Urbana Champaign

Ke, Chuanren, Professor, Asian Slavic Languages Literature/International Programs, 1993 (2007); BA 1982 Beijing Normal University; MA 1985 Indiana University-Bloomington; PHD 1992 Indiana University-Bloomington

Kealey, Gerald P., Emeritus Professor, Surgery, 1985 (1993); BA 1966 University of Iowa; MD 1969 University of Iowa; MS 1975 University of Iowa

Kearney, Joseph K., Professor, Computer Science/Nursing, 1983 (2001); BA 1975 The University of Minnesota-Twin Cities; MA 1979 The University of Texas at Austin; MS 1981 The University of Minnesota-Twin Cities; PHD 1983 The University of Minnesota-Twin Cities

Kearns, David L., Emeritus Associate Professor, Family Medicine, 2016 (1995); BS 1973 Fort Hays State; MA 1979 Wichita State; PHD 1990 Georgia State

Keach, John Charles, Clinical Associate Professor, Surgery, 2013 (2019); MD 2004 Loyola University

Keach, Katherine Govier Cashman, Clinical Assistant Professor, Anesthesia/Pediatrics, 2013 (2013); MD 2005 Medical College of Wisconsin

Keefe, Dennis Allen, Adjunct Associate, Physical Therapy Rehab Science, (2019); BS 1994 University of Northern Iowa; MPT 1997 Des Moines University

Keefe, Patrick Emmett, Adjunct Associate Professor, Pharmacy Practice and Science, 2012 (2012); BA 1969 University of Iowa; MBA 1984 Georgia State

Keegan, Thomas, Adjunct Assistant Professor, English/University College Courses, 2010 (2010); BA 2002 Virginia; PHD 2010 University of Iowa

Keeton, Paula Mae, Adjunct Professor, Psych Quant Foundations, 2002 (2014); BA 1986 ST MARY-OF-THE-WOODS; MS 1993 INDIANA STATE; PHD 1998 INDIANA STATE

Keffala, Valerie Judith, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2003 (2004); BA 1989 University of California; PHD 1996 University of Iowa

Kehe, Kara L., Lecturer, Health and Human Physiology/Health and Human Physiology/College of Liberal Arts Sciences, 2016 (2016); BA 1997 Wartburg College; MA 1999

Keith, Jerrod N., Clinical Associate Professor, Surgery, 2012 (2017); MD 2004 University of Iowa

Keith, Kevin Scott, Associate Professor, Management and Entrepreneurship, 2010 (2019); BA 1974 Luther; MBA 2004 University of Iowa

Kelchen, Craig J., Adjunct Instructor, Interdisciplinary Programs, 2004 (2006); BA 1996 Northern Iowa; BA 2000 Northern Iowa

Kelderman, Carol Joy Ortmann, Adjunct Associate, Physical Therapy Rehab Science, 2005 (2005); DPT 1997 CREIGHTON

Kell, Kathryn Ann, Clinical Adjunct Assistant Professor, Family Dentistry, (2020); DDS 1979 University of Iowa

Kellems, Ruth A., Emeritus Assistant Professor, Pharmacy, 1984 (1984);

Keller, John C., Professor, Biomedical Engineering/Oral Maxillofacial Surgery, 1988 (1991); BS 1974 University of Illinois at Urbana Champaign; MS 1978 Northwestern University; PHD 1982 Northwestern University

Kelley, Amber Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARM 2006 Drake University

Kelley, Molly Meagan, Associate Professor, English as Second Language, 2009 (2019); BA 2007 University of Iowa; MA 2008 University of Iowa

Kelley, Patricia Lou, Emeritus Professor, Social Work, 1974 (1993); BA 1956 Carleton; MSW 1959 The University of Minnesota-Twin Cities; PHD 1981 University of Iowa

Kelley, Robert E., Emeritus Professor, English, 1966 (1975); BA 1960 Creighton; PHD 1968 Indiana University-Bloomington

Kelly, Donika, Assistant Professor, English, (2020); MFA 2008 University of Texas Austin; MA 2009 Vanderbilt University; PHD 2013 Vanderbilt University

Kelly, Earl Patrick, Adjunct Associate Professor, Social Work, 2007 (2007); BA University of Iowa; MSW St Louis

Kelly, Hannah Rose, Adjunct Instructor, Radiology, (2019); BS 2014 University of Iowa

Kelly, Janine Marie Wolbers, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2007); BS 1986 University of Iowa; MPT 1988 University of Iowa

Kelly, Karen M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARM 1998 Midwestern

Kelly, Kevin Michael, Adjunct Associate Professor, Anthropology, 1982 (1997); BA 1977 University of Iowa; AM 1980 University of Illinois at Urbana Champaign; PHD 1988 University of Illinois at Urbana Champaign

Kelly, Michael, Emeritus Professor, Pharmacy Practice and Science, 1994 (2010); BS 1973 University of Iowa; PHARMD 1988 University of Iowa; MS 1989 University of Iowa

Kelly, Mitchell Jay, Clinical Professor, Psych Quant Foundations, 1990 (2016); PHD 1995 University of Iowa

Kelsay, Danielle Marie Rubino, Clinical Associate Professor, Communication Sciences and Disorders, 1993 (2006); BS 1984 University of Iowa; MA 1987 University of Iowa

Kelsey, Suzanne Marie Pierce, Adjunct Instructor, Rehabilitation and Counselor Education, 2011 (2017); MA 1988 Iowa State

Kemp, John D., Emeritus Professor, Pathology, 1982 (1990); BA 1971 Indiana University-Bloomington; MD 1975 Indiana University-Bloomington

Kemp, Kathleen Marie, Adjunct Instructor, Social Work, 2007 (2007); MSW 1990 University of Iowa

Kemp, Pavlina S., Clinical Assistant Professor, Ophthalmology Visual Science/Pediatrics, 2015 (2015); BSE 2004 University of Iowa; MD 2010 University of Iowa

Kemp, Skylar Robert, Adjunct Instructor, Radiology, 2018 (2018); BS 2016 University of Iowa

Kempchinsky, Paula M., Emeritus Associate Professor, Spanish Portuguese, 1986 (1992); BS 1976 East Stroudsburg State; MA 1980 The University of Minnesota-Twin Cities; PHD 1986 University of California-Los Angeles

Kendrick, Douglas Edward, Clinical Assistant Professor, Oral Maxillofacial Surgery, 2015 (2015); DDS 2010 University of Iowa

Kenne, Kimberly Ann, Clinical Assistant Professor, Obstetrics Gynecology, 2018 (2018); BS 2005 University of Iowa; MD 2010 Univ. of IA Carver College Med

Kennedy, Jackson Conan, Adjunct Instructor, University College Courses, 2019 (2019); BS 2016 Michigan State University

Kennelty, Korey Alison, Assistant Professor, Family Medicine/Pharmacy Practice and Science, 2016 (2016); MSPS 2010 University of Wisconsin-Madison; PHARMD 2013 University of Wisconsin-Madison

Kent, Kelly Joann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2005); PHARMD 2003 University of Iowa

Kent, Thomas H., Emeritus Professor, Pathology, 1966 (1972); BA 1956 University of Iowa; MD 1959 University of Iowa

Kepler, Dale Louis, Adjunct Lecturer, Management and Entrepreneurship/Marketing, 1999 (2001); MBA 1999 IOWA

Kepros, Sara Kathleen, Adjunct Lecturer, Teaching and Learning, 2003 (2003); BA 1994 Clarke, Dubuque, IA; MA 2003 Iowa

Kepros, Theodore John, Adjunct Associate, Physical Therapy Rehab Science, 2014 (1997); MPT 1995 University of Iowa

Kerber, Linda K., Emeritus Professor, History/Law-Faculty, 1971 (1975); AB 1960 Barnard; MA 1961 New York; PHD 1968 Columbia

Kerkhove, Connie A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2010 Ferris State University

Kerns, Ethan, Clinical Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); DDS 2007 University of Iowa

Kerns, Robert J., Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2002 (2012); BS 1991 Iowa State; PHD 1996 University of Iowa

Keshwani, Anish, Clinical Adjunct Assistant Professor, Family Medicine, 2008 (2008); MBBS 1989 Mumbai, India; MD 1992 Mumbai, India

Kestel, Lisabeth Lee, Adjunct Associate, Physical Therapy Rehab Science, 1994 (1994); BS 1985 Buena Vista College; MPT 1987 University of Iowa; MBA 2005 University of Iowa; DPT 2011 A.T. Still University

Ketelsen, Tyson J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2003 University of Iowa

Ketterer, Robert C., Professor, Classics/International Programs, 1988 (2008); BA 1974 Lawrence; MA 1976 University of Michigan-Ann Arbor; PHD 1981 University of Michigan-Ann Arbor

Kettman, Matthew Jason, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 1999 Univ of IA CCOM, Iowa City, IA

Keuter, Ellie Christine, Adjunct Assistant Professor, Radiology, 2020 (2020); BS 2014 University of Iowa; MHA 2019 University of Iowa

Khalastchi, Daniel Ely, Adjunct Assistant Professor, Interdisciplinary Programs/University College Courses, 2011 (2011); BA 2003 University of Wisconsin-Madison; MFA 2005 University of Iowa

Khalid, Muhammad Umar, Associate, Internal Medicine, 2020 (2020); MBBS 2013 SIMS Univ of Health Sciences

Khan, Abul, Clinical Adjunct Professor, Internal Medicine, 2008 (2017); MBBCH 1996 Dhaka

Khan, Najeeb, Clinical Adjunct Instructor, Internal Medicine, 2012 (2012); MBBS 2000 Allama Iqbal Med Coll Pakistan

Khan, Rabia S., Clinical Assistant Professor, Pediatrics, (2020); MD 2012 University of Miami

Khandelwal, Meena Rani, Associate Professor, Anthropology/Gender, Women's and Sexuality Studies/International Programs, 2001 (2007); BA 1985 Virginia; MA 1988 Virginia; PHD 1995 Virginia

Khaw, Chelsea, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2019); AA 2010 Kirkwood Community College; PHARMD 2017 University of Iowa

Khoo, Teck, Clinical Adjunct Assistant Professor, Internal Medicine, 2009 (2009); BA 1998 Kuala Lumpur, Malaysia; MD 2001 Calgary

Khurana, Surjit S., Emeritus Professor, Mathematics, 1968 (1979); BA 1953 Punjab-India; MA 1955 Punjab-India; PHD 1968 University of Illinois at Urbana Champaign

Kiburz, Sarah Eileen, Adjunct Instructor, University College Courses, 2017 (2017); BA 2013 Eastern Illinois University; MA 2015 Indiana State University

Kiche, Anne Omwango, Adjunct Instructor, Interdisciplinary Programs, 2019 (2019); BA 1998 University of Iowa; MA 2001 University of Iowa; PHD 2010 University of Iowa

Kidd, Lovar Davis, Adjunct Instructor, Dance, 2010 (2010); HS 1997 George Washington High School; BA 2001 University of Iowa

Kieffer-Haverkamp, Lisa Anne, Adjunct Instructor, Educ Policy Leadership Studies, 2015 (2014); BA 1980 Northern Iowa; MA 1989 University of Iowa

Kienzle, Michael G., Emeritus Professor, Internal Medicine, 1984 (1997); BS 1973 University of Iowa; MD 1977 University of Iowa

Kijewski, Vicki J., Clinical Professor, Internal Medicine/Psychiatry, 2003 (2015); MED 1990 Eastern Washington; MD 1998 Missouri

Kikuts, Kendall Nicole, Adjunct Lecturer, Nursing, 2020 (2020); BSN 2017 University of Iowa

Kilgore, Ross Lyndon, Adjunct Instructor, Mathematics, 2019 (2019); BA 2008 Univ of California-Berkeley

Killoran, Annie, Clinical Assistant Professor, Neurology/Psychiatry, (2016); MD 2006 Univ. College Dublin

Kim, Hyung Jin, Adjunct Assistant Professor, Psych Quant Foundations, 2018 (2018); MS 2006 Univ of Chicago; DPHIL 2014 University of Iowa

Kim, Jae-On, Emeritus Professor, Sociology and Criminology, 1970 (1981); BA 1961 Seoul-Korea; MS 1964 Southern Illinois; PHD 1976 University of California-Berkeley

Kim, Sohyun, Adjunct Lecturer, Nursing, 2020 (2020); BN 2007 Kyung Hee University; MSN 2012 Seoul National University

Kim, Sungho, Adjunct Lecturer, Teaching and Learning, 2018 (2018); PHD 2015 University of Iowa

Kim, Youngcho, Research Assistant Professor, Neurology, (2017); PHD 2007 Pennsylvania State University

Kim, Yusung, Clinical Professor, Radiation Oncology, 2007 (2019); PHD 2007 University of Wisconsin-Madison

Kimball, Amy Lynn, Clinical Assistant Professor, Physical Therapy Rehab Science, 2014 (2020); MPT 1998 University of Iowa; PHD 2019 The University of Iowa

Kimbel, Jeanie, Adjunct Lecturer, Community Behavioral Health, 2014 (2014); MA 1995 University of Iowa

Kimbell, Kelli, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); AASC 2010 Carl Sandburg College; MS 2014 Kansas State University

Kimm, Vanessa, Clinical Assistant Professor, Nursing, 2004 (2017); BSN 2001 University of Iowa; MSN 2003 University of Iowa; DNP 2017 University of Iowa

Kimmich, John, Emeritus Professor, Journalism Mass Communication, 1990 (2007); BS 1973 University of Illinois at Urbana Champaign; MA 1978 Purdue University Main Campus

Kimura, Jun, Emeritus Professor, Neurology, 1972 (1977); BT 1957 Kyoto-Japan; MD 1961 Kyoto-Japan

Kimura, Ken, Emeritus Professor, Surgery, 1987 (1991); MD 1963 Kobe-Japan; PHD 1976 Kobe-Japan

Kincaid, Charles Robert, Adjunct Lecturer, Management and Entrepreneurship, 2019 (2019); MS 2019 University of San Diego

Kincaid, Kevin Leeroy, Adjunct Assistant Professor, Health Management Policy, 2017 (2017); MHA 2009 Des Moines University

Kincart, Karen Louise Sloan, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1982 University of Iowa; CER 1983 University of Iowa

King, Dana Marie, Clinical Associate Professor, Emergency Medicine, 2003 (2020); BS 1996 University of Iowa; MD 2000 University of Iowa

King, Julie Anne, Adjunct Instructor, Social Work, 2013 (2013); BA 1996 Coe College; MSW 2006 University of Iowa

King, Seth Andrew, Assistant Professor, Teaching and Learning, (2019); BA 2004 Univ North Carolina Greensboro; BS 2004 Univ. North Carolina Greensboro; MA 2009 Appalachian State; PHD 2013 University of Pittsburgh

Kingma, Christopher J., Clinical Adjunct Assistant Professor, Endodontics, (2018); BA 2004 University of Iowa; DDS 2004 University of Iowa; MS 2012 Marquette University

Kinne, Wendy Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2005 University of Iowa

Kinser, Ryan David, Associate Professor, Mathematics, 2013 (2019); BS 2003 Kansas; PHD 2009 University of Michigan-Ann Arbor

Kinsey-Fields, Joni, Professor, Art Art History, 1991 (2006); BFA 1981 Tulsa; MA 1984 Washington; PHD 1989 Washington

Kiraly, John Jr., Emeritus Associate Professor, Teaching and Learning, 1970 (1974); MA 1966 Nevada; PHD 1970 The University of Minnesota-Twin Cities

Kirby, Kelley Woods, Adjunct Instructor, Radiology, 2016 (2016); BA 2001 University of Iowa

Kirby, Martha Christine, Adjunct Instructor, Political Science, 2003 (2013); BLS 1995 University of Iowa; MA 1997 University of Iowa

Kirby, Patricia Anne, Emeritus Professor, Pathology, 1996 (2008); MBCH 1979 Witswatersrand-South Africa; MMED 1986 Stellenbosch Med Schl-S Africa; MRC 1993 Royal College of Pathologists; FRACP 2001 Fellow of the Royal College

Kirby, Robert F., Adjunct Associate Professor, Psychological and Brain Sciences/University College Courses, 1990 (1996); BS 1978 Washington State; MA 1983 Virginia; PHD 1984 Virginia

Kirchhoff, Louis V., Professor, Epidemiology/Internal Medicine/Psychiatry, 1985 (1997); AB 1966 Harvard; BA 1972 University of California-San Diego; MD 1977 Yale; MPH 1977 Yale

Kirchner, Peter T., Emeritus Professor, Radiology, 1981 (1983); BA 1960 Yale; MD 1964 Columbia

Kirk, William A., Emeritus Professor, Mathematics, 1967 (1970); BA 1958 DePauw; MA 1960 Missouri; PHD 1962 Missouri

Kirsch, Alissa, Adjunct Lecturer, Teaching and Learning, 2020 (2020); BA 2007 University of Iowa; MA 2019 University of Iowa

Kirsch, Gwendolyn Lee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHAR 2000 University of Iowa

Kirsch, Lee E., Emeritus Professor, Pharmaceutical Sciences and Experimental Therapeutics, 1994 (2010); BS 1975 Purdue University Main Campus; PHD 1982 The Ohio State University

Kirschner, Matthew Tobias, Adjunct Associate Professor, Health Management Policy, 2016 (2020); BA 1993 The University at Albany; MBA 1999 Columbia Business School

Kisicki, Judith M., Clinical Adjunct Associate Professor, Psychiatry, 2017 (2017); MD 1993 University of Nebraska

Kisker, C. Thomas, Emeritus Professor, Pediatrics, 1973 (1979); BA 1958 Johns Hopkins; MD 1962 Cincinnati

Kitamoto, Toshihiro, Associate Professor, Anesthesia/Neuroscience and Pharmacology, 2003 (2010); BS 1982 Tokyo, Japan; MS 1984 Tokyo, Japan; PHD 1987 Tokyo, Japan

Kitchen, Andrew, Associate Professor, Anthropology/International Programs, 2012 (2018); MS 2003 Oxford United Kingdom; MA 2004 Florida; PHD 2008 Florida

Kittrell, Tracy Marie, Clinical Adjunct Associate Professor, Family Dentistry, 1986 (2012); BS 1982 University of Iowa; DDS 1985 University of Iowa

Kivlighan, Dennis Martin, Associate Professor, Internal Medicine/Psych Quant Foundations, 2015 (2020); BA 2005 UNIVERSITY OF MARYLAND; PHD 2015 University of Wisconsin

Kivlighan, Laura A., Adjunct Instructor, Journalism Mass Communication, 2018 (2018); BS 2005 University of Maryland; MBA 2011 Georgetown University

Klahn, Jeff E., Adjunct Lecturer, Biology, 1990 (1997); PHD 1981 University of Iowa

Clapper, Gilbert, Emeritus Professor, Earth and Environmental Sciences, 1968 (1973); BS 1956 Stanford; MS 1958 Kansas; PHD 1962 University of Iowa

Klasson, Charles, Emeritus Professor, Management and Entrepreneurship, 1967 (1967);

Klaus, Carl H., Emeritus Professor, English, 1962 (1973); BA 1953 University of Michigan-Ann Arbor; MA 1954 University of Michigan-Ann Arbor; PHD 1966 Cornell

Kleiber, Charmaine Marie, Emeritus Associate Professor, Nursing, 2000 (2004); BSN 1973 Kansas; MS 1979 Colorado; PHD 1999 University of Iowa

Kleiber, Paul D., Emeritus Professor, Physics Astronomy, 1985 (1993); BA 1976 Occidental; MS 1980 Colorado; PHD 1981 Colorado

Kleiman, Elizabeth, Associate Professor, Computer Science, (2019); BS 2003 Ben-Gurion University; MS 2005 Iowa State University; PHD 2010 Iowa State University

Klein, Dennis R., Clinical Adjunct Assistant Professor, Pathology, 2017 (2017); MD 1992 University of Vermont

Klein, James Duane, Adjunct Lecturer, Finance, (2019); BBA 1995 University of Iowa; MBA 2003 University of Iowa

Klein, Jonathan M., Professor, Pediatrics, 1990 (2014); BA 1980 Johns Hopkins; MD 1984 Medical College of VA

Klein, Michael Wayne, Clinical Assistant Professor, Internal Medicine, (2019); BS 2012 Creighton U

Klein, Philip W., Emeritus Associate Professor, Spanish Portuguese, 1977 (1984); BA 1962 Grinnell; MA 1968 Washington; PHD 1974 Washington

Kleinfeld, Erwin, Emeritus Professor, Mathematics, 1968 (1968); BS 1948 City College of New York; MA 1949 Pennsylvania; PHD 1951 University of Wisconsin-Madison

Kleinmeyer, Emily Anne Elizabeth, Adjunct Instructor, University College Courses, 2017 (2017); BBA 2009 Mount Mercy University; MBA 2020 The University of Iowa

Kleinschmit, Julia L., Clinical Professor, Social Work, 1999 (2020); BS 1990 University of Nebraska-Lincoln; MSW 1997 University of Iowa

Klemm, David Eugene, Emeritus Professor, Religion, 1982 (1994); BA 1972 Marlboro; PHD 1980 University of Iowa

Klesney-Tait, Julia, Associate Professor, Internal Medicine, 2007 (2016); BA 1990 Creighton; MD 1998 UT Southwestern Med; PHD 1998 UT Southwestern Med Ctr

Kletzing, Craig, Professor, Physics Astronomy, 1996 (2005); BA 1981 University of California-Berkeley; MS 1983 University of California-San Diego; PHD 1989 University of California-San Diego

Klevar, Rachel Amin, Lecturer, Spanish Portuguese, 2015 (2019); BA 1999 University of Iowa; MA 2001 University of Iowa; PHD 2013 University of Wisconsin-Madison

Kliemann, Dorit, Assistant Professor, Psychiatry/Psychological and Brain Sciences, (2020); BA 2004 University of Bremen, Germany; MA 2008 University of Bremen, Germany; PHD 2013 Freie Universitaet Berlin, Germany

Kline, Bruce Richard, Adjunct Lecturer, Economics/Finance, 2011 (2011); MBA 1984 Northwestern University

Kline, Joel N., Professor, Internal Medicine/Occupational Environmental Health, 1993 (2005); BA 1983 Brown; MD 1986 Brown

Klinedinst, Kimberly Sue, Adjunct Instructor, University College Courses, 2016 (2016); BS 1994 University of Iowa; MA 1997 University of Iowa

Klinefelter, Kathryn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM D 2015 University of Iowa

Klingelutz, Aloysius John, Professor, Microbiology and Immunology/Radiation Oncology, 1999 (2017); BS 1986 St Johns; PHD 1991 University of Wisconsin-Madison

Klink, William H., Emeritus Professor, Mathematics/Physics Astronomy, 1965 (1976); BA 1959 University of Michigan-Ann Arbor; PHD 1964 Johns Hopkins

Klitgaard, Christopher Michael, Adjunct Associate Professor, Health Management Policy, 2008 (2014); BBA 1996 University of Iowa; MBA 1998 University of Iowa; MHA 1999 University of Iowa

Klitgaard, Erin Johnson, Associate Professor, Management and Entrepreneurship, 2006 (2018); BBA 2000 University of Iowa; PHD 2006 University of Iowa

Klock, Metha Martine, Adjunct Instructor, University College Courses, 2018 (2018); PHD 2015 Louisiana State University

Kluesner, Nicholas Holden, Clinical Adjunct Assistant Professor, Emergency Medicine, 2015 (2015); BS 2008 University of Notre Dame; MD 2012 University of Iowa

Klug, Beverly Jean Eubank, Adjunct Lecturer, Psychiatry, 1999 (2011); BS 1974 University of Iowa; MA 1985 University of Iowa

Klutts, James Stacey, Clinical Associate Professor, Pathology, 2007 (2015); MD 2002 Arkansas; PHD 2002 Arkansas

Kluz, Nellie F., Lecturer, Cinematic Arts, 2019 (2019); BA 2009 Boston University; MFA 2017 Univ of Illinois, Chicago

Knabe, Judith M., Adjunct Instructor, Communication Sciences and Disorders, 2014 (1996); BA 1963 Indiana University-Bloomington; MS 1964 University of Wisconsin-Madison

Knight, Anthony Wayne, Clinical Associate Professor, Radiology, 2010 (2019); BS 1978 University of Iowa; MBA 1987 University of Iowa

Knight, Jason Elliot, Adjunct Instructor, Social Work, 2019 (2019); BA 1992 Florida State University; BM 1992 Florida State University; MSW 2010 University of Iowa

Knight, Megan Linnet, Associate Professor, Rhetoric, 1998 (2017); MFA 1998 University of Iowa

Knobbe, Karla, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2020 Drake University

Knoblauch, Angela Anne, Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); DO 2014 Des Moines University

Knockel, Laura E., Clinical Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2005 University of Iowa

Knoll, Kaitlyn Mackenzie, Adjunct Assistant Professor, Creative Writing, 2019 (2019); BA 2014 Florida State University; MA 2016 University of Cincinnati; MFA 2019 University of Iowa

Knorr, George, Emeritus Professor, Physics Astronomy, 1967 (1974); BS 1954 Inst of Technol Munich-Germany; PHD 1963 Inst of Technol Munich-Germany

Knott, Bradley Thomas, Adjunct Instructor, Journalism Mass Communication, 2015 (2015); BA 1981 University of Iowa; MA 1982 University of Iowa

Knowling, Jeffrey David, Adjunct Lecturer, English as Second Language/Linguistics, 2016 (2013); BA 1983 Northern Iowa; MA 1997 Northeastern, Illinois

Knox, Katie B., Lecturer, Nursing, 2014 (2014); BSN 2006 University of Iowa; MSN 2011 University of Iowa

Knudson, Charles Michael, Clinical Professor, Pathology/Radiation Oncology, 1998 (2017); BSE 1984 University of Iowa; MD 1992 University of Iowa; PHD 1992 University of Iowa

Knudson, Mary Kay, Adjunct Assistant Professor, Business Analytics/Economics, 2006 (2006); BS 1981 The University of Minnesota-Twin Cities; MS 1983 University of Wisconsin-Madison; PHD 1988 The University of Minnesota-Twin Cities

Knutson, John F., Emeritus Professor, Psychological and Brain Sciences, 1969 (1981); BA 1964 Augustana; MS 1967 Washington State; PHD 1969 Washington State

Ko, Audrey Cinru, Adjunct Assistant Professor, Ophthalmology Visual Science, 2017 (2017); MD 2011 University of Iowa

Koch, Kayla Ann, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 2010 Augustana College; DPT 2012 University of Iowa; PHD 2012 University of Iowa

Koch, Kristin Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2014 Drake University

Koch, Yvonne Deslover, Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); PHARM 2000 University of Iowa

Kochanska, Grazyna, Professor, Psychological and Brain Sciences, 1991 (1995); MA 1974 Warsaw-Poland; PHD 1979 Warsaw-Poland

Koele, Douglas Hein, Clinical Adjunct Assistant Professor, Family Dentistry, 2017 (2017); DDS 1978 University of Iowa

Koele-Schmidt, Lindsey Jane, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2009 University of Iowa

Koerner, Theodore Alfred William, Emeritus Associate Professor, Pathology, 1986 (1988); BS 1970 Louisiana State; PHD 1975 Louisiana State; MD 1978 Tulane

Koestner, Bryan P., Clinical Assistant Professor, Pediatrics, (2019); BS 2010 University of Iowa; MD 2016 University of Iowa

Kohen, Amnon, Emeritus Professor, Chemistry, 1999 (2010); BSC 1989 Hebrew; DSC 1994 Technion-Israel

Kohl, Krista L., Clinical Associate Professor, Pediatrics, (2017); BA 2002 IOWA; PHD 2010 Loyola University

Kohout, Keith M., Clinical Adjunct Associate, Neurology, 2017 (2017); BS 2002 University of Iowa; MS 2006 Oregon Health Science University; DO 2013 Touro University, California

Koland, John G., Associate Professor, Internal Medicine/Neuroscience and Pharmacology, 1990 (1996); BS 1977 The University of Minnesota-Twin Cities; PHD 1983 University of Illinois at Urbana Champaign

Kolarik, Christine Mary, Adjunct Instructor, Library Information Science, 2017 (2017); BA 1976 University of Iowa; MA 1984 University of Iowa

Kolb, Gregory Allan, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); DO 2015 Des Moines University

Kolder, Veronika E., Emeritus Associate Professor, Obstetrics Gynecology, 1995 (2015); MD 1983 University of Iowa

Kolen, Michael J., Emeritus Professor, Psych Quant Foundations, 1984 (1997); BS 1973 University of Iowa; MA 1975 University of Arizona; PHD 1979 University of Iowa

Koleva, Hristina K., Clinical Associate Professor, Psychiatry, 2010 (2016); MD 2003 Sofia, Bulgaria

Kolker, Justine Lane, Professor, Operative Dentistry, 2005 (2019); DDS 1996 University of Iowa; MS 2000 University of Iowa; PHD 2003 University of Iowa

Kollmorgen, Daniel Robert, Clinical Adjunct Associate Professor, Surgery, 2004 (2012); MD 1990 University of Iowa

Komanapalli, Christopher Bernard, Clinical Adjunct Associate, Surgery, 2015 (2015); BSC 1997 University of California-Irvine; MD 2001 University of California-Los Angeles

Komenda, Kevin, Adjunct Associate, Physical Therapy Rehab Science, 2014 (2014); BS 1999 Nebraska Wesleyan University; MPT 2001 Mayo School of Health; DPT 2010 St. Catherine University

Koopmann, Amy Michelle, Adjunct Lecturer, Law-Faculty, 2016 (2016); BA 2004 Univ of Northern IA; JD 2009 University of Iowa

Kopelman, Robin Cook, Clinical Adjunct Associate Professor, Psychiatry, 2003 (2014); BA 1995 Grinnell; MD 1999 University of Iowa

Kopelman, Todd G., Clinical Associate Professor, Pediatrics/ Psychiatry, 2010 (2017); BA 1996 Grinnell; MSW 1998 University of Iowa; PHD 2005 University of Iowa

Kopelson, Kevin R., Emeritus Professor, English, 1992 (2004); BA 1979 Yale; JD 1982 Columbia; MA 1988 Brown; PHD 1991 Brown

Kopp, Ulla C., Emeritus Professor, Internal Medicine/ Neuroscience and Pharmacology, 1988 (2006); BSC 1970 Uppsala-Sweden; PHD 1980 Gothenburg-Sweden

Korpel, Adrianus, Emeritus Professor, Electrical-Computer Engineering, 1977 (1977); BS 1953 DELFT-Netherlands; MS 1955 DELFT-Netherlands; PHD 1969 DELFT-Netherlands

Kortanek, Kenneth O., Emeritus Professor, Business Analytics, 1986 (1986); BS 1958 Northwestern Univeristy; MS 1959 Northwestern Univeristy; PHD 1964 Northwestern Univeristy

Korwel, Izabela, Adjunct Assistant Professor, Occupational Environmental Health, 2015 (2015); PHD 2005 Univ. of Silesia, Poland

Koscik, Timothy Richard, Research Assistant Professor, Psychiatry, 2017 (2017); BS 2005 Univ of Toronto; PHD 2010 University of Iowa

Kosloski, Mary, Lecturer, Earth and Environmental Sciences, 2015 (2015); BA 2006 SUNY Geneseo; PHD 2012 Cornell University

Kosovski, Jason Ryan, Adjunct Assistant Professor, Communication Studies, 2019 (2019); BS 1999 Univ of Illinois-Urbana Champa; MA 2001 Univ of Illinois-Urbana Champa; PHD 2007 Univ of Illinois-Urbana Champa

Kosovski, Megan, Adjunct Instructor, University College Courses, (2019); BA 2003 University of Illinois; MA 2005 University of Illinois

Kostelecky, Colin, Lecturer, Rhetoric, 2016 (2018); MFA 2014 University of Iowa

Kostina, Irina, Associate Professor, Asian Slavic Languages Literature, 2001 (2001); PHD 1985 Pushkin

Kottick, Edward L., Emeritus Professor, Music, 1968 (1976); BA 1953 New York University; MA 1959 Tulane University; PHD 1962 University of North Carolina

Kounkel, Valerie Kay, Clinical Adjunct Associate, Ophthalmology Visual Science, 2015 (2015); DO 1995 Kirksville College of Osteopat

Koval, Olha Mikchailivna, Research Assistant Professor, Internal Medicine, (2016); PHD 2000 Ukraine Bogomoletz Inst Physio

Kowal, Rebekah J., Professor, Dance, 2001 (2020); BA 1988 Barnard-Columbia; PHD 1999 New York

Kowalski, Heather Renee, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2014 (2014); BS 2004 Alma College; MD 2008 Wayne State University

Kowalski, Joseph T., Clinical Assistant Professor, Obstetrics Gynecology, (2017); BS 2006 Loyola University; MD 2010 Rush Medical College

Koylu, Caglar, Assistant Professor, Geographical and Sustainability Sciences/Public Policy Center, 2015 (2015); BS

2004 Middle East Technical Universi; MS 2008 Middle East Technical Univ; PHD 2014 University of South Carolina

Kozak, Malgorzata, Clinical Assistant Professor, Radiation Oncology, (2020); MD 2015 University of Central Florida

Kraft, Julie A., Adjunct Instructor, Journalism Mass Communication, 2019 (2019); BA 1986 University of Northern Iowa; MA 2018 American University

Krain, Jacqueline Melissa Donahue, Adjunct Lecturer, Management and Entrepreneurship, (2019); BA 1996 The University of Iowa; MBA 2011 Arizona State University

Krajewski, Witold F., Professor, Civil-Environmental Engineering, 1987 (1996); MS 1976 Warsaw University of Technology; PHD 1980 Warsaw University of Technolog

Kral, Lee A., Clinical Assistant Professor, Anesthesia/ Pharmacy Practice and Science, 2003 (2003); BSPH 1993 University of Iowa; PHARM 1996 University of Iowa

Krasowski, Matthew David, Clinical Professor, Pathology, 2009 (2016); MD 2001 University of Illinois at Chicago

Kraus, Travis, Associate Professor, School of Planning and Public Affairs, (2020); BA 1999 University of Iowa; MS 2013 University of Iowa

Krause, Kevin William, Associate Professor, Management and Entrepreneurship, 2011 (2018); BBA 1982 University of Iowa; JD 1985 University of Iowa

Kraushaar, Paul Olinger, Adjunct Associate, Physical Therapy Rehab Science, 2010 (2010); BS 1976 University of Iowa

Krebill, Austin, Lecturer, Mechanical Engineering, (2020); PHD 2020 University of Iowa

Kreder, Gay Denise Schroeder, Adjunct Lecturer, Law-Faculty, 1995 (1995); BS 1990 Coe; JD 1993 Iowa

Kreder, Karl, Professor, Obstetrics Gynecology/Urology, 1992 (1999); BA 1977 Assumption-Massachusetts; MD 1981 Georgetown; MBA 2007 University of Iowa

Kregel, Kevin C., Professor, Health and Human Physiology/ Radiation Oncology, 1993 (2001); BS 1981 University of Iowa; PHD 1987 University of Iowa

Kreiter, Clarence Dennis, Professor, Family Medicine, 2000 (2008); BS 1977 University of Iowa; MA 1985 University of Iowa; PHD 1993 University of Iowa

Krell, Keith V., Clinical Adjunct Professor, Endodontics, 1975 (2003); BA 1970 Washington-St. Louis; MA 1975 United States International; DDS 1981 University of Iowa; MS 1983 University of Iowa

Kremenak, Charles R., Emeritus Professor, Dental Research, 1959 (1973); DDS 1955 University of Iowa; MS 1961 University of Iowa

Kresowik, Jessica, Clinical Associate Professor, Obstetrics Gynecology, 2013 (2020); MD 2006 University of Iowa

Kresowik, Timothy F., Professor, Radiology/Surgery, 1988 (2001); BS 1976 University of Michigan-Ann Arbor; MD 1980 University of Michigan-Ann Arbor; MS 1984 University of Michigan-Ann Arbor

Kresowik, Timothy Paul, Clinical Adjunct Assistant Professor, Urology, 2015 (2015); BS 2001 University of Kansas; MD 2006 University of Iowa

Kretkowski, Amy Beth, Adjunct Lecturer, Law-Faculty, 2015 (2015); BFA 1988 NYU; JD 2008 University of Iowa

Kreuzenstein, Terri Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 1997 University of Iowa

Kreyd, Vadim, Emeritus Professor, Asian Slavic Languages Literature, 1985 (1993); MA 1960 Leningrad-Russia; PHD 1983 University of Michigan-Ann Arbor

Kriegel, Lisa Clover, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 1999 University of Iowa

Krien, Braden Joseph, Adjunct Instructor, University College Courses, 2020 (2020); BA 2014 Univ of Wisconsin-Eau Claire; MA 2016 Marquette

Krigsten, Lisa Michelle, Adjunct Lecturer, Law-Faculty, 2009 (2009); BA 1992 Kansas; JD 1995 University of Iowa

Krishnamurthy, Muthu, Associate Professor, Mathematics, 2006 (2013); BTECH 1996 Indian Inst of Tech; PHD 2002 Purdue University Main Campus

Kristof-Brown, Amy, Professor, Management and Entrepreneurship, 1997 (2008); BS 1992 Richmond; PHD 1997 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Krogh Duree, Brenda Lee, Associate Professor, Nursing, 2018 (2018); MSN 2009 University of Iowa; PHD 2011 Iowa State University

Kroon, Linda Stewart, Adjunct Instructor, Gender, Women's and Sexuality Studies, 2016 (2016); AB 1982 Northwestern College; MA 1984 University of Iowa

Kroska, Emily Brenny, Clinical Assistant Professor, Psychological and Brain Sciences, (2019); BA 2012 University of Kansas; MA 2014 University of Iowa

Kruger, Anton, Professor, Civil-Environmental Engineering/Electrical-Computer Engineering, 1996 (2013); MENG 1986 Potchefstroom University (RSA); PHD 1992 University of Iowa

Kruger, Marie L., Associate Professor, English/Gender, Women's and Sexuality Studies/International Programs, 2004 (2011); MA 1995 Zu Kohn, Germany; MA 2000 University of Wisconsin-Madison; PHD 2001 University of Wisconsin-Madison

Kruger, Stanley J., Research Assistant Professor, Radiology, (2018); BS 2009 University of Wisconsin; PHD 2014 University of Wisconsin

Krummel, Michelle Leigh, Adjunct Instructor, Pharmacy Practice and Science, 2007 (2011); BSPH 1993 University of Iowa

Krupp, Anna Eileen, Assistant Professor, Nursing, (2019); BSN 2002 University of Wisconsin-Eau Claire; MS 2006 University of Wisconsin-Madison; PHD 2017 University of Wisconsin-Madison

Krupp, Michelle Marie, Clinical Assistant Professor, Family Dentistry, 2010 (2020); BS 1991 Illinois State; MS 1994 Illinois State

Kruse, Jason Paul, Clinical Adjunct Assistant Professor, Internal Medicine, 2015 (2015); DO 2011 Des Moines University

Kruse, Kelly, Clinical Adjunct Assistant Professor, Pathology, 2019 (2019); MD 2013 St. George's University School

Kruse, Louise G., Emeritus Assistant Professor, Nursing, 1972 (1975); BSN 1961 Mankato State; MA 1972 University of Iowa

Kruse, Nicholas, Research Assistant Professor, Internal Medicine, (2020); PHD 2015 University of Toledo

Kruse, Ryan Christian, Clinical Assistant Professor, Orthopaedics and Rehabilitation, (2019); BS 2009 Washington University St. Louis; MD 2013 St. George's University

Kruse, Ted Henry, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 2002 Iowa State University; DPT 2004 University of Iowa

Kruse, Terese Nickol, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2006 University of Iowa

Kruthoff, Bret Alan, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2012); MPT 1990 University of Iowa; DPT 2007 Temple

Krutsinger, Catarina, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); DDS 2015 University of Iowa

Krysan, Damian Joseph, Professor, Microbiology and Immunology/Pediatrics, (2017); PHD 1989 Northwestern University; MD 2000 University of Michigan

Ksobiech, Mary Margaret, Professor, Law-Faculty, (2020); BA 1997 Truman State University; JD 2000 University of Iowa

Kubik, Sean Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2013 University of Iowa

Kuehn, Carly Ann, Clinical Assistant Professor, Internal Medicine, (2017); BS 2009 University of Wisconsin; MD 2013 University of Wisconsin

Kuehn, David Michael, Clinical Associate Professor, Radiology/Urology, 2002 (2005); BS 1987 University of Iowa; MD 1992 University of Iowa

Kuehn, Markus H., Professor, Ophthalmology Visual Science, 2007 (2018); PHD 2000 Saint Louis

Kuehner, Leon Gregory, Adjunct Lecturer, Teaching and Learning, 2017 (2017); BME 1975 University of Northern Iowa; MM 1991 University of Northern Iowa

Kuehne, Francis Ruth, Lecturer, Nursing, 2015 (2015); BSN 2010 University of Iowa; MSN 2014 Mount Mercy University

Kuenzli, Rudolf E., Emeritus Professor, Cinematic Arts/English, 1970 (1982); LIC 1964 Zurich; MA 1968 University of Wisconsin-Madison; MA 1969 University of Wisconsin-Madison; PHD 1971 University of Wisconsin-Madison

Kuffel, Mary E., Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 1999 (1999); MD 1993 University of Iowa

Kuhl, Amanda Aird, Lecturer, Nursing, 2015 (2013); BSN 2005 University of Iowa; MSN 2012 Mount Mercy University

Kuhl, Jon Gregory, Professor, Electrical-Computer Engineering/Public Policy Center, 1980 (1992); BS 1975 University of Iowa; MS 1977 University of Iowa; PHD 1980 University of Iowa

Kulak, Mikhail V., Research Assistant Professor, Surgery, (2017); PHD 2010 State Research Ctr of Virology

Kulchaitanaroaj, Puttarin, Adjunct Instructor, Pharmacy Practice and Science, 2014 (2014); BA 2005 Chulalongkorn

Kulig, Carmen L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARM 2002 Drake

Kumar, Bharat, Clinical Assistant Professor, Internal Medicine, (2017); BA 2006 University of Pennsylvania; MD 2011 Saba University School of Medicine

Kumar, Santosh, Assistant Professor, Internal Medicine, (2020); PHD 2010 All India Institute of Med Sci

Kumar, Sudhir, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); MBBS 1992 Bangalore Medical

Kumar, Vijay, Emeritus Associate Professor, Pharmacy, 1992 (2002); BS 1970 Kanpur; MS 1972 Lucknow; PHD 1976 Lucknow; PHD 1981 Concordia

Kummer, Kevin, Adjunct Instructor, University College Courses, 2020 (2020); BA 1978 Washington Bible College; MA 1997 Temple University

Kumpf Baele, Kirsten Elisabeth, Lecturer, German, 2016 (2018); BA 2002 Luther; MA 2005 University of Iowa; PHD 2013 University of Iowa

Kundert, Jacob, Adjunct Instructor, Interdisciplinary Programs, 2018 (2018); BS 2012 University of Iowa; MPH 2016 University of Iowa

Kuntz, J. Kenneth, Emeritus Professor, Religion, 1967 (1976); BA 1956 Grinnell; BD 1959 Yale; PHD 1963 Union Theological Seminary

Kunz, Aaron R., Clinical Assistant Professor, Family Medicine, 2016 (2018); BS 2009 Briar Cliff Univ; SiouxCity,IA; DO 2013 Kansas City Univ; MO; MA 2013 Kansas City Univ; MO

Kunze, Kent E., Clinical Adjunct Assistant Professor, Psychiatry, 2016 (2007); BA 1980 Wesleyan; MD 1984 University of Iowa

Kuperman, Ethan Frank, Clinical Associate Professor, Internal Medicine, 2013 (2018); MD 2008 Pennsylvania State University

Kuperman, Samuel, Professor, Pediatrics/Psychiatry, 1983 (2000); BA 1975 University of Iowa; MD 1978 University of Iowa

Kupersmith, William R., Emeritus Professor, English, 1972 (1981); BA 1963 Georgetown; PHD 1969 The University of Texas at Austin

Kuppachi, Sarat, Clinical Associate Professor, Internal Medicine/Pediatrics, 2011 (2016); MBCH 1998 Christian Med, India

Kurian, Philip, Adjunct Assistant Professor, Physics Astronomy, 2018 (2018); BA 2005 Duke University; MSED 2007 University of Pennsylvania; PHD 2013 Howard University

Kurth, Joseph Adam, Clinical Adjunct Instructor, Family Medicine, 2019 (2019); BS 2003 Saint Ambrose University; MD 2007 University of Iowa

Kurtz, Jody Lyn, Clinical Adjunct Assistant Professor, Nursing, 1992 (2001); BSN 1977 Coe; MA 1990 University of Iowa

Kurtz, Sheldon F., Professor, Law-Faculty/Surgery, 1973 (1976); AB 1964 Syracuse; JD 1967 Syracuse; LLB 1967 Syracuse

Kusiak, Andrew, Professor, Industrial Engineering/Nursing, 1988 (1988); BSC 1972 Warsaw Technical; MSC 1974 Warsaw Technical; PHD 1979 Polish Academy of Science

Kuthy, Raymond A., Emeritus Professor, Preventive Community Dentistry/Public Policy Center, 1999 (1999); BS 1969 Mount St. Mary's; DDS 1973 Temple; MPH 1979 The University of Minnesota-Twin Cities

Kutzko, Philip C., Emeritus Professor, Biostatistics/Mathematics, 1974 (1979); BA 1967 City College of New York; MS 1968 University of Wisconsin-Madison; PHD 1972 University of Wisconsin-Madison

Kuznetsova, Maria, Adjunct Assistant Professor, Interdisciplinary Programs, 2017 (2017); BA 2008 Duke University; MA 2010 UC Davis; MFA 2017 Iowa

Kuznetsova, Olga, Adjunct Professor, Family Medicine, 2016 (2016); BS 2000 Kharkiv State Univeristy

Kwak, Emily Y., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARM 2008 University of Iowa

Kwofie, Michael A., Clinical Assistant Professor, Internal Medicine, 2011 (2013); BA 2000 Pomona, CA; MD 2008 New York@Stony Brook; PHD 2008 New York@Stony Brook

Kwon, Young H., Professor, Ophthalmology Visual Science, 1996 (2008); BS 1984 MIT; MD 1991 Yale; PHD 1991 MIT

Kyle-Griffiths, La Mer, Adjunct Lecturer, Law-Faculty, 2020 (2020); BA 1996 University of Kentucky; BA 1999 University of Kentucky; JD 1999 University of Dayton

Kyles, Barbara June, Emeritus Lecturer, Nursing, 2004 (2005); BSN 1981 The University of Minnesota-Twin Cities; MBA 1993 St. Thomas, MN

L

L'Estrange, John Michael, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 1995 Drake University

Labrecque, Douglas R., Emeritus Professor, Internal Medicine, 1977 (1988); BS 1965 Boston College; MD 1970 Stanford

Lacombe, Scott James, Research Assistant Professor, Political Science, (2020); BA 2015 Missouri State University Spr; PHD 2020 University of Iowa

Lafleur, Shauna Lynn, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2003 Univ of Nebraska-Lincoln, NE; MD 2007 Univ of IA CCOM, Iowa City

Lafond, Cynthia Marie, Adjunct Assistant Professor, Nursing, 2015 (2015); BSN 1997 University of Iowa; PHD 2013 University of Illinois at Urbana Champaign

Lagos Lavenz, Susan Marie, Emeritus Professor, Educ Policy Leadership Studies, 2003 (2011); BA 1972 St Mary of the Woods; MA 1975 University of Iowa; PHD 1985 University of Iowa

Lai, Brian H., Associate Professor, International Programs/Political Science, 2001 (2007); BA 1996 Northwestern Univeristy; PHD 2001 Emory

Lainson, Phillip A., Emeritus Professor, Periodontics, 1965 (1975); BA 1960 University of Iowa; DDS 1962 University of Iowa; MS 1968 University of Iowa

- Laird, Rebecca Christine**, Lecturer, Chemistry, 2014 (2015); BS 2009 Eastern Illinois University; PHD 2014 University of Iowa
- Lake, Sharon Marie Rose Killeen**, Adjunct Assistant Professor, American Studies, 2011 (2011); BA 1981 Iowa; MA 2004 Iowa; PHD 2010 Iowa
- Lakin, Jean A.**, Emeritus Associate Professor, Nursing, 1967 (1988); BSN 1959 University of Michigan-Ann Arbor; PHD 1962 University of Iowa; MS 1967 University of Michigan-Ann Arbor
- Lal, Geeta**, Associate Professor, Surgery, 2004 (2012); MD 1995 Toronto; MS 1999 Toronto
- Lalumiere, Ryan T.**, Associate Professor, Psychological and Brain Sciences, 2010 (2017); BA 2000 Mt. St. Mary's; BS 2000 Mt. St. Mary's College; PHD 2005 University of California-Irvine
- Lam, Felix**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2017 University of North Carolina
- Lamasters, Teresa L.**, Clinical Adjunct Assistant Professor, Surgery, 2014 (2014); MD 2001 South Dakota
- Lamb, Angela**, Adjunct Instructor, University College Courses, 2013 (2013); BBA 2005 University of Iowa
- Lamb, Nathan Ryan**, Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); DDS 2013 University of Iowa
- Lambi, Lisa N.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2002 University of Iowa
- Lamos, Aleshia Brooke**, Clinical Adjunct Instructor, Preventive Community Dentistry, 2016 (2016); AASC 2005 Hawkeye Community College
- Lampe, Joann A.**, Adjunct Lecturer, Nursing, 2015 (2015); ADN 1989 Southeastern Community; MS 2006 The University of St. Francis
- Lamping, Kathryn G.**, Emeritus Associate Professor, Internal Medicine, 1989 (2001); BS 1976 University of Illinois at Urbana Champaign; MS 1982 Milwaukee Medical; PHD 1983 Milwaukee Medical
- Lamsal, Kamal**, Adjunct Lecturer, Business Analytics, 2020 (2020); BA 2009 Coe College; PHD 2014 University of Iowa; MAC 2017 Emporia State University
- Lamuta, Caterina**, Assistant Professor, Mechanical Engineering, 2018 (2018); BSL 2011 University of Calabria; MS 2013 University of Calabria, Italy; PHD 2017 University of Calabria, Italy
- Lance, George M.**, Emeritus Professor, Mechanical Engineering, 1961 (1970); BSME 1952 Case Institute of Technology; MS 1954 Cast Inst. Of Technology
- Lander, Joshua Ray**, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1999 University of Iowa; MPT 2002 University of Iowa
- Landini, Gregory**, Professor, Philosophy, 1989 (2001); AB 1978 Indiana University-Bloomington; MA 1981 Indiana University-Bloomington; PHD 1986 Indiana University-Bloomington
- Landon, Richard B.**, Professor, English, 1978 (1991); BA 1970 Centre; MA 1973 The University of Texas at Austin; PHD 1978 The University of Texas at Austin
- Landsee, Benjamin John**, Adjunct Instructor, University College Courses, 2017 (2017); MA 2009 Northern Illinois University
- Landsman, Miriam Joy**, Associate Professor, Social Work, 1988 (2007); BA 1976 Delaware; MSW 1982 University of Iowa; PHD 2000 University of Iowa
- Landy, Janice Anderson**, Clinical Adjunct Assistant Professor, Psychiatry, 2017 (2017); MD 1990 University of Iowa
- Lane, Dustin C.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2015 University of Iowa
- Lane, Erin Megan Davidson**, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2018 (2018); PHD 2018 University of Iowa
- Lang, Cornelia**, Professor, Physics Astronomy, 2002 (2020); BA 1995 Vassar; MS 1997 University of California-Los Angeles; PHD 2000 University of California-Los Angeles
- Lang, Joseph B.**, Professor, Biostatistics/Statistics Actuarial Science, 1992 (2006); BA 1986 St. Cloud State; MS 1988 Florida; PHD 1992 Florida
- Lang, Marissa K.**, Lecturer, Nursing, 2019 (2019); BSN 2010 Mount Mercy College; MSN 2017 Mount Mercy University
- Langbehn, Douglas Robert**, Professor, Psychiatry, 1994 (2009); BA 1983 Drake; MD 1987 University of Iowa; MS 1988 University of Iowa; PHD 1996 University of Iowa
- Lange, Randolph W.**, Adjunct Lecturer, Educ Policy Leadership Studies, 2015 (2015); BS 1988 University of Illinois at Urbana Champaign; MA 1989 University of Iowa; PHD 2004 University of Iowa
- Langenfeld, Kelsey Nicole**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2013 Drake University
- Langguth, Nancy J.**, Clinical Professor, Teaching and Learning, 2003 (2014); BS 1980 Iowa State; MS 1986 NW Missouri; PHD 1996 University of Iowa
- Langseth, Joshua Lee**, Adjunct Assistant Professor, Classics, 2013 (2013); BA 2003 Concordia; PHD 2013 University of Iowa
- Langworthy, Sara Ann**, Associate Professor, Interdisciplinary Programs, 2006 (2018); AB 1994 Grinnell; MFA 2013 The University of Iowa
- Lansing, Tami Sue**, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2013); MPT 2002 University of Wisconsin-Lacrosse; DPT 2013 College of Scholastica
- Lansman, Ashley**, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); AASC 2007 DMACC; BS 2014 Upper Iowa University
- Lanternier, Matthew Lyman**, Clinical Assistant Professor, Family Medicine, 2000 (2000); BS 1992 Indiana University-Bloomington; MD 1999 University of Iowa
- Lanternier, Natalie Lynn**, Clinical Assistant Professor, Family Medicine, 2007 (2014); BS 1993 Indiana University-Bloomington; MD 1999 University of Iowa
- Lanzel, Emily Anne**, Clinical Assistant Professor, Oral Path, Radiology/Medicine, (2016); BS 2007 University of Wisconsin-Madison; DDS 2012 University of Iowa
- Lara-Braud, Carolyn W.**, Emeritus Associate Professor, Health and Human Physiology, 1975 (1980); BA 1962 The

University of Texas at Austin; PHD 1969 The University of Texas at Austin

Larew, Mary Spalding, Emeritus Associate Professor, Pediatrics, 1985 (2004); BA 1974 University of Iowa; MD 1978 University of Iowa

Larick, Roy R., Adjunct Assistant Professor, Anthropology, 2015 (2001); PHD 1983 SUNY

Laroche, Helena Hillman, Adjunct Associate Professor, Internal Medicine/Pediatrics, 2006 (2019); BA 1994 Brown; MD 1999 Missouri Medical School

Laroia, Archana, Clinical Associate Professor, Internal Medicine/Radiology, 2009 (2015); MBBS 1989 Gov Med College - India

Laroia, Sandeep, Clinical Associate Professor, Internal Medicine/Radiology, 2009 (2015); MBBS 1987 Himachal State, India; MD 1987 Indira Gandhi Med College

Laronde, Michel S., Emeritus Professor, French Italian, 1982 (2009); LIC 1971 Clermont-Ferrand; MA 1976 Indiana University-Bloomington; PHD 1981 Indiana University-Bloomington

Larsen, Russell G., Adjunct Associate Professor, Chemistry, 1995 (2017); PHD 1992 Harvard

Larsen, Sarah C., Adjunct Professor, Chemistry, 1995 (2008); BA 1986 Bowdoin; PHD 1992 Harvard

Larson, Brandy Leann, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2010 (2010); BS 1997 Iowa State; DDS 2003 University of Iowa

Larson, Charles Chester, Clinical Adjunct Assistant Professor, Internal Medicine, 1990 (1990); MD 1982 University of Iowa

Larson, Hal David, Adjunct Lecturer, Finance, (2016); BBA 1970 University of Iowa

Larson, Michelle Anne, Lecturer, Statistics Actuarial Science, 2015 (2015); BS 1989 University of Iowa; MS 1994 University of Iowa; PHD 2002 University of Iowa

Larson, Paula Ann, Adjunct Instructor, Pharmacy Practice and Science, 2008 (2008); BSPH 1998 University of Iowa

Larson, Scott A., Clinical Professor, Ophthalmology Visual Science, 2012 (2018); BA 1993 Brigham Young; MD 1998 Linda Loma

Larson, Scott Thomas, Clinical Assistant Professor, Family Medicine, 2017 (2017); BS 2009 Creighton Univ, Omaha, NE; MD 2013 Univ of IA Carver Coll of Med

Larson, Sharon Beth, Clinical Assistant Professor, Surgery, (2016); DO 2007 Touro University- California

Larson, Shelly Kay, Adjunct Instructor, Pharmacy Practice and Science, 2016 (2007); BSPH 1987 South Dakota State

Larson Ode, Katie Marie Ullring, Clinical Associate Professor, Pediatrics, 2011 (2017); MD 2005 University of Wisconsin-Madison; MS 2011 The University of Minnesota-Twin Cities

Laschanky, Dirk E., Lecturer, Finance, 2014 (2002); BBA 1988 University of Iowa; MBA 1997 University of Iowa

Latcham, Allan P., Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2004); BA 1984 Wartburg; MD 1988 University of Iowa

Latham, Stephanie Michelle, Adjunct Lecturer, Nursing, (2019); BS 2017 St. Ambrose University

Lattner, Michael, Clinical Adjunct Associate Professor, Prosthodontics, 2002 (2002); BS 1975 Iowa; DDS 1979 Iowa; MS 1994 Texas

Laubscher, Katie M., Adjunct Associate, Physical Therapy Rehab Science, 2016 (2016); BS 2006 Creighton University; DPT 2006 Creighton University

Lauer, Jill Elizabeth, Adjunct Lecturer, Teaching and Learning, (2019); BA 2008 University of Iowa; MA 2015 University of Iowa

Lauer, Zachary Ryan, Clinical Assistant Professor, Internal Medicine, (2020); MD 2015 University of Minnesota

Laughrun, David, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BS 1985 University of California-Los Angeles; MD 1990 George Washington

Laughton, Gracie Christine, Adjunct Lecturer, Nursing, 2016 (2016); BSN 2011 University of Iowa; MSN 2016 Mount Mercy University

Laures, Elyse Lydie, Adjunct Lecturer, Nursing, 2020 (2020); BSN 2014 Valparaiso University; MSN 2018 University of Iowa

Laurian, Lucie, Professor, Public Policy Center/School of Planning and Public Affairs, 2004 (2017); PHD 2001 University of North Carolina at Chapel Hill

Lautner, Lucas J., Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); MD 2007 University of Iowa COM

Laux, Douglas Earl, Clinical Associate Professor, Internal Medicine, 2014 (2020); MD 2005 University of Missouri SOM

Lavadie-Gomez, Eleanor Lisa, Clinical Assistant Professor, Family Medicine, 2016 (2016); BS 1999 Univ of New Mexico; MD 2007 Univ of IA Carver Coll of Med

Lavelle, William E., Emeritus Professor, Otolaryngology-Head Neck Surgery, 1967 (1977); BA 1962 University of Iowa; DDS 1962 University of Iowa; MS 1967 University of Iowa

Laverdiere, Kelsey Johannah, Adjunct Instructor, Health and Human Physiology, (2019); BS 2009 Winona State University; MS 2011 Winona State University

Lavezzo, Kathryn Marie, Professor, English, 1999 (2018); BA 1988 University of California-Los Angeles; MA 1991 Virginia; PHD 1999 University of California-Santa Barbara

Lavin, Mildred H., Emeritus Assistant Professor, Psych Quant Foundations, 1971 (2002);

Law, Ian Harry, Clinical Professor, Pediatrics, 2000 (2010); BSE 1988 University of Iowa; MD 1993 University of Iowa

Lawfer, Kelsey Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM D 2015 Drake University

Lawler, Ericka, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2006 (2016); BS 1996 Yale; MD 2000 New York UNI

Lawrence, Walter Thomas, Emeritus Professor, Surgery, 2010 (2010); MD 1976 Virginia

Leary, Kecia S., Clinical Associate Professor, Pediatric Dentistry, 2015 (2015); DDS 2004 University of Iowa; CER 2007 University of Iowa; MS 2007 University of Iowa

Lebeau, Brandon Christopher, Assistant Professor, Psych Quant Foundations, 2014 (2014); PHD 2013 The University of Minnesota-Twin Cities

Leblond, Richard F., Emeritus Professor, Internal Medicine, 1996 (1996); AB 1969 Princeton; MD 1972 Washington-Seattle

Lechtenberg, Kate Dower, Adjunct Lecturer, Library Information Science/Teaching and Learning, 2015 (2016); BA 2002 University of Iowa; MA 2011 University of Iowa; PHD 2020 University of Iowa

Lecuona, Rene Joan, Professor, Music, 1990 (2007); BM 1985 Indiana University-Bloomington; MM 1987 Indiana University-Bloomington

Ledbetter, Kelly Danielle, Clinical Assistant Professor, Surgery, 2020 (2020); BA 2007 Wellesley College; DMS 2013 University of Chicago Pritzker

Leddy, Johna, Associate Professor, Chemistry, 1991 (1997); BA 1978 RICE; PHD 1984 The University of Texas at Austin

Lediaev, John P., Emeritus Associate Professor, Mathematics, 1967 (1971); BA 1963 Occidental; MA 1965 Calif-Riverside; PHD 1967 Calif-Riverside

Ledolter, Johannes, Professor, Business Analytics/Statistics Actuarial Science, 1978 (1987); MS 1972 University of Wisconsin-Madison; MRSO 1974 Vienna-Austria; PHD 1975 University of Wisconsin-Madison

Leduc, Mark, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2015 (2015); BGS 1996 University of Kansas, Lawrence; DO 2002 Des Moines University

Lee, Alexis Spiceland, Adjunct Lecturer, Management and Entrepreneurship, 2015 (2015); BA 1992 Purdue University Main Campus; MA 1997 Austin Peay State Univ; PHD 2010 Univ of Southern Mississippi

Lee, Andrew G., Adjunct Professor, Ophthalmology Visual Science, 2000 (2004); BA 1985 Virginia; MD 1989 Virginia

Lee, Gloria, Emeritus Professor, Internal Medicine, 1998 (2013); PHD 1981 Harvard

Lee, Hosin, Professor, Civil-Environmental Engineering/International Programs, 1999 (2010); BS 1980 Seoul National; MS 1981 Stanford; PHD 1985 The University of Texas at Austin

Lee, Hyeong-Tak, Assistant Professor, Marketing, 2017 (2017); BBA 2007 Korea University; MS 2009 Ohio State University; PHD 2017 University of North Carolina

Lee, Jazmin Danielle, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARMD 2019 University of Nebraska Medical

Lee, Kang Pyo, Lecturer, Business Analytics, 2019 (2019); BS 2004 Yonsei University; MS 2006 Seoul National University; PHD 2012 Seoul National University

Lee, Kathryn Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2012 University of Iowa

Lee, Linda Mary, Clinical Associate Professor, Internal Medicine, 2015 (2015); MD 1986 University of Michigan-Ann Arbor

Lee, Phillip C., Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 2015 (2001); MD 1981 University of Iowa

Lee, Robert A., Clinical Adjunct Assistant Professor, Family Medicine, 2002 (2002); MD 1988 University of Iowa

Lee, Rose, Clinical Assistant Professor, Pediatrics, (2019); BAS 2009 University of Iowa; MD 2013 University of Iowa

Lee, Sangil, Clinical Associate Professor, Emergency Medicine, 2016 (2020); MD 2005 Nagoya City University; MS 2015 Mayo Graduate School

Lee, Shelly Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2005 University of Iowa

Lee, Stephanie Si-Tang, Clinical Assistant Professor, Pediatrics, (2020); MD 2012 The Ohio State University

Lee, Sylvia Seulbe, Adjunct Assistant Professor, University College Courses, 2015 (2015); PHD 2014 Florida International Univ

Lee, Won-Chan, Professor, Psych Quant Foundations, 2008 (2016); BA 1991 Kyungpook National; MS 1994 Oklahoma; PHD 1998 University of Iowa

Lee, Ye-Jin, Clinical Assistant Professor, Internal Medicine, 2018 (2018); MD 2010 Univ of Chicago

Lee Son, Kang Yu Kathy, Clinical Associate Professor, Pediatrics, 2013 (2019); MD 2006 British Columbia

Lefevre, Gregory Hallett, Assistant Professor, Civil-Environmental Engineering, 2016 (2016); BS 2006 Michigan Technological Univ; MS 2009 The University of Minnesota-Twin Cities; PHD 2012 The University of Minnesota-Twin Cities

Lefler, Amanda Sue, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2012 University of Iowa

Leger, Pierre-Majorique, Adjunct Professor, Business Analytics, 2010 (2010); PHD 2002 Ecole Polytech de Montrea

Legg, Jannelle, Lecturer, World Languages, Literatures, and Cultures, (2018); BA 2007 University of Iowa; MA 2011 Gallaudet University

Legg, Ryan C., Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2005 University of Nebraska Omaha; DPT 2008 Des Moines University

Legge, Kevin L., Professor, Microbiology and Immunology/Pathology, 2004 (2018); BS 1994 Knoxville, Tenn; PHD 2000 Tenn., Knoxville

Lehan Mackin, Melissa Ann, Associate Professor, Nursing, 1999 (2020); BSN 1995 University of Iowa; MSN 2008 University of Iowa; PHD 2011 University of Iowa

Lehman, Linda Jean, Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 2004 (2004); BA 1981 Luther College; MS 1983 Iowa State; MD 1991 University of Iowa

Lehman, Nicholas P., Clinical Adjunct Assistant Professor, Internal Medicine, 2004 (2004); PHARMD 2003 Iowa

Lehmann, Ryan K., Clinical Assistant Professor, Surgery, (2019); DO 2005 Kirksville College of Osteopathy

Lehmann, Susan P., Emeritus Assistant Professor, Nursing, 1978 (2005); BSN 1975 Loyola; MSN 1979 Loyola

Lehmle, Hans-Joachim, Professor, Occupational Environmental Health, 2003 (2017); BS 1990 Bonn, Germany; MS 1993 Bonn, Germany; PHD 1995 Bonn, Germany

Leinen, Katherine Sue, Clinical Adjunct Assistant Professor, Internal Medicine, 2011 (2011); DO 2007 Des Moines

Leira, Enrique Carlos, Professor, Epidemiology/Neurology/Neurosurgery, 2004 (2019); MD 1988 Universidad de Santiago; MS 2007 University of Iowa

Leisure, Mary Jill, Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (2006); BSPH 1991 South Dakota State; PHARMD 2003 University of Iowa

Leiva, Stephanie Marie, Clinical Assistant Professor, Obstetrics Gynecology, 2020 (2020); MD 2013 Universidad de Ciencias Medica

Lembke, Valdean C., Emeritus Professor, Accounting, 1968 (1982); BS 1962 Iowa State University; MBA 1965 University of Michigan-Ann Arbor; PHD 1969 University of Michigan-Ann Arbor

Lemburg, Lucas Anthony, Clinical Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); AA 2002 Scott Community College; DDS 2008 University of Iowa

Lemke, Amy Lynn, Adjunct Instructor, Social Work, 2020 (2020); BA 1991 Illinois State University; MSW 1994 University of Illinois - Urban

Lendasse, Amaury, Adjunct Associate Professor, Industrial Engineering, 2014 (2014); BE 1990 Univ catholique de Louvain; MS 1997 Univ catholique de Louvain; PHAR 2003 Universite Catholique de Louva

Lenert, Aleksander, Clinical Associate Professor, Internal Medicine, (2019); MD 2009 University of Ottawa

Lenert, Petar, Clinical Professor, Internal Medicine, 2002 (2017); MD 1979 Novi Sad; MSC 1981 Belgrade; PHD 1991 Novi Sad

Lensink, Stephen C., Adjunct Assistant Professor, Anthropology, 1983 (1988); BS 1968 Iowa State; MA 1976 University of Iowa; PHD 1984 University of Iowa

Lenth, Russell V., Emeritus Professor, Statistics Actuarial Science, 1975 (2005); BS 1970 New Mexico; MA 1972 New Mexico; PHD 1975 New Mexico

Lentz, Steven, Professor, Internal Medicine, 1992 (2003); BS 1979 Iowa State; MD 1985 Washington

Leo, Ken Charles, Adjunct Associate, Physical Therapy Rehab Science, 1980 (1980); MA 1980 University of Iowa

Leonard, Julia Alexander, Associate Professor, Interdisciplinary Programs, 2001 (2012); MFA 2001 University of Iowa

Leonard, Paul Arthur, Clinical Associate Professor, Anesthesia, 1995 (2006); MD 1991 University of Iowa

Lesch, Amy Barbara, Assistant Professor, Pediatric Dentistry, (2018); BA 2010 Hope College - Michigan; DDS 2015 U of Michigan-Ann Arbor

Leslie, Kimberly Kay, Professor, Obstetrics Gynecology, 2009 (2009); BS 1975 Baylor; BS 1977 Texas Christian; MD 1981 Southwestern Medical

Lestina, Kimberly Kay, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); MA 1995 Teikyo Marycrest, IA

Letendre, Donald E., Professor, Pharmacy, 2007 (2007); BS 1976 Massachusetts College of Pharma; PHAR 1979 Kentucky

Letney, Todd Leroy, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1987 Luther College, Decorah, IA; MD 1991 Univ of IA CCOM, Iowa City

Leutner, Robert W., Emeritus Associate Professor, Asian Slavic Languages Literature, 1982 (1985); BA 1968 Harvard; MA 1970 University of Michigan-Ann Arbor; MA 1973 University of Michigan-Ann Arbor; PHD 1976 University of Michigan-Ann Arbor

Levin, Avraham Dimitry, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MD 1999 The Hebrew University-Hadassah

Levin, Irwin P., Emeritus Professor, Marketing/Psychological and Brain Sciences, 1965 (1977); BA 1960 University of California-Los Angeles; MA 1963 University of California-Los Angeles; PHD 1965 University of California-Los Angeles

Levine, Mark Avri, Professor, Creative Writing/English, 1999 (2018); BA 1987 Brown; MFA 1990 University of Iowa

Levy, Alissa Catherine-Ceru, Adjunct Instructor, University College Courses, 2019 (2019); BA 2009 Central Michigan University

Levy, Barcey Thurston, Professor, Epidemiology/Family Medicine, 1993 (2006); AB 1978 Princeton; PHD 1984 University of North Carolina at Chapel Hill; MD 1990 University of Iowa

Levy, Steven M., Professor, Epidemiology/Preventive Community Dentistry, 1984 (1994); BA 1978 Princeton; DDS 1982 University of North Carolina at Chapel Hill; MPH 1984 University of North Carolina at Chapel Hill

Levy-Keiser, Jennifer Rachel, Adjunct Associate, Molecular Physiology Biophysics, 2014 (2014); PHD 2008 Pennsylvania State University

Lew, Daniel, Emeritus Professor, Oral Maxillofacial Surgery, 1992 (1992); BS 1958 Tufts; DDS 1962 Fairleigh Dickinson

Lewin, Ellen, Emeritus Professor, Anthropology/Gender, Women's and Sexuality Studies, 1997 (1999); AB 1967 University of Chicago; AM 1968 Stanford; PHD 1975 Stanford

Lewis, Breanna Lee, Adjunct Instructor, Radiology, 2012 (2012); AS 2003 Scott Community; BS 2007 University of Iowa

Lewis, Crystal Lee, Adjunct Instructor, University College Courses, 2018 (2018); BA 1995 Wesleyan University; MA 1999 University of Iowa

Lewis, Dale Patrick, Adjunct Assistant Professor, Pharmacy Practice and Science, 1998 (1998); PHARMD 1994 University of Iowa

Lewis, Roshan, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); MBCH 1999 Thiruvananthapuram

Lewis-Beck, Michael S., Emeritus Professor, Political Science, 1974 (1982); BA 1965 Ball State; MA 1966 University of Michigan-Ann Arbor; PHD 1973 University of Michigan-Ann Arbor

Leyser, Marcio, Clinical Associate Professor, Pediatrics, 2017 (2017); MD 1997 Caxias do Sul University; MS 2012 Federal Fluminense Univ; PHD 2016 Fed Fluminense Univ; PHD 2017 Federal Fluminense Univ

Li, Erning, Lecturer, Statistics Actuarial Science, 2011 (2015); MS 2001 North Carolina State; PHD 2004 North Carolina State

Li, Guanpeng, Assistant Professor, Computer Science, (2019); PHD 2019 University of British Columbia

Li, Li, Adjunct Assistant Professor, Nursing, 2006 (2006); BSN 1997 Peking Union Medical College; MSN 2003 First Military Medical

Li, Na, Adjunct Instructor, Asian Slavic Languages Literature, (2020); BA 1998 Sichuan Normal Univ; MA 2004 Sichuan Normal Univ; MA 2015 The University of Iowa

Li, Ning, Professor, Management and Entrepreneurship, 2012 (2020); BSC 2005 Shanghai Jiaotong; PHD 2012 Texas AM

Li, Tong, Professor, Mathematics, 1993 (2008); BA 1983 Peking; MS 1986 Peking; PHD 1992 New York

Li, Wei, Associate Professor, Finance, 2010 (2016); BA 1993 Xian Jiaotong; PHD 2001 University of Iowa; PHD 2006 University of Iowa

Liao, Junlin, Adjunct Associate Professor, Surgery, 2009 (2013); MBA 2001 University of Iowa; MHA 2002 University of Iowa; PHD 2007 University of Iowa

Licht, Melinda Marie, Adjunct Instructor, University College Courses, 2018 (2018); BS 2013 University of Iowa

Liddell, Debora L., Emeritus Professor, Educ Policy Leadership Studies, 1991 (2015); BA 1978 Georgia State; MA 1980 Iowa State; EDD 1990 Auburn

Lie, Erik, Professor, Finance, 2004 (2008); BS 1990 Oregon; MBA 1991 Oregon; PHD 1996 Purdue University Main Campus

Lieberman, Scott Matthew, Associate Professor, Pediatrics, 2013 (2019); MD 2005 Albert Einstein College of Med; PHD 2005 Albert Einstein College of Med

Liebig, Christopher John, Professor, Law-Faculty, 1998 (1998); JD 1990 Harvard

Liezeit, Daniel John, Assistant Professor, Nursing, 2020 (2020); BSN 2014 University of Wisconsin; PHD 2018 University of Wisconsin

Lies, Caitlyn M., Clinical Adjunct Instructor, Preventive Community Dentistry, 2020 (2020); AA 2011 Hawkeye Community College; AASC 2016 Hawkeye Community College

Liesveld, Jill Lynette, Clinical Associate Professor, Psychiatry, 1997 (2001); BS 1981 University of Iowa; MD 1986 University of Iowa

Liggins, John Tyler Philip, Clinical Assistant Professor, Psychiatry, (2020); MD 2016 Stanford University

Lightfoot, Andrew J., Clinical Adjunct Assistant Professor, Urology, 2015 (2015); MD 2007 University of Iowa

Liimatta, Katja Merja, Lecturer, French Italian, 2000 (2000); PHD 2000 Pennsylvania

Liittschwager, John M., Emeritus Professor, Industrial Engineering, 1961 (1968); BS 1955 Iowa State; MS 1961 Northwestern University

Lilien, Jack, Emeritus Professor, Biology, 2000 (2000); BA 1962 Southern California; PHD 1967 University of Illinois at Chicago

Lill, Jeremy Brandon, Adjunct Assistant Professor, Accounting, 2017 (2017); PHD 2015 University of Illinois at Urbana

Lillios, Katina, Professor, Anthropology/International Programs, 2003 (2015); BA 1982 Boston; MA 1984 Yale; PHD 1991 Yale

Lillis, Kevin M., Adjunct Professor, Computer Science, 2016 (2014); BSE 1985 Steubenville; MS 1998 Marycrest International; PHD 2008 University of Iowa

Lilly, Jeffrey Paul, Clinical Adjunct Assistant Professor, Endodontics, 1998 (1998); DDS 1993 University of Iowa; MS 1995 University of Iowa

Lim, Ramon, Emeritus Professor, Neurology, 1981 (1984); MD 1958 Santo Tomas; PHD 1966 Pennsylvania

Lim, Tae-Hong, Professor, Biomedical Engineering, 2003 (2003); BS 1982 Seoul National UNI; MS 1984 Seoul National UNI; PHD 1990 University of Iowa

Lim, Victoria S., Emeritus Professor, Internal Medicine, 1982 (1992); AA 1956 Far Eastern - Philippines; MD 1960 Far Eastern-Philippines

Limoli, Dominique, Assistant Professor, Microbiology and Immunology, 2018 (2018); PHD 2014 Ohio State University

Lin, Bor-Luh, Emeritus Professor, Mathematics, 1963 (1972); BS 1956 National Taiwan; MS 1960 Notre Dame; PHD 1963 Northwestern University

Lin, Ching-Long, Professor, Biomedical Engineering/Mechanical Engineering, 1997 (2007); BS 1986 National Taiwan; MS 1989 Stanford; PHD 1994 Stanford

Lin, Fang, Associate Professor, Anatomy Cell Biology, 2008 (2015); MD 1994 Peking Union Med.; PHD 2002 South Wales

Lin, Jim Jung-Ching, Emeritus Professor, Biology, 1984 (1992); BS 1969 National Taiwan; PHD 1979 Connecticut

Lin, Qihang, Associate Professor, Business Analytics, 2013 (2019); BS 2008 Tsinghua, China; MS 2010 Carnegie Mellon University; PHD 2013 Carnegie Mellon

Lin-Dyken, Deborah C., Clinical Professor, Pediatrics, 1991 (2019); BS 1981 Purdue University Main Campus; MD 1985 Indiana University-Bloomington

Lindell, Larry, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2000 (2000); MD 1982 University of Iowa

Linden, Harmony, Lecturer, Social Work, 2018 (2019); BA 2004 William Jewell University; CER 2005 State of Iowa; MSW 2012 University of Iowa

Linden, Todd C., Adjunct Professor, Health Management Policy, 1994 (2014); MA 1987 University of Iowa

Linder, Donald J., Clinical Adjunct Assistant Professor, Emergency Medicine, 2004 (2004); BA 1993 Iowa; DO 1993 Univ of Osteopathic Med

Linder, Jonathan Rand, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2017); PHARM 2016 University of Iowa

Linder, Marc, Professor, Law-Faculty, 1990 (1990); BA 1966 University of Illinois at Chicago; MA 1971 Princeton; PHD 1973 Princeton; JD 1983 Harvard

Linderman, Marc Alan, Associate Professor, Geographical and Sustainability Sciences, 2005 (2011); PHD 2002 Michigan State University

Lindgren, Marcia Harvey, Lecturer, Classics, 2000 (2007); PHD 1983 University of Iowa

Lindgren, Scott D., Emeritus Professor, Pediatrics, 1980 (1997); BA 1972 Yale; MA 1975 University of Iowa; PHD 1977 University of Iowa

Lindower, Julie Beattie, Clinical Associate Professor, Pediatrics, 2008 (2015); MD 1991 University of Iowa; MPH 2005 University of Iowa

Lindower, Paul D., Clinical Professor, Internal Medicine/Radiology, 2002 (2012); BS 1983 Earlham; MD 1987 The Ohio State University

Lindquist, Terry Jean, Associate Professor, Prosthodontics, 1994 (2002); BS 1990 The University of Minnesota-Twin Cities; DDS 1990 University of Iowa; MS 1994 SUNY

Ling, Jennifer J., Clinical Assistant Professor, Ophthalmology Visual Science, (2019); MD 2014 University of Pittsburgh

Ling, Sarah Beisser, Clinical Adjunct Assistant Professor, Family Medicine, 2018 (2018); BA 2006 St. Olaf College; Northfield, M; MPH 2009 Colorado School of Public Health; DO 2014 Des Moines Univ, Des Moines, IA

Lingala, Sajan Goud, Assistant Professor, Biomedical Engineering/Radiology, 2018 (2018); PHD 2014 University of Iowa

Link, Brian Krall, Professor, Internal Medicine, 1993 (2008); BA 1982 Northwestern University; MD 1986 University of Iowa

Link, Charles J. Jr., Clinical Adjunct Assistant Professor, Internal Medicine, 1998 (1998); MD 1985 Stanford

Link, Ellen Adair, Emeritus Professor, Pediatrics, 1991 (2010); MD 1986 University of Iowa

Linley, Brenda Bruce, Adjunct Instructor, University College Courses, 2016 (2016); BA 1993 University of Iowa; MA 1999 University of Iowa

Linley, Jodi, Associate Professor, Educ Policy Leadership Studies, 2003 (2020); BA 2000 University of Iowa; MA 2002 University of Iowa; PHD 2015 Michigan State University

Lira, Matthew, Clinical Assistant Professor, Psych Quant Foundations, (2018); PHD 2016 University of Illinois

Lira, Vitor A., Associate Professor, Health and Human Physiology, 2013 (2020); PHD 2008 Florida

Liskin-Gasparro, J., Emeritus Associate Professor, Spanish Portuguese, 1993 (1999); BA 1969 Bryn Mawr; MA 1992 Princeton; PHD 1993 The University of Texas at Austin

Litterer, Mark, Adjunct Instructor, Industrial Engineering, 2018 (2018); BA 2009 Iowa State University; MBA 2011 University of Phoenix

Little, Amy Sue, Adjunct Associate, Physical Therapy Rehab Science, 2012 (2012); DPT 2009 University of Iowa

Little, Marta M., Clinical Adjunct Assistant Professor, Internal Medicine, 1989 (1992); BA 1978 The University of Texas at Austin; MD 1983 Texas Southwestern

Litton, Erin Lynn, Lecturer, Health and Human Physiology, 2008 (2020); BS 2004 University of Iowa; MA 2006 University of Iowa

Liu, Dongwang, Adjunct Assistant Professor, Asian Slavic Languages Literature, 2008 (2008); MA 1995 Iowa State; MBA 2001 Iowa State; PHD 2005 Iowa State

Liu, Huan-Chung Scott, Adjunct Instructor, Psych Quant Foundations/University College Courses, 2008 (2008); BS 1991 Chinese Culture; MA 1998 Arizona State; PHD 2003 North Texas

Liu, Jack C., Clinical Adjunct Associate Professor, Endodontics, 2005 (2012); DDS 2001 University of Iowa

Liu, Junjie, Clinical Assistant Professor, Neurology, (2020); PHD 2006 Stanford University; MD 2015 Geisel School of Medicine

Liu, Kan, Clinical Associate Professor, Internal Medicine/Radiology, (2017); MD 1992 Sun Yatt-Sen University

Liu, Vincent, Clinical Professor, Dermatology/Pathology, 2005 (2016); AB 1992 Harvard; MD 1996 Pennsylvania

Liu, Wen, Assistant Professor, Nursing, 2015 (2015); BS 2008 Univ. Shandong, China; MS 2011 Univ. Shandong, China; PHD 2015 Univ. of Maryland, Baltimore

Liu, Xiaoming, Research Assistant Professor, Anatomy Cell Biology, 2018 (2018); DVM 1987 Changchun Veterinary College; MS 1990 Changchun Veterinary College; PHD 1995 Changchun University

Liu, Yang, Associate Professor, Electrical-Computer Engineering, 2019 (2019); PHD 2013 Washington Univ in St. Louis

Lively, Sonja Inga Hoines, Emeritus Assistant Professor, Nursing, 1976 (1976); BSN 1969 University of Iowa; MA 1970 University of Iowa

Livermore, Ursula Christine, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1994 Iowa State Univ, Ames, IA; MD 1998 Univ of IA CCOM, Iowa City, IA

Livesey, Margot, Professor, Creative Writing, 2014 (2005); BA 1974 YORK, ENGLAND

Livingston, Beth Ann, Assistant Professor, Management and Entrepreneurship, (2017); BA 2003 University of Kentucky; BBA 2003 University of Kentucky; MBA 2004 University of Kentucky; PHD 2009 University of Florida

Livingstone Pokora, Gwen, Adjunct Lecturer, Teaching and Learning, 2015 (2015); BA 1973 MacMurray College; MA 1995 Wesleyan University

Livorsi, Daniel Joseph, Assistant Professor, Internal Medicine, 2015 (2015); MD 2005 University of Illinois at Urbana Champaign

Lizarraga, Ingrid, Clinical Associate Professor, Surgery, 2013 (2018); MD 1999 West Indies

Llopart, Ana, Associate Professor, Biology, 2009 (2016); BSC 1992 Barcelona; PHD 1999 Barcelona

Lloyd, Benjamin Andrew, Clinical Adjunct Assistant Professor, Operative Dentistry, 2011 (2013); BS 2006 University of Iowa; DDS 2010 University of Iowa

Lo, Ambrose, Associate Professor, Statistics Actuarial Science, 2014 (2019); PHD 2014 The University of Hong Kong

Lobb, Timothy Garr, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2000 University of Iowa

Lobuznov, Andrew U., Clinical Adjunct Assistant Professor, Family Medicine, 2003 (2003); MD 1995 Kemerovo State Med Inst

Lockard, Erin Mauree, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2011); PHARMD 2009 University of Iowa; PHD 2009 University of Iowa

Locke, Kevin E., Clinical Adjunct Assistant Professor, Family Medicine, 1995 (2002); BS 1982 University of Iowa; MD 1986 University of Iowa

Locke, Leslie Ann, Associate Professor, Educ Policy Leadership Studies/Public Policy Center, 2015 (2020); BS 1996 The University of Minnesota-Twin Cities; AM 2006 The University of Minnesota-Twin Cities; PHD 2011 Texas AM University

Lockhart, Jack M., Clinical Adjunct Instructor, Internal Medicine, 1982 (1988); MD 1970 Harvard

Lockman, Dawn Keshelle, Clinical Assistant Professor, Internal Medicine/Pharmacy Practice and Science, (2016); BS 1999 College of Charleston SC; PHAR 2013 University of Maryland-College Park; MA 2016 University of Maryland-College Park

Lockwood, Gina M., Clinical Assistant Professor, Urology, (2017); MD 2010 Southern Illinois University

Loeckle, Troy, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1996 University of Minnesota; DPT 2010 Des Moines University

Loening-Baucke, Vera, Emeritus Professor, Pediatrics, 1975 (1992); MD 1967 Med School of Erlangen-Germany

Loewen, Miriam J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2000 University of Oklahoma

Lofgren, Maria Annette, Clinical Associate Professor, Nursing, 2003 (2013); BSN 1992 Iowa Wesleyan; MSN 1998 Iowa; DNP 2013 Iowa

Loftus, Randy Wayne, Associate Professor, Anesthesia, 2015 (2015); MD 2003 University of Iowa

Logan, Henrietta L., Emeritus Professor, Preventive Community Dentistry, 1975 (1992); BA 1961 Wichita; MA 1973 University of Iowa; PHD 1976 ILWA

Logan, Nelson S., Emeritus Professor, Preventive Community Dentistry, 1970 (1978); PHD 1969 Utah

Logan, Richard N., Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2004 Creighton University

Logsdon, Kara Ann, Lecturer, Library Information Science, 2016 (2020); BA 1988 University of Iowa; MA 1992 University of Iowa

Logsdon, John, Associate Professor, Biology, 2003 (2007); BS 1988 Iowa State; PHD 1995 Indiana University-Bloomington

Lohafer, Susan, Emeritus Professor, English, 1973 (1982); BA 1964 Radcliffe; MA 1966 Stanford; PHD 1970 New York

Lohman, David F., Emeritus Professor, Psych Quant Foundations, 1981 (1993); BA 1972 Notre Dame; PHD 1979 Stanford

Lohmuller, Joseph L., Clinical Adjunct Professor, Surgery, 1999 (2013); MD 1986 Indiana University-Bloomington

Lombardo, Claire Elizabeth, Adjunct Assistant Professor, Creative Writing, 2017 (2017); MFA 2017 Iowa

Lomen, Ryan David, Adjunct Instructor, Radiology, 2017 (2017); BA 2010 U of Iowa

London, Barry, Professor, Internal Medicine/Molecular Physiology Biophysics, 2012 (2012); MD 1984 Albert Einstein COM

Long, Jeffrey D., Professor, Biostatistics/Psychiatry, 2010 (2010); MA 1992 California State; PHD 1996 Southern CA

Long, Keith R., Emeritus Professor, Occupational Environmental Health, 1960 (1969); BA 1951 Kansas; MA 1953 Kansas; PHD 1960 University of Iowa

Long, Thomas Jeffrey, Clinical Professor, Anesthesia, (2017); MD 1979 U of Washington School of Medicine

Longfellow, Brenda, Associate Professor, Art Art History, 2005 (2011); PHD 2005 University of Michigan-Ann Arbor

Longo, Frank J., Emeritus Professor, Anatomy Cell Biology, 1976 (1979); BS 1962 Loyola; MS 1965 Oregon State; PHD 1967 Oregon State

Lonngrén, Karl E., Emeritus Professor, Electrical-Computer Engineering/Physics Astronomy, 1965 (1972); BS 1960 University of Wisconsin-Madison; MS 1962 University of Wisconsin-Madison; PHD 1964 University of Wisconsin-Madison

Looney, Angela Janine, Adjunct Instructor, Communication Studies, 2011 (2011); BA 1985 Northern Iowa

Looney, Timothy M., Lecturer, Communication Studies, 2017 (2019); AA 1988 Kirkwood Community College

Lopata, Keilly C., Adjunct Instructor, Radiology, (2020); BS 2018 University of Iowa

Lopes, Lola, Emeritus Professor, Management and Entrepreneurship/Psychological and Brain Sciences, 1990 (1990); BA 1962 Redlands; MA 1971 California State; PHD 1974 University of California-San Diego

Lopez, Karen Dunn, Associate Professor, Nursing, (2019); PHD 2008 University of Iowa

Lopez, Rachel, Adjunct Instructor, Journalism Mass Communication, (2018); BA 2012 Iowa State University; MFA 2014 Iowa State University

Losch, Mary E., Clinical Adjunct Associate Professor, Community Behavioral Health, 2004 (2004); BS 1981 Murray State; MA 1985 University of Iowa; PHD 1988 University of Iowa

Lose, Daniel T., Adjunct Lecturer, Nursing, 2020 (2020); BSN 2012 University of Iowa; DNP 2016 University of Iowa

Lottini, Irene, Lecturer, French Italian, 2007 (2012); MA 2002 Università Degli Studi Di Sien; DR 2007 Università Degli Studi Di Sien

Louie, Gordon, Adjunct Instructor, University College Courses, 2019 (2019); BA 2009 UNLV; MA 2012 UNLV

Louis Saunders, Katharine Jennifer, Clinical Assistant Professor, Family Medicine, 2006 (2014); BA 1990 Grinnell College; MA 1991 University of Iowa; MD 2003 University of Iowa

Louko, Linda J., Emeritus Associate Professor, Communication Sciences and Disorders, 2002 (2002); BS 1972 SUNY-Brockport; MA 1977 University of Nebraska-Lincoln; PHD 1998 Syracuse

Lovaglia, Michael J., Professor, Sociology and Criminology, 1992 (2003); BA 1987 San Jose State; MA 1989 Stanford; PHD 1992 Stanford

Love, Jean C., Emeritus Professor, Law-Faculty, 1991 (1991); BA 1965 University of Wisconsin-Madison; JD 1968 University of Wisconsin-Madison

Lovell, James P., Clinical Adjunct Instructor, Internal Medicine, 1995 (1995); DO 1985 Kirksville/ Osteopathic Med

Lovely, Stephen Patrick, Adjunct Assistant Professor, Interdisciplinary Programs, 2016 (2016); BA 1988 Kenyon College; MFA 1992 University of Iowa

Lovitt, Bryn Lee, Adjunct Assistant Professor, English, 2020 (2020); MFA 2020 University of Iowa

Low, Matthew R., Clinical Adjunct Assistant Professor, Preventive Community Dentistry, (2019); DDS 2017 UCSF School of Dentistry

Lowe, Timothy J., Emeritus Professor, Business Analytics, 1989 (1989); BSIE 1965 Iowa State; ME 1967 Iowa State; PHD 1973 Northwestern Univeristy

Lowen, Sarah Elizabeth, Adjunct Lecturer, English as Second Language, 2014 (2014); MA 2014 University of Iowa

Lowery, James Lewis, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARMD 2018 Mercer University

Lowry, Timothy C., Clinical Adjunct Instructor, Family Medicine, 1991 (2017); BS 1976 Emory Univ; Atlanta, GA; MD 1981 VIRGINIA MED.

Lu, Chien-Tai, Emeritus Professor, Radiology, 1992 (1992);

Lu, Jia, Professor, Mechanical Engineering, 2001 (2013); BS 1985 Beijing Aeronautics; MENG 1988 Tsinghua; PHD 1999 University of California-Berkeley

Lu, Yuan, Lecturer, Asian Slavic Languages Literature, 2017 (2018); BA 2006 Central China Normal Univ; MA 2011 Central China Normal Univ; PHD 2017 University of Iowa

Luangrath, Andrea Webb, Assistant Professor, Marketing, 2017 (2017); BBA 2010 University of Wisconsin; PHD 2016 University of Wisconsin

Luangrath, Mitchell Anthony, Clinical Assistant Professor, Pediatrics, (2020); MD 2014 Univ. of Wisconsin School Med

Lubaroff, David M., Emeritus Professor, Urology, 1973 (1982); BS 1961 Philadelphia-Pharmacy and Sci; MS 1964 Georgetown; PHD 1967 Yale

Luckett, Marc Andrew, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2017 (2017); BS 1986 University of Alabama; MD 1995 St. Louis School of Medicine; MBA 2014 Univ. of St. Mary, Leavenworth

Luckey, Joshua Mathew, Assistant Professor, Military Science, 2018 (2018); BS 2000 Carson-Newman College

Ludewig, Gabriele, Professor, Occupational Environmental Health, 2003 (2012); BS 1977 Mainz; MS 1982 Mainz; PHD 1991 Mainz

Lukenbill, Joshua Cole, Clinical Adjunct Assistant Professor, Internal Medicine, (2019); BS 2003 University of Iowa; DO 2008 Kirksville College of Osteopathy

Lund, Brian Christopher, Adjunct Assistant Professor, Epidemiology, 2001 (2001); PHARMD 1999 University of Iowa; MS 2002 University of Iowa

Lund, Nickolas, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2014 Drake University

Lund, Peter Scott, Emeritus Associate Professor, Prosthodontics, 2007 (2007); BFA 1976 The University of Minnesota-Twin Cities; DDS 1980 The University of Minnesota-Twin Cities; MS 1987 The University of Minnesota-Twin Cities

Lundberg, Elizabeth Katherine, Adjunct Assistant Professor, English/University College Courses, 2016 (2019); MA 2008 Rhode Island College; PHD 2015 University of Iowa

Lundberg, Jerilyn Sue, Clinical Assistant Professor, Internal Medicine, 2014 (2014); MD 1995 University of Iowa

Lundgren, Peter Joseph, Lecturer, English as Second Language, 2013 (2013); MAT 1981 University of Barcelona;

BA 1985 Iowa State University; BA 1987 Iowa State University; MAT 1990 University of Barcelona

Lundquist, April Rose, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2004 Drake

Lundstrom, John Robert, Clinical Adjunct Assistant Professor, Endodontics, 2015 (2015); DDS 2003 University of North Carolina at Chapel Hill

Lundstrom, Megan Jane, Clinical Associate Professor, Health and Human Physiology/Orthopaedics and Rehabilitation, 2016 (2018); BS 1999 University of Wisconsin-Madison; MS 2001 University of Wisconsin-Madison; DED 2013 The University of Minnesota-Twin Cities

Lundy, Todd Emery, Clinical Adjunct Instructor, Preventive Community Dentistry, 2015 (2015); DDS 2006 University of Iowa

Lung, Heidi Kristina, Lecturer, Anthropology, 2015 (2015); MA 2003 Univ of Missouri - St. Louis; PHD 2013 Univ of Missouri - St. Louis

Luo, Jia, Professor, Pathology, (2020); PHD 1995 University of Iowa

Luo, Lan, Assistant Professor, Statistics Actuarial Science, 2020 (2020); PHD 2020 University of Michigan

Luo, Yi, Professor, Urology, 2002 (2018); MD 1978 Nanjing Medical

Luschei, Erich S., Emeritus Professor, Communication Sciences and Disorders, 1983 (1983); BS 1964 Washington; PHD 1968 Washington

Lutgendorf, Philip A., Emeritus Professor, Asian Slavic Languages Literature/International Programs, 1985 (2006); BA 1971 University of Illinois at Chicago; MA 1982 University of Illinois at Chicago; PHD 1986 University of Illinois at Chicago

Lutgendorf, Susan Kerri, Professor, Obstetrics Gynecology/ Psychological and Brain Sciences/Urology, 1988 (2006); BA 1971 University of Illinois at Chicago; MSW 1976 University of Illinois at Urbana Champaign; PHD 1994 Miami

Lutz, Erica Lynn, Adjunct Lecturer, Rehabilitation and Counselor Education, 2007 (2016); BA 2001 Iowa; BSN 2001 Iowa; MA 2007 University of Iowa

Lutz, Katie Lynn, Clinical Assistant Professor, Pediatrics, (2019); BS 2008 Iowa State University; MD 2014 University of Iowa

Ly, Vinh T., Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARMD 2011 Drake University

Lyckholm, Laurel J., Clinical Professor, Internal Medicine, 2014 (2014); MD 1985 Creighton University SOM

Lynch, Alison Cornelia, Clinical Professor, Family Medicine/ Psychiatry, 2003 (2017); BS 1990 Massachusetts; MD 1998 University of Iowa

Lynch, Charles Francis, Professor, Epidemiology, 1982 (1998); BS 1974 Loras; MD 1979 University of Iowa; MS 1979 University of Iowa; PHD 1984 University of Iowa

Lyness, Janet Mabel, Adjunct Lecturer, Law-Faculty, 2020 (2020); BS 1982 The University of Iowa; JD 1989 The University of Iowa

Lynn, Freda B., Associate Professor, Sociology and Criminology, 2008 (2016); BA 1998 University of Michigan-Ann Arbor; MA 2003 Harvard; PHD 2006 Harvard

Lynton, Jessica Jeanette, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2013 Purdue University

Lyon, Andrea D., Adjunct Lecturer, Law-Faculty, 2013 (2018); BA 1973 RUTGERS UNIVERSITY-NEW BRUNSWICK; JD 1976 Antioch School of Law

Lyons, Dean Philip, Clinical Adjunct Associate, Otolaryngology-Head Neck Surgery, 2015 (2015); MD 1975 University of Iowa

M

Ma, Deqin, Clinical Associate Professor, Pathology, 2011 (2016); MD 1988 Shandong Medical Univ.-China; PHD 1998 Kentucky

Maalouf, Mouna A., Associate Professor, Chemistry, 2016 (2020); PHD 2006 University of Iowa

Maas, James Everett, Clinical Adjunct Associate Professor, Family Dentistry, 1998 (2012); BBA 1994 University of Iowa; DDS 1998 University of Iowa

Maas, Meridean Leone Speas, Emeritus Professor, Nursing, 1976 (1994); BSN 1957 University of Iowa; MA 1960 University of Iowa; PHD 1979 Iowa State

Maassen, Rachel Anna, Clinical Associate Professor, Obstetrics Gynecology, 2006 (2013); BS 1998 University of Iowa; MD 2002 University of Iowa

Mabry, Tad R., Clinical Professor, Pediatric Dentistry, 2009 (2017); BA 1983 Westminster College; DDS 1987 Oklahoma Col of Dentistry; MS 1994 University of Nebraska-Lincoln

Mac, Joseph R., Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (1997); PHARM 1992 University of Nebraska-Lincoln

Mace, Brandi, Clinical Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BS 1999 University of Nebraska-Lincoln; DDS 2005 Creighton

Macfarlane, Donald E., Professor, Internal Medicine, 1979 (1995); MBBS 1967 London; PHD 1975 London

Macgillivray, Leonard Richard, Professor, Chemistry/Pharmaceutical Sciences and Experimental Therapeutics, 2000 (2010); BSC 1994 Saint Mary's; PHD 1998 Missouri-Columbia

Machak, Jayne, Adjunct Instructor, University College Courses, 2011 (2014); BA 2001 SW Texas State; MA 2006 University of Iowa

Mackey, Michael Austin, Associate Professor, Biomedical Engineering/Radiology, 2000 (2000); PHD 1998 University of California-Berkeley

Mackinney, A. Clinton, Clinical Associate Professor, Health Management Policy, 2010 (2014); BA 1978 Miami; MD 1982 Ohio; MS 1998 University of Wisconsin-Madison

Macneil, Richard David, Emeritus Professor, Social Work, 1975 (1991); BA 1970 University of Wisconsin-Madison; MED 1975 Springfield; PHD 1979 University of Iowa

Macpherson, Beth, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 1987 Montana; MA 1989 University of Iowa

Macpherson, Samantha Jade, Adjunct Assistant Professor, Interdisciplinary Programs, (2020); BFA 2016 University of Victoria; MFA 2020 University of Iowa

Macvey, Alan M., Professor, Theatre Arts, 1991 (1998); BA 1968 Stanford; MA 1970 Stanford; MFA 1977 Yale

Maday, Katherine, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2011 Drake University

Maddox, John Wesley, Adjunct Associate, Molecular Physiology Biophysics, (2020); PHD 2017 Louisiana State University

Madhoo Reynolds, Natasha Lara, Clinical Assistant Professor, Pediatrics, (2018); BA 2008 Luther College; MA 2009 Loyola University; MD 2014 University of Iowa

Madison, Eugene W., Emeritus Professor, Mathematics, 1966 (1982); BS 1956 Le Moyne; MS 1958 Michigan State University; PHD 1966 University of Illinois at Urbana Champaign

Madison, Kathi C., Emeritus Professor, Dermatology, 1984 (1999); SCB 1975 Brown; MD 1978 Brown

Madsen, Douglas K., Emeritus Professor, Political Science, 1971 (1987); AB 1961 Stanford; MA 1967 University of California-Los Angeles; PHD 1973 University of California-Los Angeles

Madsen, Mark T., Emeritus Professor, Radiology, 1988 (2003); BS 1973 University of Wisconsin-Kenosha; MS 1975 University of Wisconsin-Madison; MS 1976 University of Wisconsin-Madison; PHD 1979 University of Wisconsin-Madison

Madsen, Shane, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHARM 2002 University of Iowa

Madson, Linda Kay, Clinical Adjunct Associate Professor, Psychiatry, 2000 (2007); BA 1981 Luther; MD 1990 University of Iowa

Maeyaert, Micaela M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2014 North Dakota State University

Magalhaes-Silverman, Margarida, Clinical Professor, Internal Medicine, 1997 (2003); MD 1978 University of Porto

Maggio, Amelia Jane, Adjunct Assistant Professor, Creative Writing, 2020 (2020); BA 2017 Bard College; MFA 2020 University of Iowa

Magnotta, Vincent Alfonso, Professor, Biomedical Engineering/Psychiatry/Radiology, 2003 (2017); BA 1991 Albion; MS 1994 University of Iowa; PHD 1997 University of Iowa

Magnuson, Lori Anne, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2013 (2013); BA 1981 Northwest College; MA 1998 Seattle

Mago, Jyoti, Clinical Assistant Professor, Oral Path, Radiology/Medicine, (2020); BDS 2010 Baba Jaswant Singh Dental College; MDS 2014 Baba Jaswant Singh Dental College; MDS 2019 University of Connecticut

Magsamen-Conrad, Katie C., Associate Professor, Communication Studies, 2018 (2018); BS 2002 Mansfield University; MA 2005 Illinois State University; PHD 2012 Rutgers University

Mahajan, Vinit Bharati, Adjunct Associate Professor, Pediatrics, 2008 (2017); BA 1992 University of California-Berkeley; MD 2001 University of California-Irvine; PHD 2001 University of California-Irvine

Maharry, Michael Karl, Clinical Associate Professor, Family Medicine, 1999 (2008); BA 1992 Washington-St. Louis; MD 1996 University of Iowa

Mahatmya, Duhita, Adjunct Lecturer, Teaching and Learning, (2018); MS 2009 Iowa State University; PHD 2011 Iowa State University

Maher, James W., Emeritus Professor, Surgery, 1985 (1989); BS 1970 Randolph-Macon; MD 1974 Florida

Maher, Kimberly A., Adjunct Assistant Professor, Interdisciplinary Programs, 2016 (2016); BA 2010 St. Ambrose University; MA 2014 Univ of Iowa; MFA 2014 University of Iowa

Maher, Megan Rene, Adjunct Assistant Professor, Health Management Policy, 2016 (2016); BA 1996 University of Northern Iowa; MPA 2009 Drake University

Mahoney, Larry T., Emeritus Professor, Pediatrics, 1976 (1992); BS 1969 Loras; MD 1973 University of Iowa

Mahoney, Mark Alan, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BA 1980 Bethel; MD 1984 University of Iowa

Mahrous, Ahmed Mohamed Amr Aly, Clinical Assistant Professor, Prosthodontics, 2016 (2016); BDS 2011 Pharos University; CER 2016 University of Iowa

Maierhofer, Waltraud, Professor, German/Interdisciplinary Programs/International Programs, 1990 (2007); MA 1986 Regensburg-West Germany; PHD 1988 Regensburg-West Germany

Maigaard, Randy N., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1989 University of Iowa

Mailoux, Adam W., Assistant Professor, Microbiology and Immunology, (2020); PHD 2009 Medical Univ. of South Carolina

Maixner, James Michael, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); DDS 1982 University of Iowa

Maki, Dennis R., Emeritus Professor, Rehabilitation and Counselor Education, 1982 (1995); BA 1970 Michigan State University; MA 1975 Michigan State University; PHD 1979 University of Wisconsin-Madison

Maktabi, Omar Mazen, Clinical Adjunct Assistant Professor, Endodontics, 2017 (2017); BS 2008 University of Michigan; DDS 2012 University of Iowa; MSD 2016 Loma Linda University

Malanson, George P., Emeritus Professor, Geographical and Sustainability Sciences, 1985 (1996); BA 1972 Williams; MS 1978 Utah; PHD 1983 University of California-Los Angeles

Malatesta, Jaime Leigh, Adjunct Assistant Professor, Psych Quant Foundations, 2018 (2018); BS 2006 Eckerd College; PHD 2014 University of Iowa

Maler, Anabel, Assistant Professor, Music, (2019); BM 2010 McGill University; MA 2012 McGill University; PHD 2018 University of Chicago

Maley, Joan Elizabeth, Clinical Professor, Otolaryngology-Head Neck Surgery/Radiology, 1997 (2013); BS 1988 University of Iowa; MD 1992 University of Iowa

Malichky, Kimberly, Adjunct Assistant Professor, Pharmacy Practice and Science, 2004 (2004); BA 1996 Hastings-NE; PHARM 2002 University of Iowa

Malik, Norbert R., Emeritus Professor, Electrical-Computer Engineering, 1967 (1980); BS 1959 University of Iowa; MSEE 1960 University of Iowa; PHD 1964 Iowa State

Malkova, Anna, Professor, Biology, 2013 (2019); BS 1993 St Petersburg Russia; PHD 1993 St. Petersburg, Russia

Mallen, Betty, Lecturer, Nursing, (2019); BSN 2005 University of Iowa; MSN 2019 University of Iowa

Mallik, Usha, Professor, Physics Astronomy, 1988 (1993); BS 1966 Calcutta University-India; MS 1968 Indian Institute of Tech-India; MA 1972 City College of New York; PHD 1978 City College of New York

Mallory, Samantha, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MD 2009 University of Oklahoma

Malone, Robert E., Emeritus Professor, Biology, 1985 (1993); BS 1970 University of California-Los Angeles; PHD 1976 Oregon

Manak, John R., Associate Professor, Biology/Pediatrics, 2008 (2013); BS 1984 Trinity, Hartford CT; MS 1987 New York; PHD 1992 Columbia

Manaligod, Jose M., Associate Professor, Otolaryngology-Head Neck Surgery, 2001 (2004); BA 1986 Northwestern University; MD 1990 University of Illinois at Chicago

Mancuso, Abigail C., Clinical Assistant Professor, Obstetrics Gynecology, (2020); MD 2013 Creighton Univ. School of Med

Mandsager, Neil Timothy, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2009 (2009); BS 1978 Wartburg; MD 1982 University of Iowa

Mangalam, Ashutosh, Associate Professor, Pathology, 2015 (2020); BS 1993 Lucknow University; BSC 1994 Lucknow University; MS 1995 University of Indore; PHD 2002 Sanjay Gandhi Post Grad Inst

Mangold, Margaret Karr, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 2003 Cornell College, MtVernon, IA; MD 2007 Univ of IA CCOM, Iowa City, IA

Mangum, Teresa L., Professor, Gender, Women's and Sexuality Studies/International Programs/Public Policy Center, 1990 (2014); BA 1976 Appalachian State; MA 1979 North Carolina State; PHD 1990 University of Illinois at Urbana Champaign

Mani, Geethalakshmi, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 1994 Stanley Medical College

Mani, Merry, Assistant Professor, Radiology, 2017 (2017); MS 2006 Univ of IL - Urbana Champaign; PHD 2014 University of Rochester

Manicassamy, Balaji, Associate Professor, Microbiology and Immunology, (2018); PHD 2005 University of Illinois-Chicago

Mann, Kyle, Clinical Adjunct Assistant Professor, Orthodontics, 2017 (2017); DDS 2006 University of Iowa; MS 2008 University of Iowa

Manning, Bradley Laine, Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2004 University of Wisconsin-Madison

Manning, John, Associate Professor, Music, 2004 (2010); BM 1991 Boston; MM 2002 MA Amherst

Manoylov, Kalina, Adjunct Associate Professor, University College Courses, 2013 (2013); PHD 2005 Michigan State University

- Manternach, Jeremy N.**, Assistant Professor, Music/Teaching and Learning, 2014 (2014); BA 2000 St. Johns; MM 2009 Kansas; PHD 2012 Kansas
- Manteufel, Kris Marie**, Adjunct Instructor, Social Work, 2016 (2016); BA 1994 University of Iowa; MSW 2011 University of Iowa
- Mantilla, Ricardo Ivan**, Assistant Professor, Civil-Environmental Engineering, 2012 (2012); PHD 2006 Colorado
- Maples, Sara Elizabeth**, Adjunct Lecturer, Marketing, 2018 (2018); BS 2006 University of Kansas; MS 2011 UNIVERSITY OF MICHIGAN-ANN ARBOR
- Marce, Pilar**, Associate Professor, Spanish Portuguese, 2006 (2020); BA 1998 Pompeu Fabra; MA 2003 Purdue University Main Campus; MA 2005 Monterey Institute of Int'l St
- Marchik, Mary Anne Marie**, Clinical Assistant Professor, Social Work, 1990 (2000); BA 1977 University of Iowa; MSW 1984 University of Iowa
- Marchini, Leonardo**, Associate Professor, Preventive Community Dentistry, 2013 (2019); DDS 1996 ICT-UNESP
- Marchman, James Nathan**, Emeritus Professor, Psychological and Brain Sciences, 1977 (2000); BA 1966 Eastern New Mexico; MA 1968 University of Iowa; PHD 1973 University of Iowa
- Marcinkiewicz, Catherine**, Assistant Professor, Neuroscience and Pharmacology, 2017 (2017); BS 2001 Johns Hopkins University; MS 2005 University of Florida; PHD 2010 University of Florida
- Marcussen, Britt Lee**, Clinical Associate Professor, Family Medicine, 1999 (2016); BS 1988 University of Iowa; MD 1994 University of Iowa
- Marek, Cindy Lou**, Clinical Professor, Oral Path,RadiologyMedicine/Pharmacy Practice and Science, 1990 (2020); BS 1986 University of Iowa; PHARM 1996 University of Iowa
- Maretzky, Thorsten**, Assistant Professor, Internal Medicine, 2016 (2016); PHD 2005 ChristianAlbrechts Univ
- Margeas, Robert C.**, Clinical Adjunct Professor, Operative Dentistry, 1990 (2000); DDS 1986 University of Iowa
- Margolin, Benjamin Paul**, Lecturer, Business Analytics, 2016 (2016); BS 2006 Univ of Michigan-Ann Arbor; MS 2013 University of Iowa; PHD 2016 University of Iowa
- Margolin, Leslie H.**, Professor, Rehabilitation and Counselor Education/Rhetoric, 1987 (1998); BA 1967 Bard; MSW 1970 Hunter; PHD 1985 University of Nebraska-Lincoln
- Margulis, Claudio Javier**, Professor, Chemistry, 2003 (2015); PHD 2001 Boston
- Marian, Anil Alexander**, Clinical Professor, Anesthesia, 2008 (2020); MBBS 1999 Trivandrum, India; MD 2002 Mumbai, India
- Marin, Michela**, Adjunct Lecturer, French Italian, 2008 (2008); BA 1990 Venice
- Marino, Frank Sam**, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1986 Univ of Texas, Arlington, TX; DO 1991 TX college of Osteopathic Med
- Mark, Allyn L.**, Emeritus Professor, Internal Medicine, 1961 (1975); BA 1957 University of Iowa; MD 1961 University of Iowa
- Markarian, Garen**, Adjunct Professor, Accounting, 2020 (2020); PHD 2005 Case Western Reserve University
- Markfort, Corey Dean**, Assistant Professor, Civil-Environmental Engineering/Mechanical Engineering, 2014 (2014); PHD 2013 The University of Minnesota-Twin Cities
- Markham, Sanford M.**, Emeritus Professor, Obstetrics Gynecology, 1999 (2004); BA 1956 Kansas; MD 1960 Kansas
- Markovetz, Nicolet Ann**, Emeritus Assistant Professor, Nursing, 1983 (2005); BS 1971 University of Iowa; MSN 1984 University of Iowa
- Marks, Jessie Elizabeth**, Clinical Associate Professor, Pediatrics, 2013 (2020); BS 2004 Valparaiso; MD 2009 Loyola
- Markus, Danielle Roze**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2012 Drake
- Marlin, Robert W.**, Clinical Adjunct Associate Professor, Family Dentistry, 2005 (2012); DDS 1977 University of Iowa
- Marolt, Richard**, Associate Professor, Management and Entrepreneurship, (2019); MBA 2005 University of Wisconsin
- Marquart, Debra**, Adjunct Professor, University College Courses, 2016 (2016); MA 1993 Iowa State University
- Marr, Amanda Marie**, Adjunct Instructor, Mathematics, 2016 (2016); HS 2010 Dunlap High School; BS 2014 University of Iowa
- Marra, Kimberley Bell**, Professor, American Studies/Theatre Arts, 1990 (2007); BA 1981 Dartmouth; MA 1983 Brown; PHD 1990 University of Wisconsin-Madison
- Marrs, Kristin Elizabeth**, Lecturer, Dance, 2013 (2015); BA 2005 St. Ambrose; MFA 2012 University of Iowa
- Marsh, J. Lawrence**, Professor, Orthopaedics and Rehabilitation, 1987 (1995); BA 1975 Colgate; MD 1979 State Univ of NY-Upstate Med
- Marshall, Keith M.**, Emeritus Professor, Anthropology, 1972 (1980); BA 1965 Grinnell; MA 1967 Washington; PHD 1972 Washington
- Marshall, Leslie B.**, Emeritus Associate Professor, Nursing, 1974 (1985); BA 1965 Grinnell; PHD 1973 Washington; BSN 1990 Mt. Mercy
- Marshall, Teresa A.**, Professor, Preventive Community Dentistry, 1992 (2015); PHD 1987 University of Iowa
- Marsho, Peter**, Clinical Adjunct Assistant Professor, Family Dentistry, 2017 (2017); DDS 2017 University of Iowa
- Martell, Lillian Zier**, Lecturer, Journalism Mass Communication, 2016 (2018); BS 1986 Kansas State University; MA 1999 University of Oklahoma
- Martensen, Kathy Marie**, Adjunct Instructor, Radiology, 2010 (2010); BS 1988 University of Iowa; MA 2000 University of Iowa
- Martin, Alfred L.**, Assistant Professor, African-American Studies/Communication Studies, 2018 (2018); BA 1998 Arizona State University; MA 2008 DePaul University; PHD 2015 University of Texas
- Martin, Amy**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2011); PHARM 2008 University at Buffalo; PHD 2008 University of Buffalo
- Martin, Christopher**, Adjunct Lecturer, Law-Faculty, (2020); JD 1996 IL. Institute of Technology

Martin, David B., Assistant Professor, Chemistry, 2019 (2019); BS 2005 University of British Columbia; DPHIL 2011 University of California Irvin; PHD 2011 University of California Irvin

Martin, Emily, Adjunct Assistant Professor, Interdisciplinary Programs, 1999 (1999); BFA 1975 University of Iowa; MA 1977 University of Iowa; MFA 1979 University of Iowa

Martin, Erin Perdock, Clinical Assistant Professor, Psychiatry, 2013 (2013); BA 2003 Central College; DO 2008 Des Moines

Martin, James A., Associate Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 2008 (2009); BS 1983 University of California-Los Angeles; PHD 1992 North Carolina State

Martin, Juan Ezequiel, Adjunct Assistant Professor, Mechanical Engineering, 2011 (2011); BS 2001 Nacional de Cuyo; MS 2004 University of Illinois at Urbana Champaign; PHD 2009 University of Illinois at Urbana Champaign

Martin, Katrina, Adjunct Asst In Instruction, Nursing, 2020 (2020); BS 2016 Brigham Young University

Martin, Laurel Leslie, Clinical Adjunct Assistant Professor, Orthodontics, 2014 (2014); BS 1988 Arizona State; DDS 1993 Colorado; MS 1995 University of Iowa

Martin, Molly Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); BA 2002 Augustana College; PHD 2007 University of Iowa; PHARMD 2016 University of Iowa

Martin, Traci Lynn, Adjunct Lecturer, Teaching and Learning, (2019); BA 1990 University of Iowa; BA 1999 University of Iowa; MA 2004 Graceland

Martin-Estudillo, Luis, Professor, International Programs/Spanish Portuguese, 2005 (2019); MA 2002 The University of Minnesota-Twin Cities; PHD 2005 The University of Minnesota-Twin Cities

Martinet-Moriarty, F., Emeritus Professor, Dance, 1978 (1995);

Martinez, Danielle, Adjunct Instructor, University College Courses, 2014 (2014); BA 2007 Central Washington University; MS 2009 Colorado State University

Martinez, Denise Allene, Clinical Associate Professor, Family Medicine/University College Courses, 2011 (2017); BA 2003 Seattle Pacific; MA 2008 Tufts

Martinez Araneda, Andres Jose, Adjunct Assistant Professor, Civil-Environmental Engineering, 2012 (2012); BS 1997 Pontificia, Chile; BSC 1997 Biochemical Engineering; MS 2004 Imperial, London; PHD 2010 University of Iowa

Martini, Nicholas Fred, Lecturer, Political Science, 2015 (2020); BA 2001 California State University; BS 2001 California State University; MA 2004 California State University; PHD 2012 University of Iowa

Martini, Sarina Marie, Clinical Assistant Professor, Obstetrics Gynecology, 2015 (2015); BA 2001 California State University; MD 2011 University of Iowa

Martins, James B., Emeritus Professor, Internal Medicine, 1975 (1991); BA 1966 North Park; MD 1970 University of Illinois at Urbana Champaign

Martirosyan, Nikolay, Adjunct Assistant Professor, Neurosurgery, (2019); MD 2005 First Moscow State Medical; PHD 2016 Arizona State University

Martyr, Meredith Anne, Adjunct Lecturer, Psych Quant Foundations, 2019 (2019); BA 2010 Univ. Minnesota - Twin Cities; MA 2013 Univ. Minnesota - Twin Cities; PHD 2018 Univ. Minnesota - Twin Cities

Marvin, Roberta M., Adjunct Associate Professor, International Programs/University College Courses, 1997 (1997); BM 1975 Boston Conservatory; MA 1986 Tufts; PHD 1992 Brandeis

Mascardo, Lisa, Adjunct Associate Professor, Pharmacy Practice and Science, 2002 (2018); BS 1995 University of Iowa; BSPH 1995 University of Iowa; PHARMD 1997 University of Iowa

Mashruwala, Neil Samir, Clinical Assistant Professor, Surgery, (2019); MD 2011 Wayne State University

Mason, Edward E., Emeritus Professor, Surgery, 1953 (1961); BA 1943 University of Iowa; MD 1945 University of Iowa; PHD 1953 The University of Minnesota-Twin Cities

Mason, Sally K., Emeritus Professor, Biology, 2007 (2007); BA 1972 Kentucky; MS 1974 Purdue University Main Campus; PHD 1978 University of Arizona

Mason, Sara E., Associate Professor, Chemistry, 2010 (2017); BS 2001 St. John Fisher; PHD 2007 Pennsylvania

Massarotto, Giovanna, Adjunct Professor, Management and Entrepreneurship, 2017 (2017); PHD 2014 Bocconi University - Milan

Massop, Douglas W., Clinical Adjunct Instructor, Surgery, 2017 (2017); MD 1983 Creighton University

Mastascusa, Nicolo J., Clinical Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2008 University of Iowa

Mathahs, Shana Alyssa, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARMD 2007 University of Iowa

Mather, Amanda Renee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); BS 2009 University of Iowa; PHARMD 2013 University of Iowa

Mather, Betty B., Emeritus Professor, Music, 1952 (1973); BA 1949 Oberlin; MA 1951 Columbia

Matheson, Daniel Richard, Associate Professor, Health and Human Physiology, 2011 (2017); BS 1993 University of Iowa; JD 1996 The University of Minnesota-Twin Cities

Matheson, Lloyd E., Emeritus Associate Professor, Pharmacy, 1975 (1980); BS 1964 University of Wisconsin-Madison; PHD 1970 University of Wisconsin-Madison

Mathews, Katherine Dianne, Professor, Neurology/Pediatrics, 1989 (2008); BS 1976 University of Iowa; MD 1981 University of Iowa

Mathews, Michael, Clinical Adjunct Assistant Professor, Pediatric Dentistry, 2002 (2002); BA 1991 Central; DDS 2000 University of Iowa

Matsumoto, Eiyu, Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2003 Univ Miyazaki, Japan

Matsumoto, Satsuki, Clinical Assistant Professor, Neurology/Pediatrics, 2013 (2016); MD 2003 Tsukuba, Japan

Mattes, Timothy Edward, Professor, Civil-Environmental Engineering, 2004 (2017); BSE 1994 John Hopkins; MSE 1995 John Hopkins; PHD 2004 Cornell University

Mattock, Lindsay Kistler, Associate Professor, Library Information Science, 2014 (2020); BA 2004 Pittsburgh; MA 2009 Pittsburgh; PHD 2014 Pittsburgh

Matveeva, Yulia N., Clinical Assistant Professor, Family Medicine, 2011 (2011); MD 2000 Russian People's Friendship U.

Maurice, Thomas J., Clinical Adjunct Assistant Professor, Pediatric Dentistry, 2003 (2003); BS 1988 Illinois Wesleyan; DDS 1992 University of Iowa; MS 1995 University of North Carolina at Chapel Hill

Maury, Wendy, Professor, Microbiology and Immunology, 1999 (2012); BA 1976 Duke; MS 1980 North Carolina State; PHD 1988 Virginia

Max, Jeffrey, Adjunct Professor, Psychiatry, 2016 (2016); MD 1998 Univ of the Witwatersand

Maxson, Jami A., Clinical Adjunct Assistant Professor, Family Medicine, 2000 (2002); BS 1989 University of Iowa; MD 1993 University of Iowa

Maxson, Linda, Emeritus Professor, Biology, 1997 (1997); BS 1964 San Diego State; MA 1966 San Diego State; PHD 1973 University of California-Berkeley

Maxted, James C., Associate Professor, Electrical-Computer Engineering, 2001 (2017); BSEE 1974 University of Iowa; MSEE 1984 University of Iowa

Maxwell, Briana Marie, Adjunct Assistant Professor, Division of Performing Arts, 2008 (2008); BS 2005 Austin Pray St.; MFA 2008 University of Iowa

Maxwell, Brittany Juen, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 2008 Iowa State Univ, Ames, IA; MD 2013 Univ of IA CCOM, Iowa City, IA

Maxwell, Kathryn Ann Buchanan, Clinical Adjunct Instructor, Preventive Community Dentistry, 2007 (2007); BA 1974 University of Iowa

May, Jordan T., Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); BS 2012 University of Northern Iowa; DDS 2016 University of Iowa

May, Nikolas S., Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 2006 Univ of Iowa, Iowa City, IA; MD 2011 Univ of IA CCOM, Iowa City

Mayer, Amy Cheville, Adjunct Lecturer, Teaching and Learning, (2019); MED 2018 Florida Gulf Coast University

Maynard, Jerry Allen, Emeritus Professor, Anatomy Cell Biology/Health and Human Physiology/Orthopaedics and Rehabilitation, 1971 (1981); BA 1958 Northern Iowa; MS 1961 Indiana University-Bloomington; PHD 1970 University of Iowa

Mayo, Mary Anderson, Associate Professor, Theatre Arts, 2018 (2018); AB 1982 Mount Holyoke College; MFA 2006 Mary Baldwin College

Mayrhofer, Sonja Nicole, Lecturer, Rhetoric, 2016 (2016); PHD 2015 THE UNIVERSITY OF IOWA

Maze, Daniel Wallace, Assistant Professor, Art Art History, (2018); BA 1992 Williams College; MA 2007 University of California; PHD 2013 University of California

Mazur, Alexander, Clinical Professor, Internal Medicine, 2007 (2016); MD 1983 Perm, Russia

Mazur, Eugenia, Clinical Assistant Professor, Obstetrics Gynecology, 2011 (2011); MD 1983 Perm State

Mcallister, Bryant F., Associate Professor, Biology, 2002 (2008); BS 1989 Texas A M; MS 1992 Texas A M; PHD 1997 Rochester

Mcallister, Matthew F., Adjunct Lecturer, Management and Entrepreneurship, 2017 (2017); BBA 1985 University of Iowa; MBA 1996 University of Iowa

Mcardle, Kaitlin Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM D 2014 Drake University

Mcbride, Bunny Allen, Emeritus Professor, Art Art History, 1970 (1985); BS 1960 Montana State; MFA 1970 Alfred

Mcbrien, Dianne M., Clinical Professor, Pediatrics, 1997 (2020); MD 1991 Mayo Medical

Mccabe, Daniel J., Clinical Assistant Professor, Emergency Medicine, 2019 (2019); BS 2007 University of Iowa; MD 2013 University of Iowa

Mccambridge, Chad, Clinical Adjunct Associate Professor, Family Medicine, 2011 (2011); BS 1997 University of Iowa; MD 2001 University of Iowa

Mccann, Dustin Anthony, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); DO 2010 Des Moines University

Mccarter, Linda, Emeritus Professor, Microbiology and Immunology, 1996 (2009); BA 1974 Hawaii; PHD 1983 University of California-Davis

Mccarthy, Ann Marie, Professor, Community Behavioral Health/Nursing/Pediatrics, 1984 (2005); BA 1972 Simmons; MSN 1976 Boston College; PHD 1990 University of Iowa

Mccarthy, Christine, Emeritus Associate Professor, Educ Policy Leadership Studies, 1995 (2001); BA 1976 Quinnipiac; MA 1980 Colorado; MA 1990 The Ohio State University; PHD 1992 The Ohio State University

Mccarthy-Clifford, Letitia, Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); BS 1977 Creighton University; DDS 1984 Creighton University

Mccarty, Richard C., Adjunct Lecturer, Management and Entrepreneurship, 2004 (2004); BA 1973 University of Northern Iowa

Mccarville, Katherine, Adjunct Professor, University College Courses, 2018 (2018); PHD 2004 South Dakota School of Mines a

Mccauley, Stewart, Assistant Professor, Communication Sciences and Disorders, 2019 (2019); BA 2007 University of Texas-Austin; MA 2010 University of Delaware; PHD 2017 Cornell University

Mchurch, Shane L., Adjunct Instructor, University College Courses, (2019); BA 2014 University of Iowa; JD 2019 University of Iowa

Mccleery, Amanda, Assistant Professor, Psychiatry/ Psychological and Brain Sciences, 2020 (2020); BSC 2004 University of Toronto; MA 2009 Kent State University; PHD 2012 Kent State University

Mcclellan, Courtney, Adjunct Instructor, University College Courses, 2020 (2020); BA 2015 University of Iowa; MED 2017 University of South Florida

Mcclelland, Eleanor, Emeritus Associate Professor, Nursing, 1971 (1980); BA 1959 Monmouth; MPH 1970 University of Michigan-Ann Arbor; PHD 1979 University of Iowa

Mcclelland, William C., Professor, Earth and Environmental Sciences, 2008 (2008); PHD 1990 University of Arizona

Mcclimon, Kevin, Adjunct Instructor, Pharmacy Practice and Science, 2000 (2000); BS 1983 University of Iowa

Mccormick, George R., Emeritus Professor, Earth and Environmental Sciences, 1968 (1976); BA 1958 Ohio Wesleyan; PHD 1964 The Ohio State University

Mccormick, Laurie May, Clinical Adjunct Associate Professor, Psychiatry, 2015 (2015); MD 1998 American University Car

Mccormick, Michael Leon, Adjunct Assistant Professor, Radiation Oncology, 2001 (2001); BA 1981 University of Iowa; MS 1985 University of Iowa; PHD 1989 University of Iowa

Mccracken, Ryan Doyle, Clinical Adjunct Assistant Professor, Emergency Medicine, 2018 (2018); MD 2006 University of Iowa

Mccray, Paul B., Professor, Internal Medicine/Microbiology and Immunology/Pediatrics, 1991 (2001); BA 1976 St. Olaf; MD 1981 University of Iowa

Mccue, James F., Emeritus Professor, Religion, 1965 (1973); BA 1955 Xavier; MA 1958 Loyola University of Chicago; PHD 1961 University of Wisconsin-Madison

Mccue, Maureen F., Adjunct Assistant Professor, Epidemiology/Interdisciplinary Programs, 1991 (1991); BA 1969 University of Wisconsin-Madison; MD 1981 University of Wisconsin-Madison; PHD 1997 University of Iowa

Mccunniff, Michael David, Clinical Adjunct Instructor, Preventive Community Dentistry, 1999 (1999); DDS 1983 Missouri-Kansas City

Mccurdy, David L., Lecturer, Chemistry, 2016 (2016); PHD 1987 Kansas State University

Mcdanel, Deanna L., Clinical Associate Professor, Pharmacy Practice and Science, 2002 (2011); PHARM 2001 University of Iowa

Mcdanel, Jennifer Sue, Adjunct Lecturer, Epidemiology, 2014 (2014); BS 2005 University of Iowa; MS 2008 University of Iowa; PHD 2013 University of Iowa

Mcdermott, Charlotte Louise, Adjunct Lecturer, Teaching and Learning, 2019 (2019); BA 2003 University of Northern Iowa; MA 2012 University of Northern Iowa

Mcdermott, Linda Marie, Clinical Assistant Professor, Pediatrics, 2017 (2017); BA 1986 Northwestern University; MD 1993 University of Iowa

Mcdermott, Mark Andrew, Clinical Professor, Teaching and Learning, 2012 (2018); BS 1995 Cornell; MS 2002 Iowa State; PHD 2009 University of Iowa

Mcdonald, Amy L., Lecturer, Accounting, (2018); BA 1995 University of St. Thomas; MBT 2001 University of Minnesota

Mcdonald, Madison Renee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 Butler University

Mcdonald, Megan Elaine, Clinical Assistant Professor, Obstetrics Gynecology, (2018); BS 2007 Loyola University; MD 2011 University of Kansas School of Medicine

Mcdonough, Randy Patrick, Adjunct Professor, Pharmacy Practice and Science, 1988 (2003); BSPH 1987 University of Iowa; MS 1997 University of Iowa

Mcdougall, Dana Jeffrey, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2013); PHARM 2011 University of Iowa

Mcelroy, Steven J., Associate Professor, Microbiology and Immunology/Pediatrics, 2011 (2015); BS 1995 Juniata; MD 1999 Hahnemann

Mcelroy-Heltzel, Stacey Elizabeth, Assistant Professor, Psych Quant Foundations, 2019 (2019); MS 2012 Georgia State University; PHD 2017 Georgia State University

Mcfadden, Amanda, Adjunct Instructor, Interdisciplinary Programs/University College Courses, 2011 (2014); BA 2009 Northern Iowa; MS 2011 Miami

Mcgarvey, Brian Frederick, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2016); DDS 1970 University of Iowa

Mcgaughey, Mark, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BS 1975 Carleton College; MD 1979 Johns Hopkins

Mcgee, Betsy, Adjunct Instructor, Psychiatry, 2013 (2013); MD 2008 University of Illinois at Urbana Champaign

Mcgehee, Daniel Victor, Associate Professor, Emergency Medicine/Industrial Engineering/Occupational Environmental Health/Public Policy Center, 1999 (2012); BA 1986 Central Washington; MS 1995 Idaho; PHD 2009 Leeds (UK)

Mcgonagill, Patrick William, Clinical Assistant Professor, Surgery, 2016 (2016); BA 2005 University of Iowa; MD 2010 University of Iowa

Mcgowan, Stephen E., Professor, Internal Medicine/International Programs, 1986 (1998); AB 1972 Washington; MD 1976 Rochester

Mcgregor, Karla K., Emeritus Professor, Communication Sciences and Disorders, 2005 (2008); BA 1984 University of North Carolina at Chapel Hill; MS 1987 Purdue University Main Campus; PHD 1992 Purdue University Main Campus

Mcguire, Don R., Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); BS 1981 Butler

Mcguire, Steve, Professor, Art Art History/Interdisciplinary Programs, 1988 (2005); BS 1981 Northwest Missouri State; MA 1983 University of Iowa; PHD 1990 University of Iowa

Mcguirk, Sara, Lecturer, Interdisciplinary Programs, 2016 (2019); BA 2012 Notre Dame; MFA 2016 University of Iowa

Mchose, Ronald R., Clinical Adjunct Instructor, Family Medicine, (2019); BA 1978 Drake University; DO 1981 Des Moines - Osteopathic Med

Mcintosh, Thomas J., Clinical Adjunct Professor, Internal Medicine, 2000 (2000); MS 1970 University of Iowa

Mcintyre, Danielle, Adjunct Professor, Orthopaedics and Rehabilitation, 2020 (2020); DPT 2016 Missouri State University

Mckay, Sherry Lea, Emeritus Assistant Professor, Nursing, 1998 (2004); BSN 1993 Iowa Wesleyan; BSN 1998 University of Iowa; MSN 1998 University of Iowa

Mckay, Thomas Condon, Clinical Adjunct Associate Professor, Urology, 2015 (2015); MD 1988 University of Iowa

Mckeever, Kevin, Adjunct Lecturer, Law-Faculty, 2020 (2020); BA 1991 Northwestern University; JD 2001 University of Iowa

Mckerley, John William, Adjunct Lecturer, Law-Faculty, 2015 (2020); BA 1998 Alabama-Huntsvil; MA 2001 University of Iowa; PHD 2008 University of Iowa

Mckernan, Susan Christine, Associate Professor, Preventive Community Dentistry/Public Policy Center, 2013 (2020); DMD 2004 Florida

Mckibben, Kayla Nicole, Adjunct Lecturer, Rehabilitation and Counselor Education, 2011 (2018); PHD 2009 Southern Illinois

Mckie, Angi, Adjunct Instructor, University College Courses, 2013 (2013);

Mckinney, Matthew Brandon, Instructor, Aerospace Studies, (2019); AA 2015 Community College of the AF

Mckirgan, Lisa Joann, Adjunct Instructor, University College Courses, 2018 (2018); BA 1980 University of Iowa

Mcknight, Carrie Beth, Clinical Associate Professor, Oral Path,RadiologyMedicine, 1999 (2020); DDS 1998 University of Iowa

Mclaren, Rachel Maree, Associate Professor, Communication Studies, 2008 (2016); BA 2003 LaSalle; MA 2005 Pennsylvania State University; PHD 2008 Pennsylvania State University

Mclaughlin, Christa Suzann, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1995 ; MD 1999 Univ of IA coll of Med, Iowa

Mclay, Richard W., Adjunct Professor, Biomedical Engineering, 2016 (1998); PHD 1963 University of Wisconsin-Madison

Mcleese, Donald George, Associate Professor, Journalism Mass Communication, 2003 (2006); BA 1973 North Central; MA 1975 University of Illinois at Chicago

Mcleod, Kembrew, Professor, Communication Studies, 2000 (2013); BS 1993 James Madison; MA 1995 Virginia; PHD 1999 Massachusetts-Amherst

Mcloughlin, Michael Joseph, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); MD 2013 Carver College of Medicine

Mcmahon, Emily M., Adjunct Instructor, Journalism Mass Communication, 2016 (2016); BA 2008 University of Iowa

Mcmillan, Christopher-Rasheem, Assistant Professor, Dance/Gender, Women's and Sexuality Studies, 2016 (2017); BS 2007 Hampshire College; MFA 2011 Laban Conservatory; PHD 2016 Kings College London

Mcmullen, Ronald Keith, Lecturer, Office of the Provost/Political Science, 2012 (2014); BA 1978 Drake; MA 1982 University of Iowa; PHD 1985 University of Iowa

Mcmurray, Ian Hunter, Adjunct Assistant Professor, Creative Writing, 2020 (2020); MFA 2020 University of Iowa

Mcmurray, Robert M., Professor, Communication Sciences and Disorders/Linguistics/Otolaryngology-Head Neck Surgery/ Psychological and Brain Sciences, 2004 (2015); BA 1998 Cornell University; MS 2003 Rochester, NY; PHD 2004 Rochester, NY

Mcnabb, Scott F., Emeritus Associate Professor, Educ Policy Leadership Studies, 1979 (1984); BA 1968 Earlham; MED 1972 Harvard; PHD 1978 Virginia

Mcnamara, James, Adjunct Associate Professor, Internal Medicine, 2007 (2014); BSC 1992 Virginia; PHD 2003 Duke

Mcnamara, Patrick Joseph, Professor, Pediatrics, 2018 (2018); MBCH 1993 Queen's University, Belfast; MS 1999 University of London

Mcneely, Parren Scott, Clinical Assistant Professor, Radiology, 2011 (2014); MD 2005 University of Illinois at Urbana Champaign

Mcneil, Robin M., Clinical Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); AS 2001 Kirkwood; BS 2004 Missouri-KC

Mcnuity, Michael L., Emeritus Professor, Geographical and Sustainability Sciences, 1969 (1976); BS 1962 California State/ Pennsylvania; MA 1964 Northwestern Univeristy; PHD 1966 Northwestern Univeristy

Mcquistan, Michelle, Associate Professor, Preventive Community Dentistry, 2004 (2013); BA 1997 Nortre Dame; DDS 2001 University of Iowa; MS 2004 University of Iowa

Mcvancel, Megan Anne, Adjunct Instructor, Educ Policy Leadership Studies, 2020 (2020); BS 2008 University of Arizona; MA 2014 University of Iowa

Mcveigh, Sarah, Lecturer, Nursing, 2018 (2018); BS 2006 Pennsylvania State Unive; MS 2008 Pennsylvania State Univ; DNP 2018 Pennsylvania State Univ

Mcwhorter, Brian Carl, Adjunct Instructor, Chemical Biochemical Engineering, 2016 (2018); BS 2001 University of Iowa

Meadows, Jill Lynelle, Clinical Adjunct Associate Professor, Obstetrics Gynecology, 1999 (2005); BA 1991 Macalester; MD 1995 University of Iowa

Means, Brittany, Adjunct Assistant Professor, English, (2020); BA 2015 Ball State

Means, Carrie Lynn, Adjunct Instructor, Social Work, 2020 (2020); BS 1999 University of Iowa; MSW 2003 University of Iowa

Means, Mark Thomas, Clinical Adjunct Instructor, Preventive Community Dentistry, 2016 (2016); DMD 1982 Southern Illinois University; MSD 1989 University of North Carolina at Chapel Hill

Mears, Susan M., Adjunct Instructor, Pharmacy Practice and Science, 2017 (2017); BSPH 1995 Drake University

Medd, Stacey, Adjunct Lecturer, Teaching and Learning, 2020 (2020); BA 1988 University of Iowa; MA 2002 University of Iowa

Meeker, Adam, Adjunct Lecturer, Business Analytics, 2018 (2018); BBA 2007 University of Iowa; MBA 2014 University of Iowa; MS 2016 University of Iowa

Meerdink, Susan K., Assistant Professor, Geographical and Sustainability Sciences, (2020); MA 2014 UC Santa Barbara; PHD 2018 UC Santa Barbara

Mehdi, Haider, Research Assistant Professor, Internal Medicine, 2012 (2012); PHD 1986 AM C.D.R.I.

Meier, Jeffery Linn, Associate Professor, Epidemiology/ Internal Medicine, 1993 (2004); BS 1981 University of Iowa; MD 1986 University of Iowa

Meis, Steven Joseph, Clinical Adjunct Instructor, Family Medicine, 2019 (2019); BSEE 1983 Iowa State; MD 1989 University of Iowa

Meisterheim, Melissa, Associate Professor, English as Second Language, 2009 (2020); BA 1998 Truman State; MA 2001 University of Iowa; PHD 2007 University of Iowa

Mejia, Rachel, Clinical Assistant Professor, Obstetrics Gynecology, 2013 (2018); BS 2005 Drake University; DO 2009 Des Moines

Mekies, Saul, Adjunct Lecturer, Management and Entrepreneurship, 2009 (2009); MA 1984 Connecticut

Melcher, Jon Christian, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2004 University of Iowa

Melchert, John Jordan, Clinical Adjunct Assistant Professor, Neurology, 2020 (2020); MD 2014 Wake Forest University

Melchert, Thomas E., Emeritus Associate Professor, Biology, 1963 (1968); BA 1958 Lawrence; MS 1960 University of Wisconsin-Madison; PHD 1963 The University of Texas at Austin

Mellen, Katherine Rose, Associate Professor, Health and Human Physiology/University College Courses, 2000 (2017); MA 1997 University of Iowa; PHD 2007 University of Iowa

Mello-Thoms, Claudia Regina, Research Associate Professor, Radiology, 2018 (2018); PHD 2001 Rutgers University

Melloy, James Chad, Adjunct Instructor, University College Courses, 2011 (2014); MBA 2010 St. Ambrose

Melloy, Michael Joseph, Adjunct Lecturer, Law-Faculty, 2012 (2018); BA 1970 Loras; JD 1974

Menda, Yusuf, Professor, Radiation Oncology/Radiology, 2001 (2019); MD 1994 Istanbul

Mendenhall, Matthew D., Adjunct Assistant Professor, Social Work, 2017 (2017); BA 1988 Cornell College; MSW 2002 St. Ambrose; DR 2010 Case Western University

Mendez, Adriana, Emeritus Professor, Spanish Portuguese, 1985 (1998); BA 1972 Cincinnati; MA 1974 Duke; PHD 1979 Cornell

Menefield, William, Assistant Professor, Music, (2020); BM 2005 University of Cincinnati; DMA 2011 University of Texas - Austin

Menezes, Arnold H., Professor, Neurosurgery/Otolaryngology-Head Neck Surgery, 1974 (1985); ISC 1961 Bombay; MBBS 1966 Bombay

Meng, Xiangbing, Research Associate Professor, Pathology, 2009 (2015); BA 1990 Beijing Normal; MS 1995 Beijing Normal; PHD 1998 Beijing Inst Rad Medicine

Mengeling, Michelle A., Assistant Professor, Internal Medicine, 2004 (2006); BA 1986 Iowa; MS 1988 Iowa; PHD 2002 Iowa

Menken, Crystal Marie, Clinical Adjunct Assistant Professor, Family Medicine, 2013 (2013); BA 2003 Buena Vista Univ; Storm Lake, IA; MA 2005 Forest Inst Prof Psych, MO; PSYD 2007 Forest Inst Prof Psych, MO

Menninga, Elizabeth J., Assistant Professor, International Programs/Political Science, 2015 (2015); BA 2008 University of North Carolina at Chapel Hill; MA 2011 University of North Carolina at Chapel Hill; PHD 2015 University of North Carolina at Chapel Hill

Menninger, John R., Emeritus Professor, Biology, 1972 (1978); BA 1957 Harvard; PHD 1964 Harvard

Mentink, Meghan Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARMD 2015 Butler University

Mentzer, Raymond A., Professor, History/Religion, 2001 (2001); AB 1967 Fordham; MA 1970 University of Wisconsin-Madison; PHD 1973 University of Wisconsin-Madison

Merchant, James A., Emeritus Professor, Occupational Environmental Health, 1981 (1981); BS 1962 Iowa State; MD 1966 University of Iowa; PHD 1973 University of North Carolina at Chapel Hill

Meredith, Patricia Kay, Emeritus Professor, Operative Dentistry, 1984 (2017); BS 1979 University of Iowa; DDS 1983 University of Iowa; MS 2008 University of Iowa

Meren Fuchtman, Katherine Jo, Lecturer, English as Second Language, 2015 (2015); MA 2015 University of Northern Iowa

Mergen, Nicholas, Adjunct Associate, Physical Therapy Rehab Science, 2017 (2017); BA 2014 Simpson College; DPT 2016 University of Iowa

Merideth, Jeff, Adjunct Instructor, Pharmacy Practice and Science, 2005 (2005); BSPH Creighton

Merino, Ana, Professor, Spanish Portuguese, 2009 (2016); LIC 1995 Universidad Autonoma de Madrid; MA 1997 The Ohio State University; PHD 2001 Pittsburgh

Merkel, Warren David, Adjunct Lecturer, Teaching and Learning, 2018 (2020); BA 1996 Miami University, Ohio; MAT 2008 School for Intl Training, VT; PHD 2018 University of Iowa

Merkitch, Kenneth W., Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 1995 (1995); MD 1984 Northwestern University

Merlino, Robert L., Professor, Physics Astronomy, 1981 (1992); BS 1973 St Joseph's; PHD 1980 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Merrill, Anna E., Clinical Assistant Professor, Pathology, 2017 (2017); PHD 2014 University of Wisconsin-Madison

Merrill, Christopher, Professor, English/International Programs/International Writing, 2000 (2000); MA 1982 Washington

Merritt, Megan Rett, Adjunct Lecturer, Law-Faculty, 2017 (2017); BA 2006 Grinnell College; JD 2010 University of Iowa

Merryman, Abbey Sue, Clinical Assistant Professor, Obstetrics Gynecology, 2014 (2015); BS 2005 Bethel University; MD 2010 University of Iowa

Mersch, Alex Ronald, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2019); PHARMD 2015 Roosevelt University; MBA 2016 Upper Iowa University

Mertens, Ryan Robert, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); DO 2010 Des Moines University

Merulla, Michael David, Adjunct Lecturer, Teaching and Learning, 2020 (2020); BA 1976 University of Iowa; MA 1998 University of Iowa

Meskimen, Craig Vincent, Adjunct Instructor, Social Work, (2019); BA 2002 University of Northern Iowa; MSW 2009 University of Iowa

Messerle, Louis, Associate Professor, Chemistry/Radiology, 1984 (1990); SCB 1975 Brown; PHD 1979 Massachusetts Inst of Tech

- Messerly, Courtney Lynn**, Clinical Adjunct Instructor, Family Medicine, (2018); BS 2008 University of Minnesota; MD 2013 Medical College of Wisconsin
- Messingham, Kelly A. Nurdyke**, Research Associate Professor, Dermatology, 2009 (2016); BS 1993 Iowa State; MS 1995 Iowa State; PHD 2001 Loyola
- Metz, Catherine Melissa**, Clinical Assistant Professor, Radiology, 2015 (2015); DMS 2008 University of Iowa
- Metzger, Scott D.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 1998 Drake University
- Metzger Iii, Robert J.**, Adjunct Lecturer, Rehabilitation and Counselor Education, 2010 (2015); BGS 2001 Cornell College; MA 2004 Forest Institute; PSYD 2006 Forest Institute
- Meurice, Yannick**, Professor, Physics Astronomy, 1990 (2003); BS 1981 Universite Catholique de Louva; PHD 1985 Universite Catholique de Louva
- Meyer, David L.**, Clinical Adjunct Assistant Professor, Orthodontics, 2009 (2009); DDS 1987 University of Iowa; MS 1989 Louisville
- Meyer, Frederick Paul**, Adjunct Instructor, University College Courses, 2017 (2017); AA 1990 Indian Hills Community College
- Meyer, Jessica Rae**, Assistant Professor, Earth and Environmental Sciences, (2018); MS 2005 University of Waterloo; PHD 2013 University of Guelph
- Meyer, Nathaniel Amiel**, Clinical Adjunct Assistant Professor, Family Medicine, 2014 (2014); MD 1996 University of Iowa
- Meyer, Samantha Kay**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2020 University of Iowa
- Meyerholz, David Kyle**, Professor, Pathology, 2006 (2017); DVM 1994 Iowa State; MS 2001 Iowa State; PHD 2004 Iowa State
- Meyers, Katherine Irene**, Clinical Adjunct Instructor, Family Medicine, (2019); BA 2007 Simpson College; DO 2012 Des Moines University
- Michaelson, Jacob J.**, Associate Professor, Biomedical Engineering/Communication Sciences and Disorders/ Psychiatry, 2013 (2018); BS 2007 Utah State; MS 2007 Utah State; PHD 2010 Technische Universität-Dresden
- Michels, Timothy Lee**, Clinical Adjunct Associate Professor, Family Dentistry, 1987 (2000); BS 1981 Drake; DDS 1985 University of Iowa
- Mickelsen, Steven Richard**, Assistant Professor, Internal Medicine, 2014 (2015); BA 2001 St. Johns; MD 2007 New Mexico
- Midgett, Douglas K.**, Emeritus Associate Professor, Anthropology, 1972 (1980); BA 1965 Montana; PHD 1977 University of Illinois at Urbana Champaign
- Midtroed, Tom Arne**, Associate Professor, History, 2009 (2014); BA 2000 Oslo, Norway; MA 2003 South Alabama; PHD 2008 Northern Illinois
- Miene, Vickie Lynn**, Adjunct Assistant Professor, Health Management Policy, 2016 (2016); BA 1992 Loras College; MA 1994 Loras College; MS 2013 Dartmouth College
- Miers, Shannon Louise**, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2013); BA 1990 Luther College; MS 1995 University of Iowa; MS 2004 Clarke College
- Miessler-Kubaneck Jr., David Carl**, Adjunct Lecturer, Management and Entrepreneurship, 2017 (2017); BA 1999 University of Iowa; BFA 2004 University of Iowa
- Miiller, Jason Joseph**, Clinical Adjunct Assistant Professor, Psychiatry, (2016); MBA 2004 University of South Dakota; MD 2011 Creighton University
- Mikucki-Enyart, Sylvia**, Assistant Professor, Communication Studies/Public Policy Center, 2017 (2017); BA 2003 Illinois State University; MS 2007 Illinois State University; PHD 2012 U of Illinois at Urbana-Champaign
- Mikulski, Marek**, Adjunct Assistant Professor, Occupational Environmental Health, 2015 (2015); MD 1994 Medical Academy of Lodz/Poland; MPH 2002 University of Iowa
- Milavetz, Gary**, Professor, Pharmacy Practice and Science, 1981 (2018); BS 1978 The University of Minnesota-Twin Cities; PHARMD 1980 The University of Minnesota-Twin Cities
- Milavetz, Mary E.**, Adjunct Professor, Pharmacy Practice and Science, 2016 (2019); PHAR 1984 The University of Minnesota-Twin Cities
- Milburn, Kristine**, Adjunct Lecturer, Teaching and Learning, 2015 (2015); BA 1995 Central College; MAE 2002 University of Northern Iowa; EDD 2011 Drake University
- Milde, Frances Kay**, Emeritus Assistant Professor, Nursing, 1974 (1977); BSN 1971 Missouri-Columbia; MSN 1974 Western Reserve; PHD 1983 University of Iowa
- Miles, David Michael**, Assistant Professor, Physics Astronomy, 2017 (2017); BE 2007 University of Victoria; MSC 2013 University of Alberta; PHD 2017 University of Alberta
- Milhem, Mohammed**, Clinical Professor, Internal Medicine/ Orthopaedics and Rehabilitation, 2007 (2014); MD 1995 Jordan
- Millard, Melanie Rani**, Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (2006); PHARMD 1997 University of Iowa
- Miller, Aaron Christopher**, Assistant Professor, Epidemiology/Internal Medicine, 2015 (2015); BA 2008 Creighton University; MA 2011 University of Iowa; PHD 2015 University of Iowa
- Miller, Ann M.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2006 Drake University
- Miller, Anthony Clark**, Clinical Professor, Psychiatry, 2008 (2016); BA 1990 Goshen College; MD 1994 University of Iowa
- Miller, Benjamin James**, Associate Professor, Orthopaedics and Rehabilitation, 2010 (2017); BS 1999 Cornell; MD 2003 University of Iowa
- Miller, Bruce A.**, Adjunct Associate, Physical Therapy Rehab Science, 1986 (1986); BS 1974 University of Iowa; MA 1984 University of Iowa
- Miller, Christina L.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2016 The University of Iowa
- Miller, Courtney**, Assistant Professor, Music, 2015 (2015); BM 2004 Florida State University; MM 2006 Cleveland Institute of Music; DMA 2015 Boston University

Miller, Daniel Gillett, Clinical Associate Professor, Emergency Medicine/Internal Medicine, 2011 (2015); BA 2001 University of Wisconsin-Madison; BS 2001 University of Wisconsin-Madison; MD 2005 University of Illinois at Urbana Champaign

Miller, Daniel W., Associate Professor, Art Art History, 2014 (2019); MFA 1997 Art Institute of Chicago

Miller, Delwyn Deon, Professor, Psychiatry, 1992 (2004); BS 1977 University of Iowa; PHARMD 1980 Kentucky; MD 1987 Case Western Reserve

Miller, Eric, Clinical Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); DDS 1988 Colorado

Miller, Franklin, Emeritus Professor, Cinematic Arts, 1970 (1982); BA 1962 Oberlin; MA 1964 The Ohio State University; MFA 1970 The Ohio State University

Miller, Jane L., Clinical Associate Professor, Family Medicine, 2019 (2019); BA 1998 University of Minnesota; PHD 2000 University of Minnesota

Miller, Janice M., Lecturer, Nursing, 2016 (2016); BSN 1984 DeSales University; MSN 2013 Mount Mercy University

Miller, Jenelle Susan, Adjunct Lecturer, Teaching and Learning, 2016 (2016); BFA 1975 United States International Un; MED 2004 Olivet Nazarine University

Miller, Julie Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); BS 1985 UICOP

Miller, Lonny Dean, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BA 2005 Simpson College, Indianola, IA; MD 2009 Univ of IA college of Med, IA

Miller, Marguerite Lea, Adjunct Instructor, German, 2016 (2005); BA 1975 University of Iowa; MA 1990 University of Iowa

Miller, Matthew Jay, Adjunct Instructor, Mathematics, 2018 (2018); BA 1996 University of Iowa; MA 2002 University of Iowa

Miller, Matthew Edward, Clinical Adjunct Assistant Professor, Operative Dentistry, 2010 (2013); DMD 2001 Southern Illinois

Miller, Matthew T., Adjunct Instructor, University College Courses, 2019 (2019); BA 1999 University of Northern Iowa; MA 2017 University of Northern Iowa

Miller, Michael P., Clinical Adjunct Associate Professor, Emergency Medicine, 2010 (2014); BS 1990 Manchester; MD 1995 University of Iowa

Miller, Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2018); PHARMD 2010 University of Nebraska-Lincoln

Miller, Nora Claire, Adjunct Assistant Professor, Creative Writing, 2019 (2019); MFA 2019 University of Iowa

Miller, Robert T., Professor, Law-Faculty, 2012 (2012); MA 1994 Columbia; JD 1997 Yale Law; MPHIL 2000 Columbia

Miller, Ryan, Instructor, Military Science, 2011 (2011); BA 2009 Iowa; MA 2011 Norwich

Miller, Sarah Louise, Clinical Associate Professor, Emergency Medicine, 2012 (2019); BLS 1999 Luther College; MD 2007 University of Iowa

Miller, Steven Frederick, Clinical Adjunct Assistant Professor, Orthodontics, 2016 (2015); BA 2000 Pennsylvania

State University; MA 2002 University of Iowa; PHD 2010 University of Iowa

Miller, William A., Emeritus Professor, Pharmacy, 1997 (1997); BS 1965 The Ohio State University; MS 1969 The Ohio State University; PHAR 1971 Kentucky

Milless, Tiffani Lynn, Clinical Adjunct Assistant Professor, Pathology, 2014 (2014); BA 2004 University of Notre Dame; MD 2008 University of Toledo

Millice, Nancy Jane, Adjunct Instructor, University College Courses, 2009 (2015); BA 1976 Carleton; MAT 1978 St Thomas

Mills, Elizabeth Fae, Adjunct Instructor, University College Courses, (2020); BA 2016 University of Iowa

Mills, Margaret Hill, Professor, Asian Slavic Languages Literature, 1989 (2000); BA 1976 University of Iowa; MA 1979 University of Iowa; PHD 1985 University of Michigan-Ann Arbor; MPH 2005 University of Iowa

Millsbaugh, Alicia C., Adjunct Lecturer, Nursing, 2020 (2020); BSN 2003 University of Tulsa; MSN 2012 University of Alabama at Birmingham

Miltaha, Hamzah, Clinical Adjunct Assistant Professor, Pediatrics, 2018 (2018); MBBS 2005 Jordan University

Min, Seongjoo, Assistant Professor, Economics, 2020 (2020); AA 2010 Pasadena City College; BA 2013 University of CA, Berkeley; PHD 2020 UC Berkeley

Mindrup, Steven Richard, Clinical Adjunct Assistant Professor, Urology, 2011 (2011); BA 1997 Wartburg; MD 2001 University of Iowa

Mineart, Stephen Mark, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1975 Iowa Wesleyan College; MD 1979 Univ of IA COM, Iowa City IA

Mintner, Paul J., Adjunct Instructor, University College Courses, 2015 (2015); MS 2012 Kansas State

Mirr, Ronald Kurt, Adjunct Instructor, School of Planning and Public Affairs, 1997 (1997); BA 1981 Purdue University Main Campus; MSW 1987 University of Iowa

Mishra, Leenu, Clinical Adjunct Associate Professor, Psychiatry, 2011 (2017); MD 1999 MKCG Medical

Miskle, Benjamin A., Clinical Assistant Professor, Pharmacy Practice and Science, (2020); BS 2013 Northwest Missouri State; PHARMD 2018 University of Missouri

Misurac, Jason, Clinical Associate Professor, Pediatrics, 2015 (2020); BA 2004 Taylor; MD 2009 Indiana University-Bloomington; MS 2015 Indiana Purdue University

Mitchell, Brandy Lynn, Lecturer, Nursing, (2020); BSN 1998 University of Iowa; MSN 2008 University of Washington; DNP 2018 University of Colorado

Mitchell, Colleen Catharine, Associate Professor, Mathematics, 2005 (2012); BS 1998 Duke; MA 2001 Duke; PHD 2003 Duke

Mitchell, Katie D., Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2006 Drake

Mitchell, Sara Beth, Professor, Political Science/Public Policy Center, 2004 (2011); BS 1991 Iowa State; MA 1993 Michigan State University; PHD 1997 Michigan State University

Mitchell, Teresa Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARM D 2008 University of Iowa

Mitros, Christopher Luke, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BA 2005 Grinnell College; MD 2010 University of Iowa

Mitros, Frank A., Emeritus Professor, Pathology, 1976 (1988); BS 1965 Seton Hall; MD 1969 New Jersey College of Medicine

Mixdorf, Tracy Michele, Clinical Adjunct Assistant Professor, Family Medicine, 2006 (2006); BS 1992 University of Iowa; DO 1998 Osteopathic Medicine; MHA 1998 Osteopathic Medicine

Mkenda, Beatrice, Lecturer, French Italian, 2014 (2014); MA 2010 University of Wisconsin-Madison; PHD 2015 University of Wisconsin

Mobily, Kenneth Edward, Professor, Health and Human Physiology, 1979 (1994); BA 1972 Kent State; MA 1977 University of Iowa; PHD 1981 University of Iowa

Mobily, Paula Renay, Emeritus Associate Professor, Nursing, 1976 (1994); BSN 1971 The Ohio State University; MSN 1976 Cincinnati; PHD 1987 University of Iowa

Mockler, Shelley Renee Hautekeete, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2008); MPT 1998 University of Iowa

Modi, Arunkumar Jagadishbhai, Clinical Assistant Professor, Pediatrics, 2015 (2015); MBBS 2004 BJ Med College, Gujarat Univ; MPH 2008 Texas AM University

Modrick, Joseph M., Clinical Assistant Professor, Radiation Oncology, 2002 (2002); BS 1989 Northern Iowa; MS 1994 University of Iowa; MS 1998 University of Wisconsin-Madison; PHD 2000 University of Wisconsin-Madison

Moel, Joy Elizabeth, Clinical Assistant Professor, Psychiatry, (2018); BA 1999 University of Iowa; PHD 2007 University of Iowa

Moeller, Deborah Lee Carstensen, Adjunct Instructor, Social Work, 2016 (2016); BSW 1990 University of Northern Iowa; MSW 2007 University of Iowa

Moeller, Kristi Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARM D 2006 Iowa

Moeller, Laura Elizabeth, Clinical Adjunct Instructor, Family Medicine, 2018 (2018); BS 1999 Iowa State Univ; Ames, IA; MS 2000 Iowa State Univ; Ames, IA; MD 2004 Univ of IA CCOM; Iowa City, IA

Moeller, Lon D., Emeritus Professor, Management and Entrepreneurship, 1994 (2007); BBA 1982 University of Iowa; MA 1984 University of Iowa; JD 1987 University of Iowa

Mohammad Nijres, Bassel, Clinical Assistant Professor, Pediatrics, (2020); MD 2005 University of Aleppo

Mohan, Michael Patrick, Clinical Adjunct Instructor, Surgery, 2017 (2017); MD 1994 University of Iowa

Mohr, Heather Joy, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2005 Des Moines

Mohr, Nicholas Matthew, Professor, Anesthesia/Emergency Medicine/Epidemiology, 2011 (2020); MD 2006 University of Iowa; MSCI 2014 University of Iowa

Mokadem, Mohamad, Assistant Professor, Internal Medicine, 2014 (2016); MD 2003 American University of Beirut

Molander, Ryan, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM D 2020 University of Iowa

Molano De Pena, Ilonka Denisse, Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2002 Instituto Tech. De Santo

Moline, David O., Emeritus Professor, Family Dentistry, 1983 (1992); DDS 1953 Washington

Molis, Marc Alan, Clinical Adjunct Assistant Professor, Family Medicine, 2008 (2008); BS 1996 Illinois Wesleyan; MD 2000 Northwestern University

Molony, Patrick T., Adjunct Lecturer, Accounting, 2020 (2020); BBA 1984 University of Iowa; MBA 1999 University of Iowa

Molsberry, Robert Frank, Adjunct Associate, Physical Therapy Rehab Science, 2017 (2017); BA 1975 University of Iowa; MDIV 1982 Yale Divinity School

Monette, Shonda Lashay, Adjunct Instructor, Chemistry, 2015 (2011); BS 1998 Southern Univ @ New Orleans; MS 2001 University of Iowa

Monga, Varun, Clinical Assistant Professor, Internal Medicine, 2011 (2016); MBBS 2006 Rajiv Gandhi

Monick, Martha Mary Fultz, Emeritus Professor, Internal Medicine, 2009 (2009); BA 1986 University of Iowa; PHD 2007 Iceland

Monson, Kyra Ward, Clinical Adjunct Instructor, Preventive Community Dentistry, 2015 (2015); DDS 2009 University of Iowa

Montgomery, David, Adjunct Assistant Professor, Health Management Policy, 2020 (2020); MA 1985 University of Iowa

Montgomery, Ian, Emeritus Associate Professor, Health Management Policy, 2007 (2010); BA 1975 University of Iowa; MHA 1979 University of Iowa

Montgomery, Lou Ann, Clinical Adjunct Associate Professor, Nursing, 2000 (2012); BSN 1978 Montana State - Bozeman; MA 1988 University of Iowa; PHD 2000 University of Iowa

Montilla Moreno, Jorge Andres, Assistant Professor, Music, 2016 (2016); BM 1998 Instituto Universitario de Estu; MM 2002 Indiana University-Bloomington

Moon, Ann C., Adjunct Instructor, Pharmacy Practice and Science, 2016 (2016); BSPH 1981 Drake University

Moon, Chooza, Assistant Professor, Nursing, 2017 (2017); MSN 2010 Univ of Pennsylvania; PHD 2016 Univ of Wisconsin-Madison

Moon, Jerald B., Emeritus Professor, Communication Sciences and Disorders, 1985 (2009); BS 1978 Western Ontario-Canada; MS 1980 Western Ontario-Canada; PHD 1985 Purdue University Main Campus

Mooney, Barbara B., Associate Professor, Art History/International Programs, 2002 (2006); BA 1975 Missouri-St. Louis; MA 1980 University of Illinois at Urbana Champaign; PHD 1991 University of Illinois at Urbana Champaign

Mooney, Sarah E., Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM D 2019 LECOM School of Pharmacy

Moonjely, Anita J., Clinical Associate Professor, Pediatrics, 2007 (2015); MBBS 1993 Coimbatore, India; MD 1995 Coimbatore, India

Moonjely, Joe, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); BA 1984 Unif of Calicut, India; MD 1991 Trichur Medical College

Moore, Betty Marguerite, Adjunct Instructor, Psychiatry, 1999 (1999); BA 1980 University of Illinois at Urbana Champaign; MSW 1983 University of Illinois at Urbana Champaign

Moore, Cathleen M., Professor, Psychological and Brain Sciences, 2007 (2007); BA 1988 Hamilton; PHD 1994 University of California-San Diego

Moore, Daniel, Professor, Music, 1996 (2006); BME 1981 East Texas State; MM 1985 Wichita State; DMA 2000 Kentucky

Moore, Dennis M., Emeritus Associate Professor, Rhetoric, 1980 (1988); BA 1974 University of Chicago; MA 1976 Princeton; PHD 1978 Princeton

Moore, Jeffrey, Adjunct Instructor, University College Courses, 2011 (2014); BA 1990 Missouri

Moore, Joseph P., Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); PHARM 1994 Creighton

Moore, Joyce L., Emeritus Associate Professor, Psych Quant Foundations, 1994 (2000); BS 1985 Pittsburgh; PHD 1993 Stanford

Moore, Michael Edward, Associate Professor, History/International Programs/Law-Faculty, 2008 (2011); AB 1984 University of Michigan-Ann Arbor; AM 1987 University of Michigan-Ann Arbor; PHD 1993 University of Michigan-Ann Arbor

Moore, Pamela Sue, Adjunct Instructor, Social Work, 2000 (2000); BA 1982 University of Iowa; BBA 1983 University of Iowa; MSW 1987 University of Iowa

Moore, Rosemary, Associate Professor, Classics/History/University College Courses, 2003 (2017); AB 1990 Harvard; PHD 2002 University of Michigan-Ann Arbor

Moore, Steven A., Professor, Pathology, 1986 (1995); BS 1977 Purdue University Main Campus; PHD 1980 Indiana University-Bloomington; MD 1982 Indiana University-Bloomington

Moore, Kevin Gene, Emeritus Associate Professor, Pharmacy Practice and Science, 1987 (2005); PHARM 1979 University of Nebraska-Lincoln

Moorhead, Sue Ann Parmeter, Emeritus Associate Professor, Nursing, 1984 (1999); BSN 1972 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; MA 1982 University of Iowa; PHD 1993 University of Iowa

Moose, Alan L., Adjunct Lecturer, Accounting, 2020 (2020); BS 1991 Brigham Young; MAC 1991 Brigham Young

Mooss, Eric N., Adjunct Assistant Professor, Health Management Policy, 2018 (2018); MHA 2004 University of Iowa

Morales, Ana Melinda Mindy, Adjunct Instructor, University College Courses, 2016 (2016); MSC 2011 Trent University Peterborough; PHD 2016 Iowa State University

Morales, Guillermo, Adjunct Lecturer, Law-Faculty, 2020 (2020); BA 2007 The University of Texas; JD 2010 Texas Tech University

Moran, Patrick, Lecturer, Health and Human Physiology, 2014 (2014); BS 2006 York College of Pennsylvania; MA 2007 Ohio University, Athens

Morarend, Chad Michael, Clinical Adjunct Assistant Professor, Orthodontics, (2020); DDS 2000 University of Iowa; MS 2007 University of Iowa

Morcuede, Jose A., Professor, Orthopaedics and Rehabilitation/Pediatrics, 2001 (2013); MD 1981 Autonoma Madrid

Morcuede, Maria Angeles, Clinical Associate Professor, Psychiatry, 2007 (2019); MD 1994 Autonoma DeMadrid

Mordkoff, Jonathan Toby, Associate Professor, Psychological and Brain Sciences, 2007 (2007); MA 1988 Johns Hopkins; PHD 1992 Johns Hopkins

Moreau, Nichole Rae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); BBA 2000 University of Iowa; JD 2003 Harvard Law School

Morelli, Brian, Adjunct Instructor, University College Courses, 2009 (2011); AA 2002 Des Moines; BA 2005 University of Iowa

Moreno Uribe, Lina Maria, Associate Professor, Orthodontics, 2008 (2016); DDS 1991 Medellin Colombia; PHD 2005 University of Iowa

Morgan, Teresa Anne, Clinical Associate Professor, Hospital Dentistry, 2001 (2007); BA 1990 University of Iowa; DDS 1993 University of Iowa; MS 1997 University of Iowa

Morgan, Thomas Gerald, Clinical Adjunct Assistant Professor, Family Medicine, 2014 (2014); BS 1983 Northern Arizona; MSPA 2000 University of Iowa; MD 2010 Univ, Saint KittsNevis

Morgan-Harris, Ana Tracey, Clinical Assistant Professor, Pediatrics, 2019 (2019); MD 2012 Med Univ of South Carolina

Moriarty, Kristen Nicole, Clinical Adjunct Assistant Professor, Family Medicine, (2019); BS 2011 Iowa State University; MD 2015 University of Iowa, College of Medicine

Morita, Craig T., Professor, Internal Medicine, 1998 (2015); MD 1990 University of California-San Francisco; PHD 1990 University of California-San Francisco

Morlan, Jaret Michael, Adjunct Instructor, Social Work, 2020 (2020); BA 2005 University of Iowa; MSW 2018 University of Iowa

Mormann, Megan M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2014); PHARM 2012 University of Iowa

Morris, Adalaide, Emeritus Professor, English, 1974 (1985); BA 1964 Wells; MA 1966 The University of Minnesota-Twin Cities; PHD 1972 The University of Minnesota-Twin Cities

Morris, Hughlett, Emeritus Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1957 (1969); BA 1952 University of Iowa; MA 1957 University of Iowa; PHD 1960 University of Iowa

Morris, Jennifer Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2004 University of Iowa

Morris, John Garrett, Assistant Professor, Computer Science, (2020); PHD 2013 Portland State University

Morris, Tracie, Professor, Creative Writing, (2019); MFA 2001 New York University; MA 2006 New York University; PHD 2006 Univeristy of New York

Morrison, Dianne R., Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BS 1972 Purdue University Main Campus

Morrison, Julia Anna, Lecturer, Cinematic Arts, 2015 (2019); BA 2010 The University of Georgia; MFA 2013 University of Iowa

Morrison, Nina Kelly, Adjunct Assistant Professor, English, 2019 (2020); MFA 2018 The University of Iowa

Morriss, Mary J., Emeritus Professor, Pediatrics, 1987 (2003); BS 1965 Bucknell; MD 1969 Duke

Morriss Jr., Frank H., Emeritus Professor, Pediatrics, 1987 (1987); BA 1962 Virginia; MD 1966 Duke

Morse, Emily Elizabeth, Clinical Assistant Professor, Psychiatry, (2018); DO 2014 Des Moines University

Mortensen, Brent, Adjunct Assistant Professor, University College Courses, 2019 (2019); PHD 2017 Iowa State University

Morton, Nathan Eric, Adjunct Instructor, University College Courses, (2019); BFA 2005 Oregon State Univ; MA 2008 University of Iowa; MFA 2009 University of Iowa

Morton, Roscoe F., Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1976 Kansas

Moser, David John, Professor, Psychiatry, 1999 (2011); BA 1989 Colby; MS 1995 Florida; PHD 1997 Florida

Moser, Lane A., Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); MPH 2013 University of Iowa; MD 2015 University of Iowa

Moser, Mark G., Adjunct Associate Professor, Surgery, 1994 (2014); BS 1986 University of Iowa; MA 1988 University of Iowa

Mosher, Hilary Jean, Clinical Associate Professor, Internal Medicine, 2011 (2017); BA 1994 Dartmouth; MFA 1998 Warren Wilson; MD 2008 University of Iowa

Moss, Janalyn L., Adjunct Instructor, University College Courses, 2011 (2013); BS 1994 Illinois State; MA 1998 University of Illinois at Springfield; MS 2000 University of Illinois at Urbana Champaign

Moss, Kimberly, Adjunct Assistant Professor, University College Courses, 2016 (2016); MFA 2001 University of Michigan-Ann Arbor

Mote, Gale J., Adjunct Lecturer, Management and Entrepreneurship, 1995 (2000); BA 1981 Coe College; MBA 1994 University of Iowa

Motwani, Bharat, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); MBBS 1998 Punjabrao Deshmukh

Moulton, Jennifer Renee Pertzborn, Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BSPH 1991 University of Iowa

Mount, Jerry, Adjunct Assistant Professor, Geographical and Sustainability Sciences, 2013 (2013); BA 1989 Southern Illinois; MS 1999 Southern IL; PHD 2013 University of Iowa

Mount, Michael K., Emeritus Professor, Management and Entrepreneurship, 1981 (1993); BS 1973 University of Iowa; MS 1975 Iowa State; PHD 1977 Iowa State

Mouw, Leah Nicole, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Iowa

Moy, Eric, Adjunct Instructor, University College Courses, 2017 (2017); BA 2011 Univ of California-Davis; BS 2011 Univ of California-Davis; MS 2013 Kansas State University

Moye-Rowley, William, Professor, Internal Medicine/Molecular Physiology Biophysics, 1989 (2002); BS 1981 University of Illinois at Urbana Champaign; PHD 1986 Purdue University Main Campus

Moyers, John R., Emeritus Professor, Anesthesia, 1979 (1990); BS 1969 University of Iowa; MD 1973 University of Iowa

Mozena, Emily Nicole Ratzel, Associate Professor, Health and Human Physiology, 2003 (2017); BFA 2001 University of Iowa; MA 2003 University of Iowa

Mraz, Royann Christine, Emeritus Associate Professor, Pediatrics, 1999 (2008); BS 1973 Purdue University Main Campus; MD 1978 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Mudumbai, Raghuraman, Associate Professor, Electrical-Computer Engineering, 2009 (2015); BT 1998 Indian Inst of Tech Madras; MS 2000 Brooklyn Polytechnic; PHD 2007 University of California-Santa Barbara

Mueller, Barbara Jean, Adjunct Lecturer, Teaching and Learning, 2020 (2020); BA 1980 University of Iowa; MA 1998 Western Illinois

Mueller, Eric Ronald, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Oklahoma

Mueller, Keith, Professor, Health Management Policy/Public Policy Center, 2010 (2010); BA 1973 University of Wisconsin-Milwaukee; MA 1975 University of Wisconsin-Milwaukee; PHD 1979 University of Arizona

Mueller, Martin, Clinical Associate Professor, Anesthesia/Pediatrics, 2008 (2016); MD 1998 Rostock, Germany

Mueller, Nathan Michael, Adjunct Lecturer, School of Planning and Public Affairs, (2018); BA 2007 Univ of Iowa; MS 2013 University of Iowa

Mueller, Rashmi, Clinical Associate Professor, Anesthesia/Neurosurgery, 2008 (2008); MD 1990 Bombay

Muellerleile, Michael Robert, Clinical Assistant Professor, Internal Medicine, 2014 (2014); MD 1987 The University of Minnesota-Twin Cities

Mueting, Katie Marie, Adjunct Lecturer, Law-Faculty, 2019 (2019); BA 2002 Univ. of NE- Lincoln; JD 2007 University of Iowa

Mugge, Ann Marie, Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSPH 1985 University of Iowa

Muhly, Paul S., Emeritus Professor, Mathematics, 1969 (1976); BA 1965 University of Iowa; MA 1966 University of Michigan-Ann Arbor; PHD 1969 University of Michigan-Ann Arbor

Mukundan, Chaitra, Clinical Assistant Professor, Anesthesia, 2018 (2020); MBBS 2001 Bangalore Medical College

Mulder, Pamela J., Clinical Assistant Professor, Nursing, 2010 (2010); BSN 1998 Milwaukee; PHD 2009 Milwaukee

Mulhausen, Paul L., Adjunct Professor, Internal Medicine, 1994 (2008); BA 1982 St. Olaf; MD 1987 The University of Minnesota-Twin Cities

Mulholland, Timothy Lloyd, Adjunct Assistant Professor, Urology, 2007 (2007); BS 1993 University of Iowa; MD 1997 University of Iowa

Mullan, Brian Francis, Clinical Professor, Internal Medicine, 1996 (2009); BA 1985 Johns Hopkins; MS 1986 Northwestern University; MD 1991 Chicago-Pritzker

Muller, Barbara Ann, Clinical Adjunct Professor, Internal Medicine, 1991 (2003); BS 1978 St Peters College; MD 1982 Autonomous Univ of Guadalajara

Muller, Derek Thomas, Associate Professor, Law-Faculty, 2017 (2017); JD 2007 University of Notre Dame

Mullins, Robert F., Professor, Ophthalmology Visual Science, 2001 (2014); BS 1989 Wheaton; MS 1991 Saint Louis; PHD 1998 Saint Louis

Mulrooney, Thomas P., Adjunct Instructor, Health Management Policy, 2012 (2015); MHA 2005 University of Iowa

Mundt, Jennifer Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2005 University of Iowa

Mundt, Randall Craig, Adjunct Lecturer, Finance, 2018 (2018); BS 1978 Iowa State University; MBA 1983 University of Iowa

Munns, Suzanne, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 1980 Arizona St Univ, Tempe, AZ; MD 1985 Univ of AZ COM, Tucson, AZ

Munoz, Kristine L., Professor, Spanish Portuguese, 1995 (2005); BA 1980 The University of Texas at Austin; BS 1980 The University of Texas at Austin; MA 1982 The University of Texas at Austin; PHD 1989 Washington

Munoz, Luis, Associate Professor, Spanish Portuguese, 2012 (2012); PHD 1992 de Granada

Munoz-Porras, Valentina, Adjunct Assistant Professor, Mathematics, 2018 (2018); BS 2005 University of Guanajuato; ME 2007 UNAM-IIMAS Mexico; PHD 2015 CINVESTAV IPN Mexico

Munro, Charles S., Lecturer, Journalism Mass Communication, 2003 (2019); BA 1966 London School of Economics; MA 1972 SOUTHERN CALIFORNIA

Murhammer, David W., Professor, Chemical Biochemical Engineering, 1989 (2003); BS 1979 Oregon State; MS 1982 Oregon-State; PHD 1989 Houston

Murhammer, Joan Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (2003); BSPH 1990 University of Iowa

Muriello, John R., Professor, Music, 1997 (2012); BM 1980 Illinois State; MM 1982 Illinois State; DMA 1987 University of Michigan-Ann Arbor

Murillo, Lina-Maria, Assistant Professor, Gender, Women's and Sexuality Studies/History/University College Courses, (2018); AB 2007 San Francisco State University; MA 2011 University of Texas El Paso; DPHIL 2016 University of Texas El Paso

Murley, Stephen, Adjunct Lecturer, Educ Policy Leadership Studies, 2017 (2017); MS 1997 University of Wisconsin-Madison

Murph, Jody Reed, Associate Professor, Epidemiology/Pediatrics, 1985 (1992); BS 1975 Francis Marion; MD 1979 Medical Univ of South Carolina; MS 1985 University of Iowa

Murphy, Brian P., Adjunct Lecturer, Nursing, 2014 (2007); BSN 2003 University of Iowa; MSN 2007 University of Iowa

Murphy, Mary M., Lecturer, Accounting, 2001 (2001); BA 1983 Marquette Univ, Milwaukee, WI; MBA 1985 Marquette Univ, Milwaukee, WI; JD 1988 University of Iowa

Murphy, Olivia G., Adjunct Instructor, University College Courses, (2019); BA 2018 Baldwin Wallace University

Murphy, Pamela A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2007 University of Iowa

Murphy Marx, Maurita, Emeritus Professor, Music, 1983 (2000); BM 1976 Eastman School of Music; MM 1979 Michigan State University

Murray, Jeffrey Clark, Professor, Anatomy Cell Biology/Epidemiology/Pediatric Dentistry, 1984 (1993); BS 1972 Massachusetts Inst of Technology; MD 1978 Tufts

Murray, Margaret, Associate Professor, Mathematics/Rhetoric, 2005 (2018); SCB 1979 University of Chicago; MS 1981 Yale; PHD 1983 Yale; MFA 2005 University of Iowa

Murray, Miriam Esther Weiner, Clinical Assistant Professor, Obstetrics Gynecology, (2019); BA 2010 University of Iowa; MD 2015 University of Iowa

Murrell, Michael David, Clinical Adjunct Assistant Professor, Family Dentistry, 2012 (2012); DDS 1981 University of Iowa

Murry, John P. Jr., Associate Professor, Marketing, 1999 (1999); BS 1979 Kansas State; MBA 1987 Kansas; PHD 1988 Kansas

Murty, Susan, Emeritus Associate Professor, Social Work, 1994 (2000); BA 1968 Harvard; MSW 1973 University of California-Berkeley; PHD 1993 Washington

Murugesan, Gokulakrishnan, Adjunct Lecturer, Business Analytics, (2019); BT 2008 SASTRA University; MS 2010 University of Dayton Ohio

Musick, Jennifer, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2003); PHARMD 2001 University of Iowa

Muste, Marian Valer-loan, Adjunct Professor, Geographical and Sustainability Sciences/Mechanical Engineering, 1996 (2008); MS 1990 Polytech-Cluj-Napoca; MS 1993 University of Iowa; PHD 1995 University of Iowa

Muston, Ray A., Emeritus Associate Professor, Educ Policy Leadership Studies, 1970 (1975); BS 1961 Indiana University-Bloomington; MBA 1963 Indiana University-Bloomington; EDD 1970 Indiana University-Bloomington

Mutel, Robert L., Emeritus Professor, Physics Astronomy, 1975 (1986); AB 1968 Cornell; PHD 1975 Colorado

Muth, Andrew, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); BS 2008 Creighton University; MD 2013 Creighton University

Mutnick, Rachel Angela, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); BS 2009 James Madison University; DO 2013 Ohio University

Myers, Billie Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2003 University of Iowa

Myers, Brandon David, Lecturer, Computer Science, (2016); BS 2010 University of California Berkeley; MS 2012 University of Washington; PHD 2016 University of Washington

Myers, Jaclyn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2017 The University of Iowa

Myers, Melinda Jean, Assistant Professor, Dance, 2016 (2016); BFA 2005 NYU; MFA 2012 University of Iowa

Myers, Mitchell, Adjunct Instructor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2019 University of Iowa College of Pharmacy

Myers, Tony Arthur, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2000); MD 1990 University of Iowa

Mykleby, Brian A., Clinical Adjunct Associate Professor, Endodontics, 1989 (2017); BS 1978 Iowa State; DDS 1981 University of Iowa; MS 1985 University of Iowa

N

Nabhan-Warren, Kristy, Professor, Gender, Women's and Sexuality Studies/History, 2012 (2016); BA 1992 Indiana University-Bloomington; MA 1994 Arizona State; PHD 2001 Indiana University-Bloomington

Nachtman, Jane Marie, Professor, Physics Astronomy, 2007 (2019); BS 1991 University of Iowa; MS 1993 University of Wisconsin-Madison; PHD 1997 University of Wisconsin-Madison

Nagaraja, Nandakumar, Clinical Adjunct Assistant Professor, Neurology, 2013 (2013); MD 2011 Wayne State

Nagel, Alan F., Emeritus Professor, Cinematic Arts/English, 1968 (1980); AB 1963 Harvard; MA 1965 Cornell; PHD 1969 Cornell

Nagle, Matthew J., Adjunct Lecturer, Law-Faculty, 2006 (2006); BA 1984 Loras; JD 1987 University of Iowa

Nagpal, Prashant, Clinical Assistant Professor, Radiology, (2018); MBBS 2006 University COM - Delhi, India

Nagy, Jaime Marie Williams, Clinical Assistant Professor, Pediatrics, 2017 (2017); PHD 2014 Baylor College of Medicine

Nain, Amrita, Associate Professor, Finance, 2011 (2017); BA 1996 Delhi; MS 1997 Warwick; DPHIL 2005 University of Michigan-Ann Arbor

Nair, Rohit Unni, Clinical Assistant Professor, Preventive Community Dentistry, (2018); BDS 2010 YMT Dent College Hospital; MDS 2014 Bapuji Dental College Hosp

Nair, Vasu, Emeritus Professor, Chemistry, 1969 (1980); BSC 1963 Otago-New Zealand; PHD 1966 Adelaide-Australia; ARACI 1967 Royal Australian Chemical Inst

Naleway, Allison Louise, Adjunct Assistant Professor, Epidemiology, 2014 (2014); BS 1996 University of Iowa; MS 1997 University of Iowa; PHD 2000 University of Iowa

Nambiar, Murugan, Adjunct Lecturer, Business Analytics, 2020 (2020); MBA 2019 University of Iowa; MS 2019 University of Iowa

Nanavati, Arani, Clinical Adjunct Assistant Professor, Internal Medicine, (2019); MBBS 2011 BJ Medical College; MBBS 2011 BJ Medical College

Nance, Christopher S., Clinical Associate Professor, Neurology, 2016 (2016); MD 1999 Wake Forest University School

Naraine, Nicole Gail, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2006 Truman State University; MS 2008 University of Iowa; DPT 2010 University of Iowa

Narayanan, Nandakumar, Associate Professor, Neurology, 2012 (2018); MD 2008 Yale

Narcotta-Welp, Stacy Renee, Adjunct Instructor, University College Courses, 2015 (2015); BA 1994 Tulsa

Nashelsky, Marcus, Clinical Professor, Epidemiology/Pathology, 2003 (2009); BA 1984 Wyoming; MD 1989 University of Nebraska-Lincoln

Nashleanas, Benjamin, Clinical Adjunct Assistant Professor, Endodontics, 2017 (2017); BS 2010 Morningside College; DDS 2015 University of Iowa

Nasr, Ali Saleh, Clinical Assistant Professor, Surgery, 2014 (2020); MBCHB 1987 Al fatah University

Nassar, Boulos Sami, Clinical Associate Professor, Internal Medicine, 2011 (2016); BS 1999 Beirut, Lebanon; MD 2003 Beirut, Lebanon; MPH 2004 Beirut Lebanon

Nau, Peter Nealey, Clinical Associate Professor, Surgery, 2013 (2018); MD 2006 University of Iowa

Nau, Scott K., Clinical Adjunct Associate Professor, Pediatrics, 1989 (2009); MD 1978 University of Iowa

Nauseef, William, Professor, Internal Medicine/Microbiology and Immunology, 1983 (1992); BA 1972 Hamilton; MD 1976 State U of NY-Upstate Med Ctr

Nayakankuppam, Dhananjay, Professor, Marketing, 2001 (2017); BS 1988 Shivaji; MBA 1990 Madras; MS 2000 University of Michigan-Ann Arbor

Nayima, Vuong Anh, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); DO 2011 Des Moines University

Naylor, Kenneth L., Clinical Adjunct Lecturer, Obstetrics Gynecology, 1991 (1991); MD 1986 Utah

Nazareth, Peter, Professor, English, 1973 (1985); BA 1962 Honors English London-England; MA 1965 University of Leeds

Neal, Ted, Clinical Professor, Teaching and Learning, 2009 (2020); MS 2002 Drake; PHD 2017 University of Iowa

Neath, Andrew Arthur, Adjunct Professor, Biostatistics, 2017 (2017); MS 1990 University of California, Davi; PHD 1994 University of California, Davi

Neddermeyer, Emily A., Adjunct Assistant Professor, Neurology/Pharmacy Practice and Science, 2016 (2019); PHARMD 2016 University of Rhode Island

Neenan, Daniel Paul, Adjunct Assistant Professor, Occupational Environmental Health, 2019 (2019); MBA 2012 University of Dubuque

Neff, John S., Emeritus Professor, Physics Astronomy, 1964 (1979); BS 1957 University of Wisconsin-Madison; MS 1958 University of Wisconsin-Madison; PHD 1961 University of Wisconsin-Madison

Neff, Sara Goslin, Adjunct Lecturer, Nursing, 2017 (2017); BA 1998 University of Northern Iowa; ADN 2005 Kirkwood Community College; MSN 2013 University of Iowa

Negri, Luigi, Adjunct Lecturer, Marketing, (2020); MS 1992 Universita' degli Studi di Bol; MBA 2001 University of Kansas

Neil, Matthew Lee, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1996 Wartburg College; MD 2000 Univ of IA CCOM, Iowa City

Neiman, Maurine, Associate Professor, Biology/Gender, Women's and Sexuality Studies, 2007 (2014); BA 1999 Carleton College; PHD 2004 Indiana University-Bloomington

Nelson, Brian James, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1995 Iowa State Univ, Ames, IA; MD 2000 Univ of Iowa COM, Iowa City, IA

Nelson, Eric Douglas, Adjunct Instructor, Journalism Mass Communication, 2016 (2013); AA 2001 Iowa Central; BA 2004 Buena Vista; MA 2009 University of Iowa

Nelson, Erin Lorraine, Adjunct Lecturer, Management and Entrepreneurship, (2020); BA 1999 University of Iowa; MBA 2010 DePaul University

Nelson, Forrest D., Emeritus Professor, Economics, 1980 (1989); BS 1968 Colorado State; MS 1974 Rochester; PHD 1975 Rochester

Nelson, George C., Emeritus Professor, Mathematics, 1968 (1982); BA 1964 Oberlin; MS 1965 Case Institute of Technology; PHD 1968 Case Institute of Technology

Nelson, Jacob Michael, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); MD 2014 Univ of Minnesota

Nelson, John S., Professor, International Programs/Political Science, 1975 (1987); BA 1971 Kentucky; PHD 1977 University of North Carolina at Chapel Hill

Nelson, Joseph Charles, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2013); DPT 2011 University of Iowa

Nelson, Julie Renee, Adjunct Instructor, University College Courses, 2014 (2014); MA 2002 George Washington

Nelson, Karen A., Adjunct Assistant Professor, Psych Quant Foundations, 1999 (1999); BA 1987 The University of Texas at Austin; MA 1991 Northwestern Univeristy; PHD 1995 Northwestern Univeristy

Nelson, Kirby Mae, Adjunct Lecturer, Nursing, 2020 (2020); BA 2010 St. Olad College; DNP 2015 Univ. of Minnisota

Nelson, Kirk A., Clinical Adjunct Instructor, Preventive Community Dentistry, 2000 (2000); DDS 1983 University of Iowa

Nelson, Lane D., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2014 North Dakota State University

Nelson, Lori J., Adjunct Professor, Psychological and Brain Sciences, 2002 (2002); BS 1986 University of Iowa; MA 1988 Princeton; PHD 1990 Princeton

Nelson, Patricia A., Lecturer, Nursing, 1980 (1992); BSN 1980 University of Iowa; MA 1984 University of Iowa

Nelson, Sarah, Adjunct Instructor, University College Courses, 2019 (2019); BA 2017 University of Iowa

Nelson-Norman, Kendra, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARMD 2006 University of Iowa

Nembhard, David A., Professor, Business Analytics/Industrial Engineering, (2020); MS 1993 University of Michigan Ann Arbor; PHD 1994 University of Michigan, Ann Arbor

Nembhard, Harriet, Professor, Industrial Engineering, 2020 (2020); PHD 1994 The University of Michigan

Nepola, James V., Professor, Orthopaedics and Rehabilitation, 1984 (1993); BS 1974 Yale; MD 1978 Columbia

Neppl, Kelly M., Lecturer, World Languages, Literatures, and Cultures, 2005 (2007); AB 1993 CORNELL

Nepple, Kenneth Gerard, Clinical Associate Professor, Urology, 2010 (2016); BS 2000 Iowa State; MD 2004 University of Iowa

Nerheim, Pamela Lynne, Clinical Adjunct Assistant Professor, Internal Medicine, 2002 (2002); ADN 1981 Scott Community; BS 1991 University of Iowa; MD 1995 University of Iowa

Nessler, Randy Alan, Adjunct Associate, Anatomy Cell Biology, 2009 (2018); BGS 1988 University of Iowa; MBA 2003 St. Ambrose

Nestegard, Holly Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARMD 2004 Creighton

Nester, Carla Marie, Associate Professor, Internal Medicine/Pediatrics, 2007 (2018); BS 1987 Austin Peay State; MD 1998 Pennsylvania State University

Netley, Jared W., Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); MPA 2016 Drake University; PHARMD 2016 Drake University

Neu, Stacey Kirsten, Clinical Adjunct Assistant Professor, Family Medicine, 2006 (2006); BA 1992 Central, Pella IA; MD 1996 University of Iowa

Neuhauser, Paul M., Emeritus Professor, Law-Faculty, 1963 (1969); BA 1955 Harvard; LLB 1958 Harvard; LLM 1963 Harvard

Neumann, Helen, Adjunct Instructor, University College Courses, 2018 (2018); BA 1993 Grinnell; MFA 1998 University of Iowa

Neupane, Dhruva Jyoti, Lecturer, Rhetoric, (2019); PHD 2018 University of Waterloo

Neville, Steven Alan, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); AB 2007 Grandview College; DDS 2011 University of Iowa

Newcomb, Kate Marie, Adjunct Instructor, University College Courses, (2019); BA 2007 University of Iowa

Newcomb, Mary A., Adjunct Instructor, Social Work, 1994 (1994); BS 1981 University of Illinois at Urbana Champaign; MS 1985 University of Iowa

Newell, Elizabeth Ann, Assistant Professor, Pediatrics, 2008 (2008); MD 2000 University of Iowa

Newhouse, Joan, Adjunct Instructor, Theatre Arts, 2019 (2019); BA 1997 University of Wisconsin-Eau Cl

Newman, Kathleen E., Associate Professor, Spanish Portuguese, 1988 (1993); BA 1975 University of California-Santa Cruz; MA 1980 Stanford; PHD 1983 Stanford

Newman, Larry, Clinical Assistant Professor, Nursing, 2015 (2016); ADN 2006 Scott Comm College; BSN 2010 University of Iowa; DNP 2013 University of Iowa

Newsom, Charles R., Emeritus Associate Professor, Physics Astronomy, 1985 (1989); BS 1974 The University of Texas at Austin; PHD 1980 The University of Texas at Austin

Newton, Chase, Clinical Adjunct Instructor, Family Medicine, 2018 (2018); BS 2005 Iowa State Univ, Ames, IA; DO 2009 Des Moines Univ, Des Moines, IA

Newton, Daniel Woodruff, Assistant Professor, Management and Entrepreneurship, 2019 (2019); MA 2008 Brigham Young University; MBA 2010 Indiana University; PHD 2018 Arizona State University

Neyland, Breyan Nichole, Lecturer, Rhetoric, 2015 (2014); BA 1997 Seattle Pacific University; MA 1999 Pennsylvania State University; PHD 2004 Pennsylvania State University

Nguyen, Hien M., Adjunct Associate Professor, Chemistry, 2009 (2013); BS 1996 Tufts; PHD 2003 University of Illinois at Urbana Champaign

Nguyen, Ngoc Tran Huy, Clinical Assistant Professor, Anesthesia, (2018); BS 2006 University of Iowa; MD 2012 University of Iowa

Nguyen, Phuong Hoang, Associate Professor, Public Policy Center/School of Planning and Public Affairs, 2011 (2017); BS 1999 International Economics; MS 2006 Duke; DR 2010 Syracuse

Nguyen, Theodore, Clinical Assistant Professor, Pharmacy Practice and Science, (2020); PHARMD 2018 UCSD

Ni, Charles, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2015 University of Iowa

Ni, Jun, Adjunct Associate Professor, Mechanical Engineering, 1998 (2003); BS 1982 Harbin Shipbuilding Engineerin; MS 1984 Shanghai Jan; PHD 1991 Iowa

Nibbelink, William H., Emeritus Professor, Teaching and Learning, 1971 (1980); BA 1961 University of Michigan-Ann Arbor; MS 1965 University of Iowa; PHD 1971 The Ohio State University

Nica, Alexandra, Lecturer, Economics, 2014 (2014); BA 1999 U. Transilvania (Romania); MA 2002 University of Iowa; PHD 2013 University of Iowa

Nice, Dylan Thomas, Lecturer, Rhetoric, 2016 (2011); BA 2008 University of Pittsburgh; MFA 2011 University of Iowa

Nichols, Carly E., Assistant Professor, Geographical and Sustainability Sciences/Interdisciplinary Programs, 2019 (2019); PHD 2019 University of Arizona

Nichols, Elizabeth A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); BS 2001 Northern Iowa; PHARMD 2005 University of Iowa

Nichols, Robert, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARMD 2017 University of Iowa

Nicholson, Anita Christine, Clinical Professor, Nursing, 2016 (2016); BSN 1987 University of Iowa; MA 1991 University of Iowa; PHD 2010 University of Iowa

Nicholson, Kyle, Clinical Adjunct Instructor, Preventive Community Dentistry, 2020 (2020); BS 2015 University of Iowa; DDS 2019 University of Iowa

Nicholson, Rachael, Clinical Associate Professor, Surgery, 2009 (2014); MD 2002 Southern Illinois

Nicholson, Ruth Grossmann, Adjunct Assistant Professor, Nursing, 2012 (2014); MS 2001 University of Iowa; MN 2007 University of Iowa; PHD 2012 Emory

Niciu, Mark, Assistant Professor, Psychiatry, (2018); PHD 2008 University of Connecticut

Nickel, Ellen J., Adjunct Assistant Professor, Anesthesia, 1997 (1997); BS 1980 Carroll College; BS 1985 University of Wisconsin-Madison; PHARMD 1993 University of Illinois at Chicago

Nickelsburg, George W., Emeritus Professor, Religion, 1969 (1977); BA 1955 Valparaiso; BD 1960 Concordia Seminary; MA 1962 Concordia Seminary; PHD 1968 Harvard

Nickl-Jockschat, Thomas K., Associate Professor, Neuroscience and Pharmacology/Psychiatry, 2017 (2017); MD 2004 University of Regensburg; PHD 2007 University of Regensburg

Nicoletti, Karen, Adjunct Assistant Professor, Creative Writing, 2020 (2020); BA 2012 Bates College; MFA 2020 University of Iowa

Niebuhr, Diane Patrice, Emeritus Associate Professor, Communication Sciences and Disorders, 1983 (1992); BS 1980 University of Iowa; MA 1982 University of Iowa

Niebyl, Jennifer R., Emeritus Professor, Obstetrics Gynecology, 1988 (1988); BS 1963 McGill; MD 1967 Yale

Nielsen, David H., Emeritus Professor, Physical Therapy Rehab Science, 1975 (1994); BS 1965 University of Maryland-College Park; MA 1967 University of Maryland-College Park; PHD 1974 Pennsylvania State University

Nielsen, Martina N., Instructor, Aerospace Studies, (2019); DIPL 2010 High School

Nielsen, Ryan C., Clinical Adjunct Assistant Professor, Surgery, 2020 (2020); DO 2013 Des Moines University

Niggemeyer, Karl Alfred, Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARMD 2015 University of Iowa

Nikolas, Molly A., Associate Professor, Psychological and Brain Sciences, 2011 (2017); BA 2002 Notre Dame; MA 2007 Michigan State University; PHD 2011 Michigan State University

Nino-Murcia, M. Mercedes, Professor, International Programs/Linguistics/Spanish Portuguese, 1990 (2011); BA 1973 Mariana-Colombia; MA 1983 Rice; PHD 1988 University of Michigan-Ann Arbor

Nishi, Yumiko, Associate Professor, Asian Slavic Languages Literature, 2012 (2020); MA 1998 Ochanamizu, Japan; MA 2003 Cornell; PHD 2008 Cornell

Nisly, Nicole L., Clinical Professor, Gender, Women's and Sexuality Studies/Internal Medicine, 1993 (2001); MD 1982 Universidade Federal de Permbu

Nithyanand, Rishab, Assistant Professor, Computer Science/Public Policy Center, 2018 (2018); MS 2010 Univ of California Irvine; PHD 2017 Stony Brook University

Niwas, Ram, Clinical Associate Professor, Pediatrics, 2009 (2015); MD 1985 Sn Medical, Agra India

Nixon, Wilfrid A., Emeritus Professor, Civil-Environmental Engineering, 1987 (1998); BA 1981 Cambridge; PHD 1984 Cambridge; MA 1985 Cambridge

Niyazi, Fadi A., Clinical Assistant Professor, Internal Medicine, (2020); MBBS 2011 Jordan University

Nizar, Jonathan Michael, Assistant Professor, Internal Medicine, 2018 (2018); BA 2004 John Hopkins University; DMS 2008 UC San Diego

Nkurlu, Susana J., Lecturer, French Italian, (2019); BA 2004 Grand Valley State University; MA 2008 Grand Valley State University; PHD 2017 University of Georgia

Noble, Nathan Ross, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012); DO 2004 Des Moines

Noblett-Feld, Reta, Emeritus Professor, Law-Faculty, 1991 (2006); BA 1980 University of Iowa; JD 1983 University of Iowa

Noel, Jennifer A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2005 Drake University

Noiseux, Nicolas Olivier, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2007 (2016); BSC 1996 McGill; MD 2000 McGill Medical School; MSC 2007 Mayo Grad Schl-Clin Res Trn Pr

Noldner, Lara Kristen, Adjunct Assistant Professor, Anthropology, 2015 (2015); MS 2008 University of New Mexico; PHD 2013 University of New Mexico

Nolta, Brian Eugene, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1998 St. Ambrose University; MPT 2000 University of Iowa; DPT 2017 Arcadia University

Non, Lemuel Benedict Robleza, Clinical Assistant Professor, Internal Medicine, 2019 (2019); MD 2008 University of the Philippines

Nonnenmann, Matthew Winston, Associate Professor, Internal Medicine/Occupational Environmental Health, 2011 (2018); MS 1999 University of Iowa; PHD 2005 University of Iowa

Noonan, Mary Christine, Associate Professor, Sociology and Criminology, 2001 (2007); BA 1992 Boston; PHD 2001 University of Michigan

Nooney, Gregory L., Adjunct Instructor, Social Work, 2001 (2001); MSW 1983 Loyola

Nopoulos, Peggy Colleen, Professor, Neurology/Pediatrics/Psychiatry, 1994 (2005); MD 1989 University of Iowa

Norby, Sandra Lee, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1986 University of Iowa; MPT 1989 University of Iowa; DPT 2016 University of Montana

Nord, Jackie, Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); DDS 2008 University of Minnesota

Nordquist, Gerald L., Emeritus Professor, Economics, 1954 (1968); BSC 1953 University of Iowa; MA 1956 University of Iowa; PHD 1960 University of Iowa

Nordstrom, J. David, Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1975 Kansas

Noring, Ted Edmund, Clinical Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BA 1996 Cornell; DDS 2001 University of Iowa

Norland, Mary Martha, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); AASC 2005 Kirkwood Comm College

Norquest, Christine Ingrid, Adjunct Instructor, University College Courses, 2016 (2016); MA 2007 Univ of TX, Pan American

Norris, Andrew William, Professor, Biochemistry/Pediatrics, 2005 (2018); BS 1989 Mass, Inst of Tech Cambri; MD 1997 Wash @ St. Louis; PHD 1997 Wash St. Louis

Norwood-Strickland, Ashley K., Adjunct Assistant Professor, Psychological and Brain Sciences, (2019); BA 2007 Auburn University; MS 2011 Mississippi State University; PHD 2017 Auburn University

Nosikova, Ksenia, Professor, Music, 1998 (2010); BA 1985 Moscow State Tchaikovsky Conse; MA 1989 Moscow State Tchaikovsky Cons; DMA 1997 Colorado-Boulder

Nothwehr, Faryle, Emeritus Associate Professor, Community Behavioral Health, 2001 (2007); BS 1981 Winona State; MA 1987 St Thomas; MPH 1993 The University of Minnesota-Twin Cities; PHD 1997 University of Michigan-Ann Arbor

Nott, Jeniece M., Clinical Adjunct Assistant Professor, Psychiatry, 2017 (2017); PHD 0200 Indiana University Sch. of Med; BA 1993 DePauw University; MD 2012 Indiana University Sch. of Med

Nottingham-Spencer, Bruce H., Associate Professor, German, 2000 (2020); BA 1993 Virginia; MA 1995 University of Michigan-Ann Arbor; PHD 2000 University of Michigan-Ann Arbor

Noty, Leslie A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2016 University of Iowa

Noureddine, Lama, Clinical Assistant Professor, Internal Medicine, 2014 (2014); MD 2006 American University of Beirut

Nourski, Kirill Vadimovich, Associate Professor, Neurosurgery, 2009 (2016); MD 2001 St. Petersburg State; PHD 2006 University of Iowa

Novak, Nicole L., Adjunct Instructor, Community Behavioral Health, (2019); PHD 2016 University of Michigan Rackham

Nowak, Arthur J., Emeritus Professor, Pediatric Dentistry, 1973 (1977); DMD 1961 Pittsburgh; MA 1967 Columbia

Noyce, Jennifer Elizabeth Vognar, Adjunct Instructor, University College Courses, 2014 (2014); BA 2005 Grinnell; MA 2013 University of Iowa

Noyes, Marcus, Clinical Assistant Professor, Ophthalmology Visual Science, (2019); BA 2014 University of Northern Iowa; OD 2018 University of Houston College

Noyes Jr., Russell, Emeritus Professor, Psychiatry, 1965 (1978); BA 1956 DePauw; MD 1959 Indiana University-Bloomington

Nugent, Andrew, Clinical Professor, Emergency Medicine, 1999 (2009); BS 1992 University of Iowa; MD 1996 University of Iowa

Nunemaker, Nichole, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Iowa

Nuxoll, Eric Edward, Associate Professor, Chemical Biochemical Engineering, 2008 (2016); BS 1998 Idaho; PHD 2003 The University of Minnesota-Twin Cities

Nuxoll, Kimberly Nollenberger, Adjunct Lecturer, Nursing, 2018 (2018); MSN 2003 University of Minnesota

Nwaneri, Matthew Obinna, Clinical Associate Professor, Internal Medicine, 2016 (2016); MD 1989 University of Nigeria

Nwumeh, Emmanuel C., Clinical Adjunct Instructor, Family Medicine, 2019 (2019); MBCH 1986 University of Nigeria; MBBS 1986 University of Nigeria

Nystrom, Dale Peter, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BA 1974 Bethel College, Arden Hills, MN; MD 1978 Univ of MN med school, MN

O

O'Brien, Emily Jean, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2014 Drake University

O'Brien, Macklin Connor, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2012 University of Iowa

O'Brien, Mary K., Adjunct Assistant Professor, Nursing, 2004 (2004); BSN 1998 University of Iowa; MSN 2002 University of Iowa; JD 2007 Concord Law

O'Brien, Matthew J., Clinical Assistant Professor, Pediatrics/ Psych Quant Foundations, 2013 (2013); BS 2002 Western Illinois; EDS 2006 Western Illinois; PHD 2009 University of Iowa

O'Conner, Michael, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2000 Des Moines

O'Conner, Timothy Robert, Adjunct Assistant Professor, Marketing, 2000 (2000); BA 1995 Northern Iowa; MBA 1997 University of Iowa; JD 2000 University of Iowa

O'Connor, Bevin Marie, Lecturer, Rhetoric, 2016 (2017); MFA 2016 University of Iowa

O'Grady, Peter, Emeritus Professor, Industrial Engineering, 1995 (1995); BS 1973 Cambridge; MS 1977 Cambridge; PHD 1981 Nottingham

O'Hara, Michael William, Emeritus Professor, Psychological and Brain Sciences, 1980 (1990); BA 1974 Memphis State; MS 1978 Pittsburgh; PHD 1980 Pittsburgh

O'Leary, Daniel S., Professor, Psychiatry, 2002 (2002); PHD 1979 Louisville

O'Neill, Brian Timothy, Assistant Professor, Internal Medicine, 2016 (2016); MD 2008 University of Utah

O'Neill, Shaun, Clinical Adjunct Instructor, Preventive Community Dentistry, 2019 (2019); BA 2013 Luther College; DDS 2017 University of Iowa

O'Rorke, Michael Anthony, Assistant Professor, Epidemiology/Pathology, 2018 (2018); BSC 2007 University of Ulster; PHD 2011 Queen's University Belfast

O'Rourke, Howard John, Clinical Assistant Professor, Radiology, 2012 (2012); MD 2006 Rochester

O'Shaughnessy, Patrick T., Professor, Occupational Environmental Health, 1997 (2010); BS 1980 Vermont; MS 1993 Vermont; PHD 1996 Vermont

O'Shea, Amy May Johnson, Research Assistant Professor, Internal Medicine, 2015 (2014); MS 2009 University of Iowa; PHD 2013 University of Iowa

O'Shea, Noreen Ellen, Adjunct Assistant Professor, Health Management Policy, 2019 (2019); DO 1984 Des Moines University

O'Shea, Thomas Michael, Adjunct Instructor, University College Courses, 2015 (2015); BA 1999 University of Northern Iowa; MED 2001 University of Northern Iowa; PHD 2013 Iowa State University

O'Tool, Brian Patrick, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2002 Iowa State University; MS 2004 University of South Dakota

O'Toole, Cynthia Ann Rozek, Clinical Assistant Professor, Preventive Community Dentistry, 2007 (2007); BS 1974 University of Iowa; MS 2001 University of Iowa

O. Rourke, Barbara Lea Wolf, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 1985 (1996); BSN 1975 University of Iowa; MA 1985 University of Iowa; PHD 1996 University of Iowa

Oakes, Elizabeth A., Associate Professor, Music, 1998 (2017); MM 1991 Cleveland Institute

Oates, Thomas Patrick, Associate Professor, American Studies/Journalism Mass Communication, 2004 (2017); BA 1996 Georgetown; MA 1999 St Louis; PHD 2004 University of Iowa

Obr, Brooks Joseph, Clinical Assistant Professor, Emergency Medicine, (2019); HS 2006 Iowa City West High School; BS 2010 University of Iowa; MD 2014 University of Iowa

Obr, Clark Joseph, Clinical Associate Professor, Anesthesia, 2006 (2007); MD 1986 South Dakota

Obreiter, Steven Roy, Clinical Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DDS 2008 University of Michigan-Ann Arbor

Ochoa Nunez, Luis Alberto, Clinical Assistant Professor, Pediatrics, 2015 (2015); BA 2003 Grinnell College; MD 2008 University of Iowa

Ochola, Joseph Evans, Adjunct Assistant Professor, Teaching and Learning, 2014 (2018); BA 1998 Franklin College; MA 2002 Wheaton College; DED 2008 University of Iowa

Oconnor, Bren M., Clinical Adjunct Assistant Professor, Family Dentistry, 2015 (2015); DDS 2015 University of Iowa

Odell, Tammy Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2001 University of Iowa

Oden, Gregg C., Emeritus Professor, Computer Science/ Psychological and Brain Sciences, 1990 (1990); BA 1969 South Dakota; PHD 1974 University of California-San Diego

Odens, Donald E., Clinical Adjunct Instructor, Family Medicine, 2020 (2020); BS 2008 Wayne State College, IN; MD 2012 Amer Univ Caribbean School of Medicine

Odgaard, A. Jacob, Emeritus Professor, Civil-Environmental Engineering, 1977 (1989); MS 1966 Tech Univ of Denmark; PHD 1970 Tech Univ of Denmark

Odinet, Christopher Keith, Professor, Law-Faculty, 2017 (2020); BA 2007 Louisiana State University; JD 2010 Louisiana State University

Odobescu, Andrei, Clinical Assistant Professor, Surgery, 2016 (2016); MD 2010 McGill University

Odonnell, Michael A., Professor, Urology, 2000 (2005); BA 1978 Northwestern University; MD 1984 Duke

Odorisio, M. Sue, Emeritus Professor, Pediatrics, 1999 (1999); BS 1967 Creighton; MS 1969 University of Nebraska-Lincoln; PHD 1972 University of Nebraska-Lincoln; MD 1985 The Ohio State University

Odorisio, Thomas Michael, Emeritus Professor, Internal Medicine, 1999 (1999); BS 1965 Regis; MS 1967 Creighton; MD 1971 Creighton

Oetting, Marguerite, Clinical Associate Professor, Pediatrics, 2008 (2016); MD 1988 Duke

Oetting, Thomas A., Clinical Professor, Ophthalmology Visual Science, 1997 (2007); BSE 1982 Duke; MS 1987 Duke; MD 1991 Duke

Ogaki, Kosuke, Lecturer, Asian Slavic Languages Literature, (2018); BA 2012 Kwansai Gakuin Univ., Japan; MA 2015 Kwansai Gakuin, Univ., Japan; MA 2018 Auburn Univ., Alabama

Ogrady, Patrick M., Clinical Assistant Professor, Pediatrics, 2017 (2017); MD 1989 Northwestern

Ogren, Christine A., Associate Professor, Educ Policy Leadership Studies, 1999 (2005); BA 1987 Carleton College; MA 1993 University of Wisconsin-Madison; PHD 1996 University of Wisconsin-Madison

Ohashi, Kenjiro, Clinical Professor, Radiology, 2002 (2007); MD 1984 Yokohama; PHD 1998 St. Marianna University

Ohi, Michael, Associate Professor, Internal Medicine/Psychiatry, 2008 (2016); BS 1990 University of Wisconsin-Eau Claire; MD 1996 Washington

Ohlaug, Brandon, Adjunct Lecturer, Business Analytics, (2019); BBA 2006 University of Iowa; MS 2016 University of Iowa

Ohlmann, Jeffrey W., Associate Professor, Business Analytics, 2003 (2009); BA 1998 University of Nebraska-Lincoln; MS 2000 University of Michigan-Ann Arbor; PHD 2003 University of Michigan-Ann Arbor

Ohmes, Allen F., Emeritus Professor, Music, 1964 (1970); BM 1953 Baldwin Wallace; MM 1959 Rochester

Oishi, Matthew Masayoshi, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2018 (2018); DMD 2015 University of Pennsylvania; MPH 2015 University of Pennsylvania

Okeoma, Chioma M., Adjunct Associate Professor, Microbiology and Immunology, 2010 (2017); BS 1996 Federal of Agr-Nigeria; MS 2000 Federal of Agr-Nigeria; PHD 2006 Massey

Okken, Jill Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2005 University of Iowa

Okonkwo, Esther Ifesinachi, Adjunct Assistant Professor, Creative Writing, 2020 (2020); MFA 2020 University of Iowa

Olayinka, Abimbola Oluwatoyin, Clinical Assistant Professor, Pediatrics, 2018 (2018); MD 2014 University of Illinois

Olesen, Kaaren Rae, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2020 (2020); BA 1991 Boston University; DO 1997 Des Moines University

Oleson, Jacob J., Professor, Biostatistics, 2004 (2018); BA 1997 Central College, IA; MA 1999 Missouri-Columbia; PHD 2002 Missouri-Columbia

Oliva, Claudia, Research Assistant Professor, Radiation Oncology, (2018); PHD 1993 University Mar del Plata

Oliveira, Suely P., Professor, Computer Science/Mathematics, 1998 (2008); BS 1983 Pernambuco; MS 1988 Colorado-Denver; PHD 1993 Colorado-Denver

Oliver, Alison Louise, Lecturer, Social Work, 2004 (2014); BA 1999 University of Iowa; MSW 2004 University of Iowa

Oliver Rajan, Julia, Associate Professor, International Programs/Spanish Portuguese, 2013 (2019); BA 1996 University of Illinois at Chicago; MA 1998 University of Illinois at Chicago; PHD 2008 University of Illinois at Chicago

Olmsted, John S., Clinical Adjunct Associate Professor, Endodontics, 1984 (1984); DDS 1975 University of Iowa

Olshansky, Brian, Emeritus Professor, Internal Medicine, 2000 (2000); AB 1974 Carleton; MD 1978 University of Arizona

Olson, Alisa Marie, Clinical Adjunct Assistant Professor, Family Medicine, 2014 (2014); BS 2006 Morningside Coll, Sioux City

Olson, Brett Joel, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1983 Luther College, Decorah, IA; MD 1987 Univ of IA COM Iowa City, IA

Olson, David Alan, Adjunct Instructor, Health Management Policy, 2008 (2015); BBA 1984 University of Wisconsin-Madison; MHA 1986 University of Iowa; MBA 1987 University of Iowa

Olson, Eric, Adjunct Associate Professor, Economics, 2014 (2014); BA 2004 Alabama; MA 2005 Alabama; PHD 2010 Alabama

Olson, Richard John, Clinical Professor, Ophthalmology Visual Science/Pediatrics, 2002 (2017); BA 1984 Brigham Young; MD 1991 Utah

Oltmanns, Christy Lynn, Clinical Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); AASC 2007 Kirkwood Community College

Olufs, Erin Lynn, Clinical Assistant Professor, Psychiatry, 2016 (2016); PHD 2014 University of North Dakota

Onel, Yasar, Professor, Physics Astronomy, 1987 (1992); BSC 1969 London-England; PHD 1975 London-England

Onishi, Nana, Lecturer, Asian Slavic Languages Literature, (2019); MA 2013 University of Wisconsin

Onsongo, Lister Nyareso, Adjunct Associate, Nursing, (2017); MS 2006 Minnesota State University; BSN 2010 Minnesota State University; PHD 2017 University of Iowa

Opal, Colleen M., Adjunct Lecturer, Management and Entrepreneurship, (2019); BA 2006 San Diego State University; MA 2008 Michigan State University

Opitz, Cindy Edwards, Adjunct Instructor, Anthropology, 2013 (2013); BA 1988 Brown; MFA 1993 University of Iowa

Oral, Resmiye, Emeritus Professor, Pediatrics, 2001 (2011); MD 1983 Ege

Orgren, Carl F., Emeritus Associate Professor, Library Information Science, 1970 (1976); PHB 1959 Detroit; AMLS 1962 University of Michigan-Ann Arbor; MA 1966 Detroit; PHD 1971 University of Michigan-Ann Arbor

Orhon, Volkan, Professor, Music, 2002 (2014); BA 1989 Hacettepe; MM 1996 Hartford

Orrico, Anthony Joseph, Assistant Professor, Art Art History/Dance, 2016 (2016); MFA 2003 University of Iowa

Orris, Lindsay Jo, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); BSE 2004 University of Iowa; DO 2009 Kirksville College of Osteop

Ortega Gutierrez, Santiago, Clinical Associate Professor, Neurology/Neurosurgery/Radiology, 2014 (2019); MD 2002 Universidad de Alcalá, Alcalá

Ortiz, Publio, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2013 (2013); BS 1983 Puerto Rico; MD 1987 School of Med, RCM-UPR

Ortiz Diaz, Alberto, Assistant Professor, History/ Interdisciplinary Programs, (2017); MA 2008 University of Texas at Austin; MA 2012 University of Wisconsin-Madison; PHD 2017 University of Wisconsin-Madison

Osadchuk, Krista Marie, Adjunct Instructor, University College Courses, 2014 (2014); BS 2013 University of Iowa

Osborn, Tracy, Associate Professor, Political Science/Public Policy Center, 2007 (2012); BA 1998 Loyola; PHD 2004 Indiana University-Bloomington

Osheroff, Joseph Lester, Lecturer, Theatre Arts, 2017 (2018); BA 1993 Bates College; MFA 2001 University of California, Irvi

Osiel, Mark J., Professor, Law-Faculty, 1992 (1992); BA 1977 University of California-Berkeley; JD 1987 Harvard; PHD 1987 Harvard

Osooinig, Karl C., Emeritus Professor, Ophthalmology Visual Science, 1971 (1977); MD 1960 Vienna-Austria

Ostedgaard, Lynda Spencer, Research Associate Professor, Internal Medicine, 2012 (2012); BA 1970 University of Iowa; MS 1973 University of Iowa; PHD 1989 University of Iowa

Osterberg, David, Emeritus Professor, Occupational Environmental Health, 1985 (1992); BA 1966 Washington State; MA 1969 University of Wisconsin-Madison; MS 1972 University of Wisconsin-Madison; MS 1975 University of Wisconsin-Madison

Osterhaus, Marilyn Slee, Adjunct Instructor, Pharmacy Practice and Science, 2016 (1997); BSPH 1980 University of Iowa

Osterhaus, Matthew Charles, Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (2020); BSPH 1980 University of Iowa

Osterhaus, Robert J., Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (1997); BSPH 1952 University of Iowa

Ostrem, Wenda S., Adjunct Instructor, Pharmacy Practice and Science, 2008 (2008); BSPH 1986 University of Iowa

Osullivan, Cormac Thomas, Clinical Associate Professor, Nursing, 1989 (2015); BSN 1987 University of Iowa; MSN 1997 DePaul; PHD 2008 University of Iowa

Ottervanger, Kiley Danielle, Clinical Adjunct Instructor, Pediatrics, 2017 (2017); DO 2012 Des Moines University

Otting, Michaela Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 1998 University of Iowa

Otto, Sue Ellen Kovacic, Emeritus Associate Professor, Spanish Portuguese, 1986 (1992); BS 1969 Iowa State; MA 1972 University of Iowa; PHD 1977 University of Iowa

Ourada, Michael James, Clinical Adjunct Instructor, Family Medicine, 2019 (2019); BS 1994 University of Nebraska; MD 1999 St. Geroge University School of Medicine

Overath, Tiffany Ann, Adjunct Instructor, Social Work, 2016 (2016); DIPL 2000 City High School; BA 2005 University of Iowa; MSW 2010 University of Iowa

Overton, Rachel Anne, Clinical Adjunct Instructor, Family Medicine, (2020); BA 2007 Wartburg College, Waverly IA; MD 2011 University of Iowa

Owen, Brent David, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 2008 Univ of IA CCOM, Iowa City, IA

Owen, Scott Russell, Clinical Assistant Professor, Otolaryngology-Head Neck Surgery, 2017 (2017); BS 2006 Schreyers Honor College; MD 2011 University of Virginia

Owens, Andrew, Lecturer, Cinematic Arts, (2018); BA 2008 Swarthmore College; MA 2010 Villanova University; PHD 2015 Northwestern University

Owens, Maureen Elizabeth, Adjunct Instructor, University College Courses, (2019); BA 2015 University of Iowa; MA 2018 University of Nebraska-Lincoln

Oxley, Dana, Adjunct Lecturer, Law-Faculty, 2007 (2007); BA 1990 Northern Iowa; JD 1998 University of Iowa

Oya, Hiroyuki, Associate Professor, Neurosurgery, 2003 (2012); MD 1981 Tottori, Japan; PHD 2004 Kanagawa, Japan

Oyen, Austin Allen, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2019 South Dakota State University

P

Pacheco, Julianna, Associate Professor, Political Science/ Public Policy Center, 2012 (2016); BA 2004 Pennsylvania State University; MA 2006 Pennsylvania State University; PHD 2010 Pennsylvania State University

Packer, Aaron Grant, Adjunct Instructor, Communication Sciences and Disorders, 2003 (2003); BA 1996 University of Iowa; MA 2000 University of Iowa

Packiam, Vignesh Thamilarasu, Clinical Assistant Professor, Urology, (2020); MD 2012 University of Pittsburgh

Padgett, Jill, Adjunct Instructor, Social Work, 2015 (2015); MSW 2012 University of Iowa

Padomek, Michael T., Adjunct Assistant Professor, Pharmacy Practice and Science, 1994 (2011); PHARMD 1987 Creighton

Paetzold-Durumeric, Robin, Adjunct Instructor, Pediatrics, 2006 (2006); MBA 1995 University of Iowa

Page, Aaron Marr, Adjunct Lecturer, Law-Faculty, 2017 (2017); BA 1998 Oberlin College; JD 2006 University of Michigan-Ann Arb

Page, Michael, Clinical Adjunct Associate Professor, Surgery, 2006 (2017); BS 1990 The Ohio State University; MD 1994 Wright State

Pagedar, Nitin Ajitkumar, Associate Professor, Otolaryngology-Head Neck Surgery, 2008 (2016); MD 2002 Case Western Reserve

Paige, Jessica Welburn, Assistant Professor, African-American Studies/Public Policy Center/Sociology and Criminology, 2014 (2014); BA 2004 Pennsylvania; PHD 2011 Harvard

Pallone, Stephen R., Clinical Adjunct Assistant Professor, Family Medicine, 2015 (2015); BS 2002 Univ of Virginia, Virginia; MD 2006 VA Univ School of Med, VA

Palmer, Geoffrey, Adjunct Associate, Law-Faculty, 2015 (2015); LLM 1965 Victoria University//Wellington; JD 1967 Chicago

- Pan, Leon Yuping**, Adjunct Assistant Professor, Creative Writing, 2020 (2020); MFA 2020 University of Iowa
- Pandey, Radha**, Adjunct Assistant Professor, Interdisciplinary Programs, (2017); MFA 2014 University of Iowa
- Panos, Anthony**, Professor, Surgery, (2019); MD 1980 University of Toronto
- Pant, Gautam**, Associate Professor, Business Analytics, 2011 (2013); PHD 2004 University of Iowa
- Pant, Shagun**, Assistant Professor, Finance, 2011 (2011); MIS 2003 University of Iowa; PHD 2009 Utah
- Pantazis, Nicholas J.**, Emeritus Professor, Anatomy Cell Biology, 1979 (2000); BS 1970 Lehigh; PHD 1977 Harvard
- Panuganti, Pradeep K.**, Clinical Adjunct Assistant Professor, Neurology, 2017 (2017); MBBS 2007 Gandhi Medical College, India; MS 2008 Minnesota State University
- Papke, Todd Alan**, Adjunct Lecturer, Business Analytics, 2018 (2018); BA 2006 University of Iowa; MS 2011 University of Iowa; PHD 2014 University of Iowa
- Papworth, David P.**, Clinical Associate Professor, Anesthesia, 2000 (2000); MD 1974 Kings College Medical
- Parekh, Kalpaj**, Professor, Anatomy Cell Biology/Surgery, 2006 (2019); MBBS 1992 Seth G.S. Medical College
- Parikh, Rajesh**, Adjunct Professor, Psychiatry, 2016 (2016); MD 1979 Seth G.S. Medical College
- Park, Alyssa**, Associate Professor, History, 2011 (2019); BA 1998 Princeton; MA 2004 Columbia; PHD 2009 Columbia
- Park, Eunkyung**, Clinical Assistant Professor, Radiology, (2019); MD 2000 Seoul National University; MA 2003 Seoul National University; PHD 2007 Seoul National University
- Park, Inkyung**, Adjunct Instructor, Asian Slavic Languages Literature, 2020 (2020); BA 2006 Korea University
- Park, Jinha Mark**, Clinical Associate Professor, Internal Medicine/Radiology, 2018 (2018); PHD 2000 USC; MD 2001 USC
- Park, Joon B.**, Emeritus Professor, Biomedical Engineering, 1983 (1983); BS 1967 Boston University; MS 1969 Massachusetts Inst of Technolo; PHD 1972 Utah
- Park, Jung-A.**, Lecturer, Asian Slavic Languages Literature, 2014 (2019); MA 2011 University of Wisconsin-Madison
- Park, Michael Hun**, Adjunct Lecturer, Law-Faculty, 2020 (2020); AB 1998 Princeton University; BA 1998 Princeton University; JD 2001 Yale Law School
- Park, Semin**, Assistant Professor, Management and Entrepreneurship, 2019 (2019); BBA 2011 Seoul National University; MS 2013 Seoul National University; PHD 2019 University of Connecticut
- Parker, Amy**, Lecturer, Interdisciplinary Programs, 2012 (2017); MFA 2002 University of Texas - Austin; MFA 2012 University of Iowa
- Parker, Christopher P.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); BS 1997 University of Nebraska-Lincoln; PHARM 2006 University of Iowa
- Parker, Edith A.**, Professor, Community Behavioral Health/Public Policy Center, 2010 (2010); BA 1983 Davidson; MPH 1989 University of North Carolina at Chapel Hill; PHD 1995 University of North Carolina at Chapel Hill
- Parker, I. Reed**, Clinical Assistant Professor, Family Dentistry, 1989 (2000); BA 1969 Northwestern University; DDS 1978 University of Iowa
- Parker, Jennifer Lyn**, Associate Professor, Economics, 2008 (2018); MA 1998 Miami Oxford, Ohio
- Parker, Krystal L.**, Assistant Professor, Psychiatry/Psychological and Brain Sciences, 2015 (2015); BS 2003 Iowa State University; PHD 2009 Iowa State University
- Parker, Stan**, Clinical Adjunct Assistant Professor, Radiology, 1991 (1991); MD 1982 University of Iowa
- Parker, Wesley Alan**, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1980 Cornell College, MtVernon, IA; MD 1986 Univ of IA CCOM, Iowa City
- Parkes, Ford B.**, Emeritus Associate Professor, German, 1969 (1976); BA 1964 Kent State; MA 1966 Kent State; PHD 1971 Michigan State University
- Parkhurst, Jessica**, Clinical Assistant Professor, Radiation Oncology, (2019); BS 2004 University of Iowa; MD 2014 University of Iowa
- Parkin, Gene F.**, Emeritus Professor, Civil-Environmental Engineering, 1986 (1988); BS 1970 University of Iowa; MS 1971 University of Iowa; PHD 1978 Stanford
- Parks, Kyle**, Clinical Adjunct Professor, Physician Assistant, 2018 (2018); BSN 1994 Baker University School of Nur; MS 2008 Nova Southeastern University
- Parra, Michelle Christine**, Clinical Associate Professor, Anesthesia, 2015 (2019); MD 2003 University of Iowa
- Parratt, Catriona**, Associate Professor, American Studies, 1989 (2001); BA 1977 Birmingham; MHK 1984 Windsor; PHD 1994 The Ohio State University
- Parrish, Heather**, Assistant Professor, Art Art History, 2018 (2018); BA 1999 University of Texas at Austin; MFA 2014 University of Notre Dame
- Parrish, Jeremy**, Lecturer, Health and Human Physiology, (2018); BBA 2015 University of Iowa; MA 2017 University of Iowa; MBA 2017 Upper Iowa University; MSL 2018 University of Iowa
- Parrot, Eugene L.**, Emeritus Professor, Pharmacy, 1962 (1974);
- Parrott, Debra Sue**, Adjunct Associate, Physical Therapy Rehab Science, 2018 (2018); BA 1984 Luther College
- Parrott, Ray J.**, Emeritus Professor, Asian Slavic Languages Literature, 1971 (1985); BA 1963 Cornell-Iowa; MA 1967 University of Michigan-Ann Arbor; PHD 1974 University of Michigan-Ann Arbor
- Partyka, Lauren Marie**, Clinical Assistant Professor, Anesthesia, 2015 (2016); MD 2010 Medical College of Wisconsin
- Pascarella, Ernest T.**, Emeritus Professor, Educ Policy Leadership Studies, 1997 (1997); BA 1965 Princeton; MS 1970 Pennsylvania; PHD 1973 Syracuse
- Patel, Ajay D.**, Clinical Assistant Professor, Anesthesia, 2018 (2019); MD 2013 Northwestern University
- Patel, Eesha**, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2020 University of Iowa

Patel, Hemanshu, Adjunct Instructor, Pharmacy Practice and Science, 2018 (2018); BSPH 1989 Portsmouth School of Pharmacy

Patel, Niral Naresh, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2013 St. Louis College of Pharmacy

Patel, Sagar Chandravadan, Adjunct Assistant Professor, Radiation Oncology, 2016 (2016); MD 2011 Brown University

Patel, Shradha Navin, Assistant Professor, Social Work, (2019); BSN 2017 Herzing University -Kenosha,WI

Patel, Virendra C., Emeritus Professor, Mechanical Engineering, 1971 (1975); BS 1962 A.C.G.I. London; PHD 1965 Cambridge

Patella, Vincent Michael, Adjunct Assistant Professor, Ophthalmology Visual Science, 2019 (2019); OD 1978 UC Berkeley

Paternostro, Jennifer Kristen, Clinical Assistant Professor, Pediatrics, 2018 (2018); BS 2012 University of Oregon; PHD 2017 Palo Alto University

Pati, Divya, Clinical Adjunct Assistant Professor, Internal Medicine, (2019); MBBS 2007 Osmania Medical College; MBBS 2007 Osmania Medical College

Patil, Shivanand R., Emeritus Professor, Pediatrics, 1977 (1986); BS 1961 Karnatak-India; MS 1963 Karnatak-India; PHD 1969 Colorado

Patrick, Katherine Dorothy, Clinical Assistant Professor, Pediatrics, 2016 (2016); BA 2008 Mount Holyoke College; MD 2012 Pennsylvania State

Patterson, Brendan M., Clinical Assistant Professor, Orthopaedics and Rehabilitation, (2017); BS 2003 University of Washington; MPH 2006 St Louis University; MD 2010 University of Washington

Patterson, Whitney, Adjunct Instructor, Pharmacy Practice and Science, (2019); PHARM 2019 University of Iowa

Patton, John James, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1993 University of Iowa; Iowa City; MD 1997 Univ of IA CCOM, Iowa City

Paudel, Hem Sharma, Lecturer, Rhetoric, 2015 (2015); PHD 2015 University of Louisville

Paulsen, Jane S., Emeritus Professor, Psychiatry/ Psychological and Brain Sciences, 1996 (2001); BS 1983 Simpson; PHD 1989 University of Iowa

Paulsen, Joseph John, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); BA 2007 University of Iowa; PHARM 2012 University of Iowa

Paulsen, Michael, Emeritus Professor, Educ Policy Leadership Studies, 2004 (2004); BA 1973 St. Ambrose; MA 1974 University of Wisconsin-Milwaukee; PHD 1983 University of Iowa

Paulson, Brandon Scott, Adjunct Instructor, University College Courses, 2010 (2014); BSC 2005 University of Wisconsin-River Falls; MSED 2009 University of Wisconsin-Lacrosse

Paulson, Wayne L., Emeritus Professor, Civil-Environmental Engineering, 1960 (1972); BS 1959 University of Wisconsin-Madison; MS 1960 University of Wisconsin-Madison; PHD 1965 University of Iowa

Pauly, Peter J., Clinical Adjunct Associate Professor, Family Dentistry, 1986 (2000); DDS 1978 University of Iowa

Pavlik, Claire E., Lecturer, Geographical and Sustainability Sciences, 1990 (2005); BA 1981 The University of Minnesota-Twin Cities; MA 1985 The University of Minnesota-Twin Cities; PHD 1992 The University of Minnesota-Twin Cities

Pawlak, Maria A., Clinical Assistant Professor, Obstetrics Gynecology/Psych Quant Foundations, 2014 (2018); BA 1990 University of Michigan-Ann Arbor; MS 1995 Memphis; PHD 1998 Memphis

Payne, Anna Marie, Adjunct Lecturer, Teaching and Learning, (2019); BA 2004 University of Northern Iowa; MA 2018 University of Iowa

Payne, Brenda Jean, Clinical Adjunct Assistant Professor, Psychiatry, 2013 (2013); PHD 1994 Southern Mississippi

Payne, Gerald L., Emeritus Professor, Physics Astronomy, 1969 (1980); BS 1961 The Ohio State University; MS 1961 The Ohio State University; PHD 1967 California San Diego

Paynter, Donald E., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1980 University of Iowa

Pazdirek, Ondrej, Adjunct Lecturer, Accounting, 2020 (2020); MA 2016 University of Cincinnati; MS 2016 University of Cincinnati

Pazour, Erin E'Lyn, Adjunct Associate, Physical Therapy Rehab Science, 2003 (2003); BA 1993 CENTRAL COLLEGE, PELLA; MPT 1995 University of Iowa

Peacher, Dionne Fan, Clinical Assistant Professor, Anesthesia, 2016 (2017); MD 2010 Duke University

Pearce, Elizabeth Florence, Lecturer, Communication Studies, 2016 (2006); BED 1981 St Paul St Mary; MA 1990 University of Iowa; PHD 2004 University of Iowa

Pearlman, Amy Marcia, Clinical Assistant Professor, Urology, 2018 (2018); MD 2012 Baylor College of Medicine

Pearson, Amy Carolyn Schultz, Clinical Assistant Professor, Anesthesia, 2017 (2018); MD 2012 Medical College of Wisconsin

Pearson, Kent S., Emeritus Associate Professor, Anesthesia, 1985 (1993); BS 1977 University of Illinois at Urbana Champaign; MD 1981 University of Illinois at Rockford

Pearson, Sarah Hinchliff, Adjunct Lecturer, Management and Entrepreneurship, 2020 (2020); BS 2002 Northwestern University; JD 2006 University of Michigan; MBA 2019 University of Iowa; MBA 2020 University of Iowa

Peate, David William, Professor, Earth and Environmental Sciences/Honors Program, 2004 (2014); BA 1985 Cambridge Univ; PHD 1989 Open Univ. UK

Peck, Robert Henry, Lecturer, Rhetoric, (2018); BA 2015 Yale; MFA 2018 University of Iowa

Pedersen, Douglas Ray, Emeritus Associate Professor, Orthopaedics and Rehabilitation, 2001 (2001); BSE 1979 University of Iowa; MS 1983 University of Iowa; PHD 1998 University of Iowa

Pedersen, Mark Reeve, Clinical Assistant Professor, Anesthesia, (2020); BA 2006 Coe College; MPH 2008 University of Iowa; MD 2014 University of Iowa

Peek-Asa, Corinne, Professor, Epidemiology/Nursing/ Occupational Environmental Health/Public Policy Center, 2001 (2004); BA 1989 New Mexico; MPH 1990 University of

California-Los Angeles; PHD 1995 University of California-Los Angeles

Pelaez, Carlos Andres, Clinical Adjunct Associate Professor, Surgery, 2011 (2019); MD 2003 Universidad de Iberoamerica

Pelenski, Jaroslaw, Emeritus Professor, History, 1967 (1971); PHD 1957 Munich-Germany; PHD 1968 Columbia

Pelton, Elizabeth L., Emeritus Associate Professor, Health and Human Physiology, 1974 (1980); BS 1970 University of Iowa; MS 1974 University of Iowa

Pelzel, Kelly E., Clinical Assistant Professor, Psychiatry, (2018); BA 1998 University of Northern Iowa; MS 2002 University of Utah

Pelzer, Daniel Edward, Adjunct Assistant Professor, Pediatrics, 2018 (2018); MD 2012 University of Iowa

Pelzer, Diana Michelle, Clinical Adjunct Assistant Professor, Pediatric Dentistry, 2017 (2017); BA 2010 University of Iowa; DDS 2014 University of Iowa; CER 2016 University of Iowa

Pemmaraju, Sriram V., Professor, Computer Science, 2000 (2013); MSC 1987 Birla; MS 1989 Virginia Polytechnic; PHD 1992 Virginia Polytechnic

Pena, Tahuanty, Clinical Assistant Professor, Internal Medicine/Pediatrics, 2015 (2015); MD 2004 Inst. Tech de Santo

Pendergast, Jane, Emeritus Professor, Biostatistics, 1999 (2005); BA 1974 Dayton; MS 1976 University of Iowa; PHD 1979 University of Iowa

Penmacha, Sunita, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); MD 1996 Univ of Toronto

Pennathur, Arunkumar, Associate Professor, Industrial Engineering, 2012 (2017); PHD 1999 Cincinnati

Pennathur, Priyadarshini, Associate Professor, Industrial Engineering/Internal Medicine, 2012 (2019); PHD 2010 SUNY NY Buffalo

Pennington, Daniel Wayne, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013); MD 1983 University of Iowa

Penno, Mark, Professor, Accounting, 2004 (2004); BA 1973 University of Wisconsin-Madison; MS 1977 University of Wisconsin-Madison; PHD 1983 Northwestern University

Penny, H. Glenn, Professor, History/International Programs, 2003 (2014); BA 1987 Colorado; MA 1991 Colorado; PHD 1999 University of Illinois at Urbana Champaign

Pentella, Michael A., Clinical Professor, Epidemiology, 2003 (2017); BS 1972 The Ohio State University; MS 1980 Thomas Jefferson; PHD 2000 South Florida

Peone, Dina, Adjunct Assistant Professor, English, 2018 (2018); GED 2007 Univ of the State of NY Ed Dept; AA 2013 SUNY; BA 2015 Sarah Lawrence; MFA 2018 University of Iowa

Pereira Da Silva Marchini, Adriana M., Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2017 (2017); DDS 1997 Univ Estadual Paulista-SP BrzI; MSCD 2010 Univ Estadual Paulista-SP BrzI; PHD 2016 Univ Estadual Paulista-SP BrzI

Perencevich, Eli, Professor, Epidemiology/Internal Medicine, 2010 (2010); MD 1994 Case Western Reserve U

Perepu, Usha S., Clinical Associate Professor, Internal Medicine, 2010 (2018); MBBS 1998 NTR, India; MRC 2004 Royal College, London

Perkins, Steven Keith, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 2001 Central College, Pella, IA; DO 2005 Des Moines Univ-Osteopathic, IA

Perlman, Stanley, Professor, Microbiology and Immunology/Pediatrics, 1983 (1993); AB 1968 Rochester; PHD 1972 MIT; MD 1979 Miami

Perovic, Katarina, Associate Professor, Philosophy, 2011 (2019); BA 2002 Bologna, Italy; MPHIL 2003 King's; PHD 2008 King's

Perry, Andre F., Adjunct Assistant Professor, English, (2020); MFA 2008 University of Iowa

Perry, Paul J., Emeritus Professor, Pharmacy, 1973 (1987); BS 1969 Univ of the Pacific; MS 1971 Univ of the Pacific; PHD 1973 Univ of the Pacific

Persaud, Peter Krishen, Adjunct Lecturer, Law-Faculty, 2014 (2014); BA 1983 University of Iowa; JD 1986 Drake University

Pesantubbee, Michelene, Emeritus Associate Professor, Religion, 2003 (2006); MA 1991 University of California-Los Angeles; PHD 1994 University of California-Los Angeles

Pesce, Liuska Maria, Clinical Associate Professor, Pediatrics, 2008 (2015); MD 1998 Central Univ of Venezuela

Peter, Richard, Associate Professor, Finance, 2015 (2020); MBA 2012 MBR, LMU, Munich, Germany; PHD 2013 LMU, Munich, Germany

Peters, Adrienne K., Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHARMD 2007 University of Iowa

Peters, Bobby Xavier, Clinical Assistant Professor, Emergency Medicine, 2001 (2001); BS 1990 Houston Baptist; MD 1996 Texas Medical

Peters, Douglas William, Clinical Adjunct Assistant Professor, Family Medicine, 2011 (2011); BA 1993 Wartburg; MD 1997 University of Iowa

Peters, Thomas Michael, Professor, Biomedical Engineering/Occupational Environmental Health, 2004 (2015); BS 1990 Florida; MS 1992 Florida; PHD 2004 University of North Carolina at Chapel Hill

Petersen, Brian Michael, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2004 Creighton

Petersen, Christine A., Professor, Epidemiology, 2006 (2020); BA 1994 Johns Hopkins; DVM 1998 Cornell; PHD 2004 Harvard

Petersen, Isaac T., Assistant Professor, Psychological and Brain Sciences, (2017); BA 2008 University of Texas @ Austin; PHD 2016 Indiana University @ Bloomington

Petersen, Joshua Douglas, Clinical Adjunct Instructor, Nursing, 2010 (2010); BSN 2004 Mt Mercy; MSN 2008 University of Iowa

Petersen, Tomeka Jo, Adjunct Instructor, Social Work, 2019 (2019); BA 1995 University of Massachusetts; MSW 1997 Simmons College

Peterson, Andrew Robert, Clinical Professor, Orthopaedics and Rehabilitation/Pediatrics, 2010 (2020); BA 2000 Lawrence; MD 2004 University of Wisconsin-Madison

Peterson, Brian K., Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1983 Northwest Missouri State; MA 1988 University of Iowa; MPT 1998 Samuel Merritt College

Peterson, Clayton Robert, Associate Professor, Health and Human Physiology, 2008 (2017); BA 1995 Luther College; PHD 2009 University of Iowa

Peterson, Grant Eugene, Clinical Adjunct Assistant Professor, Internal Medicine, 2015 (2015); MD 2010 University of Iowa

Peterson, Harold L., Adjunct Instructor, Social Work, 2016 (2016); BS 1979 University of Iowa; MSW 2013 University of Iowa

Peterson, Jordan Dane, Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); MD 2015 University of Iowa Carver College of Medicine

Peterson, Lawrence C., Emeritus Associate Professor, Preventive Community Dentistry, 1973 (1986); BSME 1962 General Motors Institute; MS 1970 University of Iowa

Peterson, Nathan Daniel, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2014 The University of Iowa

Peterson, Nicole Elizabeth, Emeritus Associate Professor, Nursing, 2004 (2019); BSN 2003 University of Iowa; MSN 2008 University of Iowa; DNP 2013 University of Iowa

Peterson, Russell Leslie, Adjunct Assistant Professor, American Studies, 2006 (2006); PHD 2005 University of Iowa

Peterson, Stewart Norman, Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); PHARMD 2001 University of Iowa

Peterson, Teri Lynn, Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSN 2013 University of Iowa

Petkewec, Megan Andrus, Adjunct Assistant Professor, Theatre Arts, 2020 (2020); MFA 1992 University of Delaware

Petrie, Michael Arlyn, Clinical Assistant Professor, Physical Therapy Rehab Science, 2014 (2017); BSE 2008 University of Iowa; DC 2011 Palmer College of Chiropractic; PHD 2016 University of Iowa

Petrone, Kimberly Kay, Adjunct Lecturer, Management and Entrepreneurship, 2016 (2016); JD 1994 Northwestern University

Petrova, Olga Borisovna, Adjunct Assistant Professor, Linguistics, 2001 (2001); BA 1983 Russian Pedagogical; MA 1992 Northern Iowa; PHD 2001 University of Iowa

Petterson, Mark Robert, Adjunct Lecturer, Management and Entrepreneurship, 2018 (2018); BA 2009 University of Kansas; MFA 2012 University of Kansas

Pettibone, Roy W., Adjunct Lecturer, Accounting, 2000 (2000); BS 1983 Northeast Missouri State U; MA 1984 Northeast Missouri State

Pettit, Jeffrey E., Clinical Associate Professor, Family Medicine, 1999 (2015); BS 1976 Naval Academy; MA 1987 University of Iowa; PHD 1993 University of Iowa

Pettys, Todd E., Professor, Law-Faculty, 1999 (2004); BA 1988 Seattle Pacific; JD 1995 University of North Carolina at Chapel Hill

Pezzulo, Alejandro Antonio, Assistant Professor, Internal Medicine, (2017); MD 2005 Univer Central De Venezuela

Pfaller, Michael A., Emeritus Professor, Epidemiology/Pathology, 1983 (1989); BA 1972 Linfield; MD 1976 Washington-St. Louis

Pfeiffer, Madeline L., Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); DDS 2019 University of Minnesota

Pfohl, Bruce Michael, Professor, Psychiatry, 1981 (1993); BA 1973 Graceland; MD 1977 University of Iowa

Phadke, Sneha, Clinical Assistant Professor, Internal Medicine, 2016 (2016); DO 2010 University of Missouri

Pham, Chau Minh, Clinical Assistant Professor, Ophthalmology Visual Science, (2020); MD 2013 Case Western Reserve University

Phan, Khanh Phuong, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); BSPH 1995 University of Iowa; PHARMD 2006 University of Iowa

Phelps, Michael Allen, Clinical Adjunct Assistant Professor, Surgery, 1999 (2000); MD 1988 University of Iowa

Philibert, Robert Alan, Professor, Biomedical Engineering/Psychiatry, 1998 (2008); BS 1983 St. Ambrose; MD 1989 University of Iowa; PHD 1989 University of Iowa

Phillip, Austin Anthony, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2011 University of Iowa

Phillips, Andrew James, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2013); BA 2006 Coe College; DPT 2008 University of Iowa

Phillips, Bryan T., Associate Professor, Biology, 2009 (2017); BS 1998 University of Illinois at Urbana Champaign; DPHIL 2004 Texas AM

Phillips, Damani Cabral, Associate Professor, African-American Studies/Music, 2013 (2017); BM 1997 DePaul; MMUS 1999 Kentucky; MM 2003 Wayne State University Detroit; DMA 2009 Colorado/Boulder

Phillips, Kirk Tollef, Adjunct Associate Professor, Health Management Policy, 2015 (2015); BS 1975 Iowa State; MSW 1997 The University of Minnesota-Twin Cities; MS 2002 University of Iowa; PHD 2005 University of Iowa

Pickar, Joel, Emeritus Professor, Biomedical Engineering, 1999 (2008); PHD 1990 University of California-Davis

Pienta, Marra Jeane Burr, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2010); PHARMD 2009 Drake

Pienta, Norbert J., Emeritus Professor, Chemistry, 1999 (2009); BS 1974 Rochester; PHD 1978 University of North Carolina at Chapel Hill

Pieper, Andrew A., Adjunct Professor, Psychiatry, 2012 (2015); MD 2001 John Hopkins

Pierce, Gary L., Associate Professor, Health and Human Physiology/Internal Medicine, 2011 (2017); PHD 2005 Florida

Pierce, Heidi Marie, Adjunct Instructor, University College Courses, 2018 (2018); MA 2000 Iowa State University

Pierce, Leighton, Emeritus Professor, Cinematic Arts, 1985 (1997); BA 1981 University of Iowa; MFA 1984 Syracuse

Pietrzyk, Donald J., Emeritus Professor, Chemistry, 1961 (1971); BS 1956 Wayne State; PHD 1960 Iowa State

Pigge, Fred Christopher, Associate Professor, Chemistry/Radiology, 2005 (2005); BA 1989 Wooster; PHD 1993 University of North Carolina at Chapel Hill

Pike, Susan, Emeritus Assistant Professor, Psychiatry, 2009 (2009); MD 2003 Southern Illinois

Pilkington, Wesley Charles, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2011 University of Iowa

Pinckney, Thomas Watkins, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 1985 (1985); DDS 1977 University of Iowa

Pinkham, Jimmy R., Emeritus Professor, Pediatric Dentistry, 1972 (1983); BS 1966 University of North Carolina at Chapel Hill; DDS 1970 University of North Carolina at Chapel Hill; MSCD 1972 University of North Carolina at Chapel Hill

Pinnaro, Catherina, Assistant Professor, Pediatrics, (2020); BS 2008 University of Notre Dame; MD 2013 New York Medical College

Pinto Tomas, Maricelle, Lecturer, Spanish Portuguese, 2015 (2019); BA 1991 Kenyon College, OH; MA 1996 U of da?? Ottawa, Canada; PHD 2012 University of Iowa

Piper, Robert C., Professor, Internal Medicine/Molecular Physiology Biophysics, 1997 (2009); BS 1986 Reed; PHD 1992 Washington University

Pisney, Francis L., Clinical Adjunct Assistant Professor, Family Medicine, 1976 (2002); BS 1967 Iowa State; MD 1971 University of Iowa

Pitcher, Graeme, Clinical Professor, Pediatrics/Surgery, 2009 (2018); MBCH 1984 Witwatersrand; FSC 1993 Med of South Africa

Pitman, Stuart Keith, Clinical Assistant Professor, Pharmacy Practice and Science, 2009 (2011); PHARMD 2009 University of Iowa

Pittman, Cory, Clinical Adjunct Associate Professor, Internal Medicine, 2008 (2020); BS 1997 Missouri; MD 2002 Illinois, Wesleyan

Pitton, Michael J., Adjunct Lecturer, Law-Faculty, 2002 (2002); BA 1974 CREIGHTON; JD 1977 University of Iowa

Pitzenberger, Abbey Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2006 University of Iowa

Pizzi, Elise, Assistant Professor, Political Science/Public Policy Center, 2016 (2016); BA 2004 Grinnell College; MA 2010 University of Colorado; PHD 2015 University of Colorado

Pizzimenti, Marc Anthony, Associate Professor, Anatomy Cell Biology/Health and Human Physiology, 1999 (2019); BED 1987 Western Ontario; MA 1989 Western Ontario; PHD 1999 University of Iowa

Pizzini, Edward L., Emeritus Professor, Teaching and Learning, 1973 (1990); BS 1963 Montana State; MS 1968 Houston; PHD 1973 University of Iowa

Pizzini, Nicole, Adjunct Lecturer, Rehabilitation and Counselor Education, 2013 (2017); PHD 2008 University of Iowa

Plakans, Lia Margaret, Professor, Teaching and Learning, 2000 (2019); BA 1991 University of Iowa; MA 1997 Iowa State; PHD 2007 University of Iowa

Plapp, Bryce V., Emeritus Professor, Biochemistry, 1970 (1979); BS 1961 Michigan State University; PHD 1966 University of California-Berkeley

Platte, Nathan Richard, Associate Professor, Music, 2011 (2017); BA 2004 University of Michigan-Ann Arbor; BM 2004 University of Michigan-Ann Arbor; PHD 2010 University of Michigan-Ann Arbor

Platz, Charles E., Emeritus Professor, Pathology, 1975 (1980); BA 1959 Kansas; MD 1963 University of Illinois at Chicago

Pleshet, Noah Orion Hamdler, Adjunct Assistant Professor, Interdisciplinary Programs, 2018 (2018); MA 2008 New York University; PHD 2016 New York University

Plichta, Kristin A., Clinical Assistant Professor, Radiation Oncology, 2018 (2018); BS 2004 College of William Mary; PHD 2010 Penn State University; MD 2012 Penn State University

Ploehn, Lisa C., Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (2019); PHARMD 1980 University of Nebraska-Lincoln

Plum, Jason, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 2013 Northwestern College; DPT 2016 University of Iowa

Plum, Justin Duane, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 2007 University of Northern Iowa; DPT 2009 University of Iowa

Plum, Lauren Michelle, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2015); DPT 2009 University of Iowa

Plumert, Jodie M., Professor, Psychological and Brain Sciences, 1990 (2004); BA 1985 Kalamazoo; PHD 1990 The University of Minnesota-Twin Cities

Plummer, Pixie Jolene, Clinical Associate Professor, Internal Medicine/Pediatrics/Psychiatry, (2019); MD 1999 University of Iowa

Poe, Formosa June, Instructor, Military Science, 2019 (2019); BA 2007 Colorado State University

Pogue, Thomas F., Emeritus Professor, Economics, 1965 (1974); BS 1957 New Mexico State; MS 1962 Oklahoma State; MA 1963 Yale; PHD 1968 Yale

Polak, Holly, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARMD 2020 South Dakota State University

Polaschek, Karla A., Clinical Adjunct Lecturer, Obstetrics Gynecology, 1998 (1998); MD 1993 Southern Illinois

Polgreen, Linnea Ann, Associate Professor, Pharmacy Practice and Science, 2005 (2017); BS 1991 Wheaton, IL; MA 2000 University of Iowa; PHD 2004 University of Iowa

Polgreen, Philip Matthew, Professor, Epidemiology/Internal Medicine, 2004 (2018); BS 1992 Beloit; MD 1997 Cincinnati; MPH 2006 University of Iowa

Policeni, Bruno Adum, Clinical Professor, Oral Path,RadiologyMedicine/Otolaryngology-Head Neck Surgery/Radiology, 2006 (2017); MD 2001 Faculdade de Medicina de Valen

Policeni, Fabiana Chacur, Clinical Assistant Professor, Radiology, 2015 (2015); MD 2001 Severino Sombra, Brazil

Politano, Marcela Susana, Adjunct Assistant Professor, Civil-Environmental Engineering, 2006 (2006); MSCHE 1993 UNRC Argentina; MSCHE 1999 UNRC, Argentina; PHE 2001 Inst. Balseiro, Argentina

Pollard, James W., Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 1883 (1998); DDS 1977 University of Iowa

Pollard, Janet, Clinical Assistant Professor, Radiology, 2015 (2015); BA 2004 University of Oklahoma; MD 2008 University of Oklahoma

Polonyi, Anna Ilona, Adjunct Assistant Professor, Interdisciplinary Programs, 2020 (2020); BA 2010 Harvard University; MA 2014 Institute D'Etudes Politiques; MFA 2019 University of Iowa

Polumbaum, Judith, Emeritus Professor, Journalism Mass Communication, 1989 (2003); BA 1976 McGill; MS 1977 Columbia; PHD 1989 Stanford

Polyak, Steven, Clinical Assistant Professor, Internal Medicine, 2009 (2009); BA 1993 Clark; MD 1998 Mount Sinai

Polyzou, Wayne N., Professor, Physics Astronomy, 1982 (1991); BS 1974 Pennsylvania State University; MS 1978 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; PHD 1979 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Ponte, Trevor M., Clinical Adjunct Assistant Professor, Anesthesia, 2016 (2016); DO 2007 Kirksville Coll of Osteo Med

Ponto, James Allen, Emeritus Professor, Pharmacy Practice and Science, 1978 (1992); BS 1977 University of Iowa; MS 1978 Southern-California-Los Angeles

Ponto, Laura L., Professor, Pharmaceutical Sciences and Experimental Therapeutics/Radiology, 2000 (2019); BSPH 1977 University of Iowa; MS 1981 University of Iowa; PHD 1988 University of Iowa

Poock, James Joseph, Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); BS 1995 Upper Iowa Univ, Fayette, IA; BS 1999 Upper Iowa; MD 1999 University of Iowa

Poock, William Henry, Adjunct Lecturer, Teaching and Learning, (2018); MA 2012 University of Iowa; PHD 2017 University of Iowa

Popelka, Rebecca Therese, Adjunct Lecturer, Teaching and Learning, 2014 (2014); BA 2002 Cornell College; MFA 2011 Iowa State University

Popp, Niki Linn, Clinical Assistant Professor, Anesthesia, 2014 (2019); MD 2009 University of Wisconsin-Madison

Porayette, Prashob, Clinical Assistant Professor, Pediatrics, 2019 (2020); MBBS 2005 BJ Medical College, Gujarat Un; MSC 2007 Univ of Wisconsin; MD 2012 Univ Indiana

Porepp, Matt Paul, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARM 2008 Drake

Porter, Horace A., Emeritus Professor, African-American Studies, 1999 (1999); BA 1972 Amherst; MA 1975 Yale; PHD 1981 Yale

Porter, Jeffrey L., Emeritus Professor, English, 1993 (2017); BA 1974 State Univ of NY-Buffalo; MA 1975 Oregon; PHD 1983 Oregon

Porter, Samuel D., Emeritus Associate Professor, Surgery, 1974 (1985); BA 1956 Grinnell; MD 1960 Creighton

Portman, Tarrell Aweagahe, Emeritus Associate Professor, Rehabilitation and Counselor Education, 1999 (2005); BS 1981

Southeast Missouri State; MA 1988 Southeast Missouri State; PHD 1999 Arkansas

Potash, James B., Adjunct Professor, Psychiatry, 2011 (2011); BA 1984 Yale; MPH 1989 John Hopkins; MD 1993 John Hopkins

Potestio, Armand J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); BA 1980 Colorado; BSPH 1984 Colorado

Potter, Kelly Marie, Lecturer, Nursing, 2016 (2015); BSN 2012 University of Iowa; MSN 2015 Duke University

Potter, Theodore A., Adjunct Lecturer, Law-Faculty, 2016 (2006); BA 1979 University of Illinois at Urbana Champaign; MS 1982 University of Illinois at Urbana Champaign; JD 1987 Toledo

Potthoff, Matthew Joseph, Associate Professor, Neuroscience and Pharmacology, 2012 (2017); BS 2003 Oklahoma; PHD 2007 Texas SW Med Ctr

Poulakos, P. Takis, Associate Professor, Rhetoric, 1990 (1995); BA 1974 San Jose State; MA 1976 San Jose State; PHD 1988 Miami-Ohio

Poulos, Mark B., Adjunct Instructor, University College Courses, 2016 (2016); BA 1988 Marycrest College

Poulton, Jonathan E., Emeritus Professor, Biology, 1979 (1992); BA 1971 Oxford-England; DPHIL 1974 Oxford-England; MA 1974 Oxford-England

Poust, Rolland I., Emeritus Professor, Pharmacy, 1991 (1991); BS 1966 Pittsburgh; MS 1968 Pittsburgh; PHD 1971 Purdue University Main Campus

Pouw, Andrew Ewen, Clinical Assistant Professor, Ophthalmology Visual Science, (2020); MD 2015 University of Southern California

Powell-Rennecker, Becky Sue, Clinical Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); BS 1979 University of Iowa

Powell-Young, Yolanda, Adjunct Assistant Professor, Nursing, 2011 (2011); PHD 2005 Southern Univ AM Co

Powers, Jason, Clinical Assistant Professor, Family Medicine, 2003 (2014); BS 1995 University of Iowa; MD 1999 University of Iowa

Powers, Jennifer Gloeckner, Clinical Associate Professor, Dermatology, 2017 (2018); AB 2004 Harvard University; MD 2008 Vanderbilt University

Powers, Theodore, Associate Professor, Anthropology, 2014 (2020); BA 2001 Bates,ME; MPHIL 2007 CUNY; PHD 2012 CUNY

Prabhakar, Dhivya, Clinical Assistant Professor, Internal Medicine, (2019); MBBCH 2008 PES Institute of Medical Science

Prahlad, Veena, Associate Professor, Biology, 2012 (2018); BS 1990 St. Joseph,India; BSC 1990 St Joseph's, India; MS 1992 Jawaharlal,India; PHD 1999 Northwestern Univeristy

Prasidhrathsint, Kunatum, Clinical Assistant Professor, Internal Medicine/Pathology, (2017); DMS 2004 Mahidol University; MD 2004 Sirraj Hospital Thailand

Preschel, Stephanie, Adjunct Instructor, University College Courses, 2014 (2014); BBA 2008 University of Iowa; MA 2010 University of Iowa

Prescott, William Crego, Adjunct Assistant Professor, Mechanical Engineering, 2008 (2008); PHD 1993 University of Iowa

Preucil, William W., Emeritus Professor, Music, 1958 (1971); BM 1952 Eastman School of Music; MM 1956 Rochester

Priaulx, Ashley Burlage, Clinical Adjunct Assistant Professor, Internal Medicine, (2019); DO 2015 Des Moines University

Price, David H., Professor, Biochemistry, 1989 (1998); BS 1975 North Carolina State; PHD 1980 Florida State

Price, Eleanor Lattimore, Adjunct Instructor, University College Courses, 2020 (2020); BA 2014 Grinnell; MA 2016 Univ of Rochester

Pries, Chris M., Adjunct Instructor, Nursing, 1983 (1983); MA 1975 University of Iowa

Priest, Jacob Bird, Associate Professor, Psych Quant Foundations/Psychiatry/University College Courses, 2013 (2020); MS 2010 Purdue University Main Campus; PHD 2013 Florida State

Priest, Richard Tyler, Associate Professor, Geographical and Sustainability Sciences/History/Public Policy Center, 2012 (2012); BA 1986 Carleton; MA 1990 University of Wisconsin-Madison; PHD 1996 University of Wisconsin-Madison

Prince, Anya Elizabeth Reichert, Associate Professor, Law-Faculty, 2017 (2017); BA 2004 University of California; JD 2010 Georgetown University; MA 2010 Georgetown University

Prineas, John Paul, Professor, Physics Astronomy, 2001 (2014); BA 1991 Carleton; PHD 2000 University of Arizona

Prineas, Sarah, Adjunct Instructor, University College Courses, 2002 (2019); BA 1989 Carleton; MA 1991 Wisconsin; PHD 2002 Arizona

Pritchard, Brent Thomas, Adjunct Lecturer, Finance, (2016); BBA 2000 University of Iowa; MBA 2011 University of Iowa

Pritchard, Tracey E., Adjunct Instructor, University College Courses, 2016 (2016); BA 2010 University of Wisconsin-Madison; MS 2013 University of Kansas

Proud, Sherri Lyn Curtis, Adjunct Instructor, Health and Human Physiology, 2015 (2012); BS 1991 University of Iowa

Pruitt, Joshua A., Clinical Adjunct Assistant Professor, Emergency Medicine, 2010 (2017); BA 2003 Tennessee; MD 2007 Tennessee State

Prull, Michelle Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (2009); BS 1993 University of Iowa

Prussing, Erica, Associate Professor, Anthropology/Community Behavioral Health, 2002 (2011); BA 1988 Wellesley; MA 1992 University of California-San Diego; PHD 1999 University of California-San Diego; MPH 2000 University of California-Berkeley

Prybil, Lawrence, Emeritus Professor, Health Management Policy, 1999 (1999); BA 1962 University of Iowa; MA 1964 University of Iowa; PHD 1970 University of Iowa

Pryor, Craig Earl, Associate Professor, Physics Astronomy, 2005 (2011); PHD 1990 University of California-Santa Barbara

Ptacek, Shanda H., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2015 The University of Iowa

Puderbaugh, David, Associate Professor, Music, 2006 (2013); BME 1994 Drake; MM 1996 University of Missouri-Columbia; DMA 2006 University of Iowa

Pudlo, Anthony T., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARMD 2007 Drake

Pufall, Miles A., Associate Professor, Biochemistry, 2010 (2018); PHD 2004 Utah

Pugely, Andrew, Assistant Professor, Orthopaedics and Rehabilitation, 2015 (2016); BS 2006 University of Wisconsin-Madison; MD 2010 University of Wisconsin-Madison

Puig Asensio, Mireia, Adjunct Assistant Professor, Internal Medicine, 2020 (2020); PHD 2016 Universitat Autònoma de Barcelona

Pumpalova, Borianna, Clinical Adjunct Instructor, Preventive Community Dentistry, 2015 (2015); DDS 2009 University of Colorado

Pumphrey, Carri Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARMD 2002 University of Iowa

Punia, Sangini, Clinical Assistant Professor, Anesthesia, (2020); MBBS 2013 Kasturba Medical, India

Purtle, Mark William, Clinical Adjunct Associate Professor, Internal Medicine, 1990 (2005); MD 1981 University of Iowa

Pusey, Robert Drake, Clinical Adjunct Associate Professor, Family Dentistry, 1994 (2012); DDS 1982 University of Iowa

Pyevich, Vickie Diamandakis, Clinical Professor, Pediatrics, 1997 (2012); BS 1987 University of Iowa; MD 1991 University of Iowa

Pyfferoen, Matthew T., Clinical Adjunct Assistant Professor, Pediatric Dentistry, 2012 (2011); BS 1999 Iowa State; DDS 2008 University of Iowa

Pymm, John H., Clinical Adjunct Instructor, Family Medicine, 2020 (2020); BS 2009 Brigham Young Univ. Idaho; DO 2014 Des Moines Univ College of Medicine

Q

Qian, Fang, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2001 (2001); BA 1984 Renmin Univ of China, P.R.C.; MA 1989 CUNY, Hunter College; MPHIL 1990 CUNY, Graduate Center; PHD 1994 CUNY, Graduate Center

Qian, Haifeng, Associate Professor, Public Policy Center/School of Planning and Public Affairs, 2014 (2018); BS 2002 Tsinghua; MS 2005 Tsinghua; PHD 2010 George Mason

Qiao, Leon Liang, Clinical Adjunct Assistant Professor, Internal Medicine, 2015 (2015); MD 1983 Sun Yat-Sen University

Quann, James Thomas, Clinical Adjunct Assistant Professor, Surgery, 2018 (2018); MD 2008 University of Iowa

Quelle, Dawn E., Professor, Neuroscience and Pharmacology/Pathology, 1997 (2019); BS 1987 Maine; PHD 1992 Pennsylvania

Quelle, Frederick W., Associate Professor, Internal Medicine/Neuroscience and Pharmacology, 1997 (2005); BA 1986 Middlebury; MA 1990 Pennsylvania State University; PHD 1992 Pennsylvania State University

Questad, Deanna L., Clinical Adjunct Associate Professor, Internal Medicine, 1990 (2010); MD 1983 South Dakota (Vermillion)

Quinlan, Jeffrey Duane, Professor, Family Medicine, (2020); BS 1988 Univ of Pittsburgh, PA; MD 1992 Univ of Pittsburgh, PA

Quinlisk, Patricia, Adjunct Professor, Epidemiology, 1996 (2002); BS 1977 University of Wisconsin-Madison; MPH 1984 Johns Hopkins; MD 1988 University of Wisconsin-Madison

Quinn, Daniel M., Emeritus Professor, Chemistry, 1982 (1992); BS 1972 Quincy; PHD 1977 Kansas

Quinto, Claire, Assistant Professor, Accounting, 2020 (2020); MAC 2011 Southern University of Utah; PHD 2020 University of Oregon

Quitmeyer, Gordon Kent, Adjunct Lecturer, Accounting, 2014 (2014); BS 1972 University of Nebraska-Lincoln; MAC 1974 University of Nebraska-Lincoln

R

Rabe, Glenda K., Clinical Associate Professor, Pediatrics, 2008 (2017); BS 1998 University of Iowa; MD 2002 University of Iowa

Rabinovitz, Lauren, Emeritus Professor, American Studies, 1986 (1998); BS 1972 Boston University; MA 1977 The University of Texas at Austin; PHD 1982 The University of Texas at Austin

Racevskis, Roland, Professor, French Italian/International Programs, 1998 (2009); BA 1992 Michigan State University; MA 1994 Pennsylvania; PHD 1997 Pennsylvania

Rachow, John W., Emeritus Assistant Professor, Internal Medicine, 1988 (1988); BS 1967 University of Nebraska-Lincoln; MS 1969 University of Nebraska-Lincoln; MD 1976 University of Nebraska-Lincoln; PHD 1976 University of Nebraska-Lincoln

Radia, Mary A., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (2001); DO 1981 Drake

Radke, Joshua Bruce, Clinical Associate Professor, Emergency Medicine, 2016 (2020); BS 2004 University of Iowa; MD 2009 University of Iowa

Radke, Stephanie, Clinical Assistant Professor, Obstetrics Gynecology, 2016 (2016); BA 2005 Luther College; MD 2009 University of Iowa

Radley, Jason J., Associate Professor, Psychological and Brain Sciences, 2011 (2017); BA 1995 Miami; MA 1997 Princeton; PHD 2001 Princeton

Radoshevich, Lilliana, Assistant Professor, Microbiology and Immunology/Molecular Physiology Biophysics, 2017 (2017); PHD 2011 University of California-SF

Raeburn, John H., Emeritus Professor, American Studies/English, 1974 (1983); BA 1963 Indiana University-Bloomington; PHD 1969 Pennsylvania

Raghavan, Madhavan Lakshmi, Professor, Biomedical Engineering, 2000 (2012); BE 1992 Coimbatore; PHD 1998 Pittsburgh

Ragsdale, Ronald Loren, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1988 Briar Cliff; MPT 1990 University of Iowa; DPT 2008 St. Ambrose University

Rahde Bischoff, Adrienne, Clinical Assistant Professor, Pediatrics, (2020); MD 2013 Federal Univ Rio Grande do Sol

Raheim, Salome, Emeritus Associate Professor, Social Work, 1986 (1997); BSW 1974 Bowie State; MSW 1976 Catholic University of America; PHD 1990 University of Iowa

Rahhal, Riad, Clinical Professor, Pediatrics, 2007 (2018); BS 1996 Univ of Beirut; MD 2000 Univ of Beirut

Rahman, Sharif, Professor, Mechanical Engineering, 1995 (2005); BS 1984 Bangladesh; MS 1986 Purdue University Main Campus; PHD 1991 Cornell

Rahmatalla, Salam Faisal, Professor, Biomedical Engineering/Civil-Environmental Engineering, 2005 (2018); MME 1985 Technology; MCE 2002 University of Iowa; PHE 2004 University of Iowa

Rahmouni, Kamal, Professor, Internal Medicine/Neuroscience and Pharmacology, 2005 (2016); PHD 2000 Strasbourg

Rajagopal, Rangaswamy, Emeritus Professor, Geographical and Sustainability Sciences, 1979 (1987); BS 1964 Bombay-India; ME 1969 Florida; PHD 1973 University of Michigan-Ann Arbor

Rajagopal, Srinivasan, Clinical Associate Professor, Anesthesia, 2005 (2017); MD 2000 Wayne State

Rajan, Sivakumar Naga, Adjunct Lecturer, Finance, 2015 (2015); MS 2005 University of Illinois Chicago; MA 2013 University of Illinois at Chicago

Rajesh, Mercy, Clinical Adjunct Assistant Professor, Pediatrics, 2019 (2019); MBBS 2000 JJM Medical College; MD 2014 Driscoll Children's Hospital

Rajkumar, Christopher, Clinical Adjunct Assistant Professor, Internal Medicine, 2014 (2014); MD 2008 Ross University

Rajput, Maheen, Clinical Associate Professor, Radiology, 2008 (2015); MD 2000 University of Illinois at Urbana Champaign

Rakel, Barbara Ann, Professor, Nursing/Physical Therapy Rehab Science, 2000 (2016); BSN 1979 University of Iowa; MA 1988 University of Iowa; PHD 2002 University of Iowa

Ramachandran, Veena, Clinical Adjunct Assistant Professor, Pediatrics, 2015 (2015); MD 2008 The Ohio State University

Ramadan, Yasmine A., Assistant Professor, French Italian/Interdisciplinary Programs, 2014 (2014); MA 2007 Columbia University; PHD 2012 Columbia University

Ramage, Eliana Caroline, Adjunct Assistant Professor, Interdisciplinary Programs, 2020 (2020); MFA 2018 University of Iowa

Ramakrishna, Akhila, Clinical Assistant Professor, Pediatrics, (2020); MBBS 2011 Armed Forces Medical College

Ramey, R. Chace, Adjunct Lecturer, Educ Policy Leadership Studies, 2013 (2013); BA 2001 Kansas; JD 2004 University of Iowa; PHD 2009 University of Iowa

Ramey, Sandra L., Associate Professor, Nursing, 2006 (2017); BS 1992 St Francis; MSN 1995 University of Iowa; PHD 2002 Iowa State

Ramirez, Marizen Rojas, Adjunct Associate Professor, Occupational Environmental Health/Public Policy Center, 2007 (2013); BA 1995 University of California-Berkeley; MPH 1998 University of California-Los Angeles; PHD 2002 University of California-Los Angeles

Ranapurwala, Shabbar Ismailbhai, Adjunct Assistant Professor, Epidemiology, 2016 (2016); PHD 2014 U North Carolina Chapel Hill

Rand, Jacki Thompson, Associate Professor, History, 1998 (2007); BA 1982 Maine; MS 1993 Oklahoma; PHD 1998 Oklahoma

Randak, Christoph Oskar, Associate Professor, Pediatrics, 2009 (2017); MD 1992 Wurzburg, Germany; MSC 1996 Hagen, Germany

Randell, Richard C., Emeritus Professor, Mathematics, 1981 (1981); BA 1968 University of Iowa; MA 1971 University of Wisconsin-Madison; PHD 1973 University of Wisconsin-Madison

Rangarajan Murali, Arvind, Clinical Assistant Professor, Internal Medicine, (2017); MBBS 2014 Bangalore, India

Rankin, Lynn Marie, Clinical Adjunct Associate Professor, Neurology, 2015 (2019); MD 1988 University of Iowa

Rantanen, Jason, Professor, Law-Faculty, 2011 (2016); AB 1999 Brown; MA 2000 University of Illinois at Chicago; JD 2003 University of Illinois at Chicago

Rapaport, Jason Leigh, Clinical Assistant Professor, Anesthesia, 2017 (2019); DO 2012 Ohio University, COM

Rapert, Molly I., Adjunct Associate Professor, Marketing, 2009 (2009); PHD 1992 Memphis

Rapp, Shelly, Adjunct Assistant Professor, Health Management Policy, 2020 (2020); MHA 2019 University of Iowa

Rappaport, Charles A., Clinical Assistant Professor, Internal Medicine, (2019); MD 2012 University of Arizona

Rapson, Ira J., Emeritus Professor, Music, 1993 (2003); BA 1976 Westmont; MA 1981 California State

Rashid, George Jacob, Adjunct Lecturer, Rehabilitation and Counselor Education, (2016); BS 1984 Creighton University; MBA 1987 St. Louis University; MED 2004 Loyola University - Chicago

Rasmussen, Maryann, Emeritus Associate Professor, Gender, Women's and Sexuality Studies, 1992 (2017); PHD 1991 University of Iowa

Rastetter, Dwight W., Clinical Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DDS 2000 University of Iowa

Rastogi, Prerna, Clinical Associate Professor, Pathology, 2014 (2019); MBBS 1994 University of Rajasthan; PHD 2008 Saint Louis University

Rastogi, Rahul, Clinical Associate Professor, Anesthesia, 2014 (2014); MD 1992 Rajasthan

Ratier, Benjamin William, Adjunct Instructor, University College Courses, 2019 (2019); BS 2018 University of Rhode Island

Ratliff, Timothy L., Emeritus Professor, Urology, 1997 (1997); BS 1971 Texas-Arlington; MS 1974 East Texas State; PHD 1977 Arkansas-Fayetteville

Ratner, Albert, Professor, Mechanical Engineering, 2003 (2020); BS 1995 University of California-Los Angeles; MS 1996 University of Michigan-Ann Arbor; MS 1999 University of Michigan-Ann Arbor; PHD 2000 University of Michigan-Ann Arbor

Rauch, Joseph Walter, Clinical Adjunct Associate Professor, Dental Clinic Administration/Family Dentistry, 1984 (2000); DDS 1983 University of Iowa

Ravindranath, Sapna, Clinical Assistant Professor, Anesthesia, 2015 (2016); MBBS 2003 Bangalore Medical College

Ray, Brigit Elizabeth, Clinical Assistant Professor, Family Medicine, 2014 (2016); BA 2007 Augustana, IL; MD 2011 University of Iowa

Ray, James Britt, Clinical Associate Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 1981 University of Nebraska-Lincoln

Ray, Mary Elizabeth, Clinical Associate Professor, Pharmacy Practice and Science, 2015 (2020); BSPH 1997 Duquesne University; PHAR 1998 Duquesne University

Ray, Thomas L., Emeritus Professor, Dermatology, 1979 (1991); BA 1968 Williams; MD 1972 Oregon

Ray, Victor Erik, Assistant Professor, African-American Studies/Sociology and Criminology, (2019); BA 2007 Vassar College; MA 2010 Duke University; PHD 2014 Duke University

Reagan, Mark K., Professor, Earth and Environmental Sciences, 1987 (2007); BA 1978 University of California-Santa Barbara; MS 1982 University of Arizona; PHD 1987 University of California-Santa Cruz

Reasoner, Andrea Leigh, Clinical Associate Professor, Pediatrics, 1994 (2019); BS 1984 University of Iowa; MD 1988 University of Iowa

Rebouche, Charles J., Emeritus Associate Professor, Pediatrics, 1984 (1988); BS 1970 Tulane; PHD 1974 Vanderbilt

Rechkemmer, Molly Renee, Adjunct Lecturer, Rehabilitation and Counselor Education, 2004 (2004); BS 1997 Iowa State; MS 2002 Tennessee

Recker, Caleb Michael, Adjunct Instructor, Health and Human Physiology, 2013 (2013); BA 2007 University of Iowa; MA 2010 University of Iowa

Rector, Kyle Kasie, Assistant Professor, Computer Science, 2016 (2016); BS 2010 Oregon State University; MS 2012 University of Washington; PHD 2016 Univ of Washington, Seattle

Rector, Sascia, Adjunct Instructor, German, 2020 (2020); BA 2015 University of Potsdam, Germany; MA 2015 University of Potsdam, Germany; BA 2019 University of Potsdam, Germany; MA 2019 University of Potsdam Germany

Reddy, Sudhakar M., Professor, Electrical-Computer Engineering, 1968 (1977); BSEE 1962 Osmania; ME 1963 Indian Institute of Science; PHD 1968 University of Iowa

Redington, Lyn, Adjunct Lecturer, Educ Policy Leadership Studies, 2016 (2016); BS 1985 Iowa State University; MS 1987 Iowa State University; EDD 2013 Iowa State University

Redmond, Devin Michael, Adjunct Lecturer, Teaching and Learning, (2018); BA 1994 University of Iowa; MA 2006 U of Iowa; MA 2011 U of Iowa

Reece, Mark A., Clinical Adjunct Instructor, Surgery, 2017 (2017); MD 1981 Creighton University

Reed, Alan I., Professor, Accounting/Surgery, 2007 (2007); BS 1980 Hobart College; MD 1984 Cornell

Reed, Daniel Allen, Adjunct Professor, Electrical-Computer Engineering, 2012 (2012); PHD 1983 Purdue University Main Campus

Reed, Deborah, Associate Professor, Teaching and Learning, 2015 (2015); MA 1999 The University of Texas at San Antonio; PHD 2010 The University of Texas at Austin

Reed, Kendall, Clinical Adjunct Assistant Professor, Surgery, 2016 (2016); DO 1974 Kansas City College of Osteopa

Regan, Susan Michelle, Adjunct Instructor, University College Courses, 2017 (2017); BA 2002 University of Iowa; MA 2005 University of Iowa

Rehard, David, Lecturer, Biology, (2017); BS 2009 University of Missouri; PHD 2014 University of Missouri

Rehman, Tayyab, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MBBS 2004 King Edward Medical College

Rehmann, Joshua John, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 2000 Grinnel; DO 2006 Des Moines, IA

Reichter, Alison C., Lecturer, Health and Human Physiology, 2016 (2016); BA 2010 Macalester College; MS 2013 The University of Minnesota-Twin Cities; PHD 2015 University of Minnesota, Twin

Reid, Ronda, Adjunct Lecturer, Teaching and Learning, 2016 (2016); BA 1981 Northern Iowa; MED 1984 Northern Iowa

Reid, Vincent Junior, Clinical Associate Professor, Surgery, 2012 (2017); MD 1999 Cincinnati

Reid-Stanhewicz, Anna, Assistant Professor, Health and Human Physiology, 2019 (2019); PHD 2014 Penn State University

Reider, Ronald, Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1971 Virginia

Reighard, Amber Lynn, Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); MD 2011 Carver College of Medicine

Reimer, Toni Tripp, Professor, Nursing, 1977 (1986); BSN 1969 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; MSN 1973 The Ohio State University; MA 1974 The Ohio State University; PHD 1977 The Ohio State University

Reimer-Myers, Amy Jo Laura, Adjunct Instructor, Journalism Mass Communication, 2013 (2013); BFA 1981 Drake; MA 1987 Drake

Reinert, Margarite H., Adjunct Instructor, Social Work, 2019 (2019); BS 1999 University of South Dakota; MSW 2005 University of Iowa

Reinhardt, Joseph M., Professor, Biomedical Engineering/Radiology, 1995 (2009); BS 1985 Carnegie Mellon; MS 1988 Northeastern; PHD 1994 Pennsylvania State University

Reinking, Benjamin Evers, Clinical Professor, Pediatrics, 2006 (2017); BA 1996 UNI; MD 2000 University of Iowa

Reinking, Caitlin Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHARMD 2013 University of Iowa

Reins-Schweer, Lorie Elaine, Professor, Law-Faculty, 2007 (2017); BA 1985 Northern Iowa; JD 2003 University of Iowa

Reinsvold, Rachel Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARMD 2017 University of Iowa

Reiser, Samantha Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2013 The University of Iowa

Reisinger, Heather Schacht, Associate Professor, Internal Medicine, 2008 (2016); BA 1998 Luther College; PHD 2004 American Univ

Reisinger, Scot H., Adjunct Assistant Professor, Health and Human Physiology, 2018 (2018); PHD 2016 University of Iowa

Reisinger, William M., Professor, International Programs/Political Science, 1985 (1996); BA 1979 Oregon; MA 1981 University of Michigan-Ann Arbor; PHD 1986 University of Michigan-Ann Arbor

Reist, Diane Kay (buresh), Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); BS 1981 University of Iowa; PHARMD 2007 University of Florida

Reist, Jeffrey Clark, Clinical Associate Professor, Pharmacy Practice and Science, 1993 (2014); BS 1982 University of Iowa; PHARMD 2007 Florida

Reitz, John C., Professor, International Programs/Law-Faculty, 1983 (1988); BA 1970 Harvard; JD 1975 University of Michigan-Ann Arbor

Rembold, Elizabeth Marie Stanage, Adjunct Instructor, Social Work, 2006 (2006); MSW 2005 University of Iowa

Rengasamy Venugopalan, Shankar, Associate Professor, Orthodontics, 2019 (2019); PHD 2010 Texas AM University; DDS 2017 UMKC School of Dentistry

Reno, Mary Hall, Professor, Physics Astronomy, 1990 (2002); BA 1980 Reed; PHD 1985 Stanford

Rens, Scott Alan, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1988 Dorst College, Sioux CenterIA; MD 1992 Univ of Iowa COM, IowaCity,IA

Rensin, Emmett Lindsley, Adjunct Assistant Professor, English, (2019); BA 2012 Univ of Chicago; MFA 2019 University of Iowa

Resler, Katherine Jean, Adjunct Instructor, University College Courses, 2015 (2015); BA 2003 Northern State University; MA 2005 Murray State University

Restrepo-Kennedy, Natalia, Clinical Assistant Professor, Operative Dentistry, 2012 (2012); DDS 1988 CES-Columbia; MS 2012 University of Iowa

Rethwisch, David Gerard, Professor, Chemical Biochemical Engineering, 1985 (1995); BS 1979 University of Iowa; PHD 1985 University of Wisconsin-Madison

Retish, Paul M., Emeritus Professor, Teaching and Learning, 1967 (1976); BS 1960 New York State-Geneseo; MS 1965 Indiana University-Bloomington; EDD 1967 Indiana University-Bloomington

Rettenmaier, Lawrence Joseph, Clinical Adjunct Instructor, Internal Medicine, 2005 (2005); MD 1984 University of Iowa

Reuter, Abigail Kristen Schneider, Adjunct Instructor, University College Courses, 2018 (2018); BA 2002 Elon University; MA 2006 George Washington University

Rexroth, Jason Allen, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2013 (2013); BA 1994 Simpson; MD 1998 University of Iowa

Reyes, Jimmy A., Adjunct Assistant Professor, Community Behavioral Health, 2008 (2014); BSN 2004 University of Iowa; MSN 2007 University of Iowa

Reyes, Ramon, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); MD 1991 Santo Thomas

Reyna, Adam John, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2010 University of Iowa

Reynolds, Andrew Joseph, Adjunct Assistant Professor, Computer Science, 2019 (2019); BS 2004 Univ of Illinois-Champaign Urb; PHD 2013 University of Iowa

Reynolds, Julie Christine, Assistant Professor, Preventive Community Dentistry, 2014 (2014); DDS 2011 University of Iowa

Rhinehart, Sherry Hingtgen, Adjunct Instructor, University College Courses, 2014 (2014); BA 1996 University of Iowa

Rhoades, Donald Eugene, Adjunct Lecturer, Rehabilitation and Counselor Education, 2018 (2018); BS 1975 University of Oregon; MS 1981 Drake University

Rhodes, Adrienne, Assistant Professor, Accounting, (2020); BA 2005 New Mexico State University; BS 2005 New Mexico State University; MAC 2007 New Mexico State University; PHD 2013 Penn State University

Rhodes, Ann Marie, Clinical Professor, Nursing, 1983 (2015); BSN 1975 St Teresa; MA 1976 University of Iowa; JD 1982 University of Iowa

Rhodes, Matthew Dean, Adjunct Lecturer, Teaching and Learning/University College Courses, 2019 (2019); BA 1998 Goshen College; MA 2007 University of Pittsburgh; PHD 2013 University of Pittsburgh

Rhodes, Troy Edward, Clinical Associate Professor, Internal Medicine, 2016 (2016); MD 2002 Eastern Virginia SOM

Rhodes, William, Assistant Professor, English, (2019); PHD 2015 University of Virginia

Ricci, Marco, Professor, Surgery, (2017); MD 1990 University of Rome

Rice, James G., Emeritus Associate Professor, Library Information Science, 2004 (1984);

Rice, Kevin G., Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2001 (2001); BS 1983 Marycrest; PHD 1987 University of Iowa

Rice, Kristin Alanna, Clinical Adjunct Assistant Professor, Pediatrics, 2015 (2015); BA 2003 University of Richmond; MD 2007 University of Virginia

Rice, Okpara Anak, Adjunct Instructor, Social Work, (2019); BSW 1995 Loyola University in Chicago; MSW 1997 Washington University St. Louis

Rice, Tom W., Professor, Political Science/Public Policy Center, 1999 (1999); BA 1979 Iowa State; PHD 1983 University of Iowa

Rich-Chappell, Meredith Lee, Adjunct Lecturer, Law-Faculty, 2010 (2010); JD

Richardson, Amanda Sue, Lecturer, Nursing, 2018 (2018); BSN 2012 University of Iowa; MSN 2017 Mount Mercy University

Richardson, Brad B., Adjunct Associate Professor, Social Work, 1997 (1997); BA 1976 Mt. Mercy; MA 1978 University of

Nebraska-Lincoln; PHD 1984 The University of Minnesota-Twin Cities

Richardson, Erin, Clinical Adjunct Assistant Professor, Pediatrics, 2019 (2019); MD 2012 University of Kansas

Richardson, Thomas, Clinical Adjunct Assistant Professor, Urology, 2002 (2002); BS 1988 Notre Dame; MD 1992 Indiana University-Bloomington

Richenbacher, Wayne E., Emeritus Professor, Surgery, 1993 (1999); BS 1976 Case Western Reserve; MD 1980 Cincinnati

Richerson, George B., Professor, Molecular Physiology Biophysics/Neurology, 2010 (2010); BSE 1980 ISU; MD 1987 University of Iowa; PHD 1987 University of Iowa

Richman, Brian D., Lecturer, Finance, 2003 (2003); BS 1987 PENNSYLVANIA; MFA 2003 University of Iowa

Richman, Lynn Charles, Emeritus Professor, Pediatrics, 1973 (1984); BA 1967 Grinnell; MA 1970 University of Iowa; PHD 1973 University of Iowa

Richmann, Thomas, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1997 Mount Mercy College, CR, IA; MD 2003 Univ of IA CCOM, Iowa City, IA

Richter, Andrew, Clinical Adjunct Assistant Professor, Orthodontics, (2020); BS 2014 University of Iowa; DDS 2018 University of Iowa

Richter, Maria A., Lecturer, Health and Human Physiology, 2015 (2015); BA 2003 University of Iowa; MPH 2011 University of Iowa; PHD 2015 University of Iowa

Rickels, Heather Anne, Adjunct Assistant Professor, Psych Quant Foundations, 2018 (2018); BA 2000 Grinnell College; MA 2008 University of Iowa; PHD 2017 University of Iowa

Rickman, Wendy Ann, Adjunct Instructor, Social Work, (2019); BA 1981 Carroll College; MSW 1996 University of Iowa

Rief-Elks, Amy, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 1998 St Mary, NE; DO 2003 Kansas

Rier, Kevin Ray, Clinical Adjunct Assistant Professor, Urology, 1999 (1999); BS 1985 University of Iowa; MD 1989 University of Iowa

Ries, Katie L., Adjunct Instructor, Social Work, 2015 (2015); BSW 2005 University of Iowa; MSW 2007 University of Iowa

Ries, Pamela, Clinical Professor, Teaching and Learning, 2000 (2013); BA 1977 Northern Iowa; MA 1979 Northern Iowa; EDD 2000 Drake

Riesen, William, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); MD 1993 University of Pennsylvania

Riesz, Peter C., Emeritus Professor, Marketing, 1968 (1980); BS 1958 Rutgers University-New Brunswick; MBA 1963 Columbia; PHD 1971 Columbia

Rietz, Thomas A., Professor, Finance, 1993 (2011); BA 1983 Northern Iowa; PHD 1988 University of Iowa

Riezman, Raymond G., Emeritus Professor, Economics, 1976 (1990); BA 1969 Washington-Missouri; PHD 1977 The University of Minnesota-Twin Cities

Rigal, Laura, Associate Professor, American Studies/English, 1997 (1997); BA 1982 Oberlin; PHD 1989 Stanford

Riggs, Sheila Marie, Adjunct Assistant Professor, Epidemiology, 1993 (1993); DDS 1986 University of Iowa; MS 1987 Harvard; MD 1991 Harvard

Rijhsinghani, Asha, Emeritus Professor, Obstetrics Gynecology, 1992 (2012); ISC 1973 Jaihind College; MBBS 1979 Grand Medical College; MD 1979 ECFMG

Rila, Ashley Lynn, Adjunct Lecturer, Teaching and Learning, 2020 (2020); BS 2006 Mount Mercy College; MA 2013 University of Iowa; PHD 2020 University of Iowa

Riley, Richard A., Adjunct Professor, Marketing, 2017 (2017); PHD 1998 University of Tennessee

Riley, Terrance Patrick, Clinical Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2016 (2008); BS 1977 Arkansas; DDS 1982 University of Iowa

Rinehart, Judith, Emeritus Associate Professor, Social Work, 1978 (2005); BA 1966 Central; MSW 1970 University of Iowa

Rinehart Kemp, Sarah Anne, Clinical Adjunct Assistant Professor, Periodontics, (2017); BSE 2010 University of Iowa; DDS 2014 University of Iowa

Ringen, Catherine, Emeritus Professor, Linguistics, 1975 (1988); BA 1970 Indiana University-Bloomington; MA 1972 Indiana University-Bloomington; PHD 1975 Indiana University-Bloomington

Ringen, Jon, Emeritus Professor, Health and Human Physiology, 1993 (1993); BA 1965 North Dakota; MA 1969 Indiana University-Bloomington; PHD 1971 Indiana University-Bloomington

Ringgold, Charles, Emeritus Professor, Oral Maxillofacial Surgery, 2007 (2007); BS 1973 Duke; DDS 1977 University of Maryland-College Park

Ringleb, Al, Adjunct Professor, Economics/Management and Entrepreneurship, 2008 (2008); PHD 1980 Kansas State; JD 1981 Kansas

Rios, Danielle Rae, Clinical Associate Professor, Pediatrics, (2019); MD 2006 University of Arizona COM; MS 2014 Baylor College of Medicine

Ripka, Kevin, Lecturer, Journalism Mass Communication, 2015 (2019); BA 2002 King's College

Rippe, Julia, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2019); PHARM 2017 University of Iowa

Rippentrop, Jonathan Mark, Clinical Adjunct Assistant Professor, Urology, 2006 (2006); MD 1999 University of Iowa

Rippentrop, Steven James, Adjunct Assistant Professor, Health Management Policy, (2016); MD 2008 University of Iowa; MPH 2008 University of Iowa; MHA 2016 University of Iowa

Rissman, Lori A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2006); PHARM 2004 University of Iowa

Riyat, Nayna Devi, Clinical Assistant Professor, Internal Medicine, (2020); MD 2012 Rush University

Rizzo, Matthew, Emeritus Professor, Neurology, 1985 (1996); BA 1975 Columbia; MD 1979 Johns Hopkins

Robb, Katharine Anne, Clinical Assistant Professor, Pediatrics, 2019 (2019); MD 2012 University of Iowa

Robbins, Tevin, Adjunct Instructor, University College Courses, (2019); BA 2013 University of Iowa; MA 2015 University of Iowa

Roberts, Jackie R., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2016 North Dakota State

Roberts, Kimberly Ann, Adjunct Associate, Physical Therapy Rehab Science, (2019); BS 1997 Mount Mercy College; MPT 2000 University of Nebraska

Roberts, Mary Ann, Emeritus Professor, Pediatrics, 1991 (2006); BA 1973 Oberlin; MS 1976 University of Wisconsin-Madison; PHD 1980 University of Wisconsin-Madison

Roberts, Tori Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARM 2017 Drake University

Robertson, Larry, Emeritus Professor, Occupational Environmental Health, 2003 (2003); BA 1969 Stetson; MS 1971 Florida; MPH 1972 University of Michigan-Ann Arbor; PHD 1981 University of Michigan-Ann Arbor

Robertson, Maureen, Emeritus Associate Professor, Asian Slavic Languages Literature, 1976 (1976); BA 1958 Indiana University-Bloomington; MA 1960 Indiana University-Bloomington; PHD 1970 Washington

Robillard, Jean E., Emeritus Professor, Pediatrics, 2003 (2003); BA 1964 Montreal; MD 1968 Montreal

Robinson, Adam, Adjunct Instructor, Social Work, 2020 (2020); BA 2001 Hamline University; MED 2005 Temple University

Robinson, Anthony West, Adjunct Instructor, Mathematics, 2018 (2018); AA 1978 College of Marin; BA 1981 Univ of California, Santa Cruz; MA 1986 Univ of California, Berkeley

Robinson, Arlyn K., Clinical Adjunct Associate Professor, Family Dentistry, 1978 (1989); BS 1973 Upper Iowa; DDS 1977 University of Iowa

Robinson, Jennifer G., Professor, Epidemiology/Internal Medicine, 1998 (2010); BA 1982 Northwestern University; MD 1987 The University of Minnesota-Twin Cities; MPH 1995 The University of Minnesota-Twin Cities

Robinson, John P., Emeritus Professor, Electrical-Computer Engineering, 1965 (1972); BS 1960 Iowa State; MS 1962 Princeton; PHD 1966 Princeton

Robinson, Marilynne, Emeritus Professor, Creative Writing, 1983 (1993); BA 1966 Brown; PHD 1975 Washington

Robinson, Robert G., Emeritus Professor, Psychiatry, 1990 (1990); BS 1967 Cornell-Ithaca; MD 1971 Cornell-Ithaca

Robinson, Robert A., Professor, Oral Path, Radiology/Medicine/Pathology, 1982 (1993); BA 1976 Missouri; MD 1976 Missouri; PHD 1982 The University of Minnesota-Twin Cities

Robus, Richard, Clinical Adjunct Associate Professor, Pediatrics, 2003 (2006); BS 1994 Texas Christian; MD 1998 University of Iowa

Rocha, Rene Rolando, Professor, Interdisciplinary Programs/Political Science/Public Policy Center, 2006 (2019); BA 2002 Texas-Pan American; PHD 2006 Texas A M Univ

Rockafellow, Jessica Mary, Clinical Assistant Professor, Family Medicine, (2019); BS 2011 University of Nebraska-Lincoln; MD 2016 University of Iowa

Rockey, William Matthew, Clinical Associate Professor, Radiation Oncology, 2012 (2018); BS 2000 Iowa State; MD 2007 University of Iowa; PHD 2007 University of Iowa

Rocklin, Thomas R., Emeritus Professor, Psych Quant Foundations, 1986 (1995); AB 1977 University of California-Berkeley; MS 1980 Northwestern University; PHD 1981 Northwestern University

Rodgers, Kathleen Anne, Adjunct Instructor, University College Courses, 2020 (2020); BA 2003 Coe College; MA 2006 The State University of NJ; PHD 2014 University of Oregon

Rodgers, Tracy A., Clinical Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); BS 1986 University of Iowa

Rodgers, Vincent G., Professor, Physics Astronomy, 1989 (2004); BS 1980 Dayton; MS 1982 Syracuse; PHD 1985 Syracuse

Rodnitzky, Robert L., Emeritus Professor, Neurology, 1972 (1982); BS 1963 University of Illinois at Chicago; MD 1966 University of Illinois at Chicago

Rodriguez, Jose E., Emeritus Associate Professor, Microbiology and Immunology, 1968 (1974); BS 1955 Yale; PHD 1963 Pennsylvania

Rodriguez Rodriguez, Ana M., Associate Professor, Interdisciplinary Programs/Spanish Portuguese, 2008 (2014); BA 1995 Univ de Santiago de Compostela; MA 1997 Colorado-Boulder; PHD 2007 University of Wisconsin-Madison

Roe, April Renee, Adjunct Lecturer, Nursing, (2019); BA 1999 University of St. Francis; MSN 2005 University of Iowa; DNP 2015 University of Iowa

Roe, Constance Renae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 1999 University of Iowa

Roe, Shawn Curtis, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); BS 1997 Northern Iowa; PHARMD 2002 University of Iowa

Roeder, Susan L., Clinical Associate Professor, Internal Medicine, 2002 (2009); BS 1984 Iowa State; MS 1989 Iowa State; DO 1993 Osteopathic-Des Moines

Roembke, Tanja, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2015); BA 2012 University of Oxford; MA 2015 University of Iowa

Rogers, Brandon, Lecturer, Nursing, 2018 (2018); ADN 2015 Kirkwood Community College; BSN 2017 University of Iowa

Rogers, Jennifer Jo, Clinical Assistant Professor, Health and Human Physiology/Orthopaedics and Rehabilitation, (2018); BA 1996 Briar Cliff College; MED 2000 University of Kansas; PHD 2014 Rocky Mountain University

Rogers, Kyle, Clinical Adjunct Instructor, Surgery, 2017 (2017); MD 2002 University of Kansas

Rogers, Meaghan Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2009); PHAR 2007 University of Iowa

Rogers, Meghan, Assistant Professor, Sociology and Criminology, (2020); BA 2007 University of Illinois; MS 2015 Indiana University; PHD 2015 Indiana University

Rogers, William Kirke, Clinical Associate Professor, Anesthesia, 2013 (2019); MD 2008 University of Wisconsin-Madison

Roghair, Robert Dean, Professor, Pediatrics, 2005 (2018); BS 1995 University of Iowa; MD 1999 University of Iowa

Rohlf, David Paul, Clinical Adjunct Associate Professor, Urology, 2015 (2015); MD 1990 University of Iowa

Rohlf, Megan Marie, Clinical Assistant Professor, Neurology/Pediatrics, (2018); BA 2008 Hamline University; MD 2012 University of Iowa

Rohlman, Diane, Professor, International Programs/Occupational Environmental Health, 2012 (2019); PHD 1992 Bowling Green State

Rohrbough, Malcolm J., Emeritus Professor, History, 1964 (1971); AB 1954 Harvard; MA 1958 University of Wisconsin-Madison; PHD 1963 University of Wisconsin-Madison

Rokes, Christopher Alan, Clinical Adjunct Assistant Professor, Pediatrics, 2011 (2011); MD 2001 Peruana Cayetano

Rolfes, Kathryn A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2014 University of Iowa

Roller, Heather Suzanne, Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); AASC 2013 Kirkwood Community College

Roller, Richard John, Professor, Microbiology and Immunology, 1994 (2007); BA 1980 Lawrence; PHD 1987 Harvard

Roman, David L., Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2008 (2020); PHD 2004 Purdue University Main Campus

Roman, Jaclyn Renae, Clinical Assistant Professor, Obstetrics Gynecology, 2016 (2016); BSN 2003 University of Iowa; MS 2010 The University of Minnesota-Twin Cities

Romero Cartaya, Joanna Lynn Arguello, Clinical Adjunct Assistant Professor, Psychiatry, 2017 (2017); BS 2004 Univ of Wisconsin-River Falls; PHD 2011 University of Iowa

Romine, Megan J., Clinical Adjunct Assistant Professor, Internal Medicine, 2016 (2016); DO 2009 Des Moines University

Romitti, Paul Anthony, Professor, Biostatistics/Epidemiology, 1998 (2013); BA 1985 Iowa State; BS 1985 Iowa State; MS 1987 Iowa State; PHD 1994 University of Iowa

Ronkar, Christopher J., Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BS 1992 University of Nebraska-Lincoln; MD 1997 University of Nebraska-Lincoln

Roof, John Dean, Clinical Adjunct Assistant Professor, Family Medicine, 1995 (2002); BS 1976 Iowa State; MD 1985 University of Iowa

Rook, Brandon Wesley, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); DDS 2012 University of Iowa

Rooney, Kristen, Adjunct Instructor, Health and Human Physiology, 2015 (2013); BA 2010 University of Iowa; MA 2012 University of Iowa

Rorex, Robert A., Emeritus Associate Professor, Art Art History, 1970 (1979); BA 1956 Hendrix; MFA 1960 Arkansas; MFA 1968 Princeton; PHD 1975 Princeton

Rosa Espinoza, Rossana Maria, Clinical Adjunct Assistant Professor, Internal Medicine, 2017 (2017); MD 2010 Universidad Nacional Autonoma

Rosado Marzan, Cesar, Professor, Law-Faculty, 2017 (2020); MA 2000 Princeton University; JD 2004 University of Pennsylvania; PHD 2005 Princeton University

Rosazza, John P., Emeritus Professor, Pharmacy, 1969 (1977); BS 1962 Connecticut; MS 1966 Connecticut; PHD 1968 Connecticut

Rosburg, Thomas R., Adjunct Professor, University College Courses, 2010 (2010); BS 1977 Iowa State; MS 1990 Iowa State; PHD 1994 Iowa State

Rose, Adrienne Kristin Ho, Lecturer, Classics/World Languages, Literatures, and Cultures, 2016 (2018); BA 2004 Concordia University, Montreal; MFA 2006 University of Iowa; PHD 2016 University of Iowa

Rose, Gerald L., Emeritus Professor, Management and Entrepreneurship, 1967 (1982); BA 1960 The University of Minnesota-Twin Cities; MBA 1962 Cornell; PHD 1969 University of California-Berkeley

Rosell, Alissa Wolfe, Adjunct Associate, Physical Therapy Rehab Science, (2020); BA 2011 California St. Univ-Long Beach; BS 2011 California St Univ-Long Beach; DPT 2014 Mount St. Mary's College

Roseman, Brian J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARM 2000

Roseman, Dennis M., Emeritus Professor, Mathematics, 1970 (1993); BS 1961 University of Wisconsin-Madison; MS 1962 University of Wisconsin-Madison; PHD 1968 University of Michigan-Ann Arbor

Rosen, Bradley Harmatz, Assistant Professor, Anatomy Cell Biology/Internal Medicine, 2016 (2019); DO 2009 Michigan State

Rosen, William, Clinical Adjunct Associate Professor, Urology, 2015 (2015); MD 1978 Auton Univ Guatalajara, Mexico

Rosenbaum, Marcy Ellen, Professor, Family Medicine, 1998 (2013); BA 1986 Indiana University-Bloomington; MA 1990 Kentucky; PHD 1994 Kentucky

Rosenberg, Nathan Andrew, Adjunct Lecturer, Law-Faculty, 2019 (2019); BA 2005 Pitzer College; JD 2012 Harvard University

Rosenkrans, Kurt Andre, Clinical Adjunct Associate Professor, Family Medicine, 1999 (2003); BS 1989 Creighton; MD 1993 Creighton

Rosmann, Michael Ray, Adjunct Professor, Occupational Environmental Health, 2000 (2013); PHD 1976 Utah

Rosner, Sue R., Emeritus Associate Professor, Psychological and Brain Sciences, 1969 (1975);

Ross, Alan F., Associate Professor, Anesthesia, 1985 (1995); BA 1976 University of California-Berkeley; MD 1980 Northwestern University

Rossen, James D., Professor, Internal Medicine/Neurology, 1986 (2005); BS 1975 University of Michigan-Ann Arbor; MD 1980 University of Illinois at Chicago

Rossi, Chris, Adjunct Lecturer, Law-Faculty, 1999 (1999); JD 1982 University of Iowa; PHD 1992 John Hopkins

Rossi, Nicholas P., Emeritus Professor, Surgery, 1960 (1972); BA 1951 Pennsylvania; MD 1955 Hahnemann Medical

Roth, Alex James, Clinical Adjunct Assistant Professor, Dental Clinic Administration, 2019 (2019); DDS 2011 University of Iowa

Roth, Cindy K., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARM 1993

Roth, James A., Adjunct Professor, Epidemiology, 2006 (2006); DVM 1975 Iowa State; MS 1979 Iowa State; PHD 1981 Iowa State

Rothmiller, Shamire, Adjunct Lecturer, Rehabilitation and Counselor Education, 2020 (2020); MA 2015 South Carolina State University; PHD 2020 University of Iowa

Round, Phillip, Professor, English, 1993 (2009); BA 1980 Humboldt State; MA 1982 University of California-Los Angeles; PHD 1990 University of California-Los Angeles

Roushdy, Sally M., Clinical Assistant Professor, Prosthodontics, (2017); BDS 1986 Cairo University; MSD 1996 Indiana University

Roussel, Bernard, Adjunct Professor, Religion, 2008 (2008); PHB 1959 Marseille; PHD 1970 Strasbourg

Rouwenhorst, Robert Mark, Associate Professor, Marketing, 2009 (2020); MBA 2004 University of Iowa; PHD 2009 University of Iowa

Rowan, Danielle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2016); PHARM 2015 Drake University

Roy, Arnab Dutta, Adjunct Assistant Professor, Asian Slavic Languages Literature/English, 2020 (2020); MA 2010 University of Allahabad, India; MA 2012 Illinois State University; PHD 2019 University of Connecticut

Royer, Nora A., Clinical Associate Professor, Surgery, 2012 (2019); MD 2005 Northwestern University

Rozencohn, Ronald Michael, Associate Professor, Art Art History, 1991 (1991); BFA 1969 Philadelphia; MFA 1973 Queens

Ruacho, Prisma, Adjunct Instructor, University College Courses, (2019); BBA 2016 University of Iowa

Ruan, Bowen, Assistant Professor, Marketing, 2019 (2019); PHD 2019 University of Wisconsin

Rubach, Jerzy, Professor, Linguistics, 1990 (1990); MA 1971 Warsaw; PHD 1975 Warsaw

Rubenstein, Peter A., Professor, Biochemistry/Internal Medicine/Pediatrics, 1977 (1987); AB 1968 University of California-Los Angeles; MA 1971 Harvard; PHD 1973 Harvard

Rubin, Bonnie Darlene, Adjunct Assistant Professor, Health Management Policy, 2018 (2018); MA 1990 University of Iowa; MBA 1991 University of Iowa

Rubright, William Campbell, Emeritus Professor, Periodontics, 1967 (1979); BA 1957 Westminster-Missouri; DDS 1962 Missouri; MS 1964 Missouri; MS 1965 University of Illinois at Chicago

Rude, Scott Nels, Adjunct Lecturer, Management and Entrepreneurship, 2006 (2006); BBA 1981 Iowa State University; MS 1997 Iowa State

Rudman, Robert Alan, Clinical Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2011 (2011); DDS 1988 Loyola; MS 1992 University of Iowa

Rudroff, Thorsten, Assistant Professor, Health and Human Physiology/Neurology, 2018 (2018); BS 1986 German Sports

University; MS 1989 German Sports University; PHD 2001 University of Constance, Germany

Ruelas, Manuel, Assistant Professor, Military Science, (2020); AA 1994 El Camino College; AA 1997 El Camino College; BA 1997 El Camino College

Ruiz Duque, Ernesto, Clinical Assistant Professor, Internal Medicine, (2020); MD 2005 Universidad Centroccidental

Rundall, Brian K., Clinical Adjunct Assistant Professor, Surgery, 2017 (2017); DO 2000 Lake Erie College of Osteopath

Runde, Daniel Patrick, Clinical Associate Professor, Emergency Medicine, 2014 (2018); MD 2009 University of Iowa

Runde, Mark P., Clinical Adjunct Instructor, Internal Medicine, 1995 (1995); MD 1983 University of Illinois at Urbana Champaign

Rundlett, Beth Ann, Associate Professor, Chemical Biochemical Engineering, 2018 (2018); BS 2003 University of Iowa; PHD 2008 University of Iowa

Runge, Michael Wayne, Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSPH 1986 University of Iowa

Rupe, Blake, Adjunct Instructor, Interdisciplinary Programs, 2015 (2015); BA 2010 University of Iowa; MA 2014 University of Iowa

Rupe, Kerri Lynn Arter, Clinical Professor, Nursing, 2000 (2015); BSN 1984 Northeast Missouri; MSN 1994 Clarkson; DNP 2008 University of Iowa

Ruppert, Michaela Siobhan, Associate Professor, Sociology and Criminology, 2014 (2020); BA 2007 The University of Minnesota-Twin Cities; MA 2010 University of Iowa; PHD 2014 University of Iowa

Ruprecht, Axel, Emeritus Professor, Anatomy Cell Biology/ Oral Path, Radiology Medicine/Radiology, 1987 (1987); DDS 1968 Toronto; MSCD 1972 Toronto

Rus, Teodor, Emeritus Professor, Computer Science, 1982 (1993); DMATH 1965 Romanian Academy

Rushton, Gerard, Emeritus Professor, Geographical and Sustainability Sciences/Health Management Policy, 1969 (1974); BA 1959 Wales-United Kingdom; MA 1962 Wales-United Kingdom; PHD 1964 University of Iowa

Rusnak, Alexis, Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); AASC 2013 Kirkwood Community College; BS 2015 Minnesota State, Mankato

Russell, Bobby, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2005 (2005); DDS 1988 Loyola - Chicago

Russell, Gary J., Professor, Marketing, 1996 (1999); BA 1976 Virginia; PHD 1985 University of Illinois at Chicago

Russell, Stephen R., Professor, Ophthalmology Visual Science, 1996 (2005); BS 1978 Stanford; MD 1982 University of California-Los Angeles

Russo, Andrew F., Professor, Molecular Physiology Biophysics/Neurology, 1988 (2000); BA 1979 University of California-San Diego; PHD 1984 University of California-Berkeley

Russo, Mary D., Emeritus Lecturer, Statistics Actuarial Science, 1983 (2006); MAT 1976 SUNY AT Binghamton

Russo, Ralph P., Emeritus Professor, Statistics Actuarial Science, 1983 (1995); BA 1974 State Univ of NY-Binghamton; PHD 1980 State Univ-NY-Binghamton

Rustum, Youcef, Research Professor, Internal Medicine, (2018); PHD 1970 State University of New York

Ruth, Denise, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); BSPH 1984 University of Iowa

Rutkowski, David Thomas, Associate Professor, Anatomy Cell Biology/Internal Medicine, 2008 (2014); BS 1997 Delaware; PHD 2002 University of California-San Francisco

Rutledge-Russell, Christine Marion, Professor, Music, 1998 (2010); BA 1984 Curtis Institute of Music; MA 1988 University of Iowa

Ryan, Mary Therese, Clinical Adjunct Assistant Professor, Dental Clinic Administration/Family Dentistry, 1997 (2000); DDS 1994 Iowa

Ryan, Peter J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2014 Drake University

Ryckman, Kelli, Associate Professor, Epidemiology/Pediatrics, 2012 (2016); BS 2003 Iowa State; MS 2008 Vanderbilt; PHD 2009 Vanderbilt

Ryfe, David, Professor, Journalism Mass Communication, 2014 (2014); PHD 1988 University of California-San Diego; MA 1991 University of California-San Diego; BA 1997 University of California-San Diego

Rynes-Weller, Sara L., Emeritus Professor, Management and Entrepreneurship, 1990 (1990); BA 1974 University of Wisconsin-Madison; MS 1977 University of Wisconsin-Madison; PHD 1981 University of Wisconsin-Madison

Rysavy, Mary Becker, Clinical Assistant Professor, Obstetrics Gynecology, 2017 (2017); BA 2007 Saint Louis University; MD 2013 University of Iowa

Rzonca, Chester S., Emeritus Associate Professor, Educ Policy Leadership Studies, 1972 (1977); BS 1965 Central Connecticut; MA 1967 Morehead State; EDD 1972 University of Illinois at Urbana Champaign

S

Sa-Aadu, Jarjisu, Professor, Finance, 1981 (1994); BS 1973 Univ of Science Tech-Ghana; MS 1976 University of Wisconsin-Madison; PHD 1981 University of Wisconsin-Madison

Saba, Osama Ibrahim, Lecturer, Biomedical Engineering/Radiology, 2015 (2015); BSC 1992 Cairo University, Cairo, Egypt; MS 2001 University of Iowa; PHD 2005 University of Iowa

Sabbagh Steinberg, Nadia G., Lecturer, Social Work, 2013 (2020); BA 2003 University of Iowa; MSW 2011 University of Iowa; PHD 2018 University of Iowa

Sabers, Ethan, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2018 University of Iowa

Sabharwal, Rasnapreet, Research Assistant Professor, Internal Medicine, 2016 (2016); BSC 1994 Calcutta University, India; MSC 1996 Calcutta University, India; PHD 2003 Birmingham University, UK

Sabiston, Charles B., Emeritus Professor, Family Dentistry, 1972 (1977); BS 1953 Wake Forest; DDS 1957 University of North Carolina at Chapel Hill; PHD 1968 Virginia

Saboe, Beverly J., Emeritus Assistant Professor, Nursing, 1968 (1973); BSN 1965 University of Iowa; MN 1971 Washington

Saddoris, Kyle Steven, Adjunct Instructor, Communication Sciences and Disorders, 2019 (2019); MA 2016 UNI

Sadler, Angela Marie, Adjunct Lecturer, Nursing, 2017 (2017); BSN 1993 The University of Iowa; MSN 1998 The University of Iowa

Sadler, Anne, Professor, Psychiatry, 2003 (2019); BN 1978 Old Dominion; MS 1980 Virginia Commonwealth; DPHIL 1990 University of Iowa

Saftlas, Audrey, Emeritus Professor, Epidemiology, 1998 (2004); BA 1977 Clark; MPH 1979 University of Michigan-Ann Arbor; PHD 1986 Johns Hopkins

Sagar, Parshant, Clinical Adjunct Assistant Professor, Internal Medicine, 2016 (2016); MD 2012 Ross University SOM

Sagen, H. Bradley, Emeritus Professor, Educ Policy Leadership Studies, 1964 (1973); BA 1957 Grinnell; PHD 1962 The University of Minnesota-Twin Cities

Saha, Punam Kumar, Professor, Electrical-Computer Engineering/Radiology, 2006 (2013); BE 1987 Jadavpur; ME 1989 Jadavpur; PHD 1997 Indian Statistical Institute; PHE 1997 Indian Statistical Institute

Sahai, Subhash C., Clinical Adjunct Assistant Professor, Family Medicine, 1979 (2002); BS 1967 Pantab; MS 1970 Northern Iowa; MD 1973 University of Iowa

Sahar, Nadav, Clinical Assistant Professor, Internal Medicine, 2019 (2019); MD 2006 Sackler School of Medicine

Sainju, Rup K., Clinical Assistant Professor, Neurology, 2014 (2014); MBBS 2005 Nepal Medical College

Sajadian, Amir, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); MD 1996 Spartan Health Sciences Univ

Salem, Aliasger K., Professor, Biomedical Engineering/Chemical Biochemical Engineering/Dental Research/Pharmaceutical Sciences and Experimental Therapeutics, 2004 (2014); BS 1994 Birmingham UK; PHD 2002 Nottingham, England

Sales, Christopher S., Associate Professor, Ophthalmology Visual Science, (2020); MD 2010 Tufts University

Saletta, Meredith Sue, Adjunct Assistant Professor, Communication Sciences and Disorders, 2014 (2014); BA 2006 Hebrew Theological College; MS 2008 Rush University; PHD 2014 Purdue University

Salge, Kevin Andrew, Professor, Military Science, (2019); BA 1999 University of Iowa

Salinas, Jorge Luis, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MD 2007 Universidad Nacional Mayor de

Salomon, Frank Loewen, Adjunct Professor, Anthropology, 2011 (2011); BA 1968 Columbia; MA 1974 Cornell; PHD 1978 Cornell

Samani, Kamran, Associate Professor, Mechanical Engineering, 2014 (2019); PHD 2013 Iowa State

Samaniego, Alejandro David, Adjunct Instructor, Mathematics, 2016 (2016); BA 2012 San Francisco State University; MS 2014 University of Iowa

Samaniego, Edgar Andres, Clinical Associate Professor, Neurology/Neurosurgery/Radiology, 2015 (2019); MD 2000 Universidad Cent del Ecuador

Samuel, Isaac, Professor, Surgery, 1999 (2015); MD 1981 Bangalore Medical; FRACS 1989 Royal Coll of Phys. Surgery

Samuelson, Megan, Clinical Associate Professor, Pathology, 2012 (2017); MD 2010 University of Iowa

Samulski, Richard Jude, Adjunct Professor, Otolaryngology-Head Neck Surgery, 2020 (2020); BS 1976 Clemson University; PHD 1982 University of Florida

Sanada, Yugo, Adjunct Assistant Professor, Mechanical Engineering, 2015 (2015); PHD 2007 Osaka University

Sanchez, Antonio Jaime, Clinical Professor, Internal Medicine, 2006 (2018); MD 2000 Guayaquil SOM

Sanchez, Jennifer, Associate Professor, Rehabilitation and Counselor Education, 2016 (2020); BA 2007 Florida Atlantic University; MED 2010 Florida Atlantic University; PHD 2014 University of Wisconsin-Madison

Sanchez, Rolando, Clinical Associate Professor, Internal Medicine, 2014 (2020); MD 2004 Universidad Peruana Cayetano H

Sanchez, Santiago Jose, Adjunct Assistant Professor, Creative Writing, 2020 (2020); MFA 2020 University of Iowa

Sand, Anne Marie, Lecturer, Rhetoric, (2017); BA 2014 Ohio Univ; MFA 2017 University of Iowa

Sander, Edward, Associate Professor, Biomedical Engineering/Chemical Biochemical Engineering/Orthopaedics and Rehabilitation, 2011 (2017); BS 2000 The University of Texas at Austin; MENG 2004 Tulane; PHD 2006 Tulane

Sander, Heather Anne, Associate Professor, Geographical and Sustainability Sciences, 2011 (2019); BS 1993 Massachusetts; MA 2004 New Orleans; PHD 2009 The University of Minnesota-Twin Cities

Sanders, Katrina Marie, Associate Professor, Educ Policy Leadership Studies, 1999 (2005); BA 1987 Louisiana Tech; MA 1989 Louisiana Tech; PHD 1997 University of Illinois at Urbana Champaign

Sanders, Lisa M., Adjunct Instructor, Pharmacy Practice and Science, 2014 (2014); BSPH 1985 Creighton

Sanders, Marion Lee, Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2007 University of Tennessee

Sanders, Sara, Professor, Social Work, 2003 (2018); BS 1994 St. Olaf; MSW 1995 Washington; PHD 2002 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Sanderson, Wayne T., Adjunct Professor, Epidemiology, 2002 (2005); BA 1977 Missouri; MS 1978 Central Missouri State; PHD 1997 University of North Carolina at Chapel Hill

Sandgren, Kristen Elizabeth, Clinical Assistant Professor, Pediatrics, (2018); BS 2011 University of Iowa; MD 2015 University of Iowa

Sandler, Leonard, Clinical Professor, Law-Faculty, 1990 (1997); BS 1978 Northeastern Univ; JD 1981 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Sandra, Alexander, Emeritus Professor, Anatomy Cell Biology, 1978 (1990); BS 1968 Loyola; MS 1972 DePaul; PHD 1976 Case Western Reserve

Sandrock, James P., Emeritus Professor, German, 1960 (1977); BA 1951 University of Iowa; MA 1958 University of Iowa; PHD 1961 University of Iowa

Santi, Emily A., Adjunct Lecturer, Rehabilitation and Counselor Education, 2012 (2012); BS 2002 Valley City State; MA 2008 Northern Iowa

Santillan, Donna A., Research Associate Professor, Obstetrics Gynecology, 2010 (2018); BA 1998 Loyola; BS 1998 Loyola; DPHIL 2005 Loyola

Santillan, Mark Kharim, Associate Professor, Obstetrics Gynecology, 2009 (2018); BS 1998 Loyola; MD 2002 Loyola

Santos, Ann Marie Garcia, Clinical Associate Professor, Psych Quant Foundations, 2008 (2020); BA 1991 Texas AM; MA 1996 University of Iowa; PHD 2005 University of Iowa

Santos, Kari E., Adjunct Instructor, Health and Human Physiology, 2016 (2016); BS 2010 Winona State University

Santucci, Michael, Clinical Assistant Professor, Family Dentistry, 2016 (2016); DDS 1974 Northwestern University Dental

Sardzinski, Joel Paul, Clinical Adjunct Associate Professor, Family Dentistry, 1999 (2012); BA 1982 Mid America Nazarene; DDS 1994 Missouri-Kansas City

Sardzinski, Logan W., Clinical Adjunct Assistant Professor, Family Dentistry/Oral Maxillofacial Surgery, (2020); BA 2016 St Olaf College; DDS 2020 University of Iowa

Sargeant, Stephanie Lynne Kuhn, Adjunct Instructor, University College Courses, 2008 (2014); MS 2005 Indiana University-Bloomington

Sargent, Emily M., Adjunct Lecturer, Nursing, 2019 (2019); BSN 2013 Mount Mercy University; MSN 2017 Mount Mercy University

Sarriot, Eric Gilles, Adjunct Associate Professor, Community Behavioral Health, (2019); PHD 2002 Josh Hopkins University

Sarsour, Ehab Hasan, Adjunct Assistant Professor, Radiation Oncology, 2011 (2011); PHD 2006 University of Iowa

Sartini-Rideout, Claudia, Lecturer, French Italian, 2009 (2012); MS 1998 University of Iowa; PHD 2006 University of Iowa

Sarvis, Carrie Ann, Clinical Adjunct Assistant Professor, Internal Medicine, (2018); PHAR 1998 Carver College of Medicine

Sass, Kelly Jean Wernimont, Clinical Assistant Professor, Physical Therapy Rehab Science, 1997 (2017); MPT 1993 University of Iowa; PHD 2016 University of Iowa

Sato, Mariko, Clinical Associate Professor, Pediatrics, 2014 (2019); MD 1993 Tohoku

Sato, Takashi Shawn Peter, Clinical Assistant Professor, Radiology, 2016 (2016); MD 2009 University of Iowa

Sato, Yutaka, Professor, Radiology, 1986 (1992); MD 1973 Nippon Medical School-Japan

Sauder, Michael Edward, Professor, Sociology and Criminology, 2005 (2017); BA 1993 Truman State; MA 1998 Pennsylvania State University; PHD 2005 Northwestern University

Saunders, Edward J., Emeritus Associate Professor, Social Work, 1985 (1991); BA 1974 Villanova; MSW 1979 St. Louis; MPH 1985 Pittsburgh; PHD 1985 Pittsburgh

Saunders, Jeanne, Emeritus Associate Professor, Social Work, 2001 (2008); BA 1976 Augustana; MSW 1981 University of Wisconsin-Madison; PHD 2001 Washington

Saunders, Vicki Lea Shafer, Adjunct Lecturer, Teaching and Learning, (2018); BS 1971 University of Iowa

Savin, Nathan Eugene, Emeritus Professor, Economics, 1986 (1986); BA 1956 UCLA - Berkeley; MA 1960 UCLA - Berkeley; PHD 1969 UCLA - Berkeley

Scallon, Amy J., Clinical Adjunct Assistant Professor, Family Dentistry, (2016); DDS 2016 University of Iowa

Scamman, Franklin L., Emeritus Professor, Anesthesia, 1978 (1995); BS 1966 Kansas; MD 1970 Kansas

Scandrett, Forrest R., Emeritus Professor, Prosthodontics, 1970 (1982); DDS 1965 University of Iowa; MS 1970 The University of Texas at Austin

Schabillion, Jeffrey T., Emeritus Professor, Biology, 1968 (1980); BS 1965 Iowa State; MA 1967 Kansas; PHD 1969 Kansas

Schadt, Jason, Adjunct Assistant Professor, Dance, 2017 (2017); BA 2003 IOWA; MFA 2008 University of Iowa

Schaeffer, Michelle Ann, Clinical Adjunct Assistant Professor, Endodontics, 2018 (2018); DDS 1992 University of Iowa; MPH 2001 Harvard

Schafer, James Michael, Adjunct Instructor, University College Courses, 2005 (2014); BA 1990 Truman State; MA 1996 Memphis

Schafer, Maureen M., Adjunct Instructor, University College Courses, 2005 (2014); BA 1991 Northeast Missouri State; MS 1998 Memphis

Schantz, Mark E., Emeritus Professor, Law-Faculty, 2010 (2012); BA 1963 University of Iowa; MA 1965 Oxford; LLM 1968 Yale

Schares, Denise K., Adjunct Lecturer, Teaching and Learning, 2016 (2010); DED 1994 Northern Iowa

Schartz, Kevin Michael, Research Associate Professor, Radiology, 2009 (2017); MA 1988 University of Iowa; PHD 1994 University of Iowa; MCS 2001 University of Iowa

Schatteman, Gina C., Emeritus Associate Professor, Health and Human Physiology, 2001 (2005); BA 1975 New College; PHD 1985 Johns Hopkins

Schauberger, Charles William, Clinical Adjunct Professor, Obstetrics Gynecology, 1985 (2010); MD 1978 University of Iowa

Schaver, Amanda Anita, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2002 University of Iowa

Schechinger, Tina Flores, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1997 Univ of NE at Omaha; MD 2001 Univ of NE Medical Center

Scheer, Kоди, Lecturer, Accounting, (2019); MFA 2008 University of Michigan

Scheetz, Todd Edward, Professor, Biomedical Engineering/Electrical-Computer Engineering/Ophthalmology Visual Science, 2002 (2016); BS 1993 University of Iowa; MS 1995 University of Iowa; PHD 2001 University of Iowa

Scheib, Sara, Adjunct Instructor, Library Information Science, 2013 (2013); BA 2004 Beloit; AMLS 2008 University of Iowa

Scheibe, Michelle Kay, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); DAUD 2008 University of Iowa

Schemmel, Lauren, Clinical Adjunct Assistant Professor, Family Dentistry, 2018 (2018); DDS 2018 University of Iowa

Schendel, Amy, Associate Professor, Music, 2009 (2015); BM 1998 University of Wisconsin-Eau Claire; MM 2001 Indiana University-Bloomington; DMA 2007 University of Wisconsin-Madison

Scheperle, Stephen Joseph, Adjunct Assistant Professor, Religion, 2019 (2019); BA 2001 Central Bible College; MA 2007 Gordon-Conwell Theological Sem; PHD 2014 University of Iowa.

Scherer, Aaron, Assistant Professor, Internal Medicine, 2016 (2020); PHD 2014 University of Iowa

Scherer, Michelle M., Professor, Civil-Environmental Engineering, 1998 (2010); BS 1989 Virginia; MS 1994 Connecticut; PHD 1998 Oregon

Scherer, Steven, Adjunct Professor, Neurology, 2013 (2013); MD 1985 University of Michigan-Ann Arbor

Schieltz, Kelly Michele, Assistant Professor, Pediatrics/Psych Quant Foundations, 2018 (2018); MA 2006 University of Iowa; PHD 2013 University of Iowa

Schiller, Ernest L., Adjunct Lecturer, Teaching and Learning, 2019 (2019); BS 1971 Iowa State University; MS 1990 University of Iowa

Schilling, Keith Edwin, Adjunct Assistant Professor, Earth and Environmental Sciences, 2010 (2010); PHD 2009 University of Iowa

Schilling, Margo Lin, Clinical Professor, Family Medicine/Internal Medicine, 1998 (2010); BA 1981 Wartburg; MD 1985 University of Iowa

Schissel, Dawn, Clinical Adjunct Instructor, Family Medicine, 1993 (2017); BS 1983 Univ of Minnesota, Duluth, MN; MD 1988 MINNESOTA

Schlapkohl, Janet Story, Adjunct Assistant Professor, Theatre Arts, 2016 (2012); BS 1980 Iowa State; MA 1999 University of Iowa

Schlechte, Janet A., Emeritus Professor, Internal Medicine, 1981 (1993); BS 1967 University of Nebraska-Lincoln; MA 1969 University of California-Santa Barbara; MD 1975 University of Nebraska-Lincoln

Schleich, Kevin Thomas, Clinical Adjunct Assistant Professor, Family Medicine/Pharmacy Practice and Science, 2011 (2013); PHARM 2011 University of Iowa

Schlesinger, Lisa Rachel, Associate Professor, Cinematic Arts/Theatre Arts, 2002 (2014); BA 1985 HAMPSHIRE; MFA 1989 University of Iowa

Schlichting, Jennifer A., Adjunct Assistant Professor, Epidemiology, 2014 (2014); BS 2002 University of Illinois at Urbana Champaign; MS 2006 University of Illinois at Chicago; PHD 2013 University of Michigan-Ann Arbor

Schlievert, Patrick Michael, Professor, Internal Medicine/Microbiology and Immunology, 2011 (2011); BA 1971 University of Iowa; PHD 1976 University of Iowa

Schlueter, Annette, Clinical Professor, Pathology, 1998 (2016); BS 1984 Valparaiso; MS 1989 University of Illinois at Urbana Champaign; PHD 1991 University of Illinois at

Urbana Champaign; MD 1993 University of Illinois at Urbana Champaign

Schlueter, Renee Jeane, Adjunct Lecturer, Management and Entrepreneurship, 2009 (2009); MA 1989 St. Louis, English; PHD 1996 St. Louis, English

Schlutter, Morten, Associate Professor, International Programs/Religion, 2003 (2008); BA 1982 Copenhagen; MA 1985 Copenhagen; PHD 1998 Yale

Schmid, Phillip, Emeritus Professor, Internal Medicine, 1968 (1975); BA 1957 Carleton; MD 1961 University of Illinois at Chicago

Schmidt, Frank L., Emeritus Professor, Management and Entrepreneurship, 1985 (1985); BA 1966 Bellarmine; MS 1968 Purdue University Main Campus; PHD 1970 Purdue University Main Campus

Schmidt, Gregory Alan, Professor, Internal Medicine, 2006 (2006); BA 1977 St. Louis; MD 1981 University of Illinois at Chicago

Schmidt, Mary Ruth, Adjunct Lecturer, Educ Policy Leadership Studies, 2015 (2015); BA 1977 Iowa State University; MA 1996 University of Northern Iowa

Schmidt, Renita, Emeritus Associate Professor, Teaching and Learning, 2011 (2011); PHD 2005 University of Iowa

Schmidt, Thomas J., Emeritus Professor, Molecular Physiology Biophysics, 1983 (1999); BA 1969 Delaware; MS 1973 Cornell; PHD 1976 Cornell

Schmidt, Thomas William, Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); BA 2002 University of Colorado at Boul; MD 2009 Carver College of Medicine

Schmidt, Warren, Professor, Internal Medicine, 1992 (2007); BA 1973 Augustana; MS 1974 University of Illinois at Urbana Champaign; PHD 1978 University of Illinois at Urbana Champaign; MD 1989 Tennessee

Schmidt Clay, Kelly M., Lecturer, Communication Sciences and Disorders, 2016 (2016); BA 1992 North Dakota; MA 1994 N Colorado; PHD 2003 University of Iowa

Schminke, Patricia Lynn, Clinical Adjunct Assistant Professor, Family Dentistry, (2020); AASC 2002 Kirkwood Community College; BS 2015 Mt Mercy University; DDS 2020 University of Iowa

Schmit, Cheri Rochelle Rockhold, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); BSPH 1993 University of Iowa

Schmitz, Anna Helen, Clinical Assistant Professor, Pediatrics, (2019); MD 2014 University of Iowa

Schmolck, Johann, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); MD 1999 Albert Ludwigs Univ. Germany

Schneider, Aaron, Lecturer, Health and Human Physiology, (2020); BA 2014 University of Iowa; MS 2017 University of Iowa

Schneider, Galen Belmont, Professor, Prosthodontics, 1999 (2009); BS 1987 University of Iowa; DDS 1991 University of Iowa; PHD 1996 University of North Carolina at Chapel Hill

Schneider, Kathleen Marie, Adjunct Assistant Professor, Epidemiology, 2009 (2009); MA 1992 University of Illinois at Chicago; PHD 1995 University of Illinois at Chicago

Schneider, Robert L., Emeritus Professor, Oral Maxillofacial Surgery, 1984 (1999); DDS 1976 Southern California; MS 1983 University of Iowa

Schneider, Sarah Ann, Adjunct Lecturer, Nursing, 2017 (2017); BSN 2006 University of Iowa; MSN 2012 University of Iowa

Schnell, Scott R., Associate Professor, Anthropology, 1993 (1999); BS 1976 The Ohio State University; MS 1979 The Ohio State University; MA 1987 The Ohio State University; PHD 1993 The Ohio State University

Schnell, Thomas, Professor, Electrical-Computer Engineering/Industrial Engineering/Neurology/Occupational Environmental Health/Public Policy Center, 1998 (2016); BS 1992 Tech-Bern-Switzerland; MS 1994 Ohio; PHD 1998 Ohio

Schnieders, Michael John, Associate Professor, Biochemistry/Biomedical Engineering, 2012 (2018); BSE 1999 University of Iowa; PHD 2007 Washington

Schnoor, Jerald L., Professor, Civil-Environmental Engineering/Occupational Environmental Health, 1977 (1983); BS 1972 Iowa State; MS 1974 The University of Texas at Austin; PHD 1975 The University of Texas at Austin

Schoen, Eva Gisela, Clinical Assistant Professor, Psych Quant Foundations/Psychiatry/Rehabilitation and Counselor Education, 2006 (2014); MA 1996 Northern Iowa; MA 1999 Northern Iowa; PHD 2003 Ball State

Schoen, Harold L., Emeritus Professor, Mathematics/Teaching and Learning, 1974 (1978); BS 1963 Dayton; MS 1966 Indiana University-Bloomington; MS 1969 Dayton; PHD 1971 The Ohio State University

Schoenbaum, David L., Emeritus Professor, History, 1967 (1971); BA 1955 University of Wisconsin-Madison; MA 1958 University of Wisconsin-Madison; DPHIL 1965 Oxford-England

Schoenfelder, Deborah Perry, Emeritus Associate Professor, Nursing, 1983 (2001); BSN 1975 University of Iowa; MA 1982 University of Iowa; PHD 1990 University of Iowa

Schoenwald, Ronald D., Emeritus Professor, Pharmacy, 1978 (1986); BS 1963 University of Arizona; MS 1969 Purdue University Main Campus; PHD 1971 Purdue University Main Campus

Scholtz, John Martin, Professor, Biochemistry, (2019); BS 1984 University of Nebraska; DPHIL 1989 Univ of California - Berkeley

Scholtz, Michelle Renae, Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); DDS 2012 University of Minnesota

Scholz, Thomas Dean, Professor, Pediatrics, 1993 (2004); BS 1981 Swathmore College; MD 1985 Washington

Schrag, Dennis Michael, Adjunct Lecturer, Management and Entrepreneurship, 2014 (2000); MA 1972 University of Iowa; EDD 1982 Drake

Schreier, Barry A., Clinical Professor, Psych Quant Foundations, 2015 (2015); BA 1987 University of Michigan-Ann Arbor; PHD 1994 Univ. of Missouri-Kansas City

Schrier, Leslie Lisbeth, Emeritus Associate Professor, Teaching and Learning, 1989 (1995); BA 1973 California State; MA 1979 Drake; PHD 1989 The Ohio State University

Schrimper, George David, Emeritus Assistant Professor, Interdisciplinary Programs, 1966 (1973); BS 1964 University of Iowa; MA 1965 University of Iowa

Schroeder, Mary Chen, Associate Professor, Pharmacy Practice and Science, 2011 (2018); BS 2002 Texas AM; MA 2010 Emory; PHD 2011 Emory

Schroeder, R. Scott, Adjunct Instructor, Pharmacy Practice and Science, 2005 (2005); BS 1977 Luther College; BSPH 1981 University of Iowa

Schrott, Helmut Gunther, Emeritus Professor, Epidemiology/Internal Medicine, 1973 (1998); BA 1962 Western Reserve; MD 1966 State Univ of NY-Buffalo

Schuchmann Lohaus, Anne Marie, Adjunct Instructor, Pharmacy Practice and Science, 2015 (2011); BSPH 1983 University of Iowa

Schueller, Carol Marie, Adjunct Associate, Physical Therapy Rehab Science, 2014 (2014); BSPT 1986 Marquette University; DPT 2007 St. Ambrose University

Schuett, Steven John, Adjunct Lecturer, Rehabilitation and Counselor Education, 2017 (2017); BS 1974 Western Illinois University; MA 1978 University of Iowa

Schuettelpelz, Carrie, Lecturer, Rhetoric, (2018); HS 2002 CR Washington; BA 2006 University of Iowa; MFA 2018 University of Wisconsin-Madison

Schuh, Kathy L., Associate Professor, International Programs/Psych Quant Foundations, 2000 (2006); AA 1979 Bismarck State; BS 1981 North Dakota State; BS 1995 North Dakota State; MS 1996 North Dakota State

Schulein, Thomas Michael, Emeritus Associate Professor, Operative Dentistry, 1979 (1988); BS 1968 University of Illinois at Urbana Champaign; DDS 1970 University of Illinois at Urbana Champaign; MS 1982 University of Illinois at Urbana Champaign

Schulte, Kelly Ann, Adjunct Instructor, Social Work, (2018); BS 2002 Iowa State University; MSW 2009 University of Iowa

Schultz, Jordan Leigh, Assistant Professor, Neurology/Pharmacy Practice and Science/Psychiatry, 2016 (2018); PHARMD 2013 University of Iowa

Schultz, Michael King, Associate Professor, Pediatrics/Radiation Oncology/Radiology, 2006 (2014); BA 1990 South Florida; MS 1996 Florida State; PHD 2002 Florida State

Schultz, Randall L., Emeritus Professor, Marketing, 1988 (1988); BSC 1965 The Ohio State University; MBA 1967 Wayne State; PHD 1970 Northwestern University

Schultz, Susan Kay, Adjunct Professor, Psychiatry, 1995 (2007); BS 1986 Nebraska Wesleyan; MD 1990 University of Nebraska-Lincoln

Schulze, Konrad S., Emeritus Professor, Internal Medicine, 1975 (1991); BS 1965 Munich; MD 1968 Heidelberg

Schuster, Christopher Callahan, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2005 Univ of Notre Dame, IN; MD 2010 Univ of IA CCOM, Iowa City

Schwab, James C., Adjunct Lecturer, School of Planning and Public Affairs, 2008 (2008); MA 1985 University of Iowa

Schwabbauer, Marian Histan, Emeritus Professor, Pathology, 1971 (1997); BA 1961 Goshen; MA 1975 University of Iowa; PHD 1990 University of Iowa

Schwalm, Leslie A., Professor, Gender, Women's and Sexuality Studies/History, 1991 (2010); BA 1979 Massachusetts; MA 1984 University of Wisconsin-Madison; PHD 1991 University of Wisconsin-Madison

Schwartz, Barbara A., Emeritus Professor, Law-Faculty, 1977 (1985); BA 1967 University of Michigan-Ann Arbor; MA 1968 University of Michigan-Ann Arbor; JD 1975 Wayne State

Schwarz, Brienne Nicole, Adjunct Instructor, University College Courses, 2015 (2015); BA 2012 University of Wisconsin-Madison; MA 2014 University of Iowa

Schweitzer, John W., Emeritus Professor, Physics Astronomy, 1966 (1978); BA 1960 Thomas More; MS 1962 Cincinnati; PHD 1966 Cincinnati

Schweizer, Marin Leigh, Associate Professor, Epidemiology/Internal Medicine, 2010 (2018); PHD 2009 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Schwenker, Robbie L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2012 University of Iowa

Schweser, G. Carl, Emeritus Associate Professor, Finance, 1976 (1982); BS 1966 Missouri School of Mines; MBA 1968 Missouri; PHD 1976 Georgia

Schwiesow, Tyler Michael, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2017); BS 1999 Drake; MD 2003 University of Iowa

Schwinn, Debra Anne, Emeritus Professor, Anesthesia, 2012 (2012); MD 1983 Stanford

Scieszinski, John Joseph, Clinical Adjunct Assistant Professor, Family Dentistry, 2008 (2008); BS 1977 University of Iowa; DDS 1981 University of Iowa

Scott, David Jeffrey, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2007 Iowa

Scott, Eric Christopher, Clinical Adjunct Assistant Professor, Surgery, 2009 (2009); BA 1996 Luther College; MD 2000 University of Iowa

Scott, Gerald Lee, Emeritus Assistant Professor, Dental Clinic Administration, 1979 (1979); DDS 1967 University of the Pacific

Scott, James Raymond, Clinical Adjunct Professor, Obstetrics Gynecology, 2016 (2016); BS 1959 University of Iowa; MD 1962 University of Iowa

Scott, John Beldon, Emeritus Professor, Art Art History, 1982 (1998); BA 1968 Indiana University-Bloomington; MA 1975 Rutgers University-New Brunswick; PHD 1982 Rutgers University-New Brunswick

Scott, Sharon Christine, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2013 Lake Erie Col of Osteopathic M

Scott, William Edwin, Emeritus Professor, Ophthalmology Visual Science, 1971 (1979); BA 1959 University of Iowa; MS 1962 University of Iowa; MD 1964 University of Iowa

Scott-Conner, Carol, Emeritus Professor, Surgery, 1995 (1995); MD 1976 New York University; PHD 1988 Kentucky; BS 1990 Massachusetts Institute of Tec

Scranton, Alec B., Professor, Chemical Biochemical Engineering, 2000 (2000); BS 1984 University of Iowa; PHD 1990 Purdue University Main Campus

Scroggins, Sabrina Marie, Research Assistant Professor, Obstetrics Gynecology, (2020); BA 2007 East Central University; PHD 2013 University of Iowa

Scruggs, Thomas M., Emeritus Associate Professor, Music, 1991 (2003); BA 1981 Chicago State; MM 1985 The University of Texas at Austin; PHD 1994 The University of Texas at Austin

Scudder, Jack D., Professor, Physics Astronomy, 1993 (1993); BA 1969 Williams; MS 1971 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; PHD 1975 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Scullion, Rosemarie, Associate Professor, Cinematic Arts/French Italian/Gender, Women's and Sexuality Studies/International Programs, 1987 (1994); BA 1978 University of Wisconsin-Madison; MA 1982 University of Wisconsin-Madison; PHD 1987 University of Wisconsin-Madison

Seaba, Hazel H., Emeritus Professor, Pharmacy, 1971 (1995); BSPH 1967 Ferris State; MS 1971 University of Iowa

Seabold, James E., Emeritus Professor, Radiology, 1982 (1996); BS 1964 Michigan State University; MD 1968 University of Michigan-Ann Arbor

Seaman, Aaron, Assistant Professor, Community Behavioral Health/Internal Medicine, (2020); PHD 2016 University of Chicago

Seaman, Walter I., Associate Professor, Mathematics, 1983 (1991); BA 1976 Beloit; PHD 1982 Massachusetts

Seamster, Louise, Assistant Professor, African-American Studies/Sociology and Criminology, 2019 (2019); MA 2008 New School for Social Research; MA 2013 Duke University; PHD 2016 Duke University

Sears, Nathaniel Charles, Clinical Assistant Professor, Ophthalmology Visual Science, (2017); MD 2012 Cleveland Clinic Lerner College

Sebag, Julien Albert, Associate Professor, Molecular Physiology Biophysics, 2014 (2020); PHD 2008 Rochester

Secchi, Silvia, Associate Professor, Geographical and Sustainability Sciences/Public Policy Center/University College Courses, 2017 (2017); MA 1995 University of Reading; PHD 2000 Iowa State University

Sedenka, Shane Thomas, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2006); PHARMD 2004 University of Iowa

Seelau, Ryan P., Adjunct Assistant Professor, University College Courses, 2015 (2015); BS 2002 University of Iowa; JD 2005 University of Iowa

Seering, Melinda, Clinical Associate Professor, Anesthesia, 2011 (2019); MD 2002 University of Iowa

Seetharam, M. R., Adjunct Associate Professor, International Programs, 2016 (2009); MENG 1974 univrsity of Pune; MBBS 1989 Mysore University; MS 1997 PGIMER, Chandigarh

Seetharam, Sridevi, Adjunct Associate Professor, International Programs, 2016 (2009); MD 1996 Pgimer, Chandigarh; MA 2007 Katholieke, Leuven

Segal, Neil A., Adjunct Professor, Epidemiology, 2004 (2014); BA 1994 Brown; MD 2000 Vanderbilt; MS 2008 University of Iowa

Segaloff, Deborah L., Emeritus Professor, Molecular Physiology Biophysics, 1990 (1997); BS 1976 Pennsylvania State University; PHD 1980 Vanderbilt

Segar, Jeffrey L., Emeritus Professor, Pediatrics, 1992 (2004); BS 1982 University of Wisconsin-Madison; MD 1986 University of Wisconsin-Madison

Segre, Alberto M., Professor, Computer Science/Nursing, 1994 (2001); AB 1980 University of Illinois at Urbana Champaign; BS 1980 University of Illinois at Urbana Champaign; MS 1983 University of Illinois at Urbana Champaign; PHD 1987 University of Illinois at Urbana Champaign

Segre, Lisa Sharon, Associate Professor, Nursing/ Psychological and Brain Sciences, 1998 (2014); BA 1979 Mount Holyoke; MA 1981 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; PHD 1993 University of Illinois at Urbana Champaign

Seim, Arne Rolf, Adjunct Instructor, French Italian, 2005 (2016); BS 1982 IOWA STATE; BA 1989 University of Iowa; MA 2004 Souty Dakota

Sekar, Poorani, Clinical Assistant Professor, Internal Medicine, (2017); MD 2008 University of Nebraska

Selby, John C., Assistant Professor, Biomedical Engineering/ Dermatology, 2014 (2014); BS 1999 University of Illinois at Urbana Champaign; MS 2001 University of Illinois at Urbana Champaign; PHD 2007 University of Illinois at Urbana Champaign; MD 2010 University of Illinois at Urbana Champaign

Semken, Holmes A., Emeritus Professor, Earth and Environmental Sciences, 1965 (1973); BS 1958 The University of Texas at Austin; MS 1960 The University of Texas at Austin; PHD 1965 University of Michigan-Ann Arbor

Sen Gupta, Ananya, Assistant Professor, Electrical-Computer Engineering, 2012 (2012); BE 1998 Jadavpur; MS 2001 University of Illinois at Urbana Champaign; PHD 2006 University of Illinois at Urbana Champaign

Senkler, Jonathan G., Clinical Adjunct Assistant Professor, Internal Medicine, (2019); DO 2015 Des Moines University

Seo, Bong Chul, Adjunct Assistant Professor, Civil-Environmental Engineering, 2019 (2019); PHD 2010 The University of Iowa

Seo, Seongjin, Associate Professor, Ophthalmology Visual Science, 2011 (2017); PHD 2005 Washington St Louis

Sertterh, Jennie L., Adjunct Instructor, Health and Human Physiology, 2001 (2001); BS 1996 Southern Illinois; MED 1998 University of Nebraska-Lincoln

Setter, Stephanie Ann Hennings, Adjunct Instructor, Radiology, 2016 (2016); BS 1989 University of Iowa

Severidt, Larry A., Clinical Adjunct Associate Professor, Family Medicine, 1987 (2001); MD 1977 University of Iowa

Severino, Carol, Professor, International Programs/Rhetoric, 1990 (2012); BA 1971 Valparaiso; MA 1976 University of Illinois at Chicago; PHD 1989 University of Illinois at Chicago

Sewell, Daniel K., Assistant Professor, Biostatistics/Public Policy Center, 2015 (2015); BA 2008 Harding University; MS 2010 University of Arkansas; PHD 2015 University of Illinois at Urbana Champaign

Seyedin, Steven Neema, Adjunct Assistant Professor, Radiation Oncology, (2020); MD 2014 UCLA

Seyfer, James William, Adjunct Instructor, University College Courses, 2016 (2016); BA 1974 University of Iowa; MPA 1975 The American University; MA 1986 University of Iowa

Seyfer, Jennifer Lee, Clinical Instructor, Pharmacy Practice and Science, 2014 (2014); BSPH 1979 Drake University

Shaban, Amir, Clinical Assistant Professor, Neurology, (2019); MD 2012 University of Damascus

Shadur, Craig A., Clinical Adjunct Associate Professor, Internal Medicine, 1981 (1996); MD 1974 University of Iowa

Shaff, Thomas Jay, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2015 (2015); BA 1975 University of Iowa; MA 2005 University of St. Thomas; PHD 2015 University of Iowa

Shaffer, Sarah Ann, Clinical Associate Professor, Obstetrics Gynecology, 2015 (2020); DO 2008 At Still Univ. Kirksville

Shafiq, Muhammad Zubair, Adjunct Associate Professor, Computer Science, 2014 (2020); BE 2008 Natl Univ Sciences Technology; PHD 2014 Michigan State University

Shaftel, Timothy Lee, Adjunct Professor, Accounting, 2009 (2009); MS 1971 Carengie Mellon; PHD 1972 Carnegie Mellon

Shah, Lisa Lynn, Adjunct Associate, Nursing, 2017 (2017); BSN 2005 Creighton University; MSN 2013 The University of Iowa; PHD 2017 The University of Iowa

Shah, Yogesh, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); MD 1981 Grant Med Col, Univ of Bombay

Shahid, Khadija S., Clinical Assistant Professor, Ophthalmology Visual Science, 2011 (2011); BS 1999 Pennsylvania; OD 2002 Pennsylvania

Shaik, Shalina, Clinical Assistant Professor, Family Medicine, 2011 (2014); MBBS 2000 Gandhi, India; MD 2004 Kakatiya, India

Shaikh, Hassaan, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARMD 2019 University of Kansas

Shammas, Nicolas W., Clinical Adjunct Associate Professor, Internal Medicine, 2000 (2006); MD 1987 American

Shane, Daniel M., Associate Professor, Economics/Health Management Policy/Public Policy Center, 2012 (2018); MA 2010 Indiana University-Bloomington; PHD 2012 Indiana University-Bloomington

Shanmugam, Ravi, Adjunct Assistant Professor, Management and Entrepreneurship, 2019 (2019); BS 1998 Harvard University; MBA 2004 University of CA - Berkeley; PHD 2010 University of CA-Berkeley

Sharafuddin, Mel J., Clinical Professor, Radiology/Surgery, 1997 (2017); BS 1983 American University of Beirut; MD 1988 American University of Beirut

Sharathkumar, Anjali Alatkar, Clinical Professor, Pediatrics, 2015 (2020); MBBS 1985 Dr. VM College; MD 1991 Dr. VM Medical College; MS 2007 University of Michigan-Ann Arbor

Sharif, Saima, Clinical Associate Professor, Internal Medicine, 2016 (2016); MBBS 1994 Dow Medical College Pakistan

Sharma, Archit, Clinical Assistant Professor, Anesthesia, 2016 (2017); MD 2007 Government Medical College

Sharma, Hari Prasad, Assistant Professor, Health Management Policy, 2018 (2018); BS 2008 Trinity College; PHD 2018 UNIVERSITY OF CHICAGO

Sharma, Suchitra, Clinical Adjunct Assistant Professor, Family Dentistry, (2020); DDS 2020 University of Iowa

Sharma, Surangama, Clinical Assistant Professor, Anesthesia, 2014 (2015); MD 2006 BJ Medical College

Sharp, Aric Raymond, Adjunct Instructor, Health Management Policy, 2015 (2015); MHA 1997 University of Iowa

Sharp, Jamie Dee, Emeritus Associate Professor, Hospital Dentistry, 1995 (1994); BA 1976 San Francisco State; MS 1978 University of Iowa

Sharp, Victoria Jean Allen, Clinical Professor, Urology, 2002 (2010); BS 1983 George Mason; MD 1993 University of Arizona; MBA 2003 University of Iowa

Sharp, William J., Professor, Radiology/Surgery, 1989 (2007); BS 1978 Michigan State University; MD 1982 University of Michigan-Ann Arbor

Shasby, Douglas Michael, Emeritus Professor, Internal Medicine, 1982 (1989); BA 1967 Duke; MD 1973 Duke

Shastri, Supreeth, Assistant Professor, Computer Science, 2020 (2020); PHD 2018 University of Massachusetts

Shaw, Clarissa Anne, Adjunct Lecturer, Nursing, (2018); BSN 2013 University of Iowa; MSN 2017 The University of Iowa

Shaw, Nathan Alan, Clinical Assistant Professor, Family Medicine, 2017 (2018); BS 2007 Univ of Iowa, Iowa City, IA; MD 2011 Univ of Iowa Col of Med, IA

Shaw, Rebecca D., Clinical Adjunct Associate Professor, Obstetrics Gynecology, 1999 (1999); MD 1975 University of Iowa

Shaw, Scott K., Associate Professor, Chemistry, 2012 (2019); PHD 2008 University of Illinois at Urbana Champaign

Shea, Christine Elizabeth, Associate Professor, Linguistics/ Spanish Portuguese, 2010 (2018); BA 1996 Concordia, Canada; MA 2003 CEIE-UNAMJ, Mexico; PHD 2010 Calgary, Canada

Shea, Madeline A., Professor, Biochemistry/Molecular Physiology Biophysics, 1989 (2002); BS 1977 California Inst of Technology; PHD 1984 Johns Hopkins

Shedek, Brian K., Clinical Adjunct Associate, Emergency Medicine, 2010 (2010); BA 2003 University of Iowa; DO 2007 Des Moines University; MD 2010 University of Iowa

Sheerin, Caroline, Professor, Law-Faculty, 2006 (2017); BA 1993 Barnard, Columbia; MA 1996 Washington; JD 1999 University of Michigan-Ann Arbor

Sheets, Scott J., Clinical Assistant Professor, Pediatrics, 2004 (2004); DO 1993 Univ of Osteo Med, Des Moines

Sheets, Timothy W., Lecturer, World Languages, Literatures, and Cultures, 2000 (2000);

Sheffield, Val C., Professor, Ophthalmology Visual Science/ Pediatrics, 1990 (1998); BS 1974 Brigham Young; MS 1977 Brigham Young; PHD 1983 University of Chicago; MD 1985 University of Chicago

Shekem, Nathaniel Murat, Clinical Assistant Professor, Emergency Medicine, (2017); BS 2010 University of Wisconsin; MPAS 2014 University of Iowa

Sheldon, Daniel S., Emeritus Associate Professor, Teaching and Learning, 1973 (1980); BS 1960 Northern State; MS 1961 Northern State; PHD 1973 University of Iowa

Shelton, Julia S., Assistant Professor, Pediatrics/Surgery, 2015 (2015); MD 2006 College of Georgia

Shelton, Zachary Ross, Clinical Adjunct Instructor, Preventive Community Dentistry, 2015 (2015); DDS 2014 University of Colorado

Shen, Helen, Professor, Asian Slavic Languages Literature/ International Programs, 2002 (2014); BA 1981 Ningbo, China; MA 1990 Zhejiang, China; PHD 1997 Nevada-Reno

Shen, Rani, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2005 University of Iowa

Shen, Wendy, Clinical Associate Professor, Family Medicine, 2005 (2016); MD 1992 Beijing Medical

Shepard, Andrew, Clinical Assistant Professor, Radiation Oncology, (2020); PHD 2018 University of Wisconsin @ Madison

Shepardson, Richard D., Emeritus Professor, Teaching and Learning, 1972 (1981); BA 1960 Chico State; MA 1968 San Jose State; PHD 1972 The University of Texas at Austin

Shepherd, James, Assistant Professor, Chemistry, 2017 (2017); BA 2009 University of Cambridge; PHD 2013 University of Cambridge

Shepherd, Lisa Ann, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1998 Buena Vista Univ, Storm Lake; MD 2002 Univ of Nebraska Med Ctr

Shepherd, Mary Lohse, Adjunct Associate, Physical Therapy Rehab Science, 2009 (2009); BS 1984 University of Illinois at Urbana Champaign; BS 1986 Washington

Sheppard, Kevin Neil, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1982 Memorial Univ of Newfoundland; MD 1984 Memorial Univ of Newfoundland

Sheppard, Maia, Assistant Professor, Teaching and Learning, (2020); BA 1995 Drake University; MA 2001 New York University; PHD 2010 University of Minnesota

Sherman, Scott Kevin, Assistant Professor, Surgery, (2019); MD 2010 U Chicago Pritzker School Med

Sherrod, Christine Anne, Adjunct Instructor, Social Work, 2018 (2018); MSW 2016 University of Iowa

Sheybani, Arshin, Adjunct Assistant Professor, Radiation Oncology, 2019 (2019); MD 2005 Louisiana State University

Shi, Qian, Adjunct Professor, Biostatistics, 2014 (2020); PHD 2007 University of Iowa

Shi, Yongren, Assistant Professor, Sociology and Criminology, 2018 (2018); BS 2001 Huazhong University of Science; MENG 2005 Huazhong University of Science; PHD 2016 Cornell University

Shian, Brian Xian, Clinical Associate Professor, Family Medicine, 2011 (2018); MD 1991 Luzhou, China; MPAS 2007 University of Iowa

Shibata, Erwin F., Emeritus Associate Professor, Internal Medicine, 1986 (1994); BSEE 1974 Washington; MSE 1980 Washington; PHD 1984 Texas Medical Branch-Galveston

Shibli-Rahhal, Amal, Clinical Professor, Internal Medicine, 2007 (2017); BS 1996 American Univ of Beirut; MD 2000 American Univ of Beirut

Shields, Kolleen C., Adjunct Associate, Physical Therapy Rehab Science, 2015 (2010); MA 1995 University of Iowa

Shields, Richard Kemp, Professor, Orthopaedics and Rehabilitation/Physical Therapy Rehab Science, 1986 (2004);

BA 1976 Cabawba; MA 1985 University of Iowa; PHD 1992 University of Iowa

Shields, S. Brookhart, Adjunct Associate, Molecular Physiology Biophysics, 2015 (2015); BS 1998 Winona State University; PHD 2005 University of Iowa

Shih, Ming-Che, Emeritus Professor, Biology, 1988 (2003); BS 1976 Tunghai-Taiwan; PHD 1983 University of Iowa

Shill, Gregory Howard, Associate Professor, Law-Faculty, 2017 (2017); BA 2002 Columbia University; JD 2008 Harvard University

Shilyansky, Joel, Professor, Pediatrics/Surgery, (2013); MD 1988 University of California-Los Angeles

Shim, Hyungsub, Clinical Assistant Professor, Neurology/Psychiatry, 2012 (2012); MD 2006 Medical College of Wisconsin

Shimizu, Yuki, Lecturer, Asian Slavic Languages Literature, (2018); BA 2007 Int'l Christian Univ., Tokyo; MA 2018 Univ. of Wisconsin-Madison

Shin, Kyungsup, Assistant Professor, Orthodontics, 2015 (2015); PHD 2008 University of Michigan-Ann Arbor; DDM 2013 Harvard School of Dental Med

Shinozaki, Eri, Clinical Assistant Professor, Internal Medicine, 2013 (2016); MD 2004 Yamanashi Medical

Shinozaki, Gen, Associate Professor, Anesthesia/Neurosurgery/Psychiatry, 2013 (2013); MD 2002 Yamanashi

Shirazi, Siroos S., Emeritus Professor, Surgery, 1972 (1981); PCB 1959 Shiraz; MD 1965 Shiraz-Iran

Shire, Jorie Jean, Clinical Assistant Professor, Pediatrics, 2017 (2017); BS 1999 Luther College; MD 2004 University of Iowa

Shires, Thomas K., Emeritus Professor, Neuroscience and Pharmacology, 1972 (1981); AB 1957 Colgate; MS 1962 Oklahoma; PHD 1965 Oklahoma

Shiu, Elias S., Professor, Statistics Actuarial Science, 1992 (1992); BS 1971 Manitoba-Canada; MS 1971 Manitoba-Canada; PHD 1975 Calif Inst of Technology

Shokoohi-Yekta, Mohsen, Adjunct Assistant Professor, Teaching and Learning, 2016 (1999); BA 1984 TEHRAN; MA 1989 ROOSEVELT; PHD 1993 University of Iowa

Shoplik, Ann Lupkowski, Adjunct Professor, Psych Quant Foundations, 2014 (2014); BS 1983 Scranton; MS 1984 Texas A M; PHD 1986 Texas A M

Shoukhi, Tameem, Clinical Assistant Professor, Emergency Medicine/Pediatrics, 2002 (2002); MD 1985 Damascus

Shoultz, Amy Kathleen Engelbert, Clinical Professor, Teaching and Learning, 2002 (2015); BA 1985 Coe; MAT 1990 University of Iowa; PHD 2002 University of Iowa

Shoultz, Gregg Alan, Adjunct Lecturer, Educ Policy Leadership Studies, 2015 (2013); BA 1987 University of Iowa; MAT 1994 University of Iowa; PHD 2002 University of Iowa

Shrestha, Binaya Kumar, Adjunct Assistant Professor, Chemistry, 2016 (2016); BS 2008 St. Cloud State Univ., Mn; PHD 2015 University of Iowa

Shriver, Amy E., Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012); MD 2004 University of Iowa

Shriver, Erin, Clinical Professor, Ophthalmology Visual Science/Otolaryngology-Head Neck Surgery, 2012 (2020); MD 2002 Stanford

Shultz, Samuel Keith, Clinical Assistant Professor, Psychiatry, (2020); MD 2015 University of Iowa

Shusterman, Vladimir, Research Associate Professor, Internal Medicine, 2013 (2013); PHD 1997 Institute of Med and Bio Cyber

Shutters, Christina Marie, Clinical Assistant Professor, Obstetrics Gynecology, 2013 (2013); BSN 2008 Culver-Stockton/Blessing Riema; MSN 2013 Frontier Nursing

Shy, Michael E., Professor, Molecular Physiology Biophysics/Neurology/Pediatrics, 2012 (2012); MD 1979 Albany Medical

Shyamalkumar, Nariankadu Datatreya, Associate Professor, Statistics Actuarial Science, 2004 (2012); BS 1989 Loyola, India; MS 1991 Indian Stat Inst, India; PHD 1996 Purdue University Main Campus

Sibbel, Maria G., Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARM 2018 Creighton

Sicard-Cowan, Helene, Lecturer, French Italian, (2020); MA 2000 University of California Berkley

Siddapura Ranganath, Yatish, Clinical Associate Professor, Anesthesia, 2015 (2020); MD 2003 Kempegowda Inst of Med Sci

Sides, Demi N., Clinical Adjunct Instructor, Preventive Community Dentistry, 2017 (2017); BA 2012 University of Northern Iowa; DDS 2016 University of Iowa

Sidhu, Alpa, Clinical Associate Professor, Pediatrics, 2017 (2020); MBBS 2003 Grant Medical College; PHD 2009 LSU New Orleans

Sidwell, Richard Allen, Clinical Adjunct Professor, Surgery, 2004 (2014); BS 1988 University of Iowa; MD 1993 University of Iowa

Sieren, Jessica Corinne, Associate Professor, Biomedical Engineering/Radiology, 2009 (2020); BS 2002 Flinders Univ; PHD 2008 University of Iowa

Sigmund, Curt D., Emeritus Professor, Molecular Physiology Biophysics/Neuroscience and Pharmacology, 1991 (2000); BA 1982 State Univ of NY-Buffalo; MA 1984 State Univ of NY-Buffalo; PHD 1987 State Univ of NY-Buffalo

Silverman, William B., Clinical Professor, Internal Medicine, 1997 (2003); BA 1976 Colby College; MD 1984 University of Brussels-Belgium

Silvers, Andrea J., Clinical Adjunct Assistant Professor, Family Medicine, 2003 (2003); BS 1994 Iowa State; MD 1999 University of Iowa

Simmering, Jacob E., Assistant Professor, Health Management Policy/Internal Medicine, (2019); BA 2009 Grinnell College; MS 2013 University of Iowa; PHD 2016 University of Iowa

Simmons, Donald L., Adjunct Assistant Professor, Occupational Environmental Health, 2000 (2000); BS 1985 Oklahoma; MS 1989 Oklahoma; PHD 1994 Oklahoma

Simmons, Jonathan S., Clinical Professor, Anesthesia/Emergency Medicine, 2004 (2020); SCB 1994 Truman State MO; DO 1999 Kirksville/ Osteopathic Med

Simmons, Shawn T., Clinical Associate Professor, Anesthesia, 1999 (2003); BA 1990 Kansas; MD 1994 Kansas

Simon, Giselle A., Adjunct Instructor, Interdisciplinary Programs, 2014 (2014); BFA 1990 KANSAS CITY ART INSTITUTE

Simon, Jonathan K., Emeritus Professor, Mathematics, 1969 (1980); AB 1964 Columbia; MA 1965 University of Wisconsin-Madison; PHD 1969 Wisconsin

Simon, Robert, Adjunct Associate Professor, Marketing, (2018); BA 1973 University of Nebraska-Lincoln; MBA 1999 University of Nebraska-Lincoln

Simonds, Vanessa W., Adjunct Assistant Professor, Community Behavioral Health, 2011 (2011); SCM 2005 Harvard; SCD 2009 Harvard

Simpson, Christopher Miles, Adjunct Instructor, Pharmacy Practice and Science, 2005 (2005); BSPH 1991 University of Iowa

Sims, Andrew Daniel, Clinical Adjunct Assistant Professor, Pediatrics, 2019 (2019); DO 2015 Des Moines University

Sims, Frank Bennett, Assistant Professor, Health and Human Physiology, 2015 (2014); MFA 2012 University of Iowa

Sims, Leslie B., Emeritus Professor, Chemistry, 1991 (1991); BA 1958 Southern Illinois; MS 1961 University of Illinois at Urbana Champaign; PHD 1967 University of Illinois at Urbana Champaign

Simsek-Duran, Fatma, Clinical Assistant Professor, Psychiatry, 2015 (2015); MD 1995 Hacettepe University; PHD 2001 Hacettepe University

Sinagl, Petra, Assistant Professor, Finance, 2019 (2019); BA 2010 Charles University, Prague; MS 2011 Maastricht University; PHD 2019 Univ. of Sydney, Australia

Sinclair, Jamie Sue, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); BSPH 1992 Massachusetts College of Pharm

Sinclair, Noelle, Adjunct Lecturer, Law-Faculty, 2016 (2016); BA 1989 University of Iowa; MA 1993 The University of Iowa; JD 2003 University of Iowa

Sindelar, Morganne, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2020 Creighton University

Sindt, Christine W., Clinical Professor, Ophthalmology Visual Science, 1997 (2016); BS 1990 State Univ of NY- Geneseo; OD 1994 The Ohio State University

Singer, James Robert, Adjunct Assistant Professor, Ophthalmology Visual Science, 2017 (2017); DO 2010 Des Moines University

Singer, Jane B., Emeritus Associate Professor, Journalism Mass Communication, 1999 (2005); MA 1990 New York; PHD 1996 Missouri-Columbia

Singh, Anupam, Clinical Adjunct Instructor, Preventive Community Dentistry, (2018); DDS 2016 Retgers School of Dent. Medical

Singh, Gurjap, Adjunct Lecturer, Mechanical Engineering, 2020 (2020); BT 2013 NIT Jalandhar; PHD 2019 University of Iowa

Singh, Madhu V., Research Assistant Professor, Internal Medicine, 2009 (2009); BSC 1981 Gorakhpur, India; MSC 1986 GBP, Ag Tech, India; PHD 1995 Alberta, Canada

Singh, Manmohan, Clinical Adjunct Assistant Professor, Psychiatry, 1987 (1991); MD 1979 Magadh-India

Singh, Priyanka Narendra, Adjunct Assistant Professor, Chemistry, 2018 (2018); MS 2007 Univ Pune, India; PHD 2015 University of Iowa

Singh, Sarabdeep, Adjunct Associate Professor, Health Management Policy, 2007 (2019); MAE 1991 Punjab; MS 1995 Western Michigan

Singhal, Arun K., Clinical Associate Professor, Surgery, (2019); MD 1994 University of Virginia

Sinn, Patrick Ladd, Associate Professor, Microbiology and Immunology/Pediatrics, 2009 (2013); PHD 1999 University of Iowa

Sinnwell, Emily Marie, Clinical Assistant Professor, Nursing, 2018 (2018); BSN 2009 The University of Iowa; MSN 2012 The University of Iowa; DNP 2014 The University of Iowa

Siochi, R. Alfredo C., Adjunct Professor, Radiation Oncology, 2005 (2020); BS 1985 Ateneo de Manila; MS 1988 Virginia Tech; PHD 1990 Virginia Polytech Institute; MS 1995 Cincinnati

Sipin, Maria Heidi, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); BS 2010 University of the Pacific; DDS 2014 University of the Pacific

Sivitz, William I., Emeritus Professor, Internal Medicine, 1987 (2001); BS 1966 Pittsburgh; MD 1972 Hahnemann

Sixta, Debra Ann, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1987 Univ of Iowa, Iowa City, IA; MD 1993 Univ of IA CCOM, Iowa City

Sjolund, Richard D., Emeritus Professor, Biology, 1968 (1997); BS 1963 University of Wisconsin-Madison; PHD 1968 University of California-Davis

Skeete, Dionne A., Clinical Professor, Surgery, 2001 (2019); MD 1996 Washington-St. Louis

Skelly Kuehn, Kelly Sue, Clinical Associate Professor, Family Medicine, 2002 (2010); BS 1988 University of Iowa; MD 1992 University of Iowa

Skibbe, Adam, Adjunct Instructor, Geographical and Sustainability Sciences/University College Courses, 2014 (2014); BA 2002 University of Iowa; MA 2006 Iowa State University

Skiff, Frederick N., Professor, Physics Astronomy, 1998 (2000); BS 1979 Cornell; MA 1981 Princeton; PHD 1985 Princeton

Skinner, Beth Ann, Adjunct Assistant Professor, Social Work, 2011 (2011); BA 1997 University of Iowa; MSW 2006 University of Iowa; DR 2010 University of Iowa

Skinstad, Anne H., Clinical Professor, Community Behavioral Health, 1993 (2016); BA 1971 Bergen; PSYD 1977 Bergen

Skoff, Rachel Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2013); PHARM 2010 University of Iowa

Skopec, Gregory S., Clinical Associate Professor, Obstetrics Gynecology, 2002 (2013); BA 1984 Northern Iowa; MD 1990 University of Iowa

Skopec, Mary P., Adjunct Assistant Professor, Geographical and Sustainability Sciences/University College Courses, 2001 (2001); PHD 1999 University of Iowa

Skotowski, Mary Catherine, Clinical Associate Professor, Pediatric Dentistry, 1995 (2018); AS 1978 Southeastern Comm College; BS 1981 University of Iowa; MS 1991 University of Iowa

Slabakova, Roumyana, Emeritus Professor, Linguistics, 1998 (2010); BA 1981 Sofia; MA 1981 Sofia; PHD 1998 McGill

Slagle, Brooke N., Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHAR 2018 Creighton University; PHARMD 2018 Creighton University

Slater, Regan, Adjunct Assistant Professor, Psych Quant Foundations, 2019 (2019); PHD 2014 University of Mississippi

Slattery, Michael John, Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 1989 Creighton Univ, Omaha, NE; MD 1993 Univ of IA CCOM, Iowa City

Slatton, Yvonne L., Emeritus Associate Professor, American Studies, 1964 (1981); BS 1960 Middle Tennessee State; MS 1965 University of North Carolina at Chapel Hill; PHD 1970 University of Iowa

Slaughter, Wendi Sue, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); BS 1991 Iowa State; PHARMD 2001 University of Iowa

Slavin, Michael J., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MBA 1997 Widener

Slayman, Tyler Grant, Clinical Assistant Professor, Family Medicine, (2020); MD 2016 University of Iowa

Sluka, Kathleen A., Professor, Neuroscience and Pharmacology/Nursing/Physical Therapy Rehab Science, 1996 (2006); BS 1985 Georgia State; PHD 1993 The University of Texas at Galveston

Slusarski, Diane C., Professor, Biology, 1998 (2010); BA 1986 University of Illinois at Urbana Champaign; BS 1986 University of Illinois at Urbana Champaign; PHD 1993 Northwestern University

Small, Arnold M. Jr., Emeritus Professor, Communication Sciences and Disorders, 1958 (1964); BA 1951 San Diego State; MS 1953 University of Wisconsin-Madison; PHD 1954 University of Wisconsin-Madison

Small, Gary, Professor, Chemistry, 2002 (2002); BS 1979 University of North Carolina at Chapel Hill; PHD 1984 Pennsylvania State University

Smelser, Andrew Nolan, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2017 University of Mississippi

Smelser, Jamie Michelle, Adjunct Associate Professor, Pharmacy Practice and Science, 2008 (2008); BSPH 1994 University of Iowa; PHARMD 1996 University of Iowa

Smelser, Lauryn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2020); PHARMD 2018 University of Mississippi

Smidt, Gary L., Emeritus Professor, Physical Therapy Rehab Science, 1969 (1977);

Smith, Aaron James, Adjunct Assistant Professor, Health Management Policy, (2020); MHA 2018 University of Iowa

Smith, Alecia Ann, Adjunct Instructor, Social Work, 2018 (2018); BS 1999 Iowa State University; MSW 2006 University of Iowa

Smith, Alissa Dawn Klein, Adjunct Assistant Professor, Health Management Policy, 2018 (2018); BA 2001 Univ. of Northern Iowa; JD 2004 University of Iowa; MHA 2005 University of Iowa

Smith, Amanda Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARMD 2005 University of Iowa

Smith, Amanda Sue, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2014); PHARMD 2013 University of Iowa

Smith, Andrew Clifford, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1976 Illinois Wesleyan Univ, IL; MD 1980 Univ of Iowa Coll of Medicine

Smith, Brian Joseph, Professor, Biostatistics, 2001 (2017); BA 1993 St. Louis; MS 1995 The University of Texas at Austin; PHD 2001 University of Iowa

Smith, Brian John, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); BS 2009 University of Iowa; DDS 2013 University of Iowa

Smith, Dustin Ralph, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BA 1992 Grinnell College, Iowa; MD 1997 Univ of Iowa College of Medicine

Smith, Elaine M., Emeritus Professor, Epidemiology, 1979 (1998); BA 1968 The Ohio State University; MPH 1971 University of Michigan-Ann Arbor; PHD 1977 State Univ of New York-Buffalo

Smith, Frederick M., Professor, Asian Slavic Languages Literature/International Programs/Religion, 1989 (2008); BA 1969 Coe; MA 1976 Poona-India; PHD 1984 Pennsylvania

Smith, Hayden Lee, Clinical Adjunct Associate Professor, Internal Medicine, 2012 (2019); BS 2003 University of Iowa; MPH 2006 Tulane; MS 2009 University of Iowa; PHD 2011 University of Iowa

Smith, Hayley Anne, Adjunct Lecturer, Nursing, 2016 (2016); BSN 2005 Luther College

Smith, J. Christopher, Adjunct Instructor, University College Courses, 2002 (2014); BA 1973 Saginaw Valley State; MA 1984 University of Iowa; MSW 1993 University of Iowa

Smith, Jeffrey J., Emeritus Associate Professor, Pediatrics, 1988 (1995); BA 1972 The University of Minnesota-Twin Cities; MD 1976 Mayo Medical

Smith, Jessica Purcell, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); MPH 2006 University of Iowa

Smith, Jessica, Clinical Associate Professor, Surgery, 2009 (2016); MD 2003 University of California-Davis

Smith, Jill Kay, Associate Professor, Management and Entrepreneurship, 2007 (2007); BGS 1983 University of Iowa; MA 2002 University of Iowa; PHD 2010 University of Iowa

Smith, Jordan Andrew, Lecturer, Religion, 2008 (2008); BA 2000 Memphis; MA 2002 Florida State; PHD 2008 Florida State

Smith, Katharyn Loretta, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2020); PHARMD 2017 University of Iowa

Smith, Kevin, Adjunct Assistant Professor, Creative Writing, 2016 (2018); BA 1986 California State University; AM 1988 University of California-Los Angeles; MFA 2016 Iowa

Smith, Leighton A., Adjunct Lecturer, Finance, 2012 (2012); AB 2004 University of Illinois at Chicago; JD 2008 University of Iowa; MBA 2008 University of Iowa

Smith, Marianne, Associate Professor, Nursing, 1984 (2013); MS 1983 Colorado; PHD 2006 University of Iowa

Smith, Mark Charles, Clinical Professor, Radiation Oncology, 2004 (2020); BS 1993 Iowa State; MD 1999 University of Iowa

Smith, Michael Joseph, Adjunct Instructor, University College Courses, 2017 (2017); MA 1990 Univ of Northern Iowa

Smith, Rachel Ichiko, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 2013 University of Iowa

Smith, Richard J., Professor, Anatomy Cell Biology/Biomedical Engineering/Internal Medicine/Molecular Physiology Biophysics/Otolaryngology-Head Neck Surgery/Pediatrics, 1990 (1990); BA 1974 Rice; MD 1977 Baylor

Smith, Robert E., Emeritus Associate Professor, Psychiatry, 2001 (2001); BS 1964 Iowa State; MD 1969 University of Iowa

Smith, Tara C., Adjunct Associate Professor, Epidemiology, 2004 (2012); BS 1998 Yale; PHD 2002 Ohio

Smith, Taylor, Adjunct Instructor, Pharmacy Practice and Science, (2019); PHARM 2019 University of Kansas

Smith, Theodore F., Emeritus Professor, Mechanical Engineering, 1971 (1981); BSME 1963 University of Illinois at Urbana Champaign; MSME 1965 University of Illinois at Urbana Champaign; PHD 1972 University of Illinois at Urbana Champaign

Smock, Justin Wade, Clinical Associate Professor, Internal Medicine, 2011 (2017); BA 2003 Northwestern University; MD 2007 University of Iowa

Smoker, Wendy Rue, Emeritus Professor, Neurosurgery/Radiology, 2001 (2001); BS 1971 University of Iowa; MS 1972 University of Iowa; MD 1977 University of Iowa

Smolikove, Sarit, Associate Professor, Biology, 2009 (2016); BS 1998 Tel Aviv; MS 2000 Tel Aviv; PHD 2004 Tel Aviv

Snetselaar, Linda G., Professor, Epidemiology/Internal Medicine, 1985 (2005); BS 1972 Iowa State; MS 1975 University of Iowa; PHD 1983 University of Iowa

Snider, Alvin, Emeritus Associate Professor, English, 1986 (1992); BA 1977 Toronto; MA 1978 Toronto; PHD 1984 University of Illinois at Chicago

Snitker, Brittney, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2017 University of Iowa; PHARM 2017 University of Iowa

Snitzer, James G., Emeritus Professor, Art Art History, 1976 (2007); BA 1973 University of California-Los Angeles; MFA 1976 Art Inst of Chicago

Snow, Anthony Nicholas, Clinical Associate Professor, Pathology, 2014 (2020); BS 2001 Marquette; MD 2008 Creighton

Snyder, Jeanne M., Emeritus Professor, Anatomy Cell Biology/Pediatrics, 1988 (1993); BS 1968 Northwestern University; PHD 1972 Pennsylvania

Snyder, Joseph J., Clinical Adjunct Assistant Professor, Family Medicine, 2017 (2017); BS 1989 Univ of OsteopathicHlthScience; DO 1996 Univ of OsteopathicHlthScience

Snyder, Peter M., Professor, Internal Medicine/Molecular Physiology Biophysics, 1996 (2004); BA 1984 Luther; MD 1989 University of Iowa

Snyder, Stacey, Adjunct Lecturer, Teaching and Learning, 2020 (2020); MA 1990 UNI

Sobocinski, Nicholas John, Adjunct Instructor, University College Courses, 2010 (2013); BS 2009 University of Iowa

Sodawasser, Sara, Clinical Adjunct Instructor, Preventive Community Dentistry, 2003 (2003); BS 1988 University of Iowa

Soderberg, Gary L., Emeritus Professor, Physical Therapy Rehab Science, 1978 (1986); BA 1960 Augustana College/Rock Island; MA 1962 University of Iowa; PHD 1971 Pennsylvania State University

Soenen, Ann Katherine, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 2001 University of Iowa; DO 2005 Des Moines, IA

Sohn, Elliott H., Associate Professor, Ophthalmology Visual Science, 2010 (2016); MD 2003 Washington

Sokoll, Martin, Emeritus Professor, Anesthesia, 1963 (1973); BS 1954 Steubenville; MD 1958 Pittsburgh

Sokratova, Olga, Lecturer, Mathematics, 2001 (2007); BS 1994 TARTU; MS 1994 TARTU; PHD 2001 TARTU

Solheim, Karla Nyreen, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2017 (2017); AB 1995 Bryn Mawr College; MD 2011 Univ. of California, San Fran

Solien, Joseph R., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2007 Midwestern University

Solimeo, Samantha Leigh, Assistant Professor, Internal Medicine, 2015 (2015); MA 2000 University of Iowa; MPH 2003 University of Iowa; PHD 2005 University of Iowa

Soll, David R., Professor, Biology, 1972 (1982); BA 1964 University of Wisconsin-Madison; MA 1968 University of Wisconsin-Madison; PHD 1969 University of Wisconsin-Madison

Solomon, Allison, Clinical Adjunct Instructor, Preventive Community Dentistry, 2006 (2006); DDS 2002 Colorado School of Dentistry

Solomon, Jenay, Adjunct Instructor, University College Courses, (2020); HS 2007 Lincoln High School; BA 2013 Univ of Nebraska at Lincoln; MLIS 2015 Emporia State University

Solomons, Gerald, Emeritus Professor, Pediatrics, 1962 (1969); MD 1943 Royal College-Edinburgh

Solomons, Hope, Emeritus Professor, Nursing, 1967 (1982); BA 1952 Clark; AM 1954 Wellesley; EDD 1957 Boston

Solow, Catherine Mitiguy, Emeritus Assistant Professor, Preventive Community Dentistry, 1986 (2009); BA ALBERTUS MAGNUS; MA University of Iowa

Solow, John L., Emeritus Professor, Economics, 1981 (2012); BA 1976 Yale; MA 1981 Stanford; PHD 1983 Stanford

Solt, Frederick, Associate Professor, Political Science, 2012 (2016); BSE 1994 Princeton; JD 1998 The University of Texas at Austin; PHD 2003 University of North Carolina at Chapel Hill

Somek, Alexander, Adjunct Lecturer, Law-Faculty, 2015 (2002); JD 1984 Vienna; LLM 1984 Vienna

Somers, Douglas L., Clinical Associate Professor, Internal Medicine, 1992 (2002); BS 1982 Washington; MD 1986 St. Louis

Sondekoppam Vijayashankar, Rakesh, Clinical Associate Professor, Anesthesia, 2019 (2019); MD 2006 Sri Siddhartha Medical College

Song, Long-Sheng, Professor, Internal Medicine, 2006 (2016); MD 1993 North China Coal; MS 1996 Kunming Medical, China

Song, Suyong, Associate Professor, Economics/Finance, 2015 (2019); BA 2002 Korea University; MA 2004 Korea University; CPHIL 2008 University of California-San Diego; PHD 2010 University of California-San Diego

Song, Xuan, Assistant Professor, Industrial Engineering, 2016 (2016); MENG 2011 Zhejiang University; MS 2016 Univ of Southern California; PHD 2016 Univ of Southern California

Sonka, Milan, Professor, Biomedical Engineering/Electrical-Computer Engineering/Ophthalmology Visual Science/Radiation Oncology, 1990 (2000); MS 1979 Prague; PHD 1983 Prague

Sorce, Lauren Renee, Clinical Adjunct Associate Professor, Nursing, 2019 (2019); BSN 1988 Loyola University - Chicago; MSN 1996 Loyola University - Chicago; PHD 2019 Rush University

Sorensen, Sarah Renee, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2018 University of Iowa

Sorensen, Stephen Martin, Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); BS 1989 University of Iowa; MD 1995 University of Iowa

Sorenson, Mark Kevin, Adjunct Assistant Professor, Pharmacy Practice and Science, 1987 (2002); BSPH 1982 University of Iowa

Sorenson, Susan R., Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BS 1983 University of Iowa; BSPH 1983 University of Iowa

Sorofman, Bernard A., Emeritus Professor, Pharmacy Practice and Science, 1984 (2001); BA 1972 Nevada; BS 1979 Oklahoma; PHD 1984 The University of Minnesota-Twin Cities

Sosale, Sujatha, Associate Professor, Interdisciplinary Programs/International Programs/Journalism Mass Communication, 2003 (2007); MS 1986 Bangalore, India; MS 1990 Purdue University Main Campus; PHD 1998 The University of Minnesota-Twin Cities

Souaiaia, Ahmed E., Associate Professor, History/International Programs/Law-Faculty/Religion, 2003 (2009); BA 1995 Washington; MA 1996 Washington; PHD 2002 Washington

Soubra, Mahmoud, Clinical Assistant Professor, Internal Medicine, 2011 (2008); MD 2006 American Univ of Beirut

Southard, Karin A., Emeritus Professor, Orthodontics, 1990 (2000); BS 1975 The Ohio State University; DDS 1981 Medical College of Virginia; MS 1986 Northwestern University

Southard, Nicholas M., Clinical Adjunct Instructor, Surgery, 2017 (2017); DO 2006 Des Moines University

Southard, Thomas E., Professor, Orthodontics, 1990 (2000); BS 1973 Old Dominion; MS 1974 The Ohio State University; DDS 1980 Medical College of Virginia; MS 1988 Tennessee

Spaight, Paula Marie, Clinical Adjunct Instructor, Preventive Community Dentistry, 2009 (2009); MA 2009 New Mexico

Spak, Scott Nathan, Associate Professor, Civil-Environmental Engineering/Public Policy Center/School of Planning and Public Affairs, 2011 (2019); BA 2000 Dartmouth; PHD 2009 University of Wisconsin-Madison

Spangler, Heather Jean, Lecturer, Journalism Mass Communication, 2008 (2015); BA 2003 University of Iowa; MA 2005 University of Iowa

Spangler, Steven R., Professor, Physics Astronomy, 1982 (1988); BA 1972 University of Iowa; MS 1972 University of Iowa; PHD 1975 University of Iowa

Spannagel, Angela Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2009 University of Iowa

Sparks, Amy E. T., Clinical Assistant Professor, Obstetrics Gynecology, (2017); MS 1989 Virginia Tech; PHD 1992 Virginia Tech

Sparks, Sara May, Clinical Adjunct Instructor, Preventive Community Dentistry, 2020 (2020); BS 2015 University of Minnesota

Spear, Richard H., Adjunct Instructor, University College Courses, 2005 (2014); BA 1983 University of Iowa

Spears, Steven, Associate Professor, School of Planning and Public Affairs, 2014 (2019); BS 1991 Clemson; MA 2008 Virginia; PHD 2013 University of California-Los Angeles

Spears, Yolanda D., Clinical Assistant Professor, Social Work, 2016 (2017); BSW 2004 University of Iowa; MSW 2007 University of Iowa

Specht, Janet Kay Pringle, Emeritus Professor, Nursing, 1984 (2009); BSN 1973 University of Iowa; MA 1981 University of Iowa; PHD 1996 University of Iowa

Spector, Arthur A., Emeritus Professor, Biochemistry/Internal Medicine, 1968 (1975); BA 1956 Pennsylvania; MD 1960 Pennsylvania

Spector, Michael, Clinical Adjunct Associate Professor, Family Dentistry, 2005 (2014); BS 1992 Binghamton; DMD 1999 Temple; MS 2002 Columbia

Speer, John Edgar, Adjunct Lecturer, Educ Policy Leadership Studies, 2017 (2017); BA 1994 University of Northern Iowa; MA 2000 University of Northern Iowa

Spicer, Laura, Adjunct Instructor, Pharmacy Practice and Science, 2015 (2000); BS 1987 North Dakota State-Fargo

Spieker, Ruth D., Emeritus Assistant Professor, Oral Path,RadiologyMedicine, 2002 (2002); BA 1979 Toronto; DDS 1983 Toronto

Spiering, Jenna Marie, Adjunct Lecturer, Teaching and Learning, 2018 (2018); BA 2008 University of Iowa; MA 2012 University of Iowa; PHD 2018 University of Iowa

Spies, Leon Fred, Adjunct Lecturer, Law-Faculty, 2005 (2005); BBA 1972 University of Iowa; JD 1975 University of Iowa

Spies, Maria, Professor, Biochemistry/Radiation Oncology, 2011 (2018); PHD 2000 Osaka

Spies, Michael Ashley, Associate Professor, Biochemistry/Pharmaceutical Sciences and Experimental Therapeutics, 2011 (2015); BA 1991 Kansas; MA 1994 Kansas; PHD 1997 Kansas

Spisak, Arthur Louis, Professor, Classics/University College Courses, 2011 (2011); BA 1966 Youngstown State; BA 1979 Youngstown State; MA 1985 John Carroll; PHD 1992 Loyla

Spitz, Douglas R., Professor, Pathology/Radiation Oncology, 2000 (2006); BA 1978 Grinnell; PHD 1984 University of Iowa

Spitzer, Alan B., Emeritus Professor, History, 1957 (1963); BA 1948 Swarthmore; MA 1949 Columbia; PHD 1955 Columbia

Spitzer, John Herbert, Emeritus Professor, Finance, 1995 (1997); BS 1966 Stanford; MS 1967 University of Iowa; PHD 1975 Duke

Spiva, Sara Daryl, Clinical Assistant Professor, Family Medicine, (2020); BS 2010 Wartberg College; DO 2014 Kansas City Univ. Osteopathic Med

Spittgerber, Brittany Estelle, Clinical Adjunct Assistant Professor, Surgery, 2020 (2020); MD 2012 University of Iowa

Spragg, Matthew Thomas, Clinical Assistant Professor, Emergency Medicine, 2011 (2012); DO 2000 Des Moines

Sprague, Kimberly Kay, Clinical Assistant Professor, Obstetrics Gynecology, (2020); BN 1993 Teikyo Marycrest Inst. University; MSN 2002 Case Western Reserve University

Sprince, Nancy L., Emeritus Professor, Occupational Environmental Health, 1990 (1999); BA 1971 Boston; MD 1971 Boston; MPH 1980 Harvard

Squier, Christopher A., Emeritus Professor, Interdisciplinary Programs/Oral Path,RadiologyMedicine, 1975 (1980); BA 1963 Cambridge - England; MA 1967 Cambridge - England; PHD 1967 London Hospital - England

Squiers, Meagan Michele, Adjunct Lecturer, Nursing, 2016 (2016); BSN 2000 Clarke College; MSN 2009 University of Iowa

Squire, Larry J., Emeritus Associate Professor, Family Dentistry, 1978 (1983); BS 1972 St. Ambrose; DDS 1976 University of Iowa

Srinivasan, Padmini, Professor, Computer Science/Nursing, 1989 (2005); MSC 1978 Birla Inst of Tech and Science; PHD 1985 Syracuse

Srivastava, Sanvesh, Assistant Professor, Statistics Actuarial Science, 2015 (2015); PHD 2013 Purdue University Main Campus

Sroka, Lisa Lynette, Clinical Adjunct Instructor, Preventive Community Dentistry, (2020); BS 1995 University of Iowa

St Marie, Barbara, Assistant Professor, Nursing, 2014 (2016); MA 1989 U of St. Thomas, St Paul, MN; MA 1995 St. Catherine Univ, St Paul MN; PHD 2012 University of Wisconsin-Milwaukee

St-Aubin, Joel J., Clinical Associate Professor, Radiation Oncology, 2018 (2018); PHD 2010 University of Alberta

Staber, Janice Marie Rose, Assistant Professor, Pediatrics, 2010 (2013); BS 2000 University of Iowa; MD 2004 University of Iowa

Stachovic, Gail C., Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSPH 1998 University of Iowa

Stachowiak, James Robert, Adjunct Lecturer, Rehabilitation and Counselor Education, 2010 (2010); BSE 2003 University of Michigan-Ann Arbor; MSE 2004 University of Michigan-Ann Arbor

Staffey, Kimberly, Clinical Associate Professor, Internal Medicine/Radiology, 2007 (2015); MD 2001 University of Illinois at Urbana Champaign

Stafford, Haraldine A., Emeritus Professor, Internal Medicine, 2001 (2010); BA 1975 Case Western Reserve; PHD 1981 Case Western Reserve; MD 1983 Case Western Reserve

Stahle, Rebecca S., Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); PHARMD 2000 University of Iowa

Stahlin, Robert, Adjunct Lecturer, Marketing, 2000 (2000); MBA 1999 University of Iowa

Stahly, Donald P., Emeritus Professor, Microbiology and Immunology, 1966 (1979); BS 1959 The Ohio State University; MS 1961 The Ohio State University; PHD 1964 University of Illinois at Urbana Champaign

Staley, John H., Adjunct Professor, Health Management Policy, 1973 (2005); BA 1966 Cornell-Iowa; MA 1969 University of Iowa; PHD 1974 University of Iowa

Staley, Robert N., Emeritus Professor, Orthodontics, 1970 (1985); BS 1957 The University of Minnesota-Twin Cities; DDS 1959 The University of Minnesota-Twin Cities; MA 1967 University of Illinois at Chicago; MA 1970 State Univ of New York

Stallman, Susan Kay, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 1999 University of Iowa

Stalter, Timothy John, Professor, Music, 1999 (2012); BA 1985 Goshen College; MM 1989 University of Illinois at Urbana Champaign; DMA 1996 University of Wisconsin-Madison

Stamnes, Mark, Associate Professor, Internal Medicine/Molecular Physiology Biophysics, 1997 (2004); BS 1986 Washington; PHD 1992 University of California-San Diego

Stancel, Matthew Joseph, Adjunct Instructor, Health and Human Physiology, 2013 (2013); BA 2009 University of Iowa; MA 2011 University of Iowa

Standiford, Nicole Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2015 The University of Iowa

Standish, Dominic, Adjunct Lecturer, Management and Entrepreneurship, 2008 (2009); MA 2002 Kent, UK; PHD 2007 Kent, UK

Stanford, Clark Mitchell, Emeritus Professor, Prosthodontics, 1992 (2001); BS 1984 University of Iowa; DDS 1987 University of Iowa; PHD 1992 University of Iowa

Stanford, William, Emeritus Professor, Radiology, 1985 (1991); BSPH 1952 University of Iowa; MD 1956 University of Iowa

Stange, Von, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2004 (2004); BS 1983 South Dakota; MED 1987 Texas Tech; EDD 2002 South Dakota

Stanier, Charles O., Professor, Chemical Biochemical Engineering, 2004 (2018); BSE 1994 Princeton; ME 1998 Johns Hopkins; PHE 2003 Carnegie Mellon

Stanik-Hutt, Julie Ann, Clinical Professor, Nursing, 2016 (2016); MSN 1984 University of California-Los Angeles; PHD 1994 University of Maryland-College Park

Stanton, Zachary Kane, Lecturer, Music, 2013 (2015); BA 2006 Arkansas; MM 2009 The University of Texas at Austin; DMA 2012 The University of Texas at Austin

Stanzione Galizia, Mauricio, Clinical Associate Professor, Radiology, (2019); MD 2002 University of Sao Paulo

Stapleton, Anne Mckee, Associate Professor, English, 2001 (2017); BS 1979 Kansas; BA 1991 University of Iowa; MA 1997 University of Iowa; PHD 2001 University of Iowa

Stapleton, Jack T., Professor, Internal Medicine/Microbiology and Immunology, 1986 (1996); BA 1977 University of Iowa; MD 1980 Kansas

Starck, Kenneth, Emeritus Professor, Journalism Mass Communication, 1974 (1976); BA 1956 Wartburg; MA 1960 Missouri; PHD 1968 Southern Illinois

Stark, Craig A., Clinical Adjunct Associate Professor, Internal Medicine, 1987 (2018); MD 1982 Wayne State

Stark, Thomas Michael, Clinical Adjunct Assistant Professor, Orthodontics, 2006 (2006); BS 1980 Iowa State; DDS 1983 University of Iowa; MS 1985 Baylor College of Dentistry

Starlin, Crystal S., Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARM 1999 Creighton

Starman, Elizabeth Eklund Kuepper, Adjunct Lecturer, Teaching and Learning, 2016 (2014); BA 1990 University of Iowa; MS 1995 University of Kansas

Stauffer, George V., Emeritus Professor, Microbiology and Immunology, 1978 (1989); BS 1969 Pennsylvania State University; MS 1974 Pennsylvania State University; PHD 1976 Pennsylvania State University

Stauffer, Stephanie Lael, Clinical Assistant Professor, Pathology, 2016 (2016); BS 2006 Millersville University of PA; MD 2011 University of Iowa

Stauss, Harald Martin, Emeritus Associate Professor, Health and Human Physiology, 2002 (2008); MD 1991 Heidelberg; PHD 1999 Humboldt

Stay, Barbara A., Emeritus Professor, Biology, 1967 (1977); BA 1947 Vassar; MA 1949 Radcliffe; PHD 1953 Radcliffe

Stecher, Julie Marie, Adjunct Instructor, Pediatrics, 2018 (2018); BS 2007 St. Ambrose University; MD 2011 University of Nebraska Medical

Steck, Andrew Nathaniel, Adjunct Assistant Professor, History, (2019); BA 2006 Winona State University; MA 2013 Villanova University; PHD 2019 University of Iowa

Steckler, Taylor, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2018); PHARM 2017 University of Iowa

Stecopoulos, Harilaos, Associate Professor, English, 1999 (2008); BA 1986 Oberlin; PHD 1999 Virginia

Steelman, Victoria Jean, Emeritus Associate Professor, Nursing, 1989 (2001); BSN 1979 University of Iowa; PHD 1997 University of Iowa

Steen, Sven William, Clinical Assistant Professor, Emergency Medicine, 2018 (2018); BA 2010 Augusta College; MD 2014 University of Iowa

Steenblock, Douglas F., Clinical Adjunct Assistant Professor, Psychiatry, 2001 (2001); MD 1992 Creighton

Steenhoek, Wade, Lecturer, Management and Entrepreneurship, 2015 (2015); BA 2005 Simpson College; MS 2010 Drake University

Stefani, Andrew James, Clinical Adjunct Assistant Professor, Internal Medicine, 2015 (2015); HS 2001 CR Washington HS; DO 2010 Des Moines University Osteopat

Steffen, Christine Marie, Adjunct Instructor, Pharmacy Practice and Science, 2020 (2020); BSPH 1991 University of Iowa

Steffen, Sherry, Adjunct Associate, Physical Therapy Rehab Science, 2015 (2015); MPT 1991 University of Iowa

Steffensmeier, Andrew Clyde, Adjunct Assistant Professor, Ophthalmology Visual Science, 2011 (2011); BA 2000 Luther; MD 2004 University of Iowa

Steffensmeier, Gary John, Adjunct Lecturer, Psych Quant Foundations, 2017 (2017); BS 1992 University of Northern Iowa; MA 1998 Kansas State University; PHD 2016 University of Iowa

Stehbens, James A., Emeritus Professor, Pediatrics, 1967 (1984); BS 1962 Iowa State; PHD 1967 University of Iowa

Stein, Kayla J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2018); PHARM 2016 Drake University

Stein, Kyle Matthew, Clinical Associate Professor, Oral Maxillofacial Surgery, 2013 (2019); DDS 2009 University of Iowa

Steinberg, Allen, Emeritus Associate Professor, History, 1991 (1993); BA 1972 Northwestern University; MA 1974 Columbia; MPhil 1975 Columbia; PHD 1983 Columbia

Steinberg, Ryan Lawrence, Clinical Assistant Professor, Urology, (2020); MD 2012 Rush Medical College

Steinitz, Joseph, Lecturer, Rhetoric, 2016 (2016); BA 2000 The Open University of Israel; MA 2003 DePaul University; PHD 2015 University of Iowa

Steinitz, Maya, Professor, Law-Faculty, 2011 (2015); BSL 1999 Jerusalem; LLM 2000 New York; JD 2005 New York

Steinschneider, Mitchell, Adjunct Professor, Neurosurgery, 2018 (2018); MD 1984 Albert Einstein College of Med; PHD 1984 Albert Einstein College of Med

Stellwagen, Earle C., Emeritus Professor, Biochemistry, 1964 (1973); BS 1955 Elmhurst; MS 1959 Northwestern University; PHD 1963 University of California-Berkeley

Stellwagen, Nancy C., Adjunct Professor, Biochemistry, 1993 (1993); BA 1956 Northwestern University; MS 1958 University of California-Berkeley; PHD 1967 University of California-Berkeley

Stensvaag, John-Mark, Emeritus Professor, Law-Faculty, 1987 (1987); BA 1969 Augsburg; JD 1974 Harvard

Stephens, Ralph I., Emeritus Professor, Mechanical Engineering, 1965 (1972); BS 1957 University of Illinois at Urbana Champaign; MS 1960 University of Illinois at Urbana Champaign; PHD 1965 University of Wisconsin-Madison

Stephens, Samuel Brandon, Assistant Professor, Internal Medicine, 2016 (2016); PHD 2007 Duke University

Stephenson, Cher M., Adjunct Lecturer, Rehabilitation and Counselor Education, 2016 (2016); BA 1996 Coe College; MS 1998 UNC- Chapel Hill

Stephenson, Stephen R., Clinical Adjunct Professor, Pediatrics, 2008 (2008); MD 1973 California

Sterling, Jennifer J., Lecturer, American Studies, 2016 (2016); BA 1999 Central College, Pella, IA; MA 2004 Seattle Pacific University; PHD 2013 University of Maryland, CP

Stern, David, Professor, Philosophy, 1988 (2004); BA 1979 Oxford; MA 1980 Pittsburgh; MA 1982 University of California-Berkeley; PHD 1987 University of California-Berkeley

Stern, Frederick, Professor, Mechanical Engineering, 1983 (1995); BS 1975 University of Michigan-Ann Arbor; MS 1977

University of Michigan-Ann Arbor; PHD 1980 University of Michigan-Ann Arbor

Stern, Gerald D., Emeritus Professor, Creative Writing, (1994);

Steuber, Hailey Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, (2018); PHARM 2016 University of Illinois at Chic

Stevens, Hanna, Associate Professor, Pediatrics/Psychiatry, 2014 (2018); PHD 2003 University of Illinois at Urbana Champaign; MD 2004 University of Illinois at Urbana Champaign

Stevens, Lewis Lee, Associate Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2012 (2020); PHD 2005 University of Nebraska-Lincoln

Stevenson, Andrew Richard, Clinical Adjunct Assistant Professor, Family Dentistry, 2017 (2017); DDS 2016 University of Iowa

Stevenson, Chad Bruce, Clinical Adjunct Associate Professor, Family Dentistry, 2010 (2018); DDS 1988 University of Iowa

Stevenson, Karla Ann, Adjunct Assistant Professor, Journalism Mass Communication, 2019 (2019); BA 2003 Univ of South Florida; MA 2005 University of Iowa; PHD 2012 University of Iowa

Stevenson, Lisa M., Adjunct Lecturer, Educ Policy Leadership Studies/Teaching and Learning, 2017 (2017); MA 2001 Northeastern Illinois Univ; MA 2004 University of Iowa; PHD 2014 University of Iowa

Stewart, David E., Professor, Mathematics, 1998 (2006); BE 1983 Univ of Queensland-Australia; BSC 1983 Univ of Queensland-Australia; PHD 1990 Univ of Queensland-Australia

Stewart, Duncan Robert, Adjunct Instructor, Library Information Science, 2015 (2015); BA 1984 University of Iowa; AM 1987 Yale University; AMLS 1995 Indiana University-Bloomington

Stewart, Garrett, Professor, Cinematic Arts/English, 1992 (1992); BA 1967 USC; MPHIL 1970 Yale; PHD 1971 Yale

Stewart, Greg L., Professor, Management and Entrepreneurship, 2002 (2008); BS 1993 Brigham Young; PHD 1993 Arizona State

Stewart, Mary, Emeritus Assistant Professor, Nursing, 1974 (1983);

Stewart, Stephanie Anne, Clinical Adjunct Assistant Professor, Nursing, 2019 (2019); MSN 2001 University of Iowa; PHD 2018 University of Iowa

Stewart, Stephen Marshall, Adjunct Assistant Professor, Health Management Policy, (2019); MBA 1979 University of Iowa

Steyn, Jan, Lecturer, World Languages, Literatures, and Cultures, (2018); BA 2009 American University of Paris; MA 2010 American University of Paris; MA 2014 Cornell University

Stickney, Nicola Jane, Associate Professor, Nursing, 2001 (2017); BSN 1986 Sangamon State; MSN 2000 University of Iowa; DNP 2012 University of Iowa

Stier, Amy Christine, Clinical Professor, Pediatrics, 2007 (2019); BA 1999 The University of Minnesota-Twin Cities; MD 2003 University of Iowa; MED 2011 University of Iowa

Stierman, Pamela A., Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSPH 1991 University of Iowa

Stille, Lisa, Adjunct Instructor, Communication Sciences and Disorders, 2016 (2016); BA 2001 University of Northern Iowa; MA 2003 University of Northern Iowa

Stilley, Joshua David, Clinical Adjunct Associate Professor, Emergency Medicine, 2013 (2018); MD 2010 Missouri

Stineman, Anita M. Thomas, Clinical Professor, Nursing, 2001 (2018); BSN 1974 University of Iowa; MSN 1990 Missouri; PHD 2003 University of Iowa

Stinski, Mark F., Emeritus Professor, Microbiology and Immunology, 1973 (1983); BS 1964 Michigan State University; MS 1966 Michigan State University; PHD 1969 Michigan State University

Stipp, Christopher, Associate Professor, Biology/Molecular Physiology Biophysics, 2003 (2010); BS 1989 Indiana University-Bloomington; PHD 1996 MA Institute of Tech

Stitt Cox, Stephanie Marie, Clinical Adjunct Instructor, Family Medicine, (2019); BS 1994 University of Iowa; MD 1999 University of Iowa

Stoakes, Christopher David, Associate Professor, Civil-Environmental Engineering, 2011 (2017); BSE 2003 University of Iowa; ME 2007 Massachusetts Inst; PHD 2011 University of Illinois at Urbana Champaign

Stockdale, Colleen Kennedy, Clinical Professor, Obstetrics Gynecology, 2002 (2017); AA 1979 Penninsula; BSN 1984 Eastern Washington; BSN 1991 Pennsylvania; MD 1995 Pennsylvania

Stoll, Andrew Thomas, Adjunct Lecturer, Teaching and Learning, 2018 (2018); BS 2009 University of Iowa; MAT 2013 University of Saint Mary; MS 2014 Clemson University

Stoll, Haley Dianne, Lecturer, Nursing, 2019 (2019); BSN 2008 University of Iowa; MSN 2012 University of Iowa; DNP 2018 Rush University

Stolpen, Alan Howard, Associate Professor, Internal Medicine/Radiology, 1999 (1999); MD 1988 Harvard; PHD 1988 Harvard

Stoltz, David, Professor, Biomedical Engineering/Internal Medicine/Molecular Physiology Biophysics, 2007 (2017); BA 1993 Mississippi; PHD 1998 Louisiana State; MD 2000 Louisiana State

Stoltzfus, Conrad M., Emeritus Professor, Microbiology and Immunology, 1979 (1985); BA 1966 Colorado; PHD 1971 University of Wisconsin-Madison

Stone, Edwin M., Professor, Ophthalmology Visual Science, 1990 (1997); BA 1978 Rice; PHD 1983 Baylor; MD 1985 Baylor

Stone, Elizabeth Ann, Adjunct Instructor, Library Information Science, (2020); DIP 1998 Divine Child High School; BFA 2003 Wayne State University; MFA 2014 University of Iowa

Stone, Elizabeth Anne, Associate Professor, Chemical Biochemical Engineering/Chemistry, 2010 (2016); BA 2005 Grinnell; PHD 2009 University of Wisconsin-Madison

Stone, Jennifer Arden, Lecturer, Rhetoric, 2016 (2016); DPHIL 2016 University of Iowa

Stone, Mary S., Professor, Dermatology/Pathology, 1986 (2002); BS 1978 Baylor; MD 1981 Baylor

Stone, R. Eric, Associate Professor, Theatre Arts, 2008 (2011); BA 1989 Lewis Clark; MFA 1994 Ohio

Stoner, James, Emeritus Associate Professor, Civil-Environmental Engineering, 1974 (1981); BS 1966 Iowa State; MS 1972 University of Iowa; PHD 1977 Northwestern University

Stoner, Kyle, Clinical Assistant Professor, Anesthesia, (2020); MD 2015 University of Arkansas

Stong, Steven Todd, Lecturer, Economics, 2015 (2017); BS 2008 Brigham Young University; MA 2011 University of Iowa; PHD 2014 University of Iowa

Stopak, Joshua Kevin, Clinical Assistant Professor, Anesthesia, (2020); MD 2006 University of Nebraska

Storey, Glenn R., Associate Professor, Anthropology/Classics/University College Courses, 1994 (2002); BA 1980 Trinity-Oxford; MA 1985 Pennsylvania State University; MA 1986 Oxford; PHD 1992 Pennsylvania State University

Storm, Douglas William, Clinical Associate Professor, Pediatrics/Urology, 2012 (2017); MD 2000 Rush Medical

Stormoen, Doris J., Clinical Adjunct Assistant Professor, Psych Quant Foundations, 2009 (2009); BS 1975 Wisconsin Stevens Pt; MS 1984 Wisconsin - Madison; PHD 1992 Wisconsin - Madison

Storrs, Landon, Professor, History, 2012 (2015); BA 1983 Yale College; MA 1989 University of Wisconsin-Madison; PHD 1994 University of Wisconsin-Madison

Story, William Thomas, Assistant Professor, Community Behavioral Health, 2015 (2015); MPH 2004 University of Michigan-Ann Arbor; PHD 2013 University of Michigan-Ann Arbor

Stover, Peggy Elizabeth, Associate Professor, Marketing, 2013 (2018); BBA 1988 St. Mary's University; MS 2011 University of Denver

Strack, Stefan, Professor, Neuroscience and Pharmacology/Pathology, 2000 (2012); BS 1985 Wurzburg; MS 1988 State Univ of New York-Albany; PHD 1991 State Univ of New York-Albany

Stracuzzi, Margaret Hollie, Adjunct Lecturer, Nursing, 2020 (2020); BSN 2014 University of Iowa

Stramer, Osnat, Associate Professor, Statistics Actuarial Science, 1994 (2000); BSC 1979 Hebrew-Israel; MA 1984 Haifa; PHD 1993 Colorado State

Strand, Kendra, Assistant Professor, Asian Slavic Languages Literature, 2016 (2016); BA 2004 University of Montana; MA 2008 University of Michigan-Ann Arbor; PHD 2014 University of Michigan-Ann Arbor

Stras, David R., Adjunct Lecturer, Law-Faculty, 2014 (2014); BA 1995 Kansas; JD 1999 Kansas; MBA 1999 Kansas

Strathearn, Lane, Professor, Neuroscience and Pharmacology/Pediatrics/Psychiatry, 2015 (2015); MBBS 1992 University of Queensland; PHD 2009 University of Queensland

Strathman, Amy E., Associate Professor, Chemistry, 2004 (2017); PHD 2001 Colorado

Stratton, John R., Emeritus Associate Professor, Sociology and Criminology, 1964 (1968); BA 1957 University of Illinois at Urbana Champaign; MA 1959 University of Illinois at Urbana Champaign; PHD 1963 University of Illinois at Urbana Champaign

Stratton, Margaret M., Emeritus Professor, Art Art History, 1986 (2000); BA 1977 Evergreen State; MA 1983 New Mexico; MFA 1985 New Mexico

Strauss, Ronald G., Emeritus Professor, Pathology/Pediatrics, 1976 (1980); BS 1961 Capital; MD 1965 Cincinnati

Strawhacker, Mary Ann, Clinical Adjunct Instructor, Nursing, 2003 (2003); BS 1983 University of Iowa; MPH 2002 Des Moines

Streep, Paula Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 1998 University of Iowa

Street, Nick, Professor, Business Analytics/Computer Science/Nursing, 1998 (2010); BA 1985 Drake; MS 1990 DePaul; PHD 1994 University of Wisconsin-Madison

Strehle, Joshua G., Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2007 Nebraska Wesleyan Univ, NE; DO 2012 DesMoinesUniv-Osteopathicmed

Streit, Jessica, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2019 University of Iowa

Streit, Judy Ann, Clinical Professor, Internal Medicine, 1996 (2017); BS 1983 Iowa State; MD 1988 University of Iowa

Strnad, Lyse S., Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 1996 (2011); MD 1981 Case Western Reserve

Strobel, Debra Joan, Lecturer, Nursing, 2006 (2006); BSN 2002 University of Iowa; MSN 2004 University of Iowa

Strohmer, Gerhard O., Professor, Mathematics, 1986 (1998); DIPL 1976 Gottingen; PHD 1978 Habilitation Inst Tech-Aachen

Stromquist, Howard Shelton, Emeritus Professor, History, 1982 (1992); BA 1966 Yale; MA 1973 Pittsburgh; PHD 1981 Pittsburgh

Strong, Kalmia Elizabeth, Adjunct Instructor, Interdisciplinary Programs, 2017 (2019); BA 2007 New York University; MA 2015 University of Iowa; MFA 2015 University of Iowa

Stroup, Chereen Marie, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 1999 Univ of Iowa, Iowa City, IA; MD 2003 Univ of IA, CCOM, Iowa City

Strouse, Christopher, Clinical Assistant Professor, Internal Medicine, 2016 (2020); MD 2013 University of Wisconsin-Madison

Stroyan, Keith, Emeritus Professor, Mathematics, 1973 (1982); BS 1967 Drexel Institute; PHD 1971 Calif Inst of Technology

Stuart, Scott Philip, Emeritus Professor, Psychiatry, 1993 (2004); BS 1983 Kansas; MD 1987 Kansas

Stubbs, David H., Clinical Adjunct Associate Professor, Surgery, 1987 (2009); MD 1972 Missouri

Stuefen, Sara Elizabeth, Clinical Adjunct Associate Professor, Family Dentistry, 2010 (2018); DDS 2010 University of Iowa

Stufflebeam, Michael Dean, Clinical Adjunct Assistant Professor, Pediatric Dentistry, 2002 (2002); DDS 2000 University of Iowa

Stump, Aaron D., Professor, Computer Science, 2008 (2014); BA 1997 Cornell; PHD 2002 Stanford

Stumpf, Nicholas John, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2012 University of Iowa

Stumpf, Spencer Timothy, Adjunct Instructor, University College Courses, 2020 (2020); BBA 2015 University of Iowa; MBA 2020 University of Iowa

Stumphy, Mark S., Clinical Adjunct Instructor, Preventive Community Dentistry, 2016 (2016); DMD 2015 Univ of Illinois Chicago

Sturges, Terri Lynn, Adjunct Instructor, Social Work, 2012 (2012); AA 2002 Western Iowa Tech Comm College; BSW 2005 Briar Cliff; MSW 2008 University of Iowa

Stutzman, Aaron J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2006 University of Nebraska

Stutzman, Michael L., Adjunct Lecturer, Accounting, 2010 (2010); MBA 2000 St. Ambrose; PHD 2016 NorthCentral University

Su, Rong, Assistant Professor, Management and Entrepreneurship, 2017 (2017); LLB 2007 Peking University Law School; PHD 2012 University of Illinois

Suarez, Tricia L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2010 University of Iowa

Subramani, Sudhakar, Clinical Associate Professor, Anesthesia, 2012 (2018); MBBS 1999 Chengalpattu, India; MD 2005 Pondicherry, India

Subramanian, Anu, Clinical Associate Professor, Communication Sciences and Disorders, 2015 (2015); MS 1997 Univ of Mysore; PHD 2001 Univ of Illinois Urbana C

Subramanian, Ramaswamy, Adjunct Professor, Biochemistry, 2000 (2010); MS 1987 Bharathidasan; PHD 1992 Indian Inst of Science

Suchanek, Gerry L., Emeritus Associate Professor, Finance, 1987 (1989); MS 1977 Northwestern Univeristy; PHD 1977 Northwestern Univeristy

Suda, Debra A., Emeritus Associate Professor, Psychiatry, 1986 (2007); BS 1978 Iowa State; MD 1981 University of Iowa

Sudyk, Christina, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2019 University of Michigan

Sueppel, Paul C., Adjunct Instructor, University College Courses, 2003 (2013); BA 1990 University of Iowa

Sugg, Sonia, Clinical Professor, Surgery, 2007 (2014); MD 1988 University of California-Los Angeles

Sugiyama, Hiroyuki, Professor, Mechanical Engineering, 2013 (2020); PHD 2005 University of Illinois at Chicago

Suhadolnik, Sarah, Lecturer, Music, (2017); BA 2009 State University of New York; MA 2011 University of Michigan; PHD 2016 University of Michigan

Sukalski, Jennifer, Clinical Adjunct Instructor, Preventive Community Dentistry, 2013 (2013); BS 2010 University of Iowa; AASC 2013 Kirkwood

Suksaranjit, Promporn, Clinical Assistant Professor, Internal Medicine, 2018 (2018); MD 2003 Mahidol University

Sulentic, Joseph Nicholas, Associate Professor, Management and Entrepreneurship, 1998 (2018); MBA 1988 University of Iowa

Sulentic, Serina Kim, Associate Professor, Art Art History/ University College Courses, 2014 (2020); BFA 2003 WI - Stephens Point; MFA 2007 University of Iowa

Sullivan, Daniel, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2000 Des Moines

Sullivan, Kelu Lu, Adjunct Lecturer, Law-Faculty, 2020 (2020); BA 2004 George Mason University; JD 2007 University of Virginia

Sullivan, Sara Carole Wehrman, Adjunct Instructor, University College Courses, 2019 (2019); BA 2003 University of Iowa; MED 2017 Upper Iowa University

Sullivan, Sean Patrick, Associate Professor, Law-Faculty, (2017); MA 2007 University of Virginia; PHD 2011 University of Virginia; JD 2013 University of Virginia

Sullivan, Shannon J., Emeritus Associate Professor, Pediatrics, 2000 (2007); BS 1980 University of Wisconsin-Madison; MD 1985 University of Wisconsin-Madison

Suls, Jerry M., Emeritus Professor, Psychological and Brain Sciences, 1990 (1990); BA 1968 Temple; MA 1971 Temple; PHD 1973 Temple

Summers, Daniel Wayne, Assistant Professor, Biology, 2019 (2019); PHD 2011 University of North Carolina

Sun, Hongli, Associate Professor, Biomedical Engineering/ Oral Maxillofacial Surgery, 2018 (2018); BS 2001 School of Life Science, China; MS 2004 School of Life Science, China; PHD 2007 Shanghai Inst. for Bio Sciences

Sun, Hua, Assistant Professor, Pediatrics, (2020); MD 2001 Nanjing Medical University

Sun, Liying, Adjunct Assistant Professor, Asian Slavic Languages Literature, (2019); BA 2000 Nankai University; MA 2003 Nankai University; PHD 2015 University of Heidelberg

Sun, Shiliang, Clinical Professor, Radiology, 1993 (2013); MD 1987 Dalian

Sun, Wenqing, Clinical Associate Professor, Radiation Oncology, 2011 (2018); DSC 2004 University of Iowa

Sun, Xingshen, Research Assistant Professor, Anatomy Cell Biology, (2020); PHD 2001 Northeast Agricultural Univ

Sunderland, John, Associate Professor, Physics Astronomy/ Radiation Oncology/Radiology, 2008 (2008); PHD 1990 University of Wisconsin-Madison

Sundermann, Ryan Karl, Clinical Adjunct Assistant Professor, Emergency Medicine, 2017 (2017); MD 2003 University of Iowa

Suneja, Jeanenne Maria, Clinical Assistant Professor, Internal Medicine, 2005 (2008); MD 2000 Nebraska Medical Center

Suneja, Manish, Clinical Professor, Internal Medicine, 2006 (2015); MD 1998 Armed Forces, Pune India

Sunstein, Bonnie S., Professor, English/Teaching and Learning, 1992 (2003); BS 1968 Boston; MED 1975 Boston; PHD 1991 New Hampshire

Supp-Montgomerie, David Charles, Lecturer, Communication Studies, 2014 (2018); BS 2005 Illinois State

University; MA 2007 University of Nebraska-Lincoln; PHD 2014 University of North Carolina at Chapel Hill

Supp-Montgomerie, Jenna, Assistant Professor, Communication Studies/Religion, 2014 (2014); BA 1999 Swarthmore College; MDIV 2004 Union Theological Seminary; PHD 2013 University of North Carolina at Chapel Hill

Sutamewagul, Grerk, Clinical Assistant Professor, Internal Medicine, (2017); MD 2008 Chulalongkorn University

Sutherland, John E., Emeritus Professor, Family Medicine, 1992 (1992); MD 1962 The University of Minnesota-Twin Cities

Sutphin, John E., Emeritus Professor, Ophthalmology Visual Science, 1993 (1997); BS 1970 Millsap; MD 1974 Vanderbilt

Svatek, Marie Elizabeth, Clinical Assistant Professor, Pediatrics, 2017 (2017); BS 1991 University of Iowa; MD 1995 University of Iowa

Svec, Barry R., Clinical Adjunct Instructor, Preventive Community Dentistry, 1995 (1995); DDS 1989 University of Iowa

Swan, Colby C., Professor, Civil-Environmental Engineering, 1993 (2006); BS 1983 Maine; MS 1985 Miami; PHD 1993 Princeton

Swan, Jonas S., Clinical Adjunct Assistant Professor, Emergency Medicine, (2017); BS 2005 University of Wisconsin; DO 2009 Kirksville College of Osteopathy

Swancutt, Patrick Steven, Adjunct Associate, Physical Therapy Rehab Science, 2010 (2010); BS 2002 Wartburg; DPT 2004 University of Iowa

Swanson, Benjamin John, Lecturer, Earth and Environmental Sciences, 2018 (2020); PHD 2012 University of New Mexico

Swanson, Carrie Elizabeth, Associate Professor, Philosophy, 2013 (2019); PHD 2011 Rutgers University-New Brunswick

Swanson, David E., Clinical Associate Professor, Anesthesia, 2002 (2020); BA 1986 Northern Iowa; MD 1991 University of Iowa

Swanson, Elizabeth Anne, Emeritus Associate Professor, Nursing, 1974 (1981); BSN 1969 University of Iowa; MA 1975 University of Iowa; PHD 1986 University of Iowa

Swanson, Stephen, Professor, Music, 1994 (2002); BM 1968 North Park; MM 1971 Northwestern University

Swanston, Jeremy, Assistant Professor, Art Art History, 2015 (2015); MFA 2015 University of South Dakota

Swaran Singh, Tejinder Singh, Clinical Associate Professor, Anesthesia, 2012 (2019); MBBS 1998 Chennai, India

Swayze, Victor Warren II, Associate Professor, Psychiatry, 1988 (1995); BS 1976 Union-Nebraska; MD 1979 Loma Linda

Swee, Melissa, Clinical Assistant Professor, Internal Medicine, (2017); MD 2011 Saba University SOM

Sweers, Amanda Sue, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 2008 Wartburg College; DPT 2011 University of Iowa

Swegle, James Robert, Clinical Adjunct Assistant Professor, Surgery, 2009 (2009); MD 1985 University of Iowa

Swegle, John Matthew, Clinical Associate Professor, Pharmacy Practice and Science, 1997 (2006); BS 1992 Drake; PHARMD 1996 University of Iowa

Swenson, Andrea, Clinical Associate Professor, Neurology, 2008 (2017); BA 1999 Colorado College; MD 2003 North Dakota

Swenson, Charles A., Emeritus Professor, Biochemistry, 1960 (1972); BS 1955 Gustavus Adolphus; PHD 1959 University of Iowa

Swenson, Erik Dean, Clinical Adjunct Assistant Professor, Internal Medicine, 2014 (2014); MD 2003 University of Iowa

Swett, Alan, Clinical Adjunct Associate Professor, Operative Dentistry, 1999 (2013); BS 1980 University of Iowa; DDS 1983 University of Iowa

Swick, Brian Lester, Clinical Professor, Dermatology/Pathology, 2007 (2017); BS 1996 Iowa State; MD 2001 University of Iowa

Swift, Marcia Ann Wilson, Adjunct Instructor, Social Work, 2015 (2015); BA 1971 Michigan State University; MSW 1973 University of Iowa

Swisher, John Thomas, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2002 Iowa St Univ, Ames, IA; DO 2006 Des Moines Univ OMS, IA

Switzer, Sophie Mallory, Adjunct Instructor, Community Behavioral Health, 2019 (2019); BA 2011 University of Iowa; MS 2016 University of Liverpool

Swoboda, Eileen D., Adjunct Instructor, Social Work, 2000 (2000); BA 1971 Mary Washington; MSW 1991 University of Iowa

Swope, Brianne Lee, Lecturer, Health and Human Physiology, 2009 (2014); BA 2002 University of Iowa; MA 2009 University of Iowa

Swope, Chad M., Adjunct Instructor, University College Courses, 2009 (2014); HS 1989 Regina High School

Sy, Mario, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MD 1989 University of Santo Tomas

Syed, Nasreen A., Clinical Professor, Ophthalmology Visual Science/Pathology, 2002 (2017); BA 1989 Missouri-Kansas City; MD 1990 Missouri-Kansas City

Synan, William J., Clinical Professor, Oral Maxillofacial Surgery, 1994 (2006); BS 1979 Fordham; DDS 1983 Columbia

Syrbu, Ion, Clinical Assistant Professor, Family Dentistry, 2016 (2016); BS 2009 University of Iowa; DDS 2013 University of Iowa

Syrbu, Sergei I., Clinical Professor, Pathology, 2004 (2018); MD 1982 Chishinau Moldova; PHD 1987 Moscow, USSR

Syrop, Craig H., Emeritus Professor, Obstetrics Gynecology, 1986 (1997); MD 1980 Virginia

Szabo, Ellen, Adjunct Instructor, Social Work, 2000 (2000); MED 1986 Columbia

Szecsei, Denise, Associate Professor, Computer Science, 2007 (2019); BS 1985 Redlands, CA; MS 1995 Florida State; PHD 2000 Florida State

Szeluga, Debra J., Clinical Associate Professor, Anesthesia/Urology, 1999 (2007); BS 1975 Maine; PHD 1985 Cornell; MD 1993 Rush

Szeszycki, Donald, Adjunct Lecturer, Economics, 2001 (2001); MA 1980 Northern Illinois

Szot, Joseph F., Clinical Professor, Internal Medicine, 2003 (2014); BS 1990 St Bonaventure; MD 1994 Rochester, NY

Szymanski, Antonia Maria Kennedy, Adjunct Assistant Professor, Teaching and Learning, 2013 (2015); MBA 1997 Wayne State; PHD 2011 University of Iowa

T

Tabosa Do Egito, Eryvaldo Socrates, Adjunct Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2015 (2015); DR 1994 Paris IX University

Tachau, Katherine H., Emeritus Professor, History, 1985 (1993); BA 1972 Oberlin; MA 1975 University of Wisconsin-Madison; PHD 1981 University of Wisconsin-Madison

Taeger, Kelli Rae, Lecturer, Health and Human Physiology, 2014 (2014); PHD 2006 University of Iowa

Tague, Abby L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARM 2003 University of Iowa

Tague, Marshall J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2003 University of Iowa

Tai, June T., Clinical Associate Professor, Law-Faculty, (2020); BS 1998 University CA, Berkeley; JD 2003 University of Chicago

Takacs, Elizabeth, Clinical Associate Professor, Obstetrics Gynecology/Urology, 2006 (2011); MD 1999 University of Iowa

Takacs, Michael Edward, Clinical Professor, Emergency Medicine, 2006 (2017); MS 1989 SUNY @ Buffalo; MD 2001 Loyola

Talan, David A., Clinical Professor, Emergency Medicine, (2020); MD 1981 University of Illinois @ Chicago

Talbert, Erin, Assistant Professor, Health and Human Physiology, (2020); PHD 2013 University of Florida

Tallman, Daniel, Adjunct Instructor, University College Courses, (2019); BS 2010 University of Minnesota; MSW 2019 University of Iowa

Talman, William T., Emeritus Professor, Neurology, 1983 (1990); BA 1966 Virginia Military Institute; MD 1970 Virginia

Tamerius, James D., Adjunct Assistant Professor, Geographical and Sustainability Sciences, 2013 (2013); BS 2004 University of California-Los Angeles; MA 2007 University of Arizona; PHD 2011 University of Arizona

Tan, Aixin, Associate Professor, Statistics Actuarial Science, 2009 (2017); BS 2003 Peking; MS 2005 Florida; PHD 2009 Florida

Tanaka, Tomohiro, Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2005 Nagoya University

Tanas, Munir Raja, Associate Professor, Pathology, 2014 (2020); BS 1999 Whitworth College; MD 2004 Washington

Tang, Wenfang, Emeritus Professor, Political Science, 2009 (2009); BA 1982 Peking; MA 1985 Kansas; PHD 1990 University of Illinois at Chicago

Tann, Victoria Joy, Clinical Assistant Professor, Psychiatry, (2020); MD 2015 University of Toledo

Tannous, Raymond, Emeritus Associate Professor, Pediatrics, 1977 (1982); MD 1971 France

Tansey, Janeta Fong, Clinical Adjunct Associate Professor, Psychiatry, 1999 (2004); MD 1995 Loyola

Tansey, Michael J., Clinical Professor, Pediatrics, 2001 (2012); BS 1991 Creighton; MD 1995 Loyola

Tardy, Dwight C., Emeritus Professor, Chemistry, 1969 (1980); BA 1962 San Diego State; PHD 1967 Washington

Tarkett, Natalie Arlene, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2010 University of Iowa

Tarvydas, Vilia Marie, Emeritus Professor, Rehabilitation and Counselor Education, 1991 (2002); BA 1971 Northwestern University; MS 1975 University of Wisconsin-Milwaukee; PHD 1987 University of Wisconsin-Madison

Tate, Eric, Associate Professor, Geographical and Sustainability Sciences, 2011 (2017); BS 1994 Rice; MS 1999 The University of Texas at Austin; PHD 2011 South Carolina

Tate, Jodi, Clinical Professor, Psychiatry, 2001 (2013); BS 1992 North Dakota State; MD 1996 North Dakota

Tatge, Mark, Adjunct Instructor, Journalism Mass Communication, 2020 (2020); PHD 2017 University of South Carolina

Taware, Vikram, Clinical Adjunct Assistant Professor, Internal Medicine, 2020 (2020); MBBS 2013 Mahatma Gandhi Mission; MBBS 2013 Mahatma Gandhi Mission's Medic

Tawhai, Merryn Howatson, Adjunct Professor, Biomedical Engineering, 2006 (2013); BE 1994 Auckland; ME 1996 Auckland; PHD 2001 Auckland

Taylor, Alexander, Adjunct Lecturer, Management and Entrepreneurship/Nursing, 2015 (2009); BA 1988 University of Iowa; MA 1989 University of Iowa

Taylor, Amy M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARM 2000 University of Iowa

Taylor, Christina Linn Harless, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); MD 2003 University of Iowa

Taylor, Eric Benjamin, Associate Professor, Biochemistry, 2012 (2018); PHD 2005 Brigham Young

Taylor, Janette Yvette, Associate Professor, Gender, Women's and Sexuality Studies/Nursing, 2000 (2006); BSN 1978 Lebanon Vally; MSN 1982 Pennsylvania; PHD 1998 Washington

Taylor, Kent Preston, Adjunct Lecturer, Nursing, 2016 (2016); BA 1992 Ottawa University

Taylor, Rebecca J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHAR 2005 University of Iowa

Taylor, Ryan M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2014); PHARM 2000 Drake

Tayyari, Fariba, Research Assistant Professor, Internal Medicine, (2020); BS 2003 Ferdowsi Univ, Mashhad, IRAN; MS 2008 Ball State Univ, Muncie, IN; PHD 2013 Purdue Univ, W Lafayette, IN

Teague, Michael L., Emeritus Professor, Health and Human Physiology, 1975 (1988); BA 1968 Colorado State; MED 1969 Colorado State; EDD 1976 Northern Colorado

Teahen, Peter R., Adjunct Lecturer, Rehabilitation and Counselor Education, 2009 (2009); AS 1974 Worsham Coll Mortuary Science; BA 1985 Coe

Teduits, Stephanie Anne, Adjunct Instructor, Pharmacy Practice and Science, 2016 (2016); BSPH 1993 University of Iowa

Teeselink, Kelly Jo, Adjunct Instructor, University College Courses, 2019 (2019); BA 2009 University of Iowa

Teixeira, Erica C., Associate Professor, Operative Dentistry, 2014 (2014); DDS 2000 St Univ of Campinas, Brazil; MS 2002 St Univ of Campinas, Brazil; PHD 2008 University of North Carolina at Chapel Hill

Teixeira, Fabricio, Professor, Endodontics, 2014 (2014); DDS 1993 Gama Filho Univ.-Rio de Janeiro; PHD 1999 State Univ. of Campinas-Brazil

Tejani, Viral Dinesh, Research Assistant Professor, Otolaryngology-Head Neck Surgery, (2019); BS 2008 Lehigh University; DAUD 2013 University of Maryland; PHD 2018 University of Iowa

Telles-Garcia, Nelson A., Clinical Adjunct Assistant Professor, Internal Medicine, 2019 (2019); MD 2008 Universidad Centro-Occiden

Temple, Scott D., Emeritus Professor, Internal Medicine/Psychiatry, 1999 (2005); BA 1974 Oregon; PHD 1980 Temple; MS 1998 Kansas

Templin, Jonathan, Professor, Psych Quant Foundations, (2019); MA 2002 Univ. Illinois - Urbana-Champ; MS 2002 Univ. Illinois - Urbana-Champ; PHD 2004 University of Illinois

Ten Eyck, Patrick, Adjunct Assistant Professor, Biostatistics, 2017 (2017); MS 2011 University of Cincinnati; PHD 2015 University of Iowa

Tenev, Vesselin Tenkov, Clinical Assistant Professor, Psychiatry, 2015 (2016); MD 1999 Medical University Sofia, Bulg

Tennapel, Mindi Joy, Adjunct Instructor, Radiation Oncology, 2010 (2010); BS 2001 University of Iowa; MBA 2004 University of Iowa; MS 2010 University of Iowa; PHD 2015 University of Iowa

Teoh-Fitzgerald, Melissa Lai Tee, Adjunct Assistant Professor, Radiation Oncology, 2010 (2010); PHS 2005 Alberta, Canada

Tephly, Thomas R., Emeritus Professor, Neuroscience and Pharmacology, 1971 (1971); BS 1957 Connecticut; PHD 1962 University of Wisconsin-Madison; MD 1965 The University of Minnesota-Twin Cities

Terronez, Jared, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2004 Univ of IL@Urgana-Champaign; MD 2008 Univ of IL @Chicago COM

Terry, William W., Clinical Associate Professor, Pediatrics, 2015 (2020); BA 1991 University of North Carolina at Chapel Hill; MPH 1999 Emory University; MD 2009 State University of New York

Teske, Jolene Kay, Adjunct Lecturer, Rehabilitation and Counselor Education, 2020 (2020); DED 2017 University of Northern Iowa

Tewar, Shruti Niketan, Clinical Assistant Professor, Pediatrics, 2016 (2016); MBBS 2007 BJ Medical College; MPH 2014 West Chester Univ of Penn

Tewson, Timothy, Emeritus Professor, Radiation Oncology/Radiology, 2000 (2000); PHD 1972 London

Thanaviratnanich, Sikawat, Clinical Assistant Professor, Neurology, 2018 (2018); MD 2009 Chulaongkorn University

Thati Ganganna, Sreenath, Clinical Assistant Professor, Pediatrics, 2019 (2019); MBBS 2003 Kilpauk Medical College

Thattaliyath, Bijoy Damodaran, Clinical Assistant Professor, Pediatrics, 2016 (2016); MBBS 1992 Medical College Calicut, India; MD 1999 All India Inst of Med Sciences

The dens, Daniel Ross, Adjunct Associate Professor, Biomedical Engineering, 1999 (2018); BS 1989 Iowa; MS 1993 Iowa; PHD 1999 Stanford

Theiler, Carly Anne, Clinical Assistant Professor, Emergency Medicine, 2018 (2018); BS 2007 University of Minnesota; MD 2012 Am Univ of the Caribbean

Thein, Amanda Haertling, Professor, Teaching and Learning, 2011 (2017); PHD 2005 The University of Minnesota-Twin Cities

Theisen, Colleen Marie, Lecturer, Library Information Science, (2020); AB 2001 UNIVERSITY OF MISSOURI-COLUMBI; MS 2010 UNIVERSITY OF MICHIGAN-ANN ARBOR

Theisen, William, Associate Professor, Music, 2013 (2013);

Theisen, William M., Emeritus Associate Professor, Social Work, 1975 (1975); BA 1960 Loras; MSW 1968 Washington-Missouri; PHD 1972 Washington-Missouri

Thelander, Kristin, Emeritus Professor, Music, 1989 (1995); BM 1976 St. Olaf; MA 1978 The University of Minnesota-Twin Cities; DMA 1987 University of Wisconsin-Madison

Thelen, Paul Gerard, Adjunct Lecturer, Law-Faculty/Management and Entrepreneurship, 2016 (2016); BA 2002 Creighton Univ.; JD 2007 University of Iowa

Thenuwara, Hennadige Nandasiri, Lecturer, Economics, 2008 (2008); PHD 1997 University of Iowa

Thenuwara, Kokila, Clinical Associate Professor, Anesthesia, 2004 (2016); MBBS 1991 N Colombo Med, SriLanka; MD 2002 Uni Colombo, SriLanka

Therme, Robin Lin, Adjunct Lecturer, Management and Entrepreneurship, 2020 (2020); BA 1989 Iowa Wesleyan; MBA 1989 University of Iowa; MBA 2000 University of Iowa

Thibodeau, Megan Elizabeth, Adjunct Instructor, Social Work, 2012 (2012); BA 2000 Loyola; MSW 2010 University of Iowa

Thiel, William, Assistant Professor, Internal Medicine, 2015 (2015); BS 2000 Emory University; PHD 2008 Vanderbilt University

Thies, Patrick William, Adjunct Assistant Professor, Pharmacy Practice and Science, 1982 (1983); MS 1981 University of Iowa

Thoma, Kate Duchene, Clinical Associate Professor, Family Medicine, 2010 (2015); BA 2001 St. Thoma, MN; MD 2005 University of Iowa

Thoma, Theodosia, Clinical Assistant Professor, Pediatrics, 2018 (2018); MD 2009 University of Patras

Thomann, Dana Lin, Lecturer, Rhetoric, 2016 (2016); BA 2005 University of Iowa; PHD 2016 Iowa State

Thomann, Lauren Marie, Adjunct Lecturer, Nursing, (2020); BS 2006 University of Iowa; MSN 2009 University of Iowa; DNP 2017 University of Iowa

Thomas, Barbara Schalk, Emeritus Professor, Nursing, 1971 (1980); BS 1951 Iowa State; MA 1964 University of Iowa; PHD 1968 University of Iowa

Thomas, Barrett, Professor, Business Analytics, 2002 (2018); BA 1996 Grinnell; MS 1999 University of Michigan-Ann Arbor; PHD 2002 University of Michigan-Ann Arbor

Thomas, Brady J'Nee A'Hearn, Clinical Assistant Professor, Pediatrics, 2016 (2016); BS 2006 University of Iowa; MD 2010 SUNY Downstate Medical Center

Thomas, Carole L., Emeritus Associate Professor, Music, 1970 (1977); BS 1964 Northern Illinois; MM 1966 University of Illinois @ Champaign; MS 1968 University of Illinois @ Champaign

Thomas, Christie P., Professor, Internal Medicine/Obstetrics Gynecology, 1992 (2005); MBBS 1982 Madras

Thomas, Downing A., Professor, French Italian/International Programs, 1991 (2004); BA 1984 Washington; MA 1987 New York; PHD 1991 New York

Thomas, Geb W., Professor, Industrial Engineering/Orthopaedics and Rehabilitation, 1997 (2015); BS 1989 State Univ of NY-Stony Brook; MS 1995 Pennsylvania State University; PHD 1996 Pennsylvania State University

Thomas, Jon Gregory, Clinical Adjunct Assistant Professor, Family Medicine, 1992 (2002); BS 1976 University of Iowa; MD 1982 University of Iowa

Thomas, Margaret Catherine Daly, Adjunct Associate, Physical Therapy Rehab Science, 2013 (2013); MPT 1991 University of Iowa

Thomas, Syeda, Lecturer, Nursing, 2014 (2014); MSN 2009 Allen College; PHD 2016 Capella University

Thomas, Tammara Petrill, Adjunct Lecturer, Rehabilitation and Counselor Education, 2010 (2010); BA 1997 Southern Illinois; MA 2000 Southern Illinois; PHD 2013 University of Iowa

Thomas-Wilhelm, Dakota J., Lecturer, English as Second Language, 2015 (2015); MA 2015 Universität Pompeu Fabra

Thompson, Alexander, Clinical Professor, Psychiatry, 2015 (2018); MBA 2000 Rice University; MD 2001 Baylor College of Medicine; MPH 2008 The University of Washington

Thompson, Brad Howard, Emeritus Associate Professor, Radiology, 1990 (1996); BA 1981 Luther; MD 1986 University of Iowa

Thompson, Duane E., Emeritus Professor, Management and Entrepreneurship, 1969 (1987); BS 1953 Iowa State; MS 1954 Iowa State; PHD 1969 University of Iowa

Thompson, Edward S., Emeritus Professor, Nursing, 1998 (2005); BA 1970 Cincinnati; MS 1973 North Dakota; BSN 1975 North Dakota; PHD 1997 The University of Minnesota-Twin Cities

Thompson, H. Stanley, Emeritus Professor, Ophthalmology Visual Science, 1967 (1976); BA 1953 The University of Minnesota-Twin Cities; MD 1961 The University of Minnesota-Twin Cities; MS 1966 University of Iowa

Thompson, Helaina Grace, Adjunct Instructor, University College Courses, 2019 (2019); BA 2017 University of Iowa; MS 2019 University of Iowa

Thompson, Jennifer, Clinical Adjunct Assistant Professor, Internal Medicine, 2018 (2018); DO 2011 Univ of North Texas Health

Thompson, Jonathan Glenn, Clinical Adjunct Assistant Professor, Pathology, 2009 (2009); MD 2002 University of Iowa

Thompson, Kathleen M., Adjunct Instructor, University College Courses, 2018 (2018); BA 2012 Iowa State University

Thompson, Katie Lynn, Clinical Adjunct Assistant Professor, Physician Assistant, 2020 (2020); BSN 2008 University of Iowa; DNP 2014 The University of Iowa

Thompson, Meagan S., Clinical Assistant Professor, Obstetrics Gynecology, 2019 (2019); BA 2010 Univ. of Wisconsin, Madison; MN 2015 Univ. of MN, Twin Cities

Thompson, Michael L., Adjunct Instructor, Social Work, 1995 (1995); BA 1970 Missouri; MPA 1976 Missouri

Thompson, Nancy J., Emeritus Associate Professor, Community Behavioral Health, 1980 (1986); BS 1969 California State-Stanislaus; MS 1971 Columbia; MPHIL 1974 Columbia; PHD 1979 Columbia

Thompson, Philip Howard, Adjunct Instructor, Electrical-Computer Engineering, 2015 (2016); BSEE 1987 Iowa State University; MSEE 1989 Iowa State University

Thompson, Robert James, Clinical Adjunct Assistant Professor, Operative Dentistry, 2011 (2013); BA 1999 Central; MS 2001 Iowa State; DDS 2011 University of Iowa

Thomsen, David J., Adjunct Instructor, Pharmacy Practice and Science, 1998 (1998); BS 1991 University of Iowa; BSPH 1991 University of Iowa

Thomsen, Teri, Clinical Associate Professor, Neurology, 2007 (2012); MD 2001 University of Iowa

Thomsen, Timothy Alan, Clinical Professor, Internal Medicine/Orthopaedics and Rehabilitation, 1976 (2004); MD 1974 University of Iowa

Thomsen, Timothy William, Clinical Assistant Professor, Emergency Medicine/Orthopaedics and Rehabilitation, (2016); BS 2002 Watburg College; MD 2012 University of Iowa

Thoreson, Joseph D., Clinical Adjunct Assistant Professor, Internal Medicine, 1979 (1979); MD 1969 University of Iowa

Thornburg, Kelly Jolie, Adjunct Instructor, University College Courses, (2019); BA 1999 Cornell College; MSW 2008 University of Iowa

Thorne, Peter S., Professor, Civil-Environmental Engineering/Occupational Environmental Health, 1988 (1997); BS 1978 University of Wisconsin-Madison; MS 1980 University of Wisconsin-Madison; PHD 1984 University of Wisconsin-Madison

Thornell, Ian Michael, Research Assistant Professor, Internal Medicine, (2019); PHD 2014 University of Alabama

Thornsteinson, K. A., Clinical Adjunct Instructor, Preventive Community Dentistry, 1990 (1990); BS 1982 University of Iowa

Thorp, Glenn S., Adjunct Assistant Professor, Pharmacy Practice and Science, 2019 (2019); PHARM 2017 University of North Carolina

Throgmorton, James A., Emeritus Professor, School of Planning and Public Affairs, 1986 (2004); BA 1966 Notre Dame; MS 1972 Louisville; PHD 1983 California-Los Angeles

Thunhorst, Robert Louis, Adjunct Assistant Professor, Psychological and Brain Sciences, 1993 (1998); BA 1979 University of Iowa; PHD 1987 Washington

Thurtell, Matthew James, Associate Professor, Neurology/Ophthalmology Visual Science, 2010 (2016); MBBS 2000 Sydney; MSC 2005 Sydney

Thyroff-Fitzwater, Anastasia, Adjunct Assistant Professor, Marketing, 2020 (2020); BS 2008 Clemson University; PHD 2013 University of Arkansas

Tieri, Jay Joseph, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2020 University of Iowa

Tierney, Kate E., Lecturer, Earth and Environmental Sciences, 2016 (2016); PHD 2010 The Ohio State University

Tierney, Luke, Professor, Statistics Actuarial Science, 2002 (2002); BA 1977 Johns Hopkins; MA 1977 Johns Hopkins; MA 1979 Cornell; PHD 1980 Cornell

Tierney, Sarah Beth, Adjunct Associate Professor, Pharmacy Practice and Science, 2007 (2018); BS 1999 Iowa State; PHARM 2007 University of Iowa

Tiffany, Jennifer K., Adjunct Instructor, Pharmacy Practice and Science, 2017 (2017); BSPH 1999 Drake University

Tigges, Cody Ryan, Clinical Assistant Professor, Pediatrics, 2015 (2015); BA 2004 Luther College; DO 2008 Des Moines University; BA 2015 Luther College

Tilala, Niral H., Adjunct Assistant Professor, Family Medicine, 2011 (2011); BS 1999 Loyola, Chicago IL; MD 2005 Med Univ of the Americas

Tilley, Cristina Carmody, Associate Professor, Law-Faculty, (2017); JD 1999 Northwestern University

Timboe, Douglas M., Clinical Adjunct Instructor, Family Medicine, 1999 (2017); BS 1991 Creighton Univ, Omaha, NE; MD 1995 Iowa

Timmons, Jeffrey William, Adjunct Instructor, Health and Human Physiology, 2015 (2015); MS 2002 Western Illinois University

Timmons, Jennifer L., Adjunct Instructor, University College Courses, 2016 (2016); BS 1998 Western Illinois University; MS 2001 Western Illinois University

Timmons, Sherry Rene, Clinical Associate Professor, Oral Path, Radiology Medicine, 2002 (2016); BA 1991 Augustana; DDS 1995 University of Iowa; PHD 2001 University of Iowa

Timpe, Donell M., Clinical Adjunct Instructor, Family Medicine, 2017 (2017); MD 1997 Univ of N Dakota Sch of Med

Tinelli, Cesare, Professor, Computer Science, 1999 (2012); MS 1995 University of Illinois at Urbana Champaign; PHD 1999 University of Illinois at Urbana Champaign

Tinnes, Joy, Adjunct Instructor, Pharmacy Practice and Science, 2016 (2016); BSC 1992 University of Iowa

Tippin, Jon M., Clinical Adjunct Professor, Neurology, 1999 (2011); BS 1975 George Fox; MD 1979 Oregon

Tipword, Jason C., Adjunct Instructor, Theatre Arts, 2016 (2013);

Titler, Sarah, Clinical Associate Professor, Anesthesia/Pediatrics, 2009 (2020); BA 2000 Cornell; MD 2004 Roy J. and Lucille A. Carver

Titus-Rains, Krystal Strand, Adjunct Assistant Professor, Pharmacy Practice and Science, 2014 (2016); PHAR 2014 University of Iowa

Titze, Ingo R., Emeritus Professor, Communication Sciences and Disorders, 1979 (1984); BS 1963 Utah; MSEE 1965 Utah; PHD 1972 Brigham Young

Tivanski, Alexei V., Associate Professor, Chemistry, 2007 (2014); BS 1999 Moscow Inst. of Physics Tech; MS 2001 Moscow Inst. of Physics Tech; PHD 2005 Pittsburgh

Tiwari, Ashish, Professor, Finance, 1997 (2017); BSC 1982 Kurukshetra; MBA 1984 Panjab; MBA 1989 Windsor; PHD 1994 University of Iowa

Tjaden, Elizabeth Frances, Adjunct Instructor, University College Courses, 2019 (2019); BA 2008 Simpson College; MA 2010 Ball State University

Todd, Kelli Marie, Adjunct Assistant Professor, Health Management Policy, 2017 (2017); MPH 2012 Univ of Iowa

Todd, Michael M., Emeritus Professor, Anesthesia, 2016 (1990); BA 1971 University of Illinois at Chicago; MD 1975 University of Illinois at Chicago

Tolbert, Caroline J., Professor, Political Science/Public Policy Center, 2006 (2009); BA 1989 California-Santa Barbara; MA 1991 Colorado-Boulder; PHD 1996 Colorado-Boulder

Toll, Cynthia Doreen, Adjunct Asst In Instruction, Biology, 2004 (2004); MAT 2004 University of Iowa

Tomanek, Robert J., Emeritus Professor, Anatomy Cell Biology, 1972 (1982); BS 1959 Omaha; MA 1960 University of Iowa; PHD 1967 University of Iowa

Tomasson, Michael, Professor, Internal Medicine, 2016 (2016); MD 1992 Stanford University

Tomblin, J. Bruce, Emeritus Professor, Communication Sciences and Disorders, 1972 (1984); BA 1966 LaVerne; MA 1967 Redlands; PHD 1970 University of Wisconsin-Madison

Tomkovicz, James J., Professor, Law-Faculty, 1981 (1986); BA 1973 Southern California; JD 1976 University of California-Los Angeles

Tomova, Maggy, Professor, Mathematics, 2005 (2017); BS 1999 California Luthern; MA 2002 University of California-Santa Barbara; PHD 2005 University of California-Santa Barbara

Ton-That, Tuong, Emeritus Professor, Mathematics, 1975 (1983); MA 1971 Calif-Irvine; PHD 1974 Calif-Irvine

Tonelli, Shalome Marie, Lecturer, Nursing, 2008 (2008); BA 2004 Iowa; BSN 2004 Iowa; MSN 2007 Iowa; PHD 2016 The University of Iowa

Tonkyn, Diane L., Adjunct Instructor, Social Work, 2000 (2000); MS 1987 Loyola Marymount

Tonui, Peter Mutai, Clinical Adjunct Assistant Professor, Surgery, 2014 (2014); MD 2002 Northwestern University

Toor, Fatima, Associate Professor, Electrical-Computer Engineering/Physics Astronomy, 2014 (2020); PHD 2009 Princeton University

Tootle, Tina Louise, Associate Professor, Anatomy Cell Biology, 2009 (2016); BS 1998 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; PHD 2004 Massachusetts Inst of Tech

Tope, Betsie Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2001 University of Iowa

Topf, Corey Vincent, Adjunct Lecturer, Teaching and Learning, (2020); AB 2004 The University of Iowa; MA 2019 University of Iowa

Torner, James C., Professor, Epidemiology/Surgery, 1991 (1993); BS 1971 University of Iowa; MS 1974 University of Iowa; PHD 1984 University of Iowa

Torres, Julianne Sue, Clinical Assistant Professor, Pediatrics, 2018 (2018); DO 2015 Lake Erie College

Torres-Trejo, Alejandro, Clinical Associate Professor, Neurology, (2020); MD 1986 National Polytechnic Institute

Totten, Susan Lynn, Adjunct Instructor, Social Work, 2014 (2014); BS 1996 University of Iowa; MA 2001 University of Iowa

Tovar, Elizabeth Anne, Adjunct Assistant Professor, Educ Policy Leadership Studies/University College Courses, 2014 (2014); BA 2002 Kansas; MA 2009 Kansas; PHD 2011 Kansas

Townley, Paige Elizabeth, Adjunct Instructor, University College Courses, (2019); MED 2017 Rutgers, The State Univ of NJ

Trachsel, Mary C., Associate Professor, Rhetoric, 1989 (1996); BA 1975 University of Iowa; MA 1980 Pennsylvania State University; PHD 1987 The University of Texas at Austin

Tracy, Chad, Clinical Professor, Urology, 2009 (2019); BS 1999 Richmond; MD 2003 University of Iowa

Traer, James, Assistant Professor, Psychological and Brain Sciences, (2020); BS 2005 Cambridge University; MS 2006 Cambridge University; PHD 2011 University of California

Tran, Hao Phung, Clinical Assistant Professor, Pediatrics, (2018); MD 1999 Johns Hopkins University

Tran, Huy T. T., Clinical Assistant Professor, Internal Medicine, 2016 (2018); MD 1993 Univ of Med, Vietnam

Tranel, Daniel Thomas, Professor, Neurology/Psychological and Brain Sciences, 1986 (1994); BA 1979 Notre Dame; MA 1981 University of Iowa; PHD 1982 University of Iowa

Trapp, Nicholas Thomas, Assistant Professor, Psychiatry, 2017 (2019); BA 2009 University of Notre Dame; MD 2013 University of Nebraska College

Treacy, Journey, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2004 University of Iowa

Treat, Teresa Ann, Professor, Psychological and Brain Sciences, 2010 (2016); BA 1991 Indiana University-Bloomington; PHD 2000 Indiana University-Bloomington

Tricot, Guido Jozek, Emeritus Professor, Internal Medicine, 2012 (2012); MD 1975 Leuven, Belgium

Trimble, Richard B., Clinical Adjunct Associate Professor, Internal Medicine, 1977 (1986); MD 1966 Baylor

Tripathy, Asit, Clinical Adjunct Associate Professor, Pediatrics, 2011 (2017); MD 1992 India

Triplett, Becky M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARM 1997 Purdue University

Triplett, Chad A., Adjunct Assistant Professor, Family Medicine/Pharmacy Practice and Science, 2006 (2006); PHARM 1997 Creighton

Triplett, Jane Ellen, Adjunct Lecturer, Teaching and Learning, (2020); BM 1984 Iowa State University

Triplett, Steven Mark, Clinical Instructor, Educ Policy Leadership Studies, 2016 (2017); BA 1974 University of Northern Iowa; MS 1988 Western Illinois University

Troutman, Beth Renee, Clinical Professor, Psychiatry, 1989 (2014); BA 1981 Creighton; MA 1984 University of Iowa; PHD 1988 University of Iowa

Truhlar, Scott M., Clinical Adjunct Professor, Radiology, 2005 (2017); BS 1993 Kansas State; MD 1998 Univ Kansas

Truijens, Thorsten Georg, Adjunct Professor, Accounting, 2020 (2020); MBA 1988 University of North Carolina; PHD 2002 Univ. of St. Gallen Switzerland

Trumm, Jill Marie, Adjunct Instructor, University College Courses, 2015 (2015); MFA 2006 St. Mary's College of CA

Trump, Matthew William, Clinical Adjunct Assistant Professor, Internal Medicine, 2015 (2015); DO 2008 Des Moines University

Truong, Thomas Dung, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2014 University of Iowa

Trusty, Debra Ann, Lecturer, Classics, 2017 (2017); BA 2005 University of Evansville; MA 2007 Florida State University; PHD 2016 Florida State University

Tryon, Wendy M., Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); AASC 2009 Kirkwood Community

Tsachor, Uriel, Professor, Music, 1988 (2000); BM 1980 Tel Aviv-Isreal; MM 1983 Juilliard; DMA 1987 Juilliard

Tsai, Joyce, Associate Professor, Teaching and Learning, 2016 (2016); MA 2005 Johns Hopkins University; PHD 2011 Johns Hopkins University

Tsalikian, Eva, Professor, Pediatrics, 1983 (2004); MD 1973 Athens-Greece

Tsank, Stephanie, Lecturer, Rhetoric, 2018 (2019); BA 2010 University of California, SD; MA 2012 CUNY Graduate Center, NY; PHD 2018 University of Iowa

Tschirren, Janette Rogers, Adjunct Instructor, Communication Sciences and Disorders, 2005 (1999); MA 1996 University of Iowa

Tse, Kenneth T., Professor, Music, 2002 (2013); BM 1996 Indiana University-Bloomington; MM 1998 Indiana University-Bloomington; DMA 2008 University of Illinois at Urbana Champaign

Tseng, Kevin Chingchung, Clinical Associate Professor, Prosthodontics, 2017 (2017); MS 1986 State U of New York, Buffalo; PHD 1995 State U of New York, Buffalo

Tu, Shin-Ing Jeremy, Clinical Adjunct Associate Professor, Operative Dentistry, 2001 (2012); BS 1980 Chinese Culture; DDS 1994 University of Iowa; MS 1996 University of Iowa

Tubbs, Richard M., Emeritus Associate Professor, Accounting, 1988 (1994); BA 1971 Kalamazoo; MA 1973 Illinois State; MS 1983 Illinois State; PHD 1988 Florida

Tubbs, Traviss Allen, Clinical Assistant Professor, Pharmacy Practice and Science/Pharmacy, 2010 (2010); PHARM 2001 University of Iowa

Tucker, Budd Albert, Professor, Ophthalmology Visual Science, 2010 (2019); BA 2001 Sir Wilfred Grenfell; PHD 2006 Memorial Univ, Newfoundland

Tucker, David Vance, Adjunct Assistant Professor, History, 2000 (2000); BA 1979 University of Iowa; MA 1985 University of Iowa; PHD 1999 University of Iowa

Tucker, Robert D., Associate Professor, Biomedical Engineering/Pathology, 1983 (1992); BS 1969 University of Nebraska-Lincoln; PHD 1976 The University of Minnesota-Twin Cities; MD 1978 University of Nebraska-Lincoln

Tucker, Ryan, Adjunct Assistant Professor, English, (2018); BA 2013 University of California Berk; MFA 2016 University of Iowa

Tuetken, Rebecca S., Clinical Professor, Internal Medicine, 1997 (2019); BA 1982 University of Illinois at Chicago; PHD 1989 University of Illinois at Chicago; MD 1991 University of Illinois at Chicago

Tully, Melissa, Associate Professor, Journalism Mass Communication, 2011 (2018); BA 2005 Boston; MA 2005 University of Wisconsin-Madison; PHD 2011 University of Wisconsin-Madison

Tunio, Javed, Clinical Professor, Internal Medicine, 2018 (2018); MBBS 1989 Sindh Medical college Karachi

Tunwall, Tracy Kay, Adjunct Lecturer, Accounting, 2014 (2014); BA 1992 Northern Iowa; MBA 1998 St. Ambrose

Turchet, Cristina, Adjunct Lecturer, Business Analytics, 2013 (2013); MBA 1992 Clemson

Turek, Lubomir P., Emeritus Professor, Pathology, 1982 (1997); MD 1975 Charles-Prague Czech

Turner, Christopher W., Emeritus Professor, Communication Sciences and Disorders, 1996 (1996); BS 1973 University of Wisconsin-Madison; MS 1979 The University of Minnesota-Twin Cities; PHD 1982 The University of Minnesota-Twin Cities

Turner, Eric Dean, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1997 University of Iowa; MPT 2001 University of Iowa

Turner, Melissa Louise Finlay, Lecturer, Theatre Arts, 2012 (2012); BA 2002 Northern Colorado; MFA 2005 Yale

Turner, Richard, Professor, African-American Studies/International Programs/Religion, 2001 (2010); AB 1974 Boston; MA 1976 Boston; MA 1983 Princeton; PHD 1986 Princeton

Turney, Karla Nancy, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2006 University of Iowa

Turvey, Carolyn Louise, Professor, Epidemiology/Psychiatry, 1998 (2014); BA 1987 Connecticut; PHD 1994 Yale; MS 1996 Harvard

Tutt, Gail Wilczynski, Adjunct Lecturer, Marketing, 2014 (2014); BS 1983 Rensselaer Polytechnic Inst; MS 1991 Rutgers University-New Bruns; MBA 2012 University of Iowa

Tweedy, Sarah, Adjunct Lecturer, Nursing, 2018 (2018); AS 2008 College of Saint Mary; BSN 2009 College of Saint Mary; DNP 2017 The University of Iowa

Tye, Joe B. Iii, Adjunct Assistant Professor, Health Management Policy, 1995 (2020); MA 1976 University of Iowa; MBA 1985 STANFORD

Tyler, Christopher Mark, Clinical Adjunct Assistant Professor, Family Dentistry, 1997 (2000); BA 1992 Luther; DDS 1996 University of Iowa

Tyler, Richard Sydney, Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1981 (1987); BSC 1974 Western Ontario; MS 1975 Western Ontario; PHD 1978 University of Iowa

U

Uc, Aliye, Professor, Pediatrics/Radiation Oncology, 2000 (2014); MD 1987 Istanbul

Uc, Ergun Y., Professor, Neurology, 2001 (2015); MD 1988 Istanbul

Udaykumar, H. S., Professor, Mechanical Engineering, 1999 (2008); BT 1988 Indian Inst of Tech-Madras; MS 1990 Florida; PHD 1994 Florida

Uden-Holman, Tanya Marie, Clinical Professor, Health Management Policy/Nursing, 1997 (2015); BA 1987 University of Iowa; MA 1989 University of Iowa; PHD 1992 University of Iowa

Ueda, Atsushi, Adjunct Lecturer, Biology, 2016 (2013); PHD 1997 Gunma

Ueda, Kenichi, Emeritus Associate Professor, Anesthesia, 2005 (2013); MD 1997 Kochi Medical

Uhl, Alison Maureen, Clinical Adjunct Instructor, Preventive Community Dentistry, 2012 (2012); BS 2006 University of Iowa; DDS 2010 University of Iowa

Ukabiala, Onyebuchi, Clinical Adjunct Professor, Surgery, 2007 (2007); MD 1978 Nigeria

Ullrich, Taylor Farnum, Adjunct Instructor, University College Courses, 2018 (2018); BA 2014 Virginia Tech; MA 2016 University of Iowa

Ungar, Steven R., Emeritus Professor, Cinematic Arts, 1976 (1985); BA 1966 University of Wisconsin-Madison; MA 1968 University of Wisconsin-Madison; PHD 1973 Cornell

Ungs, Kelly Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2010 University of Iowa

Unkrich, Brandelle Marie Slater, Adjunct Lecturer, Management and Entrepreneurship, 2019 (2019); BBA 2006 University of Iowa; MBA 2013 University of Iowa

Uppu, Ravitej, Assistant Professor, Physics Astronomy, (2021); BS 2008 Chennai Mathematical Institute; PHD 2015 Tata Institute of Fundamentals

Urmie, Julie M., Associate Professor, Pharmacy Practice and Science, 1999 (2010); BS 1991 University of Wisconsin-Madison; MS 1996 University of Wisconsin-Madison; PHD 1999 University of Wisconsin-Madison

Usachev, Yuriy M., Professor, Anesthesia/Neuroscience and Pharmacology, 2003 (2015); BS 1989 Kiev, Ukraine; MS 1989 Kiev, Ukraine; PHD 1993 Kiev, Ukraine

Ussavarungsi, Kamonpun, Clinical Assistant Professor, Internal Medicine, 2017 (2017); MD 2006 Mahidol University

Uthe, Sara Lynn, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); MD 2003 University of Iowa

V

Vahary, Emily, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2020 Purdue University

Vaidya, Jatin Girish, Assistant Professor, Psychiatry/ University College Courses, 2005 (2005); BS 1996 University of Illinois at Urbana Champaign; PHD 2004 University of Iowa

Valde, Jill Gaffney, Emeritus Associate Professor, Nursing, 1998 (2012); PHD 1996 Iowa State

Valentine, Ethan, Adjunct Lecturer, Psych Quant Foundations, 2020 (2020); BS 2013 University of Iowa; PHD 2018 Univ. of Iowa

Valentine, Mallory Erin, Adjunct Instructor, University College Courses, 2019 (2019); BS 2012 Univ of Wisconsin-LaCrosse; MED 2014 University of West Florida

Valentine, Richard L., Emeritus Professor, Civil-Environmental Engineering, 1982 (1996); BS 1973 University of Michigan-Ann Arbor; MSCHE 1974 University of Michigan-Ann Arbor; MS 1977 University of California-Berkeley; PHD 1982 University of California-Berkeley

Valliere, Michael James, Clinical Adjunct Assistant Professor, Surgery, 2020 (2020); BA 2010 University of Missouri; MD 2014 University of Iowa

Vamanu, Iulian, Assistant Professor, Library Information Science, 2014 (2014); BA 2000 Iasi; MA 2002 Iasi; MPHIL 2005 Central European

Van Anden, Ian C., Adjunct Instructor, University College Courses, 2020 (2020); BA 2008 Monmouth College; MS 2011 Western Illinois University

Van Auken, Newell Ann, Lecturer, Asian Slavic Languages Literature/World Languages, Literatures, and Cultures, 2011 (2021); BA 1990 Virginia; MA 1996 Washington; PHD 2006 Washington

Van Cleve, Susan Nickel, Clinical Professor, Nursing, 2016 (2016); BS 1977 University of Pittsburgh; MED 1980 Boston College; DNP 2009 Robert Morris University

Van Daele, Douglas Jerry, Professor, Otolaryngology-Head Neck Surgery/Radiation Oncology, 2003 (2017); BSE 1991 University of Iowa; MD 1996 University of Iowa

Van Demark, Duane R., Emeritus Professor, Otolaryngology-Head Neck Surgery, 1965 (1975); BA 1958 Hiram; MA 1962 University of Iowa; PHD 1962 University of Iowa

Van Den Beldt, Holly Marie, Clinical Assistant Professor, Psychiatry, (2019); MD 2015 University of Iowa

Van Der Plas, Ellen Aaltje Adriana, Research Assistant Professor, Psychiatry, 2017 (2017); BSC 2005 Leiden University; MPHIL 2007 Leiden University; PHD 2011 University of Iowa

Van Der Veer, Jon Jay, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013); BA 2003 University of Iowa

Van Deusen, Robert M., Associate Professor, Teaching and Learning, 2016 (2019); BA 1974 Coe; MA 1977 University of Iowa; PHD 1980 University of Iowa

Van Gorp, Barbara Jo, Adjunct Associate, Physical Therapy Rehab Science, 2010 (2010); BA 1991 Dordt College; MPT 2001 Concordia; DPT 2004 Concordia

Van Heukelom, Jon, Clinical Professor, Emergency Medicine, 2009 (2019); BA 2002 Central; MD 2006 University of Iowa

Van Heukelom, Paul G., Clinical Associate Professor, Emergency Medicine, 2013 (2018); MD 2008 University of Iowa

Van Iddekinge, Chad H., Professor, Management and Entrepreneurship, 2020 (2020); MS 1999 Clemson University; PHD 2001 Clemson University

Van Norman, Rachel Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2004 University of Iowa

Van Otterloo, Eric, Assistant Professor, Anatomy Cell Biology/Dental Research/Periodontics, 2019 (2019); BA 2005 Dordt College; PHD 2012 University of Iowa

Van Stippen, Josh, Lecturer, Art Art History, 2014 (2014); MFA 2014 University of Iowa

Van Thournout, Nicole Renae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARM 2004 Kansas

Van Voorhis, Brad, Professor, Obstetrics Gynecology, 1990 (2001); BS 1981 Iowa State; MD 1984 University of Iowa

Van Voorst, Tanya, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 2000 University of Northern Iowa; MA 2002 Northern Iowa

Van Winkle, James L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2003); AA 1997 Southwestern Community; PHARM 2002 University of Iowa

Vance, Carol Grace T., Clinical Assistant Professor, Physical Therapy Rehab Science, 1995 (2017); MA 1989 University of Iowa; PHD 2013 University of Iowa

Vande Berg, Jeffery Alan, Adjunct Assistant Professor, Health Management Policy, 2020 (2020); BS 1992 University of Iowa; MS 1996 University of Iowa

Vandenberg, Byron, Clinical Professor, Internal Medicine/Radiology, 2008 (2018); BA 1975 Occidental, CA; MD 1980 Georgetown

Vandenbosch, Daniel Todd, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BA 1988 Dordt; MD 1992 University of Iowa

Vander Weg, Mark William, Associate Professor, Community Behavioral Health/Internal Medicine/Psychological and Brain Sciences, 2006 (2006); BA 1992 Hope College, Holland, MI; MS 1996 Memphis, Memphis, TN; PHD 1998 Memphis, Memphis, TN

Vanderbeek, Robert Alan, Emeritus Assistant Professor, Social Work, 1990 (1990); BA 1972 Northern Iowa; MSW 1984 University of Iowa

Vandervelde, Lea S., Professor, Law-Faculty, 1978 (1985); BS 1974 University of Wisconsin-Madison; JD 1978 University of Wisconsin-Madison

Vandyke, Don C., Emeritus Professor, Epidemiology/Pediatrics, 1987 (2001); BS 1968 Villanova; MD 1975 Pennsylvania State University

Vansickel, Katherina Joy, Adjunct Instructor, Social Work, 2018 (2018); BS 2011 Upper Iowa University; MSW 2013 University of Iowa

Varadarajan, Kasturi, Professor, Computer Science, 2000 (2013); BTECH 1993 Indian Inst of Technology; PHD 1998 Duke

Varga, Steven M., Professor, Microbiology and Immunology/Pathology, 2003 (2015); BS 1993 Notre Dame; PHD 1999 Univ Mass-Med School

Vargas, Marcos Alfredo, Professor, Family Dentistry, 1994 (2008); BS 1985 Peruvian Cayetano Heredia-Peru; DDS 1985 Peruvian Cayetano Heredia; MS 1994 University of Iowa

Vargo, John David, Adjunct Assistant Professor, Occupational Environmental Health, 2003 (2003); BS 1978 Murray State; PHD 1983 Tennessee

Varnum, Kelly Leigh, Adjunct Instructor, Communication Sciences and Disorders, 1992 (1996); BS 1986 University of Iowa; MA 1989 University of Iowa

Varvel, Linda Marie, Adjunct Instructor, University College Courses, 2012 (2015); BA 2004 Central Michigan; MS 2007 Kansas State

Vasi, Ion Bogdan, Associate Professor, Management and Entrepreneurship/Sociology and Criminology, 2013 (2015); BA 1997 Bucharest; MA 1998 Central European; PHD 2005 Cornell

Vasquez, Leonel Abelardo, Clinical Associate Professor, Radiology, 2015 (2015); MD 1989 West Virginia University

Vaughan Sarrazin, Mary Susan, Associate Professor, Health Management Policy/Internal Medicine, 2005 (2010); BBA 1983 University of Iowa; MA 1986 Northwestern University; PHD 1997 University of Iowa

Vaughn, Thomas E., Associate Professor, Health Management Policy/Nursing, 1995 (2003); BS 1974 Eastern Michigan; PHD 1993 University of Michigan-Ann Arbor

Vazquez, Eric, Assistant Professor, American Studies/ Interdisciplinary Programs, (2020); BA 2003 Kenyon College; PHD 2015 Carnegie Mellon University

Veach, Lisa A., Clinical Adjunct Associate Professor, Internal Medicine, 1991 (2001); MD 1983 University of Iowa

Veach, Stevie Rae, Clinical Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2006 University of Iowa

Vecera, Shaun P., Professor, Psychological and Brain Sciences, 1998 (2007); BS 1990 Oregon; MS 1992 Carnegie Mellon; PHD 1995 Carnegie Mellon

Veeder, Tobias A., Adjunct Lecturer, Management and Entrepreneurship, 2014 (2014); BA 2006 University of Iowa; MA 2008 University of Northern Iowa

Veeh, Christopher Alvin, Assistant Professor, Social Work, 2018 (2018); BSW 2006 University of Kansas; MSW 2007 University of Kansas; PHD 2015 University of Denver

Veeramani, Suresh, Research Assistant Professor, Internal Medicine, (2020); DVM 1998 Tamil Nadu University; MS 2000 Indian Vet Research Institute; PHD 2003 Indian Vet Research Institute

Veerman, Lori Schmidt, Clinical Adjunct Assistant Professor, Operative Dentistry, 2011 (2011); BS 1981 The University of Minnesota-Twin Cities; MS 1983 University of Iowa; DDS 1987 University of Iowa

Veit, Leslie Christine, Clinical Assistant Professor, Family Medicine, (2016); BS 1992 Colorado State Univ; Colorado; MPAS 1997 Univ. of Iowa; Iowa City, IA

Veit, Lisa Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2005 University of Iowa

Vejzovic, Jennifer Rinehart, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2014 Drake University

Velasco, Richard Carlos L., Clinical Assistant Professor, Teaching and Learning, (2020); BA 2007 University of Guam; MAT 2010 University of Saint Mary; PHD 2020 Texas Tech University

Velez, Diana L., Emeritus Associate Professor, Spanish Portuguese, 1981 (1987); BA 1973 City College of New York; MA 1975 Columbia; PHD 1982 Columbia

Velur, Sathvika, Clinical Assistant Professor, Internal Medicine, 2012 (2014); MBBS 2005 Mimsr Medical, India

Veng-Pedersen, Peter, Emeritus Professor, Pharmaceutical Sciences and Experimental Therapeutics, 1984 (1994); PHAR 1970 Copenhagen; PHD 1977 Sydney

Ventullo, Anne K., Adjunct Instructor, Social Work, 2016 (2016); BSW 2006 Wartburg College; MSW 2014 St. Ambrose University

Venzon, Michael Andrew, Adjunct Instructor, University College Courses, 2005 (2014); AB 2001 St. Ambrose; MED 2003 St. Ambrose

Verger, Judy, Clinical Adjunct Professor, Nursing, 2016 (2016); MSN 1986 University of Pennsylvania; PHD 2006 University of Pennsylvania

Vermeer, Jennifer, Adjunct Assistant Professor, Health Management Policy, 2019 (2019); MPA 1995 University of Arizona; MS 2017 Dartmouth College

Vermeer, Joyce E., Adjunct Instructor, University College Courses, 2018 (2018); MA 2013 University of South Dakota

Vermeer, Micah Jess, Clinical Adjunct Instructor, Preventive Community Dentistry, 2013 (2013); BA 2005 Central College; DDS 2009 University of Iowa

Verzemnieks, Inara Marie, Assistant Professor, English, 2013 (2015); MFA 2013 University of Iowa

Vick, Jenifer Ann, Lecturer, Journalism Mass Communication, 2016 (2016); BA 2005 Mount Mercy University

Viet, Brandon Lee, Adjunct Instructor, Communication Sciences and Disorders, 2016 (2016); BA 2002 University of Iowa; MA 2004 University of Iowa

Vigil, Gretchen Elizabeth, Clinical Associate Professor, Pediatrics, 2000 (2007); BS 1994 Drake; MD 1997 University of Iowa

Vigmostad, Sarah Celeste, Associate Professor, Biomedical Engineering/Mechanical Engineering, 2008 (2015); BS 2001 University of Iowa; MS 2003 University of Iowa; PHD 2007 University of Iowa

Vignato, Julie Ann, Assistant Professor, Nursing, 2017 (2019); BSN 1996 University of Rochester; MSN 2008 St Joseph's College of Maine; PHD 2016 University of San Diego

Vijh, Anand M., Professor, Finance, 1994 (2000); BTECH 1977 Indian Inst of Technology; MBA 1979 Indian Inst of Technology; PHD 1987 University of California-Berkeley

Vikas, Praveen, Clinical Assistant Professor, Internal Medicine, 2012 (2012); MBBS 2002 Smt Municipal

Vikram, Ajit, Assistant Professor, Internal Medicine, (2017); PHD 2011 NIPER

Villacreses Rada, Raul A., Clinical Assistant Professor, Internal Medicine, 2015 (2019); MD 2008 Universidad Catolica De Santi

Villalvazo, Yolanda R., Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2009 University of Iowa

Villamil, Anne Patricia, Professor, Economics, 2013 (2013); BA 1980 University of Rochester; PHD 1988 The University of Minnesota-Twin Cities

Villarini, Gabriele, Professor, Civil-Environmental Engineering, 2012 (2020); MS 2003 La Sapienza, Univ of Rome; PHD 2008 University of Iowa; MBA 2018 University of Iowa

Villarreal, Christopher James, Instructor, Military Science, (2019); HS 2003 Harlington HS

Villhauer, Tanya J., Adjunct Lecturer, Health and Human Physiology, 2005 (2007); SCB 1987 University of Iowa; MA 1991 University of Iowa

Vincent, Steven Douglas, Emeritus Professor, Oral Path, Radiology/Medicine/Pathology, 1984 (1994); BA 1976 McPherson-Kansas; DDS 1981 Missouri; MS 1984 University of Iowa

Vinquist, Kelly, Clinical Associate Professor, Psychiatry, 2015 (2019); BS 2001 Mount Mercy College; PHD 2010 University of Iowa

Viray, Michael, Clinical Assistant Professor, Internal Medicine, (2020); MD 2002 Univ of Santo Tomas

Vispoel, Walter P., Professor, Psych Quant Foundations, 1987 (2000); BA 1978 University of Illinois at Chicago; MED 1979 University of Illinois at Chicago; PHD 1987 University of Illinois at Urbana Champaign

Visser, Lukas L., Adjunct Instructor, University College Courses, (2019); BA 2013 University of Iowa; MS 2015 St. Cloud State University

Vitali, Rachel, Assistant Professor, Mechanical Engineering, (2020); BSE 2015 University of Michigan Ann Arbor; MSE 2017 University of Michigan Ann Arbor; PHD 2019 University of Michigan Ann Arbor

Vizzini, Robert Charles, Lecturer, World Languages, Literatures, and Cultures, 2010 (2010); BA 1982 Gallaudet; MA 1992 Liberty, VA

Vlach, Saba Khan, Assistant Professor, Teaching and Learning, (2019); BA 1996 University of Texas at Austin; MA 2011 Texas Women's University; PHD 2019 University of Texas at Austin

Vlastos, Stephen, Emeritus Professor, History, 1976 (1989); AB 1966 Princeton; PHD 1977 University of California-Berkeley

Vogan, Travis Thad, Associate Professor, American Studies/Journalism Mass Communication, 2012 (2017); BA 2003 Western Washington; MA 2006 Vermont; PHD 2011 Indiana University-Bloomington

Vogel, Carissa Jean, Professor, Law-Faculty, (2020); BA 2000 University of California-Berkeley; JD 2005 University of New Hampshire; MLIS 2008 University of Washington

Vogel, Jacob F., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2005 Drake University

Vogel, John T., Clinical Adjunct Instructor, Family Medicine, 2020 (2020); BS 2008 Iowa State University; DO 2012 Des Moines University

Vogel, Julie M., Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2006 Des Moines

Vogelgesang, Kari Lynn, Clinical Assistant Professor, Teaching and Learning, 2015 (2016); BA 2001 University of Iowa; AMLS 2010 University of Iowa; PHD 2015 University of Iowa

Vogelgesang, Scott A., Clinical Professor, Internal Medicine/Ophthalmology Visual Science, 1995 (2004); BS 1980 The University of Minnesota-Twin Cities; MD 1987 South Dakota

Voigt, Michael D., Emeritus Professor, Internal Medicine, 1996 (2004); MBCHB 1978 Pretoria-South Africa

Vollstedt, Keith Alan, Clinical Adjunct Assistant Professor, Surgery, 2008 (2008); MD 1987 University of Iowa

Vombatkere, Sudhir Gurunandan, Adjunct Associate Professor, International Programs, 2016 (2009); ME 1974 Poona; PHD 1987 Indian Inst of Technology, Mad

Von Davier, Alina, Adjunct Professor, Psych Quant Foundations, (2019); PHD 2000 Ott-von-Guericke University

Von Lehmden, Kelly Kathleen, Adjunct Lecturer, Teaching and Learning, 2016 (2016); BBA 1989 University of Iowa

Vonderhaar, Kathleen Maria, Assistant Professor, Orthopaedics and Rehabilitation, (2020); BS 2008 Loyola University Chicago; MD 2014 University of Iowa

Vorhis, Justin, Lecturer, Classics, (2019); BA 2010 The Ohio State University; MA 2012 University of California LA; PHD 2017 University of California LA

Vos, Brandon Jay, Clinical Adjunct Assistant Professor, Endodontics, 2011 (2011); BA 2005 Central -Pella; DDS 2009 University of Iowa

Vos, Susan Staggs, Clinical Professor, Pharmacy Practice and Science, 2006 (2020); BS 2000 Tennessee @ Knoxville; PHARMD 2003 Tennessee Hlth Sci Cen

Voss, Alex Joseph, Lecturer, Health and Human Physiology, 2013 (2016); MS 2009 University of Illinois at Urbana Champaign

Voss, Michelle Webb, Associate Professor, Psychological and Brain Sciences, 2012 (2020); BS 2004 University of Illinois at Urbana Champaign; MA 2008 University of Illinois at Urbana Champaign; PHD 2011 University of Illinois at Urbana Champaign

Votroubek, Kyle A., Adjunct Instructor, Social Work, 2019 (2019); DIPL 2001 Cedar Rapids Prairie High Schl; BA 2005 University of Iowa; MSW 2011 University of Iowa

Votroubek, Nathan D., Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARMD 2010 University of Iowa

Voyce, Stephen Charles, Associate Professor, English/Interdisciplinary Programs, 2011 (2016); BA 1997 Queen's; MA 2002 Western Ontario; PHD 2009 York

Vyas, Yashwant Prakash, Adjunct Instructor, University College Courses, 2020 (2020); BS 2016 Texas AM University; MPA 2019 Texas AM University

Vyas, Yatin Mahendra, Professor, Pediatrics, 2013 (2013); MBBS 1987 BJ Medical College; MD 1990 BJ Medical College

W

Wachal, Robert Stanley, Emeritus Professor, Linguistics, 1964 (1975); BA 1952 The University of Minnesota-Twin Cities; MS 1959 University of Wisconsin-Madison; PHD 1966 University of Wisconsin-Madison

Wachsmuth, Karen, Adjunct Instructor, University College Courses, 2017 (2017); BA 1979 St Johns College; MM 1985 Juilliard School; PHD 1992 Univ of Colorado at Boulder

Wachtel, Ruth E., Emeritus Associate Professor, Anesthesia, 1988 (1993); BA 1974 Cornell; PHD 1980 Duke

Wacker, David P., Emeritus Professor, Pediatrics/Psych Quant Foundations, 1982 (1992); BA 1975 Northern Colorado; MA 1978 Arizona State; PHD 1979 Arizona State

Wadas, Thaddeus J., Associate Professor, Radiology, (2019); PHD 2004 University of Rochester

Waddell, Joel, Clinical Adjunct Assistant Professor, Pediatrics, 2020 (2020); DO 2013 Des Moines University

Wadsworth, Hannah E., Clinical Assistant Professor, Neurology, (2020); PHD 2018 UT Southwestern

Wadsworth, John Steele, Associate Professor, Rehabilitation and Counselor Education, 1997 (2006); BA 1980 University of Iowa; MA 1989 University of Iowa; PHD 1996 University of Iowa

Wagener, Chadwin J., Clinical Adjunct Associate Professor, Operative Dentistry, 2004 (2013); BS 1986 Grandview, Des Moines; DDS 1990 University of Iowa

Wagenknecht, Candance, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2016 The University of Iowa

Wagner, Cheryl, Adjunct Assistant Professor, Nursing, 2019 (2019); MBA 1996 University of Iowa; PHD 2006 University of Iowa

Wagner, Conrad Alexander, Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARMD 2020 Drake University

Wagner, Jordan J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2015 University of Iowa

Wagner, Michele Louise, Clinical Adjunct Instructor, Nursing, 2000 (2000); MSN 1998 University of Iowa

Wagoner, Michael D., Emeritus Professor, Ophthalmology Visual Science, 1999 (1999); BS 1975 The University of Texas at Austin; MD 1978 Baylor

Wahle, Steven M., Clinical Adjunct Assistant Professor, Urology, 1999 (1999); MD 1985 Indiana University-Bloomington

Wahls, Terry Lynn, Clinical Professor, Epidemiology/Internal Medicine/Neurology, 2000 (2003); BFA 1976 Drake; MD 1982 University of Iowa; MBA 2001 St. Thomas

Wald, Moshe, Associate Professor, Urology, 2005 (2011); MD 1999 The Hebrew Univ

Walden, Katherine E., Adjunct Instructor, Library Information Science, (2019); BM 2014 Vanderbilt University; MA 2016 University of Iowa; MA 2018 University of Iowa

Walder, Joseph A., Adjunct Professor, Biochemistry, 1978 (1988); PHD 1978 Northwestern Univeristy

Waldschmidt, Thomas J., Professor, Pathology, 1988 (1997); BS 1977 Marquette; PHD 1984 The University of Texas at Dallas

Walia, Anureet Kaur, Clinical Assistant Professor, Anesthesia/Pediatrics, (2018); MBBS 2006 Baba Farid U.of Health Science

Walizer, Cassandra Marie, Adjunct Instructor, University College Courses, 2017 (2017); BA 2009 UW-Whitewater; MED 2011 Texas Tech University

Walker, Elizabeth Ann, Assistant Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 2013 (2015); BA 1999 University of Iowa; MA 2002 The University of Minnesota-Twin Cities; PHD 2010 University of Iowa

Walker, George W., Emeritus Professor, Art Art History, 1966 (1988); BA 1950 Michigan State University; MA 1964 Michigan State University; MFA 1965 Michigan State University

Walker, Jennifer J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2001 South Dakota State

Walker, Jerry D., Emeritus Professor, Pediatric Dentistry, 1968 (1984); BA 1958 University of Iowa; DDS 1962 University of Iowa; MA 1969 University of Iowa

Walker, Kimberlee A., Clinical Adjunct Instructor, Nursing, 2007 (2004); BSN 1996 Marycrest International; BN 1999 Clarkson; MN 1999 Clarkson

Walker, Kristy Platz, Lecturer, Health Management Policy, 2012 (2012); BS 1983 University of Iowa; MBA 1992 University of Iowa

Walker, Nicholas E., Clinical Assistant Professor, Internal Medicine, 2015 (2015); MD 2000 University of Iowa

Walker, Robert Bruce, Lecturer, Management and Entrepreneurship, 2014 (2014); PHB 1983 Miami University; MBA 1991 University of Iowa; PHD 2011 Iowa State University

Walker, Roger Dale, Adjunct Professor, Community Behavioral Health, 2014 (2014); BS 1968 Oklahoma; MD 1972 Oklahoma

Walker, Tammie, Professor, Music, 2019 (2019); BM 1995 University of Wisconsin; MM 1997 University of Illinois; DMA 2001 University of Illinois

Walkner, Laurie Marie, Adjunct Lecturer, Community Behavioral Health, 2004 (2004); BSN 1980 University of Iowa; MA 1992 University of Iowa

Wall, Geoffrey, Clinical Adjunct Assistant Professor, Internal Medicine, 2014 (2014); PHARMD 1998 Idaho State University

Wall, Michael, Professor, Ophthalmology Visual Science, 1991 (1996); BS 1972 Tulane; MD 1976 Tulane

Wall-Saeugling, Kimberly Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2010 University of Iowa

Wallace, Anne Marie, Clinical Associate Professor, Communication Sciences and Disorders, 1992 (1992); BA 1978 University of Iowa; MA 1979 University of Iowa

Wallace, Lincoln Russell, Clinical Adjunct Instructor, Family Medicine, 2018 (2018); BS 1989 N Dakota State Univ, ND; MD 1995 Univ of IA CCOM, IowaCity,IA

Wallace, Robert B., Emeritus Professor, Epidemiology/Internal Medicine, 1972 (1979); BS 1964 Northwestern Univeristy; MD 1967 Northwestern Univeristy; MSC 1972 State Univ of New York-Buffalo

Wallingford, Tyler, Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); MS 2012 Creighton University; DDS 2017 University of Iowa

Wallrath, Lori Lyn, Professor, Biochemistry, 1996 (2009); BS 1986 Michigan State University; PHD 1991 Michigan State University

Walrod, Zachary Kent, Adjunct Instructor, Health and Human Physiology, (2019); BA 2009 Luther College; MS 2013 Illinois State University

Walsh, Emily O., Adjunct Assistant Professor, Earth and Environmental Sciences, 2016 (2010); PHD 2003 University of California-Los Angeles

Walsh, Jarrett Elbert, Assistant Professor, Otolaryngology-Head Neck Surgery, (2017); BS 2003 Atlantic State University; MD 2011 University of South Carolina

Walsh, Keenan Cooper, Adjunct Assistant Professor, Interdisciplinary Programs, 2018 (2018); BA 2011 Bennington College; MFA 2018 University of Iowa

Walsh, Rachel Danielle Tranter, Clinical Assistant Professor, Emergency Medicine, 2016 (2016); BS 2010 Boise State University; MPAS 2013 University of Iowa

Walsh, Thomas, Associate Professor, Marketing, 2013 (2018); BS 1979 Eastern Michigan; MBA 1981 Michigan State University

Walter, Alka Cornelius, Clinical Assistant Professor, Family Medicine, 2018 (2017); MBBS 1995 Christian Med Coll, India

Walter, Gayle, Lecturer, Health and Human Physiology, 2016 (2016); BS 2000 Independence University; MPH 2007 Walden University; PHD 2010 Walden University

Walton, Richard E., Emeritus Professor, Family Dentistry, 1983 (1983); BA 1961 Washington; DMD 1965 Oregon; MS 1970 University of Illinois at Urbana Champaign

Wanat, Carolyn L., Emeritus Associate Professor, Educ Policy Leadership Studies, 1990 (1996); BS 1969 Central Missouri State; MA 1973 Central Missouri State; EDS 1978 Wichita; PHD 1990 University of Wisconsin-Madison

Wandling, Elizabeth Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2020 Cedarville University

Wang, Boxiang, Assistant Professor, Statistics Actuarial Science, 2018 (2018); PHD 2018 University of Minnesota

Wang, Chao, Assistant Professor, Industrial Engineering, (2019); MS 2018 Univ of Wisconsin Madison; DPHIL 2019 University of Wisconsin - Madison

Wang, Dongxu, Adjunct Associate Professor, Radiation Oncology, 2011 (2018); BS 2006 Njing, China; MS 2009 University of Wisconsin-Madison; PHD 2011 University of Wisconsin-Madison

Wang, Grace, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2020 (2020); BA 1991 Northwestern University; BS 1991 Northwestern University; MD 1995 University of Illinois

Wang, Jing, Professor, Marketing, 2005 (2019); PHD 2005 Northwestern University

Wang, Jun, Professor, Chemical Biochemical Engineering/Civil-Environmental Engineering/Physics Astronomy, 2015 (2015); MS 1999 Chinese Academy of Sciences; PHD 2005 University of Alabama

Wang, Kai, Professor, Biostatistics, 1999 (2013); BA 1986 Lanzhou; MA 1989 Nankai; MA 1996 University of Iowa; PHD 1999 University of Iowa

Wang, Lihe, Professor, Mathematics, 1993 (1997); BA 1979 Peking-China; MS 1983 Peking-China; MS 1986 University of Illinois at Chicago; PHD 1989 Courant

Wang, Tong, Assistant Professor, Business Analytics, 2016 (2016); BS 2010 Beijing University; MS 2012 MIT; PHD 2016 MIT

Wang, Wei-Yeh, Emeritus Professor, Biology, 1975 (1987); BS 1966 National Taiwan; PHD 1972 Missouri

Wang, Yangyang, Assistant Professor, Mathematics, 2018 (2018); BS 2010 Beijing Normal University; PHD 2016 University of Pittsburgh

Wang, Yi, Assistant Professor, Social Work, (2019); BA 2004 Hohai University - China; MSW 2011 George Warren Brown School of Social Work; DR 2019 Washington Uni - St. Louis; MA 2019 Washington University - St. Louis; MSW 2019 Washington University - St Lou

Wang, Yu, Lecturer, Political Science, (2018); LLB 2001 Foreign Affairs College, Chi; MA 2007 New York University, NY, USA; PHD 2009 New York University, NY, USA

Wang, Zhaoyuan, Adjunct Associate Professor, Mechanical Engineering, 2015 (2015); PHD 2005 The University of Texas at Arlington

Wannemuehler, Michael J., Adjunct Professor, Microbiology and Immunology, 2010 (2010); PHD 1981 Louisville

Ward, Emily Kristen, Adjunct Lecturer, Nursing, 2018 (2018); BSN 2007 Millikin University; MBA 2014 University of Iowa

Ward, Kelly, Clinical Associate Professor, Obstetrics Gynecology, 2004 (2011); BS 1996 UNI of the Pacific; MD 2000 South Dakota SOM

Ward, Larry D., Emeritus Professor, Law-Faculty, 1972 (1978); BS 1966 Kansas; JD 1969 Kansas; MAC 1996 University of Iowa

Ward, Marcia M., Professor, Health Management Policy, 1997 (2006); BA 1973 The Ohio State University; MA 1976 The Ohio State University; PHD 1981 The Ohio State University

Ward, Michael, Lecturer, Health and Human Physiology, 2015 (2015); BA 2005 UMass, Dartmouth; MS 2007 Bridgewater State University; PHD 2015 Springfield College

Warner, Courtney M., Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); AASC 2015 Kirkwood Community College

Warner-Blankenship, Matthew Alan, Adjunct Lecturer, Law-Faculty, (2019); BA 2001 Grinnell College; MS 2004 University of Iowa; JD 2011 University of Iowa

Warren, Janice Marie, Adjunct Lecturer, Rehabilitation and Counselor Education, 2015 (2003); BME 1985 Michigan State University; MA 1993 University of Iowa

Warren, John Joseph, Professor, Preventive Community Dentistry, 1999 (2009); BS 1981 University of Iowa; DDS 1986 University of Iowa; MS 1991 University of Iowa

Warren, Stephen A., Professor, American Studies/History, (2020); BA 1992 Indiana University-Bloomington; MA 1994 Arizona State University; PHD 2000 Indiana University-Bloomington

Warth, Holly D., Adjunct Instructor, Social Work, 2015 (2015); BSW 2005 University of Iowa; MSW 2013 Washington Univ - St. Louis

Warwick, Celsiana, Assistant Professor, Classics, (2019); BA 2012 University of California Davis; MA 2014 University of California LA; PHD 2018 University of California LA

Washburn, Kevin Kyle, Professor, Law-Faculty, 2018 (2018); JD 1993 Yale Law School

Washington, M. Todd, Professor, Biochemistry/Radiation Oncology, 2003 (2015); BA 1992 The Ohio State University; BSC 1992 The Ohio State University; PHD 1998 The Ohio State University

Wasserman, Edward A., Professor, Psychological and Brain Sciences, 1972 (1983); BA 1968 University of California-Los Angeles; PHD 1972 Indiana University-Bloomington

Wassink, Thomas Henry, Professor, Pediatrics/Psychiatry, 1999 (2012); BA 1985 Northwestern University; MD 1993 University of Illinois at Chicago

Waterbury, Nancee Virginia, Adjunct Associate Professor, Pharmacy Practice and Science, 2002 (2013); PHARMD 2000 University of Iowa

Waters, Thomas Samuel, Clinical Adjunct Instructor, Family Medicine, 2020 (2020);

Watkins, Gordon L., Emeritus Associate Professor, Radiology, 1989 (2006); BSC 1967 Sir John Cass College-London; PHD 1983 Southern California

Watkins, Jorrell, Adjunct Assistant Professor, Creative Writing, 2020 (2020); MFA 2020 University of Iowa

Watkins, Shannon Lea, Assistant Professor, Community Behavioral Health, (2019); PHD 2015 Indiana University

Watson, Amy Nichole, Adjunct Assistant Professor, Marketing, 2020 (2020); BS 2006 Missouri State University; MBA 2007 Missouri State University; PHD 2011 University of Arkansas

Watson, Carol A., Clinical Adjunct Professor, Nursing, 1972 (2009); BSN 1970 University of Iowa; MA 1973 University of Iowa; PHD 1979 University of Iowa

Watson, David B., Emeritus Professor, Psychological and Brain Sciences, 1993 (1993); BS 1975 Santa Clara; PHD 1982 The University of Minnesota-Twin Cities

Watson, Lucas W., Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2016); PHARMD 2014 University of Iowa

Watson, Megan Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARMD 2014 University of Iowa

Watt, Sherry Kay, Professor, Educ Policy Leadership Studies/Public Policy Center, 2000 (2016); BA 1990 University of North Carolina at Greensboro; MS 1993 North Carolina State; PHD 1997 North Carolina State

Waziri, Rafiq, Emeritus Associate Professor, Psychiatry, 1966 (1971); BS 1956 American University of Beirut; MD 1960 American University of Beirut

Weathers, Nicole Marie, Adjunct Lecturer, Nursing, 2018 (2018); BSN 2006 University of Iowa; MSN 2015 University of Iowa

Webber, Jackie Rae, Adjunct Instructor, Pharmacy Practice and Science, 2015 (2015); BSPH 1995 University of Iowa

Weber, Andrea Nicole Ryan, Clinical Assistant Professor, Internal Medicine/Psychiatry, 2017 (2017); MD 2012 University of Iowa

Weber, Brooke Jordyn, Adjunct Assistant Professor, Pharmacy Practice and Science, (2019); PHARMD 2018 University of Iowa

Weber, Gina Lynn, Adjunct Instructor, Communication Sciences and Disorders, 2008 (2008); BA 1996 Central College; MA 2007 Northern Iowa

Weber, Larry Joseph, Professor, Civil-Environmental Engineering/Public Policy Center, 1994 (2007); BS 1989 University of Iowa; MS 1990 University of Iowa; PHD 1993 University of Iowa

Weber, Mary, Assistant Professor, Microbiology and Immunology, 2017 (2017); PHD 2014 Texas AM Health Sci Ctr

Weber, Ryan Robert, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHARMD 2009 Drake University

Weber, Wendy, Adjunct Associate Professor, Pharmacy, 2018 (2018); PHARMD 1997 North Dakota State

Weber-Gasparoni, Karin, Professor, Pediatric Dentistry, 2003 (2018); DDS 1994 Estadual Brazil; MS 1999 University of Iowa; PHD 2003 University of Iowa

Weckmann, Michelle, Clinical Associate Professor, Family Medicine/Psychiatry, 2005 (2018); BA 1993 North Central IL; MS 1995 The Ohio State University; MD 2000 University of Wisconsin-Madison

Wedeking, Suzanne Elizabeth, Lecturer, Spanish Portuguese, 2015 (2018); BA 2011 University of Iowa; MA 2015 University of Iowa

Weeks, Daniel L., Professor, Biochemistry/Pediatrics, 1987 (2001); BS 1976 Purdue University Main Campus; PHD 1983 Purdue University Main Campus

Weest-Carrasco, Pamela Ann, Adjunct Assistant Professor, Music, 2013 (2013); BM 1975 Indiana University-Bloomington; MM 1977 Indiana University-Bloomington

Weetman, David Brian, Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (1997); BSPH 1991 University of Iowa; MS 1995 Johns Hopkins

Weger, Natalie Sofia, Clinical Assistant Professor, Surgery, 2018 (2020); DO 2001 Des Moines University

Wehby, George Labib, Professor, Economics/Health Management Policy/Public Policy Center, 2007 (2017); PHD 2006 University of Iowa

Wei, Shunguang, Assistant Professor, Internal Medicine, (2016); BS 1986 Fudan Univ, China; MS 1997 Shandong Med Univ, China; PHD 2007 University of Iowa

Weigel, Ronald, Professor, Anatomy Cell Biology/Biochemistry/Molecular Physiology Biophysics/Surgery, 2005 (2005); MD 1986 Yale; PHD 1986 Yale; MBA 2005 Wharton- Univ. of Penn.

Weilbrenner, Carl Allen, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); DDS 1984 University of Iowa

Weiler, John M., Emeritus Professor, Internal Medicine, 1977 (1991); BS 1967 University of Michigan-Ann Arbor; MD 1971 Temple

Weiler, Kay Boese, Emeritus Associate Professor, Nursing, 1982 (1995); BS 1972 Indiana University-Bloomington; JD 1985 University of Iowa; MA 1986 University of Iowa

Weinberger, Miles, Emeritus Professor, Pediatrics, 1975 (1980); BA 1960 Pittsburgh; MD 1965 Pittsburgh

Weiner, George J., Professor, Internal Medicine/Pharmaceutical Sciences and Experimental Therapeutics, 1989 (2000); BA 1978 Johns Hopkins; MD 1981 The Ohio State University

Weiner, Joshua, Professor, Biology/Psychiatry, 2004 (2017); BA 1992 Northwestern University; PHD 1999 University of California-Los Angeles

Weiner, Lukasz Dobromir, Clinical Assistant Professor, Pediatrics, 2019 (2019); MD 2013 Medical University of Lublin

Weiner, Rebecca Larie, Clinical Assistant Professor, Pediatrics, (2019); BS 2009 University of East Carolina; MD 2012 University of East Carolina

Weingeist, Thomas A., Emeritus Professor, Ophthalmology Visual Science, 1975 (1983); BA 1963 Earlham; PHD 1969 Columbia; MD 1972 University of Iowa

Weinkauf, Adam, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARM 2011 University of Iowa

Weinstein, Stuart L., Professor, Orthopaedics and Rehabilitation/Pediatrics, 1976 (1984); BA 1968 University of Illinois at Urbana Champaign; MD 1972 University of Iowa

Weir, Robert F., Emeritus Professor, Pediatrics/Religion, 1988 (1988); BA 1965 McMurry; BD 1968 Emory; MA 1970 Princeton; PHD 1972 Princeton

Weirich, Frank H., Associate Professor, Civil-Environmental Engineering/Earth and Environmental Sciences, 1988 (1988); BSC 1973 Toronto-Canada; MSC 1979 McMaster; PHD 1982 Toronto

Weis, Robert F., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1977 University of Iowa

Weismann, Amy, Lecturer, Interdisciplinary Programs/Law-Faculty, 2006 (2016); JD 2000 University of Iowa

Weismann, Douglas N., Emeritus Associate Professor, Pediatrics, 1977 (1984); AB 1968 Occidental; MD 1972 University of Arizona; MS 1977 University of Iowa

Weiss, David S., Professor, Microbiology and Immunology, 1998 (2017); BA 1985 Swarthmore; PHD 1991 University of California-Berkeley

Weiss, Doyle L., Emeritus Professor, Marketing, 1987 (1987); BS 1957 Kansas; MS 1960 Carnegie Mellon; PHD 1965 Carnegie Mellon

Weiss, Jerrold P., Emeritus Professor, Internal Medicine, 1997 (1997); BS 1973 State Univ of New York; PHD 1981 New York University

Weiss, Robert M., Professor, Internal Medicine, 1989 (2004); BA 1976 Northwestern University; MD 1982 University of Michigan-Ann Arbor

Welch, Catherine Jo, Professor, Psych Quant Foundations, 2007 (2007); BBA 1980 University of Iowa; MA 1984 University of Iowa; PHD 1990 University of Iowa

Welch, Emma L., Adjunct Instructor, University College Courses, 2020 (2020); BS 2014 Liberal Arts Sciences

Welch, Heidi Marie, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2003 Univ of Wisconsin-Madison; MPT 2005 Univ of Wisconsin-Madison

Welch, Kelly, Adjunct Lecturer, Finance, 2013 (2013); PHD 1999 University of Illinois at Chicago

Welch, Myron D., Emeritus Professor, Music, 1980 (1984); BM 1965 Michigan State University; MM 1966 Michigan State University; EDD 1973 University of Illinois at Urbana Champaign

Welch, Tara S., Adjunct Associate Professor, Classics, 2015 (2015); BA 1990 University of So California; BA 1993 Oxford University; PHD 1999 University of California-Los Angeles

Welder, Emily R., Clinical Assistant Professor, Family Medicine, (2019); BS 2011 Buena Vista University; MD 2016 University of Iowa

Welker, Angela Maria, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM 1999 University of Iowa

Weller, Paul A., Emeritus Professor, Finance, 1990 (1994); BA 1968 Oxford-England; MA 1973 Essex-Oxford; PHD 1981 Essex-Oxford

Wellington, Melanie Anne, Clinical Associate Professor, Pediatrics, 2017 (2017); MD 1995 Duke University; PHD 2005 University of Rochester

Wellnitz, Kari Aline, Clinical Assistant Professor, Pediatrics, 2018 (2018); MD 2011 Univ of Texas-Houston Med Sch

Wells, Lilimore V., Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); DPT 2008 Des Moines University

Wells, Mickey Lee, Emeritus Associate Professor, Pharmaceutical Sciences and Experimental Therapeutics, 2008 (2008); BSPH 1987 University of Iowa; PHD 1990 University of Iowa

Wells, Tammy Jo, Clinical Adjunct Assistant Professor, Family Medicine, 2014 (2014); BS 1988 Iowa State University; MD 1993 University of Iowa

Welsh, Michael James, Professor, Internal Medicine/Molecular Physiology Biophysics/Neurology, 1981 (1987); BS 1970 University of Iowa; MD 1974 University of Iowa

Welter, Karli J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2020 (2020); PHARM 2020 University of Iowa

Welter, Trisha Lynn, Adjunct Instructor, Health and Human Physiology, 2010 (2010); BA 2006 University of Iowa; MPH 2008 University of Iowa

Welton, Marie Therese, Clinical Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); BSE 1991 University of Iowa; DDS 1997 University of Iowa

Wemmie, John A., Professor, Molecular Physiology Biophysics/Neurosurgery/Psychiatry, 2000 (2013); BA 1989 Central; MD 1996 University of Iowa; PHD 1996 University of Iowa

Wentzell, Emily Anne, Associate Professor, Anthropology, 2010 (2016); BA 2003 Johns Hopkins; MA 2006 University of Michigan-Ann Arbor; PHD 2009 University of Michigan-Ann Arbor

Wentzien, Jane Marie, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 1990 University of Iowa; MPT 1993 University of Iowa

Wertz, Christopher A., Emeritus Associate Professor, Asian Slavic Languages Literature, 1977 (1980); BA 1963

Columbia; MA 1969 University of Michigan-Ann Arbor; PHD 1971 University of Michigan-Ann Arbor

Wertz, Philip W., Emeritus Professor, Oral Path, Radiology Medicine, 1990 (1993); BA 1971 Rutgers University-New Brunswick; PHD 1976 University of Wisconsin-Madison

Wesely, Pamela Mary, Associate Professor, Teaching and Learning, 2009 (2015); BA 1996 Yale; MA 1998 New York; PHD 2009 The University of Minnesota-Twin Cities

Wesemann, Daniel Edward, Clinical Assistant Professor, Nursing, 2015 (2015); MN 2006 University of Iowa; MSN 2008 University of Iowa; DNP 2015 Rush University

Wessel, Jan Reinhold, Associate Professor, Neurology/ Psychological and Brain Sciences, 2015 (2020); PHD 2011 University of Cologne, Germany

Wessels, Caitlin Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); PHARM 2014 University of Iowa

Wessels, Jana Sue, Adjunct Associate Professor, Health Management Policy, 2020 (2020); BA 1975 University of Iowa; JD 1978 University of Iowa; MBA 1990 University of Iowa

West, Cynthia A., Adjunct Instructor, Social Work, 2013 (2013); MSW 2001 St. Ambrose

West, Steven Ensley, Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2016 (2016); DDS 1976 University of Iowa

Westefeld, John S., Emeritus Professor, Psych Quant Foundations, 1991 (1999); BA 1972 University of North Carolina at Chapel Hill; MPH 1973 University of North Carolina at Chapel Hill; PHD 1978 University of North Carolina at Chapel Hill

Westergaard, Nickolas Harry, Lecturer, Management and Entrepreneurship, 2012 (2012); BA 2001 University of Iowa

Westermann, Robert, Assistant Professor, Orthopaedics and Rehabilitation, 2016 (2017); BS 2007 Pacific Lutheran University; MD 2011 University of Washington

Westermann, Shawna Jane, Clinical Associate Professor, Internal Medicine, 2003 (2018); BA 1994 Augustana; MD 1998 University of Iowa

Westfall, Ruth Ellen, Lecturer, Spanish Portuguese, 2005 (2012); BA 1984 University of Iowa; MA 1987 Indiana University-Bloomington; PHD 1995 The University of Texas at Austin

Westlake, Casey Nora, Adjunct Instructor, University College Courses, (2019); BS 2007 Ohio University; MA 2009 Swansea University, Wales UK

Westlund, Erik, Lecturer, Sociology and Criminology, 2015 (2019); BA 2006 THE UNIVERSITY OF MARYLAND-COLLEGE PARK; MA 2007 Johns Hopkins; MSC 2007 University of Oxford; MA 2013 Johns Hopkins; PHD 2015 Johns Hopkins University

Wetlaufer, Gerald, Emeritus Professor, Law-Faculty, 1985 (1991); BA 1967 Princeton; JD 1972 Yale

Wettach, Matthew B., Clinical Adjunct Assistant Professor, Family Dentistry, 2016 (2016); BA 2012 Luther; DDS 2016 University of Iowa

Weyeneth, Jeffrey Grant, Clinical Adjunct Assistant Professor, Nursing, 2019 (2019); BS 1990 Bradley University Peoria IL; MD 1994 University of Illinois Peoria

Whalen, Sean R., Clinical Adjunct Assistant Professor, Pediatric Dentistry, (2019); BS 1999 Loras College; DDS 2003 University of Iowa

Whaley, Deborah Elizabeth, Professor, African-American Studies/American Studies, 2007 (2017); PHD 2002 Kansas

Wheeler, Danielle Christine, Adjunct Assistant Professor, Interdisciplinary Programs, 2020 (2020); MFA 2012 University of Iowa

Wherritt, Irene Marie, Emeritus Associate Professor, Spanish Portuguese, 1980 (1984); BA 1965 University of California-Berkeley; MA 1969 University of Arizona; PHD 1977 New Mexico

Whiston, John Booker, Emeritus Professor, Law-Faculty, 1994 (2006); BA 1970 Yale; JD 1984 Montana

Whitaker, Kara, Assistant Professor, Epidemiology/Health and Human Physiology, (2018); BS 2009 University of Michigan; MPH 2011 University of South Carolina; PHD 2015 University of South Carolina

White, Amy Nicole, Adjunct Instructor, University College Courses, 2016 (2016); BS 2004 Wayne State College; MSED 2008 Wayne State College

White, Brian Alan, Adjunct Associate Professor, Health Management Policy, 2007 (2013); BA 1999 University of Iowa; JD 2002 University of Iowa

White, Connor Edward, Adjunct Assistant Professor, Creative Writing, 2017 (2017); MFA 2017 Iowa

White, Jerrold Lee, Clinical Adjunct Assistant Professor, Family Medicine, 1994 (1994); MD 1987 University of Iowa

White, Jonathan J., Adjunct Lecturer, Business Analytics, (2019); BA 1990 Coe College; MS 1992 University of Iowa; PHD 2003 University of Oklahoma

White, Katherine Margaret, Clinical Associate Professor, Internal Medicine, 2012 (2019); MD 2006 Indiana University-Bloomington

White, Susan Chrysler, Emeritus Professor, Art Art History, 2000 (2014); BA 1977 University of California-Berkeley; MFA 1980 University of California-Davis

Whitehill, Dawn Marie Marcellus, Adjunct Associate Professor, Pharmacy Practice and Science, 2008 (2008); PHARM 2001 University of Iowa

Whiteman, Charles H., Emeritus Professor, Economics, 1980 (1992); BA 1975 Kansas; PHD 1981 The University of Minnesota-Twin Cities

Whitson, Staci Louise, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 1994 Coe College; MPT 1997 University of Iowa; DPT 2014 Shenandoah University

Whitt, Elizabeth J., Emeritus Professor, Educ Policy Leadership Studies, 1997 (2003); BA 1973 Drake; MA 1977 Michigan State University; PHD 1988 Indiana University-Bloomington

Whitten, Blake, Lecturer, Statistics Actuarial Science, 2004 (2007); BS 1983 NORTHERN AZ; MS 1992 University of Wisconsin-Madison; PHD 2001 Florida State

Whitter, Tyrone Bruce, Clinical Associate Professor, Anesthesia, 1995 (2000); BS 1982 Rochester; PHD 1988 University of Iowa; MD 1991 University of Iowa

Whitters, Alan C., Clinical Adjunct Assistant Professor, Psychiatry, 2016 (1990); MD 1983 University of Iowa

- Whittington, Lorraine Lecesne**, Adjunct Lecturer, Teaching and Learning, (2018); BA 1975 Fairfield University; MSED 1984 Fordham University
- Wibbenmeyer, Lucy A.**, Clinical Professor, Surgery, 1997 (2015); BA 1987 Missouri-Columbia; MD 1991 Tennessee
- Wiblin, Raymond Todd**, Clinical Professor, Internal Medicine, 1996 (2015); MD 1990 Case Western Reserve
- Wichman, Michael D.**, Adjunct Assistant Professor, Occupational Environmental Health, 2000 (2000); AS 1976 Iowa Western Community College; BS 1978 Creighton; MS 1980 Creighton; PHD 1984 Kansas State
- Wickenkamp, Sarah K.**, Clinical Assistant Professor, Pediatrics, 2017 (2017); BS 1983 University of Iowa; MD 1986 University of Iowa
- Wicker, Chase**, Clinical Adjunct Assistant Professor, Endodontics, 2017 (2017); BS 2010 University of Iowa; DDS 2015 University of Iowa
- Wicklund, Gary A.**, Emeritus Associate Professor, Business Analytics, 1967 (1973);
- Widness, John A.**, Emeritus Professor, Pediatrics, 1988 (1992); BA 1968 Amherst; MD 1972 Duke
- Wiebel, Cara C. D.**, Adjunct Instructor, University College Courses, 2013 (2013); MA 2013 University of Iowa
- Wiedenfeld, Sara**, Clinical Assistant Professor, Pharmacy Practice and Science, 2007 (2014); PHARM 2007 Drake; PHD 2007 Drake
- Wielenga, Sara Marie**, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 2005 Augustana College; DPT 2007 University of Iowa
- Wiemer, David F.**, Professor, Chemistry/Neuroscience and Pharmacology, 1978 (1989); BS 1972 Marquette; PHD 1976 University of Illinois at Urbana Champaign
- Wiese, Chad Michael**, Clinical Adjunct Assistant Professor, Family Dentistry, 2011 (2011); DDS 2003 University of Iowa
- Wieting, Stephen George**, Emeritus Associate Professor, Sociology and Criminology, 1971 (1977); BA 1962 Whitworth; BD 1965 Princeton Theological Seminary; PHD 1971 The University of Minnesota-Twin Cities
- Wiggins, Tabitha Nicole**, Adjunct Instructor, University College Courses, 2016 (2016); BA 2009 Western Illinois; MS 2011 Central Missouri
- Wikle, Justin Greg**, Clinical Assistant Professor, Anesthesia, 2016 (2017); MD 2011 Chicago Medical School
- Wikoff, Haley Dianne**, Adjunct Lecturer, Teaching and Learning, 2020 (2020); PHD 2019 University of Iowa
- Wilbanks, Susan Diane**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2017 (2017); BSPH 1992 The University of Iowa
- Wilbur, Jason K.**, Clinical Professor, Family Medicine, 2003 (2017); BS 1995 Missouri-Columbia; MD 1999 Saint Louis
- Wilcox, Adam**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2015 (2015); PHAR 2013 University of Iowa
- Wilcox, Jonathan**, Professor, English, 1987 (2002); BA 1981 Manchester - England; PHD 1987 Cambridge - England
- Wilde, Jaron Harp**, Associate Professor, Accounting, 2013 (2018); PHD 2013 Texas A
- Wilder, David G.**, Professor, Biomedical Engineering/Occupational Environmental Health, 1994 (2013); BS 1974 Vermont; MS 1978 Vermont; PHD 1985 Vermont
- Wiley, Luke A.**, Research Assistant Professor, Ophthalmology Visual Science, 2016 (2016); BS 2002 University of Illinois at Urbana Champaign; PHD 2007 Southern Illinois University
- Wilgenbusch, Tammy Lynn Vinzant**, Clinical Assistant Professor, Pediatrics, 2010 (2010); MA 1997 Mankato State; PHD 2002 University of Iowa
- Wilken, Jason Mitchell**, Associate Professor, Physical Therapy Rehab Science, (2017); BA 1999 Luther College; MPT 2001 University of Iowa; PHD 2006 University of Iowa
- Wilkens, Kara Jo**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHARM 2015 University of Iowa
- Wilkerson, David J.**, Adjunct Lecturer, Educ Policy Leadership Studies, 2018 (2018); BA 1982 University of Northern Iowa; MS 1994 Iowa State University; PHD 1997 Iowa State University
- Wilkinson, Mark E.**, Clinical Professor, Ophthalmology Visual Science, 1997 (2007); OD 1980 Illinois College Optom Chicago
- Willard, Andrew**, Adjunct Instructor, University College Courses, 2014 (2014); AB 1975 Stanford
- Willard, Derek Hunt**, Emeritus Associate Professor, Preventive Community Dentistry, 1974 (1981); BA 1964 Rhode Island; MA 1968 Pennsylvania; PHD 1975 University of Iowa
- Willard, Pamela H.**, Emeritus Assistant Professor, Nursing/Occupational Environmental Health, 1982 (1998); BSN 1966 Cornell-New York; MS 1979 University of Iowa
- Willer, Tobias**, Adjunct Associate, Molecular Physiology Biophysics, 2014 (2014); PHD 2003 Regensburg
- Willette, Auriel A.**, Adjunct Assistant Professor, Neurology, 2016 (2016); PHD 2010 University of Wisconsin
- Willey, Michael**, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2014 (2015); BS 2005 University of Iowa; MD 2009 University of Iowa
- Williams, Aislinn**, Assistant Professor, Psychiatry, 2017 (2017); MD 2010 University of Iowa.; PHD 2010 University of Iowa.
- Williams, Brittany**, Adjunct Associate, Molecular Physiology Biophysics, (2019); BS 2012 Delaware State University
- Williams, Charles F.**, Lecturer, Rhetoric, 2012 (2014); PHD 2012 University of Iowa
- Williams, Charles J.**, Adjunct Lecturer, Law-Faculty, 2001 (2001); BBA 1985 University of Iowa; JD 1988 University of Iowa; LLM 1997 Missouri
- Williams, David Monte**, Clinical Assistant Professor, Physical Therapy Rehab Science, 2002 (2017); MPT 1993 MAYO; PHD 2011 University of Iowa
- Williams, Florence**, Assistant Professor, Chemistry, 2019 (2019); BS 2006 New York Univeristy; DPHIL 2011 University of California Irvin
- Williams, Janet Karen Day**, Professor, Nursing, 1969 (2002); BSN 1968 University of Iowa; MA 1972 University of Iowa; PHD 1989 University of Iowa

Williams, Jennifer L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHAR 2012 University of Arkansas

Williams, Jeremy Lloyd, Adjunct Lecturer, Rehabilitation and Counselor Education, 2018 (2018); BA 2005 Bethel University; MA 2015 University of St. Thomas; PHD 2018 University of Iowa

Williams, Jessica, Clinical Adjunct Instructor, Preventive Community Dentistry, (2019); DMD 2018 Univ. of Illinois - Chicago

Williams, Katlyn Earl, Lecturer, Rhetoric, (2018); PHD 2018 University of Iowa

Williams, Kristine Nordlie, Adjunct Professor, Nursing, 2012 (2012); BS 1978 Kent State; MS 1983 Connecticut; PHD 2001 Kansas

Williams, Michele, Assistant Professor, Management and Entrepreneurship, 2016 (2016); BA 1988 Johns Hopkins University; MA 2001 Columbia University; PHD 2001 U of Michigan-Ann Arbor

Williams, Nancy Ann, Clinical Professor, Psychiatry, 1998 (2011); BS 1989 Iowa State; MD 1990 University of Iowa

Williams, Rachel Marie-Crane, Associate Professor, Art History/Gender, Women's and Sexuality Studies/Teaching and Learning/University College Courses, 1999 (2005); BFA 1993 East Carolina; MFA 1995 Florida State; PHD 1999 Florida State

Williams, Vincent D., Emeritus Professor, Family Dentistry, 1972 (1991);

Williamson, Anne Elizabeth, Associate Professor, Endodontics, 2003 (2007); BS 1984 University of Nebraska-Lincoln; DDS 1988 University of Nebraska-Lincoln; CER 2003 University of Iowa; MSD 2004 University of Iowa

Williamson, H. E., Emeritus Professor, Neuroscience and Pharmacology, 1960 (1970); BS 1953 University of Wisconsin-Madison; PHD 1959 University of Wisconsin-Madison

Williamson, Megumi Aita, Assistant Professor, Periodontics, 2018 (2018); DDS 1999 Niigata University - Japan; PHD 2005 Niigata University - Japan; MS 2018 UNC - Chapel Hill

Williamson, Richard Alan, Clinical Associate Professor, Prosthodontics, 2001 (2008); BS 1976 Texas A M; DDS 1980 The University of Texas at Austin; MS 2001 University of Nebraska-Lincoln

Williamson, Roger A., Emeritus Professor, Obstetrics Gynecology, 1981 (1990); BS 1966 Colorado State; MD 1971 Baylor; MS 1971 Baylor

Willis, Derrick K., Clinical Adjunct Instructor, Teaching and Learning, 2019 (2019); BA 1985 William Penn University; MPA 2005 Park University

Willis, Elizabeth, Professor, Creative Writing, 2014 (2014); BA 1983 University of Wisconsin-Madison; PHD 1994 New York

Willis, Melissa Sue Jay, Clinical Assistant Professor, Dermatology, 2016 (2016); BS 2008 Western Illinois University; MD 2012 University of Iowa

Willour, Virginia Lea, Associate Professor, Psychiatry, 2011 (2011); BS 1992 University of Michigan-Ann Arbor; PHD 1998 Stanford

Wilson, Benjamin, Adjunct Instructor, University College Courses, 2016 (2016);

Wilson, Bryan Z., Clinical Assistant Professor, Emergency Medicine, (2020); MD 2013 U of TX Health Science Center

Wilson, Danelle Leah, Clinical Assistant Professor, Pediatrics, 2018 (2018); DO 2015 Rocky Vista University

Wilson, Elizabeth Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2016); PHARMD 2013 Creighton

Wilson, Jaime Rae, Adjunct Lecturer, Nursing, 2015 (2014); BSN 2009 University of Iowa; DNP 2018 University of Iowa

Wilson, Jason Aaron, Adjunct Lecturer, Nursing, 2018 (2018); BSN 2006 Drexel University; MSN 2008 Drexel University

Wilson, Jeffrey Scott, Clinical Professor, Internal Medicine, 1989 (2003); BS 1978 University of Iowa; MD 1983 University of Iowa

Wilson, Jessica Hope, Adjunct Lecturer, Management and Entrepreneurship, 2012 (2012); BA 2004 Brown; MFA 2011 University of Iowa

Wilson, John Thurlow, Emeritus Associate Professor, Teaching and Learning, 1973 (1977); BA 1959 Northern Colorado; MA 1962 Northern Colorado; PHD 1973 Florida

Wilson, Jonathan Jay, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2019); PHARMD 2016 The University of Minnesota-Twin Cities

Wilson, Joshua B., Adjunct Assistant Professor, Dermatology, 2016 (2016); BA 2001 Luther College; MD 2005 University of Iowa

Wilson, Mark Cooper, Clinical Professor, Internal Medicine, 2004 (2004); BA 1981 Westminster; MD 1985 Texas Tech; MPH 1991 Johns Hopkins

Wilson, Mary Edythe, Professor, Epidemiology/Internal Medicine/International Programs/Microbiology and Immunology, 1986 (1997); BA 1975 Carleton; MD 1980 Rochester

Wilson, Reid G., Adjunct Assistant Professor, Health and Human Physiology, 2020 (2020); DPT 2015 University of Iowa

Wilson, Saul, Assistant Professor, Neurosurgery, 2011 (2012); MD 2003 Louisiana State

Wilson, Tajuan, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2019 (2019); BA 2007 Ouachita Baptist University; MPA 2009 Keller Graduate School of Mgt; EDD 2015 Lindenwood University

Wilson, Thomas, Clinical Adjunct Instructor, Preventive Community Dentistry, 1989 (1989); DDS 1987 University of Iowa

Wilson Kimber, Marian, Professor, Music, 2004 (2017); BA 1983 University of North Carolina at Greensboro; MM 1989 Florida State; PHD 1993 Florida State

Wiltfang, Pamela Florence, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); BA 2008 University of Iowa; PHARMD 2012 University of Iowa

Windschitl, Paul D., Professor, Psychological and Brain Sciences, 1997 (2009); BA 1991 Creighton; MS 1993 Iowa State; PHD 1996 Iowa State

Windsor, Jimmy John, Clinical Associate Professor, Anesthesia, 2017 (2017); MD 1995 University of Miami

Winet, Jon, Emeritus Professor, Art Art History/Public Policy Center, 2002 (2014); BA 1979 University of California-Berkeley; MA 1979 San Francisco State

Wing, Adrien K., Professor, International Programs/Law-Faculty, 1987 (1993); AB 1978 Princeton; MA 1979 University of California-Los Angeles; JD 1982 Stanford

Wing, Daniel Thomas, Clinical Adjunct Assistant Professor, Emergency Medicine, 2016 (2016); BA 2005 Drake University; DO 2009 Des Moines University

Winga, Edward R., Clinical Adjunct Assistant Professor, Internal Medicine, 1982 (1991); MD 1962 University of Iowa

Wingate, Christine, Lecturer, English as Second Language, 2015 (2015); BA 2012 The Ohio State University; MA 2015 University of Illinois at Urbana Champaign

Winkelmann, Susan Jane, Adjunct Lecturer, Teaching and Learning, 2018 (2018); MS 1985 Western Illinois University

Winker, Michael Joseph, Lecturer, Health and Human Physiology, 2016 (2016); BA 1988 Mount Mercy University; MA 1999 University of Iowa

Winkler, Mark Alan, Lecturer, Marketing, 2012 (2012); BS 1979 Shippensburg, PA; MBA 2001 University of Iowa

Winn, Bryon Stephen, Professor, Theatre Arts, 1995 (2011); BA 1992 Weber State; MFA 1995 University of Iowa

Winn, Richard, Adjunct Professor, Neurosurgery, 2015 (2010); MD 1968 Pennsylvania

Winnike, Rebecca Jane, Clinical Assistant Professor, Obstetrics Gynecology, 2015 (2015); BSN 1994 Univ. TX Med. Branch Galveston; MSN 2000 The University of Texas at Austin

Winokur, Patricia Lee, Professor, Internal Medicine, 1993 (2009); BA 1981 Brown; MD 1985 Washington-St. Louis

Winters, Juliane, Clinical Adjunct Instructor, Preventive Community Dentistry, 2018 (2018); BS 2012 Wartburg College; DDS 2017 University of Minnesota

Wirtjes, Julianne, Adjunct Lecturer, Teaching and Learning, (2019); BA 1986 Mount Mercy University; MED 1998 College of St. Scholastica

Wise, Lindsay, Adjunct Instructor, Radiology, 2019 (2019); BA 2006 University of Northern Iowa

Witry, Matthew John, Assistant Professor, Internal Medicine/Pharmacy Practice and Science, 2014 (2014); PHARM 2008 University of Iowa; PHD 2013 University of Iowa

Witt, Doris S., Associate Professor, English, 1994 (2001); BA 1984 Centre; MA 1987 Virginia; PHD 1995 Virginia

Witt, Travis J., Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2006 University of Iowa; MD 2010 Univ of IA CCOM; Iowa City, IA

Wittenberg, Craig, Clinical Adjunct Associate Professor, Family Medicine, 2004 (2004); BA 1987 University of Iowa; MD 1991 University of Iowa

Wittenberg, David H., Associate Professor, Cinematic Arts/English, 1998 (2004); BA 1987 Yale; MA 1989 Northwestern University; PHD 1995 Johns Hopkins; MARCH 1996 University of California-Berkeley

Wittmer, Jason Bradley, Clinical Adjunct Assistant Professor, Internal Medicine, (2019); MD 1997 University of Kansas

Wittrock, Cory Allen, Clinical Associate Professor, Emergency Medicine, (2020); MD 2006 University of Iowa

Witzke, Brian J., Adjunct Assistant Professor, Earth and Environmental Sciences, 2015 (1982); BA 1974 University of Wisconsin-Milwaukee; MS 1976 University of Iowa; PHD 1981 University of Iowa

Wo, James Clement, Assistant Professor, Public Policy Center/Sociology and Criminology, 2017 (2017); BA 2010 University of California, Irvi; MA 2012 University of California, Irvi; PHD 2017 University of California, Irvi

Woerdehoff, Chris Arthur, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BS 2011 University of Iowa; DPT 2013 University of Iowa

Woerner, Robert F., Emeritus Associate Professor, English, 1957 (1966);

Wohlgenannt, Markus, Professor, Physics Astronomy, 2002 (2015); MS 1997 Graz-Austria; PHD 2000 Utah

Woida, Kathleen, Adjunct Professor, Earth and Environmental Sciences, 2020 (2020); PHD 1991 University of Iowa

Wojciak, Armeda Jean, Assistant Professor, Psych Quant Foundations/Public Policy Center, 2014 (2014); PHD 2014 Florida State

Wokosin, Michael J., Adjunct Lecturer, Marketing, 2018 (2018); BBA 1988 University of Iowa; MBA 1996 University of Chicago

Wold, Marc S., Professor, Biochemistry/Radiation Oncology, 1989 (2000); BS 1979 California Inst of Technology; PHD 1984 Johns Hopkins

Wolf, Anthony David, Assistant Professor, Military Science, 2005 (2005); BGS 1987 University of Iowa; AA 1995 Kirkwood Community; MA 2002 University of Iowa

Wolf, Brian Robert, Professor, Orthopaedics and Rehabilitation, 2003 (2016); BA 1989 Loyola; MD 1997 Loyola; MS 2006 University of Iowa

Wolf, Christopher Shane, Clinical Adjunct Assistant Professor, Family Medicine, 2020 (2020); BS 2009 University of Iowa; DO 2016 Des Moines Univ; Des Moines, IA

Wolf, Kelly A., Adjunct Instructor, Pharmacy Practice and Science, 2016 (2010); BSPH 1989 University of Iowa

Wolfe, Julia J., Adjunct Assistant Professor, Art Art History, 2018 (2018); BA 2013 Rhodes College; MFA 2018 University of Iowa

Wolfe, Katherine, Associate Professor, Music, 2004 (2004); BM 1992 Indiana University-Bloomington; MM 1994 Manhattan School of Music

Wolfe, Steven L., Emeritus Professor, Family Medicine, 2001 (2008); BA 1968 Cornell; MD 1976 University of Iowa

Wolinsky, Fredric D., Emeritus Professor, Nursing, 2003 (2003); BA 1972 Friends UNI; MA 1974 Drake; PHD 1977 Southern Illinois

Woll, Addison Wayne, Adjunct Instructor, University College Courses, (2020); BS 2014 Southeast Missouri State Univ; MS 2017 University of Iowa

Wolt, Jeffrey D., Adjunct Professor, Epidemiology, 2013 (2013); MS 1975 Auburn; PHD 1979 Auburn

Wolterman, Courtney, Clinical Adjunct Instructor, Preventive Community Dentistry, 2014 (2014); AASC 2001 Des Moines

Woltz, Jana Lee, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM 2006 Drake University

Wong, Cynthia, Professor, Anesthesia, 2015 (2015); MD 1984 University of Illinois at Chicago

Wong, Pak Chung, Adjunct Assistant Professor, Business Analytics/Computer Science, (2020); PHD 1997 University of New Hampshire

Wong, Samuel Wai-Yun, Clinical Assistant Professor, Pediatrics, (2020); DO 2011 Midwestern University - Chicago

Woo, Wai N., Adjunct Associate Professor, Psych Quant Foundations, (2019); PHD 2006 University of Texas - Arlington

Wood, Heidi Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2017); PHAR 2008 Iowa

Wood, Kelly Elizabeth, Clinical Professor, Pediatrics, 2010 (2020); BS 2000 University of Iowa; MD 2004 University of Iowa

Wood, Shari M., Adjunct Instructor, Pharmacy Practice and Science, 2000 (2000); BS 1993 University of Iowa; BSPH 1993 University of Iowa

Wood, Susannah Margaret, Associate Professor, Rehabilitation and Counselor Education, 2006 (2012); BA 1997 Richmond(VA); MED 2000 William Mary; PHD 2006 William Mary

Woodard, Fredrick, Emeritus Associate Professor, English, 1973 (1979); BA 1961 Iowa Wesleyan; MA 1971 University of Iowa; PHD 1976 University of Iowa

Woodhead, Jerold C., Emeritus Associate Professor, Pediatrics, 1979 (1988); BA 1967 Stanford; MD 1971 Yale

Woodman, Catherine L., Associate Professor, Family Medicine/Psychiatry, 1990 (2000); BA 1981 Brown; MD 1985 Brown

Woodroffe, Lisa Marie, Clinical Assistant Professor, Orthopaedics and Rehabilitation/Pediatrics, 2018 (2018); MD 2014 University of Iowa

Woods, Anna Marie, Clinical Adjunct Instructor, Preventive Community Dentistry, 2013 (2013); DDS 2008 The University of Minnesota-Twin Cities

Woods, Kenneth Todd, Adjunct Instructor, Radiology, 2013 (2013); BS 1990 Medical College of Georgia

Woods-Groves, Suzanne, Adjunct Associate Professor, Teaching and Learning, 2008 (2014); BS 1998 Auburn; MED 1999 Auburn; PHD 2007 Auburn

Woods-Jaeger, Briana A., Adjunct Assistant Professor, Community Behavioral Health, 2012 (2012); MS 2006 Washington; PHD 2010 Washington

Woods-Swofford, Wendy, Clinical Adjunct Assistant Professor, Pediatrics, 2009 (2009); MD 2002 Missouri - KC; MPH 2008 Vanderbilt

Woodworth, Benjamin James, Adjunct Instructor, Social Work, 2015 (2015); BA 1996 Buena Vista University; MSW 1999 University of St. Thomas

Woodworth, George, Emeritus Professor, Biostatistics/Statistics Actuarial Science, 1971 (1996); BA 1962 Carleton; PHD 1966 The University of Minnesota-Twin Cities

Woolson, Robert F., Emeritus Professor, Biostatistics/Epidemiology/Statistics Actuarial Science, 1972 (1981); BA 1967 Delaware; PHD 1972 University of North Carolina at Chapel Hill

Worrell, James B., Emeritus Associate Professor, Neurology, 2001 (2001); BA 1964 University of Iowa; MD 1967 University of Iowa

Worthington, Kristan Sorenson, Assistant Professor, Biomedical Engineering, 2016 (2017); BS 2009 Utah State University; MS 2009 Utah State University; PHD 2014 University of Iowa

Wortman, William E., Clinical Adjunct Assistant Professor, Internal Medicine, 2015 (2015); MD 2011 University of Nebraska-Lincoln

Wortmann, Gail B., Adjunct Lecturer, Teaching and Learning, 2017 (2017); MA 1986 Northeast Missouri State; MA 2004 Iowa State University

Wretman, Debra, Adjunct Lecturer, Teaching and Learning, 2015 (2014); BS 1978 Iowa State; MA 1983 Northeast Missouri

Wright, Arlene, Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BSPH 1981 Drake

Wright, Brittany Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2016 (2016); PHAR 2014 University of Iowa

Wright, David Bradley, Adjunct Associate Professor, Public Policy Center, 2012 (2018); PHD 2011 University of North Carolina at Chapel Hill

Wright, Megan Ruth, Lecturer, English as Second Language, 2016 (2016); MA 2011 Northeastern State University; MED 2016 The University of Missouri

Wright, Michael Eugene, Associate Professor, Molecular Physiology Biophysics, 2008 (2017); BS 1994 Nevada; PHD 2000 Washington

Wu, Chun-Fang, Professor, Biology, 1979 (1989); BS 1969 Tunghai-Taiwan; PHD 1976 Purdue University Main Campus

Wu, David C., Adjunct Assistant Professor, Management and Entrepreneurship/Mechanical Engineering/University College Courses, 2015 (2019); PHD 1986 University of Toronto

Wu, Li, Professor, Microbiology and Immunology, (2019); BS 1994 Northwest China Normal Univ; MS 1997 Lanzhou Inst of Biological Pro; PHD 2000 Shanghai Medical College

Wu, Meng, Adjunct Associate Professor, Biochemistry/Pharmacy, 2012 (2016); BS 1987 Peking,China; MS 1995 Tongji,China; PHD 2004 Regensburg,Germany

Wu, Shelly C., Adjunct Instructor, University College Courses, 2018 (2018);

Wu, Susan, Adjunct Lecturer, Teaching and Learning, 2019 (2019); MSED 2005 Bank Street College of Educ

Wu, Xiaodong, Professor, Electrical-Computer Engineering/Radiation Oncology, 2005 (2016); BS 1992 Peking; MCS 1995 Peking; PHE 2002 Notre Dame

Wu, Ying-Qing, Emeritus Professor, Mathematics, 1993 (2001); BS 1982 Hehai-China; MS 1984 Beijing-China; PHD 1987 Beijing-China

Wu, Yu-Hsiang, Associate Professor, Communication Sciences and Disorders, 2010 (2018); PHD 2007 University of Iowa

Wunder, Charles C., Emeritus Professor, Molecular Physiology Biophysics, 1954 (1971); AB 1949 Washington and Jefferson; MS 1952 Pittsburgh; PHD 1954 Pittsburgh

Wurster, Dale Eric, Emeritus Professor, Pharmaceutical Sciences and Experimental Therapeutics, 1982 (1996); BS 1974 University of Wisconsin-Madison; PHD 1979 Purdue University Main Campus

Wurth, Michael Gerard, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARM 1999 University of Illinois at Chicago

Wyatt, Mark A., Adjunct Instructor, University College Courses, 2008 (2014); AA 1997 Kirkwood Community College

Wyeth, Mark C., Adjunct Lecturer, Law-Faculty, 2015 (2015); LLM 1988 University of London

Wyman, Wayne Herrington, Lecturer, Music, 2012 (2014); BS 1987 Tennessee-Knoxville; MM 1994 Austin Peay State

X

Xia, Junyi, Adjunct Assistant Professor, Radiation Oncology, 2011 (2011); BS 1996 Xhe Jian, China; MS 2003 Memphis; PHD 2009 Florida

Xia, Ting, Adjunct Assistant Professor, Biomedical Engineering, 2016 (2014); PHD 2007 University of Iowa

Xiao, Shaoping, Associate Professor, Mechanical Engineering, 2003 (2008); BS 1995 Univ of Science and Tech China; MS 1998 Univ of Science and Tech China; PHD 2002 Northwestern Univeristy

Xie, Jian, Research Assistant Professor, Internal Medicine, 2017 (2017); PHD 2002 UT Southwestern

Xie, Xian Jin, Professor, Biostatistics/Preventive Community Dentistry, 2017 (2017); MS 1998 University of Iowa; MS 2001 University of Iowa; PHD 2005 University of Iowa

Xie, Yuliang, Assistant Professor, Biomedical Engineering, (2020); BS 2007 Zhejiang University; MS 2010 Zhejiang University; PHD 2016 Pennsylvania State

Xiong, Jinhua, Emeritus Associate Professor, Radiology, 2003 (2003); MEE 1986 Tsinghua Beijing; PHD 1995 The University of Texas at Austin

Xu, Jun, Clinical Assistant Professor, Surgery, (2017); MBBS 2003 Tongji Univeristy

Xu, Jun, Clinical Assistant Professor, Surgery, 2017 (2017); MD 2010 Case Western Reserve Univ

Xu, Weiyu, Associate Professor, Electrical-Computer Engineering, 2011 (2018); MS 2005 Tsinghua,(Beijing); MS 2006 Cal Tech; PHD 2008 Cal Tech

Xu, William, Clinical Assistant Professor, Anesthesia, (2019); MD 1990 Hubei College of Chinese Med

Y

Yablon, Nicholas, Associate Professor, American Studies/History, 2003 (2009); BA 1994 Birmingham, England; PHD 2002 University of Illinois at Chicago

Yack, H. John, Emeritus Associate Professor, Physical Therapy Rehab Science, 1994 (1994); BS 1973 New

Hampshire; MS 1981 University of North Carolina at Chapel Hill; PHD 1987 Waterloo-Canada

Yaddanapudi, Sridhar, Clinical Assistant Professor, Radiation Oncology, 2016 (2016); PHD 2015 University of MO-Columbia

Yahr, Timothy Lee, Professor, Microbiology and Immunology, 2001 (2013); BS 1991 University of Wisconsin-Stevens Point; MS 1995 Medical College of Wisconsin; PHD 1998 Medical College of Wisconsin

Yale, Elizabeth Esther, Lecturer, History, 2014 (2017); BS 2002 Yale; AM 2004 Harvard; PHD 2008 Harvard

Yamada, Masaaki, Clinical Assistant Professor, Internal Medicine, 2019 (2019); MD 2006 Kanazawa University SOM

Yamada, Thoru, Emeritus Professor, Neurology, 1975 (1984); MD 1966 Nagoya

Yamaguchi, Satoshi, Assistant Professor, Neurosurgery, 2017 (2017); MD 1994 Hiroshima University

Yamashita, Hiroki, Adjunct Assistant Professor, Mechanical Engineering, 2018 (2018); MA 2012 Tokyo University of Sciences; PHD 2016 The University of Iowa

Yan, Ziying, Research Associate Professor, Anatomy Cell Biology, 2015 (2015); BS 1986 Sun Yat-Sen, China; MS 1989 Sun Yat-Sen, China; PHD 1995 Chinese Academy, China

Yang, Jianming, Adjunct Associate Professor, Mechanical Engineering, 2007 (2011); PHD 2004 THE UNIVERSITY OF MARYLAND-COLLEGE PARK

Yang, Jingzhen, Adjunct Associate Professor, Community Behavioral Health, 2004 (2010); BA 1982 Suzhou, China; MPH 1999 Indiana University-Bloomington; PHD 2004 University of North Carolina at Chapel Hill

Yang, Ling, Associate Professor, Anatomy Cell Biology, 2014 (2020); BS 1995 Lanzhou Univ (China); MS 1998 Lanzhou Univ (China); PHD 2007 Kent State University

Yang, Shujie, Assistant Professor, Pathology, 2013 (2013); PHD 2009 New Mexico

Yang, Tianbao, Associate Professor, Computer Science, 2014 (2020); BE 2007 Univ of Science Technology; PHD 2012 Michigan State University

Yang, Yifeng, Associate, Internal Medicine, 2020 (2020); MD 2016 Peking University Health Scien

Yang, Ying, Assistant Professor, Marketing, 2015 (2015); BS 2006 Huazhong University; MS 2008 Florida State University; PHD 2014 University of Houston

Yankowitz, Jerome, Emeritus Professor, Obstetrics Gynecology, 1993 (2003); BS 1980 Yale; MD 1986 State U of NY-Dwnst Med Cntr

Yannelis, Nicholas C., Professor, Economics, 2011 (2011); MA 1977 London-Economics; MA 1979 Rochester; PHD 1983 Rochester

Yao, Tong, Professor, Finance, 2008 (2020); BA 1991 Fudan; PHD 2001 Boston College

Yarahmadi, Alireza, Clinical Adjunct Assistant Professor, Neurology, 2011 (2011); MD 1994 Kermanshah Medical

Yarbrough, Donald B., Professor, Educ Policy Leadership Studies/Psych Quant Foundations, 1982 (2009); BA 1971 Hendrix; MA 1973 Kentucky; PHD 1982 Georgia

Yates, Brian, Adjunct Lecturer, Accounting, 2020 (2020); BS 2009 Azusa Pacific University; MA 2019 Liberty University

Yazell, Stephanie Lynn, Adjunct Instructor, University College Courses, 2018 (2018); BA 2012 University of Iowa; MED 2016 University of West Georgia

Ye, Yangbo, Professor, Mathematics, 1990 (1999); BS 1981 QingHua-China; MA 1982 Columbia; MPH 1986 Columbia; PHD 1986 Columbia

Yeager, Rebecca, Associate Professor, English as Second Language, 2012 (2020); MA 2012 Indiana University-Bloomington

Yeakel, Gregory J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); BSPH 1974 Drake

Yeaman, Charles A., Associate Professor, Anatomy Cell Biology/Internal Medicine, 2001 (2006); BS 1986 University of California-San Diego; PHD 1993 University of Wisconsin-Madison

Yearian, Stefanie Renee, Adjunct Lecturer, Nursing, 2017 (2017); BA 1996 University of Northern Iowa; AASC 1999 Kirkwood Community College; MSN 2004 University of Iowa

Yeats, Robert Evan, Emeritus Associate Professor, Music, 1973 (1981); BS 1966 Ithaca; MA 1971 University of Iowa; MFA 1977 University of Iowa

Yeh, Malcolm H., Clinical Associate Professor, Neurology, 1992 (2004); BA 1980 University of California-Berkeley; MD 1985 University of California-Davis

Yin, Jun, Adjunct Assistant Professor, Biostatistics, 2019 (2019); BS 2007 Fudan University; MS 2009 University of Iowa

Yockey, Joseph W., Professor, Law-Faculty, 2010 (2010); BA 2000 Kansas; JD 2004 University of Illinois at Urbana Champaign

Yoder, Abigail Ann, Adjunct Instructor, Social Work, (2018); DIPL 2002 Naperville North High School; BSW 2006 University of Iowa; MSW 2008 University of Iowa

Yoder, Holly Blosser, Adjunct Instructor, University College Courses, 2010 (2019); BA 1985 Eastern Mennonite; MA 2009 University of Iowa

Yoder Dowden, Amy Melinda, Clinical Associate Professor, Internal Medicine/Pediatrics, 2007 (2015); BA 2000 Missouri-Kansas; MD 2000 Missouri-Kansas

Yohe, William Tyson, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARM 2000 University of Iowa

Yonekawa, Takahiro, Adjunct Associate, Molecular Physiology Biophysics, (2018); MD 2002 Mie University; PHD 2014 Univ of Yamanashi

Yoon, Sang-Seok, Associate Professor, Asian Slavic Languages Literature/Interdisciplinary Programs, 2012 (2019); BA 1995 Korea; MA 2002 Hawaii at Manoa; PHD 2010 Hawaii at Manoa

Yoon, Si On, Assistant Professor, Communication Sciences and Disorders, (2019); MA 2012 Univ. of Ill @ Urbana; PHD 2016 Univ of Ill @ Urbana

Yorek, Mark A., Professor, Internal Medicine, 1987 (2002); BS 1976 Bemidji; PHD 1981 North Dakota

Yost, William J., Clinical Adjunct Professor, Internal Medicine, 1997 (2010); MD 1988 University of Iowa

Young, Donald Carleton, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2009 (2009); BA 1981 Drake; DO 1985 Des Moines University

Young, Jamaal, Adjunct Lecturer, Teaching and Learning, 2018 (2020); MED 2008 Texas AM University; PHD 2011 Texas AM University

Young, James R., Emeritus Assistant Professor, Family Medicine, 1976 (2002); BS 1967 Iowa State; MD 1970 University of Iowa

Young, Lance B., Clinical Adjunct Assistant Professor, Preventive Community Dentistry, 2008 (2008); BA 1989 Duke; MBA 1991 Tulane; MA 1996 West Florida; PHD 2008 University of Iowa

Young, Mark A., Emeritus Associate Professor, Chemistry, 1990 (1997); BA 1979 Princeton; PHD 1987 University of California-Berkeley

Young, Nathan Cline, Adjunct Assistant Professor, Civil-Environmental Engineering, 2008 (2008); BSE 1998 University of Iowa; MS 2000 University of Iowa; PHD 2006 University of Iowa

Young, Rachel, Associate Professor, Journalism Mass Communication, 2013 (2019); BA 1995 Beloit College; MA 2001 Missouri; PHD 2013 Missouri

Young, Samuel Matthew, Associate Professor, Anatomy Cell Biology/Otolaryngology-Head Neck Surgery, 2017 (2017); BA 1996 Princeton University; PHD 2000 U of N Carolina Chapel Hill

Youngblood, Dawn Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARM 1998 University of Iowa

Younger, Clete Benjamin, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2005 Iowa State Univ, Ames, IA; MD 2009 Univ of IA CCOM, Iowa City

Yu, Deborah, Clinical Adjunct Instructor, Preventive Community Dentistry, 2020 (2020); DDS 2018 University of Iowa

Yu, Liping, Adjunct Professor, Biochemistry, 2014 (2014); BS 1982 Southern Yangtze, China; MS 1985 University of California-Davis; PHD 1989 University of California-Davis

Yuen, Kee-Ho, Professor, Art Art History, 2000 (2009); BA 1983 Chinese of Hong Kong; MA 1988 University of Iowa; MFA 1989 University of Iowa

Yuille, Gary, Clinical Adjunct Assistant Professor, Pediatrics, 2017 (2017); MBBS 1993 University of West Indies

Yumul, Ily Kristine, Clinical Assistant Professor, Internal Medicine, 2018 (2018); MD 2008 Univ of the Philippines

Z

Zabner, Joseph, Professor, Internal Medicine, 1995 (2004); MD 1987 UnivCentral de Venezuela

Zadeii, Gholam Reza, Clinical Adjunct Associate Professor, Internal Medicine, 2004 (2013); BA 1978 Incarnate Word College; MS 1980 Incarnate Word College; MD 1984 Santiago U School of Medicine

Zaharis, Catherine Ann, Professor, Finance, 2010 (2019); BBA 1982 University of Iowa; MBA 1983 Drake

Zaheer, Asgar, Emeritus Associate Professor, Neurology, 1995 (2011); PHD 1979 Bombay-India

Zaiger, Laurie, Adjunct Lecturer, Teaching and Learning, 2016 (2014); BA 1991 University of Iowa; MA 2008 University of Iowa

Zajacz, Rita, Associate Professor, Communication Studies, 2005 (2019); BA 1995 Budapest, Hungary; MA 1998 Indiana University-Bloomington; PHD 2005 Indiana University-Bloomington

Zakharia, Yousef, Clinical Associate Professor, Internal Medicine, 2014 (2019); MD 2005 Damascus University SOM

Zalenski, Grace, Adjunct Instructor, Mathematics, 2019 (2019); BA 2012 Lewis and Clark College; MS 2016 The University of Iowa

Zaloznaya, Marina, Associate Professor, Sociology and Criminology, 2012 (2018); BA 2005 Middlebury; MS 2007 University of Wisconsin-Madison; PHD 2012 Northwestern University

Zamba, Gideon Kd, Professor, Biostatistics/Radiology, 2003 (2018); MS 1995 DU Benin; PHD 2003 The University of Minnesota-Twin Cities

Zavala, Donald, Emeritus Professor, Internal Medicine, 1969 (1976);

Zavaleta, Armando, Lecturer, Economics, 2012 (2016); BA 1996 National University of Mexico; MA 2001 El Colegio de Mexico; PHD 2012 University of Calgary

Zearley, Jennifer Rose, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2009); PHARM 2002 University of Iowa

Zebrowski, Patricia, Emeritus Professor, Communication Sciences and Disorders, 1988 (2009); BS 1977 State Univ of NY-Geneseo; MS 1981 Syracuse; PHD 1987 Syracuse

Zeithamel, Marcia C., Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARM 2005 Kansas

Zeitler, Rodney Ray, Clinical Professor, Internal Medicine, (2019); MD 1978 University of Iowa College of Medicine

Zeitler, William Andrew, Clinical Assistant Professor, Internal Medicine, (2020); BA 2005 St Olaf College; MD 2013 University of Iowa

Zellmer, Kimberly Anna, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2008 University of Iowa

Zeman, Christine Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARM 2000 University of Iowa

Zembrzuska, Hanna Dominika, Clinical Assistant Professor, Psychiatry, 2016 (2016); MD 2007 Rush Medical College

Zeng, Erliang, Associate Professor, Biomedical Engineering/Biostatistics/Dental Research/Preventive Community Dentistry, 2018 (2018); PHD 2008 Florida International Univ

Zeng, Jing, Lecturer, Chemical Biochemical Engineering, (2016); MS 2004 University of Alabama; PHD 2006 University of Alabama

Zenti, Kelsey, Adjunct Assistant Professor, Pharmacy Practice and Science, (2020); PHARM 2019 University of Iowa

Zepeda-Orozco, Diana, Clinical Adjunct Associate Professor, Radiation Oncology, 2012 (2018); MD 2003 GUADALAJARA

Zepeski, Anne, Adjunct Assistant Professor, Emergency Medicine/Pharmacy Practice and Science, 2016 (2018); PHARM 2016 University of Iowa

Zepeski, Kay Ilene, Adjunct Instructor, Pharmacy Practice and Science, 1998 (1998); BS 1981 University of Iowa

Zerwic, Julie, Professor, Nursing, 2017 (2017); PHD 1991 University of Minnesota

Zerwic, Mark Joseph, Clinical Adjunct Professor, Psychiatry, 2018 (2018); PHD 1984 Illinois Institute of Technology

Zhan, Fenghuang, Adjunct Professor, Internal Medicine, 2012 (2012); PHD 1999 Hunan Medical

Zhang, Hantao, Professor, Computer Science, 1988 (2000); BS 1981 Wuhan-China; PHD 1984 Nancy-France; PHD 1988 Rensselaer Polytechnic-France

Zhang, Jian, Professor, Pathology, 2017 (2017); MBBS 1983 Hunan Medical University; MS 1988 Hunan Medical University

Zhang, Jiexuan, Adjunct Assistant Professor, Pharmacy Practice and Science, 2018 (2018); PHARM 2016 University of Iowa

Zhang, Quanjiang, Research Assistant Professor, Internal Medicine, 2013 (2013); PHD 2007 Fourth Military Medical

Zhang, Shaoping, Assistant Professor, Periodontics, 2018 (2018); DDS 2002 University of Virginia; PHD 2011 UNC Chapel Hill; MS 2014 UNC Chapel Hill

Zhang, Xiaoyi, Professor, Mathematics, 2009 (2020); BA 1998 Zheng Zhou, China; PHD 2003 China Academy

Zhang, You-Kuan, Emeritus Professor, Earth and Environmental Sciences, 1993 (2006); BS 1978 Chamgchun Institute-China; MS 1982 Nanjing-China; PHD 1990 University of Arizona

Zhao, Kang, Associate Professor, Business Analytics, 2012 (2018); BE 2003 Beijing Inst of Tech, China; MS 2006 Eastern Michigan U; PHD 2012 Pennsylvania State University

Zheng, Huiqiang, Lecturer, Asian Slavic Languages Literature, (2019); MED 2007 Shaanxi Normal University; PHD 2013 Xiamen University; MA 2014 Purdue University

Zhone, Derek James, Clinical Associate Professor, Pediatrics, 2014 (2019); MD 2008 University of Iowa

Zhone, Leah Marie, Clinical Associate Professor, Neurology/Pediatrics, 2014 (2020); MD 2008 University of Iowa

Zhou, Xun, Associate Professor, Business Analytics, 2014 (2020); BS 2007 Harbin Institute of Technology; MS 2009 Harbin Institute of Technology; PHD 2014 The University of Minnesota-Twin Cities

Zhu, Xi, Adjunct Associate Professor, Health Management Policy, 2011 (2017); BS 2000 East China Univ; MS 2003 East China Univ; PHD 2011 The University of Minnesota-Twin Cities

Zhu, Xiaodong, Adjunct Assistant Professor, Internal Medicine, 2012 (2012); PHD 1987 Pittsburgh

Zhu, Xueyu, Assistant Professor, Mathematics, 2016 (2016); BS 2003 Zhejiang University, China; MS 2007 Royal Institute of Technology,; PHD 2013 Brown University

Ziegler, Ekhard E., Emeritus Professor, Pediatrics, 1973 (1981); MD 1964 Innsbruck-Austria

Zigrino Curto, Ines Edith, Lecturer, Computer Science, 2000 (2001); PHD 2000 University of Iowa

Zihlman, Kevin, Adjunct Instructor, Health and Human Physiology, 2015 (2015); BA 1999 Western Illinois University; MA 2005 University of Iowa

Zike, Wilbur L., Emeritus Associate Professor, Surgery, 1969 (1975); AB 1953 Houghton; MD 1957 McGill

Zimmer, John, Clinical Adjunct Instructor, Preventive Community Dentistry, 2012 (2012); BS 1979 Mankato State; DDS 1984 Marquette

Zimmerman, Dale, Professor, Biostatistics/Statistics Actuarial Science, 1986 (1999); BS 1980 Iowa State; MS 1982 The University of Minnesota-Twin Cities; PHD 1986 Iowa State

Zimmerman, Kimberly Rae Heckroth, Clinical Adjunct Assistant Professor, Family Dentistry, 2016 (2016); DDS 2007 University of Iowa

Zimmerman, Miriam Bridget, Clinical Professor, Biostatistics, 2003 (2008); BS 1978 Phillipines; MS 1982 Phillipines; MS 1984 Iowa State; PHD 1987 Iowa State

Zimmermann, Gerald Neal, Adjunct Associate Professor, Communication Sciences and Disorders, 1977 (1982); PHD 1973 University of Iowa

Zimotti, Giovanni, Lecturer, Spanish Portuguese, 2018 (2020); MA 2015 University of Alabama; PHD 2018 University of Alabama

Zingman, Leonid, Associate Professor, Internal Medicine, 2007 (2014); MD 1984 First Leningrad Medical

Zirker, Darrick J., Clinical Assistant Professor, Hospital Dentistry/Oral Maxillofacial Surgery, 2019 (2019); BA 2003 Brigham Young University; DDS 2007 University of Iowa

Zittergruen, Lisa Ann, Clinical Adjunct Instructor, Family Medicine, 2017 (2017); BS 2004 Valparaiso Univ, Indiana; MD 2009 Univ of IA CCOM, Iowa

Zlatnik, Frank J., Emeritus Professor, Obstetrics Gynecology, 1975 (1984); BA 1962 Carleton; MD 1966 Cornell

Zmolek, Michael A., Lecturer, History/Interdisciplinary Programs, 2013 (2014); BA 1988 University of Iowa; MA 1994 York; PHD 2009 York

Zukin, Jane, Adjunct Instructor, University College Courses, 2007 (2014); BA 1970 Wayne State; MA 1997 Eastern Michigan

Zurbruggen, Thomas L., Clinical Adjunct Instructor, Internal Medicine, 1982 (1988); MD 1978 University of Iowa

Zwart, Bradley Dale, Adjunct Associate, Physical Therapy Rehab Science, 2019 (2019); BA 1996 Dordt; MPT 1998 University of Iowa

Iowa Administrative Code

The Code of Iowa contains information about admission and residency rules common to Iowa's three state universities—the University of Iowa, Iowa State University, and the University of Northern Iowa. It also provides supplemental information about application to the University of Iowa. Visit Iowa Code on the Iowa Legislature website to search and read the Iowa Administrative Code.

University Calendar

Some University Calendar dates may change; see Calendars and Deadlines on the Office of the Registrar website for the most up-to-date academic calendar.

2020 Fall Semester

August 24	Opening of classes
September 7	University holiday, no classes, offices closed
November 22-29	Thanksgiving recess (consult Dentistry and Medicine collegiate offices for recess dates)
November 26-27	University holidays, offices closed
November 30	Classes resume
December 11	Close of classes
December 14-18	Final examination week
December 17-20	Commencement ceremonies*
December 24-25	University holidays, offices closed

*Fall commencement ceremonies: dates vary by college; see Commencement on the Office of the Registrar website.

2020-21 Winter Session

December 28	Opening of classes
January 1	University holiday, no classes, offices closed
January 18	Martin Luther King Jr. Convocation, all classes suspended, offices closed
January 22	Close of classes

2021 Spring Semester

January 25	Opening of classes
May 7	Close of classes
May 10-14	Final examination week
May 13-22	Commencement ceremonies**

**Spring commencement ceremonies: dates vary by college; see Commencement on the Office of the Registrar website.

2021 Summer Sessions

The University of Iowa offers several summer sessions: one 12-week session, one 8-week session, two 6-week sessions, and one 4-week session. Each session is listed below in order by its starting date.

May 18-June 10	Four-week session (final examination day: June 11)
May 18-June 24	Six-week session I (final examination day: June 25)
May 18-August 5	Twelve-week session (final examination day: August 6)
May 31	University holiday, no classes, offices closed
June 14-August 5	Eight-week session (final examination day: August 6)
June 28-August 5	Six-week session II (final examination day: August 6)
July 4-5	University holidays, no classes, offices closed

Office of the Registrar Calendars

The Office of the Registrar provides additional calendars that list detailed academic deadlines, final exam schedules, and University holidays. It also publishes a five-year academic calendar. See Calendars and Deadlines on the Office of the Registrar website.

Some University Calendar dates may change; see **Calendars and Deadlines** on the Office of the Registrar website for the most up-to-date academic calendar.

Individual College Calendars

Some University of Iowa colleges have academic year schedules that vary from the one listed above. Contact the individual colleges or visit their websites; use the A-Z Search or the Directory Search on the University of Iowa home page.

Campus Visits

Each year the University of Iowa is the destination for visitors with wide-ranging interests. Prospective and new students and their parents, new faculty and staff members, fans of intercollegiate athletics, University of Iowa Health Care patients, audiences for the visual and performing arts, museum visitors, and conference and continuing education participants are among those drawn to the campus.

Prospective and New Students

Prospective and new students should contact the Admission Visitors Center if they are interested in a campus visit. The Admission Visitors Center hosts a variety of programs for future students and their families, including large group events and individual visits tailored to specific interests. It is best to visit the campus on weekdays when classes are in session and when other University offices are open. See Visit Campus on the Office of Admissions website or call 319-335-1566 to arrange for a campus visit.

Attractions, Campus Maps, Parking

The University of Iowa website has links to campus maps, walking tours, how to arrange visits to varied attractions, and where to park on campus. For additional information about the University, use the A-Z Search on the University of Iowa home page.

Index

A

Academics at Iowa	11	Anthropology, Minor	92
Accounting	1115	Applied Behavior Analysis	1291
Accounting, Bachelor of Business Administration	1118	Applied Behavior Analysis, Graduate Certificate	1292
Accreditation: see Catalog Home	10	Applied Mathematical and Computational Sciences	1547
Actuarial Science, Bachelor of Science	1080	Applied Mathematical and Computational Sciences, Doctor of Philosophy	1548
Actuarial Science, Master of Science	1087	Applied Physics, Bachelor of Science	894
Actuarial Science: see Statistics and Actuarial Science	1068	Arabic Language, Minor	496
Administrative Officers	2033	Art and Art History	96
Adult Gerontology Acute Care Nurse Practitioner, Graduate Certificate	1841	Art, Bachelor of Arts	112
Adult Gerontology Primary Care Nurse Practitioner, Graduate Certificate	1842	Art, Bachelor of Fine Arts	118
Aerospace Studies (Air Force ROTC)	1955	Art Education, Bachelor of Arts	1367
Aerospace Studies, Minor	1957	Art History, Bachelor of Arts	115
African American Studies	32	Art History, Doctor of Philosophy	138
African American Studies, Bachelor of Arts	37	Art History, Master of Arts	134
African American Studies, Graduate Certificate	43	Art History, Minor	131
African American Studies, Minor	41	Art, Master of Arts	132
Aging and Longevity Studies	44	Art, Master of Fine Arts	136
Aging and Longevity Studies, Certificate	47	Art, Minor	130
Aging and Longevity Studies, Graduate Certificate	49	Arts Entrepreneurship	141
Aging and Longevity Studies, Minor	46	Arts Entrepreneurship, Certificate	142
Agricultural Safety and Health	1901	Asian and Slavic Languages and Literatures	143
Agricultural Safety and Health, Graduate Certificate	1902	Asian Civilizations, Master of Arts	174
American Sign Language	50	Asian Languages and Literature, Bachelor of Arts	157
American Sign Language, Minor	52	Asian Languages and Literature, Minor	167
American Studies	53	Astronomy, Bachelor of Arts	888
American Studies, Bachelor of Arts	60	Astronomy, Bachelor of Science	898
American Studies, Doctor of Philosophy	68	Astronomy, Master of Science	904
American Studies, Master of Arts	67	Astronomy, Minor	902
American Studies, Minor	65	Astronomy: see Physics and Astronomy	879
Anatomy and Cell Biology	1668	Athletic Training, Master of Science	1744
Ancient Civilization, Bachelor of Arts	246	Athletic Training: see Orthopedics and Rehabilitation	1740
Ancient Civilization, Minor	253	Audiology: see Communication Sciences and Disorders	263
Anesthesia	1673		
Anthropology	70	B	
Anthropology, Bachelor of Arts	78	Bachelor of Applied Studies	1958
Anthropology, Bachelor of Science	85	Bachelor of Applied Studies, B.A.S.	1959
Anthropology, Doctor of Philosophy	95	Bachelor of Business Administration	1125
Anthropology, Master of Arts	93	Bachelor of Liberal Studies	1961
		Bachelor of Liberal Studies, B.L.S.	1962
		Bachelor of Science in Engineering	1426
		Bachelor of Science in Engineering, B.S.E.	1428
		Bachelor of Science in Nursing, B.S.N.	1820

Belin-Blank Center for Gifted Education	1969	Campus Visits	2205
Biochemistry	1675	Career Center Programs	1971
Biochemistry, Bachelor of Arts	1678	Carver College of Medicine	1658
Biochemistry, Bachelor of Science	1681	Catalog Home	10
Biochemistry, Doctor of Philosophy	1685	Center for Diversity and Enrichment	1973
Biochemistry, Master of Science	1684	Center for the Book	1565
Biology	175	Chemical and Biochemical Engineering	1446
Biology, Bachelor of Arts	181	Chemical and Biochemical Engineering, Doctor of Philosophy	1459
Biology, Bachelor of Science	186	Chemical and Biochemical Engineering, Master of Science ...	1456
Biology, Minor	197	Chemical Engineering, Bachelor of Science in Engineering ...	1452
Biomedical Engineering, Bachelor of Science in Engineering ..	1440	Chemistry	207
Biomedical Engineering, Doctor of Philosophy	1444	Chemistry, Bachelor of Arts	212
Biomedical Engineering, Master of Science	1443	Chemistry, Bachelor of Science	217
Biomedical Science	1549	Chemistry, Doctor of Philosophy	223
Biomedical Science, Doctor of Philosophy	1552	Chemistry, Master of Science	222
Biomedical Science, Master of Science	1551	Chemistry, Minor	221
Biomedical Sciences	202	Child life track: see Health and Human Physiology, M.S.	638
Biomedical Sciences, Bachelor of Science	203	Chinese: see Asian and Slavic Languages and Literatures	143
Biostatistics	1903	Cinema, Bachelor of Arts	228
Biostatistics, Doctor of Philosophy	1909	Cinema, Minor	234
Biostatistics, Graduate Certificate	1912	Cinematic Arts	224
Biostatistics, Master of Science	1906	Civil and Environmental Engineering	1462
Book Arts, Master of Fine Arts	1568	Civil and Environmental Engineering, Doctor of Philosophy ...	1478
Book Arts: see Center for the Book	1565	Civil and Environmental Engineering, Master of Science	1476
Book Studies/Book Arts and Technologies certificate: see Center for the Book	1565	Civil Engineering, Bachelor of Science in Engineering	1471
Book Studies/Book Arts and Technologies, Graduate Certificate	1570	Classical Languages, Bachelor of Arts	250
Business Administration	1136	Classical Languages, Minor	254
Business Administration, Bachelor of Business Administration	1130	Classics	238
Business Administration, Doctor of Philosophy	1156	Classics, Doctor of Philosophy	262
Business Administration, Minor	1137	Classics, Master of Arts	259
Business Analytics	1139	Classics, Postbaccalaureate Certificate	258
Business Analytics and Information Systems, Bachelor of Business Administration	1144	Clinical and Translational Science	1974
Business Analytics (career), Master of Science	1148	Clinical and Translational Science, Certificate	1975
Business Analytics, Graduate Certificate	1154	Clinical Investigation, Master of Science	1923
Business Analytics (professional), Master of Science	1151	Clinical Investigation: see Epidemiology	1919
Business Fundamentals certificate: see Master of Business Administration Program	1225	Cognitive Science of Language	1571
Business Fundamentals, Professional Certificate	1232	Cognitive Science of Language, Graduate Certificate	1572
C		College of Business, Tippie	1109
Calendars: see University Calendar	2204	College of Dentistry	1239
		College of Education	1276
		College of Engineering	1420
		College of Law	1633

College of Liberal Arts and Sciences	17	Data Science	356
College of Nursing	1808	Data Science, Bachelor of Science	357
College of Pharmacy	1848	Dental Public Health, Master of Science	1272
College of Public Health	1870	Dental Public Health: see Preventive and Community Dentistry	1270
College Success Initiatives	1977	Dermatology	1687
College Teaching	1574	Dietary	1688
College Teaching, Graduate Certificate	1575	Dietetic Internship Program, Graduate Certificate	1691
Communication Sciences and Disorders	263	Dietetic Internship Program: see Dietary	1688
Communication Sciences and Disorders, Minor	271	Disability Studies	361
Communication Studies	278	Disability Studies, Certificate	362
Communication Studies, Bachelor of Arts	286	Distance and Online Education	1980
Communication Studies, Doctor of Philosophy	296	Division of Interdisciplinary Programs	364
Communication Studies, Master of Arts	294	Division of Performing Arts	365
Communication Studies, Minor	291	Division of World Languages, Literatures and Cultures	367
Community and Behavioral Health	1913	Doctor of Audiology, Au.D.	275
Community and Behavioral Health, Doctor of Philosophy	1915	Doctor of Dental Surgery	1242
Computer Science	298	Doctor of Dental Surgery, D.D.S.	1243
Computer Science and Engineering, Bachelor of Science in Engineering	1488	Doctor of Juridical Science, S.J.D.	1655
Computer Science and Engineering: see Electrical and Computer Engineering	1481	Doctor of Medicine	1692
Computer Science, Bachelor of Arts	303	Doctor of Medicine, M.D.	1693
Computer Science, Bachelor of Science	313	Doctor of Musical Arts, D.M.A.	855
Computer Science, Doctor of Philosophy	329	Doctor of Nursing Practice, D.N.P.	1828
Computer Science, Master of Science	328	Doctor of Pharmacy, Pharm.D.	1862
Computer Science, Minor	324	Doctor of Philosophy	1124
Course Numbering	12	Doctor of Philosophy	1153
Creative Writing (Iowa Writers' Workshop)	331	Doctor of Philosophy	1155
Creative writing—nonfiction: see English	389	Doctor of Philosophy	1193
Creative writing—undergraduate creative writing track: see English	389	Doctor of Philosophy	1213
Criminology, Law and Justice, Bachelor of Arts	1023	Doctor of Philosophy	1224
Criminology, Law and Justice, Bachelor of Science	1032	Doctor of Physical Therapy, D.P.T.	1756
Criminology, Law and Justice, Minor	1037	Drug Delivery, Certificate	1859
Criminology, Law and Justice: see Sociology and Criminology .	1010	Drug Discovery, Certificate	1860
Critical Cultural Competence	333	Drug Disposition and Metabolism, Certificate	1861
Critical Cultural Competence, Certificate	334		
D		E	
Dance	335	Earth and Environmental Sciences	371
Dance, Bachelor of Arts	343	Economics	1157
Dance, Bachelor of Fine Arts	347	Economics, Bachelor of Arts	1161
Dance, Master of Fine Arts	354	Economics, Bachelor of Business Administration	1170
Dance, Minor	352	Economics, Bachelor of Science	1165
		Economics, Doctor of Philosophy	1177
		Economics, Master of Arts	1176

Economics, Minor	1175	Environmental Policy and Planning, Bachelor of Science	446
Education Studies and Human Relations, Bachelor of Arts	1287	Environmental Policy and Planning, Minor	451
Educational Policy and Leadership Studies	1293	Environmental Sciences	453
Educational Policy and Leadership Studies, Doctor of Education	1307	Environmental Sciences, Bachelor of Arts	455
Educational Policy and Leadership Studies, Doctor of Philosophy	1309	Environmental Sciences, Bachelor of Science	460
Educational Policy and Leadership Studies, Master of Arts	1300	Environmental Sciences, Minor	470
Educational Policy and Leadership Studies, Specialist in Education	1304	Epidemiology	1919
Educational Psychology, Minor	1325	Epidemiology, Doctor of Philosophy	1928
Educational Psychology: see Psychological and Quantitative Foundations	1317	Epidemiology, Master of Science	1926
Electrical and Computer Engineering	1481	Ethics and Public Policy	472
Electrical and Computer Engineering, Doctor of Philosophy ...	1499	Ethics and Public Policy, Bachelor of Arts	473
Electrical and Computer Engineering, Master of Science	1497	Event Management	478
Electrical Engineering, Bachelor of Science in Engineering	1492	Event Management, Certificate	479
Elementary Education, Bachelor of Arts	1369	F	
Elementary Education: see Teaching and Learning	1351	Faculty	2035
Emergency Medicine	1696	Family Dentistry	1247
Emerging Infectious Disease Epidemiology	1917	Family Medicine	1698
Emerging Infectious Disease Epidemiology, Graduate Certificate	1918	Family Nurse Practitioner, Graduate Certificate	1843
Endodontics	1245	Fiction writing, graduate: see Creative Writing (Iowa Writers' Workshop)	331
Endodontics, Professional Certificate	1246	Film and Video Production, Master of Fine Arts	236
Engineering and Information Technology, Master of Science ..	1431	Film Studies, Doctor of Philosophy	237
English	389	Film Studies, Master of Arts	235
English and Creative Writing, Bachelor of Arts	415	Finance	1184
English as a Second Language	430	Finance, Bachelor of Business Administration	1188
English, Bachelor of Arts	405	Finance certificate (professional): see Master of Business Administration Program	1225
English (creative writing), Master of Fine Arts	424	Finance, Master of Science	1190
English, Doctor of Philosophy	427	Finance, Professional Certificate	1233
English Education, Bachelor of Arts	1375	Food and nutrition: see Dietary	1688
English, Master of Arts	422	Free Radical and Radiation Biology	1700
English, Master of Fine Arts	332	French and Francophone World Studies, Doctor of Philosophy .	500
English, Minor	421	French and Francophone World Studies, Master of Arts	499
English (nonfiction writing), Master of Fine Arts	425	French and Italian	481
Enterprise Leadership	434	French, Bachelor of Arts	489
Enterprise Leadership, Bachelor of Arts	435	French, Minor	497
Entrepreneurial Management	1178	G	
Entrepreneurial Management, Certificate	1182	GE CLAS Core	20
Environmental Engineering, Bachelor of Science in Engineering	1474	Gender, Health, and Healthcare Equity, Minor	525
Environmental Policy and Planning	440	Gender, Health, and Healthcare Equity minor: see Gender, Women's, and Sexuality Studies	501
Environmental Policy and Planning, Bachelor of Arts	441	Gender, Women's, and Sexuality Studies	501
		Gender, Women's, and Sexuality Studies, Bachelor of Arts	512

Gender, Women's, and Sexuality Studies, Graduate Certificate	530
Gender, Women's, and Sexuality Studies, Minor	526
General Education (College of Liberal Arts and Sciences): see GE CLAS Core	20
General Education Component (College of Engineering): see Bachelor of Science in Engineering	1428
Genetics	1576
Genetics, Doctor of Philosophy	1577
Geographic Information Science, Certificate	560
Geographic Information Science, Minor	558
Geographical and Sustainability Sciences	531
Geography, Bachelor of Arts	538
Geography, Bachelor of Science	546
Geography, Doctor of Philosophy	564
Geography, Master of Arts	562
Geography, Minor	559
Geography: see Geographical and Sustainability Sciences	531
Geoscience, Bachelor of Arts	378
Geoscience, Bachelor of Science	381
Geoscience, Doctor of Philosophy	388
Geoscience, Master of Science	387
Geoscience, Minor	386
Geoscience: see Earth and Environmental Sciences	371
Geriatric and Special Needs Dentistry	1248
Geriatric and Special Needs Dentistry, Professional Certificate	1249
German	566
German, Bachelor of Arts	571
German, Master of Arts	577
German, Minor	575
Gifted education: see Belin-Blank Center for Gifted Education	1969
Global Health Studies	578
Global Health Studies, Bachelor of Arts	584
Global Health Studies, Bachelor of Science	589
Global Health Studies, Certificate	595
Global Health Studies, Graduate Certificate	597
Global Health Studies, Minor	594
Grading	15
Graduate College	1536
Graduate Management Programs: see Master of Business Administration Program	1225
Greek, Master of Arts	260
Greek, Minor	255
Greek: see Classics	238

H

Hawkeye Talent Initiative	1982
Health and Human Physiology	598
Health and Human Physiology, Bachelor of Arts	611
Health and Human Physiology, Doctor of Philosophy	643
Health and Human Physiology, Master of Science	638
Health and Physical Activity Skills: see Health and Human Physiology	598
Health and the Human Condition, Minor	256
Health Management and Policy	1930
Health Policy, Master of Science	1935
Health Services and Policy, Doctor of Philosophy	1936
Health Services and Policy: see Health Management and Policy	1930
Health Systems, Graduate Certificate	1844
Healthcare Management	1938
Healthcare Management, Graduate Certificate	1939
Hebrew: see Religious Studies	956
History	646
History, Bachelor of Arts	660
History, Doctor of Philosophy	666
History, Master of Arts	665
History, Minor	664
Hospital Dentistry	1250
Human Physiology, Bachelor of Science	617
Human Physiology, Minor	631
Human Physiology: see Health and Human Physiology	598
Human Relations, Minor	1344
Human Rights, Certificate	1657
Human Rights certificate: see University of Iowa Center for Human Rights	1656
Human Toxicology	1579
Human Toxicology, Doctor of Philosophy	1581
Human Toxicology, Master of Science	1580
I	
Immunology	1582
Immunology, Doctor of Philosophy	1583
Industrial and Systems Engineering	1500
Industrial Engineering, Bachelor of Science in Engineering	1506
Industrial Engineering, Doctor of Philosophy	1513
Industrial Engineering, Master of Science	1510
Informatics (graduate program)	1586
Informatics	1586

Informatics, Bachelor of Arts	307
Informatics, Bachelor of Science	319
Informatics, Doctor of Philosophy	1594
Informatics, Graduate Certificate	1597
Informatics, Master of Science	1592
Informatics, Minor	325
Informatics (undergraduate): see Computer Science	298
Integrated Biology, Doctor of Philosophy	200
Integrated Biology, Master of Science	198
Intercollegiate Athletic Participation	1983
Interdepartmental Studies	667
Interdepartmental Studies, Bachelor of Arts	669
Interdisciplinary Programs, Division of	364
Internal Medicine	1702
International Business	1194
International Business, Certificate	1195
International Relations	690
International Relations, Bachelor of Arts	691
International Relations, Bachelor of Science	697
International Relations, Minor	704
International Studies	705
International Studies, Bachelor of Arts	708
International Studies, Minor	727
International Writing Program	1598
Interscholastic Athletic/Activities Administration, Certificate ...	634
Interscholastic Athletic/Activities Administration certificate: see Health and Human Physiology	598
Iowa Administrative Code	2203
Iowa Biosciences Academy	1984
Iowa Lakeside Laboratory	1985
Iowa Young Writers' Studio: see Magid Center for Undergraduate Writing	773
Italian, Bachelor of Arts	493
Italian, Minor	498
Italian: see French and Italian	481

J

Japanese: see Asian and Slavic Languages and Literatures	143
Journalism and Mass Communication	728
Journalism and Mass Communication, Bachelor of Arts	735
Journalism, Master of Arts	741
Juris Doctor, J.D.	1650

K

Korean Studies, Minor	170
Korean: see Asian and Slavic Languages and Literatures	143

L

Lakeside Laboratory: see Iowa Lakeside Laboratory	1985
Latham Science Engagement Initiative	745
Latin American Studies	746
Latin American Studies, Certificate	751
Latin American Studies, Minor	750
Latin, Master of Arts	261
Latin, Minor	257
Latin: see Classics	238
Latina/o/x Studies	753
Latina/o/x Studies, Minor	755
Leadership certificate (professional): see Master of Business Administration Program	1225
Leadership, Professional Certificate	1234
Leadership Studies	1987
Leadership Studies, Certificate	1989
Leisure Studies: see Health and Human Physiology	598
Library and Information Science	1600
Library and Information Science, Master of Arts	1604
Lifetime Leisure Skills	1992
Linguistics	756
Linguistics, Bachelor of Arts	760
Linguistics, Doctor of Philosophy	766
Linguistics, Master of Arts	765
Linguistics, Minor	764
Literary Translation	767
Literary Translation, Graduate Certificate	772
Literary Translation, Master of Fine Arts	770

M

Magid Center for Undergraduate Writing	773
Management and Entrepreneurship	1204
Management, Bachelor of Business Administration	1208
Management (undergraduate): see Management and Entrepreneurship	1204
Marketing	1214
Marketing, Bachelor of Business Administration	1218
Marketing certificate (professional): see Master of Business Administration Program	1225
Marketing, Professional Certificate	1235
Mass Communication, Minor	740

Mass Communications, Doctor of Philosophy	744	Microbiology, Doctor of Philosophy	1722
Mass Communication(s): see Journalism and Mass Communication	728	Microbiology, Master of Science	1721
Master in Medical Education, M.M.E.	1705	Microbiology, Minor	1720
Master in Medical Education: see Medical Education Program .	1704	Military Science (Army ROTC)	1995
Master of Accountancy, M.Ac.	1121	Military Science, Minor	1997
Master of Business Administration, M.B.A.	1227	Molecular Medicine	1609
Master of Business Administration Program	1225	Molecular Physiology and Biophysics	1724
Master of Business Administration Program courses: see Graduate Management Programs Courses (MBA)	1225	Museum Studies	812
Master of Clinical Anatomy, M.C.A.	1671	Museum Studies, Certificate	815
Master of Clinical Nutrition, M.C.N.	1689	Music	817
Master of Computer Science	326	Music, Bachelor of Arts	834
Master of Health Administration, M.H.A.	1933	Music, Bachelor of Music	838
Master of Laws, LL.M.	1653	Music, Doctor of Philosophy	854
Master of Physician Assistant Studies, M.P.A.S.	1764	Music Education, Bachelor of Arts	1381
Master of Public Affairs, M.P.Aff.	1619	Music, Master of Arts	852
Master of Public Health, M.P.H.	1889	Music, Minor	850
Master of Science in Nursing, M.S.N.	1826	N	
Master of Social Work, M.S.W.	1000	Native American and Indigenous Studies	858
Master of Studies in Law, M.S.L.	1654	Native American and Indigenous Studies, Certificate	861
Mathematics	782	Native American and Indigenous Studies, Graduate Certificate	862
Mathematics, Bachelor of Arts	789	Native American and Indigenous Studies, Minor	860
Mathematics, Bachelor of Science	796	Naval Science and Technology	1530
Mathematics, Doctor of Philosophy	806	Naval Science and Technology, Certificate	1531
Mathematics Education, Bachelor of Arts	1378	Neurology	1726
Mathematics, Master of Science	804	Neuroscience (Graduate College)	1611
Mathematics, Minor	803	Neuroscience (College of Liberal Arts and Sciences)	863
Mechanical Engineering	1516	Neuroscience	863
Mechanical Engineering, Bachelor of Science in Engineering .	1523	Neuroscience	1611
Mechanical Engineering, Doctor of Philosophy	1528	Neuroscience and Pharmacology	1727
Mechanical Engineering, Master of Science	1526	Neuroscience, Bachelor of Science	864
Media Entrepreneurialism	807	Neuroscience, Doctor of Philosophy	1612
Media Entrepreneurialism, Certificate	808	Neurosurgery	1729
Medical Education, Graduate Certificate	1707	Nonfiction writing: see English	389
Medical Education Program	1704	Nonprofit Leadership and Philanthropy	1998
Medical Laboratory Science	1708	Nonprofit Leadership and Philanthropy, Certificate	1999
Medical Laboratory Science, Bachelor of Science	1709	Nuclear Medicine Technology	1730
Medical Scientist Training Program	1711	Nuclear Medicine Technology, Bachelor of Science	1732
Medieval Studies	809	Nursing, Doctor of Philosophy	1839
Medieval Studies, Certificate	810	O	
Microbiology and Immunology	1713	Obstetrics and Gynecology	1736
Microbiology, Bachelor of Science	1716	Occupational and Environmental Health	1940
		Occupational and Environmental Health, Doctor of Philosophy	1948

Occupational and Environmental Health, Master of Science ..	1943	Philosophy, Bachelor of Arts	872
Online Teaching	1315	Philosophy, Doctor of Philosophy	878
Online Teaching, Graduate Certificate	1316	Philosophy, Master of Arts	877
Operative Dentistry	1251	Philosophy, Minor	876
Operative Dentistry, Professional Certificate	1252	Physical Activity and Nutrition Science, Minor	632
Ophthalmology and Visual Sciences	1738	Physical Rehabilitation Science, Doctor of Philosophy	1759
Oral and Maxillofacial Pathology, Professional Certificate	1257	Physical Rehabilitation Science, Master of Arts	1755
Oral and Maxillofacial Pathology: see Oral Pathology, Radiology, and Medicine	1255	Physical Therapy and Rehabilitation Science	1750
Oral and Maxillofacial Radiology, Professional Certificate	1258	Physician Assistant Studies and Services	1761
Oral and Maxillofacial Radiology: see Oral Pathology, Radiology, and Medicine	1255	Physics and Astronomy	879
Oral and Maxillofacial Surgery	1253	Physics, Bachelor of Arts	885
Oral and Maxillofacial Surgery, Professional Certificate	1254	Physics, Bachelor of Science	891
Oral Pathology, Radiology, and Medicine	1255	Physics, Doctor of Philosophy	905
Oral Science	1259	Physics, Master of Science	903
Oral Science, Doctor of Philosophy	1261	Physics, Minor	901
Oral Science, Master of Science	1260	Planning and Public Affairs	1613
Orthodontics	1262	Poetry writing, graduate: see Creative Writing (Iowa Writers' Workshop)	331
Orthodontics, Master of Science	1265	Political Risk Analysis	906
Orthodontics, Professional Certificate	1264	Political Risk Analysis, Certificate	907
Orthopedics and Rehabilitation	1740	Political Science	909
Orthoptics, Professional Certificate	1739	Political Science, Bachelor of Arts	917
Orthoptics: see Ophthalmology and Visual Sciences	1738	Political Science, Bachelor of Science	921
Otolaryngology—Head and Neck Surgery	1746	Political Science, Doctor of Philosophy	927
P		Political Science, Master of Arts	926
Palliative Care, Professional Certificate	1867	Political Science, Minor	925
Pathology	1747	Portuguese, Bachelor of Arts	1056
Pathology, Master of Science	1749	Portuguese, Minor	1061
Pediatric Dentistry	1266	Portuguese: see Spanish and Portuguese	1040
Pediatric Dentistry, Professional Certificate	1267	Preventive and Community Dentistry	1270
Pediatric Nurse Practitioner—Acute Care, Graduate Certificate	1845	Prosthodontics	1273
Pediatric Nurse Practitioner—Primary Care, Graduate Certificate	1846	Prosthodontics, Professional Certificate	1275
Performing Arts, Division of	365	Psychiatric/Mental Health Nurse Practitioner, Graduate Certificate	1847
Perfusion Technology, Certificate	1806	Psychiatry	1769
Perfusion Technology Certificate: see Surgery	1804	Psychological and Brain Sciences	929
Periodontics	1268	Psychological and Quantitative Foundations	1317
Periodontics, Professional Certificate	1269	Psychological and Quantitative Foundations, Doctor of Philosophy	1330
Pharmacy, Doctor of Philosophy	1869	Psychological and Quantitative Foundations, Master of Arts ..	1326
Pharmacy, Master of Science	1868	Psychological and Quantitative Foundations, Specialist in Education	1329
Philosophy	867	Psychology, Bachelor of Arts	936
		Psychology, Bachelor of Science	940

Psychology, Doctor of Philosophy	948
Psychology, Master of Arts	946
Psychology, Minor	945
Psychology: See Psychological and Brain Sciences	929
Public Digital Arts	950
Public Digital Arts, Certificate	952
Public Digital Humanities	1625
Public Digital Humanities, Graduate Certificate	1626
Public Health, Bachelor of Arts	1878
Public Health, Bachelor of Science	1883
Public Health, Graduate Certificate	1900
Public Health, Undergraduate Certificate	1888
R	
Radiation Oncology	1771
Radiation Sciences	1772
Radiation Sciences, Bachelor of Science	1780
Radiology	1800
Realizing Educational and Career Hopes: see UI REACH	1417
Rehabilitation and Counselor Education	1337
Rehabilitation and Counselor Education, Doctor of Philosophy	1349
Rehabilitation and Counselor Education, Master of Arts	1345
Religion and Media, Minor	968
Religious Studies	956
Religious Studies, Bachelor of Arts	964
Religious Studies, Doctor of Philosophy	972
Religious Studies, Master of Arts	970
Religious Studies, Minor	969
Reserve Officers' Training Corps, air force: see Aerospace Studies (Air Force ROTC)	1955
Reserve Officers' Training Corps, army: see Military Science (Army ROTC)	1995
Resilience and Trauma-Informed Perspectives	974
Resilience and Trauma-Informed Perspectives, Certificate	975
Rhetoric	976
Rhetoric and Persuasion, Minor	980
Risk Management and Insurance	1236
Risk Management and Insurance, Certificate	1237
Roy J. Carver Department of Biomedical Engineering	1433
Russian and Eastern European Studies, Minor	173
Russian, Bachelor of Arts	164
Russian, Minor	172
Russian: see Asian and Slavic Languages and Literatures	143

S

Sacred Music, Graduate Certificate	857
Sanskrit: see Asian and Slavic Languages and Literatures	143
Science Education, Bachelor of Arts	1384
Science Education: see Teaching and Learning	1351
Science Studies, Bachelor of Science	1389
Screenwriting Arts, Bachelor of Arts	231
Screenwriting arts: see Cinematic Arts	224
Second Language Acquisition	982
Second Language Acquisition, Doctor of Philosophy	984
Secondary Education: see Teaching and Learning	1351
Secondary Student Training Program	2000
Social Justice, Bachelor of Arts	518
Social Justice, Minor	527
Social Justice: see Gender, Women's, and Sexuality Studies ...	501
Social Science Analytics	986
Social Science Analytics, Certificate	987
Social Studies Education, Bachelor of Arts	1387
Social Work	989
Social Work, Bachelor of Arts	995
Social Work, Doctor of Philosophy	1008
Social Work, Minor	999
Sociology and Criminology	1010
Sociology, Bachelor of Arts	1018
Sociology, Bachelor of Science	1027
Sociology, Doctor of Philosophy	1039
Sociology, Master of Arts	1038
Sociology, Minor	1036
Spanish and Portuguese	1040
Spanish, Bachelor of Arts	1051
Spanish Creative Writing, Master of Fine Arts	1063
Spanish, Doctor of Philosophy	1064
Spanish, Master of Arts	1062
Spanish, Minor	1059
Special Collections Librarianship, Graduate Certificate	1608
Special Education: see Teaching and Learning	1351
Speech and Hearing Science, Bachelor of Arts	268
Speech and Hearing Science, Doctor of Philosophy	277
Speech and Hearing Science: see Communication Sciences and Disorders	263
Speech Pathology and Audiology, Master of Arts	272
Speech Pathology and Audiology: see Communication Sciences and Disorders	263

Sport and Recreation Management, Bachelor of Science	620	Theatre Arts, Minor	1104
Sport and Recreation Management, Master of Arts	636	Theory Pedagogy, Graduate Minor	856
Sport and Recreation Management, Minor	633	Therapeutic Recreation, Bachelor of Science	627
Sport and Recreation Management: see Health and Human Physiology	598	Therapeutic Recreation: see Health and Human Physiology ...	598
Sport Studies, Bachelor of Arts	62	Tippie College of Business	1109
Sport Studies, Minor	66	Translation for Global Literacy	1106
Sport Studies: see American Studies	53	Translation for Global Literacy, Minor	1107
Statistics and Actuarial Science	1068	Translational and Clinical Investigation	1950
Statistics, Bachelor of Science	1074	Translational and Clinical Investigation, Graduate Certificate .	1951
Statistics, Doctor of Philosophy	1088	Translational Biomedicine	1627
Statistics, Master of Science	1085	Translational Biomedicine, Master of Science	1628
Statistics, Minor	1084	Transportation Studies	1631
Stead Family Department of Pediatrics	1801	Transportation Studies, Graduate Certificate	1632
Strategic Communication, Master of Arts	742	U	
Strategic Communication: see Journalism and Mass Communication	728	UI REACH	1417
Study Abroad	2001	Undergraduate Research Experiences	2024
Supporting Offices (admissions, registrar, service center, equal opportunity and diversity, housing and dining, financial aid)	16	University Calendar	2204
Supporting Offices	16	University College	1953
Surgery	1804	University Libraries	2026
Sustainability	2020	University of Iowa Center for Human Rights	1656
Sustainability, Certificate	2021	University of Iowa Honors Program	2027
Sustainability Science, Bachelor of Science	554	University of Iowa Upward Bound	2032
Sustainability science: see Geographical and Sustainability Sciences	531	Urban and Regional Planning, Master of Science	1622
Sustainable Water Development	1532	Urology	1807
Sustainable Water Development, Graduate Certificate	1533	W	
Swahili: see French and Italian	481	Women's Studies: see Gender, Women's, and Sexuality Studies	501
T		World Language Education, Bachelor of Arts	1397
Teacher licensure/certification: see College of Education	1278	World Languages, Literatures and Cultures, Division of	367
Teaching and Learning	1351	World languages—Arabic, French, Italian, Swahili: see French and Italian	481
Teaching and Learning, Doctor of Philosophy	1412	World languages—Chinese, Japanese, Korean, Russian, Sanskrit: see Asian and Slavic Languages and Literatures	143
Teaching and Learning, Master of Arts	1399	World languages—German: see German	566
Teaching and Learning, Master of Arts in Teaching	1403	World languages—Greek, Latin: see Classics	238
Teaching and Learning, Master of Science	1410	World languages—Portuguese, Spanish: see Spanish and Portuguese	1040
Technological Entrepreneurship	1534	Writers' workshop: see Creative Writing (Iowa Writers' Workshop)	331
Technological Entrepreneurship, Certificate	1535	Writing, Certificate	777
The University of Iowa 2020-21 General Catalog	10	Writing certificate: see Magid Center for Undergraduate Writing	773
Theatre Arts	1091		
Theatre Arts, Bachelor of Arts	1099		
Theatre Arts, Master of Fine Arts	1105		