IOWA STATE UNIVERSITY
College of Design

ORIENTATION
HANDBOOK

2022-2023 Information for First-Year Design Students
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Welcome to Orientation

We are delighted that you are joining us in the College of Design at Iowa State University!

The College of Design at Iowa State University is one of the country’s most comprehensive and inclusive institutions for art and design education. Few other institutions, public or private, can boast the impressive array of disciplines we support under one collegiate “roof.” This leads to a strong and multidisciplinary network of design thinking that directly benefits you. As a student in the College of Design, you’ll work alongside your peers from disciplines including architecture, landscape architecture, fine arts, planning, and industrial, graphic, and interior design to earn a well-rounded education and build valuable relationships for the future.

Through orientation, you will learn about academic programs and services available in the College of Design, learn about the curriculum in the Core year, and register for classes.

Please ask questions to help you find answers and to ease your transition into our college. Our student services and advising personnel are committed to providing personal attention to meet all your needs.

We look forward to introducing you to the College of Design! Welcome!
Introduce yourself to the staff members—they would like to meet you and answer your questions.

<table>
<thead>
<tr>
<th>Academic Advisers</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malinda Cooper</td>
<td>288 Design</td>
<td>515.294.3680</td>
<td><a href="mailto:macooper@iastate.edu">macooper@iastate.edu</a></td>
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<tr>
<td>Advising Coordinator</td>
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<td>Learning Communities Coordinator</td>
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<tr>
<td>Anne Grevstad-Norbrock</td>
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<tr>
<td>Advising Coordinator</td>
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<tr>
<td>Rachel Hansen</td>
<td>293 Design</td>
<td>515.294.5840</td>
<td><a href="mailto:rehansen@iastate.edu">rehansen@iastate.edu</a></td>
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<tr>
<td>Advising Coordinator</td>
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<tr>
<td>Sam Johnson</td>
<td>289 Design</td>
<td>515.294.7361</td>
<td><a href="mailto:samfj@iastate.edu">samfj@iastate.edu</a></td>
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<tr>
<td>Advising Coordinator</td>
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<tr>
<td>Jeremy Miller</td>
<td>291 Design</td>
<td>515.294.1846</td>
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<tr>
<td>Advising Coordinator</td>
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<td>Honors Program Advisor</td>
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<tr>
<th>Student Services</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Jennifer Anderson</td>
<td>295 Design</td>
<td>515.294.7415</td>
<td><a href="mailto:janders@iastate.edu">janders@iastate.edu</a></td>
</tr>
<tr>
<td>Director of Recruitment</td>
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<tr>
<td>Tiffany Atilano</td>
<td>297 Design</td>
<td>515.294.0735</td>
<td><a href="mailto:tiffany@iastate.edu">tiffany@iastate.edu</a></td>
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<tr>
<td>Career Services Director</td>
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<tr>
<td>Bryce Bonnstetter</td>
<td>290 Design</td>
<td>515.294.0816</td>
<td><a href="mailto:brycebon@iastate.edu">brycebon@iastate.edu</a></td>
</tr>
<tr>
<td>Student Recruiter</td>
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<tr>
<td>Jordan Brooks</td>
<td>159 Design</td>
<td>515.294.9555</td>
<td><a href="mailto:jwbrooks@iastate.edu">jwbrooks@iastate.edu</a></td>
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<tr>
<td>Director of Equity, Inclusion</td>
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<td>Multicultural Student Success</td>
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<tr>
<td>Brooke Hartmann</td>
<td>297 Design</td>
<td>515.294.4390</td>
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<tr>
<td>Career and Student Services</td>
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<tr>
<td>Specialist</td>
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<tr>
<td>Jen Hogan</td>
<td>280 Design</td>
<td>515.294.8275</td>
<td><a href="mailto:jenhogan@iastate.edu">jenhogan@iastate.edu</a></td>
</tr>
<tr>
<td>International Programs Director</td>
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<tr>
<td>Michelle Rasmussen</td>
<td>297 Design</td>
<td>515.294.0732</td>
<td><a href="mailto:mrasmuss@iastate.edu">mrasmuss@iastate.edu</a></td>
</tr>
<tr>
<td>Student Services and Programs</td>
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<tr>
<td>Director</td>
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Design Culture Statement
Professional and respectful interaction is essential for a healthy and safe learning environment. The field of Design requires, at its core, a high level of student engagement and interactivity. The College of Design is a 24-hour-per-day, seven-day-per-week facility and our unique pedagogy and learning environments operate at all times of the day. Students participate in learning activities both inside and outside of the classroom, including studio education and immersive field study as well as labs, seminars and lectures. Students learn with a relatively small cohort of peers, and a diverse and rich culture of engagement is crucial for a successful educational experience. Diversity of cultures, backgrounds and ideas leads to rich educational discussion. Designers constantly consider multiple strategies and potential solutions to address complex issues. Decisions are made through a process of discussion and engagement including discourse, criticism, feedback and process.

Guiding Principles
We support design education that:
• Allows everyone to participate
• Respects and welcomes contrasting opinions and different perspectives
• Explores, experiments, takes risks and does all this without impinging on others

We believe that in design education:
• Diversity and engagement lead to success
• Professional and respectful interaction is essential for a healthy and safe learning environment
• Energy and intensity are required — engaging productively requires maintaining physical and psychological health
• It is important to engage multiple perspectives, including ones that differ from the author or the status quo

Students, staff and faculty will:
• Interact professionally
• Be open to other ideas
• Engage and encourage difference
• Be curious and encourage risk
• Not tolerate bullying, harassment, or disrespectful or dismissive behavior
• Follow university policies and processes
• Respect the facility and resources provided by the institution

The college administration will:
• Support departments, faculty, staff and students who do not tolerate bullying, harassment, or disrespectful or dismissive behavior
• Provide support to students, staff and faculty who are struggling with stress, emotional illness or other health concerns
Academic Advising

- Academic advising is an intentional, collaborative relationship based on trust and mutual respect that promotes the student’s development of competence, autonomy, and sound decision-making skills.
- Adviser-student interactions are grounded in teaching and learning and are vital in promoting student growth and personal development through learning, discovery, and engagement.
- The goal of academic advising is an individualized academic experience for each student developed through a mentoring relationship.

Academic Advising Relationship

A successful academic advising relationship involves fulfillment of responsibilities on the part of both the student and the academic adviser.

Student Responsibilities Include:

- Knowing Iowa State University policies and procedures
- Knowing graduation requirements for degree program
- Understanding and accepting the consequences of his/her academic decisions
- Seeking, evaluating, and acting upon advising assistance
- Taking responsibility for accomplishing his/her degree plan

Academic Adviser Responsibilities Include:

- Assisting students in achieving the learning outcomes of their academic program, their college, and the university
- Referring students to appropriate campus resources
- Empowering students to develop an academic plan appropriate to their abilities, interests, academic and career goals
- Communicating university policies and procedures accurately
FERPA – It's the LAW!

Once your student is in attendance at a postsecondary institution, their educational records are subject to FERPA (Family Educational Rights and Privacy Act of 1974). This federal law transfers the rights of access to the student's records to the student. This means that all academic information regarding your college student goes directly to the student unless the student has given specific, written permission to release that information to someone else. The exceptions to this law occur if parents or guardians document in writing that the student is still claimed as a dependent for income tax purposes or if there are legitimate and immediate health and/or safety concerns.

What does FERPA mean for you as a family member?

Generally FERPA rules mean that student academic information such as grades or academic standing (GPA, academic transcript, academic warning, academic probation, or discipline records) will be given to the student and no one else. College students are considered responsible adults who may determine who will receive information about them. College representatives are prohibited, by law, from discussing information about the student's academic record with anyone but the student.

How can I find out my student's grades?

The best way to find out how your student is doing is to ask him or her! The sharing of student academic information with family members becomes a family issue rather than an institutional issue. It is a decision that families should discuss and make together. If the student is willing, he/she can release grades to trusted third parties using the AccessPlus third-party system.

What is the real goal here?

One of the goals in the college experience is to empower students to be functional, responsible adults, and we view FERPA as being key to that process. It is an opportunity for students to take responsibility for their education, which is a substantial step toward adulthood. As faculty and staff at Iowa State University, we will always be happy to have conversations with family members regarding their student’s education (although we will be limited to what we can share), but primarily we want to be in direct communication with the student so we can pass information as directly and accurately as possible.
# Degree Programs

Learn more about each of our degree programs and find the one that’s right for you!

## Architecture
Bachelor of Architecture (BArch) is an accredited, five-year professional degree. Through a professional degree in Architecture, you gain knowledge of the way architecture reflects and shapes society and culture. Architects pursue an understanding of human perception and experience of space. Through this program of study, you acquire expertise in designing sustainable built environments through structural and material systems as well as spatial and immaterial means.

## Art & Design
Bachelor of Arts in Art & Design (BA) is a liberal arts degree offering a broad experience in the humanities. Two concentrations are available: 1) Art & Culture Concentration or 2) Visual Culture Studies Concentration. Both concentrations offer the opportunity to easily pursue a second major and still graduate within four years. The Art & Culture Concentration emphasizes studio courses, while the Visual Culture Studies Concentration explores courses in art history, theory, and criticism, museum studies, and the study of a foreign language as part of the major requirements.

## Community & Regional Planning
Bachelor of Science in Community & Regional Planning (BS) is an accredited, four-year degree that prepares you to enter the planning profession. As a professional planner, you evaluate and seize opportunities to respond to real-world problems: improving the quality of life in a community, protecting the environment, promoting equitable economic opportunity, and managing growth and change of all kinds.

## Graphic Design
Bachelor of Fine Arts in Graphic Design (BFA) is an accredited, four-year professional degree focused on the communication of complex information through print, interactive, video, and screen-based media. You will gain experience in developing a wide variety of skills, including system and design thinking methodologies, as well as gaining the ability to take complex problems and distill them into smart and concise solutions.

## Industrial Design
Bachelor of Industrial Design (BID) is an accredited, four-year professional degree that emphasizes the technical skills required to develop the products, systems, and services that people use every day. You will study in a high-tech environment exploring issues of business, engineering, design, and communication.
Integrated Studio Arts

Bachelor of Fine Arts in Integrated Studio Arts (BFA) is an accredited, four-year degree of in-depth studio work. Courses may focus on such areas as digital media, medical or scientific illustration, illustration, wood design, ceramics, jewelry and metals, drawing, painting, printmaking, two- and three-dimensional mixed media, textiles, photography, and new technological genres. Emphasis is on the crossing of conceptual and media boundaries. This is an intensive program designed to prepare you for a career as a professional artist and/or graduate study in studio art.

Interior Design

Bachelor of Fine Arts in Interior Design (BFA) is an accredited, four-year professional degree that prepares you to design the complex environments that make up building interiors. You develop expertise in ergonomics, lighting, structures, color, materials, and building and fire codes, as well as an understanding of people and the way environment affects behavior.

Landscape Architecture

Bachelor of Landscape Architecture (BLA) is an accredited, five-year professional degree focused on the careful stewardship, wise planning, and artful design of urban, suburban, rural, and wilderness landscapes. You gain a working knowledge of plants and construction, strong communication skills, and an understanding of the way natural, social, and cultural systems influence design.
Core Design Program

Students entering the College of Design attend a common set of studio and lecture classes—the design core—which prepare you to apply to any of our professional degree curricula.

**Inside College of Design**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>DSN S 102: Design Studio I</td>
<td>4.0</td>
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<tr>
<td>DSN S 110 or 115: Design Seminar I</td>
<td>1.0</td>
</tr>
<tr>
<td>DSN S 131: Design Representation</td>
<td>4.0</td>
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<tr>
<td>DSN S 132X: Digital Design Literacy</td>
<td>1.0</td>
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<tr>
<td>DSN S 183: Design Cultures</td>
<td>3.0</td>
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**Outside College of Design**

<table>
<thead>
<tr>
<th>Elective Type</th>
<th>Credit Hours</th>
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<tr>
<td>Social Science and/or Humanities Electives</td>
<td>6.0</td>
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<tr>
<td>Math and/or Science Electives</td>
<td>6.0***</td>
</tr>
<tr>
<td>English/Open Electives</td>
<td>6.0**</td>
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</table>

**Total** 31 credit hours

** All students will place into ENGL 150 or ENGL 250 based on ACT-E or SAT-V scores.

** Students who place into ENGL 250 must still complete a minimum of 31 credit hours prior to applying to enrollment-managed programs.

*** Students who intend to apply to the Architecture program are required to take either MATH 145 or PHYS 131 & 131L during their core year, and are advised to take both.

Students who intend to apply to the Landscape Architecture program are advised to take MATH 140 during their Core year. Students who intend to apply to the Industrial Design program are advised to take any physics course, ECON 101, and a MATH course.
Each first-year student in the College of Design may apply to one or more professional degree programs after successful completion of the Core Design Program.

Students typically complete the Core Design Program at the end of their first academic year and then apply to one or more professional programs in the college. Applications are due in May of each year. Students may directly enter the Bachelor of Arts in Art & Design, or the Bachelor of Science in Community & Regional Planning, after completing the Core. An application is not required for those two programs.

### Non-Enrollment-Managed Programs: No review is required
- Art & Design
- Community & Regional Planning

### Enrollment-Managed Programs: Admissions
- Architecture
- Graphic Design
- Industrial Design
- Integrated Studio Arts
- Interior Design
- Landscape Architecture

All enrollment-managed programs will use the following criteria to evaluate students:

- Minimum cumulative GPA of 2.0/4.0
- GPA from DSN S courses
Major Application Requirements

Through this common core, you will:

• Develop a rich, rigorous base for a future in any of the professional degree programs;
• Learn about many art and design disciplines so that you may make more informed degree choices and apply to multiple programs at the end of your first year;
• Experiment with interdisciplinary work at the earliest stage of your college education;
• Build a foundation for lifelong learning, no matter your eventual educational and career paths.

APPLICATION PROCESS
After completion of the Core Design Program:

1. Application Form
   • Complete the online application form.
   • You may elect to apply to more than one program and rank your choices.

2. Grade Point (GPA)
   • Fall 2022 and Spring 2023 pre-majors who earn a 3.20 out of a possible 4.00 GPA or above in their graded Design Studies (DSN S) Core courses will be admitted to their first choice of major/degree program in Graphic Design, Industrial Design, Integrated Studio Arts, Interior Design, and Landscape Architecture. You must also pass DSN S 110/115.
   • After students with a 3.20 or higher GPA are admitted, remaining seats in each program will be filled in descending order of DSN S Core GPA students who have selected the major as their first choice. (Remember that a minimum of 2.00 cumulative GPA is required for admission.)
   • Architecture applicants will need to earn a 3.30 out of a possible 4.00 Core GPA or above for a guaranteed seat in the program. We may be unable to admit first-choice students who earn below a 3.30 Core GPA due to the high number of applicants. You must also pass DSN S 110/115.
   • Students with the same Core GPA may be asked to submit visual work from Core courses to assist a department in its decision.
NOTIFICATION OF ADMISSION

• After your application materials are reviewed by faculty in each program to which you apply, you will be contacted with an admission decision.
  ◦ In this anonymous process, a match is made between the rankings resulting from the admission review and your preferential ranking of the programs to which you apply.
  ◦ Of the programs that accept you, you will be invited to enroll in the program that ranks highest on your list.
  ◦ If you are not accepted into any of your selected programs, you will also be notified at this time.

• Admission decisions and notification are completed by the end of May or beginning of June.
  ◦ Notifications will be sent via email.
  ◦ Following receipt of the notification letter, you have two weeks to accept or reject the offer.

• If you decide you would like to move to another enrollment-managed program in the College of Design, you may re-submit your materials during the next enrollment-management cycle.

• If you decide you want to move to a NON-enrollment-managed program, talk to your adviser about changing your major. These majors are
  ◦ Art & Design
  ◦ Community & Regional Planning
Digital Technology

The College of Design is one of the pioneers in digital technology at Iowa State University. The Design building and the Armory are covered for Wi-Fi access. In addition, Iowa State University as a whole is well covered by Wi-Fi access. All of the central campus green space (50 acres) is covered!

Digital technology services include:

- Three public labs with 80 machines
- Full-service output facility
- State-of-the-art GIS facility
- Virtual Reality Innovation lab
- Several satellite studios around the building and in the Armory
- Ambitious laptop program serving 500 students
- Virtual access to computer labs software 24x7
- College of Design students receive adobe creative cloud subscriptions

<table>
<thead>
<tr>
<th>Computer Labs and Output Center</th>
<th>Personal Computers</th>
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<tbody>
<tr>
<td>The Computer Labs and Output Center are located on the fourth floor in the College of Design.</td>
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<tr>
<td>• There are three public labs with a total of 80 machines.</td>
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<tr>
<td>• These labs are open to students from 8 a.m. to midnight during the week and additional hours on the weekends.</td>
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<tr>
<td>• The Output Center includes black-and-white printing, color printing, 3D printing, wide-format color and black-and-white printing, and three laser cutters. Digital cameras, video cameras, and other equipment can also be checked out from this room!</td>
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<tr>
<td>• For more information, please see the following link: <a href="http://www.design.iastate.edu/digital-technologies/">http://www.design.iastate.edu/digital-technologies/</a></td>
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<tr>
<td>• All students at Iowa State University are required to own or obtain a laptop computer or other device appropriate to their discipline.</td>
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<tr>
<td>• Because the Core Design Program emphasizes hand drawing and manual skill building, in addition to digital literacy integration within our studio courses, incoming students should purchase or bring a computer that is capable of running basic programs like Microsoft Office. Most modern computers are capable of running our design software (Adobe Creative Cloud) for the smaller projects students will complete in the digital literacy program.</td>
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<tr>
<td>• More powerful options should be considered after the student enters the professional program as additional software choices may require a different operating system (see the information about our laptop program.)</td>
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The College of Design Laptop Program helps design students purchase, use, and have assistance with maintaining their own laptop computers. After completing the Core, undergraduate students admitted into a Design major and Design graduate programs are presented with the opportunity to purchase a laptop through the college.

Benefits include:
- Newest Apple MacBook Pro or Dell 15” laptop, depending on your major
- Software and hardware support from a dedicated Laptop Program staff member
- Repayment is made to the College of Design for the included materials over a period of three academic years, rather than a high up-front expense.
- Participants own the laptop

For more information see [http://www.design.iastate.edu/digital-technologies/laptop-program-information/](http://www.design.iastate.edu/digital-technologies/laptop-program-information/)

### Design Laptop FAQ

#### Why should I have a laptop?

Iowa State University requires all students to own or obtain a laptop computer or other device appropriate to their discipline. It is believed that ownership of a laptop with the proper software loaded and configured correctly is critical to educational success.

#### Why this program?

We offer this program as a financially advantageous way for students to obtain, own, and operate their computers. The college also provides access to support for laptop program participants if things go wrong.

#### Is this a lease?

No, this program allows students to completely pay for the computer and included software and accessories over a three-year term, but the college maintains ownership of the machines during the term of the contract, so that certain software programs that the College of Design owns can legally be installed and maintained.

#### What do I keep when it’s over?

At the end of the contract term (three years) participants will have fully paid off the machine, accessories, and some software packages included in the purchase price.

#### What happens if I need longer than three years to complete my degree?

No worries. Machines can continue to be supported by the program for an additional year of enrollment for degree completion.

#### For laptop program information and support contact:

Design Laptop Support
Lieb Chol, 430 Design
Email: laptopsupport@iastate.edu
Phone: (515) 294-5841
All first-year students are enrolled in one of the College of Design learning communities, either the Design Exchange or the Design Collaborative. Students who self-selected the Design Exchange residential learning community have an identifier printed on their name tag. During the advising session on Day 2, you will register for the schedule designated for your learning community.

**NOTE:** International Students **MUST** also register for U ST 110, International First-Year Experience Seminar.

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<tr>
<th>Design Exchange</th>
<th>Design Collaborative</th>
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<tbody>
<tr>
<td>RAN:_________</td>
<td>RAN:_________</td>
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<tr>
<td>Do not drop any courses already on schedule.</td>
<td>Do not drop any courses already on schedule.</td>
</tr>
<tr>
<td>1. LTM (C102 or C103) already added to schedule</td>
<td>1. LTM C110 already added to schedule</td>
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<tr>
<td>2. Register for DSN S 131 (select from sections 3, 9, 15, 29, 35)</td>
<td>2. Register for DSN S 102 &amp; DSN S 132X OR register for DSN S 131</td>
</tr>
<tr>
<td>3. DSN S 110 already on schedule</td>
<td>3. Register for DSN S 115: Section 1 for DSN S 102 students Section 2 for DSN S 131 students or students with an 8 a.m. MATH conflict</td>
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<tr>
<td>4. Register for DSN S 183 or General Education Elective</td>
<td>4. Register for DSN S 183 or General Education Elective</td>
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<tr>
<td>5. Register for ENGL 150* OR ENGL 250H (Honors) OR General Education Elective</td>
<td>5. Register for ENGL 150* (sections 24 &amp; 25 reserved for Design students) OR ENGL 250H (Honors) OR General Education Elective</td>
</tr>
<tr>
<td>6. Register for MATH** OR Science</td>
<td>6. Register for MATH** OR Science</td>
</tr>
<tr>
<td>7. Register for Humanities OR Social Science</td>
<td>7. Register for Humanities OR Social Science</td>
</tr>
<tr>
<td>8. If you plan to participate in band, choir, athletics, freshman honors, or have received the GWC, Hixson, or MVP scholarship, register for the assigned course(s)</td>
<td>8. If you plan to participate in band, choir, athletics, freshman honors, or have received the GWC, Hixson, or MVP scholarship, register for the assigned course(s)</td>
</tr>
<tr>
<td>9. Advisor in computer lab must approve your schedule</td>
<td>9. Advisor in computer lab must approve your schedule</td>
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* See advisor for correct ENGL placement.
** Placement for MATH courses based on ALEKS Placement test score. See adviser for correct placement.

List six courses from the areas of Social Science, Humanities, and Science that interest you. Refer to the recommended General Education/Elective list starting on page 21 in this handbook.
ACADEMIC ADVISING MEETING

You will get a time-ticket for Day 2 to meet with an academic adviser to discuss your Schedule Worksheet and placement scores. You will also receive your Registration Access Number (RAN) at this meeting. You will be directed to a computer lab to sign up for classes using AccessPlus.

How to Use AccessPlus for Registration

Logging in to the Class Registration System:
1. In AccessPlus, log in using your university ID and password.
2. Click on “Current Student Information” on the AccessPlus left menu bar to verify that this information is correct.
3. Click on “Class Registration” and select the correct term for which you are registering and check for holds.
4. Enter your RAN (the four-digit number you received from your adviser).
5. Click “Agree/Continue.”

Adding a Course:
1. Search for your desired classes. The search function provides real-time availability.
2. Select desired courses/sections.
   a. Note whether it is “Closed” or has seats available.
   b. Some courses are “Reserved” for Learning Communities or “Restricted” to specific majors or classification.
3. Once you added or dropped a class a message will appear at the top of the Class Registration Page.
4. Your complete schedule appears at the bottom of the page. Go to “View Class Schedule” on the AccessPlus left menu bar.
5. Verify the accuracy of your schedule.
6. Check for conflicts.
   a. Review section details.
   b. Drop the course that conflicts on the “Drop Screen.”
7. Verify the accuracy of your schedule again.
8. Select “View Schedule Time Grid” to see this alternate format.
9. Raise your hand to have a staff member review and approve your schedule.
ALEKS – Math Placement

All incoming students (both new freshmen and transferring students) must complete the ALEKS placement assessment before attending orientation. Your placement into a Mathematics or Statistics course will be determined by your score on this placement assessment. It is strongly recommended that you take this assessment as soon as possible. This will leave you time to work on weak areas should you decide to retake the assessment to qualify for the course(s) you want to take. At the latest, the assessment should be completed at least two weeks before you attend orientation.

The ALEKS assessment consists of 20 to 35 questions. Allow 1-2 hours to complete the assessment. No calculators are permitted during the exam. This is to prevent the biasing of placement into courses for which students are not adequately prepared.

Students with a documented disability requiring accommodations for an online assessment should contact the Iowa State University Student Accessibility Services at 515-294-7220 or accessibility@iastate.edu to discuss alternative arrangements.

If you have ISU Mathematics related questions about ALEKS please email isualeks@iastate.edu or leave a message at 515-294-2186. You can expect a response within 48 hours.

<table>
<thead>
<tr>
<th>In order to enroll in:</th>
<th>Minimum ALEKS Placement score</th>
<th>ISU prep course</th>
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</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>15</td>
<td>N/A</td>
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<tr>
<td>MATH 105</td>
<td></td>
<td>N/A</td>
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<tr>
<td>MATH 139 (co-enrolled in MATH 140)</td>
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<tr>
<td>MATH 149 (co-enrolled in MATH 150)</td>
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<tr>
<td>MATH 140</td>
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<td>STAT 104</td>
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<tr>
<td>MATH 165</td>
<td>76</td>
<td>MATH 143</td>
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</table>

Your advisor will discuss your MATH placement at your advising appointment.
Recommended Courses

Recommended First-Year General Education Elective Courses (Subject to Availability)
The following courses will meet the core requirements for ALL College of Design programs. Additional courses are offered that may apply to specific degree requirements. Please consult your adviser before taking courses not on this list and to find out more if you are interested.

Mathematical, Physical & Biological Sciences

**AGRON 120. Introduction to Renewable Resources.** (Cross-listed with ENV S, NREM). (3-0) Cr. 3.0. F.S.
Overview of soil, water, plants, and animals as renewable natural resources in an ecosystem context. History and organization of resource management. Concepts of integrated resource management.

**ANTHR 202. Introduction to Biological Anthropology and Archaeology.** (3-0) Cr. 3. F.S.
Human biological and cultural evolution; survey of the evidence from fossil primates, the human fossil record and the archaeological record, as well as living primates; introduction to research methods in archaeology and biological anthropology.

**ASTRO 120. The Sky and the Solar System.** (3-0) Cr. 3.0. F.S.SS.
For the nonscientist. The sky: constellations; motions of the sun, moon, and planets; seasons and the calendar; eclipses. The solar system: origin and evolution; characteristics of the sun, planets, satellites, comets, meteorites, and asteroids. Extensive use of the planetarium is included. Students who take ASTRO 120 may count credit in only one of ASTRO 102 or 103 toward graduation.

**ASTRO 150. Stars, Galaxies, and Cosmology.** (3-0) Cr. 3.0. F.S.
For the nonscientist. Observational aspects of stellar astronomy: motions, distances, sizes, spectra; types of stars; variability; binary systems. Stellar evolution: the birth, life, and death of stars, including supernovae, neutron stars, and black holes. The Milky Way Galaxy: clouds of matter in space, the structure and evolution of our galaxy. Other galaxies, clusters of galaxies, quasars. Theories of the origin of the universe.

**BIOL 101. Introductory Biology.** (3-0) Cr. 3.0. F.S.SS.
Life considered at cellular, organism, and population levels. Function and diversity of the living world. Presentation of basic biological principles as well as topics and issues of current human interest. Intended primarily for non-majors; available to biology majors for elective credit.

**BIOL 155. Human Biology** (3-0) Cr. 3.0. F.S.
A survey course of human biology, including principal structures and functions of the body systems and the diseases and disorders associated with them. Designed to meet general education requirements in natural science. Not recommended for those seeking a career in the allied health professions or for students majoring in life science.
Recommended Courses

Mathematical, Physical & Biological Sciences (continued)

**BIOL 173. Environmental Biology.** (Cross-listed with ENV S). (3-0) Cr. 3.0. F.S.
An introduction to the structure and function of natural systems at scales from the individual to the biosphere and the complex interactions between humans and their environment. Discussions of human population growth, biodiversity, sustainability, resource use, and pollution. Non-majors only.

**BIOL 211. Principles of Biology I.** (3-0) Cr. 3.0. F.S. 
Prereq: High school biology and chemistry or credit or enrollment in CHEM 163 or 177.
Introduction to the nature of life, including the cellular basis of life; the nature of heredity; evolution; diversity of microbial, plant, and animal life; and principles of ecology. Intended for life science majors. First of core series of required courses for the biology major.

**BIOL 255. Fundamentals of Human Anatomy.** (3-0) Cr. 3.0. F.
Prereq: High School Biology and Chemistry, or BIOL 101
An introduction to human anatomy, beginning with cells and tissues, surveying all body systems, relating form to function. Systems covered include: integumentary, bones and joints, muscles, nervous, sensory, endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive. Does not satisfy biology major requirements.

**CHEM 160. Chemistry in Modern Society.** (3-0) Cr. 3.0. F.S.
Aspects of chemistry visible to a non-scientist in our society. A survey of selected areas of chemistry with emphasis on the interface between chemistry and other fields of human activity.

**FS HN 101. Food and the Consumer.** (3-0) Cr. 3.0. F.S.SS. 
Prereq: High school biology and chemistry or 3 credits each of biology and chemistry

**FS HN 167. Introduction to Human Nutrition.** (3-0) Cr. 3.0. F.S.SS. 
Prereq: High school biology or 3 credits of biology
Understanding and implementing present day knowledge of nutrition. The role of nutrition in the health and well-being of the individual and family.
GEOL 100. The Earth. (3-0) Cr. 3.0. F.S.SS.
How does the earth work, what is it made of, and how does it change through time? Plate tectonics, Earth materials, landforms, structures, climate, and natural resources. Emphasis on the observations and hypotheses used to interpret Earth system processes. Students may also enroll in GEOL 100L.

GEOL 101. Environmental Geology: Earth in Crisis. (Cross-listed with ENV S). (3-0) Cr. 3.0. F.S.
An introduction to geologic processes and the consequences of human activity from local to global scales. Discussion of human population growth, resource depletion, pollution and waste disposal, global warming and ozone depletion, desertification, and geologic hazards such as earthquakes, landslides, flooding, and volcanism.

GEOL 108. Introduction to Oceanography. (3-0) Cr. 3. F.

GEOL 201. Geology for Engineers and Environmental Scientists. (2-2) Cr. 3. F.
Introduction to Earth materials and processes with emphasis on engineering and environmental applications.

MATH 104. Introduction to Probability and Matrices. (3-0) Cr. 3.0. F.S.
Prereq: Satisfactory performance on placement exam, 2 years of high school algebra, 1 year of high school geometry
Permutations, combinations, probability, binomial and multinomial theorems, matrices, expected value. Either MATH 104 or 150 may be counted toward graduation, but not both.

MATH 105. Introduction to Mathematical Ideas. (3-0) Cr. 3.0. F.S.
Prereq: Satisfactory performance on placement exam, 2 years of high school algebra, 1 year of high school geometry
Topics from mathematics and mathematical applications with emphasis on their nontechnical content.

MATH 140. College Algebra. (3-1) Cr. 3.0. F.S.SS.
Prereq: Satisfactory performance on placement exam, 2 years of high school algebra; 1 year of high school geometry
Coordinate geometry, quadratic and polynomial equations, functions, graphing, rational functions, exponential and logarithmic functions, inverse functions, quadratic inequalities. Students in the College of Liberal Arts and Sciences may not count MATH 140, 141, 142, or 195 toward Group III of the General Education Requirements.
Recommended Courses

Mathematical, Physical & Biological Sciences (continued)

**MATH 145. Applied Trigonometry.** (2-1) Cr. 3.0. F.S.SS. *Prereg: Satisfactory performance on placement exam, 2 years of high school algebra, 1 year of high school geometry, or enrollment in MATH 140*

Mathematical ideas regarding the conception of space. General Trigonometry, with an emphasis on the calculation of lengths, areas, and angles. The Law of Sines and the Law of Cosines. Polar, cylindrical, and spherical coordinate systems. Conic sections and Quadric Surfaces. Students in the College of Liberal Arts and Sciences may not count Math 145 toward the General Education Requirements. Only one of Math 143 and 145 may count toward graduation.

**MATH 150. Discrete Mathematics for Business and Social Sciences.** (2-1) Cr. 3.0. F.S.SS. *Prereg: Satisfactory performance on placement exam, 2 years of high school algebra, 1 year of high school geometry*

Linear equations and inequalities, matrix algebra, linear programming, discrete probability. Either MATH 104 or MATH 150 may be counted toward graduation, but not both.

**MATH 151. Calculus for Business and Social Sciences.** (2-1) Cr. 3.0. F.S.SS. *Prereg: Satisfactory performance on placement exam, 2 years of high school algebra, 1 year of high school geometry*

Differential calculus, applications to max-min problems, integral calculus and applications. Will not serve as prerequisite for MATH 265 or MATH 266. Only one of MATH 151, MATH 160, the sequence MATH 165-MATH 166, or the sequence MATH 181-MATH 182 may be counted towards graduation.

**MICRO 101. Microbial World.** (3-0) Cr. 3.0. F. *Prereg: High school biology or equivalent*

Introduction to the importance of viruses, bacteria, fungi, archaea and parasites both to humans and to the biosphere. Topics include past and present microbial impact on humans and society, ecology and diversity of microbes, biotechnology and microbial impact on the biosphere.

**MTEOR 206. Introduction to Weather and Climate.** (Cross-listed with AGRON). (3-0) Cr. 3.0. F.S.

Basic concepts in weather and climate, including atmospheric measurements, radiation, stability, precipitation, winds, fronts, forecasting, and severe weather. Applied topics include global warming, ozone depletion, world climates and weather safety.

**PHYS 101. Physics for the Nonscientist.** (3-0) Cr. 3.0. F.S.

Survey of the principal areas of both classical and modern physics. Emphasis on the nature of the physical universe and the application of physical principles to life in the modern world. Not suitable to meet a general physics requirement for natural science majors.
PHYS 131 & 131L. General Physics. (4-2) Cr. 5.0. F.S.SS. Prereq: 1½ years of high school algebra, 1 year of geometry, 1 semester of trigonometry
General background in physical concepts, principles, and methods for those who do not plan advanced study in physics or engineering. Mechanics, fluids, heat and thermodynamics, vibrations, waves, sound.

STAT 101. Principles of Statistics. (3-2) Cr. 4.0. F.S.SS. Prereq: 1½ years of high school algebra
Statistical concepts in modern society; descriptive statistics and graphical displays of data; the normal distribution; data collection (sampling and designing experiments); elementary probability; elements of statistical inference; estimation and hypothesis testing; linear regression and correlation; contingency tables. Credit for only one of the following courses may be applied toward graduation: STAT 101, 104, 105, 226.

STAT 104. Introduction to Statistics. (2-2) Cr. 3.0. F.S.SS. Prereq: 1½ years of high school algebra
Statistical concepts and their use in science; collecting, organizing and drawing conclusions from data; elementary probability; binomial and normal distributions; regression; estimation and hypothesis testing. For students in the agricultural and biological sciences. Credit for only one of the following courses may be applied toward graduation: STAT 101, 104, 105, 226.

Students who intend to apply to the Architecture program are advised to take MATH 145 and PHYS 131 & 131L during their Core year. Either the grade from MATH 145 or PHYS 131 & 131L will be used to calculate the Core GPA for application purposes.

Students who intend to apply to the Landscape Architecture program are encouraged to take MATH 140 during their Core year.

Students who intend to apply to the Industrial Design program are advised to take PHYS 101 or PHYS 131 & 131L, and a math course.
Recommended Courses

Humanities: Introduces students to cultural heritage & history

AF AM 201. Introduction to African American Studies. (3-0) Cr. 3.0. F.S.
An interdisciplinary introduction to the study of African American culture. Includes history, the social sciences, literature, religion, and the arts, as well as conceptual frameworks for investigation and analysis of the African American experience. Meets U.S. Diversity Requirement.

AM IN 210. Introduction to American Indian Studies. (3-0) Cr. 3.0. F.S.S.
Introduction to the multidisciplinary aspects of American Indian studies. Topics include literature, the arts, history, anthropology, sociology, education, and contemporary Indian politics. Guest lectures, media presentations, and discussion of assigned readings. Meets U.S. Diversity Requirement.

AM IN 225. American Indians of Iowa. (Cross-listed with ANTHR). (3-0) Cr. 3.0. F.
Cultures and histories of Native people who have called the present state of Iowa home; primary focus on the period between 1700 CE and the present; Native interactions with Spanish, French, British, and American people. Meets U.S. Diversity Requirement.

CL ST 273. Greek and Roman Mythology. (3-0) Cr. 3.0. F.S.
Survey of the legends, myths of the classical world with emphasis on the principal gods, and heroes, and their relation to ancient social, psychological, and religious practices; some attention may be given to important modern theories. Meets International Perspectives Requirement. H. Honors (4-0) Cr. 4.

CL ST 275. The Ancient City. (3-0) Cr. 3.0. F.S.
Examination of ancient urban life, including historical context, physical space, material culture, religion, literature, and art; examination of civic identity (the “polis”). Contrast between the concepts of urban and rural. Examples drawn from specific ancient cities; some attention to modern methods of recovering the conditions of ancient urban life and the fundamental concept of the city in European history. Meets International Perspectives Requirement.

DANCE 270. Dance Appreciation. (3-0) Cr. 3.0. F.S.
Introduction to the many forms and functions of dance in world cultures. Develop abilities to distinguish and analyze various dance styles. No dance experience required. Meets International Perspectives Requirement.

ENGL 201. Introduction to Literature. (3-0) Cr. 3.0. Prereq: Credit in or exemption from 150
Study of selected examples of drama, poetry, short fiction, and the novel drawn from both British and American literature. Recommended for non-majors.
ENGL 240. Introduction to American Indian Literature. (Cross-listed with AM IN). (3-0) Cr. 3.0. F.
Prereq: Credit in or exemption from ENGL 150

HIST 201. Introduction to Western Civilization I. (3-0) Cr. 3.0. F.
Western civilization from ancient Mediterranean world to 1500. Social and cultural developments; economic and political ideas and institutions; problems of historical change and continuity. Meets International Perspectives Requirement.

HIST 221. Survey of United States History I. (3-0) Cr. 3.0. F.
Colonial foundations: revolution, confederation, and constitution; nationalism and democracy; sectional disunity, Civil War, and reunion.

HIST 225. Introduction to Asian American Studies. (3-0) Cr. 3.
An interdisciplinary and chronological examination of Asian American immigration experiences from the early 19th century to the 21st century. Focus on how these immigration histories are accompanied by changing racial constructions. Discussion of racial stereotyping, the model minority myth, identity development, and efforts for social justice. Meets U.S. Diversity Requirement.

MUSIC 102. Introduction to Music Listening. (3-0) Cr. 3.0. F.S.S.S.
Expansion of the music listening experiences for the general student through greater awareness of differences in techniques of listening, performance media, and materials of the art. The course focuses on the elements of music: rhythm, melody, harmony, form, and style, and how these elements are used in musics of different cultures and time periods. Ability to read or perform music not required. Meets International Perspectives Requirement.

PHIL 201. Introduction to Philosophy. (3-0) Cr. 3.0. F.S.S.S.
It has been rumored that the unexamined life is not worth living. Philosophy is an attempt to begin examining life by considering such questions as: What makes us human? What is the world ultimately like? How should we relate to other people? Is there a God? How can we know anything about these questions? Understanding questions of this kind and proposed answers to them is what this course is all about.

PHIL 206. Introduction to Logic and Scientific Reasoning. (3-0) Cr. 3.0. F.S.S.S.
Basic principles of critical reasoning and argument evaluation. A consideration of basic forms of argumentation in science and everyday life. Application to contemporary issues and controversies.
Recommended Courses

**Humanities (continued)**

**PHIL 230. Moral Theory and Practice.** (3-0) Cr. 3.0. F.S.S.
Investigation of moral issues in the context of major ethical theories of value and obligation; e.g., punishment, abortion, economic justice, job discrimination, world hunger, and sexual morality. Emphasis on critical reasoning and argument analysis.

**RELIG 205. Introduction to World Religions.** (3-0) Cr. 3.0. F.S.S.
An introduction to the academic study of religions, including myths, beliefs, rituals, values, social norms. Examples chosen from oral cultures and major religions of the world. Meets International Perspectives Requirement.

**RELIG 210. Religion in America.** (3-0) Cr. 3.0. F.S.S.
Introductory study of the major beliefs, practices, and institutions of American Judaism, Catholicism, Protestantism, and Islam with emphasis on the diversity of religion in America, and attention to issues of gender, race, and class. Meets U.S. Diversity Requirement.

**RELIG 220. Introduction to the Bible.** (3-0) Cr. 3.0. F.S.
Basic overview of the contents of the Old and New Testament in light of their ancient socio-historical background, and with attention to a variety of interpretations and relevance to modern American society.

**RELIG 242. History of Christianity: Beginnings to the Reformation.** (3-0) Cr. 3.0. F.S.S.
A survey of the major historical developments in Christian thought and practice that shaped Christianity from the time of Jesus through the late medieval period. Attention given to significant persons and major events, including those involving relations with Judaism and Islam. Meets International Perspectives Requirement.

**RELIG 280. Introduction to Catholicism.** (3-0) Cr. 3.0. F.
An explanation of the beliefs, spirit, and practices of Roman Catholicism, including its understanding of God, sacramentality, the human person, and community, and its relationship to other forms of Christianity and other world religions.

**SP CM 216. America Speaks: Great Speakers and Speeches in US History.** (3-0) Cr. 3.0. F.
Survey of great speeches examined within their political and cultural contexts. Analysis of the rhetorical strategies of diverse speakers with an emphasis on texts from social movements in the United States. Meets U.S. Diversity Requirement.

**THTRE 106. Introduction to the Performing Arts.** (3-0) Cr. 3.0. F.S.S.
An audience-oriented, broadbased, team-taught survey of the performing arts which emphasizes theatre and includes segments on television, radio, film, dance, and music.
THTRE 110. Theatre and Society. (3-0) Cr. 3.0. F.S.
An introduction to theatre focusing on its relationship with society throughout history.

US LS 211. Introduction to U.S. Latino/a Studies. (3-0) Cr. 3.0. F.S.
History and current lives of the Latino/a peoples in the United States, including Mexican, Cuban, Puerto Rican, Dominican, and South and Central Americans, as well as information specific to Iowa Latino/as, will be covered. Through readings, class discussions, writing assignments, and guest speakers, students will acquire accurate information and a solid understanding of the US Latino/a population and cultural perspectives. Elements of Latino/a culture to be covered include historical, sociological, educational, psychological, economic, and political facets. Meets U.S. Diversity Requirement.

WGS 201. Introduction to Women’s Studies. (3-0) Cr. 3.0.
Introduction to the interdisciplinary field of women’s studies. Contemporary status of women in the U.S. and worldwide from social, economic, historical, political, philosophical and literary perspectives. Analysis of intersection of gender, race, class, and sexuality. Subject matter includes work, health, sexuality, and violence. Foundation for the other courses in the program. Meets U.S. Diversity Requirement.

World Language and Cultures
Languages include: Arabic, Chinese, French, German, Greek, Latin, Portuguese, Russian and Spanish. Talk to your adviser about placement.
Recommended Courses

**Social Sciences: Introduces students to human behavior & the structure & functioning of institutions**

**ADVRT 230. Advertising Principles.** (3-0) Cr. 3.0. F.S.
Historical, social, economic and legal aspects of advertising. Evaluations of advertising research, media, strategy and appeals. Study of the creation of advertising.

**AMD 165. Dress, Appearance, and Diversity in Society.** (3-0) Cr. 3.0. F.S.

**ANTHR 201. Introduction to Cultural Anthropology.** (3-0) Cr. 3.0. F.S.SS.
Comparative study of culture as key to understanding human behaviors in different societies. Using a global, cross-cultural perspective, patterns of family life, economic and political activities, religious beliefs, and the ways in which cultures change are examined. Meets International Perspectives Requirement.

**ANTHR 230. Globalization and the Human Condition.** (3-0) Cr. 3.0. F.S.
An introduction to understanding key global issues in the contemporary world. Focuses on social relations, cultural practices and political-economic linkages among Africa, the Americas, Asia, Europe and the Pacific. Meets International Perspectives Requirement.

**COMST 101. Introduction to Communication Studies.** (3-0) Cr. 3.0. F.S.
An introduction to communication theory, the development and functions of communication, and a survey of verbal, nonverbal, interpersonal, small group, organizational, and intercultural communication.

**COMST 211. Interpersonal Communication.** (3-0) Cr. 3.0. F.S.
Application of communication principles, theory, and research to the process of interpersonal communication; includes verbal and nonverbal communication, listening, and conflict management. Particular emphasis given to using communication to manage interpersonal relationships.

**ECON 101. Principles of Microeconomics.** (3-0) Cr. 3.0.

**ECON 102. Principles of Macroeconomics.** (3-0) Cr. 3.0. *Prereq: 101 recommended*
HD FS 102. Individual and Family Life Development. (3-0) Cr. 3.0. F.S.SS.
Development of individuals, families, and their reciprocal relationships as affected by external factors; examined within a framework of lifespan developmental tasks.

HD FS 239. Housing and Consumer Issues. (3-0) Cr. 3.0. F.S.
Introduction to factors affecting consumer and housing decisions of individuals and families, including housing issues such as housing quality, accessibility and affordability, neighborhood/housing contexts for families; and consumer issues such as consumer protection, legislation and regulation, and consumer fraud. Meets U.S. Diversity Requirement.

HD FS 276. Human Sexuality. (3-0) Cr. 3.0. F.S.SS.

JL MC 101. Mass Media and Society. (3-0) Cr. 3.0. F.S.SS.
Communication theory models and their application to the mass media; the mass communication process; organization, characteristics and responsibilities of the mass media; media literacy process.

POL S 215. Introduction to American Government. (3-0) Cr. 3.0. F.S.SS.
Fundamentals of American democracy; constitutionalism; federalism; rights and duties of citizens; executive, legislative, and judicial branches of government; elections, public opinion, interest groups, and political parties.

POL S 235. Introduction to Ethics and Politics. (3-0) Cr. 3.0. F.S.
Introduction to moral controversies surrounding political issues such as violence, deception, corruption, civil disobedience, democracy, justice, equality, and freedom. Students will read classic and contemporary texts and consider political applications.

POL S 241. Introduction to Comparative Government and Politics. (3-0) Cr. 3.0. F.S.
Basic concepts and major theories; application to selected political systems, including non-western political systems. Meets International Perspectives Requirement.

POL S 251. Introduction to International Politics. (3-0) Cr. 3.0. F.S.
Dynamics of interstate relations pertaining to nationalism, the nation state; peace and war; foreign policy making; the national interest; military capability and strategy; case studies of transnational issues, such as population, food, energy, and terrorism. Meets International Perspectives Requirement.
Recommended Courses

Social Sciences (continued)

P R 220. Principles of Public Relations. (3-0) Cr. 3.0. F.S.
Introduction to public relations in business, government and non-profit organizations; functions, processes, and management; ethics, public opinion and theory.

PSYCH 101. Introduction to Psychology. (3-0) Cr. 3.0. F.S.S.
Fundamental psychological concepts derived from the application of the scientific method to the study of behavior and mental processes. Applications of psychology.
H. Honors section. (2-2) Fall. (Honors program students only)

PSYCH 230. Developmental Psychology. (3-0) Cr. 3.0. F.S.S.
Life-span development of physical traits, cognition, intelligence, language, social and emotional behavior, personality, and adjustment.

PSYCH 280. Social Psychology. (3-0) Cr. 3.0. F.S.S.
Individual human behavior in social contexts. Emphasis on social judgments and decisions, attitudes, perceptions of others, social influence, aggression, stereotypes, and helping.

SOC 134. Introduction to Sociology. (3-0) Cr. 3.0. F.S.S.
Social interaction and group behavior with emphasis on the scientific study of contemporary U.S. society, including issues relating to socialization, inequality, and changing rural and urban communities. Analysis of relationships among the institutions of family, religion, political participation, work, and leisure. Credit for only SOC 130 or 134 may be applied toward graduation. H. Honors.

SOC 220. Globalization and Sustainability. (Cross-listed with ANTHR, ENV S, GLOBE, M E, MAT E). (3-0) Cr. 3.0. F.S.
An introduction to understanding the key global issues in sustainability. Focuses on interconnected roles of energy, materials, human resources, economics, and technology in building and maintaining sustainable systems. Applications discussed will include challenges in both the developed and developing world and will examine the role of technology in a resource-constrained world. Cannot be used for technical elective credit in any engineering department. Meets International Perspectives Requirement.

SP CM 110. Listening. (3-0) Cr. 3.0. F.S.
Theory, principles, and competency development in comprehensive, therapeutic, critical, consumer, and appreciative listening. The impact of listening in relationships and partnerships.

WGS 205. Introduction to Queer Studies. (3-0) Cr. 3.0. F. Prereq: ENGL 150
Interdisciplinary study of issues relating to lesbian, gay, bisexual, transgender, and queer identities in the U.S. Attention will be given to race and socioeconomic class. Meets U.S. Diversity Requirement.